

### Section 3: English 3201 Sample Exam

#### *About This Section:*

*The sample exam in this section is intended to provide a concrete example of the format of the English 3201 exam, and of the types of questions/prompts to be found within. What is deemed examinable by item writing committees comes specifically from Column 1 (Outcomes) and Column 2 (Focus for Learning) in the English 3201 Curriculum Guide.*

#### SECTION A - Listening (10%) (Time: 40 minutes)

Listen to “Scientific Literacy” by Neil deGrasse Tyson and answer the questions that follow.

Context: Neil deGrasse Tyson is an American astrophysicist, author and science communicator.

<http://bigthink.com/words-of-wisdom/neil-degrasse-tyson-on-getting-kids-interested-in-science>

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

1. According to deGrasse Tyson, what prevents kids from being interested in science?
  - (A) economics
  - (B) geography
  - (C) nationality
  - (D) parents
  
2. Which is used by deGrasse Tyson to make his point?
  - (A) allusion
  - (B) hyperbole
  - (C) rhetorical question
  - (D) statistics
  
3. What is the purpose of the repetition of “Don’t”?
  - (A) create emphasis
  - (B) develop humour
  - (C) increase suspense
  - (D) provide transition

- (A) discourage  
(B) inform  
(C) persuade  
(D) warn

6% 5. What do the binoculars symbolize for the speaker? Support your answer with two references from the text.

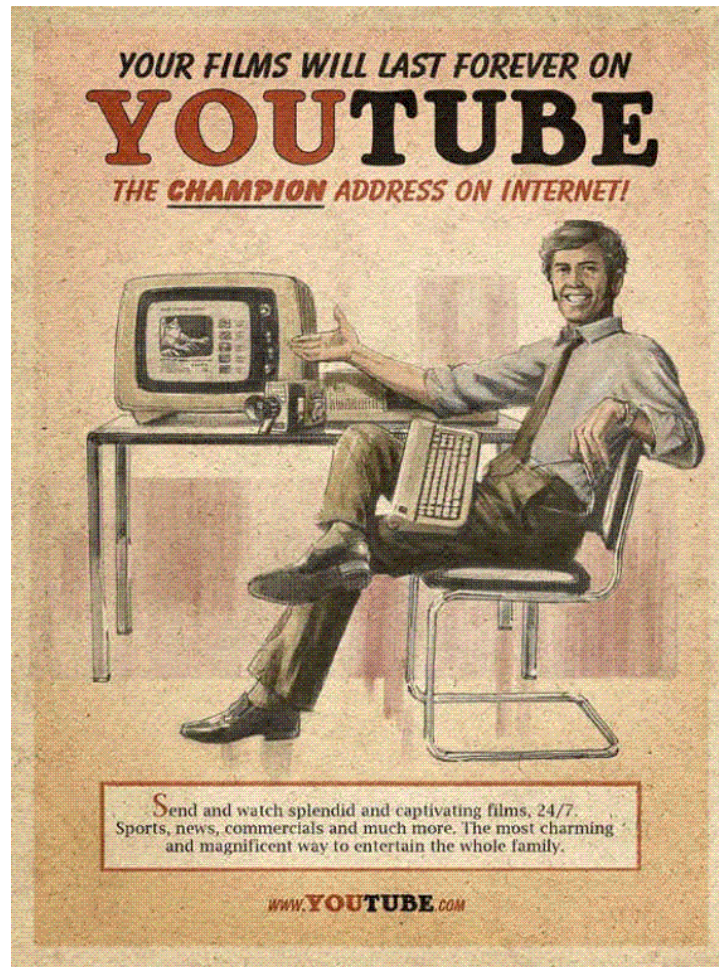
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SECTION B – Reading and Viewing (60%)  
(Suggested Time: 90 minutes)

PART I: Viewing (Media)

(Value: 9%)

Examine the visual and answer the questions that follow.



