

Examples of the Standards for Students' Writing



from the June 2004

English Language Arts 30–1

Diploma Examination

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*Personal Response to Texts Assignment and
Critical/Analytical Response to Literary Texts Assignment*

This document was written primarily for:

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

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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 writing that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E). These example responses are taken from the June 2004 English Language Arts 30–1 Diploma Examination. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–1 Diploma Examination writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that governed the June 2004 marking session and that anchored similar example responses selected for subsequent marking sessions in 2004. The example papers and the commentaries were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of the student’s work and the criteria.

These example responses represent a very small sample of how students successfully approached the assignments.

Selection and Use of Example Papers

The teachers on the Standards Confirmation Committee for the June 2004 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the marking session, markers reviewed and validated the standards represented by these example responses. Markers then used these example responses as guidelines for marking the June 2004 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 the student’s work to the details in a specific scoring criterion.

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

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

The student writing in this document illustrates *just a few of the many* organizational and rhetorical strategies used successfully by students in June 2004.

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

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

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

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

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

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

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

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

English Language Arts 30–1 June 2004 Writing Assignments

June 2004

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

Description

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

Plan your time carefully.

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

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

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

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

Instructions

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

Additional Instructions for Students Using Word Processors

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

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

Carefully read and consider the texts on pages 2 to 4, and then complete the assignment that follows.

The Tour de France is an international team cycling race that marked its one hundredth anniversary in 2003. The route of this 20-stage road tour changes each year, but it always includes stages through mountainous terrain and stages of over 230 kilometres per day. During the 2003 Tour de France, riders who finished the race rode a total distance of 3 427.5 kilometres each. These elite professional athletes compete as a team for the coveted yellow jersey worn during each stage of the race by the overall leader in the general standings.

Unforeseen events such as the crash and recovery of Lance Armstrong during Stage 15 of the 2003 Tour de France can profoundly affect the outcome of the race.

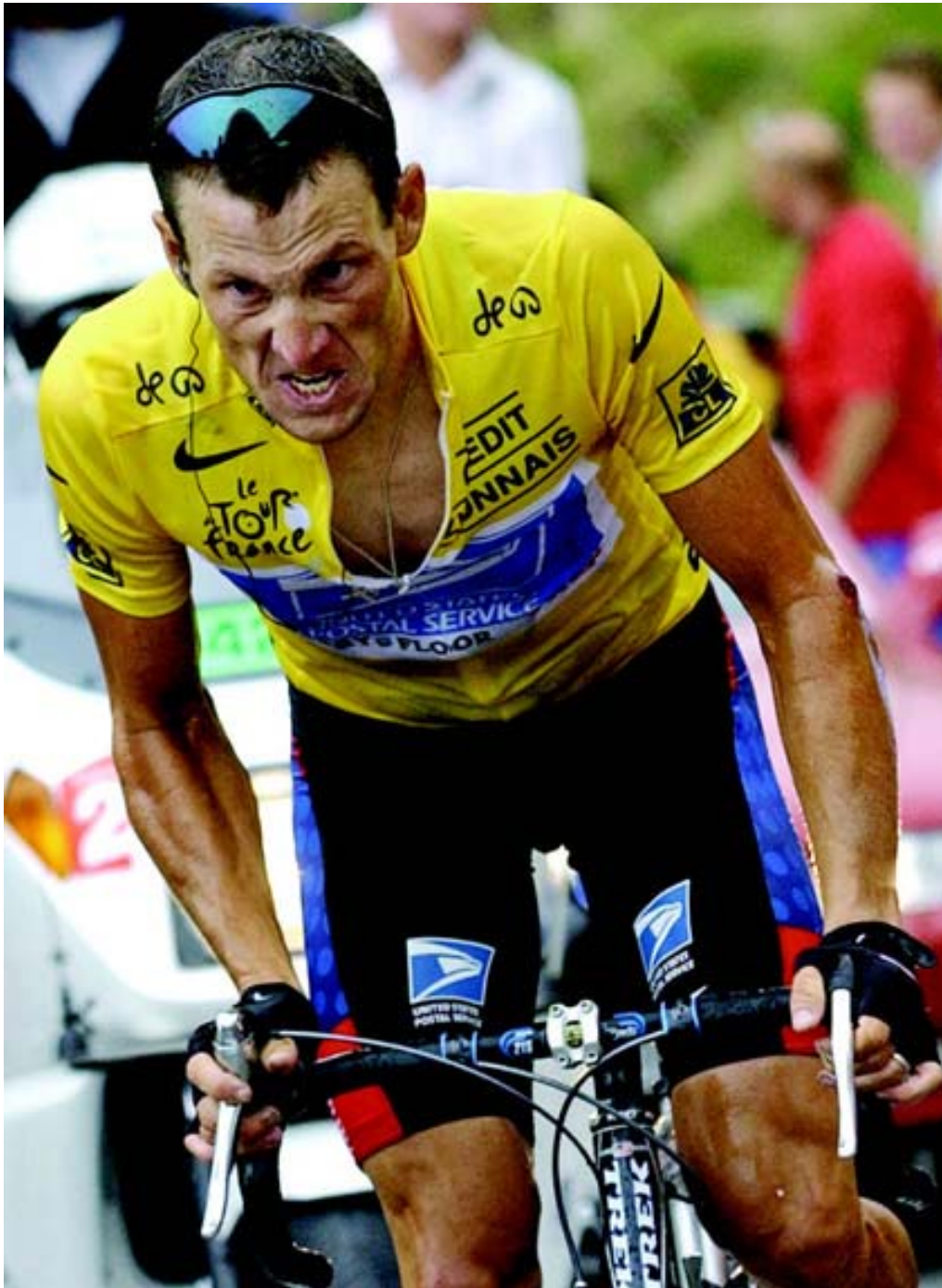
Armstrong had just taken the lead when his handlebar caught a spectator's handbag, which caused him to fall from his bike. The cyclists

This series of 5 photographs is unavailable for Internet posting.

pursuing him honoured the unwritten tradition of the Tour that no rider is to pass the race leader when he is down and waited for Armstrong to resume the race. Despite this setback, Armstrong went on to win Stage 15, his first stage win of the 2003 Tour, and eventually to win his fifth consecutive Tour de France, a feat achieved by only one other man. "After the fall," Armstrong said, "I had a big rush of adrenalin. I told myself, 'Lance, if you want to win the Tour de France, do it today.'" What makes Lance Armstrong's five Tour de France wins so poignant is that he achieved this milestone after his recovery from an aggressive form of cancer that had spread throughout his body and threatened his life in 1996. Armstrong is an ardent supporter of fundraising for cancer research and considers his Tour de France victories a symbolic win for all cancer survivors.

Armstrong, Lance. Quoted in "Tour de Crash," by Diane Pucin. Originally found in the *Edmonton Journal*, July 22, 2003. sec. A, p.1.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT



AP/WIDE WORLD PHOTOS

Christophe Ena

Lance Armstrong, above, shows the steely determination that has won him the last four Tour de France titles, as he powers to victory in Stage 15.

Photographs and caption accompanying "Tour de Crash," by Diane Pucin. Originally found in the *Edmonton Journal*, July 22, 2003, sec. A, p. 1.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

This excerpt from a novel is set in a hospital in England during the Second World War. Despite aspiring to be a writer, Briony Tallis has enlisted as a student nurse.

from ATONEMENT

At some point in the future, she knew from listening to the second-year students, she would begin to take pleasure in her competence. She had had a taste of it lately, having been entrusted with taking a pulse and temperature under supervision and marking the readings on a chart. In the way of medical treatments, she had already dabbed gentian violet on ringworm, aquaflavine emulsion on a cut, and painted lead lotion on a bruise. But mostly, she was a maid, a skivvy and, in her hours off, a crammer of simple facts. She was happy to have little time to think of anything else. But when she stood on her landing in her dressing gown, last thing at night, and she looked across the river at the unlit city, she remembered the unease that was out there in the streets as well as in the wards, and was like the darkness itself. Nothing in her routine, not even Sister Drummond, could protect her from it.

In the half hour before lights out, after cocoa, the girls would be in and out of each other's rooms, sitting on their beds writing letters home, or to sweethearts. Some still cried a little from homesickness, and there would be much comforting going on at this time, with arms around shoulders and soothing words. It seemed theatrical to Briony, and ridiculous, grown young women tearful for their mothers, or as one of the students put it through her sobs, for the smell of daddy's pipe. Those doing the consoling seemed to be enjoying themselves rather too much. In this cloying atmosphere Briony sometimes wrote her own concise letters home which conveyed little more than that she was not ill, not unhappy, not in need of her allowance and not about to change her mind in the way that her mother had predicted. Other girls proudly wrote out their exacting routines of work and study to astound their loving parents. Briony confided these matters only to her notebook, and even then, in no great detail. She did not want her mother to know about the lowly work she did. Part of the purpose of becoming a nurse was to work for her independence. It was important to her that her parents, especially her mother, knew as little about her life as possible.

