

English 12
January 1999 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.	A	1	K	1		20.	B	2	H	1
2.	A	1	K	1		21.	A	2	U	1
3.	B	1	K	1		22.	D	3	U	1
4.	A	1	K	1		23.	C	3	K	1
5.	D	1	K	1		24.	D	3	U	1
6.	A	1	K	1		25.	A	3	K	1
7.	C	1	K	1		26.	B	3	U	1
8.	A	1	K	1		27.	C	3	U	1
9.	A	1	K	1		28.	C	3	U	1
10.	B	1	K	1		29.	C	3	K	1
11.	C	2	K	1		30.	D	3	K	1
12.	A	2	K	1		31.	B	3	U	1
13.	D	2	U	1		32.	B	3	K	1
14.	B	2	U	1		33.	B	3	K	1
15.	A	2	U	1		34.	C	3	U	1
16.	D	2	K	1		35.	C	3	U	1
17.	A	2	K	1		36.	B	3	U	1
18.	D	2	K	1						
19.	C	2	U	1						

Multiple Choice = 36 marks

Written Response

Q	B	C	T	S
1.	1	U	2	4
2.	2	K	2	4
3.	3	U	2	2
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

Herbal Remedies: Buyers Beware (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 1 to 12, identify **two** stylistic devices or techniques used by the author to support his argument and quote an example of each. (No mark awarded for providing a device/technique or a quotation only.) **(4 marks)**

Response: (4, 2 or 0 marks only)

DEVICE/TECHNIQUE	EXAMPLE
A use of statistics <ul style="list-style-type: none">• facts• numerical figures	<ul style="list-style-type: none">• “\$2-billion-a-year industry” (para. 5)• “growing by an estimated 15 percent a year.” (para. 5) (dependent upon explanation)
B quoting experts <ul style="list-style-type: none">• quotes• consider accepting “references” if quoting example has a good explanation	<ul style="list-style-type: none">• Robin Marles, a biochemist—“suggested that she try a herbal remedy” (para. 2)• Frank Chandler, director of the college of pharmacy—“‘Quality control is our central issue’ ” (para. 7)• Ian Cameron, professor of family medicine at Dalhousie University— “ ‘When the populace gets disillusioned with traditional medicine, they go back to their roots’ ” (para. 12)
C use of colloquial language	<ul style="list-style-type: none">• “at her wits’ end” (para. 1)• “gave it a whirl” (para. 3)• “crap shoot” (para. 8)• “free-for-all in the marketplace” (para. 12)
D personal anecdote <ul style="list-style-type: none">• illustrations	<ul style="list-style-type: none">• Janet Ouellette’s story (para. 1 to 4)
E use of comparison	<ul style="list-style-type: none">• Janet Ouellette talks about herbal remedies versus conventional medicine. (para. 1 to 4)
F Literary device <ul style="list-style-type: none">• metaphor• alliteration	<ul style="list-style-type: none">• “crap shoot” (para. 8)• “questionable quality” (para. 6); “promise and pitfalls” (para. 5)
G Humour	<ul style="list-style-type: none">• “crap shoot” (para. 8)
H Scare tactic	<ul style="list-style-type: none">• “crap shoot”; “...warn of possible side effects” (para. 11)

2. This article suggests that the herbal industry may have a credibility problem. From paragraphs 13 to 20, state **two** reasons for this credibility problem and provide a supporting quotation for each. **(4 marks)**

Response: (4, 2 or 0 marks only)

REASON	QUOTATION
A no specific regulations	“Herbal remedies...can contain a multitude of different ingredients” (para. 17) “their so-called active compounds may not even be known.” (para. 17) “Potency can vary from batch to batch” (para. 17)
B lack of consistency in ingredients	“But others buy their raw material from a variety of domestic or foreign sources and often lack the in-house expertise to know what they are getting. It may be a stale batch or not the real thing.” (para. 18) “Potency can vary from batch to batch” (para. 17)
C can be dangerous	“Herbal remedies can be risky when used incorrectly, despite the popular myth that so-called natural products are safe.” (para. 19) “Just because it’s a natural product doesn’t mean it’s not dangerous.” (para. 20)
D Quality control	
E Lack of in-house expertise	(para. 18)

3. From paragraphs 33 to 35, state **two** reasons why the author believes that Germany has the right approach to regulating herbal remedies. **(2 marks)**

Response:

REASON

- A special commission to review herbal remedies (para. 33)**
- B companies are required to apply for right to sell them (para. 33)**
- C companies must show product is safe (para. 33)**
- D companies must show product actually works (para. 33)**
- E while companies do not need to spend millions of dollars for testing, (as required for new pharmaceutical drugs) there is still some research done (para. 34)**
- F herbal products are covered by state insurance (para. 35)**

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Station

4. In paragraph form and with reference to the poem, discuss the poet's use of contrast between light and dark to illustrate the father's mixed feelings. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors of the contrast between light and dark to illustrate the father's mixed feelings. The integration of quotations is fluid and natural.

