

English 12  
August 2001 Provincial Examination

**ANSWER KEY / SCORING GUIDE**

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

**Multiple Choice**

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

**Multiple Choice = 30 marks**

## Written Response

<b>Q</b>	<b>C</b>	<b>T</b>	<b>S</b>	
1.	H	2	12	
2a.	H	2	24	} Score only <b>one</b> 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.**

High papers tend to develop the relationship between imagery and the aging process fully and confidently. Examples are usually short, effective and properly integrated into the response.

Mid-range papers tend to list examples of imagery without effectively showing the relationship to the aging process.

Low papers either misunderstand the poem and/or the topic or select one or two unrelated or unexplained examples of imagery. Quotations are often long and ineffectively used.

## **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**  
**Gathering**  
(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 poet's use of imagery to portray the aging process. **(12 marks)**

**Suggestions Regarding Response:**

IMAGE	EXPLANATION
(lines 2–4) “A great unseen thumb is pushing / gently and relentlessly down on the tops of their heads / and they spread sideways.”	As people age, they shrink in height and increase in girth.
(lines 5–6) “They whiten, like raw wood in a salt wind. / They silver.”	Their complexions fade. Their hair turns white or grey.
(lines 7–13) “Their eyes are no longer surprised and guile- / free blue pools, translucent, / but small and knowledgeable / and shiny as the backs of beetles, / or else those hard black berries / you find still clutching the vines / just before frost.”	Their eyes become smaller and faded. They lose their innocence. “Frost” is a symbol of death.
(line 15) “you think: cyanide. You think: webs.”	They have changed so much that it appears they have been poisoned, or are so inactive that they have cobwebs on them.
(lines 17–21) “you are in a roomful of gnomework, / of those who were once your friends, transformed / by some clear scentless power / to these puckered dreamhouse versions. / What happened to the meadows?”	They have become misshapen and gnarled. They are a memory of what they were in youth.
(lines 22–24) “No one is ever used to this, / to the nets, to all the clocks, / the veins like cracks in porcelain.”	Physical changes occur with the passage of time. The people find themselves trapped in the process.
(line 29) “Their smiles are kodak shadows”	The people are only shadows of their former selves. Aging is inevitable and they are resigned to that fact.

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.**

High level paper:

- strong understanding of content **and** well-written
- above average vocabulary
- develops the essay by effectively discussing how the title relates to the story using examples from the text

Middle level paper:

- basic understanding of content
- summary or list
- weaker examples of how the title relates to the text

Lower level paper:

- Would you publish this in a newspaper as a passing English 12 paper?
- simple sentence structure, weak vocabulary
- lacks understanding of story or question being asked
- lack of quotations and/or references specific to the question
- too brief—doesn’t meet the 200 word requirement

## **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

### Survival Zones

(pages 2 to 5 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 story, discuss the ways in which the title “Survival Zones” relates to the story. **(24 marks)**

#### **Suggestions Regarding Response:**

- Elgin was designated a “survival zone” during WWII. (para. 2)
- Roberta had imagined herself as a child leading the citizens of Elgin to safety. (para. 2)
- The azalea bush has been brought to a climate where survival in the cold is impossible without human help. (para. 4, 24, 42)
- Roberta chose for herself a comfortable, if uneventful, life in her “survival zone” of the farm near Elgin. (para. 1, 21, 39)
- Roxanne is forced to determine what is to be her “survival zone” in her future: to stay at home at least for a while, or to venture off with Danny. (para. 13, 15, 17, 31)
- The amusing metaphor of a “war zone” for the aftermath of the Thanksgiving dinner is transformed into a “survival zone” by “the army of women...that will nourish their families...”. (para. 41)

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.**

High level paper:

- Strong understanding of the relationship between the characters
- examples are properly integrated into the body of the paragraph
- higher vocabulary use
- some manipulation of the language

Middle level paper:

- tend to list examples or summarize rather than address the question
- average writing and vocabulary use
- basic examples and understanding of the story

Lower level paper:

- lack of quotations and/or references
- too brief—doesn’t meet the 200 word requirement
- misunderstood the relationship of the characters

## **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 story, discuss the relationship between Roberta and Roxanne. (24 marks)

**Suggestions Regarding Response:**

**RESPONSES**

**REFERENCES**

**Roberta takes an interest in Roxanne’s activities.**

**“She pays attention because her daughter Roxanne has gone to see it...” (para. 3)**

**Roberta acknowledges Roxanne’s maturity while realizing how young she still is.**

**“...Roxanne sounds mature...” (para. 8)**

**“...looking so young it makes Roberta’s chest hurt.” (para. 19)**

**Roberta loves her daughter and is concerned for her happiness.**

**“...wonders if she has suffered for having older-than-average parents.” (para. 8)**

**Roberta and Roxanne have an easy rapport with one another.**

**They converse comfortably about Roxanne’s dilemma. (para. 9 to 18)**

**Roberta is accepting and supportive of Roxanne.**

**“ ‘...that’s real exciting.’ ” (para. 12)**

**“ ‘You’d do just fine...’ ” (para. 14)**

**“ ‘You could always stay here and work at Hampton’s...’ ” (para. 16)**

**Roxanne looks to her mother for understanding and advice.**

**“ ‘...What in the world would I do in Indianapolis?’ ” (para. 13)**

**“...checking to see if she understands.” (para. 17)**

**“ ‘What would you do if it was you?’ ” (para. 20)**

**Roberta is not fully confident of her ability to advise Roxanne.**

**“...you’re too old to know what to tell them.” (para. 22)**

**Roberta accepts that her daughter is growing up and that things between them have to change.**

**“The shape of things to come, Roberta thinks.” (para. 25)**

**Roberta is sensitive to Roxanne’s feelings, and is sympathetic.**

**“Roberta can tell she has been crying.” (para. 27)**

**Roxanne respects her mother’s choices in life.**

**“ ‘But it’s something. To me it is.’ ” (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: 40 minutes

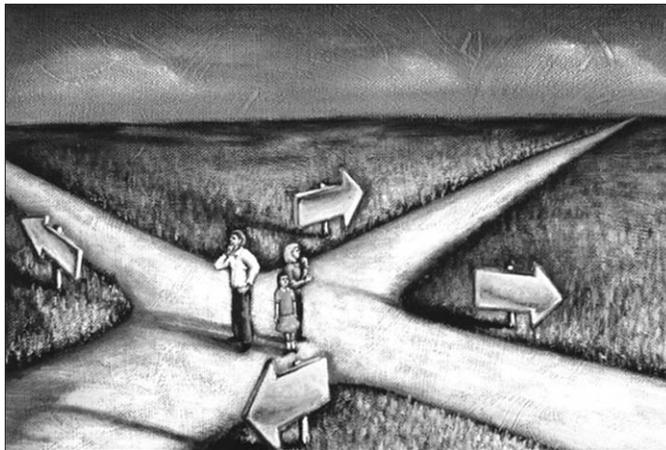
**INSTRUCTIONS:** Using standard English, write a coherent, unified, multi-paragraph composition of approximately **300 words** on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion,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

**Each stage of life brings new choices.**



## 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**