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

6. Which media strategy is most evident in the ad?

- (A) bandwagon
- (B) celebrity endorsement
- (C) name calling
- (D) plain folks

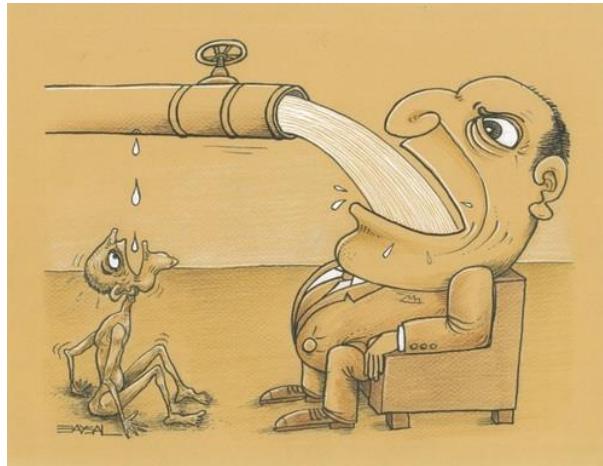
- Value

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**PART II: Viewing (Artistic)** (Value: 6%)

(Value: 6%)

Examine the visual and answer the question that follows.



Value

6% 10. Provide a title for the image. Explain how this title is supported through two visual elements.

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PART III: Poetic Study

(Value: 20%)

Read the poem and answer the questions that follow.

The House by the Side of the Road  
by Sam Walter Foss

- THERE are hermit souls that live withdrawn  
In the place of their self-content;  
There are souls like stars, that dwell apart,  
In a fellowless firmament;  
5 There are pioneer souls that blaze the paths  
Where highways never ran-  
But let me live by the side of the road  
And be a friend to man.  
Let me live in a house by the side of the road  
10 Where the race of men go by-  
The men who are good and the men who are bad,  
As good and as bad as I.  
I would not sit in the scorner's seat  
Nor hurl the cynic's ban-  
15 Let me live in a house by the side of the road  
And be a friend to man.  
I see from my house by the side of the road  
By the side of the highway of life,  
The men who press with the ardor of hope,  
20 The men who are faint with the strife,  
But I turn not away from their smiles and tears,  
Both parts of an infinite plan-  
Let me live in a house by the side of the road  
And be a friend to man.  
25 I know there are brook-gladdened meadows ahead,  
And mountains of wearisome height;  
That the road passes on through the long afternoon  
And stretches away to the night.  
And still I rejoice when the travelers rejoice  
30 And weep with the strangers that moan,  
Nor live in my house by the side of the road  
Like a man who dwells alone.  
Let me live in my house by the side of the road,  
Where the race of men go by-  
35 They are good, they are bad, they are weak, they are strong,  
Wise, foolish - so am I.  
Then why should I sit in the scorner's seat,  
Or hurl the cynic's ban?  
Let me live in my house by the side of the road  
40 And be a friend to man.

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

- 11) What is implied about “hermit souls” in lines 1 and 2?
- (A) Family has disowned them.
  - (B) Happiness comes from within.
  - (C) Misery defines their life.
  - (D) Unity is important to them.
- 12) Which is used in, “There are souls like stars, that dwell apart,” in line 3?
- (A) cacophony
  - (B) metaphor
  - (C) personification
  - (D) simile
- 13) What is implied about “smiles and tears,” in the context of lines 21 and 22?
- (A) reasons to be withdrawn
  - (B) signs of trouble ahead
  - (C) something to be expected
  - (D) unnecessary part of life
- 14) Which best describes the speaker of the poem?
- (A) ecstatic
  - (B) ignorant
  - (C) optimistic
  - (D) pessimistic
- 15) Which is used in, “They are good, they are bad, they are weak, they are strong,” in line 35?
- (A) apostrophe
  - (B) extended metaphor
  - (C) flashback
  - (D) parallel structure
- 16) Which is used in “Wise, foolish,” in line 36?
- (A) allusion
  - (B) foil
  - (C) oxymoron
  - (D) proverb

- | Value | Question  |
|-------|---|
| 6%    | 19. Using two references from the poem, explain how the poet uses symbolism to develop his message. |

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



6% 20. Using two specific references from the poem, explain why the speaker does not want to “sit in the scorner’s seat,/Or hurl the cynic’s ban”.

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Read the prose and answer the questions that follow.

