

English Language Arts 30–1

Examples of the Standards for Students' Writing

From the **January 2018** Diploma Examination

This document was written primarily for:

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

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Contents

Acknowledgements	ii
Introduction	1
January 2018 Writing Assignments	3
Personal Response to Texts Assignment	4
Critical/Analytical Response to Literary Texts Assignment	9
Part A: Written Response Standards Confirmation	11
Examples of Students' Writing with Teachers' Commentaries	12
Personal Response to Texts Assignment	12
Critical/Analytical Response to Literary Texts Assignment	55
Scoring Categories and Criteria	90

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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 student writing that received scores of Satisfactory (S), Proficient (Pf), or Excellent (E). These sample responses are taken from the January 2018 administration. Along with the commentaries that accompany them, they should help teachers and 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 January 2018 marking session. 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 January 2018 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 January 2018 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 January 2018 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 are free to select and organize their materials in a manner that they feel will enable them to present their ideas most successfully. 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 organizational and rhetorical strategies used in January 2018.

There is *no preferred approach* to an assignment except the approach that accomplishes the student'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 engaging and thoughtful individual voice.

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*.

5. More information about student performance on the Part A: Written Response can be found in the [English Language Arts 30–1 Subject Information Bulletin](#).

English Language Arts 30–1

January 2018 Writing Assignments

January 2018

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Part A: Written Response consists of two assignments worth 50% of the total English Language Arts 30–1 diploma examination mark.

Assignment I:

Personal Response to Texts

Value 20% of total examination mark

Assignment II:

Critical/Analytical Response to Literary Texts

Value 30% of total examination mark

Recommendation: Plan your time carefully. Use the initial planning pages. Time spent in planning will result in better writing.

- 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.

Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response.

Instructions

- Complete Assignment I 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 Assignment II: Critical/Analytical Response to Literary Texts. The two assignments are thematically linked, but are not identical. Complete **both** assignments.
- It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in this booklet. You must also verify that this has been done correctly. Page 9 illustrates how to attach your final work to the booklet.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 9.

Additional Instructions for Students Who are Handwriting

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in this booklet for final written work.
- Use blue or black ink for handwritten work.

ASSIGNMENT I: PERSONAL RESPONSE TO TEXTS

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.

Perpetual Motion

In a little while I'll be drifting up an on-ramp,
sipping coffee from a styrofoam container,
checking my gas gauge with one eye
and twisting the dial of the radio
with the fingers of my third hand,
looking for a station I can steer to Saturn on.

It seems I have the travelling disease
again, an outbreak of that virus
celebrated by the cracked lips
of a thousand blues musicians—song
about a rooster and a traintrack,
a sunrise and a jug of cherry cherry wine.

It's the kind of perceptual confusion
that makes your loved ones into strangers,
that makes a highway look like a woman
with air conditioned arms. With a
bottomless cup of coffee for a mouth
and jewelry shaped like pay phone booths
dripping from her ears.

In a little while the radio will
almost have me convinced
that I am doing something romantic,
something to do with "freedom" and "becoming"
instead of fright and flight into
an anonymity so deep

it has no bottom,
only signs to tell you what direction
you are falling in: CHEYENNE, SEATTLE,
WICHITA, DETROIT—Do you hear me,
do you feel me moving through?
With my foot upon the gas,
between the future and the past,
I am here—
here where the desire to vanish
is stronger than the desire to appear.

Tony Hoagland

This excerpt is unavailable for electronic posting.

APPROACHING SHADOW

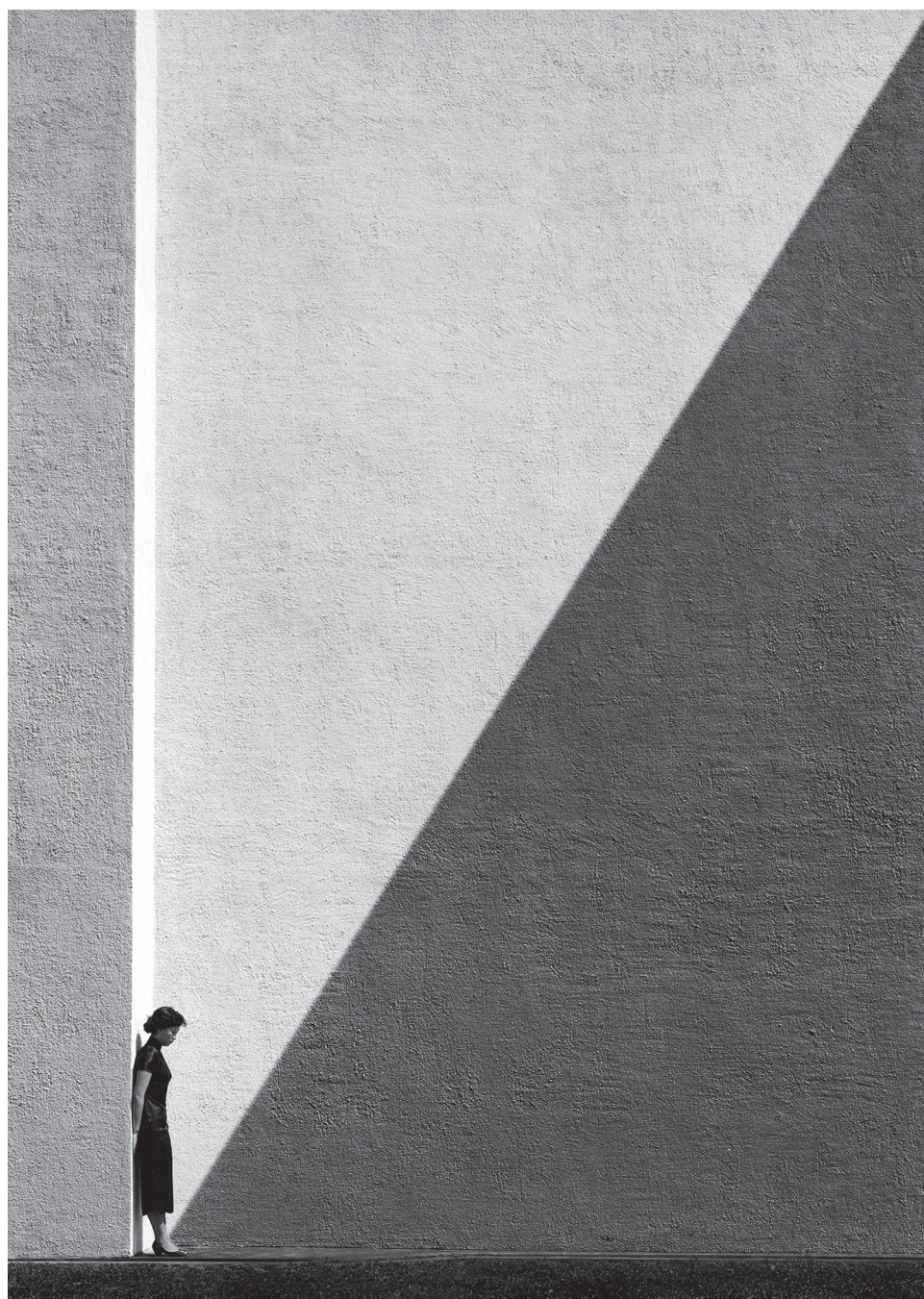


Image courtesy of Themes + Projects.

Fan Ho

Ho, Fan. *Approaching Shadow*, 1954. Image courtesy of Themes + Projects.

ASSIGNMENT I: PERSONAL RESPONSE TO TEXTS

Suggested time: approximately 45 to 60 minutes

You have been provided with three texts on pages 1 to 4. The speaker in Tony Hoagland's poem "Perpetual Motion" reflects on the emotions one experiences while travelling. In the excerpt from Miriam Toews' novel *All My Puny Sorrows*, the narrator's sister is about to leave home. Fan Ho's photograph of his cousin, entitled *Approaching Shadow*, was taken in Hong Kong in 1954.

The Assignment

What do these texts suggest to you about the impact of separation in an individual's life? Support your idea(s) with reference to one or more of the prompting 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 prompting texts provided in this examination to the topic and to your own ideas and impressions

Fold and tear along perforation.

Assignment I: Personal Response to Texts

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Use additional paper for planning if required.

**ASSIGNMENT II:
CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS**
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 the role emotional courage plays when an individual experiences separation.

In your planning and writing, consider the following instructions.

- Carefully consider your *controlling idea* and 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).

Fold and tear along perforation.

Assignment II: Critical/Analytical Response to Literary Texts

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

Note: Write the title of your chosen literary text on the back cover of this examination booklet.

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, Provincial Assessment Sector 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 Provincial Assessment Sector 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 [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 January marking session, the example papers that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) are posted on the Alberta Education website at 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

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–1, January 2018

Personal Response to Texts Assignment

Example Scored Satisfactory–1 (S)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

All My Punny Sorrows → and the hardships
when people leave./move away.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

The idea that after Elf leaves Yoli will be
separated from her sister. and how this
will impact her life

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Hybrid

personal/analytical

Planning

Thesis :

In the short story, All My Puny Sorrows by Miriam Toews, she explores the idea that separation from someone can cause an individual to enter a hardship.

#1 Separation → change
→ hard to over come/accept
→ create new ways of living

#2 Auntie moving...

Use additional paper for planning if required.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–1 (S)

Assignment #1

As individuals grow up, they build strong relationships that can last a life time. Relationships provide support, love, compassion and understanding to the individuals involved and these traits are hard things to give up. In the short story, *All My Puny Sorrows*, Miriam Toews, illustrates how when individuals in strong relationships are separated, it can alter feeling towards oneself and the world.

When a strong relationship breaks, the separation can create an impact on the lives of the individuals. The strong relationship in the family is shown through the use of games and fun times they were striving towards during a sad time. Also through the concerns they had for Elf's safety and wellbeing when she was thinking of going "hitchhiking barefoot to the west coast". The sisters' powerful relationship was shown to the readers when Elf was trying to give advice to Yoli "to help her survive the world outside [her] hamlet". Yoli's life changes with the loss of her sister's presents in her day to day life, causing her to feel as though she "might die from heartbreak". The feeling that the one constant thing in your life is now gone, can make some feel like nothing matters anymore and this could change their personality. They have the mindset that to "live free" they need that persons presents and the only other option is to feeling sorry for themselves. This is an incorrect statement, each individual has the power and the strength to overcome this feeling of loss and sorrow. Driven by the want to create new relationships, while never forgetting about the individuals you have separated with. When Elf leaves, the request was made that they must write to each other to keep their relationship alive. Yoli's response was "they'll be boring. Nothing happens in my life" is

(Page 3 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–1 (S)

her reaction to her sister leaving. The thought that she will not have any more fun memories with her sister and might lose the tight connection they created gives her a reason to want to neglect her sisters presents all together. The thought of her causes pain. By remembering these relationships, it provides happy memories, and always a friends that would always have your back in times of need.

The idea of separation, makes me think of a time in my life when I experiences separation between me and my auntie. She moved to Victoria with my Grandmother, who has recently passed away and when she left and I was miserable. She was the one person I could talk to about any problem and she would talk through it with me, no judgment. We would go out for lunch, go shopping together, watch a movie, and just her presents could make me smile. When she left, I felt like nothing could make me that happy ever again. I did not want to talk about any of my problems because I did not trust anyone as much as I trusted my auntie. These emotions were inside me and did not know of how to remove them. The effect that this separation had on my life was tremendous, I had no desire to do anything other than to fly to see her. She understood how hard this was for me, so every Christmas or birthday, she sends my cards in the mail. She talks about what we would be doing if we were together right that second and always asks how I'm doing. Every time I get one, I always tear up because it means so much to me. I look forward to this because over the years I have realized that no matter the distance between us, our time together and our relationship is still as strong as it used to be and that will never change. When I get the chance to go visit, I can still talk to her about all my problems and everything is exactly how it felt back at home before she left. Leaving is always the

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–1 (S)

hardest part of the trip, wishing I could just stay there forever. The separation has taught me that you can have relationships with anyone, a neighbor, the mailman, a pen pal on another continent and an auntie that moved away. And when you lose them, they are never really gone. The memories and feelings will always be there when you get lonely.

