

**English 3201**  
**August 2009 Supplementary Exam**  
**Answer Key**

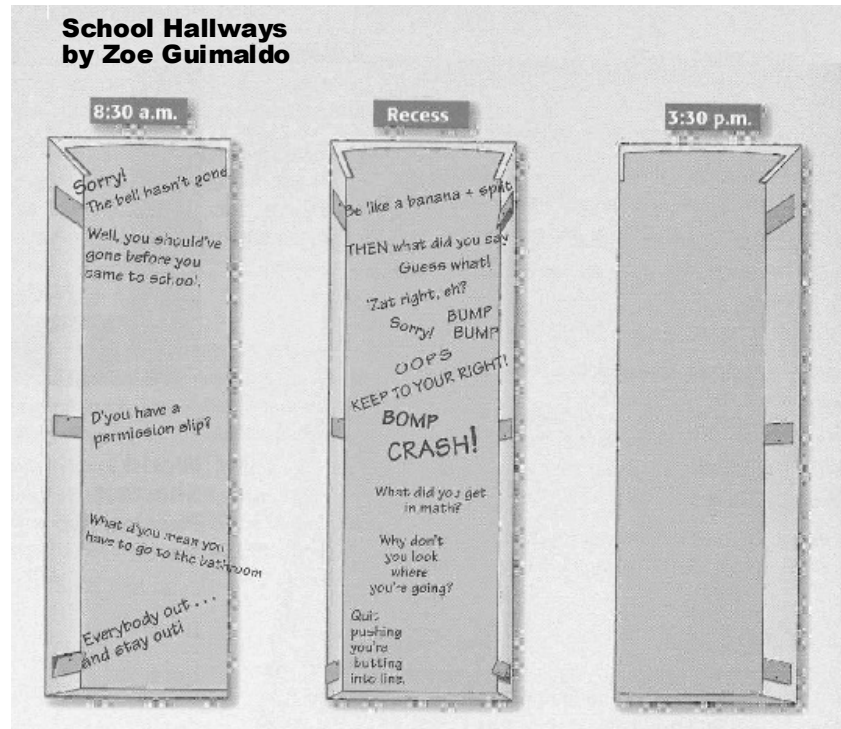
**Selected Response Answers:**

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

## Section A: Sight Passages (60%)

### Part I: Visual

6. Using specific references from the visual, explain how the artist has used two elements to promote the message. (6%)



#### Possible Messages:

- The sights and sounds within school hallways are largely dependent upon the time of the school day.
- The school day is filled with messages, many of them mixed.

#### Elements:

- Blank space in the 3:30 hallway suggests students avail of freedom from school when possible. This is a form of contrast.
- Contrast in style of language used between 8:30 and recess highlights difference between class time and free time.
- Use of onomatopoeia in recess hallway illustrates the boisterous nature of that time.
- Informal, colloquial language in recess hallway suggests this is free time.
- Authoritative tone in the 8:30 hallway.
- The linear nature of the hallways might reflect the order associated with schools.

### **Grading Key:**

- 2 marks for the message.
- 2 marks for identifying 2 elements (1 each).
- 2 marks for explanation of each (1 each).

### **Part II: Prose**

**16. With two specific references to the text, explain why “I Love You – This is a Recording” is an effective title. (6%)**

#### **Answers could include:**

- It affects the development of the irony of the piece. Captures a sentiment of closeness and affection (numerous references, i.e. “...we have each other”), while also bringing out the impersonal nature of the exchange (i.e. “This is a recording” – which is used to close the piece).
- It does convey or affect the main theme of the piece. We need nurturing and companionship – in any form (“...humanity came to have everything that human beings had always wanted from fellow human beings – sympathy, love, friendship...”).
- The title also highlights the fact that technology is constantly playing a greater part in our existence and we are becoming more and more distant from each other (“Conversations were icily polite”).

### **Grading Key:**

- 2 marks for references – 1 for each.
- 2 marks for explanation of 1<sup>st</sup> ref.
- 2 marks for explanation of 2<sup>nd</sup> ref.

**17. Using two specific references from the selection, explain how Arthur Hoppe uses dialogue to develop irony. (6%)**

#### **Answers could include:**

- “What else do people need these days?” (par. 6) Suggests that we have everything we could possibly need. Not taking into account the need for meaningful personal interaction.
- “How very proud of you I am.” (par. 9) Suggests that there is a caring person on the other end. Ironic in that it is a machine. Also ironic in that people find comfort in it.
- “...how deeply I love you – with my whole soul, my whole being.” (par. 11) Same point as above.

- “This is a recording.” (par. 18) Despite all the compassionate, caring, loving words previous, the piece ends with one of the coldest, most impersonal messages we have all had the displeasure of hearing. Emphasizes the irony of the entire piece.

**Grading Key:**

- 2 marks for references – 1 for each.
- 2 marks for how 1<sup>st</sup> ref. develops irony.
- 2 marks for how 2<sup>nd</sup> ref. develops irony.

**Part III: Poetry**

**24. With two specific references to “(Nothing But) Flowers”, explain how the poet effectively uses repetition. (6%)**

**Answers could include:**

- One example of repetition – “You got it.”
- Another example of repetition – “Now, it’s nothing but flowers.”
- Repetition of “You got it” emphasizes the frustration of the speaker in trying to get his head around what the world has become. It is repeated after many of the realizations the speaker has about what his world now is. The direct effect here is to build the voice of the speaker while driving home the main message of the piece – this individual is frustrated with reverting back to a natural world devoid of modern technologies and conveniences.
- Repetition of “Now it’s nothing but flowers” emphasizes what the world has become in this post-apocalyptic state. The fact that the speaker comes back to it also emphasizes his bewilderment with it. The repetition develops an irony of sorts here in that flowers might be thought of as beautiful, but the speaker is underwhelmed – i.e. “nothing but...”
- Students may choose to point out the ironies of each as well regarding what we see in the repetition of these lyrics versus what we have come to expect in an environmentally conscious world.

