

English 12
November 1998 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Editing Skills
 2. Reading Comprehension
 3. Interpretation of Literature
 4. Written Expression

Multiple Choice

Q	K	T	C	S		Q	K	T	C	S
1.	C	1	K	1		20.	D E L E T E D			
2.	B	1	K	1		21.	B	2	U	1
3.	A	1	K	1		22.	C	3	U	1
4.	C	1	K	1		23.	A	3	U	1
5.	C	1	K	1		24.	B	3	K	1
6.	B	1	K	1		25.	D	3	K	1
7.	B	1	K	1		26.	D	3	K	1
8.	D	1	K	1		27.	A	3	U	1
9.	B	1	K	1		28.	B	3	K	1
10.	B	1	K	1		29.	D	3	U	1
11.	D	2	K	1		30.	D	3	U	1
12.	A	2	U	1		31.	C	3	U	1
13.	C	2	U	1		32.	A	3	U	1
14.	A	2	K	1		33.	D	3	K	1
15.	D	2	K	1		34.	D	3	H	1
16.	B	2	U	1		35.	B	3	K	1
17.	D	2	K	1		36.	D	3	U	1
18.	B	2	U	1						
19.	B	2	H	1						

Multiple Choice = 36 marks

Written Response

Q	B	C	T	S
1.	1	K	2	4
2.	2	U	2	2
3.	3	U	2	4
4.	4	H	3	6
5.	5	H	3	6
6.	6	H	3	6
7.	7	H	3	6
8.	8	H	3	6
9.	9	H	4	24

Written Response = 64 marks

Multiple Choice = 36

Written Response = 64

EXAMINATION TOTAL = 100 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART B: READING COMPREHENSION

Bugs of Wonder (pages 1 to 3 in the Readings Booklet)

INSTRUCTIONS: Use the space provided in this booklet for written-response questions. Write your answers in **ink**. You may quote **or** paraphrase. Complete sentences are **not** required in this section.

1. From paragraphs 9 to 11, list **four** ways in which microbes contributed to the shaping of the planet. **(4 marks)**

Response:

- A They gave the atmosphere its oxygen two billion years ago. (para. 9)
- B They were critical to the formation of the biosphere. (para. 9)
- C They helped shape many energy and mineral deposits. (para. 9)
- D They concentrated everything from gold to oil. (para. 9)
- E They laid down the famed Serra Pelada gold field in the Amazon jungle. (para. 10)
- F They helped lay down many of the world deposits of carbonates, phosphates, oxides and sulphides. (para. 11)

This list likely is exhaustive.

2. In paragraph 14, Dennis refers to polar bears and spotted owls as “bit players” compared to microbes. From paragraphs 14 to 19, give **two** reasons that support this idea. **(2 marks)**

Response:

- A They [polar bears] are not as plentiful as microbes which dominate life on earth. (para. 14).
- B Microbes are “incredibly common”. (para. 15)
- C “They’re everywhere”. (para. 16).
- D “Each millilitre of sea water contains as many as 10 million single-celled organisms.” (para. 17)
- E “archaea and bacteria are found from the top to the bottom of the sea.” (para. 17)
- F They are likely “the most common form of life on the planet.” (para. 18)
- G “They’re [microbes are] major players”. (para. 19)

This list likely is exhaustive.

3. From paragraphs 22 to 27, list **two** similarities and **two** differences that exist between archaea and bacteria. (4 marks)

Response:

SIMILARITIES:

- A Both do not cause disease. (para. 22)**
- B Both do not cause death. (para. 22)**
- C Both are difficult to grow in a laboratory. (para. 22)**
- D Both are ubiquitous. (para. 22)**
- E Both are discovered in so many unexpected places. (para. 24)**
- F Both are similar in appearance. (para. 25)**
- G Both are innocuous. (para. 22)**

DIFFERENCES:

- A Archaea employ very different biochemical processes than bacteria do. (para. 26)**
- B Archaea employ more sophisticated biochemical processes than bacteria do. (para. 26)**
- C Archaea followed an evolutionary path all their own. (para. 26)**
- D Archaea thrive in a high-salt environment. (para. 27)**
- E Archaea have a different genetic structure from bacteria; “distinct breed of life” (para. 25)**

PROSE AND POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

Literary interpretation should clearly demonstrate **synthesis** of content, organization and style.

6/5 Answer

HIGH—Substantial, clear, perceptive

The high level response demonstrates a focused, clear, and perceptive understanding of the task and text and is written in a fluid manner. Thoughtful engagement with the text is apparent through the use of specific, relevant, and integrated support. The reader is impressed by the quality of the response.

The 5 response, which may not be as sophisticated or mature as the 6, reads with less ease, possibly as a result of a greater density of minor errors.