When a relationship separates, many might find themselves being heartbroken over there loss and not rejoining the world and building new relationships. Going through life, different experiences shape ones individuality. The hardship of being separated from someone may be rough, but they are never really gone, you can never lose the memories, love and experiences they gave you.

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (S) • 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.	The student opens the response with the relevant perception that “As individuals grow up, they build strong relationships” (3) that “provide support, love, compassion and understanding” (3). These statements begin a generalized exploration of the topic in which the student states the straightforward ideas that “when individuals in strong relationships are separated, it can alter feeling towards oneself and the world” (3) and “The feeling that the one constant thing in your life is now gone, can make some feel like nothing matters anymore” (3). The student demonstrates relevant perceptions about the text by noting that “The sisters’ powerful relationship was shown to the readers when Elf was trying to give advice to Yoli” (3) who feels “as though she ‘might die from heartbreak’” (3) because “she will not have any more fun memories with her sister and might lose the tight connection they created” (4). This adequate support clarifies the straightforward and relevant idea that close relationships “are hard things to give up” (3). The student then offers adequate support by discussing a personal experience with separation after a beloved aunt “moved to Victoria” (4) and how “when she left and I was miserable” (4). The student explains that the aunt “understood how hard this was for me, so every Christmas or birthday, she sends my cards in the mail” (4) and that “Every time I get one, I always tear up because it means so much to me” (4). This adequate support for the student’s generalized connection to the topic, “that no matter the distance between us, our time together and our relationship is still as strong as it used to be and that will never change” (4), clarifies the student’s idea that, despite separation, “The memories and feelings will always be there when you get lonely” (5).

**English Language Arts 30–1 January 2018
Personal Response to Texts Assignment**

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
Presentation (S) • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying and/or aesthetic effect is appropriately developed. S	The student’s apparent voice is evident throughout the response in statements such as “When a strong relationship breaks, the separation can create an impact on the lives of the individuals” (3) and “each individual has the power and strength to overcome this feeling of loss and sorrow” (3). Adequate stylistic choices are employed in sentences such as “They have the mindset that to ‘live free’ they need that persons presents” (3), “We would go out for lunch, go shopping together, watch a movie, and just her presents could make me smile” (4), and “When a relationship separates, many might find themselves being heartbroken over there loss and not rejoining the world and building new relationships” (5). A conventional tone is established in matter-of-fact statements such as “I did not want to talk about any of my problems because I did not trust anyone as much as I trusted my auntie” (4) and “Leaving is always the hardest part of the trip, wishing I could just stay there forever” (4–5). The student’s choice to compare Yolandi’s experience of separation to the student’s own experience with a close aunt is appropriately developed throughout the response. Both Yolandi and the student feel “sorry for themselves” (3) for a time. However, the student realizes that “I can still talk to her about all my problems and everything is exactly how it felt back at home before she left” (4) and “you can never lose the memories, love and experiences they gave you” (5). These realizations contribute to an appropriately developed unifying effect.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–2 (S)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

All my Punny S.O. know:

Connection: Separations profound effect on an individual's life
Can be both a positive and negative occurrence for both
the individual who is being separated and the people they're
being separated from.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

The Idea of being Separated From . Individuals .
You love and its adverse affect on the Individual being
Separated.

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Creative

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–2 (S)

a creative retelling of a personal memory.

I stared out the bus window watching the large maple and oak trees passing by. I tried to take them in as much as I could, when I had visited Calgary in December i remembered the lack of trees or shrubbery in general. It was my last day in Hamilton; a city which I was born and grew up in. Deciding to leave felt like the biggest mistake and the the best decision I had freely chosen to make. I tried to push those thoughts in the back of my mind as I arrived at my stop. It was the first Ancaster stop on the Rymal bus route. I was here visiting my best friend, who in the short span of four years had gone from being just a friend to someone who I felt was closer than family. It was my last day and I had decided to spend it with her in order to to get out our emotions. I walked for about five minutes before I arrived, remembering the times from which both her and I would bus from our high school to her house to hang out. There were many fond memories we shared, from thanks giving at her house to the first time I slept over three years ago. When I arrived things were normal, we hung out and spent the day relaxing and talking like usual. We decided to walk over to the major shopping complex close by and this is where our discussion on me leaving truly began.

"I'll miss you, you do know that right?" She said in her regular voice.

"Yeah and ill miss you too, Ill still call you and stuff" I responded trying to put a positive spin on things.

(Page 2 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–2 (S)

Things became silent after that. The whole four years we spent together felt like were coming to an end here. She knew I had to go to Calgary, Although I had choice in the matter my ultimate decision would be comparable to ending myself or continuing what I had failed to do for myself. She knew this all to well, after all it was her mother and her who offered me a place to stay when I was homeless. In the end I had to refuse in order for my father to maintain his room in a shelter. However because I had let this event effect me I had failed grade eleven. Staying would of resulted in further failure at school, so my decision was one that had to be made.

"I just hope you're happy there" she told me cutting the silence.

"Yeah I hope so too" I replied as a tear came to my eye.

"Hey, I want to say thank you for everything you've done for me. You've been a truly amazing friend to me and I wish i could-" she cut me off mid thanking her.

"Don't say stuff like that, It feels like you're saying goodbye forever." she told me as her eyes became somewhat watery.

"I'm sorry" I replied with actual tears running down my face.

It was extremely emotional for me. It felt like i was leaving behind someone who I shared so much with. She was not some best friend who'd I would forget in a month or two from now, she was a sister to me. Someone who had

(Page 3 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–2 (S)

gained my emotional trust. Someone who I spent all night talking to watching the Chinese Olympics with for no reason. Someone who no matter what my flaws were kept me going. Finding someone on this planet that makes you feel that way is almost like discovering a needle in a haystack. I embraced her.

"I love you kid, don't forget it" I told her crying my eyes out.

It was late when we got back. The sun had began setting and the cold early spring evening slithered in like a snake. We discussed some more in the evening before heading to bed. I remember just waking up and crying. My flight was early, and there was nothing more I wanted to do but stay, however this decision was not a possible one. I woke up, began to get ready and then walked to her door knocking. She would still be half asleep of course, but she got up and walked me to the door.

"Thank you" She said to me smiling. I hugged her.

"Thank you too shorty" I said to her mocking her shortness one last time.

I turned away and began to walk to my bus stop so I could bus home, and then go to the airport. I began to cry on my way there. In a sense I had let a piece of me go. That piece where we'd both meet up in person and have amazing times. Sure there's still calling, and texting but the essential idea of meeting in person was gone. I could no longer go to her house and surprise her on her birthday anymore. I couldn't even go to the mall with her. Although the decision to leave was beneficial to me, the idea of separating from someone who I had such a close

(Page 4 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Satisfactory–2 (S)

bond to broke my heart. I felt immense sadness, I was on the verge of crying when we said our goodbyes, But I hid it. I couldn't let the last few minutes be sad. In the end, I still got on my plane, however I never got over the idea of our separation. and i'm sure neither has she.

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (S) • 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.	On the <i>Initial Planning</i> page, the student notes a straightforward perception that separation can be “both a positive and negative occurrence” (1), which forms the basis for a creative response in which the narrator must leave her best friend and move to a new city. The narrator explains that “It was my last day and I had decided to spend it with her in order to to get out our emotions” (2), continuing a generalized exploration of the topic. The narrator’s description of the impending separation as both “the biggest mistake and the best decision I had freely chosen to make” (2) identifies a straightforward source of tension where her “immense sadness” (5) is balanced by her relevant resoluteness. Both friends know she “had to go to Calgary” (3). This tension is further clarified with the relevant perception that “there was nothing more I wanted to do but stay, however this decision was not a possible one” (4). The exploration of the narrator’s internal struggle and sense of loss is generalized in the acknowledgement that “Although the decision to leave was beneficial to me, the idea of separating from someone who I had such a close bond to broke my heart” (4–5). The inevitability of the separation is supported by adequate details concerning the homelessness of both the narrator and her father, clarifying that this move is in the narrator’s best interest: “I had failed grade eleven. Staying would of resulted in further failure at school, so my decision was one that had to be made” (3). The impact of the separation is adequately supported by the description of the best friend as “Someone who no matter what my flaws were kept me going” (4).

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
Presentation (S) • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying and/or aesthetic effect is appropriately developed. S	The student creates an apparent voice through lines such as “When I arrived things were normal, we hung out and spent the day relaxing and talking like usual” (2) and “She was not some best friend who’d I would forget in a month or two from now, she was a sister to me” (3). The student uses adequate stylistic choices to create a bleak tone: “The sun had began setting and the cold early spring evening slithered in like a snake” (4). Dialogue is adequately presented, as in “‘Yeah and ill miss you too, Ill still call you and stuff’” (2) and “‘Thank you too shorty’ I said to her mocking her shortness one last time” (4). The girls’ growing sadness is made evident by the repetition of details, such as “a tear came to my eye” (3), “her eyes became somewhat watery” (3), “I replied with actual tears running down my face” (3), and “I told her crying my eyes out” (4), creating a conventional tone. The unifying effect of the response is developed through the student’s appropriate use of time and place, beginning with the arrival at the friend’s house, “I arrived at my stop. It was the first Ancaster stop on the Rymal bus route” (2), and finishing with the departure, “I turned away and began to walk to my bus stop so I could bus home, and then go to the airport” (4). The aesthetic effect is appropriately developed through the student’s use of explicitly stated emotion: “It was extremely emotional for me” (3) and “I love you kid, don’t forget it” (4). These references culminate in “I never got over the idea of our separation. and i’m sure neither has she” (5).

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–1 (Pf)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

Perpetual Motion: Seperation from influencers and media,
and people in general begins to give you a new outlook on
life.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

How seperation can build something beautiful. Seperation
impacting an individuals life while travelling really turns
everything into life.

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Personal

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–1 (Pf)

For one to separate themselves from anything can be a challenge. Separation is something that society generally looks down upon as being intimidating. We are encouraged to socialize and to go to parties, to visit family and to hang out with friends, but sometimes we as humans need to take a step back and to look at the world we live in. Separation can be used to realize what world we were born into, and how fascinating everything is and can be. We come from merely nothing, we once were in a state as one can only describe as being asleep, until our cries are heard by our mothers, and we grow physically and emotionally into who we are today. To seize to exist is an incomprehensible feeling; separation from distractions can give us the time and opportunity to look on how lucky we are to be alive, and how enchanting the world really is. Tony Hoagland touches on the impact that separation has on a person, and what it can do to the mind. Being isolated and protected from influencers gives a person the opportunity to dig into their own thoughts, and develop their own ideas, which can cleanse a toxic mindset that surroundings can put onto an individual.

Perpetual Motion expresses to the reader how the separation while travelling can make you feel like you are bigger than just one out of seven billion people in the world. Everyday life for anybody can start to get too repetitive and feel pointless after a while, making motivation decrease day by day. The cycle of waking up, going to school, doing homework and waking up to repeat starts to feel lonely, even though we know that we are not alone on this boat. We all know that school is going to get us to our biggest and best dreams, but the fear of failure can make it a long and bumpy road. Stress builds up over time, and clearly not only for students, and reflecting on it can really help. What separation can do for someone, such as travelling; will give almost unlimited time to reflect on why they are doing what they are doing in their life. It can

(Page 2 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–1 (Pf)

clear the mindset of feeling like they are getting nowhere with their repetitive hard work and show an individual that they are actually building up to their goals. Something like losing weight can easily be lost because once the drive is diminished, it feels like you are working hard for no reason, it only takes the simple thought of, “Results aren’t going to come quick, but if I keep going on this path I will get to my goals”, to keep you on track, and that applies for any hard work you do. It is easy to get lost in feeling like you are not an individualistic being, to feel unimportant, when really, it is a gift to be able to be conscious and think, to feel and laugh, and to live. We need time to be able to look at ourselves and others without distractions, to be able to find the beauty in things we find bland, and to be creative.

