

*Examples of
the Standards for
Students' Writing*

*from
January 1999
English 30 Diploma Examination*

*Reader's Response to Literature Assignment
and
Literature Composition Assignment*

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	
General Public	
Others	

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Contents

Acknowledgements	ii
Introduction	1
English 30 January 1999 Writing Assignments	3
Reader's Response to Literature Assignment	4
Literature Composition Assignment	4
Examples of Students' Writing and Commentaries	5
English 30 Reader's Response to Literature, January 1999	5
English 30 Literature Composition, January 1999	19
Scoring Criteria	40

Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed us to continue the process of defining standards of writing performance expected in connection with diploma examinations and of observing the patterns of approach taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following:

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Jim Forest	Canadian Rockies Regional Division
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We would be pleased to hear from you.

Introduction

The following written responses from the January 1999 English 30 Diploma Examination are examples of English 30 diploma examination writing that would receive scores of *Satisfactory* (S), *Proficient* (Pf), or *Excellent* (E). These example responses and the commentaries that accompany them should help you and your students to understand the standards for English 30 diploma examination writing in relation to the scoring criteria (see page 40).

The purpose of the example responses is to illustrate the standards that governed the January 1999 marking session and that anchored similar example responses selected for subsequent marking sessions in 1999. In addition, the example papers and the commentaries serve to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of the student's work and the criteria.

These seven example responses illustrate the standards for the English 30 Part A Diploma Examination. As well, they represent a **very small sample** of how students successfully approached the assignments. The example responses are arranged by assignment, not by whole student examination paper. There are example responses of the standards for the Reader's Response to Literature assignment and for the Literature Composition assignment.

Selection and Use of Example Papers

The teachers on the standards confirming committee for the January 1999 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students' writing in terms of the scoring criteria used for marking.

During their preparation for the marking session, group leaders (teachers specially selected to assist the Student Evaluation Branch staff during the marking session) reviewed and validated the standards represented by these example responses. Group leaders then used these example responses for training the teachers who marked the January 1999 English 30 Diploma Examination.

Cautions

As you consider these examples of student writing, it is important that you keep the following cautions in mind.

1. The commentaries are brief.

The commentaries were written for groups of markers to discuss and augment during the marker-training session. They are necessarily brief, but they provide a model for relating specific examples from the student's work to the details in a specific scoring criterion.

2. **Neither the assignments nor the scoring guide is meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.**

Students must be free to select and organize their materials in any manner that they feel will best present their ideas. In fact, part of what is being assessed is the final effectiveness of those content, organizational, and rhetorical choices that students make.

The student writing that follows illustrates **just a few of the many** organizational and rhetorical strategies used successfully by students in January 1999.

We strongly recommend that you caution your students that there is **no preferred approach** to an assignment except the approach that best accomplishes the student writer's goals of effectively communicating his or her own ideas about the topic and the supporting literature.

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. **The example papers presented in this document must not be used as models for instructional purposes.**

Because these papers are illustrations only, and because they are example responses to a set topic, students must be cautioned not to memorize the content of any of these assignments or to use them when completing classroom assignments or when writing future diploma examinations.

It is the **approaches** taken by students at the excellent level of performance that future students should consider emulating, not their words or ideas. In fact, it is hoped that the variety of approaches inspire students to take risks—to experiment with diction, syntax and organization—as a way of developing an individual style and engaging the reader in ideas that the student has considered and values.

Markers and Alberta Learning take any possibility of plagiarism or cheating extremely seriously. The consequences for students are grave.

4. **It is essential that you consider each of these examples of student's writing in light of the constraints of the examination situation.**

Under examination conditions, students produce **first draft writing**. Given more time and access to appropriate resources, students are expected to produce papers of considerably improved quality, particularly in the dimension Matters of Correctness.

English 30 January 1999 Writing Assignments

Instructions

- Because the Reader's Response to Literature Assignment is thematically connected to the Literature Composition Assignment, read **both** assignments before you begin.
- Read "Arachne, Astonished" carefully and thoughtfully before you start the writing assignments.

The poem from *Arachne, Astonished* used as the prompt for this assignment has been removed due to the prohibitive costs of copyright fees for electronic publishing. To read the poem, please refer to page 2 of the January 1999 Part A English 30 Diploma Examination.

Copies of the examination are available from:

Learning Resources Distributing Centre
12360 - 142 St.
Edmonton AB T5L 4X9

Telephone: 427-2767

Fax: 422-9750

Internet: www.lrdc.edc.gov.ab.ca

Reader’s Response to Literature Assignment
(Suggested time: approximately 30 to 45 minutes)

In the poem “Arachne, Astonished,” the poet uses a classical allusion to reflect on the implications of discovering that we must rely on our own resources.

What does the poem suggest to you about the significance of our ability to be resourceful? Support your response with reference to specific detail from the poem.

Literature Composition Assignment
(Suggested time: approximately 1½ to 2 hours)

In the course of life, individuals may find themselves in situations, or choose situations, where they must put their resourcefulness to the test. Much literature explores the effectiveness of the individual’s response in critical situations.

Write an essay based on literature that you have studied in which the author examines an individual’s ability to be resourceful.
What idea(s) does the author develop regarding personal resourcefulness? Support and develop your controlling idea with reference to specific detail from the literature that you choose to discuss.

Guidelines for Writing

- **Select** literature that is relevant to this assignment from the short stories, novels, plays, poetry, other literature, or films that you have studied in your high school English classes. You must focus your discussion on literature *other than* the poem provided in this examination booklet.
- **Focus** your essay on your controlling idea about personal resourcefulness. Markers will be looking for evidence that you are developing and supporting your controlling idea in response to *this* assignment.
- **Organize** your composition so that your ideas are clearly, effectively, and coherently presented.

Examples of Students' Writing and Commentaries

English 30

Reader's Response to Literature, January 1999

Example scored Satisfactory (S)

The poem "Arachne, Astonished" talks about our ability to be resourceful. It does this through the image of a spider. A spider never stops in its quest to build webs and trap its food. It is a life-long struggle to survive which a spider does so gracefully.

