

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

Multiple Choice = 36 marks

Written Response

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

Bizarre Fish from the Amazon's Depths (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. State a main idea which is introduced in paragraphs 1 to 8 of this passage. From these paragraphs, identify **two supporting quotations** as evidence for your statement. **(3 marks)**

Response:

Main idea: Life in the Amazon is still relatively unknown despite the fact that it has been explored for the last 100 years. (para. 1)

Supporting Quotations: “life in the river itself has remained largely unknown” (para. 1)

“long-hidden inhabitants of the Amazon” (para. 2)

“deep-water faunas are... the most challenging to get to” (para. 6)

Main idea: A great variety of fish have been discovered in the Amazon River. (para. 7)

Supporting Quotations: “We’ve come up with drastically different kinds of fish” (para. 3)

“It’s just an overwhelming diversity” (para. 6)

This list is not exhaustive.

Note to markers: If the main idea is incorrect, no marks can be given for quotations.

2. From paragraphs 9 to 11, list **three** reasons why electric fish are unique.

(3 marks)

Response:

Note to markers: An answer containing tiny, blind, transparent, thick-boned, or armour-plated would be wrong as these reasons pertain to catfish.

- A They can hunt. (para. 9)**
- B They can navigate without vision. (para. 9)**
- C They generate electric fields. (para. 9)**
- D They are electroreceptive. (para. 9)**
- E They eat fishtails. (para. 10)**
- F They may eat their own species' tails. (para. 10)**
- G They regenerate lost body parts. (para. 11)**

3. Researching the Amazon basin is a challenging task. From paragraphs 16 to 25, identify **four** factors that support this statement. **(4 marks)**

Response:

- A The nets sink out of sight. (para. 16)**
- B The bottom is filled with debris. (para. 16)**
- C The water is moving very quickly. (para. 17)**
- D The sheer size of the basin (6.5 million square kilometres). (para. 20)**
- E Some stretches of the river are very remote. (para. 20)**
- F Scientist-explorers are not always welcome. (para. 21)**
- G The river bottom is almost endless. (para. 24)**

This list is not exhaustive.

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Portrait of a Lady

4. In paragraph form and with reference to the poem, discuss the qualities of the **neighbour** that, according to the speaker, and as suggested by the title, make her a “lady”. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors that focus on the neighbour’s style and content of speech in dialogue. 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 how well educated and clever the neighbour is as well as the fact that she never complains.

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 the neighbour’s good manners and how she cares about others.

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

Portrait of a Lady (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 qualities of the **neighbour** that, according to the speaker, and as suggested by the title, make her a “lady”. **(6 marks)**

Suggestions Regarding Response:

- she engages in pleasant conversation with the speaker (lines 2, 5, 14)
- she speaks in formal sentences about the weather, about gardening (lines 2, 5)
- she is meticulous (line 10)
- she is cultured: listens to / plays Beethoven (line 11) and speaks Latin (line 7)
- she cares for her family, the dog, and her garden (lines 15–18)
- she is private, discreet (line 18)
- she does not express any negative thoughts (lines 18–19, 23, 25–26)
- she does not burden others with her problems (lines 25–26)
- she never complains; denies her own needs in service of family (lines 18–19, 23, 25–26)
- she remains composed on the outside (lines 25–26)

The exemplars will provide sample responses.

Marks will be awarded for content and written expression.
Refer to the Holistic Scale on page 6 of this key.

POETRY SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Portrait of a Lady

5. In paragraph form and with reference to the poem, discuss the extended metaphor of gardening as used in the poem. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain subtle examples that make the comparison explicit between the garden and the life of the characters. 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 use obvious examples to relate the act of gardening to the actions of the woman.

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 describe gardening and may not relate it to the poem.

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, discuss the extended metaphor of gardening as used in the poem.

The conditions of gardening resemble the qualities of the woman's life. She has a composted life, where grief is layered on grief. By her aerating the garden, it is as if she is sifting her own thoughts. We never see this grief as, like worms, it is buried in the "compost of her heart."

DEVELOPMENT OF EXTENDED METAPHOR

**"The tulips lost their heads...but that has passed"
(line 3); "Our seasons, like our weather lately" "
(line 5)**

**"the particular Latin names of plants" (line 7);
"We make our beds meticulously" (line 10)**

"...its separate parts: clay, sand, humus..." (line 9)

"worms on the brain, 'a sign of life' " (line 14)

**"watches where the earth worms trek" (line 17);
"hands scratch at the dry earth...with a
desperation" (line 19)**

**"Whatever grief is in her moves, like worms, within
the compost of her heart" (line 25)**

DISCUSSION

- **the stages of the neighbour's life, either youth through age or the ups and downs of her life**
- **her commitment to and perseverance in her life's tasks**
- **the speaker and the neighbour both give careful attention to all the elements of gardening**
- **her need for variety of experience and uplifting experience to help her cope**
- **listening to classical music enriches the mind and prepares it for growth like a garden**
- **her focus on her interests and in finding respite from life's problems**
- **the hardships and sorrows in her life and how she handles them**

**Marks will be awarded for content and written expression.
Refer to the Holistic Scale on page 8 of this key.**

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Anita's Dance

6. In paragraph form and with reference to the story, discuss Anita's conflicts. (6 marks)

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors that may describe her inner struggles and the stereotypical world she has to deal with. 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 primarily on her conflict with Jack and his conflict with Clive.