Tony Hoagland really captures the beauty of what separation can have on an individual, specifically while travelling. He shows that you can find more in the little things. Being able to see a woman in a highway and all the details made up by the surrounding perfectly captures the impact of separation. Although separation can give us time to think about ourselves, and our lives, it can also give you the eyes to see more than yourself. It can take away the sense of self, as Hoagland mentions, “It’s the kind of perceptual confusion that makes your loved ones into strangers”. Depersonalizing yourself from the world is a whole new sense and look on life. Realizing that creation is beautiful and everyone has gone and are going through the same things as everyone else is a normalized but strange thought, as our conscious is all that we will ever know. Separation will enhance feelings and thoughts like no other. Travelling with others gives the constant feeling of living to please the other person, taking care of their wants and needs, but while travelling alone is a whole other story which is what is so special about being disconnected. Being able to follow your mind and wishes without the distraction and restrictions of others is more freeing and captivating than skydiving.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–1 (Pf)

There are a variety of forms of separation, because not all can give you a positive mindset. Doing something like travelling, hiking, exploring for a longer period of time will have a different reaction than staying in the status quo. You have to leave your safe place to positively separate yourself from the stress and media we have in our everyday lives. If you stay in your room, disconnected, sure you will have time to think, but it won't be much different than those thoughts you have in bed before falling asleep. Separation is so beautiful when you are able to explore new things, try new foods, and fall into the universe that is your mind, all while shielding yourself from being told what to think of everything. Whether it comes to who to vote for, or even what music you like, it is important to stay true to yourself, because if you are caught up trying to be someone else, it's not going to be a very positive life to live for yourself.

The last lines of this source really apprehend what the whole poem stands for, and what separation can do to a person. "I am here—here where the desire to vanish is stronger than the desire to appear" We spend our lives trying to be the best, to be in the spotlight and have positive attention from our peers, and what Tony Hoagland is trying to teach is that it is all a waste of time. We should try to be our best selves and not the best self that others believe that we should be. The only way to live is to work for yourself, get to where you want to be and to achieve your own goals. Find beauty in the little things that life gives us; otherwise nothing will ever be enough.

Perpetual Motion really captures the beauty we can find within our own minds. He teaches the reader that there is more to life than your own status quo and that separation can help you discover that. We need to realize that we can find so much in what we already have, instead of dreading school and having to constantly study, we should be grateful that we are given an education. Separation from society ultimately can introduce you to your own mind, which is just

(Page 4 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–1 (Pf)

another step in our lives. The impact it has on people is very cleansing. I believe that we are all born with acceptance in our hearts, but it is poisoned by society, sometimes we need a step back to clear the toxicity out of our systems to regain our accepting minds and hearts, and to help our world thrive.

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (Pf) • 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	On the <i>Initial Planning</i> page, the student uses Tony Hoagland’s poem as the basis for the thoughtful perception that separation can “give you a new outlook on life” (1) and “can build something beautiful” (1). What follows is a philosophical response that purposefully explores the beneficial impacts of separation in a considered manner. The student offers the thoughtful idea that the seemingly endless “cycle of waking up, going to school, doing homework and waking up to repeat” (2) can be broken by separation which “will give almost unlimited time to reflect on why they are doing what they are doing in their life” (2). The student suggests that, instead of being overwhelmed by the minutiae of daily life, individuals need “to be able to find the beauty in things we find bland” (3). Thus, there is a need to step back in order “to look at ourselves and others without distractions” (3). However, the student also considers the specific phrasing of “‘perceptual confusion’” (3) to strengthen the impression that separation can “give us time to think about ourselves” (3) and give us “a whole new sense and look on life” (3). The student uses Hoagland’s line “‘I am here—here where the desire to vanish is stronger than the desire to appear’” (4) as specific support to strengthen the idea that “to be in the spotlight” (4) is “a waste of time” (4). Only genuine, separated reflection on “our best selves and not the best self that others believe that we should be” (4) has value. The student concludes with the understanding that separation can allow us to see “there is more to life than your own status quo” (4) but, strangely, it also allows us “to find so much in what we already have” (4).

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–1

SCORING CRITERIA	RATIONALE
Presentation (Pf) • The voice created by the student is distinct. • Stylistic choices are specific and the student’s creation of tone is competent. • The unifying and/or aesthetic effect is capably developed. Pf	The student creates a distinct voice that is both conversational and philosophical. The conversational quality is evident in statements such as “We are encouraged to socialize and to go to parties, to visit family and to hang out with friends” (2), but then shifts capably to the philosophical in assertions such as “We come from merely nothing” (2) and “separation from distractions can give us the time and opportunity to look on how lucky we are to be alive and how enchanting the world really is” (2). The student’s varied use of pronouns, as in <i>you</i> in “you feel like you are bigger” (2), <i>we</i> in “we know we are not alone” (2), and <i>they</i> in “to reflect on why they are doing what they are doing” (2), does not interfere with the student’s competent creation of a conversational voice. Given the student’s philosophical meditation on the human condition, it is a strength that the student settles on the collective we in the conclusion: “I believe that we are all born with acceptance in our hearts” (5). Additionally, the student’s use of specific parallel phrasing, such as “it is a gift to be able to be conscious and think, to feel and laugh, and to live” (3), contributes to the student’s competent tone. The student uses figurative language as a specific stylistic choice to capably develop an aesthetic effect, apparent in examples such as “not alone on this boat” (2), “fall into the universe that is your mind” (4), and “poisoned by society” (5). The student capably develops a unifying effect by contemplating the ways that “separation can build something beautiful” (1). The student returns to this notion of beauty repeatedly: separation allows individuals “to be able to find the beauty in things we find bland” (3), to realize “that creation is beautiful” (3), to see the beauty in being “able to explore new things” (4), to “Find beauty in the little things that life gives us” (4), and to celebrate “the beauty we can find in our own mind” (4). This repetition capably unifies the student’s main idea regarding the beneficial impact of separation from the familiar.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–2 (Pf)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

The Picture "Approaching Shadow" The experience of
being somewhere ~~near~~ of being in the light and
the fear of the dark.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

The separation between the known and the
unknown. what it takes to cross the line, what
can be learned

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Creative

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–2 (Pf)

Assignment I: Personal Response to Texts

Planning

Separation = fear & uncertainty-
by braving the unknown and facing
it head on, can result in growth
as person as well as a return to
certainty, removal of feeling of separation.

First Person Perspective

women from northern China moved to Hong Kong

- new climate
- different dialect
- new people

The crushing fear of the unknown no self-confidence
The clear divide between the two

Standing at the wall & watching the shadow approach

light represents staying safe

- keeping with old customs
- keeping old language

shadow represents diving into the unknown

- learning new customs
- learning new language

- Making a decision: 1. walk away towards the light
2. stay and let the shadow approach and swallow

- stay and brave the unknown.
Use additional paper for planning if required.

Example Scored Proficient–2 (Pf)

Making The Choice

Even after three years I'm still not used to this heat. In ^{my northern town} ~~the north~~, it would be below freezing right now and the streets would be full of powdery snow and slippery ice. Yet here, in the southern area of Hong Kong, the coldest things I can see are the ice cream and cold drinks that the street vendors are selling. This climate is something I may never get used to, just like this feeling of isolation that I feel each and every time I look around me.

Three years ago my husband and I moved here with our son. My son and I both objected at first, but since it was for the sake of work, we finally caved. Luckily for my son, he adjusted to our new environment almost as quickly as his father. Even now as I am walking through the streets, I see signs of his little groups of friends, their assortments of chalk drawings, the missing candy in the stalls of the vendors. How I wish I could be like him, or even like my husband, who is too busy with work to worry about being in an unfamiliar place. Instead, I wake up every morning feeling like the sun isn't shining for me, it's shining for all these people around me, all these people who belong to this place.

Waking up in the morning isn't the only time I feel isolated. It happens when ~~break~~ breakfast stays warm for longer than usual, when the laundry dries faster than usual, when I sweat more than usual while cooking. When I go grocery shopping and pass by vendors selling unusual foods, like ice cream and cold water in what should be the middle of winter. Not only does everything feel different than usual, the sounds that I hear are also so unfamiliar. Although the

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–2 (Pf)

language that is spoken here is technically considered Chinese, I don't feel like I'm in China at all when I listen to all the shouted conversation. Cantonese is such a weird dialect to me, it is so different that even after all these years I'm still not ^(comfortable with) ~~fluent in~~ the language. Whenever I go shopping, I always try and find someone who can speak Mandarin, and even then I feel uncomfortable listening to their accents. No matter where I go or what I try and do, I simply can't get rid of this feeling of being separate from all these people.

Walking through these streets always makes me dizzy. The sun is always beating down on me and there are so many more little alleyways and side roads that lead off the main street. Back in the north, the grocery shops were always on the main streets, but here they're littered all over the little side roads. If I stop paying attention for even one second, I find myself in an unfamiliar area and have to double back. In this place, I don't feel secure doing anything, even going shopping makes me anxious. I'm always worried about getting lost and never being able to find the way back.

These thoughts plague me as I walk through the streets. I'm so lost inside of my own mind that I almost walk into the wall in front of me. Wait, wall? There shouldn't be a wall here. Quickly, I glance around. The more I look, the faster my heart starts to beat. I have no idea where I am. Where did I make a wrong turn? Two streets back? Three? I lean against the wall to steady myself and try and do the same with my mind. I try and mentally retrace my steps, but it's pointless, I can't remember.

(Page 4 of 6)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–2 (Pf)

I almost want to laugh at my situation. Look at me, lost in a place that I've lived in for three years. Then again, I guess it makes sense that I would get lost. Three years and I never once thought of this place as home. For me, my little town in the north has always been home. That is where my friends and family live, where I am certain and confident in my actions and decisions. Here, I have never once been sure of my decisions. It takes effort for me to even get up in the morning. I never belonged here, and it seems like I never will.

As ~~all~~ these thoughts run through my mind, I suddenly notice something. While I've been standing here, the sun has been setting in such a way that ~~the~~^a shadow is slowly creeping up my body. Right now it's at my toes, soon enough my feet and legs will be gone. If I stand here for long enough, my entire body will be consumed. For some reason, as I watch this shadow drag its way up my body, I feel like I should run. Run away towards the light of the streets and try to find my way back. Yet there's also a part of me that's telling me to stay, to stand here and allow this shadow to creep over me. It's completely irrational, but I feel like if I run away now, I'll lose out on something life changing.

The shadow has covered my feet now, it's still not too late to run. I'm still tempted to and am just about to move when I suddenly realize something, something that I only now realized after three years. I realized what I've been doing for the past three years. I've been running away. Ever since I moved here, I've avoided everything that made me uncomfortable. I avoided learning the language, convinced myself that the climate was simply unusual, and didn't even bother trying to learn the routes to all the different shops. Up until now, the only reason I never felt at home was because I didn't want to feel at home, I didn't

(Page 5 of 6)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Proficient–2 (Pf)

want to give up my past. I separated myself from this place, not the other way around. Now, I finally ^{see}~~saw~~ the true weight behind my choices. I could live like I had lived up until this point, or I could change.

The shadow approached. I stood my ground.

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (Pf) • 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	On the <i>Initial Planning</i> page, the student sets up a purposeful exploration of the topic through a first-person narrative about “The separation between the known and the unknown” (1). The response begins with a discouraged narrator who is unhappy with her new home and surroundings. Specific support, such as “Even after three years I’m still not used to this heat” (3) and “Cantonese is such a weird dialect to me” (4), establishes the narrator’s “feeling of being separate from all these people” (4). The student purposefully contrasts the narrator’s feelings with those of her family. She envies her son because “he adjusted to our new environment almost as quickly as his father” (3). The student’s thoughtful perception that the narrator was, in her home town, “certain and confident” (5) is strengthened by contrasting the narrator’s uncertainty in her current city. The narrator notes that “If I stop paying attention for even one second, I find myself in an unfamiliar area and have to double back” (4). Despite her concentration, she still gets lost. Her psychological separation mirrors her physical separation. The student thoughtfully incorporates specific details from the photograph to develop the motifs of light and shadow, as the narrator observes “that a shadow is slowly creeping up my body” (5), and she feels that she should “Run away towards the light” (5). Conversely, “there’s also a part of me that’s telling me to stay” (5) because “if I run away now, I’ll lose out on something life changing” (5). The narrator realizes that she has “avoided everything that made me uncomfortable” (5). This impression is strengthened by specific support in “I avoided learning the language, convinced myself that the climate was simply unusual, and didn’t even bother trying to learn the routes to all the different shops” (5). The final line of the response, “The shadow approached. I stood my ground” (6), indicates a purposeful illustration of the considered idea that the decision to “stay and brave the unknown” (2) signifies a “return to certainty” (2).