The author begins by talking about the spider webs on her porch. The way that she describes the webs makes them seem frail. Yet the spiders food can be seen hanging in the webs, and that's how you know that the spider has done its job correctly. In the third stanza the author tries to figure out why the spider doesn't just give up. However the spider doesn't give up. While it seems that gravity should take this hanging spider and send it toppling down to Earth, the spider overcomes this obstacle.

(page 1 of 2)

Example scored Satisfactory (S)

Just like the spider overcomes gravity and continues lives, humans bare the same resourcefulness when it comes to life. The second stanza relates the poem to life. "I cannot guarantee that friends will not die", life is full of ups and downs. We just have to use our resources, like our community of friends and family to make the best of life, and survive.

The spider in the poem never stops in the construction of its web. It hangs by a thread, and makes you wonder why it doesn't fall. The thought of the spider frightens the author. Like the spider we must keep on working to survive, and we must overcome obstacles that may at first sight seem impossible.

(page 2 of 2)

English 30
Reader's Response to Literature, January 1999

Commentary for Example scored Satisfactory (S)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Satisfactory (S)</i></p> <ul style="list-style-type: none"> • Ideas expressed are appropriate. • Support is straightforward and matter-of-fact. • A satisfactory response to the task is demonstrated. 	<p>An appropriate controlling idea, “It is a life-long struggle to survive which a spider does so gracefully,” is developed to include the essential comparison, “Like the spider we must keep on working to survive.”</p> <p>Support, such as “Yet the spiders food can be seen hanging in the webs, and that’s how you know that the spider has done its job correctly,” is straightforward and matter-of-fact.</p> <p>The methodical comparison of humans and spiders results in a satisfactory response to the task.</p>
<p>Writing Skills <i>Satisfactory (S)</i></p> <ul style="list-style-type: none"> • The writing is clear. • Diction is adequate but tends to be general rather than specific. • Syntax is generally straightforward. • Despite minor errors, the student demonstrates control of conventions. 	<p>Purposeful statements such as “The author begins by talking about the spider webs on her porch” and “The second stanza relates the poem to life” keep the meaning of the writing clear.</p> <p>Sentences such as “It does this through the image of a spider,” and “life is full of ups and downs” illustrate diction that is adequate but general.</p> <p>Syntax is generally straightforward, as in “The way that she describes the webs makes them seem frail” and “The thought of the spider frightens the author.”</p> <p>Despite minor errors such as “strugle,” “toppleing,” “obstical,” “continues lives,” and a comma splice, the writer demonstrates control of conventions.</p>

Example scored Proficient (Pf)

Life often brings the unexpected at the worst possible times. How a person reacts portrays a part of their character. In the poem "Arachne Astonished" Josephine Jacobsen explores the necessity to be resourceful when life takes its unexpected turns.

The author describes the "dewy cables" of a spider web ^{because she is in} ~~some~~ ~~what~~ ~~is~~ awe of the work of art that it is. Although the webs often "reach and tremble" with "flies and sometimes moths," she admires the "big webs" that appear in her "porch rafters." Because of their beauty she assumes that ^{they are} ~~it is~~ never "[reconstructed]." However in realizing that bad things can happen that are unexpected, she discovers that ^{often} "gravity monstrously" destroys the "big webs."

Although the spider itself is "weightless" by no fault of its own the web must be reconstructed.

Life is unexpected because ← Just as "friends... die" and "children" may not do what each learns, and as well a spider must

Example scored Proficient (Pf)

deal with having "no end" to the continual "beginning"
of ^{having to} fixing its web.

The spider reacts differently to the stress, from what "one might expect". The author admires, and yet fears how it can make such "original alterations", while the "graciously uninflected voice says, "Improvise." The spider's "situational spinning" although she is expected to "sulk in a daze", as most people would, she continues on, "astonished", but faithful in her "construction" because if she were not resourceful, she would die.

It is necessary for society to follow the example of the spider. Although its work is destroyed, it rebuilds it again, and again. So many people give up when something is thrown in the way of their goal, however Josephine Jacobsen writes that resourcefulness is the key to finally achieving that goal even if one must reconstruct again, and again.

English 30
Reader’s Response to Literature, January 1999

Commentary for Example scored Proficient (Pf)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • Ideas expressed are thoughtful. • Support is relevant and purposeful. • A competent response to the task is demonstrated. 	<p>The writer establishes a thoughtful focus by asserting that “Josephine Jacobsen explores the necessity to be resourceful when life takes its unexpected turns.”</p> <p>The second paragraph offers relevant support through details that reinforce the necessity for resourcefulness during reconstruction. Purposeful support is shown in “The spider reacts differently to the stress, from what ‘one might expect.’”</p> <p>The writer competently and purposefully embeds quotations in sentences such as “she continues on, ‘astonished,’ but faithful in her ‘construction.’” The final paragraph emphasizes the parallel need of humanity to respond to “unexpected turns.”</p>
<p>Writing Skills <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • The writing is clear and generally fluent. • Diction is appropriate and specific. • Syntax is controlled. • Minor errors do not reduce clarity of communication. 	<p>Generally fluent expression is evidenced by expressions such as “the conti[n]ual ‘beginning’ of having to fix its web” and “if she were not resourceful, she would die.”</p> <p>Appropriate, specific diction includes “portrays a part” and “she is in awe of the work of art.”</p> <p>Examples of controlled syntax include “The author admires, and yet fears how it can make such ‘original alterations.’”</p> <p>Although the writer attempts complex structures, minor errors in pronoun reference (“it rebuilds it again”) and in punctuation do not reduce the clarity of communication.</p>

Example I scored Excellent (E)

The poem "Arachne Astonished" by Josephine Jacobsen personifies the resourcefulness of a spider's web to parallel the human traits of self-reliance and improvisation. The wonder of creation that the author feels ~~portrays~~ for the spider is the same wonder she feels for a close-knit, protective community. This ability to create a safe, ~~in the first stanza~~ spider's web is thought of as "dewy cables" that trap flies and moths in ~~the grass~~. In comparison, a productive environment to live, eat, sleep and breed is shared by both spiders and humans. It is our protection from the unknown, from "situations which are that of weightlessness."

