

Examples of the Standards for Students' Writing

English Language
Arts 30–1

From the June 2008 Diploma Examination

- Personal Response to Texts Assignment
- Critical / Analytical Response to Literary Texts Assignment

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Public	✓
Others	

Copyright 2008, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Contents

Acknowledgements	ii
Introduction	1
English Language Arts 30–1 June 2008 Writing Assignments	3
Personal Response to Texts Assignment	4
Critical / Analytical Response to Literary Texts Assignment	9
English Language Arts 30–1 Part A: Written Response Standards Confirmation	11
Background	11
Impressions from Standards Confirmation June 2008	12
Examples of Students’ Writing with Teachers’ Commentaries	14
English Language Arts 30–1 Personal Response to Texts Assignment, June 2008	14
English Language Arts 30–1 Critical / Analytical Response to Literary Texts Assignment, June 2008	50
Scoring Categories and Criteria	92

Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The co-operation of these students has allowed us to continue illustrating the standards of writing performance expected in the context of diploma examinations and demonstrate the variety of approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Sandra Babik, Savio Barros, Pam Davies, Scott Gibson Dodd, Debra Leslie, Ric Noble, Cam Tully, Cat Turner.

We gratefully acknowledge the contributions made by members of the Humanities Unit and the Document Design and Desktop Publishing Unit of Learner Assessment, Alberta Education.

You can reach us with your comments and questions by e-mail to Barbara.Proctor-Hartley@gov.ab.ca, John.Finnie@gov.ab.ca, or Tim.Coates@gov.ab.ca,

or by regular mail at
Alberta Education
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

We would be pleased to hear from you.

Introduction

The written responses in this document are examples of English Language Arts 30–1 Diploma Examination writing that received scores of Satisfactory (S), Proficient (Pf), or Excellent (E). These sample responses are taken from the June 2008 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–1 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the June 2008 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2008. The sample papers and the commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student’s work and the criteria.

The sample responses included in this document represent a very small sample of successful approaches to the assignments.

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the June 2008 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 June 2008 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the June 2008 English Language Arts 30–1 Diploma Examination.

Cautions

1. The commentaries are brief.

The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.

2. Neither the scoring guide nor the assignments are 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 a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make.

The student writing in this document illustrates *just a few of the many* successful organizational and rhetorical strategies used in June 2008.

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 goal of effectively communicating his or her own ideas about the topic.

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

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

Because these papers are illustrations only, and because they are sample 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.

The *approaches* taken by students at the *standard of excellence*, not their words or ideas, are what students being examined in the future should consider emulating. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, form, and structure as a way of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

Examination markers and staff at Alberta Education take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

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

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.

5. For further information regarding student performance on the Part A: Written Response, access the **English Language Arts 30–1 Assessment Highlights for January and June 2008.**

English Language Arts 30–1 June 2008 Writing Assignments

June 2008

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–1 Diploma Examination mark and consists of two assignments.

- **Personal Response to Texts Assignment**
Value 20% of total examination mark
- **Critical /Analytical Response to Literary Texts Assignment**
Value 30% of total examination mark

Recommendation: Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Complete the Personal Response to Texts Assignment first. The Personal Response to Texts Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical /Analytical Response to Literary Texts Assignment.
- Complete **both** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

Carefully read and consider the texts on pages 1 to 4, and then complete the assignment that follows.

There Will Be No Peace

The poem is unavailable for electronic posting.

“There Will Be No Peace”, copyright © 1960 by W.H. Auden, from COLLECTED POEMS by W.H. Auden.

from MAN ON HORSEBACK

Just now Andrew, all shining yellow, is standing riveted with admiration to the shining black asphalt of the parking lot, watching his grandfather show off for him on his horse. There is no other word for what the old fool is doing but showing off and the performance leaves Joseph faintly disgusted. The pretence is that he is putting his mount through its paces, a sort of pre-parade disciplining, but in Joseph's books it is purely, simply, transparently, a pathetic ploy to impress a five year old.

The old man backs up the gelding across the parking lot, toes pointing outward in his stirrups, urging it backward with the pressure of his legs and firm tucks of the reins. Then he jumps it forward suddenly, swings it to the right in a tight, tail-chasing circle, the drooping standard shaking itself out from the flag pole in shuddering billows. Abruptly he throws the horse's head left, reversing the direction of the turn, rippling the flag with counter-spin. The slither of the gelding's hooves, the awkward, comic scramble of its back legs as they fight for purchase on the slippery pavement kick high-pitched laughter and skittish, excited hops out of Andrew. He's delighted with this cartoon.

Suddenly, in the midst of a spin, the horse's legs slip on the rain-slick pavement with a sound like a spoon scraping the bottom of a pot and shoot stiffly out, the horse going down, landing heavily on the old man's left leg, pinning him to the wet asphalt. For a moment, everyone except Andrew freezes. The boy, unable to judge the seriousness of the situation, continues laughing in shrill appreciation of the new trick until a squeal of terror from the fallen horse shocks him into silence.

Joseph runs through the rain. He sees the muscular arching of the horse's neck, the legs thrashing the air and pavement for a footing, his father clinging to the horn and heeling the horse hard with his free boot, urging it to its feet with shouts of "Hup! Hup! Hup!," the horse whinnying, straining to rise with this dead weight, this sack of guts and bone unbalancing it.

As Joseph reaches out to seize the bridle and help lift the head, the horse heaves, heaves desperately again, scrambles to its feet snorting and jerking, the old man sticking on for dear life, slung precariously from the saddle like a sidecar, bouncing and pitching with each convulsion of the powerful body, fighting to pull himself upright. Which he does, the horse dancing a nervous side-step across the parking lot, one rein dragging, the old man leaning forward, snatching for it and calling out, "Whoa! Whoa! . . ."

At last he grabs the rein and regains some control of the horse which stands blowing, snuffling, trembling, cornered eyes wary. People begin to crowd near, now that the danger is over. "I'm going to walk him out," says the old man to Joseph, ignoring the others, "to see he didn't bugger his legs." Horse and rider slowly circle the parking lot. Andrew leans against his father, bumps his head on Joseph's hip, and cries. Now that it is over, now that he has absorbed what has happened, the boy is finally frightened. As the old man passes them on his second circuit he calls out to his grandson, "Grandpa's okay, see? Look, Andy, Grandpa's okay." He grins hugely and strikes his chest dramatically with his fist to demonstrate his soundness. Grandpa making a joke on himself, Grandpa

Excerpted from "Man On Horseback" from *Things As They Are?* By Guy Vanderhaeghe © 1992. Published by McClelland & Stewart Ltd. Used with permission of The Cooke Agency.

beating his chest wildly in this funny way, pitches the boy into no man's land, leaves him gulping tears, sucking back snot but also smiling with relief. Grandpa's all right. Grandpa's okay. He says so. However, a certain grim tightening about the mouth, the way the old man gingerly shifts his seat in the saddle contradict Grandpa's claim.

Reassured as to the horse's fitness, the old man asks Joseph to hand him the flag he dropped in the wreck. His son tries to talk him out of continuing but he'll hear none of that. Joseph knows it's injured pride, the shame of the apple cart upset in front of witnesses which prevents his father from withdrawing from the parade. Long ago he had said to Joseph, "Just like a box of Crackerjacks, there's a surprise in every horse." What went without saying was that Rupert Kelsey could handle any of those surprises. Now he is not going to let this surprise get the better of him, not with his grandson, his son, his daughter-in-law as onlookers.

Catherine is incredulous that Joseph won't stop him. "He ought to have medical attention! He's sixty-five," she says.

"You tell him he's sixty-five. You tell him he ought to have medical attention. You're the doctor, not me," says Joseph and walks away from her.

His father troops the parade all around the town with a grinning face as grey and wan as the day itself, then leads it back again to the parking lot. When he tries to dismount he discovers his left leg, the one crushed under the horse, can't bear his weight and he has to suffer the indignity of having Joseph support him while he bails out on the right side of the horse, the *wrong* side, like some know-nothing dude ranch cowboy. The left leg is, of course, broken and has swollen to fill his riding boot like sausage meat stuffed tight in its casing. When they cut the cowboy boot off him in the hospital he keeps sadly remarking, "Those are my show boots. Lizard skin. Expensive as all get out."

Joseph knows the difficulty of unlearning the things you were taught as a kid – he's been trying to do it for nearly twenty years. Still he backslides, caught in the current of his father's assumptions like a rudderless boat. Take the question of toughness, grit, physical courage. Joseph Kelsey's colleagues condescend to any such notions as the last refuge of the pitifully stupid and primitive, the resort of macho Neanderthals with brains the size of peas and exaggerated testosterone levels – football players or men like Oliver North and Gordon Liddy. They prefer moral courage, the variety of bravery on which intellectuals have a corner of the market.

Joseph has to concede that physical courage *is* inferior to moral courage. Nevertheless he often feels the need to play the devil's advocate, the devil prompting this reaction being his rooster-tough old man. Joseph wants to argue: But isn't physical courage sometimes a precondition of moral courage?

Guy Vanderhaeghe

from *Scott Mutter:*
A More Perfect World Online Exhibit,
The American Museum of
Photography



Photomontage by Scott Mutter

Photomontage © 2004 Scott Mutter. *Scott Mutter: A More Perfect World.* Online Exhibit from
The American Photography Museum. <http://www.photographymuseum.com/>.

cover photograph
Harper's Magazine,
October, 2001



Photograph by Christophe Simon/AFP

AFP Photo/Christophe Simon © AFP

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

You have been provided with four texts on pages 1 to 4. In the poem “There Will Be No Peace,” the speaker advises the individual who has been singled out to find the courage to act with integrity. In the excerpt from “Man on Horseback,” Joseph, a professor of history, contemplates the complex relationship between physical and moral courage. An idealized image of courage is conveyed in the untitled photomontage by Scott Mutter. The photograph by Christophe Simon captures a moment in which an individual may choose to act with integrity.

The Assignment

What do these texts suggest to you about how acts of courage develop and nurture personal integrity? Support your idea(s) with reference to one or more of the texts presented and to your previous knowledge and/or experience.

In your writing, you must

- use a prose form
- connect one or more of the texts provided in this examination to your own ideas and impressions

CRITICAL / ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT

Suggested time: approximately 1½ to 2 hours

Do *not* use the texts provided in this booklet for the Critical / Analytical Response to Literary Texts Assignment. Choose from short stories, novels, plays, screenplays, poetry, films, or other literary texts that you have studied in English Language Arts 30–1. When considering the works that you have studied, choose a literary text (or texts) that is meaningful to you and relevant to the following assignment.

The Assignment

Discuss the idea(s) developed by the text creator in your chosen text about how acts of courage develop and nurture personal integrity.

In your planning and writing, consider the following instructions.

- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from your choice of literary text(s).

Critical / Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

Personal Reflection on Choice of Literary Text

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

English Language Arts 30–1 Part A: Written Response Standards Confirmation

Background

For all diploma examination scoring sessions, Learner Assessment staff use a process of standards confirmation to establish and illustrate expectations for students' work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. Because there are several diploma examination administrations and scoring sessions each school year, the standards must remain consistent for each scoring session in the school year and, similarly, from year to year.

Standards for student achievement start with both the demands of the Program of Studies for Senior High School English Language Arts and the interpretation of those demands through learning resources and classroom instruction. These agreed-upon standards are also exemplified in the kinds of tasks and the degree of independence expected of students. All these complex applications of standards precede the design, development, and scoring of each diploma examination.

The Standards Confirmation Committee is composed of experienced teachers from representative regions of the province. These teachers work with the Learner Assessment staff responsible for the development, scoring, and results-reporting for each diploma examination. Teacher-members participate over a two-year period and are required to serve as group leaders or markers during at least one of the subsequent marking sessions.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the 2007/2008 English Language Arts 30–1 Information Bulletin. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) are posted on the Alberta Education website at www.education.alberta.ca in the documents entitled Examples of the Standards for Students' Writing.

During the standards confirmation process,

- the appropriateness of the standards set by the examination in relation to students' work is confirmed
- student responses that clearly illustrate the standards in the scoring categories and the scoring criteria are selected and are used when training markers
- rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work are written

Impressions from Standards Confirmation June 2008

Personal Response to Texts Assignment

Preparing to Mark

- When marking a response, markers consciously return to the **Focus** section of the scoring criteria to reorient themselves to the distinction between the two scoring categories. Markers take care to read the students' comments in the **Initial Planning** section, wherein students might indicate their reasoning and intention in choosing a particular prose form.
- Markers review the texts provided in the assignment and reread the prompt and assignment at the start of each marking day. Markers expect that the students' ideas and impressions are informed by the details within the text(s) and the contextual information presented in the preamble. Standards Confirmers found that many students employed greater specificity when using details from the text(s) or, alternatively, when "fleshing out" the text(s) with their own imaginative details.

