

STUDENT NAME:

DO NOT OPEN THE EXAMINATION PAPER UNTIL YOU ARE TOLD BY THE SUPERVISOR TO BEGIN

WESTERN SCHOOL DISTRICT

English 2201 Common Examination

June 2012

Value: 100 marks

Time: 3 hours (*Suggested*)

GENERAL INSTRUCTIONS

- 1.) Students must complete **ALL** items in **ALL** sections.
- 2.) This portion of the examination has **SIX** (6) sections:
 - **Visual** 11%
 - **Prose** 20%
 - **Poetic** 19%
 - **Connections** 10%
 - **Comparative Study** 25%
 - **Personal Response** 15%

Total	100%
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- 3.) The selected response items are to be answered on the machine-scorable answer sheets provided.

REGULATIONS FOR CANDIDATES

Candidates are expected to be thoroughly familiar with all regulations pertaining to their conduct during examinations. Candidates should ensure that they understand and comply with all requirements governing examinations

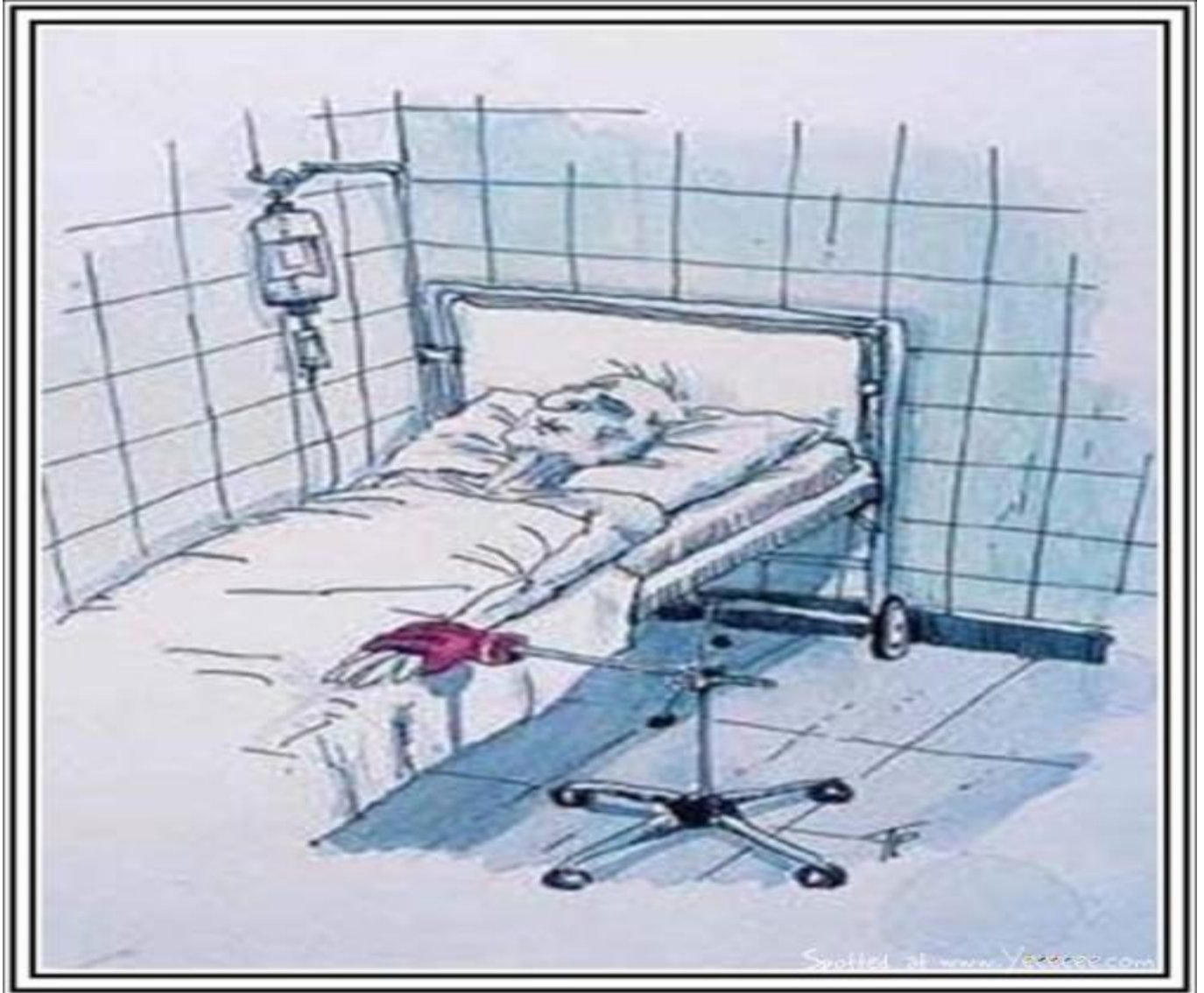
STUDENT CHECKLIST

- Write your name on the top of this page.
- Check this exam to see that there are no missing pages.
- Ensure you answered all questions.