In the first stanza, the spider's web is portrayed as "dewy cables", where flies and moths are trapped and killed. I view this as ~~a~~ natural and necessary, ~~and~~

Example I scored Excellent (E)

~~in a spider's web~~ just as death and danger are natural in the human community. Constant change is essential to make ~~and~~ any web stronger, to force our resourcefulness to make things better. These ~~though~~ ideas come as a surprise in the poem, illustrated in the lines "I thought that webs were a community of architecture as unreconstructed as the fern's."

~~The need for improvisation~~
~~is exhibited~~

Another surprise comes in the third stanza. The expectation that a spider, amazed at her weightlessness in the web, would "paw the air in arachnean rage that good gravity monstrously should reject her" never comes. The spider merely improvises and ~~g~~ confixes her construction.

For humans, "situations ~~with~~ which are that of weightlessness" are cause for the same type of improvisation. Although

Example I scored Excellent (E)

We can't literally "take thread from [our] guts", we can ~~can~~ take courage, ^{boldness and} resourcefulness instead.

To me, the poem "Arachne Astonished" juxtaposes ~~at~~ ~~all~~ all the characteristics of self-reliance, resourcefulness, courage and wisdom held by ^{both} spiders and men. The ability to create and maintain a complex and balanced ~~the~~ ^{web} is a great feat ~~of which~~ of which only a few species are capable of. "There is no end," and therefore our resourcefulness is put to the test, time and time ~~ago~~ again.

1 Web-community of complex design

English 30
Reader's Response to Literature, January 1999

Commentary for Example I scored Excellent (E)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • Ideas expressed are insightful, carefully considered, and confident. • Support is precise and thoughtfully selected. • A perceptive response to the task is demonstrated. 	<p>The idea that the spider's web parallels a "close knit, protective community" is insightful, carefully considered, and sustained throughout the response. The ease with which the writer sees the application of metaphors to human circumstances shows confidence. The metaphor of the thread presents a confident idea when applied to people in " 'from [our] guts,' we can take courage, boldness and resourcefulness." The idea that "Constant change is essential to make any web stronger" is also insightful.</p> <p>Explanations are thoughtfully selected and precise, as in "These ideas come as a surprise in the poem, illustrated in the lines 'I thought that webs were a community of architecture as unreconstructed as the fern's.'"</p> <p>The writer's equating of weightlessness with the unknown is perceptive.</p>
<p>Writing Skills <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • The writing is skillfully structured and fluent. • Diction is appropriate and effective. • Syntax is controlled and varied. • The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication. 	<p>Consistent discussion of parallels between spiders and humans creates structure and develops fluency.</p> <p>Diction is effective, as in "The poem 'Arachne Astonished' by Josephine Jacobson personified the resourcefulness of a spider's web to parallel the human traits of self-reliance and improvisation."</p> <p>Syntax is controlled and varied as illustrated by parallel and complex structures: "I view this as natural and necessary, just as death and danger are natural in the human community."</p> <p>Minor errors such as "of which only a few species are capable of" do not detract from clarity.</p>

Example II scored Excellent (E)

An Unstable Universe

Life is unpredictable. We all live with some degree of ~~stability~~ constancy in our lives, but, as we live in an unstable universe, we will inevitably meet unforeseen circumstances. A flooded basement, a stock market crash, or something as small as a bad starter on your car.

However, if our lives stopped every time fate threw us a curve, our ~~existence~~ existence would not be a ~~so~~ very satisfying one.

We as humans like to believe that we are at the top of the evolutionary ladder. According to Charles Darwin, the "best" species can adapt to new circumstances to survive. Thus, to excel in life we must adapt to it as it comes. In

(page 1 of 3)

Example II scored Excellent (E)

"Arachne, Astonished", the author ^{Suggests} ~~states~~ that resourcefulness and adaptability are the most desirable skills one can have.

Take, for example, those who settled our country's west. To survive, literally, they had to learn to live on new terrain, in new climates. They adapted, and they thrived in the very face of ~~hostile~~ hostility.

Just recently, I was enjoying a relatively quiet evening. I was happily re-locating the percipitous snow that had accumulated on my driveway with my trusty snow-blower. My evening's work was interrupted, however, by a ~~fact~~ ^{squeal} ~~of~~ of pain from the machine, and a belching of black smoke. My faithful tool, in which I ~~to~~ had bestowed my trust, had just given up on me. However, I did not "paw the air in arachnean rage". Instead,

(page 2 of 3)

English 30
Reader's Response to Literature, January 1999

Example II scored Excellent (E)

I tore the thing open and replaced the treacherous drive belt. In ~~20~~ minutes, I was merrily back on task, another one of life's little stumbling blocks avoided.

As long as we are alive, we will be faced with adversity. It is the diversity that follows adversity that adds flavor to a bland life. As the spider must reconstruct its web every night, "there is no end... to beginning". If we want to succeed, we must accept the unforeseen.