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

Responses may focus only on the use of light or dark rather than on both in order to illustrate the father's mixed feelings.

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

Responses may focus on a retelling of the poem rather than on the contrast between light and dark to illustrate the father's mixed feelings.

The student misses the intent of the question 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

Station

(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, discuss the poet's use of contrast between light and dark to illustrate the father's mixed feelings. **(6 marks)**

Suggestions Regarding Response:

Note to markers: A complete response must address both sides of the contrast.

LIGHT—he sees his son as beginning his new life, as represented by shining light.

DARK—For the father, losing his son is a dark period in his life. His son's future seems closed off to his participation in it.

A “staring out at the Hudson’s platinum dazzle” (l. 10)

“tinted windows” (l. 9)

B “he’s entering into the light” (l. 11)

“feels like a long tunnel” (l. 12)

C “shining water” (l. 22)

“station of shade” (l. 22)

D “when the light is right, his next life / in bright first touches.” (l. 27 and 28)

“ghostly faces behind smoked glass” (l. 38)

E “that white face / ...shining” (l. 44 and 45)

“shadows that fill the window” (l. 46)

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Station

5. In paragraph form and with reference to the poem, explain what the train symbolizes. (6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated explanation of what the train symbolizes. The integration of quotations is fluid and natural.

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

Responses may focus on the literal message of the train taking the son to a new home.

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

Responses may focus on a retelling of the poem rather than on the symbolism of the train.

The student misses the intent of the question 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.

5. In paragraph form and with reference to the poem, explain what the train symbolizes. **(6 marks)**

Suggestions Regarding Response:

- A parting from the father**
- B growing independence—son growing older**
- C journey to a new home**
- D train goes to a new station (son's new life)**
- E journey into an unknown future**
- F grief of father, letting go**
- G captivity / freedom**

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Hindspring

6. In paragraph form and with reference to paragraphs 1 to 10, explain how the author uses imagery to create atmosphere. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated explanation of how the author uses imagery to create atmosphere. The integration of quotations is fluid and natural.

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

Responses may focus on one or two images without clearly establishing a connection to the atmosphere of confusion, fright, melodrama, recklessness, etc. that is being created.

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

Responses may focus on a retelling of the story. There are few references to the author's use of imagery to create atmosphere.

The student misses the intent of the question 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 D: PROSE

Hindspring
(pages 6 to 9 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 paragraphs 1 to 10, explain how the author uses imagery to create atmosphere. **(6 marks)**

Suggestions Regarding Response:

Sympathy is gained for the deer through its terror, and the large and frenzied assault aimed at it on the part of the hunters and their horses and dogs. Emily appears a true heroine for protecting the deer from this huge assault. Suspense is created through the descriptions.

IMAGERY

ATMOSPHERE

“a strange howling, as of wild animals” (para. 1)

Eerie

“can that be the blowing of horns, and the hoofs of horses, and the grinding of gears?” (para. 2)

Confusing
Chaos, frenzy

“turbulence gathers”; “thunders and crashes towards her”; “violent turmoil” (para. 2)

“steaming, angry, hot-blooded, maddened”; “more and more horses crash down...” (para. 3)

“whole avalanche descends”; “a red deer leaps...and bounds into the arms of Emily” (para. 2)

Startling, surprising

“deer takes refuge...hoof through the back of a painting” (para. 3)

Fright, desperation
Violence, aggression
Terror, anger, indignation

“hounds throw themselves at the window” (para. 3)

“The hind trembles”; “She is fearless.” “ ‘Away with you!’ ” (para. 4 and 5)

“[the hind] bounds into the arms of Emily Palmer.” (para. 2)

Melodrama / sentimentality

“Emily dashes to bar the window” (para. 3)

“avenging angel” (para. 5)

“He touches his hat with his whip, he bows like a gentleman.” (para. 6)

“now they [the dogs] perch nervously, not sure how they got there” (para. 9)

Recklessness

Other answers may be possible.

PROSE SCORING GUIDE
Holistic Scale: Marking Criteria for Content and Written Expression

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

Hindspring

7. In paragraph form and with reference to the story, discuss the character of Emily. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors of the character of Emily. The integration of quotations is fluid and natural.

