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| English 1201 |
| Answer Key |
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| **Western School District** |
| **2010 Common Examination** |



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| There is measure in all things. - Horrace |

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|  | **Visual Selected Response (5%)** |
| Outcome 4.5 | 1. B  |
| Outcome 7.1 | 2. D  |
| Outcome 4.5 | 3. B  |
| Outcome 4.5 | 4. C  |
| Outcome 4.5 | 5. D  |
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|  | **Constructed Response Questions** (Suggested Answers … Answers will vary)  |
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| Outcome 4.5, 6.2, & 7.1 | **6. How does the author develop the focal point? Provide two references to support your answer. (5%)**  |
|  | * background blurred
* red coloured jacket
* visual lines pointing towards character
* character / sign is the focal point
* text
* contrast
* other appropriate responses
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|  | **Evaluation Scheme:**1% statement of focal point0.5% reference1% explanation0.5% reference1% explanation1% mechanics |
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|  | **Prose Selected Response (10%)** |
| Outcome 4.5 | 7. A  |
| Outcome 4.5 | 8. A  |
| Outcome 4.3 | 9. B  |
| Outcome 4.5 | 10. B  |
| Outcome 4.5 | 11. B  |
| Outcome 7.1 | 12. B  |
| Outcome 7.1 | 13. A  |
| Outcome 7.1 | 14. C  |
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|  | **Constructed Response** (Suggested Answers … Answers will vary) |
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| Outcomes 4.5, 6.1, 7.1, & 7.4 | **15. Find and explain an example of irony. Support your answer with two references to the selection. (6%)** |
|  | Irony* he is so capable yet unemployed
* he lacked education yet can answer the MS question
* people in general take his advice yet he is unemployed
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|  | **References**:* building house, fixing car, growing vegetables, creating poems, hunting, wiring
* “the only thing he hasn’t been able to do lately is find a job”
* “Hayward didn’t go to university or trade school”
* “He lacks ambition”
* “As far as he was concerned the answer was a plain as the nose on his face”
* “they say he lacks the necessary qualifications”
* any other reasonable references
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|  | **Evaluation**2% identify irony and explain0.5% reference1% explanation0.5% reference1% explanation1% mechanics |
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| Outcomes 9.2 and 10.4 | **16. State a possible theme for *Disqualified*. Support you answer by referencing to the title and one other reference. (6%)** |
|  | * Resourcefulness linked to success
* Different definitions of success
* Positivity in the face of adversity
* And any other reasonable responses
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|  | **References:** * “the only thing he hasn’t been able to do lately is find a job”
* “Hayward can do just about anything”
* “Didn’t need ambition considering he was already happy living where he was”
* “and was more than capable of doing the things that had to be done”
* any other reasonable responses
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|  | **Evaluation**2% statement of theme0.5% reference1% explanation0.5% reference1% explanation1% mechanics |
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|  | **Poetry Selected Response (9%)** |
| Outcome 7.2 | 17. A |
| Outcome 7.4 | 18. D  |
| Outcome 7.4 | 19. C  |
| Outcome 7.5 | 20. D  |
| Outcome 4.3 | 21. D  |
| Outcome 6.2, 7.4 | 22. C  |
| Outcome 4.3, 6.2 | 23. C |
| Outcome 4.3, 6.2 | 24. B |
| Outcome 4.3, 6.2 | 25. A |
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|  | **Constructed Response** (Suggested Answers … Answers will vary) |
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| Outcome 10.1, 9 | **26. How does the speaker’s maturity affect his/her view of the father? Support your response with two references to the selection. (6%)** |
|  | * reflects with different view of the father and the events
* attitudes in flashback scene are tempered by present day understanding
* reflects back with appreciation not evident during event
* any other possible responses

**References*** “father drank every friday and saturday night”
* “you just survived between paydays”
* difference between day shift and night shift was the only structure known in life
* “New pair of shoes”
* “poverty teaches no one”
* “I know now that he sold what little of himself he had so that i could eat”
* any other possible responses
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|  | **Evaluation:**2% statement of maturity0.5% reference1% explanation0.5% reference1% explanation1% mechanics |
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| Outcome 10.2, 9.1, 8.1, 7.6, & 6.1 | **27. Discuss the author’s effective use of imagery. Provide two references to support your answer. (5%)** |
|  | imagery is effective because it: * develops theme
* extends the readers imaginative range
* evokes readers emotions
* impacts on tone, mood atmosphere
* any other reasonable answer

**References*** “like a revolver”
* “ready to be the final judge”
* “Dirty walls”
* “Dumping the slop pail”
* any other reasonable answer
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|  | **Evaluation**1% statement of effectiveness0.5% reference1% explanation0.5% reference1% explanation1% mechanics |
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|  | **Connections (10%)** |
| Outcomes 10.2 , 10.4 and 9.2 | **28. In a two-paragraph response, compare the attitudes towards the main character reflected in the prose selection and the visual selection. Use one specific reference from each text to show similarity and one specific reference from each to show contrast.** |
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|  | Comparison: -both deal with unemployment -both deal with men -both raise societal inequalities -both contain irony -any other reasonable responseContrast -visual – character is destitute -prose- character is self sufficient -visual – character seems unhappy/discontent -prose – character is happy / content -visual – asks audience to act -prose – no action required -visual – negative connotation towards main character -prose – negativity is targeted at situation not character**Evaluation** 2% statement/explanation comparison0.5% reference comparison to visual0.5% explanation0.5% reference comparison to prose0.5% explanation2% statement/explanation contrast0.5% reference of contrast visual0.5% explanation0.5% reference of contrast prose0.5% explanation2% mechanics |
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| Outcomes 9.2, 10.2, 10.5 | **29. COMPARATIVE STUDY (25%)****Authors often use conflict to develop theme. With specific reference to a novel *OR* a longer play studied this year, discuss how an author develops theme through the use of conflict.** |
|  | Refer to *English Scoring Scale* (below) |
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| Outcomes 8.1, 8.2, 9.2 | **30. PERSONAL RESPONSE (15%)****“It has been my observation that most people get ahead during the time that others waste.” -- Henry Ford** |
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|  | Refer to *Personal Response Scoring Scale* (below) |