### Vampire in the Next Change Room

by Rebecca Eckler

- 1 On a recent Saturday afternoon, dozens of girls are in the midst of planning for the biggest night of their lives. Most important? They need a dress. Waiting in the 45-minute line for a change room, each is holding no fewer than six dresses. Mothers, clinging to their purses, wait patiently. According to the staff at Toronto's *Fashion Crimes*, we're in the heart of the four-letter-word season: P-R-O-M.
- 2 *Fashion Crimes* not only has "thousands" of dresses but also offers a prom registry. If you buy a dress, no other girl at the same school can buy the same one, which is apparently as big a deal as two celebrities appearing in the same gown at the Oscars. It . . . simply . . . cannot . . . happen.
- 3 "Girls say, 'Oh, don't worry, I'm from a small town and no one else will come here,'" says Pam Chorley, the owner. "I'll be like, 'Well, last year we had two girls come from a school in the Yukon. You better register it.'" Girls — shockingly! — don't always play fair. They can go to extreme lengths to get the dress they want. Last year, a girl tried on a red dress. "I told her we had to check the registry to make sure no other girl at her school had it. She told us her best friend had bought it but she was cool with her also wearing it," says Crystal Rickard, the store manager. "I thought it was odd. I told her the only way I would even consider it was if I talked to the friend. I called the friend and it turns out it wasn't cool, but she didn't know how to say it to this girl. I refused to sell it. The girl came back again saying she was buying the red dress for her uncle's wedding and bought another prom dress. Well, the girl ended up wearing the same red dress as her best friend to the prom. She completely tricked us! The girl who originally bought the dress called the store crying after to tell us."
- 4 On average, prom girls spend 45 minutes to two hours trying on dresses. "A couple of weeks ago, we had one girl in here for six hours!" says Rickard. "Prom girls can be energy vampires. Some need us the whole time. At the same time, we know it's a very important experience for them." "I never thought it would be this hard," moans one prom girl. As Rickard checks the registry, she says to her mother, "I'll kick someone's butt if they already have it." "What?" her mother asks. "What?" the girl cries back. "It's important!"
- 5 Another girl is getting a custom-made prom dress that will cost \$1,100. I ask the mother who is paying for it. "Not me. She has a job." But later at the cash, I watch as the mother has to call the credit card company. Apparently, she has never put a purchase so large on her card. It's hard to watch. I wonder if the girl will ever pay her mom back.

- 6 Most mothers are supportive, but Rickard tells the story of Prom Monster Moms, who see nothing wrong in telling their daughters a dress makes their behinds look "wide." "We had one take a look at her daughter in a dress and say to her, 'No, you can't wear that. You're not skinny enough. Your sister could wear that.'"
- 7 Sometimes, even Rickard is amazed at the physical maturity. "A girl will come out and I'll say, 'You look so sexy in that!' and the mother will say, 'She's in Grade 8!' I have no idea sometimes if they are graduating university or Grade 8. I can't tell you how many times we've made that mistake."
- 8 I watch as a girl tries on the same dress — in six different colours. She tries them all on again and finally even I want to cheer when she picks one. "I just have to bring my mother back now," she tells Rickard, who patiently puts it on a hold rack. I ask what is the first thing employees do when the store closes at 8 p.m. "We take off our shoes. Our language definitely changes. And then we share all the crazy stories."

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

21. Which is found in, "On a recent Saturday afternoon," in paragraph 1?
- (A) lead
  - (B) pronoun reference
  - (C) temporal reference
  - (D) voice
22. What is implied by "clinging to their purses" in the context of paragraph 1?
- (A) dangerous situation
  - (B) expensive venture
  - (C) joyful encounter
  - (D) nervous moment
23. What is the purpose of "P-R-O-M" in paragraph 1?
- (A) characterization
  - (B) emphasis
  - (C) transition
  - (D) understatement
24. In the context of the essay, "*Fashion Crimes*" is an example of which in paragraph 2?
- (A) cliché
  - (B) irony
  - (C) motif
  - (D) paradox

25. Which is found in, "...which is apparently as big a deal as two celebrities appearing in the same gown at the Oscars," in paragraph 2?
- (A) apostrophe
  - (B) hyperbole
  - (C) metaphor
  - (D) paradox
26. What is the purpose of the "prom registry" in the context of paragraph 2?
- (A) avoid conflict
  - (B) encourage sharing
  - (C) promote sales
  - (D) reduce costs
27. Which method of development is used in paragraph 3?
- (A) compare and contrast
  - (B) definition
  - (C) example and illustration
  - (D) process analysis
28. What is the meaning of, "Prom girls can be energy vampires," in paragraph 4?
- (A) Clerks are very impatient.
  - (B) Clerks must make a large effort for these girls.
  - (C) Prom girls become obsessed with picking dresses.
  - (D) Prom girls are vindictive.
29. The word "butt" is an example of which in paragraph 4?
- (A) colloquial language
  - (B) dialect
  - (C) figurative language
  - (D) pun
30. What is the purpose of the writing?
- (A) criticize
  - (B) inform
  - (C) narrate
  - (D) warn

- | Value | Question  |
|-------|---|
| 6%    | 34. Identify and explain how two examples of humour are used to support the main idea of the essay. |

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Value	Question
6%	35. Identify and explain two different methods of achieving coherence used by the writer. Support your response with one example for each method.