Ian McEwan (1948–)

McEwan, a novelist and screenplay writer,
was born in England and currently lives in London.
His novel *Atonement* won the National Book Critics Circle Award.

Extracted from **Atonement** by **Ian McEwan**. Copyright © 2001 Ian McEwan.
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PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

The Assignment

Many human endeavours are characterized by extraordinary commitment. In the excerpt from the novel *Atonement*, the narrator describes the determined efforts of a young student nurse to assert her independence. The photographs of the 2003 Tour de France and the accompanying commentary suggest the impact that determination can have on our ability to overcome obstacles.

What do these texts suggest to you about the effect that determination has on our approach to the pursuit of a goal? Support your idea(s) with reference to one or more of the texts presented and to your previous knowledge and/or experience.

In your writing, you should

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- discuss ideas and/or impressions that are meaningful to you

Personal Response to Texts Assignment

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT

Suggested time: approximately 1½ to 2 hours

Reflect on the ideas and impressions that you discussed in the Personal Response to Texts Assignment concerning the impact of determination on our approach to the pursuit of a goal.

The Assignment

Consider how the effect of determination has been reflected and developed in a literary text or texts you have studied. Discuss the idea(s) developed by the author(s) about the significance of determination in our lives.

In your planning and writing, consider the following instructions.

- You must focus your discussion on a literary text or texts *other than* the texts provided in this examination booklet.
- When considering the work(s) that you know well, select a literary text or texts meaningful to you and relevant to this assignment. Choose from short stories, novels, plays, screenplays, poetry, films, or other literary texts that you have studied in your English Language Arts 30–1 class.
- Carefully consider your *controlling idea* or how you will create a strong, *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from literary text(s).

CRITICAL / ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT

Initial Planning

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

Literary Text(s) and Author(s) _____

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly identify your reasons for choosing this literature as support for your response. What strategies did you use when making your choice? You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Additional space is provided for *Personal Reflection on Choice of Literary Text(s)* in the examination booklet.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–1

Personal Response to Texts Assignment, June 2004

Example 1 Scored Satisfactory (S)

The student response originally selected as Example 1 Scored Satisfactory (S) cannot be posted because permission to do so has been denied. Therefore, another student response has been included in this document to demonstrate the standards at the Satisfactory (S) level.

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

I am going to write an essay style prose using both the personal and critical perspective. The reason why I'm choosing both these forms is to communicate the topic with the reader using my personal experiences to back up ~~my~~ my responses. I intend to communicate that in order to reach a goal a person has to have determination.

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Satisfactory (S)

Throughout life everyone is faced with situations where they are to make goals. People ^{will} make many goals ^{for themselves} throughout their life. Some may be achieved and some may not, and there are many factors that ~~come~~ ^{come} into play, which affect this outcome. If a person plans on achieving a goal by coasting through the situation, it's highly unlikely for that goal to be reached. But if someone sets a goal with determination and drive, that goal is more likely to be ^{achieved} ~~reached~~. If somebody has the passion and will to set and achieve goals, then the final results will be more victorious than somebody who coasts through their ~~goal~~ goal.

~~In the text~~ commentary text explain:
A good example of this effect of determination of ~~an~~ goals is in the ~~Re~~ commentary text about Lance Armstrong and his experience with Tour de France. Armstrong has won the Tour de

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Example 1 Scored Satisfactory (S)

France five times and these feats could not have been earned without determination and perseverance. Lance models. I can't imagine the amount of ^{mental} competition Lance experienced, ~~alone~~ ^{relatably}. Any physical goal set not only relies on the physical, but also the mental. ^{component}. It's a competition within, ~~have~~ having the personal motivation and commitment to follow through with an action or ~~get~~ goal.

Lance Armstrong also has been faced with the goal of life, and some may call this the ultimate goal. Lance had a very serious form of cancer and to overcome and ^{help} cure this took tremendous strength of character. In many cases where people are faced with sickness or death, they would mentally give up and their body would then physically give up. But Lance Armstrong's ~~perseverance~~ perseverance shined through and he became healthy again, which abled him to take part in ~~the~~ Tour de France.

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Satisfactory (S)

~~I personally have been setting goals for myself.~~ I personally know what its like to set goals, both with determination and ^{with} being half-hearted. I am a figure skater and am constantly having to set goals. I set goals to achieve a certain ~~test~~ ^{tests} and move up a higher level. and sometimes I don't achieve these goals. I can remember times where I would be going to a test day and not really caring. The end result would be that I failed that certain test I was testing. I can also remember many cases where I really wanted to achieve something and I worked ~~hard~~ ^{harder} hard for it, and in the end a achieved it. '

So through the experiences with Lance Armstrong and my personal experiences with figure skating, I believe that determination has a very big ~~role~~ role on ~~with~~ the outcome of goals. ~~With~~ Without the presence of determination goals either could not be achieved or they would not be as meaningful.

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (S) • Perceptions and/or ideas expressed are appropriate. • Support is straightforward and generally focused.	The student begins with the appropriate perception that “If somebody has the passion and will to set and achieve goals, then the final results will be more victorious than somebody who coasts through their goal.” Ideas such as “Armstrong has won the Tour de France five times and these feats could not have been earned without determination and perseverance Lance models,” “Lance had a very serious form of cancer and to overcome and help cure this took tremendous strength of character,” and “I personally know what it’s like to set goals, both with determination and with being half-hearted” are appropriate. Support for each of these ideas—as in “It’s a competition within, having the personal motivation and commitment to follow through with an action or goal,” “But Lance Armstrong’s perseverance shined through and he became healthy again, which enabled him to take part in Tour de France,” and “I can also remember many cases where I really wanted to achieve something and I worked hard for it, and in the end I achieved it”—is straightforward and generally focused.	(S)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (S) - The writer’s voice is matter-of-fact, and the tone is appropriate. - Stylistic choices are adequate. - The unifying effect and development are clear, conventional, and maintained generally, but coherence may falter.	The student’s voice is matter-of-fact, as seen in the statements “If a person plans on achieving a goal by coasting through the situation, it’s highly unlikely for that goal to be reached. But if someone sets a goal with determination and drive, that goal is more likely to be achieved.” The tone of statements such as “I can’t imagine the amount of mental competition Lance experienced. Any physical goal set not only relies on the physical, but also the mental component” is appropriate. As demonstrated in “In many cases where people are faced with sickness or death, they would mentally give up and their body would then physically give up” and “I can remember times where I would be going to a test day and not really caring. The end result would be that I failed that certain test I was testing” stylistic choices are adequate. Despite a number of minor errors in grammar, spelling, and punctuation, the student’s presentation of ideas remains clear. A unifying effect is created through clear and conventional development of the examples of determination illustrated by Lance Armstrong’s success in the Tour de France, his ability to persevere against cancer, and the student’s personal experience as a figure skater. The idea that “Without the presence of determination goals either could not be achieved or they would not be as meaningful” is maintained generally.	(S)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Satisfactory (S)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

- Diary entry from the point of view of Lance Armstrong
- This will give an effective insight into how he felt when he fell off his bike
- Determination is a lot more than hardwork. - Commitment
 - ~~and~~ - never giving up
 - fighting for what you want

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Satisfactory (S)

Dear Diary,

As I told you yesterday I was to complete stage 15 in the race today. ~~I was the leader of the race and I was making such good time~~ But There I was wearing that yellow jersey like a badge of honour. Everything was going exactly how I wanted it to. But of course the second I actually realised this something just had to go wrong. I don't even really remember exactly what happened but this lady that was watching from the sidelines somehow got her purse caught on my handle bars. I tried so hard to control the bike but I just couldn't. No matter what I did

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Example 2 Scored Satisfactory (S)

I knew the enevitable would happen. I was going to fall. The unfortunate thing is that I just so happen to take a teammate down with me. After this happened everything was put into perspective. I knew what I had to do and I did it. I told myself that if I was going to win the Tour de France that this would be the year. I don't think I have ever been so driven to do something in my whole life. I just kept remembering when I was lying in that crummy old hospital bed and all I ~~could~~ wanted to do was be riding my bike. Well here I was, recovered almost completely doing the one thing I always loved. And what better a race than the Tour de France. When I hopped back on my bike

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Satisfactory (S)

I didn't even look back. I just decided that this race was mine and no one was going to stop me no matter how hard they tried. I think that when falling off my bike was the best thing that could have happened to me. It was exactly what I needed to gain the slightest bit of perspective. I continued on to win stage 15 and eventually after a lot of blood, sweat, and tears the entire race. I have never been so proud of myself. Nothing felt better than having that gorgeous medal around my neck. After this, nothing could break my stride. This was my time to shine.