Choice of Prose Form

- Standards Confirmers observed that many students have developed more confidence in dealing with the strengths and constraints of different prose forms and have often opted to use explicit reference to a text or texts within a creative response. When the markers considered the student's creation of **voice**, the focus was on "the context created by the student in the chosen prose form." Markers also carefully considered the effectiveness of "the student's development of a **unifying effect**." These distinctions are especially significant when assessing creative responses.

Explicit Reference to Text

- Standards Confirmers found that students making explicit references to the texts did so with varying degrees of plausibility relative to the historical context established in the response, and that imaginative details that may not have accurately reflected historical fact were understandable. Frequently, markers recognized that, with varying degrees of originality, the fiction created by the student paralleled one or more of the texts provided. Similarity between the premise of the narrative or the student's personal experience and the other texts was understandable given classroom practice and the nature of the assignment.

Implicit Reference to Text

- As in the past, some students did not explicitly support their ideas "with reference to one or more of the texts presented." In some responses, an obvious parallel to the text(s) was apparent, whereas in others, an implicit understanding of and connection to the text(s) were evident in the presentation of ideas. The student's exploration of ideas and impressions, however, must address the question in the assignment, and markers must be able to identify the student's inferences and the implicit relationship

between the topic, the texts, and the student's ideas and support. Standards Confirmers observed that, with varying degrees of success, students have found creative ways of *explicitly* representing the relationship linking topic, text reference, and ideas regardless of the chosen prose form. Standards Confirmers suggested that markers might occasionally need to read a student's work more than once to appreciate what a student has attempted and, in fact, accomplished.

Critical / Analytical Response to Literary Texts Assignment

- In the Critical / Analytical Response to Literary Texts Assignment, students employed a number of approaches to fulfill the assignment. The assignment demanded that students choose their literature judiciously to address the ideas that the text creators develop regarding “how acts of courage develop and nurture personal integrity.” Students chose from a wide variety of literary texts, including film, to support their ideas. Where students elected to use more than one text, Standards Confirmers noted that students did so with varying degrees of familiarity and specificity. In these, as in all cases, markers considered the student's treatment of the texts, the selection and quality of evidence, and how well that evidence was integrated and developed to support the student's ideas.
- Standards Confirmers observed that most students considered the implications of the full assignment and demonstrated an understanding of the significance of the ways in which acts of courage developed and nurtured personal integrity. Some students appropriately used a creative approach to organize and express their ideas in a critical and/or analytical manner.

Reminders for Markers

- Check for the literary text(s) selection in the Critical / Analytical Response to Literary Texts Assignment *before* beginning to mark the paper, especially given the increasing number of new texts appearing in student responses in the examination. Students assume that markers have recently taught the literary text(s).
- Markers must consider the student's comments presented in the Personal Reflection on Choice of Literary Text(s) when assessing the scoring category of Supporting Evidence. Some students reveal thoughtful awareness of their purpose in choosing a particular text.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–1 Personal Response to Texts Assignment, June 2008

Example 1 Scored Satisfactory (S)

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

With a stressing situation where courage may be ~~cat~~ shown, people gain wisdom and experience. Without these special circumstances, people would remain naive. As courage is shown, a person's character is built up.

Briefly identify what idea you intend to explore.

How situations develop an act of courage, and how when people embrace this, they show acts of courage in many ways.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Personal

(Page 1 of 3)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 1 Scored Satisfactory (S)

Acts of courage are shown everyday by people we will never meet. With these courageous acts, a stressing situation must have come up where that person had to show courage. Throughout "Man on horseback" Guy Vanderhaeghe shows a situation which courage must be called upon, and suggests that morale courage is superior to other kinds of courage.

As the short story goes on, Andrew watches his grandfather ride his horse. When a hectic situation occurs where his grandfather's horse falls over with his leg being pinned below, his grandfather instantly shows courage. He embraces the situation and realizes his grandson, Andrew is extremely frightened. With the grandfather's wisdom and experience, he keeps from panicking and attempts to keep calm while he shouts "Hup! Hup! Hup!" to the horse. Despite his grandfather being under obvious pain, he shows grit and yells to his grandson "grandpa's okay, see? Look Andy, Grandpa's okay." This simple act of morale courageousness helps keep Andrew calm, who cannot entirely fathom what just happened. With these special situations where courage must be called upon, others are inspired and kept safe from the frightful situations which are witnessed.

With my own experiences, I have endured several situations where courage was aching to be called upon. In life, there will always be a situation which is pressing and a person's true character comes out. The people who show courage and kindness help to make reality easier on others. These stressing situations end up developing and nurturing a person's integrity and character.

My own experience which helped shape my character and integrity was one where my own grandmother was dying of stomach cancer. Despite the unthinkable pain she was in, my grandmother remained strong and embraced the people around her. She

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 1 Scored Satisfactory (S)

had shown inspiration and helped people in my family witness the beauty of life. Even though there are the dark sides, this courage helped show the bright things which people look forward too and which people enjoy seeing. Such simple courage helps to make many people's lives better, and it inspires them to do the same. Even though my grandmother passed away she stayed strong and was courageous in many ways. By doing so, her passing was made easier on everyone close to her, and she helped people to appreciate life.

In conclusion, courage, even in the tiniest form always affects the people around them. It helps to inspire others to do the same, which shape a person's integrity drastically. Random courage will always be seen, and will affect not only that person's own, but other people's integrity in a positive way.

(Page 3 of 3)

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is generalized. • Perceptions and/or ideas are straightforward and relevant. • Support is adequate and clarifies the student’s ideas and impressions. <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">S</p>	<p>A sense of the student’s generalized exploration of the topic begins with the student’s initial planning: “With a stressing situation where courage may be shown, people gain wisdom and experience. Without these special circumstances, people would remain naive. As courage is shown, a person’s character is built up.” The generalized exploration of the topic is also evident in such statements as “With these special situations where courage must be called upon, others are inspired and kept safe from the frightful situations which are witnessed” and in the conclusion that courage “helps to inspire others to do the same, which shape a person’s integrity drastically.”</p> <p>The discussion of Andrew’s response to his grandfather’s accident and how the grandfather’s “simple act of morale courageousness helps keep Andrew calm” is paralleled in a straightforward way to the student’s experience of the grandmother dying of stomach cancer and how “Despite the unthinkable pain she was in, my grandmother remained strong and embraced the people around her.” The perception that the grandmother’s attitude is similar to the grandfather’s spirit is relevant.</p> <p>Support is adequate, as in “Because of “the grandfather’s wisdom and experience,” he “yells to his grandson ‘grandpa’s okay, see?’” and because of the grandmother’s ability to stay “strong” and “courageous in many ways,” “her passing was made easier on everyone close to her.” The student understands how courage helps to affect “not only that person’s own, but other people’s integrity in a positive way.” Such statements as “simple courage helps to make many people’s lives better, and it inspires them to do the same” clarify the student’s ideas and impressions.</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
<p>Presentation (S)</p> <ul style="list-style-type: none"> • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying effect is appropriately developed. <p align="center">S</p>	<p>The voice created by the student is apparent and consistent in the following statements: “When a hectic situation occurs where his grandfather’s horse falls over with his leg being pinned below, his grandfather instantly shows courage” and “In conclusion, courage, even in the tiniest form always affects the people around them.”</p> <p>Stylistic choices are adequate, as in the sentence “Even though there are the dark sides, this courage helped show the bright things which people look forward too and which people enjoy seeing” and “Random courage will always be seen, and will affect not only that person’s own, but other people’s integrity in a positive way.” The student’s creation of tone is conventional, as in “Acts of courage are shown everyday by people we will never meet” and “With my own experiences, I have endured several situations where courage was aching to be called upon.”</p> <p>The unifying effect is appropriately developed through the student’s connection of the grandmother’s strength to the grandfather’s “grit” as examples of how acts of courage “shape a person’s integrity.”</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 2 Scored Satisfactory (S)

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

Boy standing against the higher opposition
in order to protect his friends

Briefly identify what idea you intend to explore.

a young man fighting against the superior group,
standing up for his friends and for what's morally
right.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

(Page 1 of 4)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 2 Scored Satisfactory (S)

Safe

Jared was a young man living in Boston. He had just finished Junior High with his three good friends Dillon, Darian, and Raf. They were all going to the same High School. His friends were both nervous and frightened because they had heard stories of what happens to freshman their first year. Jared wasn't concerned at all because his older brother Ben was in grade 12 and was captain of the football team. Ben had promised to Jared that nothing would happen to him. Jared was relieved that he no longer had to worry about that problem. First day of school started and as he strolled down the hallway with his friends when he noticed some of the grade 12 students were making gestures towards his friends insisting that something bad was going to happen to them whether they liked it or not. As they continued walking Jared heard his name being called. "Jared! Come over here!" it was his brother Ben. He hustled over there as fast as he could.

"Hey Ben what's up?"

"Look Jared if you want to make it big here you gotta hang with the big boys. Got it?"

"Uh... ya ya sure Ben"

"First things first you gotta ditch you dorky friends alright? You can hang with me and my buddies. How's that?"

"That would be great Ben thanks a lot But why do I have to ditch my friend? I've known them since elementary. "

"I'll even give you the privilege of watching what were going to do to your friends alright?"

"What are you gunna do Ben?"

"Don't Worry about just yet now get to class before you're late."

(Page 2 of 4)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 2 Scored Satisfactory (S)

Jared ran to class and made it just in time. He found it hard to obey Ben because his friends were in his classes. He turned to see his friend Raf looking confused at him.

“Why’d you ditch in the morning man?”

“It was nothing Raf don’t worry”

When the lunch bell rang Jared headed towards where his friends were sitting when Ben hollered at him to come over there.

“What Ben?”

“Look after school were gunna get your buddies outside and you can see us take turns paddling them k?”

“But Ben!”

“Look you want to be popular than just listen to me alright”

“Alright...whatever you say.”

The end of the day arrived as Jared was walking with Ben and his friends. They approached Dillon, Darian, and Raf. “Turn around freshman!” One of Ben’s friends hollered. They knew it was going to happen and saw no use in resisting so they turned around as they started taking turns hitting them. Jared was behind all of them looking in shock as he saw his once good friends getting hit. He finally came to his senses and realized that he couldn’t let this happen. “Ben stop!” he cried but no one paid any attention. “Ben I said Stop!” they ignored him and continued laughing. Jared finally decided out of care for his friends to hit one of Ben’s friends in the face and cried “Leave them alone!” They all looked at him shocked.

“Jared what are you doing I told you...”

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example 2 Scored Satisfactory (S)

“No! You listen I’m not gunna let my friends be hurt by you or anyone else. I don’t care if I’m popular or not as long as I have my friends.”

“Jared come on...”

“Just go Ben.”