English Language Arts 30–1 January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–2

SCORING CRITERIA	RATIONALE
Pf Presentation (Pf) • The voice created by the student is distinct. • Stylistic choices are specific and the student’s creation of tone is competent. • The unifying and/or aesthetic effect is capably developed.	The student creates a distinct personal voice in a narrator who is disconnected from everything and everyone around her. Despite having lived there for “Three years” (3), she remains unaccustomed to her environment. This distinct voice is evident in sentences such as “I wake up every morning feeling like the sun isn’t shining for me, it’s shining for all these people around me, all these people who belong to this place” (3). Through specific stylistic choices, the student creates a competent tone to reflect a state of uncertainty, as in “I don’t feel secure doing anything, even going shopping makes me anxious. I’m always worried about getting lost and never being able to find the way back” (4). However, as the narrator realizes her complicity in isolating herself, her tone gains certainty, as in “Up until now, the only reason I never felt at home was because I didn’t want to feel at home, I didn’t want to give up my past” (5–6). The specific stylistic choice to conclude with two simple sentences, “The shadow approached. I stood my ground” (6), further reflects the narrator’s newfound strength. The student creates a capable unifying effect through the use of contrasts throughout the response. The narrator compares the climate of her home town in northern China to that of Hong Kong. She notes the difference between her son and husband’s ability to adapt to her own inability to feel settled. She finds Mandarin to be more pleasing than Cantonese. Then, the student uses the contrast of light and darkness to demonstrate the narrator’s decision to step away from her past and immerse herself in her new environment. The dichotomies of geography, culture, and psychological states capably develop the narrator’s struggle between her old life and her new one.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–1 (E)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

I will be writing on Perpetual Motion.
Separation → Finding yourself, but also losing yourself along
the way.
Moving schools → thinking it's what's best for me but not
getting closure from past relationships.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

one may have the desire to disappear from the world and
can easily get so lost in it, but with strings still
connecting them to the past, they have more desire to
come back and remedy what has been broken.

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Personal Essay

English Language Arts 30-1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent-1 (E)

Planning

The impact of separation in an individual's life

Perpetual Motion.

- driving forever
- losing himself "romantic"
- yearning for a woman (assume he is a ~~man~~ man)
- sometimes he is tricked by the radio to believe he is doing this for "growth" or "freedom"
- he is actually scared
- running away from something.
- wants to disappear
- sometimes wishes to come back, but never 100%

confusion.

fear.

Me.

running away.

- I came back
- tried loose end (closure)
- stopped running.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–1 (E)

Turning Back The Wheel

In “Perpetual Motion”, we catch an individual in the midst of thought. The person we are observing is caught in an endless cycle of driving aimlessly to somewhere that could possibly redeem them of their past, or is simply running from it and seeks a place that could take them further from reality. Driving for hours on end can trick your brain into overanalyzing simple objects and perceive them to be something else entirely, whether it’s a person or an odd face you saw once in a dream. Mine was a sea of outcomes. They were waiting for me at the end of the road, over the hill and past the stoplights where I would finally live with those whose eyes have never met mine. I wasn’t driving that day three years ago, but it can be just as distracting when you are sitting in the passenger seat watching the infinite flow of trees fly past your window. I was dreaming of my new life, while leaving the past exactly where it is --- behind me.

Like myself, the individual in the poem thought much about others --- a woman in particular --- on his journey to nowhere. I had not made the choice to move to another town. At the young age of fourteen, I had no say in what town would raise me next, but I did in fact have a romance, almost like the individual in the poem. Except mine was not in the form of a woman, but a dream. I was in love with the idea of leaving the town I was in and starting completely anew. Being a whole different person in a place where no one recognized you? Nothing attracted me more. My leaving was inevitable and I believed that life would change for the better. I tried not to think about my friends and I gave them false hope. I told them there was a possibility I would be staying, in order for the blow to hurt less than the punch. If I could skip the embraces and goodbyes, it would hurt less, right? I used to think so. I never gave them the specific moving date, even though it was marked on the fridge calendar for weeks. The calendar reminded me of the lies I told, and would continue to tell, but I tried to ignore them and convinced myself that it

(Page 3 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–1 (E)

would'nt hurt as much when I did leave. Some would say that what I did was cruel, but I thought it was clever. Selfish, maybe, but clever.

We learn later in “Perpetual Motion” that the time the individual physically spends on the road are countless hours filled with songs which have convinced them they are on this expedition for love or self-growth, instead of running from the very thing that triggered their “fright and flight” response in the first place. They are denying their actions as an illusion and accepting that driving away will protect them from the past. Although their thoughts are swiveled around like paint in a bucket of tie-dye, he or she is still aware of the separation and distance that is not only growing physically, but emotionally. The reminder is marked on you like a tattoo. I never forgot the impact of my actions, no matter how hard I tried to push them down. Tony Hoagland describes it as “the kind of perceptual confusion that makes your loved ones into strangers”. Both me and the narrator shared the same desire to separate ourselves from the past, but we never let go of it completely. None of my friends found out I was gone for good until I was forced to pick up a phone call on the way to the new city. The conversation did not last very long.

In that moment, I would have truly felt these words from the narrator, had I read the poem three years ago, “I am here – here where the desire to vanish is stronger than the desire to appear.” But now, things have changed, and I truly believe that it was for the better. Unlike the narrator who was portrayed to be on the road forever and had not rectified his past, I decided to face mine. The summer after we settled in to the new house, my parents decided to visit the town I decided to bury in a chest under my bed. They said they missed their friends and had a few things to pick up, and added that it would be good for me to see my friends again, too. It only hit me on the drive back that I would truly be seeing my friends again, and not only in my dreams or a photograph through the blurred spaces between beady tears. It was time to truly face the past

(Page 4 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–1 (E)

and fix what I did to hurt them so bad. Initially, I had thought that separation would be good for everyone involved. As a kid, I was always taught to “think backwards” as a technique to get around hard puzzles and riddles, but it turned out that it only sunk me deeper into the maze. We went back into town and I spoke to each person I had affected with my distance one by one, and got caught in the embraces I had tried to avoid three years prior. I tied loose ends and apologized to everyone I hurt, not always expecting to be forgiven. I suppose sometimes you don’t have to be forgiven to acknowledge a mistake. That made it a little easier.

The individual’s thought process in “Perpetual Motion” reminded me of what I went through in the process of moving away from what I’d known for the past ten years. The highway and separation that continues to lengthen beyond the eyes of the narrator only reminds him or her more of the past and what they are running from, whether it was a mistake or a relationship and it only cuts them deeper, as much as they try to deny it. Unlike the narrator, I turned the wheel around and drove back down the long road. I learned that separation from others can also result in a separation from yourself. You can’t sew fabric back together unless you hold the two beside each other, and that’s what it felt like that day – to be sewn back into the one piece that I initially tore in two. There will always be two pieces, but now they are more together than they ever were apart.

**English Language Arts 30–1, January 2018
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (E) • 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	On the <i>Initial Planning</i> page, the student indicates the intent to explore the topic through an insightful comparison of the speaker in “Perpetual Motion” and the student’s own circumstances of leaving a childhood home and the necessary, albeit painful, reconciliation: “One may have the desire to disappear from the world and can easily get so lost in it, but with strings still connecting them to the past, they have more desire to come back and remedy what has been broken” (1). The student offers the confident idea that the speaker is either “driving aimlessly to somewhere that could possibly redeem them of their past, or is simply running from it” (3), acknowledging the ambiguity of the speaker’s motives. Although the student notes that “At the young age of fourteen, I had no say in what town would raise me next” (3), a half-hearted attempt to deny agency, there is also the discerning perception that “I was in love with the idea of leaving the town I was in” (3), and that the prospect of becoming “a whole different person where no one recognized you? Nothing attracted me more” (3). To make the break more absolute, the student devises the strategy of giving friends “false hope” (3), but the precise detail of the calendar that “reminded me of the lies I told” (3) aptly reinforces the student’s awareness of the self-deception. Given the opportunity to return briefly to the home town that the student had tried “to bury in a chest under my bed” (4) (a precise detail aptly reinforcing the idea of deliberate separation), the student admits, in a discerning way, that “It was time to truly face the past and fix what I did to hurt them” (4–5). In accepting the “embraces I had tried to avoid three years prior” (5), the student comes to the insightful conclusion “that separation from others can also result in a separation from yourself” (5).

**English Language Arts 30–1, January 2018
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
Presentation (E) • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying and/or aesthetic effect is skillfully developed. E	The student skillfully develops a strong unifying effect with an aesthetic component by using the imagery, details, and ambiguity in the poem to structure both the content and form of the student’s own story. The student links the speaker’s “endless cycle of driving” (3) to the student’s role of passenger “watching the infinite flow of trees fly past your window” (3). Later, the student notes that the speaker, like the student, believes that “driving away will protect them from the past” (4). However, the student reflects that “I never forgot the impact of my actions, no matter how hard I tried to push them down” (4). The contrast between the speaker’s actions and the student’s experiences unifies the response skillfully: “Unlike the narrator, I turned the wheel around and drove back down the long road” (5). The student creates a convincing voice that modulates confidently between the analytic in the first sentence, “In ‘Perpetual Motion’, we catch an individual in the midst of thought” (3), and the more personal, as in “Some would say that what I did was cruel, but I thought it was clever. Selfish, maybe, but clever” (4). Stylistic choices are precise, as in “I was dreaming of my new life, while leaving the past exactly where it is --- behind me” (3). The student’s creation of tone is adept and controlled: “I tied loose ends and apologized to everyone I hurt, not always expecting to be forgiven. I suppose sometimes you don’t have to be forgiven to acknowledge a mistake” (5).

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–2 (E)

Initial Planning

To which of the provided texts are you responding? What is the connection between the text(s) and your response?

"Perpetual Motion" by Tony Hoagland. In the poem, the speaker feels as though he's distancing himself from the world around him, especially the people, like he's running away. In my response Sam also feels like a stranger to those around her and cannot decide where she fits in.

What idea about the prompting text(s) do you intend to explore and how does it address the topic?

When individuals separate themselves from the world around them, they will reflect on the actions and decisions that have brought them to that point. The speaker in the poem feels like he's running away from something and it is distorting his perception of his surroundings. In addition, when individuals separate themselves from their problems, they are much more likely to ignore or abandon them altogether because it can be easier to flee than to confront them.

State your choice of prose form. Choose from prose forms that you have practised in English Language Arts 30–1. You may respond using a personal, creative, or analytical perspective. Do NOT use a poetic form.

Short Story

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–2 (E)

Planning

The story revolves around a group of young girls (around junior high). When two friends have a fight and refuse to speak to one another, Sara feels distraught as they each wish for her to defend their side of the argument. Rather than choose a side, Sara distances herself from both girls and reflects on her friendships with each of them. Sara does not wish to hurt her friends, but does not feel as though she should be responsible for stopping the fight and mending their friendships.

Rather than attempt to help her friends, Sara decides it's easier to abandon them both, as the distance from them both has allowed her to recognize the bad qualities in each of them. She reasons that their friendships could never truly be repaired so she shouldn't bother trying (this is an excuse to escape the guilt she feels for not helping her friends). In the end she attempts to convince herself that she doesn't need her friends anymore, but does not truly believe this.