Sincerely,

Lance

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (S) • Perceptions and/or ideas expressed are appropriate. • Support is straightforward and generally focused.	Having adopted the persona of Lance Armstrong in order to “give an effective insight into how he felt when he fell of his bike,” the student develops the idea that falling off the bike “was the best thing that could have happened” to Armstrong appropriately. This idea is implied throughout the description of how “After this happened everything was put into perspective,” resulting in the speaker’s never having “been so driven to do something” and having “never been so proud” as when he won the race. Support such as how the accident revived the speaker’s memories of “lying in that crummy old hospital bed and all I wanted to do was be riding my bike” is straightforward. The speaker’s reflection that the fall “was exactly what I needed to gain the slightest bit of perspective” is generally focused.	(S)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (S) • The writer’s voice is matter-of-fact, and the tone is appropriate. • Stylistic choices are adequate. • The unifying effect and development are clear, conventional, and maintained generally, but coherence may falter.	The student’s voice—in such statements as “I tried so hard to control the bike but I just couldn’t” and “When I hopped back on my bike I didn’t even look back”—is matter-of-fact. The tone is appropriate, as seen in “Everything was going exactly how I wanted it to.” Stylistic choices are adequate, as demonstrated in “There I was wearing that yellow jersey like a badge of honour” and “I knew what I had to do and I did it.” The student creates a unifying effect through the clear and conventional development of the “Diary entry from the point of view of Lance Armstrong.” This format is generally maintained, but coherence falters in the timing discrepancy evident in “I was to complete Stage 15 in the race today” and “I continued on to win stage 15 and eventually after alot of blood, sweat, and tears the entire race.”	(S)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Proficient (Pf)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

→ Tour de France 2003
- determination can take over
us and be more useful than skill
- Hockey Rame → back checking
- push hard and strive to get
there and you will

* what do these texts suggest to you about the effect that determination has on our approach to the pursuit of a goal?

- use a text in the writing

- determination can take over us

- more important than skill

- if you have no heart than what are you playing for?

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Proficient (Pf)

Determination: The Main Ingredient of Success

Determination is a component of life that we all have buried deep down inside ourselves. If we choose to use this ingredient when it is needed, then there is a never-ending rainbow of success that we have created ahead of us. To achieve a goal is hard work, but if we are willing to put in the extra time and effort then there is no telling how high we can go in life.

In the text *Tour de France*, Lance Armstrong was able to recover from a harsh spill when his handlebar caught a spectator's handbag. He used everything that he had inside of himself: adrenaline, endurance, skill, determination, but most of all, heart. Most people think that to be successful we have to have the skill to get us there, but truthfully it is about 15% skill and 85% heart. To have heart is to have a strong passion for what we do, whether it be teaching the next generation how to read and write or winning the Tour de France title for the past four years.

The game of hockey is a sport of trust, risk-taking, heart, discipline, and limits. If we take a risk and get beat then we have to tap into our heart and push hard to get back and help out our team. I am a defenseman, and I know what it is like when you pinch in at the blue line, get beat, and have to back-check to prevent a goal. There was this one game that determination

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Proficient (Pf)

took me over and I was able to keep our team in the game, and here is my story:

My hockey team was in the semi-finals at provincials and the game was tied at one a piece. There was about two minutes left in the first overtime period and we had their team on the run with our amazing fore-check. They rimmed the puck around the boards and I was moving in to pinch their forward, when out of nowhere this huge girl crosschecked me from behind, I fell, and this resulted in a break away.

I'm not sure where my other teammates were, not that I cared, because in my sight all I saw on the ice was me, her, and my goalie. I got upset with myself for the split second that I was down, but I told myself that I could do it if I really tried. I sprung up off the ice and practically 'jumped on my horse' as my coach would put it because I back-checked harder than I have ever back-checked before in my entire life. I caught up to the girl and with sheer determination was able to strip the puck off with a few difficulties. I was still tied up when I fired it up the ice to my teammate, her and other girl went down 2 on 1 and it was as easy as tic-tac-toe and we had won the game. We got to advance to the finals the next day where we lost to Lloydminster 3-0, but I will never forget that game where determination took my body over and pushed me to play the game of a lifetime.

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Proficient (Pf)

This proves that determination can make or break a game, I could have just laid on the ice and not tried, but luckily I brought my pony with me and saddled her up to save the game. A question that is always in my mind when I watch or play sports is: "If we are playing without heart then what are we playing for?" It makes us think about our lives because it is not enough to merely have skill, we need the heart, determination, and the saddled up pony to get us there. Determination is the one key to success that will unlock all doors to our future, and we need to keep that in mind when we strive to the level of success that we only dream of reaching.

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English Language Arts 30–1
 Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (Pf) • Perceptions and/or ideas expressed are thoughtful or considered. • Support is relevant, purposeful, or thorough.	The student begins with the considered idea that “Determination is a component of life that we all have buried deep down inside ourselves.” By reflecting on the Armstrong article and personal experience, the student develops the thoughtful idea that “it is not enough to merely have skill, we need heart, determination, and the saddled up pony to get us there” in order to achieve success. The purposeful and relevant use of the “text <i>Tour de France</i>” allows the student to establish a general context for the reflection that “The game of hockey is a sport of trust, risk-taking, heart, discipline, and limits.” The student then purposefully relates a relevant experience as a hockey defenseman focusing on “that game where determination took my body over and pushed me to play the game of a lifetime.” The details in the anecdote provide thorough support for the student’s conclusion that “Determination is the one key to success that will unlock all doors to our future.”	(Pf)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (Pf) • The writer’s voice is distinct, and the tone is well considered. • Stylistic choices are specific. • The unifying effect and development are coherently sustained and generally fluent.	The student demonstrates a well-considered understanding of the role that tone and voice play in relating her ideas by creating a distinct voice that speaks to universal maxims as well as specific personal experiences, as in “Most people think that to be successful we have to have the skill to get us there, but truthfully it is about 15% skill and 85% heart” and “I got upset with myself for the split second that I was down, but I told myself that I could do it if I really tried.” The student’s conscious control of stylistic choices is evident in the specific decision to introduce the narrative portion of her response with the declarative phrase “here is my story.” This establishes the narrative shift in the paper while maintaining the unifying effect. The general ideas developed in the first part of the paper are coherently sustained through the specific details in the personal anecdote—including sports jargon such as “‘jumped on my horse’ ” and “as easy as tic-tac-toe”—and effectively concluded in the final paragraph, resulting in a generally fluent paper.	(Pf)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Proficient (Pf)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

prose form: inspiring speech to troubled youth
Theme: importance of determination and
commitment to overcome a goal

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Proficient (Pf)

Prose Form: Inspiring Speech to Troubled Youth

There are a great many lessons to be learned in life: lessons of love, hate, success, and failure. Without dispute, one of the greatest lessons one will ever learn is that of the limitless extents of our ability to achieve, and that is what I am here to talk to you about this morning.

Inside of each and every one of us is the ability to obtain any goal that we set for ourselves; all we have to do is realize that. I have many dreams and goals set out for myself in life, and accompanying those are many obstacles in the way. I am confident that all of you find yourselves in the same position, with great plans seemingly hindered by an unfortunate position. All the same, I have never allowed that to discourage me, and neither should you, because with personal commitment and strong determination you can achieve anything. I learned this lesson over the last years as I avidly followed the Tour de France. I'm sure all of you have heard of Lance Armstrong, the famous Tour de France cyclist. When he was diagnosed with cancer back in 1996, we were all quite positive that his cycling career was over. But he persevered. He showed great determination to overcome his disease, and eventually it went into remission. But he did not even stop there. His dream was clear to him; he wanted to win the Tour de France

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Proficient (Pf)

again. And through his extensive commitment to training he was successful in his goal, and in 2003 he won his fifth Tour de France, despite a tragic fall in Stage 15 of the race. We can all learn from Armstrong's victories: he overcame the toughest of obstacles to prove to us that no dream is too unbelievable when you are determined in your heart to achieve.