PART I (VISUAL)

VALUE 11%

In this part of the examination, there are five selected response questions, each with a value of one mark, and one constructed response question with a value of six marks. Examine the visual and answer the questions that follow. For each selected-response question, shade the letter of the best or correct response on the bubble sheet. For the constructed response question, write your answer in the space provided, using complete sentences.



Selected Response Questions:

Shade the letter of the correct or best response on the computer-scorable answer sheet.

1. What form is this visual?

- (A) advertisement
- (B) cartoon
- (C) painting
- (D) poster

2. Who is the intended audience?

- (A) elderly
- (B) families
- (C) minorities
- (D) youth

In this part of the examination, there are eight selected response questions, each with a value of one mark, and two constructed response questions with a combined value of twelve marks. Read the prose and answer the questions that follow. For each selected-response question, shade the letter of the best or correct response on the bubble sheet. For the constructed response questions, write your answers in the space provided using complete sentences.

“A Piece of Toast”

by Kathleen Winter

1 Everyone wants Mom to go into a home but she won't go into one. She says, “Joyce, I'm not going into a kennel.” I tell her it's either that or Jim builds a basement apartment for her, but she says, “Joyce, I won't go in there either, much as I care about you. I just want to live in my own house.”

2 The thing about Mom's own house is that there's a staircase that is way too steep for her, a woodstove in the kitchen, and pipes that freeze in the basement if you get a winter with hard frost. Mom has been on her own there for eighteen years. She's eighty-four years old.

3 Mom said to me, when I gave her a brochure about the new seniors' complex that's going up on Glendale Boulevard, “Look, you can't get a piece of toast when you want one in one of those places.” 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. One time Gertrude asked for a piece of spanakopita¹ for her dinner. She knew she wouldn't get one, but she asked anyway, and they gave her some tranquilizers. As if, Mom said, asking for spanakopita was some crazy thing. Gertrude is a cosmopolitan person; she can't live on fish fingers and salisbury steak, which is what they give you in there. So she wants spanakopita, or black olives or some bull's blood wine, and it's a big laugh. The nurses treat her as if she's nuts. Another thing, she's not allowed to have her antique sewing machine in her room: her own antique sewing machine. It's not as if she's asking them to buy anything. There are a lot of things that Gertrude is not allowed to have in that place. Every time Mom goes to visit her she gets depressed or mad.

4 Mom is not even like Gertrude. I mean, she can eat meat and cabbage and she doesn't have an antique sewing machine. 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. Ever since I was little I remember Mom getting a loaf of homemade bread out of the bin, putting it on the counter and slicing off a few thick pieces with her big knife. She had a little rack she'd put over one of the dampers on the woodstove, and she'd toast the bread for her and Dad and whatever kids were still up out of bed and she'd put butter on it, and the butter would run in little golden puddles on the toast and we'd have that for a mug-up, with hot tea. That's what she keeps on about.

5 Finally I said, “Mom, for God's sake you know they'd give you a bit of toast if you asked for it in the home,” and she looked at me as if I was the most pathetic thing she'd ever seen, someone who didn't know their own way home. “Joyce,” she said, “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. Well, when would it be time, Gertrude asked her, and the nurse said Gertrude you know we have lunch at 9:45. Well, it's 8:30 now and my friend's here, Gertrude said. If I could go to the kitchen I'd toast it myself. Where's the kitchen? 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 and they'll boil it when it's time. So the nurse was a kind nurse anyway and she said, I'll get you something, and she came back with two styrofoam cups of tea out of a machine, and two pairs of digestive biscuits wrapped in so much cellophane you couldn't get them unwrapped without crumbling them. That was the best she could do.”

6 I'm not insensitive; I know Mom has a point. She sees Gertrude's situation and she doesn't want it to happen to her. God knows I feel guilty about Mom; no matter what I decide to do about her I will feel guilty. If I leave her in her own house I'm guilty all winter thinking about burst pipes and chimney fires and her breaking her hip on the stairs. If we put her in a home I'll be forever thinking about that toast with the little golden puddles of butter in it. She says it's not only the toast; it's what she calls rules against life. One time she took in some of her garden vegetables for Gertrude. Mom has always had a garden. She took her in some fresh carrots and Gertrude started to cry. It was eight years since

Gertrude has seen a raw carrot.

Gertrude had thought she could come and go whenever she wanted, but one day Mom’s younger brother took Mom there with the car, to take Gertrude out somewhere. “Where do you want to go?” Mom asked Gertrude, and right away Gertrude said she’d like to go to the Cape Blandford Lighthouse, but the home wouldn’t let her go. They didn’t give a reason but Mom thinks it’s because if anything
7 happened while Gertrude was off the property they’d be liable because she was still in their care. “So there you go,” Mom says to me, “Gertrude is a prisoner. If I want to go to a lighthouse and feel salt wind in my hair,” Mom says, “I’m going to feel it, and no one’s going to stop me. 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 it is in my own home, only I’m a bit slower, that’s all.”

