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| English 2201 |
| 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 7.2 | 1. B  |
| Outcome 4.3 | 2. D  |
| Outcome 7.3 | 3. D  |
| Outcome 7.4 | 4. A  |
| Outcome 7.1 | 5. A  |
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|  | **Constructed Response Questions** (Suggested Answers … Answers will vary)  |
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| 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.”
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|  | **Evaluation Scheme:**2%-State possible theme/message1%- Visual Reference1%-Text Reference1%-Mechanics |
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|  | **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  |
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|  | **Constructed Response** (Suggested Answers … Answers will vary) |
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| 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
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|  | **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. |
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|  | **Evaluation**1.5% for identifying and explaining device1% for reference and explanation1/5% for identifying and explaining second device1% for reference and explanation1% mechanics |
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| 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
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|  | **References:** Use of exaggeration (Paragraph 13)Use of parenthetical asides (Paragraph 3, Paragraph 4, Paragraph 10) |
|  | **Evaluation**1% identifying how the humour is effective1% for first reference and explanation1% for second reference and explanation1% mechanics |
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|  | **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 |
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|  | **Constructed Response** (Suggested Answers … Answers will vary) |
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| 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”
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|  | **Evaluation:**2% for identifying tone and explanation1.5% for first example of diction and explanation1.5% for second example of diction and explanation1% mechanics |
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| 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.
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|  | **Evaluation**3% Explanation of repetition and effectiveness1% mechanics |
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|  | **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”.** |
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|  | 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)
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| 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) |
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| 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** |
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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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