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| **English Scoring Scale Criteria** |
| **Literature** | **Score** | **Language** | **Score** |
| * content displays an outstanding knowledge of subject matter
* choice of content is consistently clear, specific and serves to answer the question
* selections are consistently supported with detailed references that relate to the task
 | 9-10 | * introduction is compelling
* conclusion reinforces unity in a compelling way
* structure (responses is nearly flawless with ideas that re logically sequenced and developed)
* mechanics (response is almost error-free)
 | 9-10 |
| * content displays a strong knowledge of subject matter
* choice of content is usually clear, specific and serves to answer the question
* selections are strongly supported with detailed references that relate to the task
 | 7-8 | * introduction is strong
* conclusion is strong, clear, and unified
* structure (responses strong with ideas that re logically sequenced and developed despite some evidence of disunity)
* mechanics (strong grasp of conventions with some errors present)
 | 7-8 |
| * content displays a satisfactory knowledge of the subject matter
* choice of content is frequently clear, specific and serves to answer the question
* selections are sometimes supported with references
 | 5-6 | * introduction has a general sense of direction
* conclusion reinforces unity but tends to be routine
* structure (response is generally focused with flow sometimes interrupted)
* mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained)
 | 5-6 |
| * content displays a limited knowledge of the subject matter
* choice of content is sometimes clear, specific and serves to answer the question
* selections are rarely supported with references
 | 3-4 | * introduction is not always clear and has little direction
* conclusion, although present, is limited and does little to tie the piece together
* structure (response is limited and coherence falters frequently)
* an organized summary is provided and is somewhat connected to the task
* mechanics(errors are frequent and beginning to affect readability)
 | 3-4 |
| * content displays an unclear knowledge of subject matter
* choice of content is rarely clear, specific and serves to answer the question
* selections are never supported with references
 | 0-2 | * introduction is unclear and has no direction
* conclusion is unconnected or does not exist
* structure (there is no flow and coherence)
* a summary is presented but has no connection to the task
* mechanics (errors are making readability impossible)
 | 0-2 |

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| 15% | 10% |
| 3 ………… 4.53.5 ………… 54 …………... 64.5 .....…... 6.55 ………... 7.5 | 5.5 ………… 86 …………… 96.5……….. 9.57 ...……… 10.57.5 ...……… 11 | 8 ………….. 128.5 ...….... 12.59 .……….. 13.59.5 .....…..... 1410 .…..….... 15 | 3 …………… 33.5 .....…... 3.54 …………… 44.5 .....…... 4.55 …………… 5 | 5.5 .....…... 5.56 …………… 66.5 .....…... 6.57 …………… 77.5 .....…... 7.5 | 8 …………… 88.5 .....…... 8.59 …………… 99.5 .....…... 9.510….……… 10 |
| TOTAL (25%) 🡪 Literature + Language |

Source: *Department of Education 3201 Public Exam Answer Key, 2009*

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| **Personal Response Scoring Scale** |
| **Criteria** | **Score** |
| * format displays an outstanding knowledge of the writing form
* outstanding awareness of audience, purpose and tone are present
* voice is clearly apparent and compelling
* mechanics (response is almost error free)
* content is relevant and outstanding (appropriate supporting evidence is present and develops the ideas relating to the task)
* organization and structure are displayed in an outstanding manner
 | 9-10 |
| * format displays a strong knowledge of the writing form
* strong awareness of audience, purpose and tone are present
* voice is usually apparent and strong
* mechanics (strong grasp of writing conventions with some errors present)
* content is relevant and strong (appropriate supporting evidence is usually present and develops the ideas relating to the task)
* organization and structure are displayed in a strong manner
 | 7-8 |
| * format displays a satisfactory knowledge of the writing form
* general awareness of audience, purpose and tone are present
* voice is frequently apparent and is sometimes compelling
* mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained)
* content is frequently relevant and satisfactory (appropriate supporting evidence is frequently present and usually develops the ideas relating to the task)
* organization and structure are displayed in a satisfactory manner
 | 5-6 |
| * format displays a limited knowledge of the writing form
* limited awareness of audience, purpose and tone are present
* voice is sometimes apparent and is occasionally compelling
* mechanics (errors are frequent and beginning to affect readability)
* content is sometimes relevant and somewhat satisfactory (appropriate supporting evidence is sometimes present and sometimes develops the ideas relating to the task)
* organization and structure are displayed in a limited manner
 | 3-4 |
| * format displays a very limited knowledge of the writing form
* very limited awareness of audience, purpose and tone are present
* voice is rarely apparent and is not compelling
* mechanics (errors are making readability impossible)
* content is rarely relevant and not satisfactory (appropriate supporting evidence is rarely present and rarely develops the ideas relating to the task)
* organization and structure are displayed in a very limited manner
 | 0-2 |

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| 15% |
| 3 …………………………….… 4.53.5 ………………………………. 54 ………………………….……... 64.5 ..................................…... 6.55 ……………………….……... 7.5 | 5.5 ……………………….……… 86 ………………………………… 96.5…………………………….. 9.57 ...………………………...… 10.57.5 ...............................……… 11 | 8 …………………………….... 128.5 ...……………………...... 12.59 .………………………….... 13.59.5 ................................…..... 1410 .…………………….....….... 15 |

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