Every now and then Mom goes outside in her yard at night and smokes a cigarette while listening to this exquisite Vivaldi piccolo concerto² that Gertrude liked, and she picks out the Seven Sisters
8 constellation and looks at her white roses growing in the moonlight. That’s not like Mom. She doesn’t smoke, and the rose bush is transplanted from the little garden Gertrude used to have. When Mom sits out like that she’s doing it for Gertrude. Then she goes in and has her toast.

1. Spanakopita-Greek savory pastry

2. Vivaldi piccolo concerto-a musical composition usually composed in three parts

Selected Response Questions:

Shade the letter of the correct or best response on the computer-scorable answer sheet.

7. “...she can’t live on fish fingers and salisbury steak...” (paragraph 3) is an example of which literary device?

- (A) alliteration
- (B) consonance
- (C) metaphor
- (D) personification

8. In the context of the selection, what is the meaning of the word “cosmopolitan” (paragraph 3)?

- (A) complicated
- (B) eccentric
- (C) multi-ethnic
- (D) sophisticated

9. “She doesn’t smoke, and the rose bush is transplanted from the little garden Gertrude used to have” (paragraph 8) is an example of what sentence type?

- (A) complex
- (B) compound
- (C) fragment
- (D) simple

10. “...the butter would run in little golden puddles on the toast...” (paragraph 4) is an example of which type of imagery?

- (A) auditory
- (B) olfactory
- (C) tactile
- (D) visual

PART III (POETIC TEXT)**VALUE 19%**

In this part of the examination, there are seven selected response questions, each with a value of one mark, and two constructed response questions with a combined value of twelve marks. Read the poem and answer the questions that follow. For each selected-response question, shade the letter of the best or correct response on the bubble sheet. For the constructed response questions, write your responses in the space provided using complete sentences.

Blood and Water
Helen Porter

I often wondered what it would be like
To have a step-child.
And now I think I know;
I got her by marriage
Though not in the usual way, (5)
This child of mine
Is almost eighty now,
And I am forty-eight.

“Blood is thicker than water,”
My mother used to tell me, (10)
And I hated for her to say it.
I didn’t know what it meant
For one thing.
And it sounded ugly.

But now, unnerved, I’m beginning (15)
To wonder
If it is true.
How else can I explain
The way I feel
Toward this patient creature (20)
Who never harmed anyone
In her life,
Especially me?

She was given to me,
I didn’t ask for her, (25)
And her daily presence
Makes me want to run,
Friends marvel at how well
I treat her
As if they were talking about (30)
A farmer
With a worn-out workhorse.

And so we stay together
This meek-faced, uncomplaining step-child
And me, (35)
And what I feel for her
Is a mixture
Of pity, irritation, and more pity.
But never love.

As I serve her meals and wash (40)
Her shameful laundry,
And try to talk to her
(The hardest thing of all)
I realize with terror
That she loves me. (45)
Why doesn’t blood and water
Work for her?

Selected Response Questions:

Shade the letter of the correct or best response on the computer-scorable answer sheet.

17. What type of poem is this?

- (A) ballad
- (B) epic
- (C) lyric
- (D) sonnet

18. In the context of the selection, what is the meaning of the word “marvel” (line 28)?

- (A) admire
- (B) exaggerate
- (C) mock
- (D) question

19. What term best describes the statement “blood is thicker than water” (line 9)?

- (A) allegory
- (B) analogy
- (C) paradox
- (D) proverb

20. What best describes the central conflict within this poem?

- (A) environmental
- (B) external
- (C) internal
- (D) societal

21. What word best describes the speaker’s feelings toward her mother-in-law?

- (A) aggression
- (B) disgust
- (C) empathy
- (D) obligation

22. What line in the poem indicates the speaker’s moment of epiphany?

- (A) And now I think I know;/ I got her by marriage (lines 4 -5)
- (B) How else can I explain/ the way I feel (lines 18-19)
- (C) I realize with terror/ that she loves me (lines 44 – 45)
- (D) She was given to me/ I didn’t ask for her (lines 24 -25)

23. What is the purpose of the rhetorical questions used in the poem?

- (A) create conflict
- (B) elicit an answer
- (C) establish point of view
- (D) promote reflection

PART V (COMPARATIVE STUDY)

VALUE 25%

Responses are marked on the basis of the arguments presented, the specific references to works (content), organization, sentence fluency, voice, word choice, and conventions.

27. "One purpose of literature is to expose the weaknesses or flaws in society." With reference to a longer play and a novel from the list below, explain this statement in a multi-paragraph essay.

Novels	Plays
<i>Fahrenheit 451</i> <i>A Winter's Tale</i> <i>A Tale of Two Cities</i> <i>Oliver Twist</i> <i>Lord of the Flies</i> <i>Woman of Labrador</i> <i>The Perfect Storm</i> <i>Random Passage</i> <i>All Quiet on the Western Front</i> <i>The Hobbit</i> <i>Night</i>	<i>The Tempest</i> <i>Twelfth Night</i> <i>Julius Caesar</i> <i>The Theban Plays</i>

Planning Space (Not Graded)

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	8
3.5	5	6	9
4	6	6.5.....	9.5
4.5	6.5	7	10.5
5	7.5	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