Now I know what all you are thinking right now, "This crazy lady doesn't know what our lives are like. She is talking about cancer, but I don't have cancer. My situation is totally different, the whole world is against me!" But you are all in the same situation, and in time you will find that the world is not against you, you are just at a rough time in your lives, an obstacle which you must overcome. I know, and I hope you all learn this someday as well, that with strong determination and commitment you can overcome any obstacle to achieve any goal! Good luck in the future! Thank you.

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English Language Arts 30–1
 Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (Pf) • Perceptions and/or ideas expressed are thoughtful or considered. • Support is relevant, purposeful, or thorough.	The idea that “Inside of each and every one of us is the ability to obtain any goal that we set for ourselves; all we have to do is realize that” is thoughtful. The student establishes a context through the prose form chosen—an “Inspiring Speech to Troubled Youth”—to explore the considered idea that “I am confident that all of you find yourselves in the same position, with great plans seemingly hindered by an unfortunate position.” Support, such as “We can all learn from Armstrong’s victories: he overcame the toughest of obstacles to prove to us that no dream is too unbelievable when you are determined in your heart to achieve,” is purposeful. Considering that the purpose of the form is to reach troubled youth, relevant support is evident in “I have many dreams and goals set out for myself in life, and accompanying those are many obstacles in the way.”	(Pf)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (Pf) • The writer’s voice is distinct, and the tone is well considered. • Stylistic choices are specific. • The unifying effect and development are coherently sustained and generally fluent.	The student’s voice is distinct, as seen in “But you are all in the same situation, and in time you will find that the world is not against you, you are just at a rough time in your lives, an obstacle which you must overcome.” The tone of statements such as “Now I know what all you are thinking right now, ‘This crazy lady doesn’t know what our lives our like. She is talking about cancer, but I don’t have cancer,’ ” is well considered. The student makes specific stylistic choices to convey the rhythm of a speech—as in “There are a great many lessons to be learned in life: lessons of love, hate, success, and failure,” “But he persevered,” and “But he did not even stop there.” The unifying effect, established in “Without dispute, one of the greatest lessons one will ever learn is that of the limitless extents of our ability to achieve, and that is what I am here to talk to you about this morning” and concluded with “<u>that with strong determination and commitment you can overcome any obstacle to achieve any goal,</u>” is coherently sustained and generally fluent.	(Pf)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Excellent (E)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

pursuit – chase, inquiry, search, seeking
determination – insistence, strength of
character, willpower
Ability to inspire others, prove to
oneself a point

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Excellent (E)

The determination to achieve the impossible can inspire others to better themselves. In a situation where all hope is lost, the strength of one can move people and give hope. The will power to survive and not to give up is what gives others the strength and courage to want to continue on. Hope is a fragile thing and can be broken easily. When faced with death my grandfather, like Lance Armstrong, refused to give up, refuse to surrender.

My grandfather has always seemed larger than life to me. He was a tall, strong man. In his arms I felt security like no other, all my problems and insecurities seemed to fade away. His hands were ten times the size of mine, rough and wrinkled. I felt insignificant when standing next to this 'gentle giant', when standing next to my hero. He appeared to be a strong brick wall. Nothing could hurt him, nothing could tear him down. Atleast that's what I thought.

It was late September and my thoughts were

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Excellent (E)

consumed by school and what to wear, the superficial thoughts that trouble our minds. While in my room I heard the front door open. Our quiet home was suddenly filled with familiar voices and laughter. I greeted my parents and grandparents and immediately noticed something wrong. I noticed a sadness in my father's eyes that I've never seen before. I became nervous, tense and uncomfortable. The dreaded words of "We need to talk" is all I heard next.

The conversation we had is a blur to me. All I remember is my grandfather throwing reality in my face when he said "I have cancer." My heart sank to the pit of my stomach. I sat there staring at him knowing there was nothing I could say that would make anyone feel better. I felt as though I swallowed my tongue but I could feel the anger raging within me. I felt so angry with God. 'How could He allow this?' My faith was shaken but I felt I needed to be strong for my grandfather.

I hugged him and left the room. I felt ashamed for not being able to console him. The following

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English Language Arts 30-1
Personal Response to Texts Assignment, June 2004

Example 1 Scored Excellent (E)

weeks were a trial time. I just became more angry. Everytime I saw my grandfather he was up beat, he always had a smile on his face. 'How could he be this happy at a time like this.' Wallowing in my sadness he confronted me.

"I've lived a full life, and I have no regrets. I have beautiful, ^{healthy} children and grandchildren, what more can a man ask for. This is a time to celebrate the life I've lead and to rejoice in the fact that I'm going to be with my heavenly Father now." I cried and for the first time I accepted reality, I accepted death.

My grandfather passed away May. His strength is what kept my hope and faith alive. He wanted to be happy to the bitter end. I felt that I needed to be strong for him but in the end he was strong for me. No matter how much pain he was in he was determined to show us the joy in life even in a time of sadness.

My grandfathers determination may not have inspired thousands to live better lives. He may not have had such great accomplishments as Lance

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Personal Response to Texts Assignment, June 2004

Example 1 Scored Excellent (E)

Armstrong, but his undying faith and determination inspired him. His dream of a good life for us is something I will always honor. At a time of great sorrow and sadness he rose up, stayed strong and true to the man I knew he was. He didn't die a fragile old man overcome with disease. He died a strong, proud man. He left behind a family inspired by his courage and determination to die a happy, joyful father and grandfather.

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (E) • Perceptions and/or ideas expressed are insightful, carefully considered, and confident. • Support is apt and effective.	The idea that “In a situation where all hope is lost, the strength of one can move people and give hope” is carefully considered. The student leads the reader to the insightful perception that the “grandfathers determination may not have inspired thousands to live better lives” but that “He left behind a family inspired by his courage and determination to die a happy, joyful father and grandfather.” Support is effective in the student’s reflections that “My faith was shaken but I felt I needed to be strong for my grandfather,” “I felt that I needed to be strong for him but in the end he was strong for me,” and “No matter how much pain he was in he was determined to show us the joy in life even in a time of sadness.” Support for the student’s ideas is aptly presented through the characterization of the grandfather in “ ‘This is a time to celebrate the life I’ve lead and to rejoice in the fact that I’m going to be with my heavenly Father now’ ” and the effective juxtaposition of the narrator’s feelings of anger regarding “ ‘How could he be this happy at a time like this.’ ”	(E)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (E) • The writer’s voice is engaging, and the tone is effective. • Stylistic choices are precise and effective. • The unifying effect and development are skillfully sustained and fluent.	As seen in “It was late September and my thoughts were consumed by school and what to wear, the superficial thoughts that trouble our minds,” the student’s voice is engaging. The genuine tone of statements such as “I felt as though I swallowed my tongue but I could feel the anger raging within me” is effective. Precise and effective stylistic choices are demonstrated in “His hands were ten times the size of mine, rough and wrinkled” and “‘gentle giant.’ ” The student fluently explores and develops the topic using a personal anecdote. The unifying effect is skillfully sustained as the story of the grandfather’s courage is paralleled to that of Lance Armstrong. The student concludes that the grandfather “may not have had such great accomplishments as Lance Armstrong, but his undying faith and determination inspired him.”	(E)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

My whole life has been dedicated to
gymnastics with the ~~1999~~ ¹⁹⁹⁹ ~~Worlds~~ ^{Worlds} and possibly
being my goal. I sacrificed many things
in order to achieve this goal, the only
thing that got me to where I was, was
strictly determination.

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

Stember 8 1990

today i went to the gmastics place with me momy and dady my teechr was reel nise she let me play on big ekipment and roll on soft mats I had luts fun ther I want go bak soon

Stember 15 1990

today i got to go to gmastics agan it fun agan 2 me dady brot home a big flufy mat and lon hard skiny thing that is hi now i praktise at home for gmastics

Novmber 25 1990

1 month til christmas i hop i get a gmsoot for gmastics so i lok lik the oder kids

Febrary 17 1991

i got my soot and me teechr sayd i am beder than lot of oder kids I cannt wayt til i am 5 and I kan be ina big kid groop at gmastics

July 15 1991

it is my birfdy today. i am5 i got a kiti and name is tasha I cannt wayt til septmbr wen i am a big kid

Agest 26 1991

mom sayd that i haf to go to skool neck week I dont wanna go ther cuse i jus wan to go to gmastics

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

January 18 1992

i got moovd to a groop that I go to gmastics 3 tymes a week now. i am so ecsited cause I get to go to a big thing where I do gymnastics with oder kids and we see who is the best at it. I no i wil do good my mom and dad say i wil. they tel me evry day I am doing good. Mabe 1 day I cood go to the olimpics and be on tv.

