|  |
| --- |
| English 2201 |
| Answer Key |
|  |
| **Western School District** |
| **2010 Common Examination** |



|  |
| --- |
| There is measure in all things. - Horrace |

|  |  |
| --- | --- |
|  | **Visual Selected Response (5%)** |
| Outcome 7.2 | 1. B |
| Outcome 4.3 | 2. D |
| Outcome 7.3 | 3. D |
| Outcome 7.4 | 4. A |
| Outcome 7.1 | 5. A |
|  |  |
|  | **Constructed Response Questions** (Suggested Answers … Answers will vary) |
|  |  |
| Outcome 6.1 | **6. Explain how the message in the visual is developed using one visual element and one textual element. (5%)** |
|  | Possible theme or message may include one of the following : (Suggested answers only)   * books provide a suitable alternative to technology. * both books and technology are complementary. * people have to be open to new ideas.   Visual references:   * smile on the girl’s face * the similar scale of the book and the ipod. * the stack of books in the corner   Textual references:   * “this li’l beauty” * “Cool. What is it?” * “A book.” |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |  |
|  | **Evaluation Scheme:**  2%-State possible theme/message  1%- Visual Reference  1%-Text Reference  1%-Mechanics |
|  |
|  |
|  |
|  |
|  |  |
|  |  |
|  | **Prose Selected Response (10%)** |
| Outcome 7.1 | 7. B |
| Outcome 7.2 | 8. C |
| Outcome 4.5 | 9. B |
| Outcome 7.7 | 10. A |
| Outcome 4.5 | 11. D |
| Outcome 7.2 | 12. D |
| Outcome 7.1 | 13. B |
| Outcome 7.5 | 14. B |
| Outcome 7.2 | 15. C |
| Outcome 4.3 | 16. A |
|  |  |
|  | **Constructed Response** (Suggested Answers … Answers will vary) |
|  |  |
| Outcomes 9.2 and 10.1 | **17. With reference to the selection, explain two ways in which the writer achieved coherence in the selection. (6%)** |
|  | * Logical order, use of examples, use of comparison/contrast, temporal references * Use of transitions/connectives * Repetition of key words |
|  |
|  |
|  |  |
|  | **References**:  Paragraph 4(and following) “Allow me to cite a few examples.”  Paragraph 7 (Compare/contrast)  Paragraph 9 “Compared to a computer …”  Paragraph 1 “Recently” (temporal reference).  Paragraph 3 “To date” (temporal reference)  Paragraph 15 “What finally won me over..” (temporal reference)  Paragraph 6 “In fact…” (transitions)  Paragraph 7 “Of course…” (transitions)  Paragraph 13 “But…” (transitions)  Repetition of key words and phrases: “pencil”, “computer”, etc. |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |  |
|  | **Evaluation**  1.5% for identifying and explaining device  1% for reference and explanation  1/5% for identifying and explaining second device  1% for reference and explanation  1% mechanics |
|  |
|  |
|  |
|  |
|  |
|  |  |
| Outcomes 9.2 and 10.4 | **18. With two specific references, explain how the author’s use of humour is effective. (4%)** |
|  | * Reinforces the tone * Reinforces the message * Adds interest and enjoyment |
|  | **References:**  Use of exaggeration (Paragraph 13)  Use of parenthetical asides (Paragraph 3, Paragraph 4, Paragraph 10) |
|  | **Evaluation**  1% identifying how the humour is effective  1% for first reference and explanation  1% for second reference and explanation  1% mechanics |
|  |  |
|  | **Poetry Selected Response (10%)** |
| Outcome 7.2 | 19. C |
| Outcome 7.4 | 20. B |
| Outcome 7.4 | 21. A |
| Outcome 7.5 | 22. C |
| Outcome 4.3 | 23. C |
| Outcome 4.1 | 24. A |
| Outcome 4.3, 7.2 | 25. B |
| Outcome 4.3 | 26. A |
| Outcome 7.2 | 27. A |
| Outcome 7.1 | 28. B |
|  |  |
|  | **Constructed Response** (Suggested Answers … Answers will vary) |
|  |  |
| Outcome 7.5 | **29. How does the diction contribute to tone? Use two specific references to support your answer. (6%)** |