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**SECTION C – Writing: Analytical Essay (20%)**  
**(Suggested Time: 60 minutes)**

Responses are scored using the English 3201 Analytical Essay Scoring Scale.

36. Based on your reading of the excerpt from Lawrence Hill’s *The Book of Negroes*, write a formal essay where you analyze the development of Meena’s conflict. In your analysis, you may consider such literary elements as imagery, dialogue and setting.

***The Book of Negroes*, by Lawrence Hill – an excerpt**

**Context:** In 1787 Meena was brought to America by slave traders. She escaped to the black community of Birchtown, Nova Scotia. She tried to locate her husband, Chekura, who went ahead of her. When riots broke out, Meena entrusted the Witherspoons, a white family, to care for her daughter, May. During this violence, May was stolen by the Witherspoons and taken to America. Meena is now processing this loss.

Jason was waiting for me at the edge of town. He had no food, but he did have a cut on his face. There was no work in town for him and no place to stay. Nobody but disbanded soldiers with guns ready, fists clenched, boots for kicking. Jason asked where my daughter was. I couldn’t answer. He didn’t ask again.

We trudged through the mud back to Birchtown. The woods were eerily silent, and free of marauding men.

“I have lost my daughter,” I whispered finally. “My last child.”

“Never say last,” Jason said. “Don’t say that, Missus Dee.”

“She was my last, Jason, and I am saying it because it is true. Don’t look for me to keep you alive again when we set foot in Birchtown. Because I am in the mood for dying.”

Jason slipped the load off my shoulder and hoisted up my sack of peas and rice. I didn’t even think to protest, and I don’t know where the next thirty minutes went, except to disappear into a fog of despair. When we arrived we saw that more homes had been destroyed in Birchtown, but at least the white raiders were gone. Daddy Moses was sitting outside my cabin on a fallen log, waiting for me. Jason raised the old man up and we went back to my shack. Miraculously, it was still standing. The shack had more strength than I did.

For the next few weeks I was in such agony that I could barely speak. I tolerated Jason and Daddy Moses staying in my shack until they had their own place built, but I couldn’t think of teaching the Birchtown children, or catching any babies, or working again for Theo McArdle, or doing anything at all. I feared that if I expressed my feelings, so much pain would erupt from within that I’d lash out and kill somebody. I had no money to pay for a trip to Boston, and when I finally asked Mr. McArdle or any other whites in town about going there, they insisted that I could be arrested – and possibly enslaved – if I showed up in that city with no money and no person to stand up for me.

“We don’t know that they stayed in Boston,” McArdle said. “They could have gone to Philadelphia, New York or Savannah. They could have gone to Jamaica, Barbados, St. Dominigue or England.”

With McArdle’s help, I placed newspaper advertisements in Boston, Philadelphia and New York, offering a small reward for information about the whereabouts of the Witherspoons, formerly of Shelburne, Nova Scotia. I asked every white person who would

speak to me in town, but not one of them had any details about what had become of the Witherspoons. I even wrote to Sam Fraunces, in Mount Vernon, Virginia. After six months, I got a friendly letter back, but Sam Fraunces hadn't been able to find out anything, either.

My children were like phantom limbs, lost but still attached to me, gone but still painful. I stopped cooking, working and eating. For the first time in my life, I had no desire to read. I even stopped thinking about Chekura. Perhaps Daddy Moses was right. If Chekura had meant to come back, he would have returned long ago.

Daddy Moses asked if I was ready to let Jesus into my heart. I told him that I had had a faith when I was a young girl, that I had had to give it up, and that I wasn't thirsting for another God in my life. He took my hands and turned to me as if he could see deep into my eyes. "But you are good, Meena. So many people love you." Perhaps that was true, but I couldn't see it and couldn't feel it. All I knew was that the people I had loved more than anything else in life had been torn from me.

I started attending Daddy Moses's services again. I can't say that they changed a great deal. People were kind, bringing me food, sitting to eat with me when they noticed that I would never eat alone, bringing by fresh lumber and branches and nails, when they could, to help fix up my little place. Jason and Daddy Moses dropped in on me every day. When they set up a class for me, I resumed teaching, and even though I didn't really feel it, I tried to act like I loved the children I was showing how to read.