(page 3 of 3)

English 30
Reader's Response to Literature, January 1999

Commentary for Example II scored Excellent (E)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • Ideas expressed are insightful, carefully considered, and confident. • Support is precise and thoughtfully selected. • A perceptive response to the task is demonstrated. 	<p>The idea that life is “unpredictable” and that “we will inevitably meet unforeseen circumstances” is insightful. This idea is supported in the paragraph about the settlers.</p> <p>The appropriate use of lines of poetry, “there is no end... to beginning” and “paw the air in arachnean rage,” shows a precise understanding of the way the spider’s situation relates to humanity.</p> <p>The writer incorporates personal experience confidently and perceptively, applying the ordinary experience of “re-locating” snow to the idea of adapting in order to cope with “adversity.”</p>
<p>Writing Skills <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • The writing is skillfully structured and fluent. • Diction is appropriate and effective. • Syntax is controlled and varied. • The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication. 	<p>The opening paragraph is an example of the skillful structure and fluency of the composition. A short opening sentence leads into a longer sentence followed by a sentence fragment used for effect.</p> <p>Diction is effective as in “It is the diversity that follows adversity that adds flavor to a bland life.” An effective voice is created in phrases such as “re-locating the percipitous snow,” “my trusty snow-blower,” and “a belching of black smoke.”</p> <p>A variety of syntax is used, as seen in the first paragraph and in “Take, for example, those who settled our country’s west. To survive, literally, they had to learn to live on new terrain, in new climates.”</p> <p>Infrequent minor spelling errors do not detract from clarity.</p>

English 30
Literature Composition Assignment, January 1999

Example scored Satisfactory (S)

One could define a crisis as an event that is unprepared for and is of great importance and significance. Everyone must experience and endure many critical situations throughout a lifetime. These situations, when unprepared, can cause one to find ways of resourcefulness to help overcome and master ~~this~~^{these} trial experiences as Henrik Ibsen conveys in the play A Doll's House. Ibsen develops the idea that when in certain critical situations Nora Helmer's resourcefulness enables her to prepare and adapt under pressure.

The play A Doll's House is set in 1879 in Europe. A time when women were not able to vote or work, when women were considered inferior to men. "A wife can't borrow money without husband's consent." This portrays Nora's first crisis when Torvald

(page 1 of 4)

Example scored Satisfactory (S)

becomes ill. Nora forges her father's signature to borrow money to take Torvald to a warmer climate. This illegal act of love and compassion gives Nora confidence and strength as she enjoys "working like a man" to pay back her loan. This portrays Nora's courage and love for her husband Torvald when she is caught under pressure. Nora is thought of as helpless and uneducated yet Ibsen conveys her as resourceful and quick thinking which saves Torvald's life.

Nora purposely keeps the fact that she borrowed the money away from Torvald so as not to diminish his manhood. The Helmer marriage

Example scored Satisfactory (S)

is one of inequality and unequalness. Torvald constantly belittles ~~no~~ Nora calling her names such as "squirrel," and "squanderbird" as one would call a child or pet. Nora plays a subservient role yet because she is a product of society she knows no difference. Yet Nora is sneaky and resourceful. She knows how to manipulate Torvald into getting money and other things she wants. This conveys that Nora is able to use her resources to acquire what she wants.

Nora realizes near the final acts in the play that the Helmer marriage is a hoax. She believes now that Torvald is a "stranger" and he does not love her. ~~Torvald~~ When Nora makes her final decision to leave Torvald he begs and pleads with her to stay. Nora is now portrayed as an

English 30
Literature Composition Assignment, January 1999

Example scored Satisfactory (S)

'articulate, determined feminist.'
We see how Nora
gathers ^{her} strength and
courage to leave Torvald and her
children. Nora is uneducated and
has no money yet in her critical
situation she will use her
resourcefulness to master this
trial experience. Nora does
not leave quietly either, she "slams"
the door on tradition and
certainty left now with ~~only~~ the
world to explore.

In the poem A Doll's House the
playwright Henrik Ibsen vividly
portrays ~~the~~ Nora as helpless ~~&~~ and
immature. Yet as we watch her
grow into ^{an} 'articulate, determined
feminist' she learns how to adapt and
be resourceful as should
everyone when trying to overcome
trying and testing crisis'.

(page 4 of 4)

English 30
Literature Composition, January 1999

Commentary for Example scored Satisfactory (S)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Satisfactory(S)</i></p> <ul style="list-style-type: none"> • Relevant ideas are supported by purposefully chosen evidence. • Literary interpretations are straightforward and defensible, even though they may be predictable. 	<p>The controlling idea, “in certain critical situations Nora Helmer’s resourcefulness enables her to prepare and adapt under pressure,” is relevant. Support includes purposefully chosen evidence such as the statement that the “illegal act of love and compassion gives Nora confidence and strength as she enjoys ‘working like a man’ to pay back her loan.” Furthermore, the writer notes that Nora is able to adapt when she leaves a marriage that offers her no respect. Although she lacks education and money, the writer explains that Nora “will use her resourcefulness” to cope.</p> <p>Straightforward literary interpretations include the idea that “Nora is able to use her resources to acquire what she wants.” Although stating that Nora is portrayed as an “articulate, determined feminist” is an overstatement, interpretations are defensible.</p>
<p>Organization <i>Satisfactory (S)</i></p> <ul style="list-style-type: none"> • A straightforward arrangement of ideas and/or details provides direction for the discussion. • The controlling idea is developed and maintained in a forthright manner; however, coherence may falter. • The discussion concludes matter-of-factly. 	<p>The introductory focus on critical situations and resourceful responses provides a straightforward direction for discussion. The idea is developed by showing Nora’s resourcefulness as she saves her husband, functions despite a lack of respect, and changes sufficiently to leave. Developmental paragraphs are structured to provide details from the play, followed by a forthright interpretation of the literature.</p> <p>Coherence is maintained through a chronological discussion of details from the play.</p> <p>The essay concludes matter-of-factly by stating that Nora “learns how to adapt and be resourceful as should everyone when trying to overcome trying and testing crisis’.”</p>

English 30
Literature Composition, January 1999

Commentary for Example scored Satisfactory (S)

