

English Literature 12
Resource Exam A
Scoring Guide

PART B: SIGHT PASSAGE

7 multiple-choice questions

1 written-response question

Value: 25%

Suggested Time: 35 minutes

INSTRUCTIONS: Read **both** the following selections by Alfred Lord Tennyson. For questions 24 to 30, choose the **best** answer.

Tennyson's poem In Memoriam, which consists of a series of short numbered sections, laments the death of his friend, Arthur Henry Hallam.

from *In Memoriam*

54.

O, yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood;

5 That nothing walks with aimless feet;
That not one life shall be destroy'd,
Or cast as rubbish to the void,
When God hath made the pile complete;

10 That not a worm is cloven in vain;
That not a moth with vain desire
Is shrivell'd in a fruitless fire,
Or but subserves another's gain.

15 Behold, we know not anything;
I can but trust that good shall fall
At last—far off—at least, to all,
And every winter change to spring.

20 So runs my dream: but what am I?
An infant crying in the night:
An infant crying for the light:
And with no language but a cry.

124.

That which we dare invoke to bless;
Our dearest faith; our ghastliest doubt;
He, They, One, All; within, without;
The Power in darkness whom we guess;

5 I found Him not in world or sun,
Or eagle's wing, or insect's eye;
Nor thro' the questions men may try,
The petty cobwebs we have spun:

10 If e'er when faith had fall'n asleep,
I heard a voice 'believe no more'
And heard an ever-breaking shore
That tumbled in the Godless deep;

15 A warmth within the breast would melt
The freezing reason's colder part,
And like a man in wrath the heart
Stood up and answer'd 'I have felt.'

20 No, like a child in doubt and fear:
But that blind clamour made me wise;
Then was I as a child that cries,
But, crying, knows his father near;

And what I am beheld again
What is, and no man understands;
And out of darkness came the hands
That reach thro' nature, moulding men.

Alfred Lord Tennyson

from *In Memoriam*
(page 8 in the Examination Booklet)

INSTRUCTIONS: With specific reference to the passage, respond to the following statement in approximately **200 words** in paragraph form. Write your answer in **ink** in the **Response Booklet**.

1. Sections 54 and 124 of *In Memoriam* represent different stages in the speaker's coming to terms with his loss. Support this statement with reference to **both** sections.

Response:

Section 54

- Despite its affirmation of faith, it is filled with expressions of doubt, “pangs of nature, sins of will, / Defects of doubt, and taints of blood.”
- The speaker trusts intellectually that there is purpose in life and that God has a plan for all; however, he cannot feel this is true.
- The poem concludes with the image of the speaker as an infant crying and uncomfited.

Section 124

- By contrast, this segment is more hopeful and the speaker's faith is reaffirmed. He describes his faith as “dearest” and rejects his “ghastliest” doubt.
- He acknowledges his struggles: he has failed to find God in Nature or in reason and has “heard a voice” telling him to “believe no more.”
- But he realizes that these periods of darkness have brought him wisdom because in his helplessness he has felt the presence of God.
- Again, the image of the crying child appears, but this time the child “knows his father” is near.
- The poem concludes with the comforting hand of God, “moulding men.”

Other responses are possible.

SCORING GUIDE FOR THE SIGHT PASSAGE

This is a first-draft response and should be scored as such.

6

The 6 response combines a perceptive understanding of the passage with a detailed discussion of the topic. The analysis includes pertinent references. The ideas are focused and clearly expressed. The response, however, need not be error-free.

5

The 5 response combines an accurate understanding of the passage with a detailed discussion of the topic. The analysis includes relevant references. The ideas are clearly and logically presented. The response, however, need not be error-free.

4

The 4 response contains a general understanding of the passage and a competent discussion of the topic. The references are mostly accurate, but may be limited. Ideas are presented in a straightforward manner. Errors may be present but are seldom distracting.

3

The 3 response contains a limited understanding of the passage and a barely adequate discussion of the topic. While present, references may be inappropriate or incorrect. The development of ideas is superficial or incomplete. Errors may be distracting.

2

The 2 response is inadequate. The understanding of the passage is flawed, and the discussion of the topic is inadequate or incomplete. References may be irrelevant or lacking. The response may lack organization and coherence. Errors may impede understanding.

1

The 1 response is unacceptable. It does not meet the purpose of the task or may be too brief to address the topic. References may be irrelevant, flawed, or lacking. Errors may render the paper unintelligible.

0

The zero response is a complete misunderstanding of the task, or is simply a restatement of the topic.

Any zero response must be cleared by the section leader.

NR

A blank paper with no response given.

PART C: SHAKESPEAREAN DRAMA

1 written-response question

Value: 20%

Suggested Time: 25 min

INSTRUCTIONS: Choose **one** of the three passages on pages 14 to 17 in the **Examination Booklet**. With specific reference to the drama, respond to one of the following statements in at least **200 words** in paragraph form. Write your answer in **ink** in the **Response Booklet**.