May 2, 1998

Wow I found this diary of mine today. It is really cool. I remember writing in it when I was little. Wow it looks like I really loved gymnastics when I was little. It is crazy to think that I had no idea that today I would still be in gymnastics and loving it more than ever. I go 5 days a week now for 4 hours each time. It makes my life really busy and I have no time for anything else, but it is worth every minute of it. I know I am going to make the national team too if I keep working hard.

June 10, 1998

TODAY I GOT ASKED TO GO ON THE JUNIOR NATIONAL TEAM FOR CANADA. Wow this is exciting. It is what I have been working at five days a week for the last 3 years and the training I did when I was little. I get to go to Toronto in a month to train all summer with the rest of my team. But it is crappy I am going to miss my 12th birthday with my family and I am not going to get to hang out with any of my school friends all summer. But worlds are in China, so I get to go there, without my parents!

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

October 28 1998

Well Toronto was awesome and everythin is going well. This dude was my coach in Toronto and he was really mean. He made us train for like 7 hours a day and we barely got to eat anything because he said we cant be fat if we want to go to worlds in march. So I did as he said and worked hard and ate what and when I was told to. It was really tuff but I made it through, I just really want to go to worlds and represent Canada.

February 14 1999

It is exactly one month until worlds. I am nervous already but my routines are looking really good and strong. I miss my family, I am never ever home and I never get to see my friends. Sometimes I wish I was just a normal kid. And do whatever it is that normal kids do. but I am not a normal kid, no normal kid grew up in a gymnastics center the way I did. And that's who I am so that's who I'll stay being. I should stop writing, I have to go to some homework, so that I don't get too far behind in school.

April 2 1999

Worlds were awesome. I did really well. I did better than I or anyone else expected. My persistence and determination over the years have paid off. But I am getting SOOOOOO tired and I feel sick every single day. But my new goal is the 2004 Olympics in Athens. If I work hard enough I know I can do it.

January 10 2001

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

It has been a really long time since I wrote in here, I have been SO busy. I haven't even have time to sit and watch tv ever. But now I have all the time in the world. Three weeks ago I fell on floor doing my tumbling and I broke both my ankles. I got surgery on one last week and the other probably still needs it. All my dreams of going to Athens are gone. Just because of one lousy mistake on floor. I hate gymnastics and everything it has done to me. I have put so much time effort and energy into it for nothing. My body is all tattered and busied permanently because of this stupid sport. My mom says that if I work hard and take care of myself better that I could recover and still go to Athens. But I just don't have the energy to do anything any more. I love this time I have. Although I don't know what to do with myself most of the time, it is nice to relax for once in my life.

January 11 2001

I found out today that I do need surgry on m y other ankle and now I am done gymnastics for sure. My mom and my coach still say I am not but I am. I hate gymnastics and I hate thei stupid journal, and everything I wrote in it is stupid.

September 26 2003

Today I read about Lance Armstrong. He had so much determination in achiving his goal. It reminded me of the determination I had before Worlds. Then when I thought about his fall it reminded me of my fall when I hurt myself terribly. Now I wish I wasn't so bitter about it and I kept my determination throughout it all, but I guess that is what happens when you give it your all for your whole life. Once you crack, it is soo hard to

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Example 2 Scored Excellent (E)

get back. Determination is all it would of took for me to go to Athens. Its really too bad I never had what Lance Armstrong did.

June 5, 2004

The 2004 Olympics in Athens are soon, I am excited to watch them. I know many of the girls that are competing. It is crazy how I could have been there. But I have accepted it, and I am alright that I am not there. I have had lots of time with my family and friends. I feel like a normal teenager. And I like it. I owe this feeling all to my lack of determination. Of course I wonder what it would have been like to be there, but whatever, its too late now. My determination was crushed along with my ankles in 2001.

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English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (E) - Perceptions and/or ideas expressed are insightful, carefully considered, and confident. - Support is apt and effective.	The student has carefully considered the idea that even though one can be devoted to a goal, a personal setback can result in a loss of determination, evident in “Now I wish I wasn’t so bitter about it and I kept my determination throughout it all, but I guess that is what happens when you give it your all for your whole life. Once you crack, it is soo hard to get back.” Support for the student’s ideas is apt as the entries portray the innocent enthusiasm of a small child (“today i got to go to gmastics agan it fun agan”), a youth’s determination (“It is crazy to think that I had no idea that today I would still be in gymnastics and loving it more than ever”), and a teen’s bitterness (“All my dreams of going to Athens are gone. Just because of one lousy mistake on floor. I hate gymnastics and everything it has done to me”). The effective progression to the more mature narrator’s reflections in both 2003 and 2004 is carefully considered as the entries build toward the insight that “I am alright that I am not there. I have had lots of time with my family and friends. I feel like a normal teenager. And I like it. I owe this feeling all to my lack of determination.” The final entry implicitly conveys both regret and acceptance confidently reinforced in the emphatic observation “My determination was crushed along with my ankles in 2001.”	(E)

English Language Arts 30–1
Personal Response to Texts Assignment, June 2004

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Presentation (E) - The writer’s voice is engaging, and the tone is effective. - Stylistic choices are precise and effective. - The unifying effect and development are skillfully sustained and fluent.	The voice created by entries that span fourteen years is engaging and the student’s use of tone is effective as it is used to convey an aspiring athlete’s experience over time in “mom sayd that i haf to go to skool neck week I dont wanna go ther cuse i jus wan to go to gmastics,” “TODAY I GOT ASKED TO GO ON THE JUNIOR NATIONAL TEAM FOR CANADA,” and “It reminded me of the determination I had before Worlds. Then when I thought about his fall it reminded me of my fall when I hurt myself terribly. Now I wish I wasn’t so bitter about it.” The misspelled words and awkward syntax in the early entries contribute to the unifying effect and are appropriate for the intended purpose, as in “i am so ecsited cause I get to go to a big thing where I do gymnastics with oder kids and we see who is the best at it.” In the final entries, precise stylistic choices reveal and reflect the intended intellectual and emotional maturation of the narrator, as in “I hate gymnastics and I hate thei stupid journal, and everything I wrote in it is stupid”—and two years later—“Determination is all it would of took for me to go to Athens. Its really too bad I never had what Lance Armstrong did.” With the chronological format of a journal, the unifying effect is skillfully sustained and fluent.	(E)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Satisfactory (S)

Initial Planning

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

Literary Text(s) and
Author(s)

A Doll's House by Henrik Ibsen

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly identify your reasons for choosing this literature as support for your response. What strategies did you use when making your choice? You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

This play was a favourite of mine and Nora
was a very determined empowered
character in my mind. She had a hard
life but kept her willpower in order to
find happiness.

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Satisfactory (S)

The significance of determination in our lives enables individuals to find happiness within themselves. Without determination there would be no incentive to do what makes people happy, one needs to overcome certain obstacles before they can truly find happiness. Determination can be seen through Nora in Henrick Ibsen's play *A Doll's House* when she overcomes a great many obstacles and acquires the determination to make herself happy.

In Henrick Ibsen's play *A Doll's House*, Nora, the protagonist has a secret that she is determined to keep from her husband in order for him to be content in his life. If found out by Nora's husband Torvald, it could mean the end of him because he would not be able to bear the embarrassment of being dependant upon his wife. With only good intentions Nora was determined to never let her husband find out about the secret. This secret almost took over Nora's life because others began coming into her life and finding out about it and the secret became more and more difficult to hide. At one point in the play Nora claims that she liked the secret because it gave her a sort of mystery and an ace up her sleeve for when she was old and no longer as attractive. Since Nora did not have much of a life for herself because she did not work or take care of the children she needed other things to excite her life so she would stay up late and copy books to make a little extra money in order to pay off her debt secretly. Nora's determination to keep the secret from her husband was so great that it almost took over her life in her pursuit for happiness. Nora had dedicated her life to pleasing her husband and to doing everything

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Satisfactory (S)

in her power to keep him happy, this shows Nora as a determined character once again. When Nora became determined about something she put her whole heart into it and in this case she tried everything to keep her husband content at all times. Nora was so determined to keep her husband happy that she even changed as a person to what she believed that he wanted her to be, his helpless little child who was so dependent upon him.

