

VISUAL TEXT:

1. **B** Outcome 4.2
2. **B** Outcomes 6.1, 6.4, 7.2, 7.3
3. **B** Outcomes 8.3
4. **B** Outcomes 4.2, 5.3, 6.3
5. **D** Outcomes 7.1, 7.2

6. What is the message of this visual? Using two visual elements, explain how each is effective in supporting this message. (Outcomes 6.3, 6.4, 5.2, 7.6)

Answers may vary...

Possible messages could include:

- Society has lost its sense of compassion
- Technology has taken the place of human contact, no longer are the sick and elderly cared for by family...
- As a society we have become very removed from the caring and compassion required by the sick and elderly

Visual Elements:

- Gloved hand on mobile IV pole (focal point, contrast)
- Cold, stark walls surrounding patient (background)
- Frailty of patient, particularly his arm (focal point)
- The mobility of the hand; is used by other patients, thin mattresses... (emphasizes subject and message)

Evaluation Scheme:

- 2%-Message
- 1%- First Visual Element
- 1%- Explanation of Visual Element
- 1%- Second Visual Element
- 1%-Explanation of second visual element

PROSE

Selected Response

- 7. **A** Outcomes 7.4, 4.5
- 8. **D** Outcomes 7.1, 4.3
- 9. **B** Outcome 7.2
- 10. **D** Outcome 4.5
- 11. **A** Outcome 7.1
- 12. **C** Outcomes 4.3, 6.2, 6.4
- 13. **D** Outcome 7.3
- 14. **D** Outcome 7.1

Constructed Response Questions (Suggested answers only...Answers WILL vary)

15. Discuss the author’s effective use of symbolism. Use two specific references to support your answer. (6%) Outcomes 4.3, 4.5, 5.2, 7.2, 7.4, 7.5

Symbolism is effective because:

- It illustrates theme - the importance of living freely, the value placed on independent living, the right to have personal choice (especially as an elder)
- Other explanations may also be applicable and should be considered by teachers, i.e., symbolism may help in the establishment/development of character

Symbols may include:

- the piece of toast – freedom; independence; self-sufficiency; choice
- the raw carrot – life and vitality (or lack thereof in Gertrude’s case)
- the cigarette/rose bush – friendship; connection; loyalty (between Gertrude and Mom); or rebellion, freedom, independence, and standing up for your right to choose
- the lighthouse – autonomy; independent lifestyle (or lack thereof in Gertrude’s case)
- the senior’s home – confinement; restriction; the loss of personal choice, independence, and free will

References may include:

Piece of Toast

- “Look, you can’t get a piece of toast when you want one in one of those places.” (paragraph 3)
- “Sometimes I think the main thing that’s keeping Mom from going in the home and letting us all get a good night’s rest is that piece of toast.” (paragraph 4)
- “when I was in to see Gertrude one evening before Christmas she asked the nurse if we could get a bit of toast and some tea, and the nurse said, no, it wasn’t time.” (paragraph 5)
- “She says it’s not only the toast, it’s what she calls rules against life.” (paragraph 6)
- “Then she goes in and has her toast.” (paragraph 8)

Raw Carrot

- “She took her in some fresh carrots and Gertrude started to cry. It was eight years since Gertrude has seen a raw carrot.” (paragraph 6)

Cigarette/Rose bush

- “Every now and then Mom goes outside in her yard at night and smokes a cigarette...When Mom sits out like that she’s doing it for Gertrude.” (paragraph 8)

Lighthouse

- “Gertrude said she’d like to go to the Cape Blandford Lighthouse, but the home wouldn’t let her go.” (paragraph 7)
- “If I want to go to a lighthouse and feel salt wind in my hair...I’m going to feel it, and no one’s going to stop me.” (paragraph 7)

Senior’s Home

- “Gertrude is a prisoner.” (paragraph 7)
- “Joyce, I’m not going into a kennel.” (paragraph 1)
- “See, Mom has this friend, Gertrude Halloran, who went in a home eight years ago and she swears she’s not the same person ever since she went in.” (paragraph 3)
- “There are a lot of things that Gertrude is not allowed to have in that place.” (paragraph 3)
- “She doesn’t even know where the kitchen is for God’s sake. Can you imagine wanting to boil the kettle and there being no kettle until someone decides for you that there’s a kettle...” (paragraph 5)

Evaluation Scheme:

2%-Statement of effectiveness

1%-Reference 1

1%-Explanation

1%-Reference 2

1%-Explanation

16. Discuss the effectiveness of the concluding paragraph, using two specific references to support your answer. (6%) Outcomes 4.3, 5.2, 5.3, 6.2, 7.2

Possible explanations of the concluding paragraph’s effectiveness:

- develops character (i.e. of Mom)
- illustrates theme by emphasizing the importance of freedom, independence, choice, especially for the elderly.
- highlights the importance of friendship (i.e. between Mom and Gertrude)
- Other explanations may also be applicable and should be considered by teachers.

