

English 12
April 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

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

Multiple Choice

Q	K	T	C	S	Q	K	T	C	S
1.	C	1	K	1	14.	B	2	K	1
2.	B	1	K	1	15.	B	2	U	1
3.	D	1	K	1	16.	D	2	K	1
4.	A	1	K	1	17.	D	2	U	1
5.	C	1	K	1	18.	C	2	K	1
6.	B	1	K	1	19.	D	2	K	1
7.	B	1	K	1	20.	A	2	K	1
8.	A	1	K	1	21.	D	2	U	1
9.	A	1	K	1	22.	D	2	U	1
10.	B	1	K	1	23.	B	2	U	1
11.	B	2	K	1	24.	D	2	K	1
12.	D	2	K	1	25.	C	2	U	1
13.	C	2	U	1					

Multiple Choice = 25 marks

Written Response

Q	C	T	S	
1.	H	2	12	
2.	H	2	24	} Score only one of the two questions given.
3.	H	2	24	
4.	H	3	24	

Written Response = 60 marks

Multiple Choice = 25
Written Response = 60
EXAMINATION TOTAL = 85 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

POETRY SCORING GUIDE FOR QUESTION 1

This question tests both the reading and the writing abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is a **draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Please remember that references to the text may be explicit or implicit. References to lines solely by number should be ignored.

The high paper tends to recognize and understand the central paradox of the poem.

The middle paper tends to recognize but does not necessarily fully understand the central paradox of the poem.

The low paper tends to refer to the central paradox of the poem but does not demonstrate significant understanding. It may also personalize the poem.

Students might recognize that the relationships do not necessarily have to be with people; for example, Elizabeth’s love for the house.

6 Answer

The six response meets all the criteria of a five: its superiority to the five response is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six response exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five response reflects a strong grasp of the topic and the poem. The references to the poem may be explicit or implicit and convincingly support the student's point of view. In both understanding and writing, the paper is proficient. The writing is well organized and reflects a strong grasp of the conventions of language.

4 Answer

The four response is competent. Understanding of the poem is accurate but rather superficial or somewhat incomplete, certainly not imaginative. References are present and suitable, but may be limited to only part of the poem. The writing conveys the student's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the poem which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two response reflects a significant misunderstanding of the poem and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

A one response compounds the problems of the two paper. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

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

NR

A blank paper with no response given.

PART B: POETRY

The Pigeon, Icarus
(page 1 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form and in approximately 125 to 150 words, answer question 1 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.

1. In paragraph form and with reference to the poem, discuss the speaker’s conflicting attitudes toward the pigeons. **(12 marks)**

Suggestions Regarding Response:

The speaker’s positive attitude toward the pigeons:

EXPLANATION

Speaker admires the birds in flight, likening them to artists.

The speaker views the birds in flight as beautiful.

Speaker wants to be one of the birds, to join them in their flight.

Speaker longs for the freedom that the birds have in flight.

REFERENCE

“sweeping together / sculpting skyways”
(lines 5 and 6)

“white to silver / grey to silver” (lines 8 and 9)

“I want to be one of them / rustling up eddies” (lines 11 and 12)

“in reckless abandon” (line 15)

The speaker’s negative attitude toward the pigeons:

EXPLANATION

The pigeons are restricted to their own cages.

Speaker cannot understand why the pigeons would give up their freedom each night. They do not have free choice / free will; they are always dependent.

Speaker imagines that the birds repress their longing for freedom, suggesting her / his *own* feelings. They only get to dream.

REFERENCE

“Each night at six the man opens / the small doors of cages for pigeons” (lines 1 and 2)

“I wonder / why night after night they forfeit their freedom” (lines 16 and 17)

“muffle longing in attics for what they gave up” (line 19)

Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 3 and 4 of this key.

PROSE SCORING GUIDE FOR QUESTION 2

This Guide is specific to narrative reading passages. This question tests both the reading and the writing abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is **a draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Essays which are not multi-paragraph will be deducted one scale point. Please remember that references to the text may be explicit or implicit. References to paragraphs solely by number should be ignored.

High level papers tend to recognize the metaphor and the mixed reaction of the family.

Middle level papers tend to acknowledge the literal and physical aspects of the uprooting.

Low level papers tend to move away from the story and personalize the experience.

6 Answer

The six essay meets all the criteria of a five: its superiority to the five essay is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six essay exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five essay reflects a strong grasp of the text. The response has a clearly stated thesis which is convincingly supported. In both understanding and writing, the paper is proficient. The essay reflects a strong grasp of the conventions of language.

4 Answer

The four essay is competent. References are present and suitable, but may be limited to only part of the text. The assertions in the four essay tend to be simplistic. There are no significant errors in reading. The writing is able to convey the writer's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three essay's response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the prose which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two essay's response reflects a significant misunderstanding of the prose and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Composition errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

The one essay compounds the problems of the two essay. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

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

NR

A blank paper with no response given.

