



Released Items

Student Name: \_\_\_\_\_

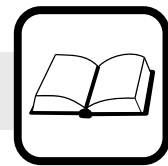
Fall 2015  
NC Final Exam  
**English III**



# Student Booklet



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Raleigh, North Carolina 27699-6314



## PART A of Excerpt from *The Avalanche*: “Chapter 1”

by Gertrude Franklin Horn Atherton

Price Ruyler knew that many secrets had been inhumed by the earthquake and fire of San Francisco and wondered if his wife’s had been one of them. After all, she had been born in this city of odd and whispered pasts, and there were moments when his silent mother-in-law suggested a past of her own.

That there was a secret of some sort he had been progressively convinced for quite six months. Moreover, he felt equally sure that this impalpable gray cloud had not drifted even transiently between himself and his wife during the first year and a half of their marriage. They had been uncommonly happy; they were happy yet . . . the difference lay not in the quality of Helene’s devotion, enhanced always by an outspoken admiration for himself and his achievements, but in subtle changes of temperament and spirits.

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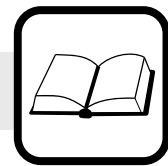
She had been a happy and irresponsible young creature when he married her, so much so that he had found it expedient to put her on an allowance and ask her not to run up staggering bills in the fashionable shops which she visited daily, as much for the pleasure of the informal encounter with other lively and irresponsible young luminaries of San Francisco society as for the excitement of buying what she did not want.

4

He had broached the subject with some trepidation, for they had never had a quarrel; but she had shown no resentment whatever, merely an eager desire to please him. She even went directly down to the Palace Hotel and reproached her august parent for failing to warn her that a dollar was not capable of infinite expansion.

5

But no wonder she had been extravagant, she told Ruyler plaintively. It had been like a fairy tale, this sudden release from the rigid economies of her girlhood, when she had rarely had a franc in her pocket, and they had lived in a suite of the old family villa on one of the hills of Rouen, Madame Delano paying her brother for their lodging, and dressing herself and Helene with the aid of a half-paralyzed seamstress with a fiery red nose. Ma foi! It was the nightmare of her youth, that nose and that croaking voice. But the woman had fingers, and a taste! And her mother could have concocted a smart evening frock out of an old window curtain.



6

But the petted little daughter was never asked to go out and buy a spool of thread, much less was she consulted in the household economies. All she noticed was that her clothes were smarter than Cousin Marthe's, who had a real dressmaker and was subject to fits of jealous sulks. No wonder that when money was poured into her lap out in this wonderful California, she had assumed that it was made only to spend.

7

But she would learn! She would learn! She would ask her mother that very day to initiate her into the fascinating secrets of personal economies, teach her how to portion out her quarterly allowance between her wardrobe, club dues, charities, even her private automobile.

8

This last heroic suggestion was her own, and although her husband protested, he finally agreed; it was well she should learn just what it cost to be a woman of fashion in San Francisco, and the allowance was very generous. His old steward, Mannings, ran the household, although as he went through the form of laying the bills before his little mistress on the third of every month, she knew that the upkeep of the San Francisco house and the Burlingame villa ran into a small fortune a year.

- 
- 1 Which statement objectively summarizes the text?
- A Price Ruyler married a woman below his social status, and she strove to outshine him in their social circles.
  - B Price Ruyler had a difficult relationship with his mother-in-law, and this created a strain on his wife, who grew unhappy.
  - C Price Ruyler did not understand the desires of his wife to purchase clothing and handbags, so he put her on a tight budget.
  - D Price Ruyler's wife's maturity increased through her exposure to a new elite world, but this exposure proved that she had a secret.

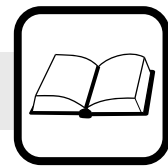


- 2 What is the effect of opening the text by using the words *secrets*, *whispered*, and *pasts*?
- A It describes the setting to the reader.
  - B It serves to enhance the mood and tone.
  - C It suggests that the text will be historical.
  - D It creates a candid atmosphere in the text.
- 3 Which quote from the text characterizes Price Ruyler?
- A "He felt equally sure that this impalpable gray cloud had not drifted even transiently between himself and his wife."
  - B "He had broached the subject with some trepidation, for they had never had a quarrel."
  - C "No wonder that when money was poured into her lap out in this wonderful California, she had assumed that it was made only to spend."
  - D "His old steward, Mannings, ran the household, although as he went through the form of laying the bills before his little mistress on the third of every month, she knew that the upkeep of the San Francisco house and the Burlingame villa ran into a small fortune a year."
- 4 What effect does the repetition of "She would learn!" in paragraph 7 have on the meaning of the text?
- A It emphasizes Helene's commitment to her marriage.
  - B It portrays Helene's need to acquire more money.
  - C It changes the mood of the main characters.
  - D It suggests an uneasy balance between the husband and wife.



- 5 Based on the details of Helene’s adjustment to her new budget in paragraphs 3–8, what can be inferred?
- A Her husband is unhappy because Helene is now cold and distant.
  - B She pretends to live within a budget but secretly spends too much.
  - C She wants most to please her husband and learn more about their world.
  - D Her husband suspects she is getting additional money from somewhere else.