References may include:

- Anything from paragraph 8, such as:
 - “Every now and then Mom goes outside in her yard at night and smokes a cigarette while listening to this exquisite Vivaldi piccolo concerto that Gertrude liked...”
 - “That’s not like Mom.”
 - “When Mom sits out like that she’s doing it for Gertrude.”

- “Mom is not even like Gertrude.” (paragraph 4)
- “She sees Gertrude’s situation and she doesn’t want it to happen to her.” (paragraph 6)
- “The only time I’m ever going into a home is when they make one where I can still be the way I was when I was a young woman, because that’s the way.” (paragraph 7)

Evaluation Scheme:

2%-Statement of effectiveness

1%-Reference 1

1%-Explanation

1%-Reference 2

1%-Explanation

POETIC TEXT

Selected Response:

- 17. **C** Outcome 4.1
- 18. **A** Outcomes 4.3, 4.4, 7.2
- 19. **D** Outcome 4.5
- 20. **C** Outcomes 4.5, 7.2, 7.3
- 21. **D** Outcomes 4.5, 5.3, 7.2, 7.3
- 22. **C** Outcomes 5.3, 7.1, 7.2
- 23. **D** Outcomes 4.3, 5.3

Constructed Response Questions (Suggested answers – Answers will vary!)

24. With two references to the text, explain why “Blood and Water” is an effective title for this poem. (6%) Outcomes 4.1, 4.5, 6.4, 7.3

Effectiveness:

- ⤴ Develops theme
- ⤴ Illustrates the relationship – speaker vs. mother-in-law
- ⤴ Shows speaker's attitude toward 'blood' relationships
- ⤴ Shows speaker's character
- ⤴ Negative connotation of the phrase establishes point of view/perspective
- ⤴ Creates contrast ('blood' relationships vs. other relationships)
- ⤴ Other explanations may also be applicable and should be considered by teachers

References:

- ⤴ Line 4: “I got her by marriage. . .”
- ⤴ Line 9 -10: “Blood is thicker than water. . .to say it”
- ⤴ Line 14: “. . . And it sounded ugly”
- ⤴ Line 24 -25: “She was given to me/ I didn't ask for her. . .”
- ⤴ Line 33 -35: “And we stay together . . . and me”

- ⤴ Line 44 -45: “I realize with terror/ that she loves me.”
- ⤴ Line 46 – 47: “Why doesn't blood and water work for her?”

Evaluation Scheme:

- 2%-Statement of effectiveness
- 1%-Reference # 1
- 1%-Explanation of reference
- 1%-Reference #2
- 1%-Explanation of reference

25. State a possible tone for the poem. Explain how the author’s diction creates this tone. Support your response with two references to the text. Outcomes 4.5, 6.3, 7.1, 7.2, 7.3

Tone

- ⤴ Angry
- ⤴ Resentful
- ⤴ Frustrated
- ⤴ Critical
- ⤴ Bitter
- ⤴ Intense
- ⤴ Guilty
- ⤴ Other appropriate tones should be considered

Examples of Diction

- ⤴ “I got her by marriage” (line 4)
- ⤴ “I hated for her to say it” (line11)
- ⤴ “It sounded ugly” (line 14)
- ⤴ “Her daily presence makes me want to run” (lines 26 – 27)
- ⤴ “Worn out work horse” (line 32)
- ⤴ “meek-faced, uncomplaining step-child” (line 34)
- ⤴ “pity, irritation, and more pity” (line 37)
- ⤴ “but never love” (line 39)
- ⤴ “shameful laundry” (line 41)
- ⤴ “(The hardest thing of all)” (line 43)
- ⤴ “. . . terror (line 44)

Evaluation

- 2%-Statement of tone
- 1%-Example 1 of diction
- 1%-Explanation
- 1%-Example 2 of diction
- 1%-Explanation

CONNECTIONS:

26. In two well-developed paragraphs, compare how the prose selection, “A Piece of Toast”, and the poem, “Blood and Water”, illustrate how choices affect our lives and the lives of others. Use one specific reference from each text to show similarity and one specific reference from each to show difference. (Outcomes 5.4, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7)

