

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

The Finicky Shark
(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 8, state **two** of the myths people believe about the great white shark, and **quote** a phrase that **contradicts** the myth. **(4 marks)**

Response:

MYTH	QUOTATION THAT CONTRADICTS
A feeds on humans as well as other sea creatures (para. 1, 2) great killing machine	“finicky eater” (para. 3) “may find people unpalatable” (para. 3)
B reputation for blood lust; pitiless (para. 1, 4)	“species can be quite civil among its own” (para. 4) “genteel bout of slapping tails” (para. 4)
C demons (of movies and nightmares) (para. 6)	“get visibly frustrated and agitated” (para. 6) “perhaps even sad and dejected” (para. 6)
D mindlessly malevolent (para. 2)	“perhaps even sad and dejected” (para. 6) “not stupid feeding machines” (para. 8)

This list is not exhaustive.

/2 Accurate myth = 1 mark; with contradictory quote = 2nd mark

/1 Accurate myth, but lack of or no contradictory quote.

0 No myth or incorrect myth; no mark given for support because the myth is wrong.

Note:

- **Restriction to paragraphs 1 to 8.**
- **Quote is contradictory to the myth.**

2. The author uses a number of stylistic techniques to deliver his message. Referring to paragraphs 9 to 20, name **two** of these techniques and give an example of each. (4 marks)

Response:

STYLISTIC TECHNIQUE	EXAMPLE
A Quotes the experts	“Dr. Douglas J. Long, a fish scientist...” (para. 9) “Dr. Richard Murphy, a marine ecologist...” (para. 13)
B States facts	need for “conservation efforts” (para. 11 and 12) Students may quote any factual reference within these paragraphs.
C Variety of sentence structures	Para. 11: “Even as scientists seek to unravel the great white’s biology, behaviour and ecology, a political push is accelerating to protect the beast.” (begins with subordinate clause) “The top predator of the sea, it appears to be declining in numbers because of assaults by sport fishermen as well as commercial interests serving a growing international market for white-shark jaws and teeth.” (begins with appositive)
D Uses irony	“willingness...of humans to protect the killer” (para. 15)
E Allusions	<i>Twenty Thousand Leagues Under the Sea</i> (para. 16) <i>Jaws</i> (para. 19)
F Uses hyperbole (in fiction)	““The blood froze in my veins”” (para. 17) ““a sailor still in uniform”” (para. 18)
G Use of imagery	“ ‘silver bellies and huge mouths bristling with teeth rushed out of the darkness.’ ” (para. 17)
H Use of humour / satire	“ ‘a sailor still in uniform.’ ” (para. 18)
I Uses analogy	““...weighing as much as a full-grown rhinoceros”” (para. 20)
J Rhetorical question	“Can you imagine?” (para. 28)
K Metaphor	“The blood froze in my veins” (para. 17)

This list is not exhaustive.

Marking Scheme: 4/2/0 for the question

Note:

Student must identify technique and provide a good example to show the understanding of the technique in order to obtain 2 marks.

Technique with a poor or an inaccurate example = 0 marks (no mark given for simply identifying a technique).

3. From paragraphs 23 and 24, identify **two** ways the great white shark's teeth are suitable for devouring its prey. **(2 marks)**

Response:

- A** triangular in shape for cutting and tearing
- B** lengths of 5 or more centimetres
- C** 3 layers of enamel crisscross to withstand twisting and bending in different directions
- D** lost teeth are constantly being replaced
- E** extraordinarily strong

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Detail

4. In paragraph form and with reference to the poem, discuss the tree as a symbol of nature's durability. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses may contain sophisticated descriptors of the variety of ways that the tree represents nature's durability, including its strength, perseverance and adaptability. The integration of quotations or references 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 ability of the tree to survive the elements.

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 restatement of what the tree looks like without making the link to the aspect of durability.

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

Detail

(page 4 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 tree as a symbol of nature's durability. **(6 marks)**

Suggestions Regarding Response:

DISCUSSION: SYMBOL OF DURABILITY

The tree endures even though the stone house is in ruins (l. 1–2)

nature is stronger than man-made structures.

The tree continues to bear fruit every year. (l. 5)

nature will not be affected by man's negligence or apathy.

The tree reveals an intrinsic beauty in any season. (l. 7, 15, 29)

nature stays strong, adapts and changes with the seasons.

No person could live there. "earth shook like a cold room / no one could live in" (l. 26–27)

people cannot withstand the assaults of the seasons, but nature can.

The tree stands "alone" on the farm. (l. 30)

nature withstands and endures storms and freezing temperatures.

Travellers continue to pass by.

man is transient; nature endures

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Detail

5. In paragraph form and with reference to the poem, tell what we learn about the speaker.

(6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated explanation of the attitudes and values of the speaker and his sense of connection to nature. The integration of quotations or references 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 details that the speaker notices about the tree and relate them to how he feels towards the tree.