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**PART B of Excerpt from *The Avalanche*: “Chapter 1”**

*by Gertrude Franklin Horn Atherton*

“It is not that I am threatened with financial disaster,” Ruyler had said to her. “But San Francisco has not recovered yet, and it is impossible to say just when she will recover. I want to be absolutely sure of my expenditures.”

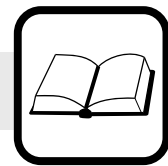
10

She had promised vehemently, and, as far as he knew, she had kept her promise. He had received no more bills, and it was obvious that her haughty chauffeur was paid on schedule time, until, seized with another economical spasm, she sold her car and bought a small electric which she could drive herself.

11

Ruyler, little as he liked his mother-in-law, was intensely grateful to her for the dexterity with which she had adjusted Helene’s mind to the new condition. She even taught her how to keep books in an elemental way and balanced them herself on the first of every month. As Helene Ruyler had a mind as quick and supple as it was cultivated in *les graces*, she soon ceased to feel the chafing of her new harness, although she did squander the sum she had reserved for three months’ mere pocket money upon a hat which was sent to the house by her wily milliner on the first day of the second quarter. She confessed this with tears, and her husband, who thought her feminine passion for hats adorable, dried her tears and took her to the opening night of a new play. But he did not furnish the pathetic little gold mesh bag, and as he made her promise not to borrow, she did not treat her friends to tea or ices at any of the fashionable rendezvous for a month. Then her native French thrift came to her aid, and she sold a superfluous gold purse, a wedding present, to an envious friend at a handsome bargain.

That was ancient history now. It was twenty months since Price had received a bill, and secret inquiries during the past two had satisfied him that his wife’s name was written in the books of no shop in San Francisco that she would condescend to visit. Therefore, this maddening but intangible barrier had nothing to do with a change of habit that had not caused an hour of tears and sulks. Helene had a quick temper but a happy and sweet disposition, normally high spirits, little apparent selfishness, and a naive adoration of masculine superiority and strength—altogether, with her high bred beauty and her dignity in public, an enchanting creature and an ideal wife for a busy man of inherited social position and no small degree of pride.



13

But all this lovely equipment was blurred, almost obscured at times, by the shadow that he was beginning to liken to the San Francisco fogs that drifted through the Golden Gate and settled down into the deep hollows of the Marin hills; moving gently but restlessly even there, like ghostly floating tides. He could see them from his library window, where he often finished his afternoon's work with his secretaries.

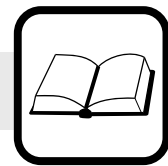
But the fog drifted back to the Pacific, and the shadow that encompassed his wife did not, or rarely. It chilled their ardors, even their serene domesticity. She was often as happy and impulsive as ever, but with abrupt reserves, an implication not only of a new maturity of spirit, but of watchfulness, even fear. She had once gone so far as to give voice passionately to the dogma that no two mortals had the right to be as happy as they were; then laughed apologetically and "guessed" that the old Puritan spirit of her father's people was coming to life in her Gallic little soul; then, with another change of mood, added defiantly that it was time America were rid of its baneful inheritance, and that she would be happy today if the skies fell tomorrow. She had flung herself into her husband's arms, and even while he embraced her, the eyes of his spirit searched for the girl wife who had fled and left this more subtly fascinating but incomprehensible creature in her place.

- 
- 6 How does Helene's mother influence the relationship between Price and Helene?
- A Her frivolity results in the couple's desire to also lead an extravagant lifestyle.
  - B Her absence creates tension because of the long periods when she is missing.
  - C Her interference causes an increase in tension and strife between them.
  - D Her instruction allows for a reduction in discord over financial stress.



- 7 What does the narrator mean by “seized with another economical spasm” in paragraph 10?
- A Price Ruyler is getting poorer because of the economy.
  - B Helene again feels she is spending too much money.
  - C Price Ruyler stops Helene from buying a new car.
  - D Helene secretly wants a new car.
- 8 Based on the context of paragraph 11, what does the word *furnish* mean?
- A fortify with power
  - B impede the actions
  - C provide with money
  - D make lodging available
- 9 What is the effect of the figurative language in paragraph 13?
- A It suggests the secrets that Ruyler is keeping from his wife.
  - B It portrays Ruyler’s concern about his family’s financial situation.
  - C It describes Ruyler’s wife’s depression over having to curb her spending.
  - D It emphasizes the mysterious change in attitude that has come over Ruyler’s wife.





- 10 In the text, why is Price disconcerted by the change in Helene’s demeanor?
- A Her spending has increased, and he begins to receive bills again.
  - B Her bouts of bad temper have increased, and they are fighting often.
  - C Her pensiveness has increased, and she seems distant and reserved.
  - D Her sorrow has increased, and she appears aggressive and confrontational.

**The question you read next will require you to answer in writing.**

- 1. You may use the blank paper or your test book to plan your response before you write your final answer on the answer sheet.**
- 2. Only what is written on the lines of the answer sheet will be scored.**
- 3. Do not write beyond the end of the lines or in the margins.**

- 11 How does the author use the setting to develop the theme of the text? Include one example from the text to support your answer.