Once the secret was revealed Nora had no more determination or willpower to continue in the life she had, but now strove to find some other meaning or goal for herself. Empowered Nora left her husband and family to find a better life, one in which she could aspire to achieve any goal she may want to and not be held back by a husband who treats her as his child. The determination Nora had when she was in her unhealthy relationship with her husband was that which held her back, didn't support her and ultimately made Nora want to reach her goal of inner happiness even more.

The consequence of Nora's decision was that she had to leave behind her family and go against what everyone around her thought she should do. In order for Torvald's "little song bird" to find happiness she needed to break free of her unhealthy relationship with her husband, surround herself with new goals and put her whole heart into achieving them. Not only was Nora a determined character in overcoming her life as a trapped woman but also in every other aspect of her life. Even when she was unhappy she was so determined to keep the secret from Torvald and put her whole self into assuring that he would never find out.

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English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Satisfactory (S)

The effect of determination on Nora was that it allowed her to break free of her unhappiness and start a new life and new goals for herself. The significance of determination in our lives today is that the only way we can find happiness and be content after striving for our goals is if there was some form of determination. Goals cannot be achieved without the drive and willpower that comes with determination.

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
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’s idea that “The significance of determination in our lives enables individuals to find happiness within themselves” is relevant and straightforward. The literary interpretation that “Determination can be seen through Nora in Henrick Ibsen’s play <i>A Doll’s House</i> when she overcomes a great many obstacles and acquires the determination to make herself happy” is general but plausible.	(S)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Supporting Evidence (S) • Support is adequate and general, but occasionally lacking in persuasiveness and consistency. • A straightforward connection to the student’s ideas is maintained.	The student’s exploration of Nora’s determination “to never let her husband find out about the secret” and Nora’s dedication “to pleasing her husband and to doing everything in her power to keep him happy” provides adequate support. However, the student’s explanation of Nora’s change in attitude and purpose (“Once the secret was revealed Nora had no more determination or willpower to continue in the life she had, but now strove to find some other meaning or goal for herself”) lacks in persuasiveness. Supporting evidence—such as “Nora was so determined to keep her husband happy that she even changed as a person to what she believed he wanted her to be, his helpless little child who was so dependent upon him”—is straightforwardly connected to the student’s idea that “In order for Torvald’s ‘little song bird’ to find happiness she needed to break free of her unhealthy relationship with her husband, surround herself with new goals and put her whole heart into achieving them.”	(S)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (S) • A straightforward arrangement of ideas and details provides direction for the discussion that concludes functionally. • The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.	The student provides a straightforward arrangement of ideas and details in a discussion first of Nora’s determination to please Torvald and keep her secret hidden from him, and then of Nora’s recognition that “she had to leave behind her family and go against what everyone around her thought she should do.” The discussion concludes functionally with the comment: “The effect of determination on Nora was that it allowed her to break free of her unhappiness and start a new life and new goals for herself.” The controlling idea regarding Nora’s determination is maintained generally but coherence falters, as in “The determination Nora had when she was in her unhealthy relationship with her husband was that which held her back, didn’t support her and ultimately made Nora want to reach her goal of inner happiness even more.”	(S)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Matters of Choice (S) • Diction is adequate but may be lacking in specificity. • Syntactic structures are generally clear, but attempts at complex structures may be awkward. • Stylistic choices contribute to a clear composition with a matter-of-fact voice.	Choices of diction in statements such as “Empowered Nora left her husband and family to find a better life, one in which she could aspire to achieve any goal she may want to and not be held back by a husband who treats her as his child” are adequate. On occasion, diction lacks specificity, as in “When Nora became determined about something she put her whole heart into it and in this case she tried everything to keep her husband content at all times.” Syntactical structures are generally clear, as demonstrated in “Even when she was unhappy she was so determined to keep the secret from Torvald and put her whole self into assuring that he would never find out.” Stylistic choices, as in statements such as “This secret almost took over Nora’s life because others began coming into her life and finding out about it and the secret became more and more difficult to hide,” create a clear composition with a matter-of-fact voice.	(S)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
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.	The student demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics, as in “At one point in the play Nora claims that she liked the secret because it gave her a sort of mystery and an ace up her sleeve for when she was old and no longer as attractive.” Despite control of the basics, there are occasional lapses in control and minor errors in punctuation and pronoun reference (“Without determination there would be no incentive to do what makes people happy, one needs to overcome certain obstacles before they can truly find happiness”) and sentence construction (“Since Nora did not have much of a life for herself because she did not work or take care of the children she needed other things to excite her life so she would stay up late and copy books to make a little extra money in order to pay off her debt secretly”). Communication remains clear although at times repetitive and lacking in complexity, as in “Not only was Nora a determined character in overcoming her life as a trapped woman but also in every other aspect of her life.”	(S)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Proficient (Pf)

Initial Planning

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

Literary Text(s) and
Author(s)

Night - Elie Wiesel
One Flew ... - Ken Kesey

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly identify your reasons for choosing this literature as support for your response. What strategies did you use when making your choice? You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Both show determination on the
parts of both main characters to
achieve their goals

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Proficient (Pf)

Have you ever heard the popular cliché, “you can do anything you put your mind to.” Although it may seem overused and has lost its meaning. It is true, and is the basis of stories all around the world. Whether they are novels or personal tales of human triumph, determination is usually how the individual got to where they are. Each one of us is unique and are motivated to do different things, while someone may be determined to have their way in a situation, another may be determined to do the exact opposite. This can be seen in Ken Kesey’s One Flew Over the Cuckoos Nest, and Elie Weisel’s Night. In Kesey’s book, the main character McMurphy is determined to fight his oppressor at any cost, even if it means his life, while in Weisel’s memoir he is determined to survive at any cost even if it means submitting to his oppressor. Although the two books are different in what the characters are determined to do, both authors show us that determination gives our lives purpose and allow us to do anything we put our minds to. Whether it is to accomplish an amazing feat and fight the power against you, as in the case of R.P. McMurphy, or to simply just surviving, as in the case of Elie Weisel.

Randal Patrick McMurphy is the main character of Ken Kesey’s One Flew Over the Cuckoos Nest and comes into the book as a new patient at a psychiatric ward. He immediately establishes himself as a person who doesn’t, “follow any rules but [his] own.” His popularity among the patients quickly allows him to become an influential force in the ward, upsetting the antagonist to McMurphy, Nurse Ratched, who previously had totalitarian control over the patients. He makes a promise to some of his friends that he will get under the skin of Nurse Ratched by the end of the week. He accomplishes this several times and can see the aggravation he is causing his oppressor, which gives him more determination to fight for the patients rights and freedoms. At first McMurphy determined by his own gain and what he gets out of his

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Proficient (Pf)

actions, however, this changes when he becomes friends with many of the patients over time. His motivation is then to help them and make sure that they are treated properly. This first becomes evident when they vote to change the TV times so they can't watch the World Series. McMurphy gets full support from his friends, and even Chief Bromden, who was thought to be deaf and dumb, braves raising his hand in support of McMurphy. McMurphy and Bromden become friends over time and soon everyone becomes united in their cause to not be oppressed by the Nurse. McMurphy's attitude changes from one that is selfish and out for personal glory, to one that is unselfish and is wanting to earnestly help his friends. McMurphy now had a new purpose in his life and was determined to see it through. This is shown when he organizes a fishing trip for the ward, has a secret party in the hospital, helps his friends in ways the hospital never could, and finally when he stands up to the black boys in the shower with Chief Bromden. McMurphy's determination to help his friends and fight his oppressor gave his life meaning and purpose. He was so determined in fact, that he gave his life for his cause, but he accomplished much by changing the lives of the people he was around and showing them that they to can do whatever they put their mind to.

The determination in Elie Weisel's Night is quite a bit more simplistic than that of McMurphys. The will to survive may be the most powerful human impulse, as it has been proven through the stories of our generation and past generations, but perhaps none more accurately or graphically than the memoir of Elie Weisel. Elie was a young Jewish boy growing up in the small village of Sighet, when the Germans came and took him and his family away to a concentration camp in the heart of Germany, at Auschwitz. At first their motivation was to just stay together and to maintain faith in God. This quickly was altered to merely survival after the first night at Auschwitz, stunned by the brutality of the camp. Elie remembers thinking, "had it

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Proficient (Pf)

just been one night, had I changed so much in one night?" The determination to survive was most evident at a process known as selection, which is where the weak ones are sorted out and exterminated. Elie recalls fearing the selection so much and running by the officers so fast to show that he was strong and useful and rejoicing with his friends when they tell him that they didn't write anything down. Death was so prominent in the camp it was all around, so survival was constantly on the prisoner's minds, staying healthy as possible and not being noticed by the Germans were essential to this goal. Food rations were the lifeline of all the prisoners and at times Elie could "think of nothing but food." When the American bomber started to get closer and closer to the camp, the prisoners were rounded up and moved to Buna. They were made to run for hours through the snow and stragglers were immediately shot. Here Elie's determination and will show one purpose, to stay with his father and survive the night. Elie was a young boy and not in good health with a bad foot. It is remarkable the heart that he showed for his father and spirit to survive. It was at Buna that Elie was liberated, he lost his family but he survived and later felt the duty to tell the world of his motivating story of determination. Although Elie's purpose in life during those months in the concentration camps was quite simple, it took tremendous determination to achieve his goal. That is why his story remains a testimony to everyone that if we are determined, we can pull through anything that comes our way.