<i>Scoring Criteria</i>	Commentary
<p>Matters of Choice <i>Satisfactory (S)</i></p> <ul style="list-style-type: none"> • Choices contribute to a conventional composition. Diction is adequate but may be lacking in specificity. • Syntactical structures are generally straightforward, but attempts at more complex structures may be awkward. • Stylistic choices contribute to a clear composition. 	<p>Choosing to begin by defining “a crisis” signals the conventional composition that follows. Although diction is occasionally imprecise, it is adequate as in “The Helmer marriage is one of inequality and unequalness” and “Nora is sneaky and resourceful.” The diction in “ways of resourcefulness” and “certain critical situations” conveys meaning, but it lacks specificity.</p> <p>Syntactical structures are generally straightforward as in “She believes now that Torvald is a ‘stranger’ and he does not love her.” Some attempts at complex structures are awkward such as “These situations, when unprepared, can cause one to find ways of resourcefulness to help overcome and master these trial experiences.”</p> <p>The choice to describe causes and effects contributes to clarity. The writer reflects that Nora gains “confidence and strength” after committing forgery.</p>
<p>Matters of Correctness <i>Satisfactory (S)</i></p> <ul style="list-style-type: none"> • The writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. • There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. However, the communication remains clear. 	<p>Considering the proportion of error to the complexity and length of the response, the writing demonstrates control of the basics.</p> <p>There are occasional lapses and minor errors in sentence construction, such as “she ‘slams’ the door on tradition and certainty left now with the world to explore,” and in mechanics, such as “husbands consent.” Despite lapses, communication remains clear throughout the essay.</p>

English 30
Literature Composition Assignment, January 1999

Example scored Proficient (Pf)

In the *Grapes of Wrath* by John Steinbeck, the Joad family must ~~to~~ leave their home to find work in California during the Great Depression. From Oklahoma to California, and then for the few months in California, Ma Joad was resourceful in making sure the family was clothed and fed, sheltered and that there weren't many quarrels. She also saw to it that everyone ~~we~~ stayed together, even those travelling with them that weren't family.

With two younger children, ~~or~~ two older boys, ~~also~~ a daughter and her husband, Pa Joad and the grandparents, Ma Joad had a big job. Before the family left the farm, Ma made salted pork and put it into barrels for the family to eat on the way. She made the children get water for the hot days, and packed ingredients for biscuits. Ma made sure

(page 1 of 5)

Example scored Proficient (Pf)

that the family was always fed. On days when the men got jobs in California, Ma made them give the first paycheck for food, and would ~~not~~ even get less so everyone else could have more. In one of the Hoovervilles, encampments in California, Ma even gave the last bit of stew to starving children who were standing near her while she cooked. Ma was resourceful at getting people fed to keep their health up, even when she had to go hungry.

On the road, Ma had saw to it that there was shelter. In the Hoovervilles she made ~~it~~ sure the men put up the tarpaulin so that the younger children could get some rest. In a boxcar in northern California, Ma put the tarpaulin halfway across to create privacy for her family. She also made sure that Tom Joad (her son) was warm enough and sheltered when he was in hiding. When the floods came, that winter Ma

English 30
Literature Composition Assignment, January 1999

Example scored Proficient (Pf)

Good had the family move to shelves higher up in the boxcar. When her children were getting sick from the wet and cold, she made them move for higher ground to take shelter in an abandoned barn on a hill. Ma didn't mind how it was done as long as her family was safe and moderately warm.

When the men in the family started to get tired of the travelling and lack of work they would get angry. When fights were rising deep inside, Ma stopped them before a war broke out. When Rosasharn got mad at her husband Connie for not giving her and her unborn baby a home, Ma got angry with her and told her to stop her whining and to bear it because nobody had a home or work at the time. After Connie ran off, the men were talking about how he wasn't any good anyway and he'd never amount to anything and Ma hushed them as as not to worry Rosasharn. Ma would use anything from

(page 3 of 5)

English 30
Literature Composition Assignment, January 1999

Example scored Proficient (Pf)

memories to a jick handle to keep her family from quarreling.

Part of the reason Ma didn't want the family to fight was the fear that if they fought, they'd split up. The most trouble for Ma Joad was near the start of the journey towards California. At first, Grandpa wasn't going to go off his land so they got him drunk and drugged and then, after he was asleep they took him with them. When Grandpa died, Ma spent most of the driving time comforting Grandma. Then Grandma died too.

Later on, just inside the California border, Ma's oldest boy Noah ran off into the woods to live in solitude. It broke her heart, yet helped make her stronger and more determined to keep the family together. To her, the family didn't have anything but each other.

(page 4 of 5)

English 30
Literature Composition Assignment, January 1999

Example scored Proficient (Pf)

Ma was resourceful and had the ability to keep trouble at a moderate distance from her family. Unfortunately, during the Great Depression, Ma wasn't the only one who had to be resourceful. Families in Hoovervilles had to use cloth or scrap metal to build little shacks to live in with only one room. ~~Wages~~ Wages ran at fifteen to twenty-five cents an hour because men would work for anything that would feed their family enough for at least one meal. It even got to the point where men would steal milk or meat for their children to survive.

In this novel by John Steinbeck, Ma uses anything she can think of to keep her family's spirit alive as it works. She is resourceful and creative, helping her family to survive. Food, clothing, shelter, and love is what she is able to maintain throughout the journey.

(page 5 of 5)

English 30
Literature Composition, January 1999

Commentary for Example scored Proficient (Pf)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • Thoughtful ideas are supported by appropriate evidence or conventional ideas are supported by carefully chosen evidence. • Literary interpretations are sensible. 	<p>The writer’s conventional understanding of Ma’s resourcefulness is supported by carefully chosen evidence such as “Ma was resourceful at getting people fed to keep their health up, even when she had to go hungry,” “she made sure the men put up the tarpaulin so that the younger children could get some rest,” and “When fights were rising deep inside, Ma stopped them before a war broke out.”</p> <p>Interpretations, including “To her, the family didn’t have anything but each other,” are sensible in the context of the novel.</p>
<p>Organization <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • A considered arrangement of ideas and/or details contributes to a competent, controlled discussion. • The controlling idea is generally sustained and developed coherently. • The discussion concludes logically. 	<p>The use of one character to illustrate the idea of resourcefulness leads to a considered arrangement of ideas and details. Details are presented and explained. The development of ideas is controlled by limiting discussion to elements of survival including provision for love. The competent discussion moves from specific to general.</p> <p>The controlling idea that Ma is resourceful in providing for and protecting her family is sustained and developed through numerous examples. She “made salted pork,” made the family “take shelter in an abandoned barn on a hill” during a flood, and kept peace by using “anything from memories to a jack handle.”</p> <p>The conclusion that “Food, clothing, shelter, and love is what she is able to maintain throughout the journey” is logical.</p>