Sara should appear a little cowardly for refusing to confront her friends. Caitlyn and Amy should appear selfish and unreasonable. Switzerland: Sara chooses to remain neutral for the duration of the fight. No-Man's Land: Sara feels that if she tries to approach either of her friends, the other will take offense and view her also as the enemy.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–2 (E)

Friendship is the Worst Kind of War

My phone vibrated on top of my dresser across the room. A piece of me wanted to jump up and look at whatever new notification I had received, but the rest of me knew better. It would be another message from Caitlyn or Amy, either begging me to understand them, or shouting at me for being unable to, and all it would come to was more tears.

But at least the messages had been coming less often. After having avoided all eye-contact and ducked around corners just to evade conversations at school for three days straight, I was pretty certain that they had each realized I was ignoring them. The weekend seemed to be my only salvation, because I could lock myself in my room and not let anyone inside for an entire forty-eight hours of peace.

Of course, there was nothing peaceful about blasting deafeningly-loud music to drown out the thoughts in my head, or about the hours I had already spent crying beneath the covers of my bed.

All I could hear anymore was whispers of them shouting. Their cruel words echoed in my mind, and I wished there was a way I could just ignore it all and go back to the way it used to be. I wished there was a way I could go back to my friends without having to walk into No-Man's Land entirely bare and alone.

It wasn't fair! I wasn't even sure what they were fighting about, and somehow I seemed to be the biggest issue out of all of it. It was as if I somehow determined the victor in this petty argument, and to end all of this I only had to pick a side. But how could I? The support of one friend would surely mean the destruction of the other, and I had no intention of choosing one friend over the other. Instead, I chose to play the mediator, I tried to reason with them both and

(Page 3 of 5)

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–2 (E)

get them to talk about their problems, but that was obviously a giant failure on my part. They only ended up believing I was in secret cahoots with the other, just waiting for the right moment to stab them in the back. After that, I became Switzerland, and they hated me almost as much as they hated each other.

Well good! I decided. *Because I hate them too.* They could fight all they wanted. Why should I care? I didn't do anything wrong. I wasn't the one who shouted vile words or screamed at the top of my lungs. I didn't deserve any of this.

I needed music. I snatched up my phone to plug it into my speaker, and, like the moron I have repeatedly proven to be, my eyes fell upon the two messages that occupied my lock screen.

Amy: "Hey, are you free tomorrow? We need to talk. I feel like you don't really understand why I can't be the first one to apologize, and if you let me explain I'm sure you'll understand!"

Caitlyn: "I don't what your deal has been lately, but REAL friends support each other in their times of need. Call me when you get your head on straight."

I slammed the phone back down onto the dresser, seething. Each of them were ridiculous. Absolutely ridiculous! Listening to Amy rant and cry about how hard all this has been on her was the absolute last way I wanted to spend tomorrow. Then Caitlyn. What a hypocrite! Trying to guilt me into feeling sorry for her after berating and humiliating her own so-called friend. It was a joke, it must have been.

Stamping over to my bed, I tossed myself under the covers and began to cry. Frustration and anger welled up inside of me and all I wanted to do was scream. I hated them. I wanted to hate them. But a part of me couldn't, because every time I closed my eyes I could picture us standing on the small cliff above the lake. It was barely ten feet down to the water, and still I was scared

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

Example Scored Excellent–2 (E)

to jump. My best friends stood on either side of me, clutching my hands in their own, and telling me I only had to trust them. And I did. We jumped and splashed into the water, and I was exhilarated. Being with them made me feel alive, like I was capable of anything so long as they stood with me.

Where had those moments gone? The moments when I could tell them everything, and knew they could do the same. Since when had the secrets we shared become ammunition against one another in a battle I wasn't even fighting?

Tears stained my pillowcase once more, and I stared at the damp splotches, watching them grow with each passing moment.

What did it matter? I was only kidding myself if I thought everything could go back to the way things were. Even if by some miracle they stopped fighting, would they ever really forget what had happened? Would I? Probably not. Behind the laughing and smiling, there would always be a small part of us that hated each other, and it would probably never go away. So there wasn't really a point at all to try and get involved anymore. It was better to just keep ignoring it, for everyone really.

I can always find new friends, I told myself. People make new friends all the time. It will be okay. Everything will be okay. I never needed them anyway.

Then I cried some more.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (E) • 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	On the <i>Planning</i> page, the student notes that the response will explore separation by examining the end of a friendship and the subsequent intellectual and emotional separation within a character, demonstrating an insightful exploration of the topic. Much like the speaker in the poem, the narrator, Sara, attempts to “convince herself that she doesn’t need her friends” (2), though she admittedly “does not truly believe this” (2). The initial estrangement from her friends is strengthened by the precise support of Sara’s reluctance to look at her phone because “It would be another message from Caitlyn or Amy, either begging me to understand them, or shouting at me for being unable to” (3). Sara’s desire to escape the conflict is evident as she “avoided all eye-contact and ducked around corners just to evade conversations” (3). Sara’s recognition that her attempt at mediation only exacerbated the problem continues the student’s insightful exploration of the topic. The student presents the confident and discerning perception that Sara’s internal separation causes her to be pulled in two directions—intellectually and emotionally. The external conflict between the friends gives way to the more insightful internal conflict building within the narrator. Sara immediately contradicts her assertion that she “hated them” (4) with the qualified “I wanted to hate them” (4), a discerning perception. The vivid flashback to “the small cliff” (4) provides precise support to demonstrate that their friendship was close at one point and contrasts the distance that now pains the narrator. Sara’s insightful recognition that even if the friends reconcile, “Behind the laughing and smiling, there would always be a small part of us that hated each other” (5) is apt support that reinforces the idea that these relationships are irreparable. The narrator’s remark that she “never needed them anyway” (5) feels insincere, particularly when followed with “Then I cried some more” (5). The choice to end the response on an emotional level reinforces the idea that this experience will ultimately turn friends into strangers and aptly echoes details from the poem.

English Language Arts 30–1, January 2018
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
Presentation (E) • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying and/or aesthetic effect is skillfully developed.	The student creates three distinct and convincing voices in the response, reinforced by the adept tone in the text messages. Amy’s simpering message, “I feel like you don’t really understand” (4), contrasts with Caitlyn’s accusation, “REAL friends support each other” (4), and validates Sara’s frustration at their whining and hypocrisy: “Each of them was ridiculous. Absolutely ridiculous!” (4). The incorporation of the text messages within the narration gives credence to the narrator’s aggravated and convincing voice throughout the story. Stylistic choices are precise with the use of rhetorical questions and battle metaphors such as “No-Man’s Land” (3), “victor” (3), and “Switzerland” (4) that serve to highlight Sara’s internal struggle as she wonders “when had the secrets we shared become ammunition against one another in a battle I wasn’t even fighting?” (5). As the response progresses, the student adeptly moves between an exasperated and a reflective tone. Although “there was nothing peaceful about blasting deafeningly-loud music to drown out the thoughts in my head, or about the hours I had already spent crying” (3), Sara knows that ultimately “all it would come to was more tears” (3). Sara’s paradox of trying to reconcile her contradictory intellectual and emotional desires contributes to a skillfully developed aesthetic effect as this idea is returned to throughout the response. The student uses the text messages on the phone to mark both time passing and Sara’s need for solitude to reflect on her situation. The unifying effect is skillfully developed with the passage of time, from the opening lines, “My phone vibrated on top of my dresser across the room. A piece of me wanted to jump up and look at whatever new notification I had received, but the rest of me knew better” (3), followed by “the messages had been coming less often” (3), and then the narrator’s sudden need for music as she “snatched up my phone to plug it into my speaker” (4) so that her “eyes fell upon the two messages” (4) on the screen. The student effectively incorporates a flashback to establish the relationship’s foundation and returns the reader back to the present with the rhetorical question, “Where had those moments gone?” (5). The repetition of the text messages reinforces the aesthetic effect throughout the response. The student’s choice to conclude with “<i>Everything will be okay. I never needed them anyway. Then I cried some more</i>” (5) demonstrates the unresolved conflict and a skillfully developed unifying effect.

E

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

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 "The Painted Door" by Ross Sinclair.

Note: Write the title of your chosen literary text on the back cover of this examination booklet.

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.

The Painted Door, shows how Ann fails to show emotional courage when dealing with separation. When John leaves to help his father with chores, Ann begins to feel isolated and question her marriage with John. She craves stimulus and wants to live in the moment, John cares about the future. She makes the irrational decision of sleeping with her neighbour Stephen.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Satisfactory (S)

Planning

- Ann has an epiphany when she realizes she threw away 7 years of marriage just by sleeping with Stephen.
- As the storm outside rages on, so does the internal storm inside Ann. - metaphor
- John represents the warmth of ice fire
- Stephen playing cards and continues on to keep winning foreshadows how he will win Ann

Intro: Thesis: In the study of life and literature, Sinclair Ross stresses the need for one to find emotional

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Satisfactory (S)

Separation is the state of being separate, to set out or keep apart. The effect separation has on one's emotional courage is inevitable. If an individual has a strong sense of courage, they will be able to deal with the norms of separation. While an individual with no emotional courage will not be able to deal with the norms of separation. Often if an individual fails to deal with separation, they will succumb to the effects of isolationism. Ann, the protagonist of the short story "The Painted Door", is an extraordinary example of an individual failing to deal with the norms of separation, due to the lack of emotional courage. Consequently this results in her to have mass feelings of isolation, and to make irrational decisions. In the study of life and literature, Sinclair Ross stresses the need for one to find emotional courage in a time of separation, in his short story, "The Painted Door." If one does not garner a sense of emotional courage during a time of separation, it will often result in individuals to feel isolated and result in them to make irrational decisions.

Ann's failure to garner a sense of emotional courage, displays how when dealing with separation, it will often lead to feelings of mass isolation, and a flux of emotions. At the start of the short story, Ann's husband John goes to help his father during a life-threatening storm. While Ann disagrees on his travels, her husband continues on, but he promises to make it home no matter what. This leaves Ann all alone in their homestead, for the first time. Ann's environment she resides in helps to diminish her emotional courage, through the brash weather which is outside. The cold makes Ann feel more and more isolated with her stating that, "I hate the cold." As more of the cold weather creeps in the house, the less courageous she becomes and the more isolated she begins to feel. Not only does the cold result in Ann to succumb to the effects of separation, but so does the location of her homestead. Ann feels extremely isolated because of

(Page 3 of 5)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Satisfactory (S)

how distant the other homesteads are, “Even the distant farmhouses she could see served only to intensify her isolation.” She believes the location to only intensify her feelings. As the storm rages on throughout the short story, so does the internal storm inside of Ann. As time increases, the storm begins to worsen, and so does Ann’s sense of isolation and feelings towards her husband. She begins to think more and more that her husband is no good for her, only caring about the future, and not caring about what she wants present day. The failure to be emotionally courageous when dealing with separation, leads Ann to feel extremely isolated and have a flux of emotions, if it was not for the failure of courage, she would not have these feelings.

Ann’s incapability of being emotionally courageous, during a time of separation, also leads her to make irrational decisions. Ann is a woman of stimulus. She craves stimulus and begins to believe that John is not capable of providing this. She would rather be happy now, rather than be happy in the future. This leads for her to question her faith in her husband, the two have trouble communicating, and John would rather work present day, and have happiness in the future. The lack of emotional courage and Ann questioning her faith in her husband results in her to make an irrational decision. This decision comes when a neighbour, by the name of Stephen, comes over. Stephen is a very handsome man, who is tall, and clean shaven, unlike John. In a way Ann wishes that she would have a man more like Stephen. Little does Ann know, that Stephen is extremely self-righteous, and sly, talking to Ann for his own self gain. When Stephen arrives the two begin to play cards, Stephen wins every game of cards they play. Stephens’s effort in the game of cards foreshadows how he will win over Ann, just like he did in cards. After cards, the night grows older, and the two believe John to not be coming home, this leads to Ann to make the irrational decision of sleeping with Stephen. This is all due to her lack of emotional courage. Stephen in the end gets what he wants in sex, and Ann has an epiphany that

(Page 4 of 5)

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

Example Scored Satisfactory (S)

she threw her whole seven years of marriage by sleeping with Stephen. The next morning they find John dead with paint on his, the paint which Anne used to paint the door that day. Ann realizes that John made it home like he promised, but died because of her acts with Stephen. Ann's lack of emotional courage when presented with separation, leads to the death of her husband, and for her to make irrational decisions.