Similarities:

In both the prose and the poetic selections:

- Families have made decisions about the treatment of an elderly family member
- Speakers show guilt regarding their situation/the choices they may have to make
- Choices have had a negative impact on the lives of characters (Gertrude and the speaker in the poem)
- Characters are struggling with decision-making/choices
- Other similarities may be identified and should be considered

Prose:

Some examples may include, but are not limited to:

- “Joyce, I'm not going into a kennel.” (paragraph 1)
- “The nurses treat her as if she's nuts” (paragraph 3)
- “look, you can't get a piece of toast when you want in one of those places. . .” (paragraph 4)
- “God knows I feel guilty about mom; no matter what I decide to do about her I will feel guilty” (paragraph 6)
- “If we put her in a home I'll forever be thinking about the toast with the little golden puddles of butter in it” (paragraph 6)
- “She sees Gertrude's situation and she doesn't want it to happen to her” (Paragraph 6)
- “Gertrude is a prisoner” (paragraph 7)
- “It was eight years since Gertrude has seen a raw carrot” (paragraph 5)
- “The only time I'm going into a home is when they make one where I can still be the way I was when I was a young woman” (paragraph 7)

Poem:

Some examples may include, but are not limited to:

- “This child of mine/Is almost eighty now” (lines 6-7)
- “Friends marvel at how well/I treat her” (lines 28-29)
- “A farmer/With a worn-out workhorse” (lines 31-32)
- “And so we stay together/ This meek-faced, uncomplaining step-child” (line 33-34)

- “And what I feel for her/Is a mixture/Of pity, irritation, and more pity./But never love.” (lines 36 – 39)
- “As I serve her meals and wash/Her shameful laundry” (lines 40-41)
- “Why doesn't blood and water/Work for her?” (lines 46-47)

Differences:

In the prose and poetic selections:

- The caretakers' feelings/attitude toward their elderly relative are different which affects the choices they make
- The choices being made about care and placement of the elderly relative are different and directly impact the lives of the characters differently
- The level of independence/care needed by the elderly has a different impact on the caregiver
- Other differences may be identified and should be considered

Prose:

Some examples may include, but are not limited to:

- “Everyone wants mom to go into a home but she won't go into one.” (paragraph 1)
- “I tell her it's either that or Jim builds a basement apartment for her. . .” (paragraph 1)
- “. . . there's a staircase that is way too steep for her, a woodstove in the kitchen, and pipes that freeze in the basement. . .” (paragraph 2)
- “. . . she looked at me like I was the most pathetic thing she'd ever seen, someone who didn't know their own way home.” (paragraph 5)
- “I'm not insensitive; I know Mom has a point.” (paragraph 6)
- “God knows I feel guilty about Mom; no matter what I decide to do about her I will feel guilty” (paragraph 6)
- “. . . it's what she calls rules against life.” (paragraph 6)

Poem:

Some examples may include, but are not limited to:

- “I got her by marriage” (line 4)
- “This child of mine/Is almost eighty now” (lines 6-7)
- “She was given to me,/I didn't ask for her” (lines 24-25)
- “And her daily presence/Makes me want to run” (lines 26-27)
- “And so we stay together/ This meek-faced, uncomplaining step-child” (line 33-34)
- “And what I feel for her/Is a mixture/Of pity, irritation, and more pity./But never love.” (lines 36 – 39)
- “As I serve her meals and wash/Her shameful laundry” (lines 40-41)
- “Why doesn't blood and water/Work for her?” (lines 46-47)

Evaluation Scheme:

- 1% for statement of similarity
- 1% reference to prose
- 1% discussion/explanation of reference
- 1% reference to poem
- 1% discussion/explanation of reference
- 1% for statement of difference
- 1% reference to prose
- 1% discussion/explanation of reference
- 1% reference to poem
- 1% discussion/explanation of reference

27. COMPARATIVE STUDY

(Outcomes 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.3, 9.2, 10.1, 10.2, 10.4, 10.5)

28. PERSONAL RESPONSE

(Outcomes 7.1, 7.3, 7.4, 7.7, 8.1, 8.3, 9.1, 9.2, 10.1, 10.2, 10.4)

English Scoring Scale Criteria			
Literature	Score	Language	Score
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	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					

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

Personal Response Scoring Scale	
Criteria	Score
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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	5.5
3.5	5	6
4	6	6.5
4.5	6.5	7
5	7.5	7.5
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		9.5
		10
		12
		12.5
		13.5
		14
		15

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