4/3 Answer

MIDDLE—Sufficient, satisfactory, basic

The middle level response reflects a basic, literal reading of both task and text with some sensitivity to nuance or subtlety and is written in a satisfactory manner. Support is adequate. Organization may be simplistic with mechanical transitions. Errors in mechanics rarely impede understanding.

The 3 response may be barely adequate. It may also feature weak support, awkwardness of expression or a higher density of mechanical errors.

2/1 Answer

LOW—Awkward, unclear, deficient

The student misses the intent of the question (e.g., does not understand the term “contrast”) but writes well even though off topic. The low level response attempts to address the task but manages to produce an essentially awkward and/or confusing statement. Support is inadequate, unclear, and further diminished by a multiplicity of errors.

The 1 response demonstrates a deficient command of language skills appropriate to the task.

0 Answer

Answers may be awarded a 0 for failure to provide a response in keeping with the purpose of the question.

PART C: POETRY
Snowy Owl After Midnight
(pages 4 and 5 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form, answer questions 4 and 5 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

4. In paragraph form and with reference to the poem, describe the character that the speaker believes the owl to have. **(6 marks)**

Suggestions Regarding Response:

CHARACTER TRAIT	REFERENCE
watchful	“I like to believe he waits for me” (l. 1) “eyes trained on the porchlight / of my house” (l. 3–4)
sensitive / aware	“his blood stirs / at my presence” (l. 5–6)
intelligent	“he also understands / the heightened smell of joy and fear / my bones give off” (l. 7–9)
observant / good hunter	“eyes trained on the porchlight” (l. 3) “each hunting in his way / the small gifts of the night” (l. 14–15) “never a shriek from the grass” (l. 34)
sly / wary / stealthy	“at first I thought I followed him” (l. 19) “never a shriek from the grass” (l. 34)
quick	“diving behind a clump of trees” (l. 33)
persistent, determined	“we have circled each other’s silence / this way for months” (l. 36–37) “your vigil burns white fire in the trees” (l. 55)
respects the hunter	“privy to a ritual strange” (l. 21)
habitual	“we have circled each other’s silence / this way for months” (l. 36–37) “a ritual strange” (l. 21)
empathic	“...he also understands / the heightened smell of joy and fear / my bones give off / as I shut the door behind me” (l. 7–10)

This list is not exhaustive.
The exemplars will provide sample responses.

Marks will be awarded for content and written expression.
Refer to the Holistic Scale on page 5 of this key.

5. In paragraph form and with reference to the poem, show that the speaker feels closely connected to the owl. (6 marks)

Suggestions Regarding Response:

REASONS	REFERENCE
desire to meet	“I like to believe he waits for me” (l. 1)
recognition	“I like to believe his blood stirs / at my presence” (l. 5–6)
empathy / kinship	“...he also understands / the heightened smell of joy and fear / my bones give off” (l. 7–9)
share time together	“just the two of us awake” (l. 13)
both are hunters and treasure the night	“I shut the door behind me / and plunge into the stars.” (l. 10–11) “the small gifts of the night” (l. 15)
owl lets speaker share in ritual	“privy to a ritual strange” (l. 21)
constant companion	“For miles / he wings above my shoulder” (l. 24–25) “We have circled each other’s silence / this way for months” (l. 36–37)
neither will attack the other	“never a shriek from the grass / never a word from my throat” (l. 34–35)
both are passionate creatures of the earth	“would he say the blood that calls him / to the earth is a blood / he does not understand?” (40–42)
loyalty	“but I will move here with you...as long as breath is given” (l. 52–54)

The exemplars will provide sample responses.

Marks will be awarded for content and written expression.
Refer to the Holistic Scale on page 5 of this key.

PART D: PROSE

The Bedquilt
(pages 6 to 10 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form, answer questions 6 to 8 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

6. In paragraph form and with reference to the story, discuss Mehetabel’s character. **(6 marks)**

Suggestions Regarding Response:

CHARACTER TRAIT	REFERENCE
dutiful	“...she was expected, as a matter of course, to take upon herself the most tedious and uninteresting part of the household labours.” (para. 2)
sensitive	“...tried to hide the hurt which, even yet, pierced her at her brother’s rough joking.” (para. 4)
artistic	“Even as a girl she had been clever with her needle...” (para. 5)
religious	“...she even wondered reverently...if it had not been ‘sent’ to her.” (para. 6)
crafty	“...knowing with the innocent guile of a child that the countrywoman was apt to be in a good temper...” (para. 7)
dependent	“She dared do nothing in the household where she was a dependent, without asking permission.” (para. 7)
humble	“It was too great, too ambitious, too lofty a project for her humble mind to have conceived.” (para. 6) “...she never dreamed of being allowed to iron anything pretty or even interesting...” (para. 2)
delighted in simple things	“...in a joyful agitation began preparations for the work of her life.” (para. 9) “Every time she opened the door, no matter what weather hung outside the small window, she always saw the little room flooded with sunshine.” (para. 11)
frugal	“...she did not dare to sit up late at night lest she burn too much candle.” (para. 10)

Other answers may be possible.
The exemplars will provide sample responses.