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 the conflict with her brother.

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

Anita's Dance

(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 Anita's conflicts. **(6 marks)**

Suggestions Regarding Response:

A. Inner conflict

- trying to resist the "emotional blackmail" or guilt of the family (eg. Mother expected the girls to look after their brother)
- feelings of selfishness in having her own life vs. conforming to society's expectations
- wanting to reject gender stereotypes vs. being happy with how Clive treats her
- her memories of her past life vs. the life she has now
- being independent vs. having a closer relationship with Clive

B. Conflict surrounding her brother Jack

- angry with him vs. trying to be a sister to him
- continues to assist him vs. trying to reject him
- trying to support Clive vs. Jack's negative attitude to Clive

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 10 of this key.

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

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

Anita’s Dance

7. In paragraph form and with reference to the story, discuss the **use of flashback** to illustrate the contrast between the life Anita used to know and the life she has built for herself. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain a sophisticated description of the growth of Anita’s self esteem and self confidence to build her independence. 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 “educated” Anita who now reads, does not swear and has a boyfriend.

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 how Anita used to be poor, but now she is rich.

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 **use of flashback** to illustrate the contrast between the life Anita used to know and the life she has built for herself. (6 marks)

Suggestions Regarding Response:

FLASHBACK

“A boy she was very fond of had wanted her to drop her scholarship, marry him and put him through law school.” (para. 2)

“Her mother had never seemed to be able to think anything through, she was always anemic from childbearing and exhausted from scrubbing...” (para. 5)

“that dream of cozy domesticity was a male dream;... The real thing she’s lived through and it was what had made her so happy to get a scholarship to university.” (para. 6)

“Being mean to Jack made her feel like the mean, ignorant child she no doubt had been, that Jack still was.” (para. 36)

“Was he mother’s blue-eyed boy?” (para. 41)

“You girls, Nita, Rosie, look after that Jackie and make sure he don’t fall in the well.” (para. 42)

“Nita’s a nitwit, Nita’s a nobody...” (para. 51)

“Oh, I never did nothing Nita told me. It was Rosie had the good left hook. Nita was nothing, all skin and bone.” (para. 55)

“The rest of us reclaimed ourselves...as Mother wanted us to. We got out of misery and brutality. We stopped swearing, read books, got at least a smattering of education” (para. 56)

THE LIFE SHE HAS BUILT FOR HERSELF

Anita graduated from university herself and has her own life.

Anita has rejected the “man’s world.” Now she has time to read books and play the piano.

Anita has gone on to be a better person; Jack’s still stuck in the mean, ignorant child phase.

In the past, Jack was the favoured one; Anita wasn’t important. Today she puts herself first.

Anita used to have to look after Jack and was not well off; now she doesn’t have to look after him and is financially stable.

Now Anita has become somebody.

In the past, Anita’s influence was negligible where Jack was concerned; now she calls the shots.

Now Anita is refined and educated.

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 12 of this key.

PROSE SCORING GUIDE

Holistic Scale: Marking Criteria for Content and Written Expression

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

Anita's Dance

8. In paragraph form and with reference to the story, explain how dialogue reveals Jack's character. **(6 marks)**

6/5 Answer

HIGH—Substantial, clear, perceptive

Responses contain sophisticated descriptors that may reveal Jack as a victim of his upbringing, as self-centred, immature and manipulative. 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 how Jack and his sister never got along, how spoiled he is and how his mother favoured him.

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 how Jack is always borrowing money and seems lazy.

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 dialogue reveals Jack's character. (6 marks)

Suggestions Regarding Response:

DIALOGUE EXAMPLES

JACK'S CHARACTER

"I was wondering if you had any jobs for me, like." (para. 11)

Uneducated

"I been doing...well, littla this, littla that." (para. 16)

"Oh, I never did nothing..." (para. 55)

"Nita was nothing, all skin and bone." (para. 55)

Nasty / Resentful towards Anita

"...the way you lie around reading all the time." (para. 19)

"In the old days, a family stuck together." (para. 28)

"Lanie's poorly...I was there yesterday." (para. 21)

Calls Anita a snob. (para. 49)

Tone seems vindictive, melodramatic and rude

"Do you think so, Mr. Prettyboy?...Why, all she cares about is white velvet and books and doilies. She don't even go to visit the sick and the dying, she..." He spoke in a stage Irishman's accent." (para. 51)

"Drop me off somewhere?" (para. 30)

Opportunistic / Unscrupulous

"So you caught me..." (para. 49)

Clive asks "How much did you give him?" (para. 39)

"Jackie tore the wings off flies and drowned our kitten..." (para. 43)

"'She's got cancer,' he said, almost with satisfaction... 'She looks awful...'" (para. 23)

"Broke again, eh? Want some coffee?" (para. 12)

Irresponsible and often out of work

"My brother Jack turned up. The no-good one." (para. 38)

"Was he mother's blue-eyed boy?" (para. 41)

Spoiled / self-centred

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 14 of this key.

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: Determination

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