English 12

November 1999 Provincial Examination

ANSWER KEY / SCORING GUIDE

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

Multiple Choice

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

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

High level papers tend to show the pathos of the poem and demonstrate an appreciation of the tragedy of lost cultures.

Middle level papers tend to include both elements of comparison and contrast but do not include analysis.

Low level papers tend to compare only without finding the contrast.

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

Elephants

(page 2 in the **Readings Booklet**)

INSTRUCTIONS:	In well-developed paragraph form, 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, compare and contrast the boy's story of his ancestors' graveyard with the legend of the elephants' graveyard. **(12 marks)**

Suggestions Regarding Response:

DIFFERENCES

Ancestors' graveyard:	**Elephants' graveyard:**
The ancestors' graveyard is under the highway.	**No one is sure where the elephants' graveyard is "in the limberlost of distances." (l. 39)**
The ancestors' graveyard has been desecrated. "buried under the grade" (l. 48)	**The elephants' graveyard likely has not been desecrated as "no one has ever found [it]" (l. 35)**
There is a loss of respect for the dead ancestors.	**There is dignity in death; the graveyard's state remains a mystery.**
The ancestors' graveyard is real, tangible.	**The elephants' graveyard is legendary.**
The ancestors' graveyard contains humans.	**The elephants' graveyard contains animals.**
	The elephants disappear to die.

SIMILARITIES

- **both graveyards will now remain unknown**
- **both are very old**
- **both are alive only in memory and in legend now**
- **both are sacred, respected**
- **both are in remote areas**
- **both are "lost"**

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 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 often start competently and then improve dramatically as they address the question. These papers also tend to integrate quotations fluidly. These papers understand the difference between characterization and character traits.

Middle level papers imply recognition of change on a superficial level but do not address it directly. A "3" paper may describe completely the character traits of the peacock but does not deal with change. These papers may also deal primarily with the story line rather than character.

Low level papers do not understand the literary term "dynamic". They deal barely adequately with the character traits of the peacock.

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 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 Heart of a Peacock

(pages 3 to 5 in the **Readings Booklet**)

INSTRUCTIONS:	Choose **one** of the following two questions and write a coherent, unified multi-paragraph response. 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, discuss the dynamic character of the peacock. **(24 marks)**

Suggestions Regarding Response:

At the beginning, the peacock is

- **cocky, arrogant, vain, self-centred, strong-willed.**
- **extremely beautiful, intelligent (can escape easily).**
- **a "wandering" spirit, looking for excitement.**
- **restless and weary of its confines.**

By the end, the peacock

- **learns to care for the narrator and allows her to bestow affection.**
- **has the ability to care deeply for the narrator and to tell the difference between reciprocated affections and those that are not (e.g. the parson).**
- **desires freedom.**
- **has its strong will and pride broken when encaged.**
- **is "broken" both physically and mentally.**
- **loses the desire for life; loses the lustre of its feathers.**

Other answers may be possible.

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 often start competently and then improve dramatically as they address the question. These papers also tend to integrate quotations fluidly. These papers appreciate the metaphor of the title and the recognize the changes in attitude.

Middle level papers recognize the role of the heart in the plot but do not grasp the meaning. Often "heart" quotations are listed but not analyzed.

Low level papers have the same features as the middle level ones but are compromised by the 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 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 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.

3. In multi-paragraph form and with reference to the story, discuss the appropriateness of the title.

(24 marks)

Suggestions Regarding Response:

"The Heart of a Peacock" is an appropriate title as it reflects how the hearts or characters of both the peacock and the narrator are enriched by their relationship. The title may suggest a need for compassion and understanding of those who seem proud and vain but are instead, lonely and isolated.

- **When separated from the narrator, the peacock's heart is broken.**
- **His heart / pride is broken when he is locked up.**
- **The peacock won the narrator's heart as well; her heart is breaking when he is encaged.**
- **The parson is heartless for not paying attention to the peacock.**
- **The community has no heart. It only wants the peacock for selfish reasons, to encage its beauty. It does not care about the peacock's needs. The peacock's heart is crushed by this lack of heart, or compassion.**
- **The dullness of feathers indicates that the peacock's heart was broken.**

The title also works as a metaphor to convey the message of the author.

The heart is a metaphor for:

- **strength of pride in oneself.**
- **spirit, character.**
- **courage.**
- **the mind, the soul.**
- **the source of emotions.**
- **arrogance, vanity.**
- **caring: the ability of the peacock to gain affection from the narrator.**

Other answers may be possible.

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 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. Your composition may draw upon any aspect of your life: your reading, your own experiences, the experiences of others, and so on. Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

Question #4.

Topic:

The important things in life endure over time.

SCORING GUIDE FOR ORIGINAL COMPOSITION (PART D)

A composition may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration. **No one form of writing should be considered superior to another. Compositions that are not multi-paragraph will be deducted one scale point.**

6

The 6 paper meets all the criteria for a 5 paper, and it is superior and/or exceptionally engaging. In addition, the paper may draw upon any number of factors: maturity of style, effectiveness of argument, use of literary and/or rhetorical devices, depth of discussion, sophistication of wit, or quality of imagination.

5

The 5 paper is an example of proficient writing. It displays some manipulation of language to achieve a desired effect. It exhibits a strong voice and clear sense of audience. Content is thoughtful and interesting. Any errors which are present do not detract from the reader's understanding. Vocabulary and sentence structure are varied and serve the author's purpose successfully.

4

The 4 paper is clearly adequate. The prose is able to convey the writer's ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The reader has a clear sense of the writer's purpose, but is not engaged by the prose. Conventions of language are usually followed, but the reader is aware of errors.

3

The 3 paper is barely adequate. The paper features underdeveloped paragraphs. Transition may be weak or absent. Support for obvious and simplistic ideas is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. Although the reader may be aware of some purpose, errors impede the fluency of the paper.

2

The 2 paper shows familiarity with common spoken language in casual conversation or in the writing of one not fully conversant with the language. It sustains a subject focus with some unity of direction. Underdeveloped ideas are simply and/or awkwardly expressed, as they might be in casual conversation. The paper reflects little knowledge of the conventions of language; errors are frequent and rudimentary. The reader can perceive meaning and detect a purpose emerging.

1

The 1 paper is compromised by its brevity and its deficiency of composition, content, diction, syntax, structure, voice and conventions of language as to render its meaning/purpose almost unintelligible.

0

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

NR

A blank paper with no response given.

END OF KEY