English 30
Literature Composition, January 1999

Commentary for Example scored Proficient (Pf)

<i>Scoring Criteria</i>	Commentary
<p>Matters of Choice <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • Choices contribute to a considered composition. • Diction is specific and effective. • Syntactical structures are generally effective. • Stylistic choices contribute to a competent composition. 	<p>The description of Ma’s “ability to keep trouble at a moderate distance from her family” illustrates the use of specific, effective diction.</p> <p>Sentences such as “It broke her heart, yet helped make her stronger and more determined to keep the family together” exemplify syntactical structures that are generally effective.</p> <p>Stylistic choices such as “Ma would use anything from memories to a jack handle to keep her family from quarreling” contribute to a competent composition.</p>
<p>Matters of Correctness <i>Proficient (Pf)</i></p> <ul style="list-style-type: none"> • This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in mechanics, grammar, and/or in complex language structures are acceptable and understandable considering the circumstances. 	<p>The writer demonstrates competence in control even when developing complex structures such as “When Rosasharn got mad at her husband Connie for not giving her and her unborn baby a home, Ma got angry with her and told her to stop her whining and to bear it because nobody had a home or work at the time.”</p> <p>Minor errors in mechanics and usage are acceptable and understandable considering the circumstances.</p>

Example scored Excellent (E)

it will (an important)
A leader is a (person that has
the confidence to make ~~the~~ decision ~~that~~ where
~~which~~ ~~group~~ influences an entire group of people.
Without leaders, decisions ~~are~~ ~~not~~ ^{are} never
~~made~~, and progress ~~is~~ never develops.
suggests In the novel "The Grapes of Wrath," John
Steinbeck ~~is~~ ^{that} an individual who can utilize
his or her resourcefulness effectively, is also
an individual that ~~can~~ displays great
leadership.

Ma Joad is a character that exemplifies
compassionate leadership in the ~~the~~ Joad
family. Her resource of being a great
motivator gets her to effectively motivate
the family to move west. She is a
strong-minded individual and is considered
~~to~~ to be "the citadel of the family." ~~Her~~
belief that the family must stick together
is a ~~strong~~ strong force in her decisions.
For example, the men of the family suspect

(page 1 of 6)

Example scored Excellent (E)

that they will have to split up in order to fix the car. Ma Joad threatens that family with a weapon to stay together, and they do. ~~When~~ Violence is the ~~only~~ ^{best} resource that Ma can think of to ~~keep~~ keep the family from "breakin' apart." Later, ~~as~~ ~~the~~ ~~Joad's~~ as the Joad's are travelling over the desert, Ma demonstrates tremendous ~~love for her family that~~ determination for her family to cross the desert ~~that~~ ^{when} she ~~is~~ ~~laid~~ ~~down~~ ~~with~~ ~~Grandma's~~ ~~dead~~ ~~corpse.~~ ~~Ma~~ ~~is~~ ~~forced~~ ~~to~~ ~~make~~ ~~this~~ ~~sacrifice~~ ~~she~~ ~~knows~~ ~~that~~ ~~it~~ ~~will~~ ~~affect~~ ~~the~~ ~~outcome~~ ~~of~~ ~~the~~ ~~family's~~ ~~journey~~ benefits the family in the end.

Trying
Perhaps through his mother's influence, Tom Joad demonstrates incredible intellectual ~~and~~ resourcefulness. ~~the~~ ~~conflict~~ While driving north, ~~trying~~ to find work, Tom and his family confront ~~a~~ a gang of ~~people~~ townspeople that are telling the "Goddamn Okies" to turn around and go the other way. Tom thinks quickly, and fools the rioters by hiding in a

Example scored Excellent (E)

side road and letting them pass by. ~~This decision~~
~~profits~~ ~~the family~~ as it avoids a violent
confrontation with the rioters. ~~Another~~ Tom solves
another problem ~~that~~ ~~is~~ ~~solved~~ by using his
resources ~~another~~ as an automobile mechanic.
~~After~~ After the car breaks down, the family
~~relies~~ ~~on~~ ~~his~~ relies on Tom's leadership to
solve the problem. With ~~Tom's~~ Tom's
important decisions, the car is ~~fixed~~ fixed and
~~ready~~ ~~to~~ ~~go~~ ready to go in a short
time. ~~Because~~ Tom is ^{very} experienced and
intelligent, ~~he~~ ~~is~~ ~~also~~ and that makes him
incredibly resourceful; ~~although~~ however, because
he is ^{also} confident in his decisions, he is a
great leader for the family.

~~A character that~~

~~A~~ A character that is always using
his experience as a resource when making
a decision is Jim Casey. He travels ~~with~~ west with
the ~~Ford~~ Ford family to learn ~~why~~ ~~the~~ more
"folks walk in the grass" about the common

(page 3 of 6)

Example scored Excellent (E)

man. He begins to feel that he must pay them back for all that they have given him. So when ~~they~~ ^{the} family ~~face~~ ~~the~~ the problem of Tom going to jail for ~~having~~ hurting a policeman, Casy "takes the rap" and goes to jail instead. Because he experienced how much the common man values his family, Casy ~~feels~~ feels honored ~~to~~ ^{to} sacrifice himself for the Joads. Casy ~~later~~ ^{later} shows his leadership by assuming ~~the~~ the role of the leader in a strike movement. His motivating force is that the landowners and banks "don't know what [they're] a doin'" by mistreating and underpaying the workers. ~~They~~ wants to ~~inform~~ ^{inform} ~~them~~ of his knowledge of the poor common man. ~~This strike movement unfortunately leads to his death.~~ This strike ^{movement} ~~leads~~ leads to Casy's death; ~~but he did not die in vain.~~ ~~Although he did not die in vain,~~ ^{but,} Jim Casy did not die in vain. By expressing his opinion, Casy managed to influence ~~Tom~~ Tom Joad into following in his footsteps.

honored

assuming

~~the~~ the ignorant

Example scored Excellent (E)

John Steinbeck is a very successful
in demonstrating the power of resourceful
characters. He shows ~~that they are great~~
~~leaders and they~~ by when they use their
knowledge correctly, the characters become
great leaders.