“The Painted Door”, is an adequate example of an individual failing to find their emotional courage when experiencing separation. Ann has no emotional courage whatsoever when she is separated from her husband. This leads her to have mass feelings of isolation, a flux of emotions, and for her to make irrational decisions. If it wasn't for the lack of emotional courage when presented with separation, she would have never experienced these events. Sinclair Ross stresses the need for individuals to have emotional courage when experiencing separation, if not it will result in mass isolation, and for individuals to make irrational decisions.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Thought and Understanding (S) - Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. - Literary interpretations are general but plausible.	The student presents the straightforward idea that without “emotional courage during a time of separation, it will often result in individuals to feel isolated and result in them to make irrational decisions” (3). The student identifies that the rural winter setting worsens Anne’s seclusion and “As more of the cold weather creeps in the house, the less courageous she becomes and the more isolated she begins to feel” (3). The relevant and straightforward idea that “As time increases, the storm begins to worsen, and so does Ann’s sense of isolation” (4) leads to the general literary interpretation that Ann experiences a “failure to be emotionally courageous when dealing with separation” (4). The student moves to a generalized examination of Ann’s views of her marriage and how “She craves stimulus and begins to believe that John is not capable of providing this” (4). Noting that “John would rather work present day, and have happiness in the future” (4), the student moves to the general but plausible literary interpretation that Ann is “questioning her faith in her husband” (4), which causes her “to make the irrational decision of sleeping with Stephen” (4). The student demonstrates a generalized comprehension of the text and the topic in “Ann has an epiphany that she threw her whole seven years of marriage by sleeping with Stephen” (4–5) and that her “lack of emotional courage” (5) “leads to the death of her husband” (5). The student concludes by restating the relevant and straightforward idea that there is a “need for individuals to have emotional courage when experiencing separation, if not it will result in mass isolation, and for individuals to make irrational decisions” (5).

S

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Supporting Evidence (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.	The student offers appropriately chosen support for Ann’s separation, such as “Ann’s husband John goes to help his father during a life-threatening storm” (3). The detail that “While Ann disagrees on his travels, her husband continues on, but he promises to make it home no matter what” (3) is general and adequate support for the idea about the separation in the couple’s attitudes towards responsibility. A reasonable connection to the student’s idea that Ann’s remote environment intensifies her dissatisfaction is suitably maintained in “As the storm rages on throughout the short story, so does the internal storm inside of Ann” (4). The student substantiates Ann’s marital discontent in an acceptable way: “She would rather be happy now” (4), whereas John would prefer to have “happiness in the future” (4) and “the two have trouble communicating” (4). The student moves on to generally present Ann’s attraction to Stephen as the impetus for her “irrational decision” (4) in “Stephen is a very handsome man, who is tall, and clean shaven, unlike John” (4) and “Ann wishes that she would have a man more like Stephen” (4). However, the reference to “Stephen’s effort in the game of cards” (4) may lack persuasiveness in foreshadowing “how he will win over Ann” (4). The student’s mention of Ann’s recognition that “John made it home like he promised, but died because of her acts with Stephen” (5) suitably maintains the idea that Ann has made “irrational decisions” (5) as a result of her “lack of emotional courage when presented with separation” (5).

S

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Form and Structure (S) • A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. • The unifying effect or controlling idea is generally presented and maintained; however, coherence may falter. S	On the <i>Initial Planning</i> page, the student states “how Ann fails to show emotional courage when dealing with separation” (1), which leads to feeling “isolated” (1) and Ann making the “irrational decision” (1) to sleep with Stephen. The introduction follows this intent through the controlling idea that Ann is an “example of an individual failing to deal with the norms of separation, due to the lack of emotional courage” (3). The student’s discussion is then developed through a chronological character analysis in a straightforward arrangement of ideas and details. The discussion develops appropriately through details of Ann’s separation from John and how “Ann’s environment she resides in helps to diminish her emotional courage” (3). The student’s discussion that Ann’s “flux of emotions” (4) leads to her decision to sleep with Stephen and her sudden realization “that she threw her whole seven years of marriage” (4–5) away provides direction that is developed appropriately. While coherence may falter, overall the controlling idea is presented and maintained throughout the response. The student concludes in an appropriate and straightforward manner by restating the controlling idea, in “‘The Painted Door’ is an adequate example of an individual failing to find their emotional courage when experiencing separation” (5), followed by a brief summary of Ann’s character and situation.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Matters of Choice (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. S	The student’s diction is adequate, as in “succumb to the effects” (3), “flux of emotions” (3), and “Ann has no emotional courage whatsoever when she is separated from her husband” (5). Syntactic structures are straightforward, as in “As time increases, the storm begins to worsen, and so does Ann’s sense of isolation and feelings towards her husband” (4). However, attempts at complex structures may be awkward, as in “Consequently this results in her to have mass feelings of isolation, and to make irrational decisions” (3) and “This leads for her to question her faith in her husband” (4). Stylistic choices, such as “Ann’s failure to garner a sense of emotional courage” (3), “As more of the cold weather creeps in the house, the less courageous she becomes and the more isolated she begins to feel” (3), and “Ann’s incapability of being emotionally courageous” (4), contribute to the creation of a conventional composition with an appropriate voice.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Matters of Correctness (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. S	The student’s writing demonstrates control of the basics of correct sentence construction in sentences such as “If an individual has a strong sense of courage, they will be able to deal with the norms of separation” (3) and “Little does Ann know, that Stephen is extremely self-righteous, and sly, talking to Ann for his own self gain” (4). There may be minor errors, such as “result in them to make irrational decisions” (3), “While Ann disagrees on his travels” (3), and “they find John dead with paint on his,” (5). There are occasional lapses in control, as in “She begins to think more and more that her husband is no good for her, only caring about the future, and not caring about what she wants present day” (4); however, the communication remains clear.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

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

Death of a Salesman
Arthur Miller

Note: Write the title of your chosen literary text on the back cover of this examination booklet.

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.

Biff's young adult years - Willy putting his aspirations onto Biff, Biff not having his own personal aspirations, relying on Bernard to help him cheat his way through math

showing a lack of emotional courage when faced with the separation from his own individuality

Biff walking in on his father's affair - leads him to separate from the lies that Willy built for him

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Proficient (Pf)

Planning

Biff Adult - after he realizes he has no self
Identity he resorts back to trying to claim the
success that Willy wants, going to Bill Oliver for
a loan, stealing his fountain pen

Biff after Bill Oliver Meet - Gains the emotional
courage to separate from Willy (and his family's)
warped view of the world and reclaim his own
individuality

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Proficient (Pf)

Planning

No emotional
courage
3 Willy Body Paragraph 1

Willy causing Biff to abandon his own emotional courage and separating Biff from his own aspirations

Body Paragraph 2

Biff breaking off his relationship with Willy yet still holding on to Willy's ideas of success (attempt to gain emotional courage) fails

Body Paragraph 3

Biff gaining the emotional courage to finally separate from his family and separate his reality from theirs

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Proficient (Pf)

An individual can react in many ways when confronted with the concept of the separation from their own individuality, their dreams and aspirations, and the people who have shaped them. With emotional courage one can act rationally and in their own best interest, but with a lack of emotional courage, that same individual can slip back into what they worked desperately to separate themselves from. In the play *Death of a Salesman* by Arthur Miller the character of Biff Loman is shown to answer the question of how one would deal with separation within their life, both with and without the emotional courage to do so.

An individual can be separated from their own individuality by somebody they love, and without enough emotional courage they can not even realize how separated they have become until it's too late. This is exactly what happens to Biff in his young adult years. While he is a young adult his father, Willy Loman, continually attempts and succeeds to push his own warped ideas and aspirations of success upon him. Through this, Willy is pushing and separating Biff from his own individuality. As this is shown it is made evident that Biff does not contain the emotional courage powerful enough to realize this is even happening. Biff continually attempts to appease Willy, and begins to reject his own wants and needs to help attempt to secure his fathers pride in him. Another point in Biff's young adulthood where his own separation from his individuality occurs in when his neighbor Bernard is expected to help Biff cheat his way through his math exam. Again, this relationship in which Biff's own individuality and self support is being taken away from him is mainly constructed by Willy to further attempt to push his own aspirations for him upon

(Page 4 of 7)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Proficient (Pf)

him. The relationship at this point between Bernard and Biff shows again that Biff lacks the emotional courage to stand up against the idea of cheating that is evidently wrong and instead submitting to his father's desires for him. Again the lack of emotional courage is presented with Biff when he steals from his place of work. This shows that through Willy's imposed ideas of success, that when Biff can not achieve that success morally, he will attempt to achieve that success through immoral means. Through this theft, it shows that Biff once again, does not have the emotional courage to prevent his father from separating him from his own morals and ethics. Through Biff, it is shown what an individual will do when presented with the idea of separation from their own individuality, but with a lack of emotional courage to correctly deal with the situation.

An individual many times can be forced into separation through a sudden realization of another's lies and betrayal of them. Biff experiences this when after failing his math exam, he travels to meet Willy unexpectedly while Willy is on a business trip. However when Biff enters his father's hotel room he sees his father having an affair with his mother with another woman. This shows Biff for the first time with the emotional courage to separate from the lies and deceptions of his father. However this brings Biff to the sudden realization that he has been torn away from his own individuality and now without Willy's aspirations, he has been separated from everything that made Biff what he was. At this point, Biff still lacks the emotional courage to withstand this separation and soon retreats to his comfort zone of Willy's view of success and the aspirations that Willy built upon him. When Willy begins to become suicidal, Biff resorts back to attempting to appease him, like he did in his childhood, as his mother blames him and his brother Happy, for Willy becoming this way. To do

(Page 5 of 7)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Proficient (Pf)

this Biff tells his father that he will speak with his old employer, Bill Oliver, about securing a loan to start a sporting goods business with Happy. Doing this shows Biff's lack of emotional courage when it comes to being separated from what is comfortable, instead of Biff following his own individual aspirations and separating from what Willy wants, he slips back and reconnects himself with Willy and his pursuit to appease him. This begins, once again, to tear Biff away from his own individuality. After Biff sits in Bill Oliver's office all day and fails to secure a meeting with him, Biff steals Bill's fountain pen. Biff's theft of the fountain pen harkens back to when he stole from Bill Oliver when he still worked for him, and showing Biff slipping back into the desperate lengths he will go to to achieve Willy's success and how he will abandon his emotional courage to do so. With Biff at this point we are able to see how an individual acts when they are separated from their own idea of what makes up their dreams, goals, and aspirations, and left to nothing.

An individual with emotional courage can embrace the idea of separation easily, quickly making changes and attempting to grow alongside it. After Biff's meeting with Bill Oliver, he comes to a sudden realization that he has resorted back to his attempts to appease Willy as he did in his young adulthood. Realizing this Biff gains the emotional courage to finally separate himself from Willy and his warped perspective of the world. While Biff, Happy, and Willy are at the restaurant Biff attempts to tell Willy about his failed meeting with Bill Oliver. Willy attempts to deny this, and Happy even attempts to convince Biff to lie to Willy that he has lunch with Bill another day. However, instead of giving into Happy and Willy's demands he instead continues to tell the truth. This shows that Biff is attempting to separate himself from the toxicity of the lies of Willy

(Page 6 of 7)

Example Scored Proficient (Pf)

and shows a significant boost of emotional courage within Biff's character. That same night, Biff continually attempts to separate himself from the lies of Willy, and now his mother and Happy too. He does this by exposing rubber tube that Willy has been attempting to kill himself with, thus shining a light upon physical evidence of those lies. Doing this finally gives Biff the boost of emotional courage he needs to separate himself from Willy and the toxic and monetarily driven view upon the world. Biff shows how an individual can face the concept of separation with enough emotional courage to finally break away and separate themselves from toxic people and ideas in their lives.