Ben signals for his friends to follow them as they leave the field. Jared apologized to his friends for betraying them at first. They all accepted his apology and continually reminded him how “sweet” and “courageous” it was what he did. Jared felt good about what he did. It caused him the chance to be popular but deep down he knew it was the right thing to do. **The photograph by Christophe Simon related to how some individuals will act physically to achieve personal integrity. Jared can be though to be the courageous knight in the photograph taken by Scott Mutter.**

(Page 4 of 4)

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is generalized. • Perceptions and/or ideas are straightforward and relevant. • Support is adequate and clarifies the student’s ideas and impressions. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">S</p>	<p>The student’s exploration of the difficulty of being courageous is generalized through the narrative about a boy and his friends who “were both nervous and frightened because they had heard stories of what happens to freshman their first year.” As it turns out, Jared, the protagonist, does not need to be worried about entering high school because his older brother, Ben, promises that “nothing would happen to him.”</p> <p>The straightforward problem surfaces when Ben explains, “‘Jared, if you want to make it big here you gotta hang with the big boys. Got it?’” However, when Jared questions his older brother, “‘But why do I have to ditch my friend?’” we see the student’s straightforward and relevant characterization of the difference between Ben’s ideas about friendship and Jared’s view. This dilemma for Jared is quickly and forthrightly resolved by Jared’s actions: “Jared finally decided out of care for his friends to hit one of Ben’s friends in the face” and “‘No! You listen I’m not gunna let my friends be hurt by you or anyone else. I don’t care if I’m popular or not as long as I have my friends.’”</p> <p>Support is adequate and statements such as “Jared felt good about what he did. It caused him the chance to be popular but deep down he knew it was the right thing to do” clarify the student’s ideas and impressions about how Jared acted with integrity and how his friends “reminded him how ‘sweet’ and ‘courageous’ it was what he did.”</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
<p>Presentation (S)</p> <ul style="list-style-type: none"> • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying effect is appropriately developed. <p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>The voice created by the student is apparent in the story’s introduction, “Jared was a young man living in Boston” and “They were all going to the same High School,” and in its closure, “Ben signals for his friends to follow them as they leave the field. Jared apologized to his friends for betraying them at first.”</p> <p>Stylistic choices are adequate, as in “He turned to see his friend Raf looking confused at him” and “Jared was behind all of them looking in shock as he saw his once good friends getting hit.” Even though phrases like “ditch you dorky friends” and “hang with me” may be typical of teenage vernacular, the student’s creation of tone remains conventional.</p> <p>The unifying effect is appropriately developed, albeit thinly, through the unsettling questions that Jared asks his older brother, “‘But why do I have to ditch my friend?’” and “‘What are you gunna do Ben?’” and his initial reluctance to go along with his older brother: “He found it hard to obey Ben” and “‘But Ben!’” The sudden and almost unmotivated decisive moment, “He finally came to his senses and realized that he couldn’t let this happen,” is predictable and appropriate, but Jared’s internal struggle is treated cursorily and the connection between courage and integrity remains unclear. The correctness of language and expression in the dialogue is satisfactory given the complexity and length of the response.</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example Scored Proficient (Pf)

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

I will use the picture of the statue. The character in my story will walk past the statue in the park and hope to be as brave and courageous as the person in the statue.

Briefly identify what idea you intend to explore.

Often times in life, individuals tend to draw upon the courage that is within us to rise above and remain true to ~~our~~ our values, even when others don't feel the same way.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Creative — I want to show how a high school girl used courage in the face of peer pressure from her fellow peers in order to make a decision that wasn't against her personal integrity. I want to show how she remained true to herself even when others were pressuring her to change her personal values.

(Page 1 of 4)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example Scored Proficient (Pf)

Rise Above

I was fourteen years old when I realized that my life could not possibly get any worse. I hated high school. I hated all the cliques that high school tended to create. The lunchroom cafeteria was divided into the popular girls, the nerds, the jocks and the outcasts. I fell into the outcast clique. I so desperately wanted the popular girls to notice me. I wanted them to get to know me. I could be cool like them; I *had* to be cool like them.

It was October 12, when Brooke, the coolest member of the popular girls, approached me. “Can I borrow your science homework?” I looked at her with disbelief. Brooke, the most popular girl in the 8th grade, had spoken to me. I handed her my homework while my hand was shaking uncontrollable. “If you need anything else, just let me know,” I said in my stuttering nervous voice. Immediately after Brooke had taken my homework, I thought to myself ‘could I have looked more desperate?!’

A couple weeks had passed. Brooke had been talking to me more and more each day. I found myself, changing the person I used to be, just so I would have more in common with her. I got up an extra hour earlier each day, just to make my hair super straight and to ensure that my makeup was flawless. I loved my new life. I had so many new friends. Brooke, Haley, and Rachael were by far my favorite. They were everything that I wanted to be. The boys liked them and they were extremely popular.

On December 5th, I received an invitation to Rachael’s Christmas Gala at her house. I was so stoked! This was going to be the party of the year. The only problem was, on the invitation, she mentioned that there was going to be a mini bar available. This was a concern to me. I do not drink, and I know that everyone else would be. I wanted them to like me but I did not feel comfortable drinking with them. I was full of worry and

(Page 2 of 4)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example Scored Proficient (Pf)

concern. I was mainly worried what they would think of me if I chose not to drink. On the way home from school that day, I walked through the park passing a statue of a knight in shining armor. Usually I just walk right on by the statue, but today I found myself staring at it for some time. The person looked so brave and fearless in the statue. I wondered why I could not feel the same in the situation I was in.

When I arrived at home, my mother immediately could tell something was bothering me. She sat me down at our kitchen table and asked me about my day. I told her about the party and I even told her about the drinking. She said that I needed to make my own decision about drinking. She also told me that when we start changing who we are just to please others, we start to forget about our values. I told her I was worried what the others would think of me. She spoke to me softly, "*Often times we tend to draw upon the courage that is within us to rise above and remain true to our values, even when others are going against our decision.*" I realized that my mother was absolutely right. I had lost sight of the person I used to be. I realized that I was foolish to have changed my personality just to fit in. That night I walked back to the park. I found the person in the statue so inspiring. I thought to myself, if I could only have half of the bravery and courage that this person had, while they were fighting whatever war they may have been fighting. I knew that tomorrow was going to be a tough day at school. I had to tell Rachael that I was not going to her party. I was not willing to compromise my personal integrity in order to fit in.

The next day at school, I summoned up all my courage and walked over to Rachael and the others. "Rachael, I will not be able to attend your party," I said as my voice was trembling, "I also will not be able to hangout with you guys anymore." I felt so

(Page 3 of 4)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example Scored Proficient (Pf)

relieved getting the truth off my chest. Rachael then continued on to say, how I was making a huge mistake and would have nothing without them. I thought to myself, I have myself and that is enough. I have my personal integrity. I left their table and made my way back to the 'outcast table' in the lunchroom. I felt content with my decision.

From that point forward, I decided that it is much better to be true to yourself, then to allow others to define your life for you. I find myself walking back to the statue in the park in search of courage, whenever I need too. There is just something about that statue that gives me strength. I will always remember to have courage and speak up when I think that my personal integrity is being threatened, especially when others are pressuring me to do something that I really do not want to do.

(Page 4 of 4)

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (Pf)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is purposeful. • Perceptions and/or ideas are thoughtful and considered. • Support is specific and strengthens the student’s ideas and impressions. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">Pf</p>	<p>The student offers a creative short story about a Grade Eight teen facing peer pressure. The student explores purposefully the need for courage to resolve an internal struggle with integrity when the young narrator is faced with the temptation of conformity. In the first paragraph, the student establishes the context that the narrator is in the “outcast clique,” but she is drawn to the popular girls and aspired “to be cool like them.”</p> <p>The student demonstrates thoughtful ideas about the narrator, who recognizes the superficial changes she has made to herself to achieve popularity, and provides specific support: “I got up an extra hour earlier each day, just to make my hair super straight and to ensure that my makeup was flawless. I loved my new life. I had so many new friends.” Facing the prospect of drinking alcohol at “the party of the year,” the girl contemplates the statue in the park, noting its strength and comparing herself to this statue that looks “so brave and fearless,” and wonders “why I could not feel the same in the situation I was in.” The student presents considered ideas through the voice of the mother as the mother advises the now conflicted narrator, “when we start changing who we are just to please others, we start to forget about our values” and “<i>Often times we tend to draw upon the courage that is within us to rise above and remain true to our values, even when others are going against our decision.</i>”</p> <p>The narrator acknowledges the validity of her mother’s words and nurtures her integrity when she experiences the epiphany: “I had lost sight of the person I used to be. I realized that I was foolish to have changed my personality just to fit in” and that “I was not willing to compromise my personal integrity in order to fit in.” The student’s ideas are strengthened through such telling supporting detail as when the girl returns “to the ‘outcast table’ in the lunchroom. I felt content with my decision.”</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p style="text-align: center;">Presentation (Pf)</p> <ul style="list-style-type: none"> • The voice created by the student is distinct. • Stylistic choices are specific and the student’s creation of tone is competent. • The unifying effect is capably developed. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">Pf</p>	<p>The student creates a distinctive voice in such passages as “I thought to myself ‘could I have looked more desperate?!’” “I was so stoked!” and “I thought to myself, I have myself and that is enough. I have my personal integrity.”</p> <p>The student’s stylistic choices are specific and create a competent tone through the use of repetition, parallelism, and italics. The student creates emphasis through repetition in “I hated high school. I hated all the cliques that high school tended to create” and “I loved my new life,” and “I could be cool like them; I <i>had</i> to be cool like them.”</p> <p>The unifying effect is capably developed through time, the statue motif, and the nurturing of the narrator’s integrity. The girl’s initial connection with the statue serves to inspire her integrity. Her second visit inspires her moral courage, as she reflects “if I could only have half of the bravery and courage that this person had.” Her subsequent visits provide solace: “There is just something about that statue that gives me strength.”</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 1 Scored Excellent (E)

The Nurturing of a Warrior

There are many words to describe what courage is. An act of bravery. To uphold valor in times of fear. Relying on daring instinct when taking on a challenge. However, a reoccurring question seems to make itself appear when the word courage arises. What role does courage play in the development of personal integrity? Many events in the lives of human beings require great and mighty acts of courage. In the photo "Photomontage" by Scott Mutter, a warrior is displayed for the entire world to see. The world is given the privilege of bestowing its eyes upon this intrepid individual because he has achieved great standings due to his courageous heart. However, there are warriors within the hearts of ordinary men as they embark on the journey called life. Courage is required in this day and age in order to reveal the integrity of members of society that are not knowledgeable of its existence. Integrity is nurtured when an individual chooses to stand as tall as the warrior in Mutter's photo in times of persecution and facing the inner battles in day to day life. I have learned this to be true through challenging experiences I have faced throughout my years of school.

I have never been one to back down from a challenge. In my earlier years of youth, I displayed a shy persona, with a weak voice. This, however, was not who I was. Inside of me beat the heart of a passionate fighter, willing to step up to the plate in times of need. The dynamics of my family built into the foundation of who I became. My sister was diagnosed with autism when I was seven years old and since then I have been raised to stand up for those who cannot stand up for themselves, because the truth is, she has never had that ability. Those with disabilities rarely possess the ability to defend themselves in situations that require them to do so. They are members of the minority. It takes courage

(Page 1 of 3)

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 1 Scored Excellent (E)

to stand up for the underdog in this world because the minority is shunned by the majority. In my Grade Five year, my family and I moved to the small town of Drumheller. Thrilled for a new adventure, I willingly agreed that this was the best choice for our family. However, I was oblivious to the unwritten rules and regulations written by my soon to be fellow peers. During the fifteen minutes I like to refer to as “Ruthless Recess”, I overheard students of higher standing in the school teasing my sister. As I stood around the corner of the elementary school building and listened to their sneers and prodding at my sister, a realization dawned on me. I would become a member of the minority if I chose to defend my sister. If I chose to fill the shoes of the silent bystander, I might have a chance at becoming a member of this popular group of people. That day, September 5th, 2000, the nurturing of integrity took place in my life. Like the warrior in Mutter’s photograph, I firmly faced the world head on with a flame of courage burning inside my heart. This was my time to step up to the plate and defend a member of the minority class. I don’t regret approaching that group of three boys who decided to verbally attack my sister. It was that day that I became a firm fighter for justice and a warrior for the minority.

I never did become popular. Far from it, actually. And I am overjoyed that I chose to stand firm that day in what I believed in. I am not perfect. No one is. There are many faults in who I am. But I have chosen, despite my faults, to walk the path of integrity for the sake of making a difference in this world and becoming an honorable member of society. The warrior in Mutter’s photograph stands tall in the midst of a dreary day. It is symbolic to me because we are all called to stand tall in the midst of attacks from fellow members of society. When we stand as tall and as boldly as this warrior, the nurturing of

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 1 Scored Excellent (E)

integrity takes place and a persona of courage is developed. Battles are defeated by the element of courage inside the heart of a warrior.