~~When smart people with~~
In the event of a problem, ~~smart~~
people with the ability to be resourceful,
are ~~with~~ always be depended on to solve
the problem. The confidence demonstrated
and the motivation used. The confidence
that these people demonstrate and the
motives that these people use, ^{during} the
regulating of the problem are all bound
to influence those around them.

Read
Cherp

Leaders
~~Problem solvers, are leaders. They~~ are
intelligent, resourceful, and have the ability
to influence others. The fabric of our
society is held together by ~~the problem~~ leaders,
~~as they~~ as they are the ones that make

English 30
Literature Composition Assignment, January 1999

Example scored Excellent (E)

The important decisions for a city, a province, or even a country. Because ~~our~~ dependence ~~is~~ ^{their ability to be resourceful is great,} we must respect ~~them~~ ^{our leaders} as much as we can.

(page 6 of 6)

English 30
Literature Composition, January 1999

Commentary for Example scored Excellent (E)

Scoring Criteria	Commentary
<p>Thought and Detail <i>Excellent(E)</i></p> <ul style="list-style-type: none"> • Insightful ideas are supported by carefully chosen evidence. • Literary interpretations are perceptive. • Internalized appreciation of literature is apparent. 	<p>The thesis, “an individual who can utilize his or her resourcefulness effectively, is also an individual that displays great leadership” is insightful, as is the idea that “we must respect our leaders as much as we can” for their resourcefulness. Identifying confidence as a quality necessary for a great leader shows insight. Details such as “citadel of the family,” the jack handle incident, the death of ‘Granma,’ and Casy’s sacrifice are carefully chosen.</p> <p>The perceptive discussion of the different kinds of leadership shown by Ma, Tom, and Casy supports and develops the thesis.</p> <p>The discussion of strengths and differences in leadership reveals a depth of understanding which shows an internalized appreciation of the literature.</p>
<p>Organization <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • An effective arrangement of ideas and/or details contributes to a fluent, controlled and shaped discussion. • The controlling idea is successfully sustained, integrated, and developed coherently. • The discussion concludes skillfully/effectively. 	<p>The essay is carefully organized around the three ideas of Ma as primarily a form of “compassionate” leadership, Tom as “intellectual” leadership, and Casy as leadership by example. The paper is focussed, articulate, and shaped.</p> <p>The focus on leadership is maintained throughout. Development around various leadership strengths maintains coherence throughout.</p> <p>The statement “Leaders are intelligent, resourceful, and have the ability to influence others” effectively reflects the discussion of Tom, Ma, and Casy. The conclusion that “The fabric of our society is held together by leaders” effectively extends the ideas about leadership.</p>

English 30
Literature Composition, January 1999

Commentary for Example scored Excellent (E)

Scoring Criteria	Commentary
<p>Matters of Choice <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • Choices contribute to a skillful composition. • Diction is precise and specific. • Syntactical structures are effective and sometimes polished. • Stylistic choices contribute to a fluent and confident composition. 	<p>The choices made in revision indicate that this is a skillful and carefully considered composition.</p> <p>Diction is precise and specific, as illustrated in the statements that Ma “exemplifies compassionate leadership” and “The fabric of our society is held together by leaders.”</p> <p>Syntax is varied and effective, as demonstrated in “Violence is the best resource that Ma can think of to keep the family from ‘breakin’ apart,” “Tom is very experienced and intelligent, and that makes him incredibly resourceful; however, because he is also confident in his decisions, he is a great leader for the family,” and “This decision profits the family.” An example of the writer’s effective economy is “Because he experienced how much the common man values his family, Casy feels honored to sacrifice himself for the Joads.”</p> <p>The precise diction and the variety of sentence structures produce a fluent, confident composition.</p>
<p>Matters of Correctness <i>Excellent (E)</i></p> <ul style="list-style-type: none"> • This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. • The relative absence of error is impressive considering the complexity of the response and the circumstances. 	<p>Extensive and effective editing demonstrates the writer’s confident control.</p> <p>In contrast to expectations created by appearances, the relative absence of error is impressive.</p>

Scoring Criteria

Scoring Categories and Criteria for 1999–2000 Reader’s Response to Literature Assignment

Thought and Detail (7.5% of total examination mark)
Curriculum Concepts 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

When marking **Thought and Detail**, the marker should consider

- the quality of the unifying ideas
- the effectiveness of the response to the task
- how clearly the response is developed (by examples, specific details, analogies, etc.)

It is important to recognize that student responses to the *Reader’s Response to Literature* assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that explores ideas experimentally and informally. Consequently, evaluation of the reader’s response on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult’s “correct” answer.¹

Excellent (E/5)	Ideas expressed are insightful, carefully considered, and confident. Support is precise and thoughtfully selected. A perceptive response to the task is demonstrated.
Proficient (Pf/4)	Ideas expressed are thoughtful. Support is relevant and purposeful. A competent response to the task is demonstrated.
Satisfactory (S/3)	Ideas expressed are appropriate. Support is straightforward and matter-of-fact. A satisfactory response to the task is demonstrated.
Limited (L/2)	Ideas expressed are superficial and underdeveloped. Support is vague and/or repetitive. Such writing does not fulfill the task adequately.
Poor (P/1)	Ideas are only marginally relevant and are largely undeveloped. Support is inappropriate or lacking. Such writing may be frustrating for the reader.
Insufficient (INS)	The marker can discern no evidence of an attempt to fulfill the assignment as stated, OR the response is so deficient in length that it is not possible to assess Thought and Detail.

¹Rosenblatt, Louise. “The Reader’s Contribution in the Literary Experience.” An interview with Lionel Wilson in *The English Quarterly* 1 (Spring, 1981): 3–12.

