

English 12
June 2001 Provincial Examination

ANSWER KEY / SCORING GUIDE

- Topics:**
1. Editing, Proofreading and Comprehension Skills
 2. Interpretation of Literature
 3. Original Composition

Multiple Choice

| Q | K | C | S | T | Q | K | C | S | T |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. | B | K | 1 | 1 | 16. | C | U | 1 | 2 |
| 2. | B | K | 1 | 1 | 17. | B | U | 1 | 2 |
| 3. | B | K | 1 | 1 | 18. | D | U | 1 | 2 |
| 4. | B | K | 1 | 1 | 19. | C | U | 1 | 2 |
| 5. | C | K | 1 | 1 | 20. | B | K | 1 | 2 |
| 6. | A | K | 1 | 1 | 21. | C | K | 1 | 2 |
| 7. | C | K | 1 | 1 | 22. | D | K | 1 | 2 |
| 8. | B | K | 1 | 1 | 23. | B | U | 1 | 2 |
| 9. | B | K | 1 | 1 | 24. | C | U | 1 | 2 |
| 10. | D | K | 1 | 1 | 25. | D | K | 1 | 2 |
| 11. | A | U | 1 | 1 | 26. | B | U | 1 | 2 |
| 12. | A | K | 1 | 1 | 27. | D | U | 1 | 2 |
| 13. | A | K | 1 | 1 | 28. | C | K | 1 | 2 |
| 14. | B | K | 1 | 2 | 29. | D | U | 1 | 2 |
| 15. | C | K | 1 | 2 | 30. | C | K | 1 | 2 |

Multiple Choice = 30 marks

Written Response

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

Written Response = 60 marks

Multiple Choice = 30
Written Response = 60
EXAMINATION TOTAL = 90 marks

LEGEND:**Q** = Question Number**C** = Cognitive Level**T** = Topic**K** = Keyed Response**S** = Score**B** = Score Box Number

POETRY SCORING GUIDE

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.

An upper level response is characterized by insightful references to the poem. This depth of understanding is apparent in the desirability of the contemplative lifestyle the narrator anticipates. The references to the poem are well integrated and include a variety of qualities from the speaker’s lifestyle. As well, the writing flows nicely, resulting in a very readable answer.

A middle level response reflects a basic understanding of the qualities of the speaker’s lifestyle. It may list the qualities with only a superficial consideration of them; it may dwell on a response to only a few of the qualities. The writing tends to be adequate but without the “control for effect” characterized by an upper level answer.

A lower level response may show a misunderstanding of the qualities of the speaker’s lifestyle. It is more likely, however, that the differentiation between the lower level answer and the middle is that of language errors. The lower level response is significantly flawed in language usage.

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 meagre 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

Dearest Margaret (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. The poem expresses the **speaker’s idea** of a perfect lifestyle. In paragraph form and with reference to the poem, discuss the qualities of this lifestyle. **(12 marks)**

Suggestions Regarding Response:

- **The friends will live “side by side.” (line 2)**
- **They will have goats “bleating of love.” (line 5)**
- **They will be free to have as many pets as they wish. (lines 6–8)**
- **They will have a successful garden, and good food to eat. (lines 9–17)**
- **They will be self-sufficient. (lines 13–14)**
- **They will be free to come and go as they please. (lines 18–19)**
- **They will have no commitments or requirements outside of the farm. (lines 20–22)**
- **They will be committed to the farm. (lines 20–22)**
- **They will be prepared for, and content in all seasons. (lines 23–25)**
- **They will be generous to others. (lines 27–28)**
- **They will write perfect letters to themselves. (line 30)**
- **They will have time to read great works of literature. (line 33)**

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 2A

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.

This question generated some of the most interesting and intelligent responses in years. Few students chose to write on contrast, but the majority of those who did provided excellent answers.

High level papers demonstrated an amazing display of approaches from one strong contrast beautifully sustained to a variety, ranging from content to syntax and style. Markers must be flexible and not simply follow the analytical key as students reached far beyond its restrictions. Markers also need to be careful not to limit the “6” to the exalted “8” papers. Upper level papers were thoughtful, insightful, and original.

Middle level papers tended to have a simplistic view of contrast. They recognize its role in the piece but do not appreciate that it is central to the purpose and tone of the passage.