2. *Hamlet* (1600–1601)

Ophelia: O my lord, my lord, I have been so affrighted! 75

Polonius: With what, i' th' name of God?

Ophelia: My lord, as I was sewing in my closet,¹
Lord Hamlet, with his doublet all unbraced,²
No hat upon his head, his stockings fouled,
Ungartered, and down-gyvèd³ to his ankle, 80
Pale as his shirt, his knees knocking each other,
And with a look so piteous in purport,⁴
As if he had been loosèd out of hell
To speak of horrors—he comes before me.

Polonius: Mad for thy love?

Ophelia: My lord, I do not know, 85
But truly I do fear it.

Polonius: What said he?

Ophelia: He took me by the wrist and held me hard;
Then goes he to the length of all his arm,
And with his other hand thus o'er his brow
He falls to such perusal of my face 90
As 'a would draw it. Long stayed he so.
At last, a little shaking of mine arm,
And thrice his head thus waving up and down,
He raised a sigh so piteous and profound
As it did seem to shatter all his bulk 95
And end his being. That done, he lets me go,
And, with his head over his shoulder turned,
He seemed to find his way without his eyes,
For out o' doors he went without their helps,
And to the last bended their light on me. 100

Polonius: Come, go with me. I will go seek the King.
This is the very ecstasy⁵ of love,
Whose violent property fordoes⁶ itself
And leads the will to desperate undertakings
As oft as any passions under heaven 105
That does afflict our natures. I am sorry.
What, have you given him any hard words of late?

Ophelia: No, my good lord; but as you did command,
I did repel his letters and denied
His access to me.

110

(II. i. 75–110)

¹ *closet*: private room

² *doublet all unbraced*: jacket entirely unlaced

³ *down-gyvèd*: hanging down like fetters

⁴ *purport*: expression

⁵ *ecstasy*: madness

⁶ *property fordoes*: quality destroys

2. Ophelia has an impact on Hamlet's behaviour. Discuss this statement with reference to the passage and to the rest of the play.

Response:

- Hamlet's feelings towards Ophelia span from love to regret to anger. In this passage, he puts on his "antic disposition" but displays a look "so piteous in purport" that the reader can conclude that his love for Ophelia is strong.
- Hamlet sighs "so piteous and profound[ly]"; this illustrates the strength of his disappointment regarding Ophelia and the loss he feels.
- While much of Hamlet's behaviour in this scene is staged and exaggerated—probably for Polonius—the root of his actions relate to his love for Ophelia.
- Hamlet is angered by Ophelia when he surmises that she is lying to him when Polonius and Claudius are spying on them.
- Hamlet's anger with Ophelia—and with women in general—is shown when he makes lewd remarks to her at the play within a play.
- Hamlet is devastated by the discovery of Ophelia's death and claims that "forty thousand brothers / Could not, with all their quantity of love, / Make up my sum."

Other responses are possible.

Criteria: Content and clarity

3. Ferdinand and Caliban may be considered character foils. Discuss this statement with reference to the attitudes exhibited in the two excerpts given and elsewhere in the play.

Response:

- Caliban, because of his bestial nature, sees Miranda as an object whom he will use to people “[T]his isle with Calibans.”
- In contrast, Ferdinand recognizes the difference between love and lust and promises to honour Miranda with “fair issue and long life.”
- When carrying logs for Prospero’s fire, Caliban curses and is resentful of his burden whereas Ferdinand realizes that there is value in work and discipline.
- Caliban plots to murder Prospero and relishes violence as he graphically describes how murder might best be achieved: “Batter his skull or paunch him with a stake.”
- Though Ferdinand has cause for anger at the man who has enslaved him, he reacts with self-control and a willingness to prove himself: his “mean task” could be construed as “odious” but he understands that Prospero is testing him and it “makes [his] labours pleasures.”

Other responses are possible.

Criteria: Content and clarity

4. *King Lear* (1603)

4. In this passage, Kent's loyalty is revealed. Show how this quality is revealed both here and elsewhere in the play.

Response:

- **Kent sees Lear's rash behaviour clearly and seeks to advise him rather than condemn him.**
- **Kent stands up to Lear and attempts to show him the truth of the situation.**
- **Kent risks his own political future and life for Lear.**
- **Kent stands beside Lear (in disguise) throughout the play not revealing himself until the final scene.**
- **Kent defends Lear against Oswald, Goneril's servant.**

Other responses are possible.

Criteria: Content and clarity

SCORING GUIDE FOR SHAKESPEAREAN DRAMA

This is a first-draft response and should be scored as such.

6

The 6 response combines a detailed discussion of the topic with a perceptive understanding of the passage in the context of the play. The analysis includes pertinent references. The ideas are focused and clearly expressed. The response, however, need not be error-free.

5

The 5 response combines a detailed discussion of the topic with an accurate understanding of the passage in the context of the play. The analysis includes relevant references. The ideas are clearly and logically presented. The response, however, need not be error-free.

4

The 4 response contains a competent discussion of the topic and a general understanding of the passage. The references are mostly accurate, but may be limited. Ideas are presented in a straightforward manner. Errors may be present but are seldom distracting.

