# English 3201
# Answer Key - August 2007

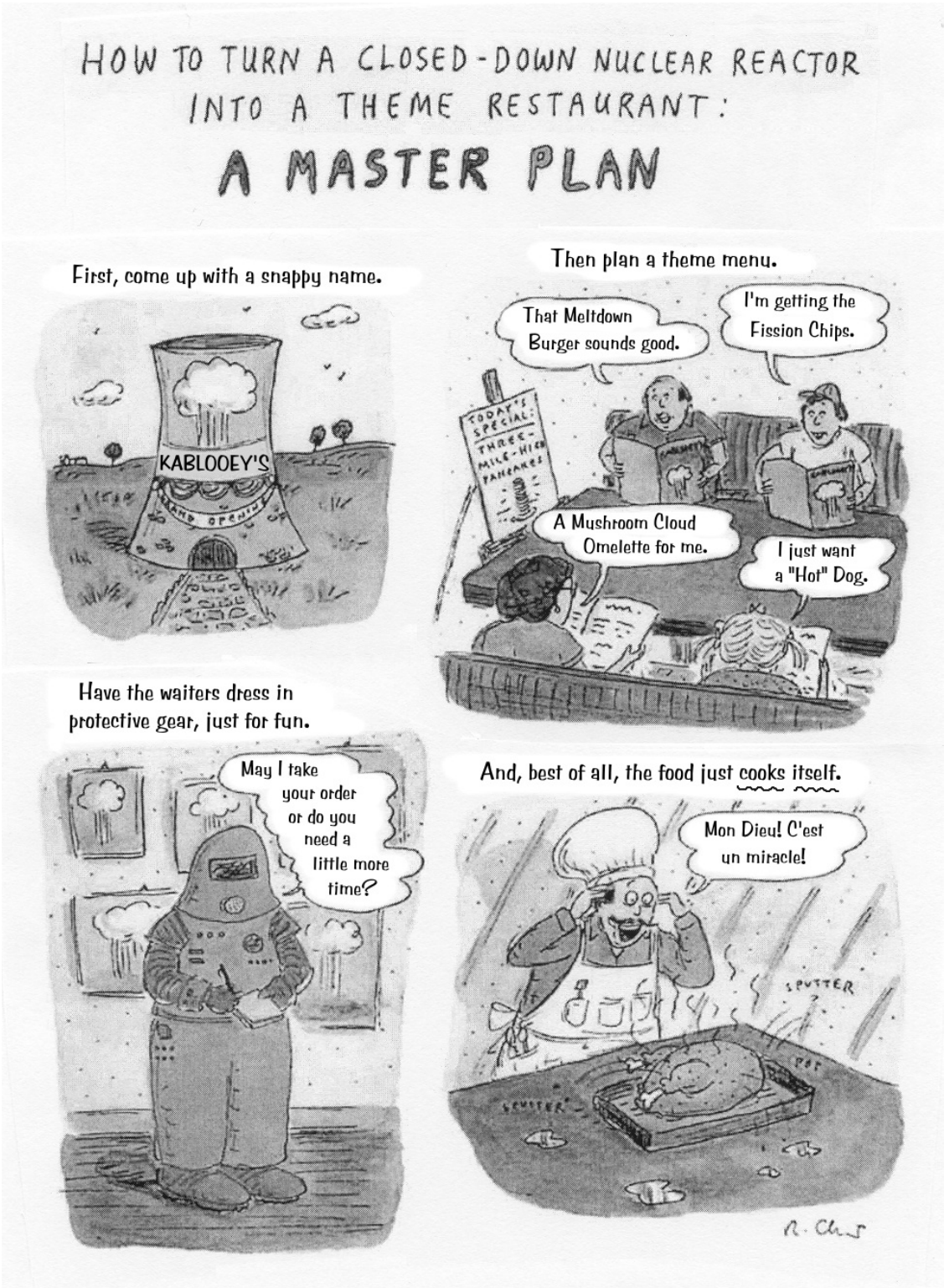**Selected Response Key**

| | |
|---|---|
| 1. | C |
| 2. | A |
| 3. | A |
| 4. | D |
| 5. | D |
| 7. | C |
| 8. | C |
| 9. | B |
| 10. | B |
| 11. | D |
| 12. | A |
| 13. | D |
| 14. | A |
| 18. | C |
| 19. | B |
| 20. | D |
| 21. | D |
| 22. | B |
| 23. | B |
| 24. | C |

**PART I: Visual**

**Instructions: Complete all constructed-response questions in this section.**



Source: The New Yorker, Aug. 15, 1996

* Fission: a nuclear reaction
* Mon Dieu! C'est un miracle!: (*translation*) My God! It's a miracle.