In the play *Death of a Salesman* by Arthur Miller the playwright creates the character of Biff to shine a light upon how an individual can react to the idea of separation with and without emotional courage. Many times an individual can react to separation with fear and discomfort due to a lack of emotional courage. However, with strong emotional courage that same individual can embrace the idea of separation, and break away from the ideas and people toxic in their lives. An individual many times lacks the emotional courage to handle separation properly, but through growth they are able to grow that emotional courage to help them successfully deal with the impact of that separation.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Thought and Understanding (Pf) • Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. • Literary interpretations are revealing and sensible. Pf	On the <i>Initial Planning</i> pages, the student plots a considered timeline of Biff’s “lack of emotional courage when faced with the separation from his own individuality” (1) when younger to when Biff finally develops “the emotional courage to separate from Willy” (2) and “reclaim his own individuality” (2). In the introduction, the student establishes the thoughtful idea that individuals may be “separated from their own individuality by somebody they love, and without enough emotional courage they can not even realize how separated they have become” (4). In the ensuing analysis of Biff, the student demonstrates a competent comprehension of the text and topic. The student’s considered idea that as a youth Biff “does not have the emotional courage to prevent his father from separating him from his own morals and ethics” (5) leads to the revealing interpretation that Biff has a “lack of emotional courage when it comes to being separated from what is comfortable” (6). These considered ideas continue with the student’s suggestion that individuals who possess emotional courage “can embrace the idea of separation easily, quickly making changes and attempting to grow” (6), as demonstrated in the restaurant scene where “Biff is attempting to separate himself from the toxicity of the lies” (6) and at the Loman house “by exposing rubber tube that Willy has been attempting to kill himself with, thus shining a light upon physical evidence of those lies” (7). These ideas contribute to a thoughtful comprehension of Biff’s character arc. The student concludes with the sensible idea that “Many times an individual can react to separation with fear and discomfort due to a lack of emotional courage” (7) but that “through growth they are able to grow that emotional courage to help them successfully deal with the impact of that separation” (7), revealing a competent comprehension of the literary text and the topic.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Supporting Evidence (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. Pf	The student persuasively reinforces ideas about Biff’s separation from his identity and his lack of emotional courage through the use of specific details. The plan “constructed by Willy to further attempt to push his own aspirations for him upon him” (4–5) suggests that Biff “lacks the emotional courage to stand up against the idea of cheating” (5). This idea is enhanced by the specific and persuasive observation that Biff’s “lack of emotional courage is presented with Biff when he steals from his place of work” (5), which suggests that Biff attempts to achieve Willy’s idea of success “through immoral means” (5). Biff’s growth as a character is supported by the well chosen support that after Biff “sees his father having an affair” (5), Biff is “separated from every thing that made Biff what he was” (5). The student maintains a sound connection to ideas about Biff’s struggle by stating that Biff “retreats to his comfort zone of Willy’s view of success” (5) by talking to “his old employer, Bill Oliver, about securing a loan to start a sporting goods business” (6) which “begins, once again, to tear Biff away from his own individuality” (6). The student maintains a sound connection to ideas with the specific evidence that Biff’s theft of Oliver’s pen reveals that he is “slipping back into the desperate lengths he will go to to achieve Willy’s success” (6). The student capably develops the final stage of Biff’s character arc through the specific support that “instead of giving into Happy and Willy’s demands he instead continues to tell the truth” (6), indicating a “significant boost of emotional courage within Biff’s character” (7). These specific pieces of evidence persuasively reinforce the student’s ideas about Biff’s gradual development of emotional courage and acceptance of his separation from his father.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Form and Structure (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 presented and sustained. Pf	The student frames a controlled discussion of the topic with the coherently presented controlling idea that “With emotional courage one can act rationally and in their own best interest, but with a lack of emotional courage, that same individual can slip back into what they worked desperately to separate themselves from” (4). The student capably develops Biff’s journey of growth through his need to develop the emotional courage to separate himself from Willy’s ideals. The student purposefully discusses Biff’s childhood where “Willy is pushing and separating Biff from his own individuality” (4), but “Biff does not contain the emotional courage powerful enough to realize this is even happening” (4). Subsequently, the student examines how the discovery of Willy’s affair “brings Biff to the sudden realization that he has been torn away from his own individuality” (5). The student coherently sustains the controlling idea that once Biff begins to separate himself from the toxic relationship with Willy, it is natural that he occasionally “slips back and reconnects himself with Willy” (6) because of his desire “to appease him” (6). It is through Biff’s theft of Bill Oliver’s pen that he realizes how easily he “will abandon his emotional courage” (6) to achieve Willy’s version of success. This realization shocks Biff. The final body paragraph focuses on Biff as he “gains the emotional courage to finally separate himself from Willy and his warped perspective of the world” (6). The student capably concludes with the assertion that “with strong emotional courage that same individual can embrace the idea of separation, and break away from the ideas and people toxic in their lives” (7).

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Matters of Choice (Pf) • Diction is specific. • Syntactic structures are generally effective. • Stylistic choices contribute to the creation of a considered composition with a capable voice. Pf	Throughout the response, the student uses specific diction, such as “attempts to appease” (4), “individual aspirations” (6) and “harkens back” (6), to demonstrate a capable voice. Through these specific choices, the student indicates the damaging effect that Willy’s expectations have had on Biff’s emotional courage. Syntactic structures, such as “While he is a young adult his father, Willy Loman, continually attempts and succeeds to push his own warped ideas and aspiration of success upon him” (4) and “This begins, once again, to tear Biff away from his own individuality” (6), are generally effective. Stylistic choices, such as “imposed ideas of success” (5), “toxicity of the lies” (6) and “Biff continually attempts to separate himself from the lies of Willy, and now his mother and Happy too” (7), contribute to the creation of a considered composition with a capable voice.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Matters of Correctness (Pf) • This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in complex language structures are understandable considering the circumstances. Pf	The student demonstrates competent control of correct sentence construction, usage, grammar, and mechanics throughout the response: “Through this, Willy is pushing and separating Biff from his own individuality” (4) and “Doing this finally gives Biff the boost of emotional courage he needs to separate himself from Willy and the toxic and monetarily driven view upon the world” (7). Minor errors in complex language structures, such as “Another point in Biff’s young adulthood where his own separation from his individuality occurs in when his neighbour Bernard is expected to help Biff cheat” (4), “instead submitting to his fathers desires for him” (5), and “However when Biff enters his fathers hotel room he sees his father having an affair with his mother with another woman” (5), are understandable considering the circumstances.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example 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

"On the Rainy River" by Tim O'Brien

Note: Write the title of your chosen literary text on the back cover of this examination booklet.

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.

This text links well to the topic of separation because
Tim O'Brien wants to take a stance as conscientious objector,
separating him from his community. He is also alone on
his trip to the Rainy River.
This text also links well to courage. Tim O'Brien defines
the important form of courage as supporting
oneself, as opposed to falling for the values of society.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Planning

conflict

Thesis

p1 - conflict

- ① modest stance
- ② not meaningful
- ③ meatpacking and society
- lacks confidence

p2 - response

- ① cannot avoid familiarity/vagueness
- ② Rainy River imagery
- ③ last day
- ④ hallucination

p3 - consequence

- ① makes wrong decision
- ② shame and regret
- ③ none/lost sentence

Example Scored Excellent (E)

The Role of Emotional Courage in the Face of Separation

Separation is a very influential force in the lives of individuals. A common perception is that it causes loneliness that makes individuals feel negatively, because human bonds are very important in people's lives. Moreover, being alone makes one feel alienated from society. A force that is able to overcome loneliness is emotional courage. In "On the Rainy River", two types of courage are discussed. The first definition is adhering to the values of the self, with the contrary definition being acts of selflessness for society. If individuals only acted in terms of what is beneficial to themselves, they risk being separated from society, but if they display emotional courage, they are able to counter the negative feeling of separation. The main character in the story, Tim O'Brien, faces a conflict between these two definitions in the prospect of joining the Vietnam War. He desires to flee to Canada, but the pressures from his community hold him back. Tim O'Brien asserts that when an individual is faced with the threat of separation from society because of his opposing values to society, acting courageously in terms of himself as an individual is more favourable because he is able to remove the negative feelings of separation. Having emotional courage in terms of oneself, furthermore, affects the amount of confidence one has. By making the kind of decision that the text suggests, the individual is separated from society, he is not separated from the values of himself that mean more. Tim O'Brien ultimately fails to act in favor of himself, because of his lack of courage, which allows the negative implications of separation to manipulate him.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Excellent (E)

Initially, individuals face a conflict between pursuing personal desires and separation. Tim O'Brien must make a decision between fleeing to Canada or staying in the United States to get conscripted into the Vietnam War, after abruptly receiving a draft letter. O'Brien immediately adopts a "modest stance against the war", implying that he in fact does have some courage in supporting himself. He further establishes this idea by making statements such as "Certain blood was being shed for uncertain reasons," and "I went to a war I hated." He goes as far as questioning the motives of the war, such as if the war has a purpose of fighting against communism or Vietnamese nationalism. Moreover, he understands that the war is not meaningful to him, as he is such an insignificant entity in the realm of society. He claims that he "did not feel an impending crisis on [his] life," showing that the war did not impact him. He also claims that he was not fit for the war by saying that he graduated from Macalester College and is planning to study at Harvard University. He was "no soldier" because he hated mud and the outdoors, indicating that as an intellectual, he did not deserve to go into the war, and he defends himself by bringing in the idea of conscripting the people who want to serve in the war, such as a "dumb jingo with a bomb Hanoi button," to take his place. All these objections to the war show that he has some emotional courage in doing what is meaningful in terms of himself. However, society begins to manipulate him, as the draft letter "was always tucked away in [his] wallet." O'Brien realizes that if he agrees to himself unilaterally, he risks being separated from society, and everything he knows. He takes a job at the armour meatpacking plant as a declotter, which is a simulation of war. The water gun that he uses symbolizes the weapons he is foreshadowed to use during war and the bloody imagery depicts the horrors of war. This imagery shows that the kind of courage society expects is undesirable compared to fleeing to Canada. However, O'Brien

(Page 4 of 8)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Excellent (E)

is aware that if he ignores the implications of society, he will feel alienation. A sense of guilt is felt after O'Brien works at the meatpacking plant, which is physically indicated by a stink that he could not wash off himself. This is symbolic of the guilt he would feel if he did not go to war. He would be labelled as a "smelly" conscientious objector if he did not accept the draft. In fact, his environment reflects that he is already isolated for not immediately accepting the draft letter. He feels alone at times, and fails to get dates throughout the summer because of the pig stink. The feeling of separation is directly indicated here. O'Brien faces a hard decision, but the amount of courage in sticking to his own desires determines whether he could overcome the feelings of separation or not.