- 12 How do the changes in the speaker throughout the poem support the theme?
- A They highlight the speaker’s persistence during the journey.
  - B They emphasize the speaker’s positive attitude toward the journey.
  - C They describe how the speaker has become lackadaisical toward the journey.
  - D They explain why the speaker develops a negative attitude about the journey.
- 13 What is meant by the figurative language, “Following Care along the dusty road,” used in line 5?
- A The speaker has lived life preoccupied with her worries.
  - B The speaker has been careless about the path she has taken in life.
  - C The speaker wishes she had spent more time preparing for growing up.
  - D The speaker is overly concerned with what other people think about her.
- 14 How does the action in the poem differ from the speaker’s point of view?
- A The poem describes a journey, but the speaker hopes the reader can delay her progress.
  - B The poem describes a journey, but the speaker provides a picture of its halting progress.
  - C The speaker describes her progress but demonstrates a longing to linger on the details of life.
  - D The speaker describes the stopping of her heartbeat, and there are pauses in the poem to emphasize this condition.



- 15 Based on the use of the contrasting word *Yet* before the word *onward* in line 12, what is the meaning of the word *fain* in line 10?
- A forcefully
  - B intimately
  - C methodically
  - D enthusiastically
- 16 How does the poet create tension in the poem?
- A by means of the speaker's disdain for nature
  - B through conflict between the speaker and self
  - C through conflict between the speaker and nature
  - D by means of the speaker's uncontrollable emotions

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**This is the end of the English III Released Items.**

**Directions:**

- 1. Look back over your answers for the test questions.**
- 2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.**
- 3. Put all of your papers inside your test book and close the test book.**
- 4. Stay quietly in your seat until your teacher tells you that testing is finished.**
- 5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.**

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#### ACKNOWLEDGMENTS

The North Carolina Department of Public Instruction wishes to express gratitude to the following authors and publishers, whose generous permission to reprint literary selections has made these tests possible. Every effort has been made to locate the copyright owners of material reprinted in this test booklet. Omissions brought to our attention will be corrected in subsequent editions.

Excerpt from *The Avalanche*: "Chapter I" by Gertrude Franklin Horn Atherton, 1919.

"Journey" from *Second April* by Edna St. Vincent Millay, 1921.



English III  
RELEASED Items<sup>1</sup>  
Fall 2015  
Answer Key

Item Number	Type <sup>2</sup>	Key	Percent Correct <sup>3</sup>	Standard
1	MC	D	55%	RL.11-12.2
2	MC	B	79%	RL.11-12.4
3	MC	B	32%	RL.11-12.1
4	MC	A	37%	RL.11-12.4
5	MC	C	60%	RL.11-12.1
6	MC	D	77%	RL.11-12.1
7	MC	B	47%	RL.11-12.6
8	MC	C	69%	L.11-12.4.A
9	MC	D	65%	L.11-12.5.A
10	MC	C	65%	RL.11-12.3
11	CR	Rubric <sup>4</sup>	47% <sup>5</sup>	WHST.11-12.9.A
12	MC	A	33%	RL.11-12.3
13	MC	A	37%	RL.11-12.4
14	MC	C	33%	RL.11-12.6
15	MC	D	46%	L.11-12.4.A
16	MC	B	52%	RL.11-12.5



<sup>1</sup>These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

<sup>2</sup>This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items.

<sup>3</sup>Percent correct is the percentage of students who answered the item correctly during a previous administration.

<sup>4</sup>Constructed response items are scored using a standard rubric. The following rubric was used to score this item.

### Score 0

- Response fails to explain how the setting is used to develop the theme in the text
- Response fails to include one example of textual support that reinforces the explanation of how the setting is used to develop the theme OR includes one example of textual support that is irrelevant because the response does not have an explanation of how the setting is used to develop the theme

### Score 1

- Response explains how the setting is used to develop the theme in the text
- Response includes one example of textual support that does not reinforce the explanation of how the setting is used to develop the theme OR lacks one example of textual support that reinforces the explanation of how the setting is used to develop the theme

### Score 2

- Response explains how the setting is used to develop the theme in the text
- Response includes one example of textual support that reinforces the explanation of how the setting is used to develop the theme

<sup>5</sup>Students will receive a score point of 0, 1, or 2 for this constructed response item. Percent correct for this item is the percentage of students who scored a 1 or 2.





## Standard Descriptions (Grades 11–12)

Only standard descriptions addressed by the released items in this booklet are listed below. A complete list of standards for English Language Arts and Mathematics may be reviewed at <http://www.ncpublicschools.org/curriculum/languagearts/scos/>.

### **RL.11-12.1 (Reading Literature)**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### **RL.11-12.2 (Reading Literature)**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **RL.11-12.3 (Reading Literature)**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### **RL.11-12.4 (Reading Literature)**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

### **RL.11-12.5 (Reading Literature)**

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact

### **RL.11-12.6 (Reading Literature)**

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **L.11-12.4.A (Language)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### **L.11-12.5.A (Language)**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.



**WHST.11-12.9A (Writing)**

Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

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