(Page 3 of 3)

English Language Arts 30–1 June 2008
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is insightful. • Perceptions and/or ideas are confident and discerning. • Support is precise and aptly reinforces the student’s ideas and impressions. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The student offers an insightful exploration of the topic through the juxtaposition of the statue, the idealized image of courage, and himself, the everyday hero: “The world is given the privilege of bestowing its eyes upon this intrepid individual because he has achieved great standings due to his courageous heart. However, there are warriors within the hearts of ordinary men as they embark on the journey called life.”</p> <p>The perceptions that “Integrity is nurtured when an individual chooses to stand as tall as the warrior in Mutter’s photo in times of persecution and facing the inner battles in day to day life” and “It is symbolic to me because we are all called to stand tall in the midst of attacks from fellow members of society” are both confident and discerning.</p> <p>Support is precise, as in “In my earlier years of youth, I displayed a shy persona, with a weak voice” and “My sister was diagnosed with autism when I was seven years old and since then I have been raised to stand up for those who cannot stand up for themselves.” The personal account of the student defending his autistic sister aptly reinforces the student’s ideas and impressions: “As I stood around the corner of the elementary school building and listened to their sneers and prodding at my sister, a realization dawned on me. I would become a member of the minority if I chose to defend my sister” and “That day, September 5th, 2000, the nurturing of integrity took place in my life.”</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying effect is skillfully developed. <p align="center">E</p>	<p>The voice created by the student is convincing, as in “During the fifteen minutes I like to refer to as ‘Ruthless Recess’, I overheard students of higher standing in the school teasing my sister” and “But I have chosen, despite my faults, to walk the path of integrity for the sake of making a difference in this world and becoming an honorable member of society.” Stylistic choices such as “I never did become popular. Far from it, actually. And I am overjoyed that I chose to stand firm that day in what I believed in. I am not perfect. No one is. There are many faults in who I am” are precise and effective. Likewise, sentences such as “Thrilled for a new adventure, I willingly agreed that this was the best choice for our family” and “If I chose to fill the shoes of the silent bystander, I might have a chance at becoming a member of this popular group of people” display an adept tone.</p> <p>The student skillfully develops the unifying effect of nurturing personal integrity through acts of courage by comparing himself to the symbolic statue in Mutter’s visual: “Like the warrior in Mutter’s photograph, I firmly faced the world head on with a flame of courage burning inside my heart.” The student concludes with the idea that “When we stand as tall and as boldly as this warrior, the nurturing of integrity takes place and a persona of courage is developed.”</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, June 2008**

Example 2 Scored Excellent (E)

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

I intend to use the untitled photo montage to show how a strong image of courage may inspire courage and integrity in others.

Briefly identify what idea you intend to explore.

I intend to explore how a man witnesses unblemished courage as a result it inspires him to grow in character

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Diary Entries

(Page 1 of 5)

English Language Arts 30-1
Personal Response to Texts Assignment, June 2008

Example 2 Scored Excellent (E)

Planning

The response will be presented in diary form
around a man whose name is unknown
who is sentenced to build a memorial
statue as form of community service
as a result of his political rioting.
As the man discovers the story of courage behind
the memorial, he is inspired
to grow personally in integrity

(Page 2 of 5)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example 2 Scored Excellent (E)

Personal Response
30-1 Diploma Part A

July 8th, 2004

The hearing concluded earlier this afternoon. Judge Kimble seems to have chosen his usual form of sarcastic irony as a means of dealing out my sentence. I have never heard of such a form of “community service,” and it would seem that the good judge knows just a little too well how to get inside my skin. His justification for bestowing this form of punishment was, and I quote: “If you can be that destructive with your hands, let’s see how well the opposite rings true.” He has obviously done his homework on me. He somehow knows that before the riots I was a sculptor. Though I was always very good at it, that did not mean I enjoyed it. My punishment (which is his project) is to build a certain statue for the new park on Rivington Avenue. I am to build a statue of a courageous knight (who my good judge so scathingly informs me is an exact contrast to *my* character) in honour of the men who died on those grounds some 70 years ago. Wonderful.

July 12th, 2004

I started on the statue today. I’m pretty sure that Judge Kimble looked at as many forecasts as possible, trying to find the hottest, most humid, wretched, gruelling summer’s day he could for me to start, just to squeeze out any joy I might get out of my work. I have been given complete creative freedom with the project, while under the supervision of a peace officer. I have been told that any sort of useless political statement meant to be reflected in the statue will have me in prison immediately. Therefore, I will

(Page 3 of 5)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example 2 Scored Excellent (E)

refrain from such. I really believe that Judge Kimble never has given me enough credit for my motives in the riots or the complexity in which my mind works. I bet that if he read this he would be surprised to discover that I do in fact think (contrary to his opinion). Anyways, the statue is meant to represent “courage in all its glory,” and I intend to make it just that. I began looking up concepts on the internet, and I think I know just what I’m going to do.

August 12th, 2004

I am making excellent progress on the statue, but that is not what’s important right now. I began looking for inspiration for the more detailed aspects of the statue last week, and I decided to learn more about the history of what happened here 70 odd years ago, before this area was a park. I looked up some historical accounts on the internet, but none of them were quite what I was looking for. So instead I began looking up living relatives of the men who died here, ones who lived in the area. What I found moved me in ways I cannot possibly explain on paper. I found a daughter of one of the men, and she lived not too far from me. Her name was Rose, and for a woman of her age she was beautiful. There was a reserved sadness in her eyes, which seemed to wish to tell a story. After we sat down to talk, she explained. Her father’s name was Charles Washington, and he had been among the men to die in the 12 day protest at Rivington place. Many black men had gathered to for days to protest segregated bathrooms and water fountains. The sheriff’s department had decided they had had enough, and without a word of warning they moved among the crowd and began viciously beating the protesters. The men did not fight back, and one died in the attack. Yet the men stayed. Over the course

(Page 4 of 5)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example 2 Scored Excellent (E)

of the week, every last one of them was beaten to death. Her father had said that he would rather die for equality than live for nothing. By this point, Rose had broken down, and was sobbing in my arms. I was shocked by the story, and was surprised to realise how much I identified with Charles. I thanked her deeply for her help, left, walked to the park in silence, and began working.

August 13th, 2004

With this newfound inspiration, I have begun to see the vision of this courageous knight coming to fruition. I am now connected to this piece in a way I was not before. This story of courage and integrity beyond my comprehension has welled up something deep inside me, and I wish deeply to honour those men.

September 1st, 2004

It is finished. My statue is no longer a statue to me, but an image. An image that has become a part of me. Seeing such a bold example of courage carved out of stone, and knowing what it represents, has begun to spawn a change in me, which is most definitely a change for the better. People have told me that my statue inspires them (even Judge Kimble), but that is not what concerns me. I know what this statue now means to me. The judge has told me that I have transformed from a useless rebel to a man of integrity. Though he says it, I know it. What he intended for punishment has become my salvation, and my longing to be someone who people respect. A man like Rose's father. A man of integrity.

(Page 5 of 5)

English Language Arts 30–1 June 2008
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is insightful. • Perceptions and/or ideas are confident and discerning. • Support is precise and aptly reinforces the student’s ideas and impressions. <p style="text-align: center;">E</p>	<p>The student writes a series of journal entries from the point of view of a former sculptor who is accused and convicted of rioting. On the Planning page, the student presents the insightful idea that a man can find true courage and integrity through purposeful community service and identification with an inspirational historical leader: “As the man discovers the story of courage behind the memorial, he is inspired to grow personally in integrity.” As the narrative begins, the “sculptor” is presented as a man possessing physical courage, but not necessarily an awareness of his moral courage. After he meets the woman, Rose, the story about her father becomes the catalyst which sparks his empathic transformation: “Her father had said that he would rather die for equality than live for nothing.”</p> <p>The narrator’s epiphany as a result of the story about Charles Washington is confident and discerning, as shown in “I was shocked by the story, and was surprised to realise how much I identified with Charles” and “My statue is no longer a statue to me, but an image. An image that has become a part of me.”</p> <p>Support is precise and aptly reinforces the process of the narrator’s achievement of maturity and moral integrity: “There was a reserved sadness in her eyes, which seemed to wish to tell a story,” “The men did not fight back, and one died in the attack. Yet the men stayed,” and “The judge has told me that I have transformed from a useless rebel to a man of integrity. Though he says it, I know it.”</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying effect is skillfully developed. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The voice created by student is convincing, as in “His justification for bestowing this form of punishment was, and I quote: ‘If you can be that destructive with your hands, let’s see how well the opposite rings true’” and “I’m pretty sure that Judge Kimble looked at as many forecasts as possible, trying to find the hottest, most humid, wretched, gruelling summer’s day he could for me to start, just to squeeze out any joy I might get out of my work.”</p> <p>Stylistic choices are precise, as in the narrator’s satirical parenthetical comments about Judge Kimble: “My punishment (which is his project) is to build a certain statue for the new park on Rivington Avenue. I am to build a statue of a courageous knight (who my good judge so scathingly informs me is an exact contrast to <i>my</i> character).” The student’s creation of tone is adept, especially when demonstrating the character’s change in attitude. His surly submission in “I have been told that any sort of useless political statement meant to be reflected in the statue will have me in prison immediately. Therefore, I will refrain from such” becomes dedication and respect: “This story of courage and integrity beyond my comprehension has welled up something deep inside me, and I wish deeply to honour those men.”</p> <p>The student skillfully develops the unifying effect through demonstrating how courage and integrity are shaped and developed through one man’s creation of a statue. The narrator concludes the set of diary entries that document his fundamental change with the assertions “I have transformed from a useless rebel to a man of integrity” and “What he intended for punishment has become my salvation, and my longing to be someone who people respect. A man like Rose’s father. A man of integrity.”</p>

English Language Arts 30–1
Personal Response to Texts Assignment, June 2008

Example 3 Scored Excellent (E)

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

photograph by Christophe Simon
Stand up for your morals

Briefly identify what idea you intend to explore.

peer pressure can lead to actions individuals would
not necessarily carry out on their own.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Short story.

(Page 1 of 5)

English Language Arts 30-1
Personal Response to Texts Assignment, June 2008

Example 3 Scored Excellent (E)

Planning

Short story

first person

boy is pressured into joining a
gang of thugs and doing
violent things in order to feel
accepted.

(Page 2 of 5)

English Language Arts 30-1
Personal Response to Texts Assignment, June 2008

Example 3 Scored Excellent (E)

*If you are using a word processor, staple your Personal Response here.
You may make corrections directly on your printed page(s).*

Personal Response to Texts Assignment

Written Work

As I feel the cool morning air wash over my face, I pull my jacket tighter and flatten my hair. It's not fair to force me to live in a new city every year. It's not fair to take away all my friends. School is only five blocks from home, but they are five scary blocks. Angry kids stare at my shiny white shoes and, even though they're far away, I just know they're squinting at the gleam of my fresh manicured nails.

Our homes keep getting smaller it seems, and I can barely resist the urge to chew my fingers off. Mom would kill me, though.

A couple of guys come walk near me, eyeing me up and down.

"What's your name?" the big one demands.

"Steven," I reply, not looking him directly in the eye.

"You guys goin' to school, Steve?" he grunts.

"Yeah, first day..." I say sheepishly.

"'s that right... well maybe you'd like to hang out with us for lunch."

"Uh, sure, thanks."

I meet them around the back of the main

English Language Arts 30-1
Personal Response to Texts Assignment, June 2008

Example 3 Scored Excellent (E)

Written Work

building after the first bell. They pass around a cigarette but I don't take it. "I'm cutting back," I ~~say~~ explain. Lie.

We walk into a barely habitable neighbourhood and they pull out a bottle of whiskey and start yelling and running around. I take a sip and make a face.

The little one gets a rock and throws it at an abandoned house nearby. Soon they're throwing everything they can pick up at everything they can aim at.

We're in an ~~new~~ ^{old} parking lot with a few sparse cars. One guy tries breaking into one but doesn't have much luck. I see some rocks on the ground and get an idea. I don't know if it was the whiskey or the urge to fit in but I grabbed a handful and made my way over to the gang. My nails were dirty and my watch was ~~scattered~~ scratched, I stunk and my feet hurt. My mom would have a field day. The guys were Adolling with the handle as I ~~was~~ walked slowly over, contemplating my rocks behind my back.

Someone told a joke and one guy threw back his head in laughter. His teeth were rotting and he had insane wrinkles on his face. The sun gleamed off the back window as I peered in. There wasn't even anything in the car. They just wanted to break in for the sake of being vandals.

(Page 4 of 5)

English Language Arts 30-1
Personal Response to Texts Assignment, June 2008

Example 3 Scored Excellent (E)

Written Work

I dropped my handful of rocks and took a deep breath.

"I'm- I'm gonna take off, guys." No explanation, no apologies; just say what you've got to and get out.

They didn't even hear ~~me~~ me. They stayed where they were as I slowly walked away, my heart ready to burst from my chest. I didn't know if I wanted to laugh or cry.