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

Responses may focus on actions rather than on character.

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

Responses may focus on plot rather than on character.

The student misses the intent of the question 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.

7. In paragraph form and with reference to the story, discuss the character of Emily. (6 marks)

Suggestions Regarding Response:

CHARACTERISTIC	EXAMPLE
relatively fearless	<ul style="list-style-type: none">• “the whole of the hillside is pouring towards her in violent turmoil...just as she begins to make sense of this” (para. 2); “Emily dashes to bar the window” (para. 3)
assertive, courageous	<ul style="list-style-type: none">• “spreads her arms against the window, and screams. ‘Stand back, stand back!’ ” (para. 3)
confident; has a sense of moral right	<ul style="list-style-type: none">• “Emily is exultant with indignation. She is fearless.” (para. 4)• “appeared as an avenging angel.” (para. 5)
empathetic, kind to nature’s creatures	<ul style="list-style-type: none">• “ ‘Are you suggesting that I let this poor creature out to those murdering monsters?’ ” (para. 8)• “ ‘Don’t do that.’ ” (para. 29)• “she is afraid the poor thing will die of fright” (para. 31)
vain / “heroic” view of herself	<ul style="list-style-type: none">• “It is a fine role, and one she knows she looks good in” (para. 11)
good (quick) judge of others’ characters	<ul style="list-style-type: none">• “likes what she sees” (para. 13)• “The manner in which he says this convinces Emily that she has found a friend” (para. 23)
emotional	<ul style="list-style-type: none">• “she bursts into tears of shock and relief.” (para. 23)
willing to accept guidance and advice from others	<ul style="list-style-type: none">• “ ‘Can’t I tell them just to get off my property?’ ” (para. 32)
confident, assertive	<ul style="list-style-type: none">• “she can deal with the Master herself” (para. 34)• “She confronts them all, boldly.” (para. 34)

Other answers may be possible.

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Hindspring

8. In paragraph form and with reference to the story, explain how conflict plays an important role in the story. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated explanation of the importance of conflict in the story. The integration of quotations is fluid and natural.

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

Responses may focus, at a very basic level, on the conflicting attitudes of Jim and Emily about the deer.

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

Responses may focus on a retelling of the story. There is little reference to conflict in the story.

The student misses the intent of the question 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.

8. In paragraph form and with reference to the story, explain how conflict plays an important role in the story. (6 marks)

Suggestions Regarding Response:

- **Emily's internal conflict—Should she believe Jim? Should she trust him? Should she get involved with the plight of the deer? Should she sell her story?**
- **Emily must choose between ending the hunt or winning the young man.**
- **conflicting attitudes of Jim and Emily about the deer**
- **conflict between Emily and the hunters**
- **Jim's inner conflict—Should he be ambitious or be honest to win Emily? Should he pretend to be anti-hunt?**

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: Making Commitments

ENGLISH 12 COMPOSITION SCORING GUIDE

A composition may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration. **No one form of writing should be considered superior to another. Compositions that are not multi-paragraph will be deducted one scale point.**

6

The 6 paper meets all the criteria for a 5 paper, and it is superior and/or exceptionally engaging. In addition, the paper may draw upon any number of factors: maturity of style, effectiveness of argument, use of literary and/or rhetorical devices, depth of discussion, sophistication of wit, or quality of imagination.

5

The 5 paper is an example of proficient writing. It displays some manipulation of language to achieve a desired effect. It exhibits a strong voice and clear sense of audience. Content is thoughtful and interesting. Any errors which are present do not detract from the reader's understanding. Vocabulary and sentence structure are varied and serve the author's purpose successfully.

4

The 4 paper is clearly adequate. The prose is able to convey the writer's ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The reader has a clear sense of the writer's purpose, but is not engaged by the prose. Conventions of language are usually followed, but the reader is aware of errors.

3

The 3 paper is barely adequate. The paper features underdeveloped paragraphs. Transition may be weak or absent. Support for obvious and simplistic ideas is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. Although the reader may be aware of some purpose, errors impede the fluency of the paper.

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. Underdeveloped ideas are simply and/or awkwardly expressed, as they might be in casual conversation. The paper reflects little knowledge of the conventions of language; errors are frequent and rudimentary. The reader can perceive meaning and detect a purpose emerging.

1

The 1 paper is compromised by its brevity and its deficiency of composition, content, diction, syntax, structure, voice and conventions of language as to render its meaning/purpose almost unintelligible.

0

A paper with less than a complete sentence, or written in verse, or a paper manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

END OF KEY