Continued

**Scoring Categories and
Criteria for 1999–2000
Reader’s Response to
Literature Assignment
(continued)**

Writing Skills (7.5% of total examination mark)
Curriculum Concepts 2, 3, 4, 5

When marking **Writing Skills**, the marker should consider the effectiveness of the total impression created by the writer’s voice, and the extent to which the writing demonstrates control of

- **diction**
- **mechanics**
- **syntax**
- **grammar**

- Excellent (E/5)** The writing is skillfully structured and fluent. Diction is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
- Proficient (Pf/4)** The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce clarity of communication.
- Satisfactory (S/3)** The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions.
- Limited (L/2)** The writing may be unclear **and/or** ineffective. Diction is inappropriate **and/or** imprecise. Syntax is immature **and/or** awkward. Errors indicate a lack of control of conventions.
- Poor (P/1)** The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is confused and uncontrolled. Frequent errors impede communication.

*Scoring Categories and
Criteria for 1999–2000
Literature Composition
Assignment*

Thought and Detail (12.5% of total examination mark)
Curriculum Concepts 1 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13)

When marking **Thought and Detail**, the marker should consider

- how effectively the writer’s ideas relate to the assignment
- the quality of the unifying idea(s)
- what evidence, including selected details, has been used to support and develop the thesis
- what thesis or unifying idea(s) is (are) developed in the writing

Excellent (E/5)	Insightful ideas are supported by carefully chosen evidence. Literary interpretations are perceptive. Internalized appreciation of literature is apparent.
Proficient (Pf/4)	Thoughtful ideas are supported by appropriate evidence or conventional ideas are supported by carefully chosen evidence. Literary interpretations are sensible.
Satisfactory (S/3)	Relevant ideas are supported by purposefully chosen evidence. Literary interpretations are straightforward and defensible, even though they may be predictable.
Limited (L/2)	Superficial ideas are weakly supported. Literary interpretations are incomplete. The selection of literature to be discussed is questionable in that it may not supply significant supporting details or the selection of literature is appropriate, but the selection of significant supporting details is not evident.
Poor (P/1)	Unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate or the selection of literature to be discussed is appropriate, but little understanding of the literature or of the topic is exhibited. The details from literature obscure the ideas or are irrelevant to the discussion.
Insufficient (INS)	<ul style="list-style-type: none">• The student has written so little that it is not possible to assess Thought and Detail OR• No reference has been made to literature studied OR• The only literary reference present is to the selection on the examination OR• The marker can discern no evidence of an attempt to fulfill the assignment as stated

*Scoring Categories and
Criteria for 1999–2000
Literature Composition
Assignment (continued)*

Organization (7.5% of total examination mark)
Curriculum Concepts 2, 3, 4, 5

When marking **Organization** the marker should consider how effectively the writer’s organizational choices result in

- a coherent, focused, and shaped discussion in response to the assignment
- the establishment and maintenance of a controlling idea
- a developed and concluded discussion

Excellent (E5) An effective arrangement of ideas **and/or** details contributes to a fluent, controlled, and shaped discussion. The controlling idea is successfully sustained, integrated, and developed coherently. The discussion concludes skillfully/effectively.

Proficient (Pf/4) A considered arrangement of ideas **and/or** details contributes to a competent, controlled discussion. The controlling idea is generally sustained and developed coherently. The discussion concludes logically.

Satisfactory (S/3) A straightforward arrangement of ideas **and/or** details provides direction for the discussion. The controlling idea is developed and maintained in a forthright manner; however, coherence may falter. The discussion concludes matter-of-factly.

Limited (L/2) A discernible but ineffectual arrangement of ideas **and/or** details provides some direction for the discussion. The controlling idea is not maintained **and/or** ideas are not clearly developed or concluded.

Poor (P/1) A haphazard arrangement of ideas **and/or** details provides little or no direction for the discussion. A controlling idea is absent. Development and conclusion are obscure **and/or** incoherent.

*Scoring Categories and
Criteria for 1999–2000
Literature Composition
Assignment (continued)*

Matters of Choice (7.5% of total examination mark)
Curriculum Concept 3

When marking **Matters of Choice**, the marker should consider the extent to which the writer's choices contribute to the effectiveness of the composition. The marker should consider the writer's choices of

- diction
- syntactical structures (such as parallelism, balance, inversion)
- and the extent to which the stylistic choices contribute to the creation of voice

Excellent (E/5)	Choices contribute to a skillful composition. Diction is precise and specific. Syntactical structures are effective and sometimes polished. Stylistic choices contribute to a fluent and confident composition.
Proficient (P/4)	Choices contribute to a considered composition. Diction is specific and effective. Syntactical structures are generally effective. Stylistic choices contribute to a competent composition.
Satisfactory (S/3)	Choices contribute to a conventional composition. Diction is adequate but may be lacking in specificity. Syntactical structures are generally straightforward, but attempts at more complex structures may be awkward. Stylistic choices contribute to a clear composition.
Limited (L/2)	Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. An inadequate repertoire of language choices contributes to a limited composition.
Poor (P/1)	Diction is overgeneralized and/or inaccurate. Syntax is confusing and uncontrolled. The writing is unclear. Lack of language choices contributes to a poor composition.

*Scoring Categories and
Criteria for 1999–2000
Literature Composition
Assignment (continued)*

Matters of Correctness (7.5% of total examination mark)
Curriculum Concept 3

When marking **Matters of Correctness**, the marker should consider the correctness of

- sentence construction (completeness, consistency, subordination, coordination, predication)
- usage (accurate use of words according to convention and meaning)
- grammar (agreement of subject–verb/pronoun–antecedent, pronoun reference, consistency of tense)
- mechanics (punctuation, spelling, capitalization)

PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF RESPONSE MUST ALSO BE CONSIDERED.

Excellent (E/5)	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
Proficient (Pf/4)	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or in complex language structures are acceptable and understandable considering the circumstances.
Satisfactory (S/3)	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. However, the communication remains clear.
Limited (L/2)	This writing demonstrates a faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor (P/1)	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impair communication.