Through Kesey's One Flew Over the Cuckoo's Nest and the story of Randal McMurphy's triumph over Nurse Ratched's control, to Elie Weisel's seeming victory over death, in Night, they both show us that no matter how big, how small, how complex or how simplistic a goal you have for yourself, if you set out determined to do it, you can accomplish anything.

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Understanding (Pf) - Ideas are thoughtful, demonstrating a well-considered comprehension of the literary text(s) and the topic. - Literary interpretations are revealing and convincing.	A well-considered comprehension of both <i>One Flew Over the Cuckoo’s Nest</i> and <i>Night</i> is demonstrated in “In Kesey’s book, the main character McMurphy is determined to fight his oppressor at any cost, even if it means his life, while in Weisel’s memoir he is determined to survive at any cost even if it means submitting to his oppressor.” The student’s idea that “Although the two books are different in what the characters are determined to do, both authors show us that determination gives our lives purpose and allow us to do anything we put our minds to” is thoughtful. The parallel literary interpretations—“McMurphy’s attitude changes from one that is selfish and out for personal glory, to one that is unselfish and is wanting to earnestly help his friends. McMurphy now had a new purpose in his life and was determined to see it through” and “At first their motivation was to just stay together and to maintain faith in God. This quickly was altered to merely survival after the first night at Auschwitz, stunned by the brutality of the camp”—are revealing and convincing.	(Pf)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Supporting Evidence (Pf) - Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student’s ideas in a logical and clear way. - A clear connection to the student’s ideas is maintained.	Relevant and accurate support is provided in such details as “This is shown when he organizes a fishing trip for the ward, has a secret party in the hospital, helps his friends in ways the hospital never could, and finally when he stands up to the black boys in the shower with Chief Bromden.” Supporting evidence is occasionally deliberately chosen—as in “The determination to survive was most evident at a process known as selection, which is where the weak ones are sorted out and exterminated. Elie recalls fearing the selection so much and running by the officers so fast to show that he was strong and useful and rejoicing with his friends when the tell him that they didn’t write anything down”—and reinforces the student’s idea in a logical and clear way. As illustrated in “He accomplishes this several times and can see the aggravation he is causing his oppressor, which gives him more determination to fight for the patients rights and freedoms” and “They were made to run for hours through the snow and stragglers were immediately shot. Here Elies determination and will show one purpose, to stay with his father and survive the night,” a clear connection to the student’s ideas is maintained.	(Pf)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (Pf) - A considered arrangement of ideas and details contributes to a competent, controlled discussion that concludes appropriately. - The unifying effect or controlling idea is sustained and coherently presented.	The statement “Whether it is to accomplish an amazing feat and fight the power against you, as in the case of R.P. McMurphy, or to simply just surviving, as in the case of Elie Weisel” initiates the considered arrangement of ideas and details. The student provides a competent and controlled discussion of determination in comparing the ideas that McMurphy “accomplished much by changing the lives of the people he was around and showing them that they to can do whatever they put their mind to” and “That is why [Elie’s] story remains a testimony to everyone that if we are determined, we can pull through anything that comes our way.” The discussion concludes appropriately with the idea that “they both show us that no matter how big, how small, how complex or how simplistic a goal you have for yourself, if you set out determined to do it, you can accomplish anything.” As in “McMurphy’s determination to help his friends and fight his oppressor gave his life meaning and purpose” and “Although Elie’s purpose in life during those months in the concentration camps was quite simple, it took tremendous determination to achieve his goal,” the controlling idea is sustained and coherently presented throughout the discussion of both literary texts.	(Pf)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Matters of Choice (Pf) • Diction is specific. • Syntactic structures are generally effective. • Stylistic choices contribute to a competent composition with a capable voice.	Specific choices of diction are illustrated in statements such as “McMurphy gets full support from his friends, and even Chief Bromden, who was thought to be deaf and dumb, braves raising his hand in support of McMurphy” and “Elie was a young Jewish boy growing up in the small village of Sighet, when the Germans came and took him and his family away to a concentration camp in the heart of Germany, at Auschwitz.” As seen in “The will to survive may be the most powerful human impulse, as it has been proven through the stories of our generation and past generations, but perhaps none more accurately or graphically than the memoir of Elie Weisel,” syntactic structures are generally effective. Stylistic choices such as “He was so determined in fact, that he gave his life for his cause” and “Food rations were the lifeline of all the prisoners and at times Elie could ‘think of nothing but food’ ” contribute to a competent composition with a capable voice.	(Pf)

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Matters of Correctness (Pf) • This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in complex language structures are understandable considering the circumstances.	The writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics: “His popularity among the patients quickly allows him to become an influential force in the ward, upsetting the antagonist to McMurphy, Nurse Ratched, who previously had totalitarian control over the patients.” Minor errors in grammar—“Each one of us is unique and are motivated”—and in more complex structures—“Death was so prominent in the camp it was all around, so survival was constantly on the prisoner’s minds, staying healthy as possible and not being noticed by the Germans were essential to this goal”—are understandable considering the circumstances.	(Pf)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Excellent (E)

Initial Planning

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

Literary Text(s) and
Author(s)

The Stone Angel - Margaret Laurence

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly identify your reasons for choosing this literature as support for your response. What strategies did you use when making your choice? You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Hagar is determined not to show emotion



disintegration of her potential close relationships

← Father

↓ brother

↓ husband

↓ son

↓ Mary F. Leed, Andrea Wang,

Elsa, etc.

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Excellent (E)

In *The Stone Angel*, by Margaret Laurence, the protagonist Hagar is determined not to show emotion. She conceals her emotions for the majority of her life and it leads to the disintegration of the relationships that hold the most promise. In her closest interactions Hagar has a chance to sympathize with the other person, but does not take the opportunity. Her determination not to show emotion, which, to her is the equivalent of weakness, keeps her at an emotional distance from those she should love.

Hagar's relationship with her father is one of holding each other at an arm's length. He, to her, is a father, not the more affectionate "dad," and she, to him, is a charge, not a loved daughter. Jason Currie sends Hagar away to boarding school so she will make him proud, not to help her realize her full potential. He makes sure she learns the niceties and etiquettes of society, but does not impart on her himself, morality or ethics. She, in turn, is an unaffectionate child, who disobeys him by marrying Bram Shipley. She has an opportunity of reconciliation, though. After she is married and has children she realizes that perhaps her father would like to meet them; perhaps reconciliation between them could be forged on account of her children. She does not let it become anything more than a thought, however, and Jason Currie never meets his grandchildren. Her determination not to show any remorse keeps her from a relationship with her father.

Hagar's connection with her brothers is one of blood and nothing more. Though they abide in the same house for many years, the absence of emotion makes them strangers. Hagar has opportunities to quell her emotional drought in relation to them, but does not.

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Excellent (E)

When her brother Dan is dying, her other brother Matt begs her to comfort him with an old shawl that belonged to their late mother. Hagar refuses, not willing to feel humility and vulnerability. Another chance comes when she is leaving for college. She longs to tell her hardworking brother Matt that it is he who deserves to go, but finds herself unable to. The fortress of pride stands strong, holding repentance captive within its walls.

Hagar's relationship to Bram is an avowed but not affirmed one. She marries Bram as an act of rebellion against her father and soon begins to resent everything about him: his lifestyle, mannerisms, and person. She does not realize until too late that he was the only one who respected her enough to call her by her name, Hagar. There is opportunity, when Bram is trying to comfort her, for her to relax and accept his sympathies and perhaps return some of her own, but she refrains, and by this starts to lose him. This loss is made more final by her leaving him, and made irrevocable by his dementia when he no longer recognizes her. Hagar's unwillingness to love Bram and to let him love her affirms only the distance between them, not the vows they made on their wedding day.