**Grading Key:**

- 2 marks for references – 1 for each.
- 2 marks for effectiveness of 1<sup>st</sup> example.
- 2 marks for effectiveness of 2<sup>nd</sup> example.

**25. The speaker of this poem expresses internal conflict. Identify and explain two specific examples. (6%)**

**Answers could include:**

- One internal conflict involves the level of perplexity the speaker feels with the slow return to a more modern society. He says “I thought that we’d start over/But I guess I was wrong.” There are feelings of sadness, frustration and yearning in this statement.
- Another internal conflict involves the disappointment that the speaker feels over how society allowed itself to fall apart. He says “And as things fell apart/Nobody paid much attention.” His frustration comes out here in that it is difficult for him to accept how much people took modernized society for granted.
- A third possible example illustrates how the speaker is uncomfortable in this new natural world. He says “Don’t leave me stranded here/I can’t get used to this lifestyle.” The word “stranded” suggests he feels alone and lost in this new world, and again, yearns for the lifestyle of the modern technological world.

**Grading Key:**

- 2 marks for identification of internal conflicts – 1 for each.
- 2 marks for explanation of 1<sup>st</sup> example.
- 2 marks for explanation of 2<sup>nd</sup> example.

#### **Part IV: Connections**

**26. In a two-paragraph response, compare the impact of technology in “I Love You - This is a Recording” with the impact of technology on your life. In your response, use one specific reference from the prose and one specific reference from your own life. (10%)**

**Answers could include:**

Impact of technology in the prose piece:

- Technology provided people with the opportunity to replicate close personal interactions which had been missing. For example, “The new service was an instant success,” suggests that people embraced the opportunity to feel the closeness to others, provided by the phone company.
- The fact that subscribers were “making an average of 3.4 calls” a day suggests that the impact of the technology on users was positive as it filled a need in their lives.

- The final line of the piece drives home the irony of the story in that individuals draw comfort from technology that we used to get from others – “This is a recording.” A sad commentary concerning our dependence in technology.

Impact of technology on your life:

- Answers will vary according to student.
- A comparison needs to be made between the two.

## **Section B – Comparative Study**

**27. In some works of literature, a minor character plays a significant role. With reference to one longer play and one prescribed text from the list below, show how a minor character from each selection helps to develop the main character.**

**Answers:**

- Refer to English Scoring Scale

## **Section C – Personal Response Writing**

**28. Today, individuals are more concerned than ever with promoting healthy lifestyles. In an editorial, discuss the positive and/or negative aspects of health consciousness in society.**

**Answers:**

- Refer to Personal Response Scoring Scale.

## English Scoring Scale Criteria

<b>Literature</b>	<b>Score</b>	<b>Language</b>	<b>Score</b>
<ul style="list-style-type: none"> <li>content displays an outstanding knowledge of subject matter</li> <li>choice of content is consistently clear, specific and serves to answer the question</li> <li>selections are consistently supported with detailed references that relate to the task</li> </ul>	9 - 10	<ul style="list-style-type: none"> <li>introduction is compelling</li> <li>conclusion reinforces unity in a compelling way</li> <li>structure (response is nearly flawless with ideas that are logically sequenced and developed)</li> <li>mechanics (response is almost error-free)</li> </ul>	9 - 10
<ul style="list-style-type: none"> <li>content displays a strong knowledge of subject matter</li> <li>choice of content is usually clear, specific and serves to answer the question</li> <li>selections are strongly supported with references that relate to the task</li> </ul>	7-8	<ul style="list-style-type: none"> <li>introduction is strong</li> <li>conclusion is strong, clear, and unified</li> <li>structure (response is strong with ideas that are logically sequenced and developed despite some evidence of disunity)</li> <li>mechanics ( strong grasp of conventions with some errors present)</li> </ul>	7-8
<ul style="list-style-type: none"> <li>content displays a satisfactory knowledge of subject matter</li> <li>choice of content is frequently clear, specific and serves to answer the question</li> <li>selections are sometimes supported with references</li> </ul>	5-6	<ul style="list-style-type: none"> <li>introduction has a general sense of direction</li> <li>conclusion reinforces unity but tends to be routine</li> <li>structure (response is generally focused with flow sometimes interrupted)</li> <li>mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained)</li> </ul>	5-6
<ul style="list-style-type: none"> <li>content displays a limited knowledge of subject matter</li> <li>choice of content is sometimes clear, specific and serves to answer the question</li> <li>selections are rarely supported with references</li> </ul>	3-4	<ul style="list-style-type: none"> <li>introduction is not always clear and has little direction</li> <li>conclusion, although present, is limited and does little to tie the piece together</li> <li>structure (response is limited and coherence falters frequently)</li> <li>an organized summary is provided and is somewhat connected to the task</li> <li>mechanics (errors are frequent and beginning to affect readability)</li> </ul>	3-4
<ul style="list-style-type: none"> <li>content displays an unclear knowledge of subject matter</li> <li>choice of content is rarely clear, specific and serves to answer the question</li> <li>selections are never supported with references</li> </ul>	0-2	<ul style="list-style-type: none"> <li>introduction is unclear and has no direction</li> <li>conclusion is unconnected or does not exist</li> <li>structure (there is no flow and coherence)</li> <li>a summary is presented but has no connection to the task</li> <li>mechanics ( errors are making readability impossible)</li> </ul>	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.
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 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 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	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