|  | * identify tone. Possible choices include critical, cynical, nostalgic * possible diction references: “phoney dial tone”, “neuter computer”, “preaching machine”, “controlled”, “obligated, zero-perfect state” |
|  |
|  |  |
|  | **Evaluation:**  2% for identifying tone and explanation  1.5% for first example of diction and explanation  1.5% for second example of diction and explanation  1% mechanics |
|  |
|  |
|  |
|  |
|  |  |
| Outcome 7.4 | **30. Explain how the repetition of the lines: “where the neuter computer goes …” is effective. (4%)** |
|  | * repetition reinforces the tone. * repetition reinforces the theme. * creates rhythm and rhyme. |
|  |
|  |
|  | **Evaluation**  3% Explanation of repetition and effectiveness  1% mechanics |
|  |
|  |
|  |  |
|  |  |
|  | **Connections (10%)** |
| Outcomes 10.2 , 10.4 and 9.2 | **31. In a two-paragraph response compare and contrast the attitude toward technology in the prose selection “An Ode to the User-Friendly Pencil” and the poem “Neuteronomy”.** |
|  |  |
|  | Similarity:   * similar message regarding technology * similar nostalgic tone.   References:   * supporting that technology can be negative influence:   Prose   * Paragraph 1 “destructive relationship” * “… how spending $3000 on a piece of …” (Paragraph 2) * “…the technologically addicted …” (Paragraph 11)   Poem   * “Nobody talks to his neighbor anymore” (line 3) * “phoney dial tone” (line 8) * “the facts of your life are all controlled” (line 17)   Difference:   * Difference in tone from serious to humourous   Prose References:   * “My mastery of business machines had advanced only as far as the stapler.” (Paragraph 1) * “To start with the purchase decision, you don’t have to ask for a bank loan to buy a pencil.” (Paragrph 5)   Poem References:   * “There’s no one to love and no one to hate” (line 21) * “put your dreams on a punch card” (line 18) * “plug in your prayers to the preaching machine” (line 13) |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |  |
|  |  |
| Outcomes 9.2, 10.2, 10.5 | **32. COMPARATIVE STUDY (25%)**  **In literature, conflict is often used to develop theme. With reference to one longer play and one prescribed novel, write an essay supporting this statement.** |
|  | Refer to *English Scoring Scale* (below) |
|  |  |
| Outcomes 8.1, 8.2, 9.2 | **33. PERSONAL RESPONSE (15%)**  **“The real danger is not that computers will begin to think like [people], but that [people] will begin to think like computers.” -- Sydney J. Harris** |
|  |  |
|  | Refer to *Personal Response Scoring Scale* (below) |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 15% | | | 10% | | |
| 3 ………… 4.5  3.5 ………… 5  4 …………... 6  4.5 .....…... 6.5  5 ………... 7.5 | 5.5 ………… 8  6 …………… 9  6.5……….. 9.5  7 ...……… 10.5  7.5 ...……… 11 | 8 ………….. 12  8.5 ...….... 12.5  9 .……….. 13.5  9.5 .....…..... 14  10 .…..….... 15 | 3 …………… 3  3.5 .....…... 3.5  4 …………… 4  4.5 .....…... 4.5  5 …………… 5 | 5.5 .....…... 5.5  6 …………… 6  6.5 .....…... 6.5  7 …………… 7  7.5 .....…... 7.5 | 8 …………… 8  8.5 .....…... 8.5  9 …………… 9  9.5 .....…... 9.5  10….……… 10 |
| TOTAL (25%) 🡪 Literature + Language | | | | | |

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

|  |  |
| --- | --- |
| **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 |

|  |  |  |
| --- | --- | --- |
| 15% | | |
| 3 …………………………….… 4.5  3.5 ………………………………. 5  4 ………………………….……... 6  4.5 ..................................…... 6.5  5 ……………………….……... 7.5 | 5.5 ……………………….……… 8  6 ………………………………… 9  6.5…………………………….. 9.5  7 ...………………………...… 10.5  7.5 ...............................……… 11 | 8 …………………………….... 12  8.5 ...……………………...... 12.5  9 .………………………….... 13.5  9.5 ................................…..... 14  10 .…………………….....….... 15 |

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