(Page 5 of 5)

English Language Arts 30–1 June 2008
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT—3

SCORING CRITERIA	RATIONALE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is insightful. • Perceptions and/or ideas are confident and discerning. • Support is precise and aptly reinforces the student’s ideas and impressions. <p style="text-align: center;">E</p>	<p>The student’s exploration of the topic regarding the relationship between courage and integrity is insightful. The boys challenge Steve’s personal integrity when they pass around a cigarette and bottle of whisky during the lunch hour. In a moment of uncertainty, Steve explains, “I see some rocks on the ground and get an idea. I don’t know if it was the whisky or the urge to fit in but I grabbed a handful and made my way over to the gang.” At the end of the story, in a courageous moment, Steve recognizes that he has compromised his personal integrity and says: “I’m – I’m gonna take off, guys.’ No explanation, no apologies. Just say what you’ve got to and get out.” The final lines of this story elevate it to the level of insightfulness. Through the lines “They stayed where they were as I slowly walked away, my heart ready to burst from my chest. I didn’t know if I wanted to laugh or cry,” the story resonates with apprehension and uncertainty. Although Steve is momentarily courageous and satisfies his moral code, he must return to an environment where “Our homes keep getting smaller it seems,” a subtle indication that he is feeling constricted by his mother and the values that she represents.</p> <p>The student’s discerning ideas are embedded confidently in the contrast of details emphasizing the mother’s influence—“flatten my hair” and “my fresh manicured nails”—with the later details of Steve’s deterioration as a result of the other boys: “My nails were dirty and my watch was scratched, I stank and my feet hurt.”</p> <p>Support is precise and aptly reinforces the student’s internalization of the apprehension evident in the photograph from <i>Harper’s Magazine</i>. Initially, Steve explains, “I walked slowly over, contemplating my rocks behind my back” but then he realizes “There wasn’t even anything in the car. They just wanted to break in for the sake of being vandals.” The latter description demonstrates the evolution of integrity in the story: senseless acts of violence and hostility remind the narrator of his inherent moral goodness.</p>

**English Language Arts 30–1 June 2008
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT—3

SCORING CRITERIA	RATIONALE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying effect is skillfully developed. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The voice created by the student is convincing in lines such as “As I feel the cool morning air wash over my face, I pull my jacket tighter” and “I can barely resist the urge to chew my fingers off. Mom would kill me, though.”</p> <p>Likewise, stylistic choices such as “Angry kids stare at my shiny white shoes and, even though they’re far away, I just know they’re squinting at the gleam of my fresh manicured nails” reveal the narrator’s sensitivity and insecurity through an adept tone.</p> <p>The unifying effect is skillfully developed through the repetition of abandonment: “an abandoned house nearby” and “an old parking lot with a few sparse cars.” In this barren landscape, Steve is forced into introspection and, in this context, he prevails with personal integrity. The student uses the transience in Steve’s life, “It’s not fair to force me to live in a new city every year,” as a metaphor for the impermanence or instability in his own personal integrity. In this brief fictional piece, the student skillfully and effectively describes Steve as he struggles for permanent residency in both his physical and metaphysical being.</p>

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Satisfactory (S)

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

"A Streetcar Named Desire" by
Tennessee Williams

Personal Reflection on Choice of Literary Text
Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Bianchi doesn't have the courage to confront her
husband* (re: his homosexuality), so she inadvertently
causes his suicide. Her lack of courage led to
a dying off of her integrity. She drinks excessively,
she lies to cover up the truth & she is promiscuous
: lack of courage to discover why, and lack of
courage to accept the possibility of her husband
not being physically attracted to her.
: drinks (scene 3, she says she can't have more than
2 drinks, but in scene 1 had 3 + was fine.)

(Page 1 of 5)

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Satisfactory (S)

Personal Reflection on Choice of Literary Text

- lies : about age, (says she is younger than Blanche) situation (took leave for nerves), Shep Huntleigh etc...
- promiscuous : fired for affair w/ 17 year old boy, run out of Laurel for affairs in the Flamingo, hits on paperboy...

(Page 2 of 5)

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Satisfactory (S)

Written Work

integrity: uprightness of character or action (Webster's Dictionary)

As acts of courage and bravery will develop personal integrity, so a lack of courage will stifle and kill it. In "A Streetcar Named Desire" by Tennessee Williams, the character of Blanche DuBois has a deficiency of courage which leads to a dying off of her integrity. This is shown through her excessive drinking, promiscuity and lying.

In the ~~modern~~ modern drama, "A Streetcar Named Desire", we learn that Blanche's husband committed suicide after Blanche discovered his homosexuality and ~~that~~ ^{her saying} he disgusted her. If Blanche had had the courage to properly confront her husband (in a questioning manner, rather than an accusing manner) her husband may ~~have~~ ^{not have} killed himself. The guilt of indirectly causing her husband's death leads to ~~a~~ the death of her integrity. An example of this is her excessive drinking. Blanche consumes alcohol to feel in control and to ~~even~~ help her forget her guilt ~~of~~ regarding her husband's suicide. Blanche steals alcohol from ~~Stanley's dresser~~ ^{and} Stanley's dresser and lies about how many.

(~~from leaving~~)
and face the possible consequences of him leaving her, and ~~face~~ accept his rejection of her,

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Satisfactory (S)

Written Work

drinks she has ^{had} in scene 1. In scene 3 she also tells Mitch that two drinks are her limit, when in fact she is used to much more. Blanche's alcoholism is an indicator of her ^{lack} of integrity. _{absence}

~~After~~ ^{BD} After Blanche's husband committed suicide, ~~she~~ Blanche became promiscuous, as a means to feel loved and to again cover up her feelings regarding her husband's death. We discover Blanche had an affair with a seventeen year-old student of hers, as well as having so many lovers during her stay at the less than glamorous Hotel Flamingo, that she was kicked out while staying at Stanley and Stella's apartment, Blanche attempts to flirt with ^{and} ~~to~~ seduce a young ~~paper~~ ^{news} boy collecting for the Star ^{paper}. Because Blanche lacked ^{the} courage to deal with her husband's rejection, she in turn lost her integrity and began to seek acceptance in other males company.

(he chose
over her)

Throughout the play, Blanche manipulates others and lies. She claims she has left her teaching job in Laurel on account of her

Example Scored Satisfactory (S)

Written Work

weak nerves, when in fact she was ^{fired &} run out of town for her affair with a young boy. She lies about her drinking, her age and about Shep Huntleigh ~~broken~~ inviting her to a Caribbean cruise. Blanche also manipulates and lies to Mitch, leading him to believe she is chaste and wholesome. She also says she is ^{a little} younger than Blanche, but none of this is true. Blanche's lies & manipulations are all examples of ~~her~~ her lack of integrity.

Tennessee Williams's A Streetcar Named Desire shows us, through the character of Blanche DuBois, how lack of courage can lead to a complete breakdown of integrity. Blanche's ~~lack~~ absence of courage to face the reality and effects of her husband's homosexuality lead to ~~her~~ the ^{disintegration} ~~disintegration~~ of her integrity, as shown by her alcoholism, promiscuity, and her lies & manipulation.

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
<p>Thought and Understanding (S)</p> <ul style="list-style-type: none"> • Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. • Literary interpretations are general but plausible. <p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>The student begins with the straightforward idea “As acts of courage and bravery will develop personal integrity, so a lack of courage will stifle and kill it.” This idea is linked to the play <i>A Streetcar Named Desire</i> through the character of Blanche Dubois, who “has a deficiency of courage which leads to a dying off of her integrity.” The student’s emphasis on Blanche’s “excessive drinking, promiscuity and lying” as indications of a lack of integrity demonstrates a generalized comprehension of the literary text and the topic.</p> <p>Literary interpretations such as “Blanche’s alcoholism is an indicator of her absence of integrity,” “Because Blanche lacked the courage to deal with her husband’s rejection (he chose a man over her), she in turn lost her integrity and began to seek acceptance in other males company,” and “Blanche’s lies & manipulations are all examples of her lack of integrity” are general but plausible.</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
<p>Supporting Evidence (S)</p> <ul style="list-style-type: none"> • Support is general, adequate, and appropriately chosen to reinforce the student’s ideas in an acceptable way but occasionally may lack persuasiveness. • A reasonable connection to the student’s ideas is suitably maintained. <p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Support is general, as in “Blanche steals alcohol from Stanley’s dresser and lies about how many drinks she has had in scene I,” “We discover Blanche had an affair with a seventeen year-old student of hers, as well as having so many lovers during her stay at the less than glamorous Hotel Flamingo that she was kicked out,” and “Blanche also manipulates and lies to Mitch, leading him to believe that she is chaste and wholesome.” Such support as “If Blanche had had the courage to properly confront her husband (in a questioning manner, rather than an accusing manner) her husband may not have killed himself” and “Blanche consumes alcohol to feel in control and to help her forget her guilt regarding her husband’s suicide” is appropriate but occasionally lacks persuasiveness.</p> <p>A reasonable connection to the student’s idea is suitably maintained in “Blanche’s absence of courage to face the reality and effects of her husband’s homosexuality lead to the disintegration of her integrity, as shown by her alcoholism, promiscuity, and her lies & manipulation.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
<p>Form and Structure (S)</p> <ul style="list-style-type: none"> • A straightforward arrangement of ideas and details provides direction for the discussion, which is developed appropriately. • The unifying effect or controlling idea is presented and generally maintained; however, coherence may falter. <p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>A straightforward arrangement of ideas is presented in the introductory paragraph through the blueprint “This is shown through her excessive drinking, promiscuity and lying.” The idea and details chosen for each body paragraph provide direction for the reader and, though this response does not falter in coherence, the methodical argument makes this a straightforward and appropriately developed discussion.</p> <p>The controlling idea—“As acts of courage and bravery will develop personal integrity, so a lack of courage will stifle and kill it”—is presented and generally maintained. The student creates a unifying effect by using Blanche’s husband’s suicide as the catalyst for her lack of courage and the “disintegration of her integrity.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
<p>Matters of Choice (S)</p> <ul style="list-style-type: none"> • Diction is adequate. • Syntactic structures are straightforward, but attempts at complex structures may be awkward. • Stylistic choices contribute to the creation of a conventional composition with an appropriate voice. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">S</p>	<p>Diction is adequate, as demonstrated in “In scene 3, she also tells Mitch that two drinks are her limit, when in fact she is used to much more” and “She also says she is a little younger than Blanche, but none of this is true.”</p> <p>Syntactic structures are straightforward, as in “While staying at Stanley and Stella’s apartment, Blanche attempts to flirt with and seduce a young boy collecting for the Star newspaper,” and “She lies about her drinking, her age and about Shep Huntleigh inviting her to a Caribbean cruise.” Attempts at complex structures are occasionally awkward, as in “We discover Blanche had an affair with a seventeen year-old student of hers, as well as having so many lovers during her stay at the less than glamorous Hotel Flamingo that she was kicked out.”</p> <p>Stylistic choices contribute to the creation of an appropriate voice, as in “she claims she has left her teaching job in Laurel on account of her weak nerves, when in fact she was fired & run out of town for her affair with a young boy.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
<p>Matters of Correctness (S)</p> <ul style="list-style-type: none"> • This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. • There may be occasional lapses in control and minor errors; however, the communication remains clear. <p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>The writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics, as demonstrated in “After Blanche’s husband committed suicide, Blanche became promiscuous” and “Blanche also manipulates and lies to Mitch, leading him to believe she is chaste and wholesome.”</p> <p>There may be occasional lapses in control, as in the fragment “as a means to feel loved and to again cover up her feelings regarding her husband’s death”; however, communication remains clear.</p>

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

The Glass Roses Alden Nowlan

Personal Reflection on Choice of Literary Text
Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

- Stephen's father enforces his personal view on what "real" men are like
- Stephen meets Leka who exposes him to new ideas about what "real" men are like ... Leka has ^{the} courage to be true to himself
- Stephen has the courage to go against his father's wishes and wake Leka from his nightmare in the end
- Stephen grows up and finds out what true, honest manhood is about

(Page 1 of 6)

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

If you are using a word processor, staple your Critical / Analytical Response here.
You may make corrections directly on your printed page(s).

Critical / Analytical Response to Literary Texts Assignment

Written Work

Every single day, people are faced with decisions that need to be made. Sometimes these decisions seem small, unimportant, and as though they will have no significant impact on our lives in the long run. However, there will undoubtedly come a time when we will be faced with a circumstance involving much greater implications. When this time comes, ~~we~~ they way ^{we} respond will determine the outcome. It can be easier to act in a more socially accepted manner, but in doing so, we cannot expect a personal gain. Going against what society has deemed acceptable can be very difficult, but it can be necessary in times when that which is being dictated isn't quite right. In the short story "The Glass Roses", protagonist Stephen is faced with conflicting views regarding the definition of "real" manhood. ~~Through~~ ^{acting} When faced with difficult situations, ~~we must act~~ with courage has the ability to develop personal integrity and honesty and allows us to find out what is truly important to us as a human being.