Value

6%      6.      State a possible message for the visual. In your answer be sure to include one
                reference to the words and one reference to the visual to explain how the
                cartoonist has used each element to promote the message you stated..

        **Answers include:**

        **<u>Message:</u>**
        •       to promote the dangers of technology


        **<u>Visual Elements:</u>**
        •       balance between large and small font and the black and white colours.
        •       text allowed for a wider audience as opposed to using images which might
                alienate some viewers.
        •       lack of colour indicated that the issue is clear.
        •       "hand written" title in contrast to the technological theme.
        •       the focal point is developed through the use of font, scale,  proportion,
                expressions, puns.


        **Grading Key**

        •       2 marks for theme
        •       2 mark for visual element explanation
        •       2 marks for text explanation

**PART II (PROSE)**

15.   Using two examples from the selection, explain how the author uses methods of characterization to create stereotypes.

**Answers**

Use of dialogue:

- "You are the first ali...uh, extrater...uh..."
- "'Our words are translated into yours,' the being said flatly'."
- "'You speak our language,' Larson said in wonder."

    Effectiveness: shows the humans don't know what to call the visitors and the descriptive word "flatly" shows a lack of human response.

Word Choice:

- "the voice was devoid of accent and heavily metallic in timbre"
- "humanoid proportions"
- "the metallic voice persisted"
- "translate"

    Effectiveness: shows the visitors as not being emotional, making them less human.

*(other possible legitimate references)*

16.    Using two specific references from the selection, explain how the author uses dialogue to create suspense.

**Answers**
References had to be to dialogue only.

- "'You speak our language,' Larson said in wonder."
- "'These are yours?' asked the alien."
- " Again Larson shrugged.' I can't be sure. At least a day.'"
- "' I don't get it. Why did they ask us to identify them if they already knew they were ours?'"
- "' It's not a message,' he told them; then he paused, clearing his throat."
- "' What does it say?'"

*(other possible legitimate answers)*

**Grading Key**

- 3 marks for each reference and the explanation of how it created suspense-leaving the audience to wonder about the answer.

**PART III (CONNECTIONS)**

Value

10%     17.     In two well-developed paragraphs, compare and contrast the opinions expressed about technology in the prose, "Litter of the Law", and the cartoon, "A Master Plan". Support your answer with one specific reference to the prose and one specific reference to the visual.

**Answers**

**Prose**

- humans are unaware of the responsibilities of sending items into space- becoming "space garbage."
- humans don't consider the consequences of all the technology that is not biodegradable.

**Visual**

- Viewers are shown the satire of technological waste.

**Comparison of the two**:

**Similarities:**
- both suggest that technology is wasteful and has lasting effects long after its usefulness is finished.
- both used humor to convey their messages- puns in particular.

**Differences:**
- the prose exploits the wastefulness but the visual offered a sort of "use" for the technological waste.

**PART IV: Poetry**

Value
6%   25.   Using two examples from the poem to support your answer, explain the effectiveness of the repetition in this poem.

**Answers**

- " I'm sorry that your sister is not...", "I'm sorry that landlord is not...", "I'm sorry that water is not..." The repetition shows lack of feeling (tone).
- "Thank you for waiting..."
- "disconnect"
- "Please verify..."
- "...out of service."
- The repetition shows theme that nothing is in working order, the technology is ineffectual.

**Grading Key**

- 1 mark for each reference
- 2 marks for discussion first reference.
- 2 marks for discussion second reference.

6%   26   State a theme for this poem and support it with two references from the selection.

**Answers**

- The ineffectualness of technology and how much we depend on it is a main message.

**Grading Key**

- 1 mark for each reference for a total of 2 marks.
- 2 marks for discussion of first reference.
- 2 marks for discussion of second reference.

## SECTION B - COMPARATIVE STUDY

25%   27.   Using **two prescribed texts** from the list below, write a multi-paragraph essay to show how a major character is developed through his/her interaction with others.

**Answers**

A holistic scoring scale was used to grade this response. (See page 9)

## SECTION C - PERSONAL RESPONSE WRITING (15%)

15%   28.   The benefits of technology far outweigh it's drawbacks. Write an expository essay in which you agree or disagree with this statement. Use three examples to support your views.

**Answers**

A holistic scoring scale was used to grade this response. (See page 10)

## English Scoring Scale

### Criteria

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

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

**TOTAL (25 %) - Literature + Language**

| Literature (15 %) | Language (10 %) |
|---|---|

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

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