

English 12
June 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

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

Multiple Choice

Q	K	T	C	S	Q	K	T	C	S
1.	B	1	K	1	14.	C	2	K	1
2.	A	1	K	1	15.	D	2	U	1
3.	C	1	K	1	16.	A	2	K	1
4.	B	1	K	1	17.	C	2	U	1
5.	C	1	K	1	18.	B	2	K	1
6.	B	1	K	1	19.	B	2	K	1
7.	A	1	K	1	20.	C	2	U	1
8.	D	1	K	1	21.	D	2	U	1
9.	B	1	K	1	22.	D	2	K	1
10.	A	1	K	1	23.	C	2	U	1
11.	C	2	K	1	24.	C	2	U	1
12.	A	2	K	1	25.	C	2	K	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 often has a more rounded perception of the family relationship. Students also tend to recognize the importance of the family relationship over the material items.

The middle paper may list examples or provide quotations without any explanation.

The low paper has a tendency to re-tell the plot or paraphrase the poem without any connection to analysis.

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

A Mother

(pages 2 and 3 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 how the poet portrays a loving atmosphere within this family. **(12 marks)**

Suggestions Regarding Response:

- children love their mom so much they promise to get the sculpture she wants for her next year: “Next year, we promised ourselves, / we’d have to get it for her next year” (lines 1 and 2)
- the children have paid so much attention to this gift—they really know her tastes and desires: “she held it up to the light / with both hands” (lines 12 and 13)
- they recognize what a treasure it is and are sensitive to her feelings: “She was so afraid it would slip!” (line 14)
- they wanted to give her more than they could afford (lines 15 to 16)
- the father supported the children by helping to wrap the china cat, turning on the records, making a cake: “Instead, papa helped us wrap up / a china cat we’d found” (lines 17 to 18)
- hide the gift to be a “surprise” (lines 20 to 21)
- Mom and Dad care about each other’s feelings—laugh at the burnt cake, do not want to spoil the atmosphere on this special day. “She laughed, and he laughed too, / as she scraped / the burnt-out bottom of his coffee cake / from the pan” (lines 29 to 32)
- They gather around the mother for the gift-giving, so concerned, “our hearts beating / like so many small wings” (lines 35 and 36)
- take special care with unwrapping the gift: “First the white ribbon, then the box, / then the layered tissues” (lines 37 and 38)
- Mother reacts with grace and appreciation: “ ‘Oh!’ she said. ‘Oh!’ / and she held it to her cheek” (lines 39 and 40)
- loving interaction between mother and father: “There between the lamplight / and the window, rocked in his arms” (lines 41 to 42)

The exemplars will provide sample responses.

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.

The Lamb passage has proven to be very successful. Students could clearly relate to the vignette. The text was sufficiently rich as to allow strong students to shine not only in their writing competency, but also in the sophistication of their understanding of the issues both questions presented.

The high papers were distinguished by the subtlety of their discussion of peer pressure. Strong answers recognized its effects on a variety of individuals and/or the group as a whole. While most high papers dealt with peer pressure as a negative force, a number of very sophisticated writers did discuss its positive power of social control. Some high papers recognized the very complex relationship between peer pressure and the bond of the twins.

Responses in the middle range tended toward a more simplistic grasp—peer pressure is bad because it makes people act unkindly—but such a response was easily supported with many possible textual references.

The lower papers tended to fall into two categories: those which veered into personal response and those which were so simplistic in their insight or so brief in support as to be unconvincing. However, the central problem with the low papers was deficiencies in writing skills rather than a gross misunderstanding of the question or 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.

PART C: PROSE

excerpt from *I Know This Much is True*
(pages 4 to 7 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 peer pressure plays an important role in this story. **(24 marks)**

Suggestions Regarding Response:

SUGGESTED REFERENCES TO PEER PRESSURE:

- **Thomas sits with the unpopular Eugene:** “He got stuck sitting with Eugene Savitsky” (para. 1).
- **Dominick chooses to sit with cool kids, not with brother:** “Thomas and Channy both picked me, and I picked Channy.” (para. 1)
- **Eddie Otero causes others to act inappropriately:** “Eddie Otero started making pig snorts. Then three or four other kids started doing it.” (para. 3)
- **The boys want to impress their classmates:** “Otero and Channy and I say wiseguy things to the girls” (para. 5).
- **Channy and Otero make rude remarks about Thomas having tripped:** “Someone trips him accidentally on purpose and everyone laughs, Channy and Eddie Otero loudest of all.” (para. 10)
- **Dominick is embarrassed by Thomas and ignores him:** “I look out the window so that I don’t have to look at him.” (para. 10)
- **Mrs. Hanka favours Thomas so Dominick calls him “Mr. Goody Two-shoes”** (para. 18).
- **Dominick is embarrassed when his brother gets locked in the bathroom. He is angry at being humiliated in front of his friends:** “If I start crying in front of Channy and Otero, I don’t care what anyone says. I’m changing schools.” (para. 21)
- **Thomas knows he’s embarrassed his brother in front of his friends and screams,** “ ‘I’m sorry, Dominick!’ ” (para. 24)
- **Eugene solves the problem, but receives no recognition because he is not accepted:** “Have him push the bolt the opposite way” (para. 25).
- **After this incident, the kids look differently at Dominick:** “Kids are looking at me, too, not just at Thomas. The Birdsey brothers: identical twins.” (para. 31)
- **The brothers are treated cruelly after their humiliation:** “Channy doesn’t say two words to either of us...I know I’m never going over to Channy’s house again.” (para. 35)

The exemplars will provide sample responses.

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

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: The richness of the text allowed strong students ample opportunity for a thorough discussion of Dominick. His complex nature provided a range of discussion from his possible cowardice to his love for his brother.

Middle level papers were able to discuss a variety of qualities, but they tended to see Dominick in relatively obvious terms—he is loud, overly concerned with peer pressure, unkind to his brother, a “typical boy.” Evidence for these assertions was presented. In some cases, extended quotations were offered for rather banal assertions, e.g., Dominick saved money, Dominick has a step-father.

The low level papers tended to be brought down by their writing problems rather than significant misreadings of the text. However, the low papers did tend to discuss so few, or such inconsequential elements as to seriously misrepresent the character.

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, describe the character of **Dominick** (the narrator). (24 marks)

Suggestions Regarding Response:

CHARACTER	REFERENCE
Wants to be popular	Dominick has to look good by sitting with popular kids—“Mrs. Hanka let us pick our seatmates. Thomas and Channy both picked me, and I picked Channy. No one picked Eugene.” (para. 1)
Wise-cracker / disrespectful	<p>He talks about the teacher behind her back: “Muriel Baby” (para. 3).</p> <p>He makes comments when girls go into washroom—“Otero and Channy and I say wiseguy things to the girls as they go in and out.” (para. 5)</p> <p>The way he talks to Susan Gillis—“and I go, real snotty, ‘What are you looking at?’ ” (para. 6)</p> <p>He calls his brother “Mr. Goody Two-shoes” (para. 18).</p>
Sensitive / insecure	<p>He feels sympathy for others. He realizes his teacher feels hurt and then he behaves. (para. 3)</p> <p>He feels sympathy for brother—“I can hear the panic in his voice, in the frantic clicking of that door handle, the thump of his fists against the door.” (para. 15)</p> <p>He is embarrassed and concerned for his brother. “His body keeps making shuddering noises against the door. My stomach feels like I’m on this elevator that’s dropping way too fast.” (para. 21)</p> <p>He notices how pale his brother is. “I feel bad for him.” (para. 31)</p> <p>Dominick remembers his own humiliation and disappointment: “I’m on the verge of tears.” (para. 39)</p>
Industrious / hardworking	Dominick has been waiting a long time for this trip and saved his money for it. “...thirty-seven dollars I earned from shoveling snow and walking Mrs. Pusateri’s dog and helping Ray on weekends.” (para. 2)
Tough exterior / aggressive	<p>“‘Make us’ ”—tough talking (para. 7).</p> <p>He tells his brother to be quiet as appearances are important—“ ‘Keep your voice down. You’re making it worse.’ ” (para. 16)</p> <p>He needs to keep up facade and not cry. “If I start crying in front of Channy and Otero, I don’t care what anyone says. I’m changing schools.” (para. 21)</p> <p>Shows bravado, disguising his feelings, keeping up facade—“I’d like to punch that smirk off of Channy Harrington’s rich little stupid face.” (para. 31)</p>
Over-reacts / immature	“ ‘It stunk, just like everything always stinks.’ ” (para. 39)

The exemplars will provide sample responses.

Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 9 and 10 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:

Being sincere is important.

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 so 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