Lower level papers knew what contrast is but did not make the connection between the definition and the application. These papers tend to be short.

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 meagre 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 story 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 Technology of Simplicity (pages 2 and 3 in the Readings Booklet)

INSTRUCTIONS: Choose **one** of the following two topics and write a multi-paragraph essay 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**

- 2a. In multi-paragraph essay form and with reference to the selection, discuss the element of contrast in the story. **(24 marks)**

Suggestions Regarding Response:

The Title:

There is a paradox inherent in the title that alerts a person to savour the intensity of experience rather than consume material things.

It suggests that there is a way to learn how to gain simplicity.

Hunting: (para. 1–5)

The father teaches the speaker the complexities of hunting, and how to reduce those complexities to the simple, more rewarding elements of the experience, in contrast to the other hunters.

As the speaker learns the technology, he grows in his understanding of the superior goal: to become a part of the forest. His new goal is in direct contrast to his original goal of killing a deer. “No *thing* was required...” (para. 5)

The paraphernalia for the speaker becomes a camouflage to legitimize his presence to other hunters rather than to hide his presence from the deer.

Christmas Presents: (para. 6–8)

Christmas is an example of the contrast between what the event should be and what it has become: society “enjoys less and less as it tries to consume more and more.” (para. 6)

A contrast exists between savouring the moment and “‘throughput’ ”: “the consumptive society produces stupor and waste, rather than pleasure and well-made material artifacts.” (para. 6)

There is a contrast between the natural behaviour of the children, and how they are taught to behave. (para. 7)

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 2B

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.

Upper level papers recognize that the lessons learned shaped the narrator’s perception of society as well as his character. These papers tended to use the entire text to support a clear thesis.

Middle level papers tended to list lessons the narrator had learned. They often focussed only on one part of the text and overstated the role of the narrator’s father.

Lower level papers while they tended to understand the text, did not recognize the full impact of the events on the narrator’s approach to life. For example, they acknowledged he learned to sit still, but did not appreciate the implications of this.

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 meagre 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 story 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.

- 2b. In multi-paragraph essay form and with reference to the selection, discuss the lessons about life that the narrator has learned. **(24 marks)**

Suggestions Regarding Response:

- **He learns to appreciate what his father was really trying to teach him. (para. 3)**
- **He learns patience and meditation. (para. 3)**
- **He learns to love the natural world and his place in it. His place is not as a predator. (para. 4)**
- **He learns confidence in his own perception of values. (para. 5)**
- **He learns to savour the experience rather than the end-product. (para. 5–6)**
- **He learns that Christmas is an example of how many adults focus on the wrong values. (para. 7)**
- **He learns that “experiencing abundance as quantity, rather than as richness” is unfortunate. (para. 7)**
- **He learns that a simpler life is better than a materialistic and consumptive life.**

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: 40 minutes

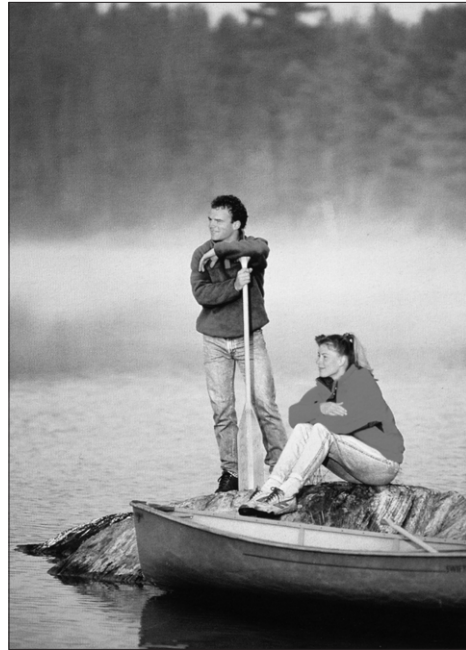
INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately **300 words** on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

3. Write a multi-paragraph composition on the **topic** below. In addressing the **topic**, you may draw support from the pictures below, the experiences of others, or from any aspect of your life: your reading, your own experiences, and so on.

Topic:

A good life does not have to be complex.



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 so 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