Stephen is a young man working as a pulp-cutter with his father and several other "burly ^{facect} ~~men~~" men. These

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

Written Work

men are hardly talkative and spend the time they aren't working ~~playing~~ emotionlessly playing card games. Everyone partakes except a Polack named Leka. Stephen's father is perhaps the strongest of all ~~the~~ the men and doesn't hesitate to pass on his beliefs and thoughts regarding his role as a man to his son. He believes strength is crucial to being a "real" man and doesn't believe in showing any emotion. Because Stephen has grown up ~~in~~ in this environment and around all these men who share the same narrow-minded view, he believes the same. It is what he has been taught by his father who acts as a role model, and therefore Stephen doesn't even think to question the validity of these views.

Things change, however, when Stephen wakes the Polack from a nightmare one night. The two develop a friendship and talk a lot which is something Stephen's father doesn't feel the need to do with him. Leka begins telling Stephen stories of his life back home and the war he lived through. He recalls the red jacket his brother wore as a soldier and the fact that on horseback the cavalry was no match for the tanks and other machinery. Leka also recalls the glass roses that his mother kept on the mantle and how a nearby bomb blast shook them to the floor.

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

Written Work

causing them to shatter into a million pieces. The two agree that "there is not much room in the world for glass roses" and Stephen is moved by this thought. Leka's stories have opened Stephen's eyes and mind to the idea of beauty - something he has never considered before. Leka believes a "real" man is sensitive and expressive of his emotions; he prays at meal time even though the other men snicker and make jokes about it. Leka's confidence to maintain his personal integrity and honesty even though the other men ridicule him for it is inspiration for Stephen. He develops the courage to consider both views he's been presented with regarding "real" manhood, and can now realize that there is more to being a man than working a job and being strong. Stephen can now define his own personal beliefs about how to live his life as a man, and because of Leka, has the courage ~~to~~ and inspiration to see the beauty in the world.

Stephen's father begins to notice all the time his son and Leka spend together talking, ~~and~~ laughing, and enjoying each others company, and so do the other pulp-cutters. They make ridiculous assumptions as to why Stephen and Leka spend so much time together, and they judge Leka

(Page 4 of 6)

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

Written Work

saying he is odd and has weird intentions just because he's from another country. ~~They call him names and~~ Stephen's father orders ~~that~~ his son to quit spending time with and talking to Leka because of the embarrassment it is causing him. At this moment Stephen feels pressured by his father to obey because he is his role model after all, and in the end ^{he} is convinced to distance himself from Leka. Although Stephen makes this decision that appears to show he's reverted to his old ways and beliefs of his father, we are given hope as we see Stephen still cares enough to wake Leka from a nightmare.

Stephen grew up surrounded by men who believed they needed to be strong and emotionless to be the best men they could be. He adopted these beliefs as his own ~~and~~ because he didn't know any better. When Leka began sharing his stories, ~~with~~ Stephen was exposed to an entirely contrasting set of beliefs to that of his father. Stephen became receptive to new ideas about "real" manhood involving sensitivity and emotion, and he took them into consideration when developing his own personal integrity and honest set of beliefs. Stephen could have rejected Leka's beliefs the moment he discovered they were different from what his father and

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example Scored Proficient (Pf)

Written Work

the other pulp-cultures had told him all along, but in doing so he never would have discovered his personal integrity and what he honestly and truly believed in. ~~Because Stephen chose~~ Leka's courage to stick strong to his own beliefs was inspiration for Stephen to explore the issue of "real manhood" and ~~subsequently~~ acquainted Stephen with his personal honest opinion and allowed him to discover what was truly important to him as a human being.

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Thought and Understanding (Pf)</p> <ul style="list-style-type: none"> • Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. • Literary interpretations are revealing and sensible. <p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>The student’s idea that, in difficult times, “acting with courage has the ability to develop personal integrity and honesty and allows us to find out what is truly important to us as a human being” thoughtfully establishes the student’s connection between key elements of the topic and the student’s extension regarding personal growth. The student explores the issue of masculinity and the impact an inspiring individual can have. Through the courage of Stephen’s choice, which deviates from social injunction and parental prohibition, he demonstrates an act of personal integrity. The student examines innocence, individuality, and peer pressure in relation to courage in thoughtful and considered ways.</p> <p>Distinguishing between the masculine code of the pulp cutters and the sensitive example of Leka, the student provides the revealing and sensible literary interpretation that “there is more to being a man than working a job and being strong.” Although the student competently identifies the fact that at the end of the story, “Stephen still cares enough to wake Leka from a nightmare,” no further insight is offered.</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Supporting Evidence (Pf)</p> <ul style="list-style-type: none"> • Support is specific, and well chosen to reinforce the student’s ideas in a persuasive way. • A sound connection to the student’s ideas is capably maintained. <p style="text-align: center; font-size: 2em;">Pf</p>	<p>Support is specific and reinforces the student’s ideas in a persuasive way in the characterization of the crude code of masculinity represented by the pulp cutters in the passage “They make ridiculous assumptions as to why Stephen and Leka spend so much time together, and they judge Leka saying he is odd and has weird intentions just because he’s from another country.” Conversely, by implication, details such as Leka recalling “the red jacket his brother wore as a soldier and the fact that on horseback the cavalry was no match for the tanks and other machinery,” “the glass roses that his mother kept on the mantle and how a nearby bomb blast shook them to the floor causing them to shatter into a million pieces,” and being “sensitive and expressive of his emotions” characterize Leka’s alternative code as one representing passion and the “beauty in the world.”</p> <p>A sound connection to the student’s idea of the contrasting views on masculinity and the turmoil created for Stephen is capably maintained in such details as “Stephen’s father orders his son to quit spending time with and talking to Leka because of the embarrassment it is causing him,” “When Leka began sharing his stories, Stephen was exposed to an entirely contrasting set of beliefs to that of his father,” and “Leka’s courage to stick strong to his own beliefs was inspiration for Stephen to explore the issue of ‘real manhood.’”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Form and Structure (Pf)</p> <ul style="list-style-type: none"> • A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. • The unifying effect or controlling idea is coherently sustained and presented. <p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>The controlling idea that “Going against what society has deemed acceptable can be very difficult, but it can be necessary in times when that which is being dictated isn’t quite right” is sustained and presented in a controlled discussion. The student begins by examining the views of the pulp cutters and Stephen’s father about masculinity. Stephen appears vulnerable in this environment in that he “doesn’t even think to question the validity of these views.” The juxtaposition of a discussion of Leka as a portrait of “courage and inspiration” with the summary of the pulp cutters’ views contributes to a purposeful arrangement of ideas and details. Finally, the father’s injunction for Stephen to behave in a socially acceptable manner is capably connected to Stephen’s shifting and maturing views: “Stephen became receptive to new ideas about ‘real’ manhood involving sensitivity and emotion, and he took them into consideration when developing his own personal integrity and honest set of beliefs.” Thus, the student’s unifying effect about Stephen’s struggle to find himself and his role in a traditional male world is coherently sustained and presented.</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Matters of Choice (Pf)</p> <ul style="list-style-type: none"> • Diction is specific. • Syntactic structures are generally effective. • Stylistic choices contribute to the creation of a considered composition with a capable voice. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">Pf</p>	<p>Diction in structures such as “These men are hardly talkative” and “emotionlessly playing card games” and “Everyone partakes except a Polack named Leka” is specific and effectively describes the divisions between the men in the camp.</p> <p>Syntactic structures are generally effective, as in “Because Stephen has grown up in this environment and around all these men who share the same narrow-minded view, he believes the same” and “Stephen can now define his own personal beliefs about how to live his life as a man.”</p> <p>Stylistic choices contribute to the creation of a considered composition, as in “Stephen’s father is perhaps the strongest of all the men and doesn’t hesitate to pass on his beliefs and thoughts regarding his role as a man to his son” and “The two agree that ‘there is not much room in the world for glass roses’ and Stephen is moved by this thought.” The student demonstrates a capable voice in such statements as “Stephen became receptive to new ideas about ‘real’ manhood involving sensitivity and emotion” and “Stephen could have rejected Leka’s beliefs the moment he discovered they were different from what his father and the other pulp-cutters had told him all along, but in doing so he never would have discovered his personal integrity and what he honestly and truly believed in,” a voice that competently expresses the essence of Stephen’s evolution and maturity.</p>

**English Language Art 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
<p>Matters of Correctness (Pf)</p> <ul style="list-style-type: none"> • This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in complex language structures are understandable considering the circumstances. <p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Such control of construction is evident in this poised expression of a tangential thought using dashes: “Leka’s stories have opened Steven’s eyes and mind to the idea of beauty — something he has never considered before.” Control of usage and mechanics is similarly evident in the ability to express contingent ideas: “Leka believes a ‘real’ man is sensitive and expressive of his emotions; he prays at meal time even though the other men snicker and make jokes about it.” Control of grammar and mechanics in a complex sentence configuration is observed in “Stephen can now define his own personal beliefs about how to live his life as a man, and because of Leka, has the courage and inspiration to see the beauty in the world.”</p> <p>Minor errors, such as comma omissions, are understandable considering the length of the response and the circumstances.</p>

**English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008**

Example 1 Scored Excellent (E)

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

- The Calass Roses

Personal Reflection on Choice of Literary Text

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

- Stephen is better off for having the
courage to go against his father's social
restrictions and joining Leka.

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example 1 Scored Excellent (E)

*If you are using a word processor, staple your Critical/Analytical Response here.
You may make corrections directly on your printed page(s).*

Critical/Analytical Response to Literary Texts Assignment

Written Work

We all have to grow up. This is the one, universal, undeniable aspect of our youth. As a teenager this thought is always on your mind. Sometimes you embrace it, sometimes you fear it, and sometimes you just don't want to believe it, but it's true. That realization leads ultimately then to the question of what it means to grow up. Is it going to just happen? Will it be as you pictured it would as a child? Obviously the answers are no and no. It doesn't just happen, and I ~~can~~ can assure you it will be far from your childish notions of adulthood. So what is growing up? It is facing new challenges, either seeking them or simply dealing with unsought after ones, and also it is often the shattering of the childhood image of being grown up. For as we grow and learn, what we "know" or believe to be true can sometimes end up being contrary to true personal nature. It

Example 1 Scored Excellent (E)

Written Work

is in how we deal with those times which will really form you when you "grow up". In "The Glass Roses" we meet a young man, Stephen, who has very deeply seeded, pre-concieved notions of what it is to be a man, at a time in his life when his beliefs are questioned. It will take courage for Stephen to do what must be done in order for him to develop and nurture his own personal integrity so that he might grow into a full, true man.

We find Stephen as a young man, really, almost still a boy, working at the local pulp mill with his father and all the other men in town. Stephen aspires greatly to be a man like his dad, a huge piece of cold, iron-like, emotionless muscle, a "real man". Unfortunately for Stephen, he is but a boy compared to the grizzly old men, and is looked down upon by all the other wood choppers for his small stature. Because of this, Stephen winds

Example 1 Scored Excellent (E)

Written Work

up being paired up with the most outcast, mistfit of a "man" in the job, a felack (really Ukrainian) named Leka. Leka does not fit in with anybody because he is not what the others would consider a "man". He is not a mass of emotionless vacuum like the others, he has a soft side and an invitation for closeness about him which is absent in all the men.

At first, Stephen too was quite offput by, and distrusting of Leka, just as he was taught to be by the "men". But after talking to Leka, Stephen begins to see the true fullness of Leka's character. Leka tells Stephen of his life in Europe during the war, which must have been horribte, but he decides to focus on the fragile beauty of his mother's old glass roses. Stephen sees in Leka an attainment to the world's beauty that he never thought possible, or reasonable of a man. Stephen and Leka become friends, and the closeness of their friendship frightens

Example 1 Scored Excellent (E)

Written Work

the other choppers—who would never think of actually talking with their friends, or openly display affection with a hug! Yes, Leka teaches Stephen more of growing up and being a man than even Stephen's father, who doesn't understand Stephen and Leka's friendship and demands an end to it. Now here is the true challenge of Stephen's personal integrity. Does he stay within the confines of what the common perceptions of what he should be to be a "man", or does he act with the courage to embrace the new ideas?

In the end we see Stephen use courage in turning his back on the old ways, and developing his personal integrity through open-mindedness to his new views of being a "man". When Stephen decides that it is alright to sleep next to his friend, Leka, we see a new Stephen, one who isn't afraid of emotional contact with other human beings, one whose mind has moved past just being stuck at the mill

Example 1 Scored Excellent (E)

Written Work

his whole life, one who will undoubtedly find true happiness within himself and all around far, far before any of the other "real men". He did this through the brave act of denying his father and the town's conventions, but he is surely strengthening his own personal integrity of being by doing so. If Stephen chose the other road of ignoring Leka, and listening to his father, then any integrity of his soul that he might have known would be gone forever. If he did not have the courage to embrace Leka and Leka's ways, then he would never find the personal integrity ~~at~~ he really needs in order to become a true, grown up, man.