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 only on a retelling of what the speaker sees.

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, tell what we learn about the speaker.

(6 marks)

Suggestions Regarding Response:

SPEAKER	EXAMPLE
observant	The speaker notices the small details around the farm. e.g., “bears fruit every year” (l. 5), “small bitter apples” (l. 7).
values the apples and their perseverance	He notices “how the apples clung / in spite of hurricane winds” (l. 13–14)
sees beauty in the tree and is compelled to look at it	The speaker sees the tree as beautiful, even in winter (he sees not “fermented fruit” [l. 23] but “golden bells” [l. 29]). “I must remember” (l. 21)
admires the tree’s stamina and strength	The speaker seems to admire the tree “soundless golden bells / alone in the storm” (l. 29–30)
feels a connection to the tree	Both he and the tree are alone in the storm.

Note:

If the character traits are stated, they are obviously acceptable, as are inferential statements about the speaker’s personality / character.

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

A Business Relationship

6. In paragraph form and with reference to the story, discuss the appropriateness of the title.
(6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses may contain sophisticated explanations of the ways that the title can be considered appropriate: from its reflection of the initial relationship and the fiscally responsible attitude of the two partners, to its ironic application at the end of the story. The integration of quotations or references 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 way that the title reflects the many business aspects of the relationship and may touch on how the relationship changes.

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 how Carl and Olga became acquainted.

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

A Business Relationship

(pages 5 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 the story, discuss the appropriateness of the title.

(6 marks)

Suggestions Regarding Response:

The title of the story is appropriate because at the outset Carl and Olga set up their relationship in a businesslike manner.

- **Carl answers an ad; he sends her two letters; they arrange a meeting.**
- **They reached an agreement when they decided to marry.**
- **Both had their duties in the relationship.**

They are fiscally responsible in their agreement.

- **Carl says that the land is “ours”.**
- **He ensures the house is in her name.**
- **He continued to do what jobs he could after becoming ill.**
- **He decided it was too expensive for him to go to the hospital.**
- **They discussed what Olga would need to do after Carl died.**

By the end of the story, the title is ironic since Carl and Olga have become a mutually caring couple.

Other answers may be possible.

Note: A 6 paper should address both sides of the relationship, but a well-developed paper which addresses only one side may / should be awarded a “5”.

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

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

A Business Relationship

7. In paragraph form and with reference to the story, discuss how Carl's character is revealed by his thoughts, words and actions. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses may contain sophisticated descriptors of the wide range of character traits that Carl exhibits, from his practical nature to his loving relationship with Olga. The integration of quotations or references 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 two or three aspects of Carl's 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 a retelling of what Carl does on the farm.

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 how Carl's character is revealed by his thoughts, words and actions. (6 marks)

Suggestions Regarding Response:

CARL'S CHARACTER

strength of will (not wanting to show his illness)

taking his mind off illness

making a contribution to the household

is skilled at repairing items

considerate and caring

a determined man, overcame his reluctance to court Olga

Carl is flexible; he allows her to make the house hers.

pride in ownership

generous, loving

practical nature

sense of humour

Other answers may be possible.

CARL'S THOUGHTS, WORDS AND ACTIONS

Carl chooses to get up early in the morning. (para. 1)

He splices the broken cable. (para. 1)

He sleeps on chesterfield. (para. 3)

"Writing was difficult for Carl but he managed two short letters about himself." (para. 8)

Olga arranges and decorates the house to suit herself. (para. 13)

"It may not be much...but it's ours." (para. 17)

He buys marigolds and snapdragons for Olga. (para. 18)

"No one would ever know you hadn't come from the country." (para. 42)

"Do you know what a day in the hospital costs? Fifty dollars, maybe seventy-five dollars." (para. 21)

He is willing to sell the boat and nets. (para. 29)

He asks if the chicken was cooked. (para. 36)

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

A Business Relationship

8. In paragraph form and with reference to the story, trace the evidence that supports the likelihood that Olga will stay on the farm after Carl dies. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses may contain sophisticated descriptors that clearly outline the growing evidence (from the beginning of the story to its conclusion) that support this likelihood. The integration of quotations or references 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 contain two or three critical events that support this likelihood.

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 contain only one or two events from the story without directly linking them to the topic.

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, trace the evidence that supports the likelihood that Olga will stay on the farm after Carl dies. **(6 marks)**

Suggestions Regarding Response:

- **She redecorated the house to suit her. (para. 13)**
- **She had never gone back to Winnipeg. (para. 14)**
- **She is committed to the business. (para. 18, 30, 33)**
- **Everything is in her name. (para. 23)**
- **She could clean the bank or school to earn money to keep the farm. (para. 33)**
- **She had made it her own. (para. 38)**
- **She will not live in other people's rooms. (para. 38)**
- **She worked hard to learn to farm and garden. (para. 42)**
- **She went to pitch them hay from the loft. (para. 51)**

Other answers may be possible.

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: Being Unique

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