PART C: PROSE

The Uprooting

(pages 2 to 4 in the **Readings Booklet**)

INSTRUCTIONS: Choose **one** of the following two topics and write a multi-paragraph response of approximately 300 words. 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. **Value: 24 marks**

2. In multi-paragraph form and with reference to the story, explain how the title is significant to the story. **(24 marks)**

Suggestions Regarding Response:

Significance: Uprooting creates instability.

The uprooting influences Elizabeth to mature and come to a new realization.

EXPLANATION

REFERENCE

The family was uprooted by the war.

“it could never be the same” (para. 1)

The family returns to their house after the war.

“...the house possessed a strange air.” (para. 1)

Their house had been changed in their absence and they were disappointed on returning.

“steel engravings” moved (para. 1)

They felt the need to move.

Plush elephant: “He had gone, with the peculiar tenants” (para. 1)

The father had been uprooted from Ontario, and now he is uprooting his family to return.

The father is delighted to be moving. “Father was already re-living his youth, spent with relatives in the Ontario countryside.” (para. 4)

The doll’s house is uprooted.

The doll’s house is tagged “Toronto” (para. 5)

Elizabeth is anxious at being uprooted from her friends.

“...you could not take people with you” (para. 6)

Elizabeth loses Peggy, who is maturing faster.

“Peggy had changed” (para. 7)

Elizabeth is uprooted from familiarity of the wide street.

“...the familiar shape of the wide street and the brown boulevard grass looking like a map” (para. 8)

Elizabeth is uprooted from Granny; Elizabeth is separated from Aunt Maudie, and Aunt Maudie will feel the loss as well.

“those beings who had watched over her like angels” (para. 8)

Taxi physically uproots them.

“The engine whirred, the car moved forward, backed up a side street, then tore around to a flying goodbye, goodbye to Lipton Street.” (para. 18)

Elizabeth was emotionally uprooted.

“[she]was a human creature walking alone, with only her own legs to sustain her, her own arms to pull.” (para. 19)

Even the geese are uprooted.

“...the deep V-wedge of the geese” (para. 20)

The exemplars will provide sample responses.

<p>Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 6 and 7 of this key.</p>

PROSE SCORING GUIDE FOR QUESTION 3

This Guide is specific to narrative reading passages. This question tests both the writing and the reading abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is **a draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Essays which are not multi-paragraph will be deducted one scale point. Please remember that references to the text may be explicit or implicit. References to paragraphs solely by number should be ignored.

High level papers tend to recognize that Elizabeth already feels a sense of separation before leaving.

Middle level papers tend to concentrate on only the loss of the relationships.

Low level papers tend to personalize the experience, and do not draw from the text.

6 Answer

The six essay meets all the criteria of a five: its superiority to the five essay is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six essay exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five essay reflects a strong grasp of the text. The response has a clearly stated thesis which is convincingly supported. In both understanding and writing, the paper is proficient. The essay reflects a strong grasp of the conventions of language.

4 Answer

The four essay is competent. References are present and suitable, but may be limited to only part of the text. The assertions in the four essay tend to be simplistic. There are no significant errors in reading. The writing is able to convey the writer's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three essay's response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the prose which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two essay's response reflects a significant misunderstanding of the prose and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Composition errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

The one essay compounds the problems of the two essay. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

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

NR

A blank paper with no response given.

3. In multi-paragraph form and with reference to the story, discuss Elizabeth’s relationships with those she is leaving behind. (24 marks)

Suggestions Regarding Response:

Relationship with Aunt Maudie:

DISCUSSION

Both Granny and Aunt Maudie had taken care of her.

Aunt Maudie had taught her many things, played with her, showed her how to mother.

Aunt Maudie shows Elizabeth that there may be sides to others of which we are unaware.

Elizabeth has a sense of isolation from others.

REFERENCE

“those beings who had watched over her like angels” (para. 8)

“Aunt Maudie took the warmest interest in her doll family” (para. 9)

“Aunt Maudie had been a mother, after all; for she had taught Elizabeth what mothering was like.” (para. 12)

“ ‘Promise me you’ll be a good girl, Elizabeth? And always do what’s right?’ ” (para. 15)

“Elizabeth looked at Aunt Maudie with increased curiosity.” (para. 13)

“...was a human creature walking alone...” (para. 19)

Relationship with Peggy:

DISCUSSION

She will miss her friends; they are important to her.

She already seems to have lost Peggy—to boys, to her home.

Her relationship with Peggy is changing, prior to the move.

REFERENCE

“ ‘But I can’t leave Peggy!’ ”(para. 4)

“Peggy had changed. She stayed more at home, now that Rita had gone off to take her hospital training. And also, she played more with boys.” (para. 7)

“...it did not seem to upset her to see Peggy staying on the other side of the street...” (para. 7)

The exemplars will provide sample responses.

Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 10 and 11 of this key.

PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately 300 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**.

4. 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:

The pursuit of freedom involves change.

SCORING GUIDE FOR ORIGINAL COMPOSITION (PART D)

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