But because he did, Stephen will grow with dignity to become a full man, a true human being. He will be more than any of the others could fathom becoming. The integrity of his spirit will grow and nurture, through

English Language Arts 30-1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example 1 Scored Excellent (E)

Written Work

his courage to act as a sensitive human being among brutes. Stephen's journey of realization shows us all to not be afraid to act ~~on~~ ^{on new ideas} that challenge the old if we see them as right. We see that to grow up with integrity takes courage, but is worth it in order to be content with yourself and the world around you. Ultimately, if you have the courage to act with integrity for yourself, you will grow up full of confidence, into a great human being, and if not... then you will forever ^{be} left wandering, fearing constantly the next question—because you always seem to get it wrong.



(Page 7 of 7)

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Thought and Understanding (E)</p> <ul style="list-style-type: none"> • Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. • Literary interpretations are perceptive and illuminating. <p style="text-align: center;">E</p>	<p>The student begins the response by offering the insightful idea that at some point it takes courage to face the inevitable truths about adulthood: “For as we grow and learn, what we ‘know’ or believe to be true can sometimes end up being contrary to true personal nature.” This circumstance is explored through a carefully considered examination of the masculine code as defined by the men in the pulp camp. Like all youths, Stephen has “very deeply seeded, pre-concieved notions of what it is to be a man.” Moreover the student suggests that it is “how we deal with these times” that will determine if Stephen “might grow into a full, true man” by “denying his father and the town’s conventions.” Literary interpretations that Leka is not an “emotionless vacuum” like the other pulp cutters and that “he has a soft side and an invitation for closeness about him which is absent in all the men” are perceptive. The student’s linking of the complacent, unconditional acceptance of conservative social norms with the insight that Stephen’s and Leka’s friendship “frightens the other choppers — who would never think of actually talking with their friends, or openly display affection with a hug” reveals a comprehension of subtle distinctions in the literary text. The literary interpretation that fear and self-denial are inhibiting factors in the development of personal integrity as evident in Stephen’s “courage in turning his back on the old ways, and developing his personal integrity through open-mindedness to his new views of being a ‘man’” is perceptive. The student’s subtle distinctions in both text and topic are illustrated in the effective use of a rhetorical question, “Does he stay within the confines of what the common perceptions of what he should be to be a ‘man’, or does he act with the courage to embrace the new ideas?” and in the analysis of the emergent possibility of one who “has moved past just being stuck at the mill his whole life, one who will undoubtedly find true happiness within himself and all around far, far before any of the other ‘real men.’”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Supporting Evidence (E)</p> <ul style="list-style-type: none"> • Support is precise, and astutely chosen to reinforce the student’s ideas in a convincing way. • A valid connection to the student’s ideas is efficiently maintained. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>That “Stephen aspires greatly to be a man like his dad, a huge piece of cold, iron-like, emotionless muscle, a ‘real man’” is precise support. As well, the detail that “At first, Stephen too was quite offput by, and distrusting of Leka, just as he was taught to be by the ‘men’” is astutely chosen to support the notion that Stephen will have to overcome the beliefs he has inherited from his father. For all of Stephen’s efforts to please his father, he remains isolated from his father “and is looked down upon by all the other wood choppers for his small stature.” The student explains in a convincing way how Stephen’s pairing up with Leka, “the most outcast, misfit of a ‘man’ in the job,” leads to a grudging appreciation of Leka: “Leka tells Stephen of his life in Europe during the war, which must have been horrible, but he decides to focus on the fragile beauty of his mother’s old glass roses,” which, in turn, leads to Stephen’s recognition of Leka’s “attunement to the world’s beauty that he never thought possible, or reasonable of a man.” These details convincingly reinforce the idea that Stephen and Leka share the role of being an outsider and imply why they are connected socially and emotionally. A valid connection to the student’s ideas is efficiently maintained in such statements as “When Stephen decides that it is alright to sleep next to his friend, Leka, we see a new Stephen, one who isn’t afraid of emotional contact with other human beings, one whose mind has moved past just being stuck at the mill.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Form and Structure (E)</p> <ul style="list-style-type: none"> • A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. • The unifying effect or controlling idea is effectively sustained and integrated. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The student begins a judicious arrangement of ideas and details by establishing both Stephen and Leka as misfits within the camp, but for different reasons. The student skillfully moves from Stephen’s fear of not fitting in to his fear and distress of being seen with Leka and being perceived by some as a “misfit of a ‘man.’” The student focuses on the issue of fear to examine how the pulp-cutters, the embodiment of the dominant masculine culture, view the pair’s budding friendship: “the closeness of their friendship frightens the other choppers.” The final section of the paper examines Stephen, who frees himself from the burden of fear and the implications it has for his life.</p> <p>The unifying effect is effectively sustained and integrated in the idea that “For as we grow and learn, what we ‘know’ or believe to be true can sometimes end up being contrary to true personal nature.” This notion of self-acceptance culminates in the conclusion that “If he did not have the courage to embrace Leka and Leka’s ways, then he would never find the personal integrity he really needs in order to become a true, grown up, man. But because he did, Stephen will grow with dignity to become a full man, a true human being.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p>Matters of Choice (E)</p> <ul style="list-style-type: none"> • Diction is precise. • Syntactic structures are effective and sometimes polished. • Stylistic choices contribute to the creation of a skillful composition with a convincing voice. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>Precise use of diction is evident in the dilemma the student poses: “Stephen aspires greatly to be a man like his dad, a huge piece of cold, iron-like, emotionless muscle, a ‘real man.’” More polished and effective syntactic structures link sentences, as in “Unfortunately for Stephen, he is but a boy compared to the grizzly old men, and is looked down upon by all the other wood choppers for his small stature. Because of this, Stephen winds up being paired up with the most outcast, misfit of a ‘man’ in the job, a Polack (really Ukrainian) named Leka.”</p> <p>The conversational but convincing voice of the student is adeptly illustrated in the introduction: “We all have to grow up. This is the one, universal, undeniable aspect of our youth. As a teenager this thought is always on your mind. Sometimes you embrace it, sometimes you fear it, and sometimes you just don’t want to believe it, but its true.” As well, the student employs the stylistic choice of using rhetorical questions to direct the structure of the piece. For example, the question “So what is growing up?” is immediately followed with “It is facing new challenges, either seeking them or simply dealling with unsought after ones, and also it is often the shattering of the childhood image of being grown up.</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
<p data-bbox="201 474 570 506">Matters of Correctness (E)</p> <ul data-bbox="201 548 634 869" style="list-style-type: none"><li data-bbox="201 548 634 688">• This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics.<li data-bbox="201 730 634 869">• The relative absence of error is impressive considering the complexity of the response and the circumstances. <p data-bbox="386 1010 467 1104" style="text-align: center;">E</p>	<p data-bbox="678 548 1414 947">Considering the length and complexity of the response and the syntactic structures attempted, the student demonstrates competence and control of correct sentence construction, usage, grammar, and mechanics, as evidenced in the technical difficulty and confidence of the last line: “Ultimately, if you have the courage to act with integrity for yourself, you will grow up full of confidence, into a great human being, and if not...then you will forever be left wondering, fearing constantly the next question — because you always seem to get it wrong.”</p>

English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2008

Example 2 Scored Excellent (E)

The Monster in the Lake

Everybody knows that to develop integrity, courage needs to be shown in desperate times. Even if everybody else is ignoring what is right and doing what is easy, there must always be a person to do what is best. We have seen it many times through history. People such as Martin Luther King Jr., Gandhi, Mother Theresa, and Rosa Parks fought for what they knew was right, and for it have achieved worldwide recognition for not only their courage, but their integrity as well. In the novel *The Kite Runner* by Khaled Hosseini, we see many examples of this, but not all of them noble.

Afghanistan in the 1970's was not a pleasant place. The Pashtun's superiority complex and need to keep the Hazaras down overrules everything. Still, we have some virtuous warriors who refuse to just sit down and accept things. We have men like Baba, the father of our protagonist Amir, who strive to keep integrity and honor an important part of everyday life. In the early parts of the story, courage is a rare commodity indeed. Hassan once has a dream which he explains to Amir, before the big kite flying tournament takes place. He explains how nobody would swimming a lake, because they were certain there was a monster lurking. He went on to tell how Amir jumped in, and with the courage Hassan shows throughout the book, he follows. There was no monster in the lake at all. It seems that this a lie, however. The lake of Afghanistan was filled with monsters, waiting hungrily near the bottom for an unfortunate soul to swim by. We often see Hassan show great acts of courage, showing us his true integrity, while Amir is happy with choosing the most undemanding path he can. When the three neighborhood bullies, with their leader Assef, attack, Amir fades to the background and lets Hassan

(Page 1 of 4)

**English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2008**

Example 2 Scored Excellent (E)

fight them off. Quickly we see the effect that his lack of courage has on his integrity. The worst, however, is yet to come.

It is 1975 and Amir has just won the kite tournament, annihilating the opposition and taking home the win. When the last kite has fallen he asks Hassan to run it for him. With only a “for you a thousand times over!” Hassan is off to the races, desperate to bring home the kite Amir so desperately desires. It is at this moment that the most cowardly moment in Amir’s young life takes place. He comes to an abandoned alley and sees Hassan desperately defending the kite with everything he has. Even when Assef threatens him with rape, he stands strong. But in a total lack of courage, Amir runs the other direction and leaves Hassan to his fate. This act of cowardice cleans about every ounce of integrity out of Amir. When the task of living with the living embodiment of his guilt, Hassan, becomes too much to bear, Amir once more shows his true colors. Instead of talking to Hassan, apologizing, he simply frames him for a crime. He creeps down stairs and puts his birthday money and lightning bolt watch under Hassan’s mattress. When Baba asks Hassan if he was a thief, Hassan makes “his last sacrifice” for Amir, and admits to it. Despite the forgiveness Baba shows him, Hassan and his father Ali leave the house to live in a small village with family. Now not only has Amir’s cowardice lowered his integrity even more, it has driven out his best friend. Even though “Hassan loved me in a way nobody else ever had, and nobody ever will”, Amir pushes Hassan away. At the tender age of twelve, Amir has already reached a low point in his life that most people can only hope they do not reach themselves. Once more, Hassan has been proven wrong; there is a monster in the lake. His name is Amir.

(Page 2 of 4)

**English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2008**

Example 2 Scored Excellent (E)

Amir continues to live in his guilt, his memories of the past still haunting him. Despite his new home in California, his job as a successful author, and his beautiful wife Soraya, the memories still haunt him. It just proves to him that he may be able to escape Afghanistan, but he cannot escape his past sins. It is then he discovers “there is a way to be good again.” He answers his kitchen phone to hear the voice of Baba’s old friend, Rahim Khan. He knows all about the incident in the alley back in Kabul in 1975, and he explains to Amir how he can atone for his previous sins and once more live a happy life. For the first time, Amir decides to show some courage, some integrity, and do what is right. Amir goes back to Kabul, twenty six years later from that fateful afternoon, ready to redeem himself, and for once make a sacrifice for Hassan.

Amir goes back to receive the most shocking news of his life. Hassan wasn’t only his best friend, he was his brother. Baba had an affair with Ali’s wife, but did not want to dishonor himself by making it public. It is here that Amir sees that this lack of courage also lowered Baba’s integrity. He also discovers why Baba never treated him as a son, for he “was the living embodiment of Baba’s guilt”. It is then he vows to do what he never did as a child, something good for Hassan. He fights Assef, and with help from little Sohrab, defeats him. This long journey of self discovery, of learning he is a liar, a cheat, and a thief, is almost over. This newfound courage in Amir finally shows everybody he truly does have integrity. He risks his life going back to a war torn country to save a child he’s never met, for a brother he always loved.

(Page 3 of 4)

**English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2008**

Example 2 Scored Excellent (E)

The quest faced by Amir was a long, treacherous, dramatic one, but one we have all face in one way or another. There is always something in the past that can't be changed, some wrongs that can't be undone, some acts of cowardice that can never be taken back. The monster waiting at the bottom of the lake, the dark, desolate place where not even the bravest diver ever goes, can always be slain. No matter how cowardly, how corrupt the act, there is always a way to fix it. There is always a "way to be good again".