**Marks will be awarded for content and written expression.
Refer to the Holistic Scale on page 5 of this key.**

7. In paragraph form and with reference to the story, trace the change of attitude of family members towards Mehetabel. (6 marks)

Suggestions Regarding Response:

FAMILY’S ATTITUDE

At the beginning of the story, the family patronizes her.

They hardly notice her but do care for her.

They do not really pay attention to her.

A change occurs in the family’s attitude when they begin to admire her expertise in making the quilt and are surprised by her talent.

They become more interested in her and offer her their congratulations when she wins first prize for her quilt.

Other answers may be possible.

The exemplars will provide sample responses.

EXAMPLE

She carries out the “most tedious and uninteresting part of the household labours.” (para. 2–3)

The Elwells were in a vague way fond of her. (para. 4)

She was almost invisible to them. (para. 4)

Sophia was rather kind in an absent off-hand way. (para. 8)

The brother is indifferent to the sister but finally realizes how narrow her life has been. (para. 28)

“Sophia listened absently to her sister-in-law’s halting petition.” (para. 8)

Sophia glances at the quilt carelessly. (para. 12)

Sophia yawns as she asks about the quilt. (para. 12)

Sophia’s cry of admiration about the quilt (para. 15)

Her brother was “more approving than she could ever remember.” (para. 16)

“Now, come, Mehetabel, tell us all about it!” (para. 30)

“...they were gazing at her with astonished faces...” (para. 38)

“There was a stir of proud congratulation.” (para. 39)

Marks will be awarded for content and written expression. Refer to the Holistic Scale on page 5 of this key.

8. In paragraph form and with reference to the story, discuss the quilt as a symbol in the story.
(6 marks)

Suggestions Regarding Response:

Students may write about the quilt in a number of different ways. Some of the symbols they may choose to write about include:

- a source of optimism and hope
- self-esteem / validation / fulfillment
- Mehetabel's development as a person
- spiritual—the quilt gives her life value
- creativity / talent / potential of the imagination
- a goal / dream / satisfaction in accomplishment
- obsession, focus—she didn't see anything else at the fair

The bits and pieces of Mehetabel's life are used for something beautiful—she takes shape as a person as the quilt takes shape.

Other answers may be possible.

Note to markers: A superior paper may discuss only one symbol thoroughly.

The exemplars will provide sample responses.

<p>Marks will be awarded for content and written expression. Refer to the Holistic Scale on page 5 of this key.</p>
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PART E: COMPOSITION

Value: 24 marks

Suggested Time: 55 minutes

INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of 300-500 words on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

9. Write a multi-paragraph composition on the topic below. Your response may draw upon any aspect of your life: your reading, your own experiences, the experiences of others, and so on.

Topic: Uncertainty

ENGLISH 12 COMPOSITION SCORING GUIDE

6

The 6 paper is highly articulate, manifesting sophisticated, wide-ranging vocabulary, perhaps employing literary and rhetorical devices purposefully and/or demonstrating masterful control of a range of sentence structures. It draws upon either a depth of knowledge or a lively imagination. The reader is engaged by the use of language, perhaps by wit or humour and/or by the quality of the mind at work.

5

The 5 paper displays some manipulation of language to achieve a desired effect. Voice is established and maintained; structure is essentially controlled and purposeful; variety is evident; emphasis is deliberate. It is a good first draft worthy of reworking. The reader is attracted to the thoughtful content.

4

The 4 paper offers conventional personal narrative with identifiable beginning, middle, and end and often some purposeful dialogue. Alternately, it offers a standard (five-part) expository structure with suitable but predictable introduction and conclusion. Some variety is evident in diction and sentence structure. The reader follows the paper's meaning and purpose with relative ease, if not interest.

3

The 3 paper features underdeveloped paragraphs, basic and somewhat repetitive transition, and support for obvious and simplistic ideas, frequently in the form of listed details. Some variety in diction and sentence structure is discernible. The reader is aware of a reasonably consistent purpose.

2

The 2 paper shows familiarity with common spoken language in casual conversation or in the writing of one not fully conversant with the language. It sustains a subject focus with some unity of direction. Simple ideas are simply and/or awkwardly expressed, as they might be in casual conversation, or in the written expression of one not fully conversant with the language. The reader can perceive meaning and detect a purpose emerging.

1

The 1 paper displays basic vocabulary without a grasp of syntax. It manages a brief subject focus without a controlling idea. The content, usually far short of the length requirement, may also be repetitive. The reader (sometimes solely on the basis of brevity) puzzles to determine direction, meaning, and/or purpose.

NR

A blank paper or one with less than a complete sentence is given NR or No Response. A paper manifesting an achievement less than that outlined in scale point 1 may, after consultation with the Marking Committee Chair or designate, be given a zero.

END OF KEY