

English 12  
January 2002 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.	C	K	1	1	16.	B	K	1	2
2.	B	K	1	1	17.	D	K	1	2
3.	C	K	1	1	18.	B	K	1	2
4.	C	K	1	1	19.	B	U	1	2
5.	C	K	1	1	20.	A	U	1	2
6.	D	K	1	1	21.	C	K	1	2
7.	A	K	1	1	22.	A	U	1	2
8.	C	K	1	1	23.	B	U	1	2
9.	C	K	1	1	24.	C	U	1	2
10.	B	K	1	1	25.	B	K	1	2
11.	D	K	1	1	26.	B	U	1	2
12.	A	K	1	1	27.	D	K	1	2
13.	D	U	1	1	28.	B	K	1	2
14.	C	U	1	2	29.	C	K	1	2
15.	B	U	1	2	30.	A	U	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.**

The high-level respondent tends to understand that maintaining relationships and houses is an ongoing process, and supports that observation with carefully selected quotations and discerning analysis.

The mid-level respondent tends to recognize the similarities between maintaining relationships and maintaining houses, and provides a list of quotations to support this observation. Quotations often form the greater part of the response at the expense of careful analysis.

The low-level respondent tends to misinterpret the central metaphor of the poem, or deals with it in an unsophisticated manner.

## **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**

### **Wordsmith**

(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 how the maintenance of the house acts as a metaphor for the relationship between the father and the daughter. **(12 marks)**

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

- **The daughter is respectful and comfortable with her father. (l. 2–3)**
- **The father fills in the gaps of the wall, building the sentences between them. (l. 4–8)**
- **Their relationship continues to be refined. (l. 13–14)**
- **The father uses the maintenance of the house as his means of communicating with the daughter. (l. 15–18)**
- **Father/daughter communication improves; gains in meaning and strength (l. 18–20)**
- **The father’s perfect maintenance indicates that they can communicate well. (l. 20–21)**
- **The maintenance of the house parallels the growth of the relationship. (l. 24–25)**
- **The father is keen to continue working on both the house and the relationship. (l. 24–28)**
- **The daughter welcomes the father’s efforts and attention towards her and her house. (l. 29–30)**
- **The daughter admires her father as he works. (various references)**

**This list is not exhaustive.**

**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 papers tended to use more sophisticated vocabulary along with strong quotation integration. Answers provided depth with both quotations and commentary. Responses also dealt with the entire family dynamic and how that led to revealing Jenny’s character. They picked characteristics that mattered, and developed them together.

Mid-level papers clearly understood Jenny’s character. Although the format was relatively mechanical, the writers were able to address the topic. Mid-level papers were discussions of individual traits (usually three), but lacked connection among these characteristics.

While the low papers seemed to understand the question, they were compromised by lack of control in their writing.

## **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**

**Circus in Town**

(pages 2 to 4 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.

- 2a. In multi-paragraph essay form and with specific reference to the story, discuss Jenny's character. **(24 marks)**

**Suggestions Regarding Response:**

- Jenny is “ecstatic”—she has great enthusiasm and imagination. (para. 2–3)
- She is resilient. (para. 3, 5, 24)
- Jenny is assertive—“dared to be a little indignant.” (para. 9)
- Jenny is self-aware—“Ten years from now it was a quite different kind of young lady she intended to be.” (para. 11, 17–18)
- Jenny is confident—she does not see herself as “gawky” and a “know-nothing.” (para. 11)
- She is very aware of the dynamics of her family. (para. 12–15, 20–21)
- She thinks swiftly. (para. 15)
- She is determined—she doesn't allow her “bubble” to be burst even though she's afraid. (para. 18, 20–21, 23–24)
- She is creative—makes her own circus. (para. 22–24)

**This list is not exhaustive.**

**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.**

The high-level papers appreciated that for each character the symbol of the circus had a different meaning. These papers offered more insightful analysis and interpretation of the symbol in a well-supported discussion.

Mid-level papers offered a more simplistic discussion of the circus, often in the form of an obvious, one-word symbol. Some touched on a viable symbol in the topic sentence, but then dissipated to plot summary in the supporting paragraph.

Low-level papers contained characteristic writing errors. Some did not address symbolism within the story, but rather discussed the circus in general. Plot summary was substituted for discussion, and, combined with brevity and egregious errors, seriously compromised 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 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 specific reference to the story, discuss the circus as a symbol. (24 marks)

**Suggestions Regarding Response:**

- **The circus symbolizes Jenny’s hopes, dreams, and new awareness. (para. 3)**
- **The circus is a symbol of an opposite sort of life to the drudgery and/or poverty of the farm. (para. 8)**
- **The circus symbolizes how different Jenny’s perceptions are from those of the rest of the family. (para. 17)**
- **The circus symbolizes Jenny’s ability to rise above the oppression of her current life. (para. 22–24)**
- **The circus symbolizes children’s delight as opposed to adult’s skepticism. (para. 7, 18, 22, 24)**
- **The circus symbolizes a refuge for her mind when she is feeling fragile. (para. 20, 21, 24)**

**This list is not exhaustive.**

**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:**

**People can create their own reality.**



## 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**