(Page 4 of 4)

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Thought and Understanding (E)</p> <ul style="list-style-type: none"> • Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. • Literary interpretations are perceptive and illuminating. <p style="text-align: center;">E</p>	<p>The controlling idea—“Everybody knows that to develop integrity, courage needs to be shown in desperate times. Even if everybody else is ignoring what is right and doing what is easy, there must always be a person to do what is best”—is carefully considered and becomes insightful as the student develops the contrast between Hassan, who exhibits “great acts of courage, showing us his true integrity,” and Amir, who “is happy with choosing the most undemanding path he can.” The student strengthens this idea by giving examples of Hassan and his ability to remain courageous, such as the time Hassan fights off “the three neighborhood bullies, with their leader Assef,” and examples of Amir’s inability to confront his fears so that he lives his life in guilt with “his memories of the past still haunting him.” Comprehension of subtle distinctions in the literary text and the topic is evident when the student uses the extended metaphor of the monster in the lake (a key metaphor from the novel), starting with the title of the response and moving from “There was no monster in the lake at all” to “Once more, Hassan has been proven wrong; there is a monster in the lake. His name is Amir.” The student recognizes the connection between Baba’s guilt and Amir’s guilt, revealing why “Baba never treated him as his son, for he ‘was the living embodiment of Baba’s guilt’” and how Hassan becomes the “living embodiment of [Amir’s] guilt.” The student demonstrates perceptive literary interpretations in noting that “not only has Amir’s cowardice lowered his integrity even more, it has driven out his best friend” and in recognizing that “At the tender age of twelve, Amir has already reached a low point in his life that most people can only hope they do not reach themselves.” Literary interpretations are illuminating, as in “No matter how cowardly, how corrupt the act, there is always a way to fix it. There is always a ‘way to be good again.’”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Supporting Evidence (E)</p> <ul style="list-style-type: none"> • Support is precise, and astutely chosen to reinforce the student’s ideas in a convincing way. • A valid connection to the student’s ideas is efficiently maintained. <p style="text-align: center;">E</p>	<p>Support is precise and astutely chosen as the student contrasts acts of cowardice with acts of courage: “When the three neighbourhood bullies, with their leader Assef, attack, Amir fades to the background and lets Hassan fight them off.” Later, the student emphasizes Hassan’s courage to run for the kite “With only a ‘for you a thousand times over!’” his strength when “Assef threatens him with rape” and, in turn, Amir’s “total lack of courage” when he leaves “Hassan to his fate.” Amir’s cowardice and Hassan’s courage are further exemplified: “Instead of talking to Hassan, apologizing, he simply frames him for a crime. He creeps down stairs and puts his birthday money and lightning bolt watch under Hassan’s mattress. When Baba asks Hassan if he was a thief, Hassan makes ‘his last sacrifice’ for Amir, and admits to it.” Even though Amir recognizes that “‘Hassan loved me in a way that nobody else ever had, and nobody ever will’, Amir pushes Hassan away.” The idea that “‘there is a way to be good again’” and that Amir can “for once make a sacrifice for Hassan” is supported in a convincing way through Amir’s decision to go “back to Kabul, twenty six years later from that fateful afternoon, ready to redeem himself.” A valid connection to the student’s ideas is efficiently maintained through an examination of the resolution of this “long journey of self discovery, of learning he is a liar, a cheat, and a thief.”</p>

English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Form and Structure (E)</p> <ul style="list-style-type: none"> • A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. • The unifying effect or controlling idea is effectively sustained and integrated. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The fluent discussion is developed skillfully by comparing and contrasting Amir’s lack of courage and Hassan’s integrity. Amir is a part of the group who “is ignoring what is right and doing what is easy,” while Hassan’s integrity is demonstrated repeatedly through his acts of courage “in desperate times.” The judicious arrangement is achieved by starting off globally—“Afghanistan in the 1970’s was not a pleasant place”—then narrowing to “virtuous warriors” such as Baba, “who strive to keep integrity and honor an important part of everyday life” and finally weaving the title of the response, “The Monster in the Lake,” into this dialectic concerning courage and cowardice. The central metaphor of the monster in the novel becomes the unifying effect, effectively sustained and integrated throughout the entire discussion. Once Amir “has driven out his best friend,” Hassan discovers that “there is a monster in the lake. His name is Amir.” This monster image is referred to implicitly through references to Amir’s “memories of the past still haunting him,” to the fact that “he cannot escape his past sins,” and to the recognition of “how he can atone for his previous sins and once more live a happy life.” Amir’s development of integrity is compared to a “quest” and the final destination takes him to where “not even the bravest diver ever goes” in order to slay this monster. Amir must slay it himself.</p>

**English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Matters of Choice (E)</p> <ul style="list-style-type: none"> • Diction is precise. • Syntactic structures are effective and sometimes polished. • Stylistic choices contribute to the creation of a skillful composition with a convincing voice. <p style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;">E</p>	<p>The student creates a convincing voice, threading the diction of “noble,” “virtuous warriors,” “monster lurking,” “he stands strong,” “atone for his previous sins,” “sacrifice,” and the “quest” in order to establish an archetypal journey wherein “There is always something in the past that can’t be changed, some wrongs that can’t be undone, some acts of cowardice that can never be taken back. The monster waiting at the bottom of the lake, the dark, desolate place where not even the bravest diver ever goes, can always be slain.” This concluding comment is not only an example of how the student’s diction is precise, but it is also an example of polished syntactic structures in which short, staccato sentences help punctuate key ideas and emotional moments. Stylistic choices contribute to the creation of a skillful composition with the use of imagery—“The lake of Afghanistan was filled with monsters, waiting hungrily near the bottom for an unfortunate soul to swim by”—and parallelism: “Despite his new home in California, his job as a successful author, and his beautiful wife Soraya, the memories still haunt him.”</p>

**English Language Arts 30–1 June 2008
Critical / Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
<p>Matters of Correctness (E)</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 style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics, particularly through the inclusive pronouns in the following sentences: “Still, we have some virtuous warriors who refuse to just sit down and accept things” and “Quickly we see the effect that his lack of courage has on his integrity.” This writing demonstrates confidence in the adept use and control of a variety of sentence structures by being economical, meaningful, and enlightening: “People such as Martin Luther King Jr., Gandhi, Mother Theresa, and Rosa Parks fought for what they knew was right, and for it have achieved worldwide recognition for not only their courage, but their integrity as well” and “The worst, however, is yet to come.” The relative absence of error is impressive considering the complexity of the response and the circumstances.</p>

Scoring Categories and Criteria

Scoring Categories and Scoring Criteria for 2007–2008

Personal Response to Texts Assignment

Because students' responses to the *Personal Response to Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Personal Response to Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

...the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Markers will also consider Grant P. Wiggins' suggestion that we should assess students' writing "with the tact of Socrates: tact to respect the student's ideas enough to enter them fully—even more fully than the thinker sometimes—and thus, the tact to accept apt but unanticipatable or unique responses."

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Ideas and Impressions (10% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.1 2.2 2.3 4.1

When marking **Ideas and Impressions**, the marker should consider the quality of

- the student's **exploration** of the topic
- the student's **ideas and reflection**
- **support** in relation to the student's ideas and impressions

Excellent	The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.
E	
Proficient	The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.
Pf	
Satisfactory	The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.
S	
Limited	The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student's ideas and impressions.
L	
Poor	The student's exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.
P	
Insufficient	Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when
INS	<ul style="list-style-type: none"> • the student has responded using a form other than prose OR • the student has written so little that it is not possible to assess Ideas and Impressions OR • there is no evidence that the topic presented in the assignment has been addressed OR • there is no connection between the text(s) provided in the assignment and the student's response

Scoring Categories and Scoring Criteria for 2007–2008 Personal Response to Texts Assignment (continued)

Presentation (10% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 3.1 3.2 4.1 4.2

When marking **Presentation**, the marker should consider the effectiveness of

- **voice** in relation to the context created by the student in the chosen prose form
- **stylistic choices** (including quality of language and expression) and the student’s creation of **tone**
- the student’s development of a **unifying effect**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent
E The voice created by the student is convincing. Stylistic choices are precise and the student’s creation of tone is adept. The unifying effect is skillfully developed.

Proficient
Pf The voice created by the student is distinct. Stylistic choices are specific and the student’s creation of tone is competent. The unifying effect is capably developed.

Satisfactory
S The voice created by the student is apparent. Stylistic choices are adequate and the student’s creation of tone is conventional. The unifying effect is appropriately developed.

Limited
L The voice created by the student is indistinct. Stylistic choices are imprecise and the student’s creation of tone is inconsistent. The unifying effect is inadequately developed.

Poor
P The voice created by the student is obscure. Stylistic choices impede communication and the student’s creation of tone is ineffective. A unifying effect is absent.

Scoring Categories and Scoring Criteria for 2007–2008
Critical/Analytical Response to Literary Texts Assignment

Thought and Understanding (7.5% of total examination mark)
 Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.1 2.2 4.1 4.2

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

- how effectively the student’s **ideas** relate to the assignment
- the quality of the **literary interpretations** and **understanding**

Because students’ responses to the *Critical/Analytical Response to Literary Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Critical/Analytical Response to Literary Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

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

Rosenblatt, Louise. “The Reader’s Contribution in the Literary Experience: Interview with Louise Rosenblatt.” By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Markers will also consider Grant P. Wiggins’ suggestion that we should assess students’ writing “with the tact of Socrates: tact to respect the student’s ideas enough to enter them fully—even more fully than the thinker sometimes—and thus, the tact to accept apt but unanticipatable or unique responses.”

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Excellent

E

Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.

Proficient

Pf

Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.

Satisfactory

S

Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.

Limited

L

Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.

Poor

P

Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when

- the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence **OR**
- no reference has been made to literature studied **OR**
- the only literary reference present is to the text(s) provided in the first assignment **OR**
- there is no evidence of an attempt to fulfill the task presented in the assignment

Scoring Categories and Scoring Criteria for 2007–2008 Critical / Analytical Response to Literary Texts Assignment (continued)

Supporting Evidence (7.5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.3 3.2 4.1 4.2

When marking **Supporting Evidence**, the marker should consider

- the **selection** and **quality** of evidence
- how well the supporting evidence is **employed, developed, and synthesized** to support the student’s ideas

Consider ideas presented in the *Personal Reflection on Choice of Literary Text(s)*.

Excellent E	Support is precise, and astutely chosen to reinforce the student’s ideas in a convincing way. A valid connection to the student’s ideas is efficiently maintained.
Proficient Pf	Support is specific, and well chosen to reinforce the student’s ideas in a persuasive way. A sound connection to the student’s ideas is capably maintained.
Satisfactory S	Support is general, adequate, and appropriately chosen to reinforce the student’s ideas in an acceptable way but occasionally may lack persuasiveness. A reasonable connection to the student’s ideas is suitably maintained.
Limited L	Support is inadequate, inaccurate, largely a restatement of what was read, and/or inappropriately chosen to reinforce the student’s ideas and thus lacks persuasiveness. A weak connection to the student’s ideas is maintained.
Poor P	Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Little or no connection to the student’s ideas is evident.

Scoring Categories and Scoring Criteria for 2007–2008 Critical / Analytical Response to Literary Texts Assignment (continued)

Form and Structure (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.2 3.1 4.1 4.2

When marking **Form and Structure**, the marker should consider how effectively the student’s organizational choices result in

- a **coherent, focused, and shaped** arrangement and discussion in response to the assignment
- a **unifying effect** or a **controlling idea** that is developed and maintained

Excellent E	A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. The unifying effect or controlling idea is effectively sustained and integrated.
Proficient Pf	A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented.
Satisfactory S	A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and generally maintained; however, coherence may falter.
Limited L	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped. A unifying effect or controlling idea is inconsistently maintained.
Poor P	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.

Scoring Categories and Scoring Criteria for 2007–2008 Critical / Analytical Response to Literary Texts Assignment (continued)

Matters of Choice (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Matters of Choice**, the marker should consider how effectively the student's choices enhance communication. The marker should consider

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

Excellent
E Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to the creation of a skillful composition with a convincing voice.

Proficient
Pf Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to the creation of a considered composition with a capable voice.

Satisfactory
S Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to the creation of a conventional composition with an appropriate voice.

Limited
L Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward or ambiguous. Inadequate language choices contribute to the creation of a vague composition with an undiscerning voice.

Poor
P Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled or unintelligible. A lack of language choices contributes to the creation of a confused composition with an ineffective voice.

Scoring Categories and Scoring Criteria for 2007–2008 Critical / Analytical Response to Literary Texts Assignment (continued)

Matters of Correctness (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

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** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response.

Excellent E	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	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.
Satisfactory S	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains clear.
Limited L	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
Poor P	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.