3

The 3 response contains a barely adequate discussion of the topic and a limited understanding of the passage. While present, references may be inappropriate or incorrect. The development of ideas is superficial or incomplete. Errors may be distracting.

2

The 2 response is inadequate. The discussion of the topic is inadequate or incomplete, and the understanding of the passage is flawed. References may be irrelevant or lacking. The response may lack organization and coherence. Errors may impede understanding.

1

The 1 response is unacceptable. It does not meet the purpose of the task or may be too brief to address the topic. References may be irrelevant, flawed, or lacking. Errors may render the paper unintelligible.

0

The zero response is a complete misunderstanding of the task, or is simply a restatement of the topic. Any zero response must be cleared by the section leader.

NR

A blank paper with no response given.

PART D: GENERAL ESSAY

1 written-response question

Value: 30%

Suggested Time: 40 min

INSTRUCTIONS: Choose **one** of the following topics. Write a multi-paragraph essay (at least three paragraphs) of approximately **400 words**. Develop a **concise, focused** answer to show your knowledge and understanding of the topic. Include specific references to the works you discuss. You may not need all the space provided for your answer. You must refer to at least **one** work from the Specified Readings List (see page 20 in the Exam Booklet). The only translated works you may use are those from Anglo-Saxon and Medieval English. Write your answer in **ink** in the **Response Booklet**.

5. Writers are often influenced by the social and political events of their times. Support this statement with reference to at least three literary works.

Note to markers: Students must refer to at least one work from the Specified Readings List. Students may refer to works outside the Specified Readings.

Response:

Specified Readings:

- *Beowulf*
- “The Prologue” to *The Canterbury Tales*
- *The Diary of Samuel Pepys*
- “To the Ladies”
- *The Rape of the Lock*
- “A Modest Proposal”
- “Elegy Written in a Country Churchyard”
- “The World Is Too Much with Us”
- “Ode to the West Wind”
- “Ulysses”
- “Dover Beach”
- “The Darkling Thrush”
- “*Dulce et Decorum Est*”
- “The Second Coming”
- “The Hollow Men”

Other responses are possible.

Criteria: Content and clarity

6. Literary works often celebrate the value of behaving with integrity or honour. Support your statement with reference to at least three literary works.

Note to markers: Students must refer to at least one work from the Specified Readings List. Students may refer to works outside the Specified Readings.

Response:

Specified Readings:

- *Beowulf*
- “The Prologue” to *The Canterbury Tales*
- *Sir Gawain and the Green Knight*
- *Hamlet*
- *King Lear*
- *The Tempest*
- “To a Mouse”
- “Elegy Written in a Country Churchyard”
- “The Rime of the Ancient Mariner”
- “*Dulce et Decorum Est*”

Other responses are possible.

Criteria: Content and clarity

7. Works of literature often present characters or speakers whose motives are self-serving. Support this statement with reference to at least three literary works.

Note to markers: Students must refer to at least one work from the Specified Readings List. Students may refer to works outside the Specified Readings.

Response:

Specified Readings:

- “The Prologue” to *The Canterbury Tales*
- *Sir Gawain and the Green Knight*
- “The Passionate Shepherd to His Love”
- *Hamlet*
- *King Lear*
- *The Tempest*
- “To the Virgins”
- “A Modest Proposal”
- *Paradise Lost*
- “My Last Duchess”

Other responses are possible.

Criteria: Content and clarity

SCORING GUIDE FOR THE GENERAL ESSAY

This is a first-draft response and should be scored as such. The use of paragraph structure assessed holistically with reference to the clarity of expression and organization.

6

The 6 essay is a detailed and perceptive discussion of the topic which clearly justifies the choice of literary works. The analysis includes pertinent references. The ideas are focused and clearly expressed. The response, however, need not be error-free.

5

The 5 essay is an accurate and thorough discussion of the topic which clearly justifies the choice of literary works. The analysis includes relevant references. The ideas are clearly and logically presented. The response, however, need not be error-free.

4

The 4 essay is a competent discussion of the topic which presents literary works to support the response. The references are mostly accurate, but may be limited. Ideas are presented in a straightforward manner which may include listing. Errors may be present but are seldom distracting.

3

The 3 essay is a barely adequate discussion of the topic which presents literary works to support the response. While present, references may be inappropriate or incorrect. The development of ideas is superficial or incomplete. Errors may be distracting.

2

The 2 response is inadequate. It attempts to address the topic, but fails to do so. It may be inaccurate or incomplete. References may be irrelevant, flawed, or lacking. The response may lack organization and coherence. Errors may impede understanding.

1

The 1 response is unacceptable. It does not meet the purpose of the task or may be too brief to address the topic. References may be irrelevant, flawed, or lacking. Errors may render the paper unintelligible.

0

The zero response is a complete misunderstanding of the task, or is simply a restatement of the topic. Any zero response must be cleared by the section leader.

NR

A blank paper with no response given.