Eventually, Theo McArdle persuaded me to come back to work for him, and I tried to be interested in the copy I wrote. When I was alone, I read whatever books McArdle could get for me. He found me a map of Africa, but in the interior there were only sketches of hills, lions, elephants and monkeys.

About a year after I lost May, I got a little lamp and a gallon of whale oil in exchange for catching a white woman's baby in Shelburne. It was the first baby I had caught since losing my own. The pain of my losses never really went away. The limbs had been severed, and they would forever after be missing. But I kept going. Somehow, I just kept going.



**PLANNING SPACE**

**For Planning and Organization Only - Will Not Be Evaluated**

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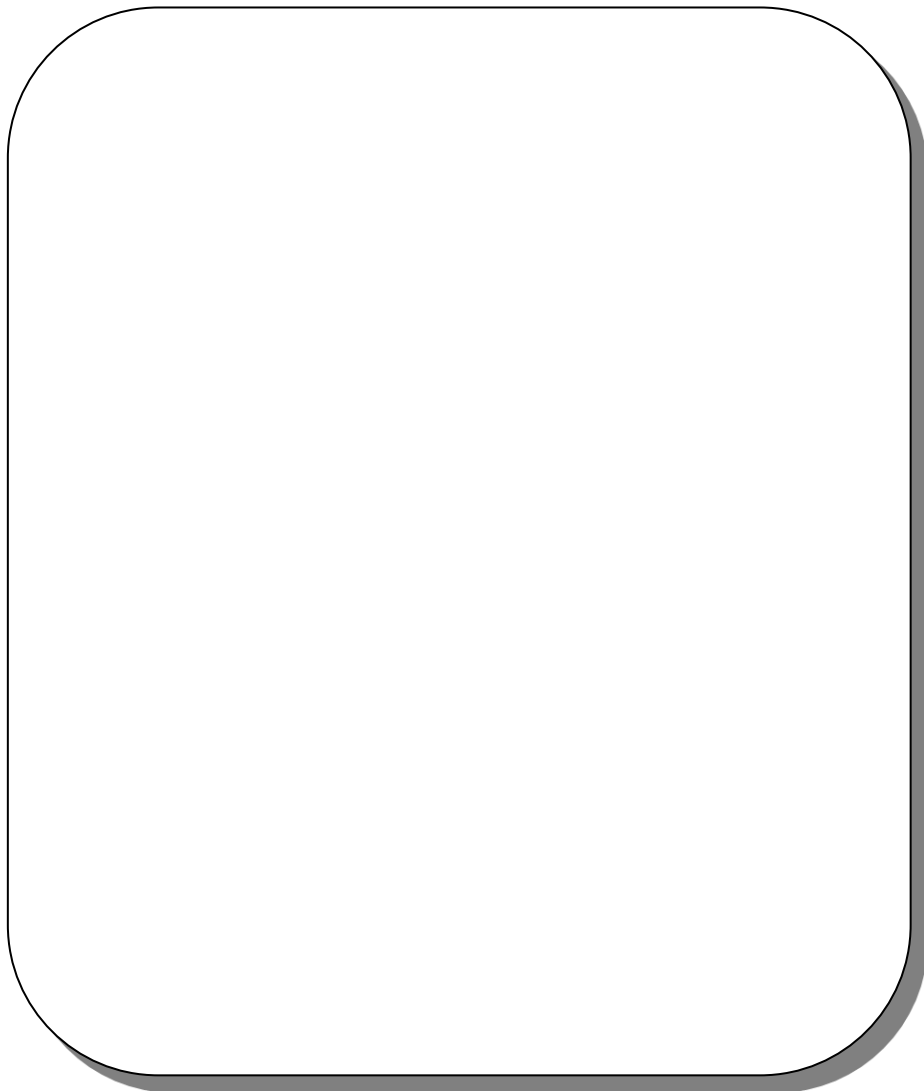
**SECTION D – Writing: Personal Response (10%)**  
**(Suggested Time: 30 minutes)**

Responses are marked using the English 3201 Personal Response Scoring Scale.

37. **Topic: We can't help everyone, but everyone can help someone.**

Respond to the topic above by focusing on your personal experience(s). You do not have to accept the basic premise of the topic.

**PLANNING SPACE**  
**For Planning and Organization Only - Will Not Be Evaluated**



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