O'Brien, after facing the societal implication of separation because of his beliefs, loses his sense of confidence. He falls for the negative implications of separation, causing him to hesitate. This hesitation from a weakening of his courage demonstrates that if he maintains the strong sense of emotional courage that he has before, he can in fact overcome an individual's negative feelings of separation. The first sign of hesitation is seen in his decision to drive to the Canadian border, which he decides to do alone, and the only other character after this point in the story is Elroy Berdahl of the Tip Top Lodge. His negative feelings of anger, frustration, and bewilderment branching from separation take away his rationality. His motives are made vague because he does not know why he is driving to Canada, as indicated through the simple three word sentence, "I drove North." The imagery of the Rainy River is vast, indicating that the feelings of desolation and separation from society is only making his decision harder. The forest he sees is a vast expanse of "pine and birch and sumac," and the Rainy River was almost "as wide as a lake in places." Moreover, the pathetic fallacy in the description of the Tip Top Lodge shows that his separation from the mainstream is causing him to lose confidence, and that only

(Page 5 of 8)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Excellent (E)

pure and unilateral courage, which O'Brien lacks, is able to overcome it. The main building of the lodge is "sagging towards Canada," and it was in "sorry shape". Since O'Brien is manipulated by the negative effects of separation, his extended six day stay at the Tip Top Lodge further shows his hesitation and lack of confidence. On the last day of his stay on the Rainy River, O'Brien boards a boat with Elroy to go on a fishing trip. This is his last chance to flee to Canada and pursue what he wanted, which is avoiding the war. However, this does not come easy to him because he still cannot overcome the sorrows of separation. Symbolically, this is shown by the rough current and the rocking of the boat. It is also directly conveyed by the dramatic moment of O'Brien's hallucination and crying. The hallucination is one event that clearly shows O'Brien's lack of courage in overcoming the negative feelings associated with isolation. Everything he knew, such as his childhood as a Little League player, his memorable experiences in life, his family, and the values of an entire country such as actors and cheerleaders, are standing on the American shore of the Rainy River. Even his unborn daughter and wife are shown, indicating that O'Brien cannot feel separated from the familiarity of everything he knew, and the fact that everything he knew was on one shore of the river at one time emphasizes this. After the hallucination, there is an act of dramatic crying as O'Brien attempts to jump off the boat to swim the last little bit of distance to Canada. He switches to second person to appeal to and ask the reader, "What would you do?" because he lacks the courage to make the decision by himself, and needs someone, such as the reader, to help him cope with his separation. Ultimately, O'Brien fails to make the decision to flee to Canada, because he simply cannot stand the "shame" and "embarrassment" of separating himself from his American values.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Excellent (E)

Consequently, since O'Brien accepted and took the negative implications of separation to heart, he is blindly manipulated by the expectations of society, implying the importance of being courageous in terms of oneself. He makes the wrong choice based on embarrassment, which really means little in terms of his life. O'Brien returns to what is familiar to him, at a tremendous cost to his confidence and sense of self. The fact that the second last sentence of his entire experience in the Vietnam War is condensed into one sentence highlights that familiarity and the desire to not be separated forces him to make a decision that he did not want to talk about. As an impact, he feels shame and ironically, personal embarrassment for trying to avoid societal embarrassment. He claims that he did not share the story to anyone, not his wife nor family, and kept the story secret for 20 years, revealing that ironically, trying to avoid separation ultimately leads to more separation because of the shame branching from the lack of emotional courage. There are many other ironic statements that are directly stated. For instance, O'Brien claims that "[He] was a coward. [He] went to war," and "[He] did not do what [he] should have done." This ironic statement indicates that there is some confusion in what O'Brien did. The idea of separation forced him to act in the way that is expected by society, which is in contradiction to the values of himself. O'Brien finally realizes his mistakes with the sentence, "All of us, I suppose, in a moral emergency, will act like the heroes of our youth, bravely and forthrightly, without the thought of self-loss." This statement acknowledges the common view of courage, which is one that does not support separation from society, but O'Brien realizes that one should support his own values first. O'Brien made the wrong decision because he was unable to use his emotional courage to overcome the challenges of being alone.

(Page 7 of 8)

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

Example Scored Excellent (E)

In "On the Rainy River," Tim O'Brien conveys that pure emotional courage, combined with an individual's resolve to support himself as opposed to society, is a force that can overcome the hardships posed by separation from society, because it creates a stronger and more resilient individual. Initially, O'Brien's courage is challenged by the prospect of being separated from society. However, he does not maintain his emotional courage, which leads him to make the wrong decision. There are many negative implications of separation, such as loneliness and alienation. However, if an individual is courageous enough to stand up for himself, he can avoid these negative implications. People like to be with other people, but separation from others should not stop individuals from pursuing what they want.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Thought and Understanding (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.	The student begins this response with a carefully considered idea that both narrows and explicitly addresses the topic: “when an individual is faced with the threat of separation from society because of his opposing values to society, acting courageously in terms of himself as an individual is more favourable because he is able to remove the negative feelings of separation” (3). This idea is then connected to an insightful idea from “On the Rainy River” that demonstrates a comprehension of a subtle distinction within the text: “Tim O’Brien ultimately fails to act in favour of himself, because of his lack of courage, which allows the negative implications of separation to manipulate him” (3). The insightful ideas are examined further through the student’s perceptive and illuminating interpretations about the degree, type, and origin of interaction between the topic and the text. The student sets out how O’Brien “has some emotional courage in doing what is meaningful in terms of himself” (4), but he also “risks being separated from society” (4) if he does not go to war. As a result, “O’Brien, after facing the societal implication of separation because of his beliefs, loses his sense of confidence” (5). The student also demonstrates subtle distinctions in the literary text and the topic by dealing with the consequences of the topic and how “since O’Brien accepted and took the negative implications of separation to heart, he is blindly manipulated by the expectations of society, implying the importance of being courageous in terms of oneself” (7). Finally, the student concludes this insightful exploration by universalizing the illuminating literary interpretations to explore the ramifications on the human condition: “People like to be with other people, but separation from others should not stop individuals from pursuing what they want” (8).

E

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Supporting Evidence (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. E	The student offers precise support about O’Brien’s internal conflict, his “‘modest stance against the war’” (4), and his physical journey to the lodge to reinforce ideas in a convincing way. Because O’Brien “does not maintain his emotional courage” (8), his experience of separation ultimately “leads him to make the wrong decision” (8). By identifying the invasive nature of the impending separation upon O’Brien’s subconscious in comments such as “society begins to manipulate him, as the draft letter ‘was always tucked away in [his] wallet’” (4), the student employs astutely chosen support in a convincing way. The student also efficiently maintains the valid connection between quotations and the student’s own ideas. The underlying implication that “The main building of the lodge is ‘sagging towards Canada’” (6) supports the idea that “O’Brien is manipulated by the negative effects of separation” (6). This valid connection is also demonstrated in the paraphrasing that “Even his unborn daughter and wife are shown, indicating that O’Brien cannot feel separated from the familiarity of everything he knew” (6). The student also identifies and synthesizes O’Brien’s precise use of literary techniques, such as how the water gun “symbolizes the weapons he is foreshadowed to use during the war and the bloody imagery depicts the horrors of war” (4). The student recognizes that O’Brien “switches to second person to appeal to and ask the reader, ‘What would you do?’” (6) and that he uses olfactory imagery of “He would be labelled as a ‘smelly’ conscientious objector” (5) to establish the narrator’s guilt in a convincing way. By identifying precise authorial choices and exploring the impact of those choices, the student provides precise support that is astutely chosen to reinforce the ideas in a convincing way.

English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Form and Structure (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 presented and integrated. E	The student’s judicious arrangement of ideas is skillfully reflected throughout the response in the shaping of the interplay between various types of separation: O’Brien’s philosophical separation in “questioning the motives of the war” (4), intellectual separation in “as an intellectual, he did not deserve to go into the war” (4), social separation in “feel alienation” (5), physical separation in “his decision to drive to the Canadian border” (5), and emotional separation in “he feels shame and ironically, personal embarrassment for trying to avoid societal embarrassment” (7). The skillful development of this fluent discussion demonstrates the student’s intentional movement through the response; the student is effectively presenting and integrating the controlling idea that “ironically, trying to avoid separation ultimately leads to more separation” (7). Within each paragraph, the student skillfully shapes and arranges the ideas by discussing the external sources of separation before focusing on O’Brien’s reflections of their impact on his psyche. In the first body paragraph, the student begins by discussing O’Brien “abruptly receiving a draft letter” (4), which contributes to his “sense of guilt” (5). In the second body paragraph, the student effectively frames the discussion with O’Brien’s trip to “Tip Top Lodge” (5), which allows him to come to terms with his “lack of courage in overcoming the negative feelings associated with isolation” (6). In the final body paragraph, the student effectively revisits the Vietnam War as a way of shaping the discussion about O’Brien’s “moral emergency” (7). The parallels between each paragraph contribute to an effectively presented and integrated unifying effect.

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Matters of Choice (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. E	The student’s choice of diction is precise in establishing O’Brien’s struggle with his own personal “objections to the war” (4), and how O’Brien “realizes that if he agrees to himself unilaterally” (4) that “He would be labelled as a ‘smelly’ conscientious objector” (5), reinforcing his “feelings of desolation and separation from society” (5). The syntactic structures are effective and sometimes polished: “Since O’Brien is manipulated by the negative effects of separation, his extended six day stay at the Tip Top Lodge further shows his hesitation and lack of confidence” (6) and “Ultimately, O’Brien fails to make the decision to flee to Canada, because he simply cannot stand the ‘shame’ and ‘embarrassment’ of separating himself from his American values” (6). The student’s stylistic choices contribute to a skillful composition with a convincing voice, as evident in “The fact that the second last sentence of his entire experience in the Vietnam War is condensed into one sentence highlights that familiarity and the desire to not be separated forces him to make a decision that he did not want to talk about” (7) and “He claims that he did not share the story to anyone, not his wife nor family, and kept the story secret for 20 years, revealing that ironically, trying to avoid separation ultimately leads to more separation because of the shame branching from the lack of emotional courage” (7).

**English Language Arts 30–1, January 2018
Critical/Analytical Response to Literary Texts Assignment**

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Matters of Correctness (E) • This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. • The relative insignificance of error is impressive considering the complexity of the response and the circumstances. E	The student’s writing demonstrates confident control of correct grammar and mechanics: “He was ‘no soldier’ because he hated mud and the outdoors, indicating that as an intellectual, he did not deserve to go into the war, and he defends himself by bringing in the idea of conscripting the people who want to serve in the war, such as a ‘dumb jingo with a bomb Hanoi button,’ to take his place” (4) and “His negative feelings of anger, frustration, and bewilderment branching from separation take away his rationality” (5). Sentence construction and usage are equally controlled: “Everything he knew, such as his childhood as a Little League player, his memorable experiences in life, his family, and the values of an entire country such as actors and cheerleaders, are standing on the American shore of the Rainy River” (6) and “O’Brien returns to what is familiar to him, at a tremendous cost to his confidence and sense of self” (7). The relative insignificance of error is impressive considering the complexity of the response and the circumstances.

Scoring Categories and Criteria

Scoring Categories and Scoring Criteria for 2018–2019 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 student's **exploration** of the topic in relation to the prompting text(s)
- the student's **ideas and reflection**
- support** in relation to the student's ideas and impressions

Excellent

E

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.

Proficient

PF

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.

Satisfactory

S

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.

Limited

L

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.

Poor

P

The student's exploration of the topic is minimal. Perceptions and/or ideas are undeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.

Insufficient

INS

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

- 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 **OR**
- there is no evidence of an attempt to fulfill the task presented in the assignment

**Scoring Categories and
Scoring Criteria for
2018–2019
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 and correctness of language and expression) and the student's creation of **tone**
- the student's development of a **unifying and/or aesthetic effect**

Consider the complexity of the response in terms of its context and length.

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 and/or aesthetic 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 and/or aesthetic 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 and/or aesthetic effect is appropriately developed.

Limited

L

The voice created by the student is undiscerning and/or unsuitable. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying and/or aesthetic effect is inadequately developed.

Poor

P

The voice created by the student is confused. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying and/or aesthetic effect is haphazard or obscure.

Scoring Categories and Scoring Criteria for 2018–2019
Critical / Analytical Response to Literary Texts Assignment

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.

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** to show **understanding** of the text relative to the topic

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
2018–2019
Critical / Analytical
Response to Literary
Texts Assignment**

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 in relation to 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
2018–2019
Critical / Analytical
Response to Literary
Texts Assignment**

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

- the manner in which the student **focuses, arranges, and shapes** the discussion in response to the assignment
- how well a **unifying effect** or a **controlling idea** 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 presented 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 presented and sustained.

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 generally presented and 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
2018–2019
Critical / Analytical
Response to Literary
Texts Assignment**

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 and/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 and/or unintelligible. A lack of language choices contributes to the creation of a confused composition with an obscure voice.

**Scoring Categories and
Scoring Criteria for
2018–2019
Critical / Analytical
Response to Literary
Texts Assignment**

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 confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of error is impressive considering the complexity of the response and the circumstances.

Proficient

PF

This writing demonstrates competent 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.