Hagar's relationships with her sons are forged of taking things for granted and favoritism. Her son Marvin, the oldest, is deemed by Hagar to be unemotional and not requiring love. She takes his hard works and attempts to please her for granted until the very end of her life. She has many opportunities to sympathize with his motives to make her love him by thanking him or even acknowledging his hard work but never does. John, her younger son, is her favorite, by no merit of his own. She is convinced he is more a hardworking Currie than a lazy Shipley, but he becomes more and more a Shipley as his life goes on.

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Example Scored Excellent (E)

She gives him her treasured clan pin, and he trades it for a knife. She moves to the coast for his education's sake and he squanders it by leaving her and going back to a lazy life on the prairies. It is noble of John to go back to care for his sick father, but Hagar fails him too to by not acknowledging this. Marvin is the better son and Hagar is determined not to change her mind, to prove her old self wrong and admit it to herself, ever. Near the end of the novel she tells Marvin that he is the better son, but does not believe it in her heart. The biased regard Hagar has for her sons could be reversed if she would admit her wrong, but she is determined not to.

Hagar's relationship with herself, as a result of her determination not to show emotion, has been one of regret and frustration. As she regurgitates her memories she realizes she had the power to change them if she would have shown remorse, repented of her stubbornness, been willing to love, and admitted her self wrong. If she had sympathized when the chance was there she could have changed her life. She has been determined all her life to bind up her emotions as a sign of strength, but realizes in the end that she is only weaker for it.

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English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Understanding (E) - Ideas are insightful, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. - Literary interpretations are perceptive and illuminating.	The student begins with the insightful idea that “In <i>The Stone Angel</i>, by Margaret Laurence, the protagonist Hagar is determined not to show emotion. She conceals her emotions for the majority of her life and it leads to the disintegration of the relationships that hold the most promise.” This idea is perceptively linked to the topic through the subtle distinction regarding how “In her closest interactions Hagar has a chance to sympathize with the other person, but does not take the opportunity.” The student’s ideas are developed through literary interpretations that are consistently perceptive and illuminating such as “After she is married and has children she realizes that perhaps her father would like to meet them; perhaps reconciliation between them could be forged on account of her children. She does not let it become anything more than a thought, however, and Jason Currie never meets his grandchildren.”	(E)

English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Supporting Evidence (E) - Support is explicit, precise, and deliberately chosen to reinforce the student’s ideas in an effective and judicious way. - A strong connection to the student’s ideas is maintained.	The student’s discussion of Hagar’s relationships with her father (“He, to her, is a father, not the more affectionate ‘dad,’ and she, to him, is a charge, not a loved daughter”), her brothers (“When her brother Dan is dying, her other brother Matt begs her to comfort him with an old shawl that belonged to their late mother. Hagar refuses, not willing to feel humility and vulnerability”), her husband (“She does not realize until too late that he was the only one who respected her enough to call her by her name, Hagar”), and her sons (“Near the end of the novel she tells Marvin that he is the better son, but does not believe it in her heart”) is supported with explicit and precise details. These deliberate choices reinforce the student’s ideas in an effective and judicious way. Details selected maintain a strong connection to the student’s ideas, as in “There is opportunity, when Bram is trying to comfort her, for her to relax and accept his sympathies and perhaps return some of her own, but she refrains, and by this starts to lose him.”	(E)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (E) • An effective arrangement of ideas and details contributes to a fluent, controlled, and shaped discussion that concludes skillfully. • The unifying effect or controlling idea is successfully sustained and integrated, and coherently presented.	The student effectively develops a fluent, controlled, and shaped discussion of how “Hagar’s relationship with her father is one of holding each other at an arm’s length,” how “Hagar’s connection with her brothers is one of blood and nothing more,” how “Hagar’s relationship to Bram is an avowed but not affirmed one,” and how “Hagar’s relationships with her sons are forged of taking things for granted and favoritism.” The discussion is concluded skillfully with “She has been determined all her life to bind up her emotions as a sign of strength, but realizes in the end that she is only weaker for it.” The controlling idea—that Hagar’s “determination not to show emotion, which, to her is the equivalent of weakness, keeps her at an emotional distance from those she should love”—is successfully sustained and integrated through the student’s coherent presentation of supporting details.	(E)

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Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Matters of Choice (E) • Diction is precise and effective. • Syntactic structures are effective and sometimes polished. • Stylistic choices contribute to a confident composition with a convincing voice.	Choices of diction are precise and effective as in “quell her emotional drought,” “made irrevocable by his dementia,” and “she regurgitates her memories.” Syntactic structures, such as “She marries Bram as an act of rebellion against her father and soon begins to resent everything about him: his lifestyle, mannerisms, and person” and “Hagar’s unwillingness to love Bram and to let him love her affirms only the distance between them, not the vows they made on their wedding day,” are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice, as demonstrated in “The fortress of pride stands strong, holding repentance captive within its walls.”	(E)

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, June 2004

Commentary for Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Matters of Correctness (E) • This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. • The relative absence of error is impressive considering the complexity of the response and the circumstances.	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics in statements such as “John, her younger son, is her favorite, by no merit of his own” and “She gives him her treasured clan pin, and he trades it for a knife. She moves to the coast for his education’s sake and he squanders it by leaving her and going back to a lazy life on the prairies.” The relative absence of error is impressive considering the complexity of the response and the circumstances.	(E)

**Scoring Categories and
Criteria for 2003–2004
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)

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

- the quality of **ideas** and **reflection**, and the **exploration** of the topic
- the effectiveness of **support**

Excellent (E)

Perceptions and/or ideas expressed are insightful, carefully considered, and confident. Support is apt and effective.

Proficient (Pf)

Perceptions and/or ideas expressed are thoughtful or considered. Support is relevant, purposeful, or thorough.

Satisfactory (S)

Perceptions and/or ideas expressed are appropriate. Support is straightforward and generally focused.

Limited (L)

Perceptions and/or ideas expressed are incomplete, superficial, or unaware. Support is inappropriate and/or repetitive.

Poor (P)

Attempts to express perceptions and/or ideas are only marginally relevant, confused, or underdeveloped. Support is lacking and/or random.

**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 Ideas and Impressions **OR**
- the marker can discern no evidence of an attempt to address the task presented in the assignment

Cross Reference to the Program of Studies

1.1.1	1.2.1	2.1.3	2.3.1	2.3.2	2.3.3
3.2.2	3.2.3	4.1.3	5.1.1	5.1.2	

**Scoring Categories and
Criteria for 2003–2004
Personal Response to Texts
Assignment
(continued)**

Presentation (10% of total examination mark)

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

- the effectiveness of **voice** and its appropriateness to the intended audience of the prose form the student has chosen
- the quality of **language** and **expression**
- the appropriateness of **development** and **unifying effect** to the prose form

Consider proportion of error to the complexity and length of the response.

Excellent (E)	The writer's voice is engaging, and the tone is effective. Stylistic choices are precise and effective. The unifying effect and development are skillfully sustained and fluent.
Proficient (Pf)	The writer's voice is distinct, and the tone is well considered. Stylistic choices are specific. The unifying effect and development are coherently sustained and generally fluent.
Satisfactory (S)	The writer's voice is matter-of-fact, and the tone is appropriate. Stylistic choices are adequate. The unifying effect and development are clear, conventional, and maintained generally, but coherence may falter.
Limited (L)	The writer's voice is ineffective, and/or the tone is inappropriate. Stylistic choices are inappropriate and/or imprecise. The unifying effect and development are unclear and/or ineffective, and coherence falters.
Poor (P)	The writer's voice is confused, and there is no discernible attempt to address the intended audience. Stylistic choices impede communication. The unifying effect and development are absent, irrelevant, frequently unclear, and/or not fluent.

Cross Reference to the Program of Studies

2.2.1 3.1.1 4.1.2 4.1.4 4.2.3 4.2.4

**Scoring Categories and
Criteria for 2003–2004
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)

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

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

Excellent (E)	Ideas are insightful, 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, demonstrating a well-considered comprehension of the literary text(s) and the topic. Literary interpretations are revealing and convincing.
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 and 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) and/or the topic 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 texts on the examination OR • the marker can discern no evidence of an attempt to address the task presented in the assignment

Cross Reference to the Program of Studies

1.1.1 1.1.2 2.1.1 2.1.2 2.2.1 2.2.2
3.2.3 5.1.2

**Scoring Categories and
Criteria for 2003–2004
Critical/Analytical Response
to Literary Texts Assignment
(continued)**

Supporting Evidence (7.5% of total examination mark)

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

- the **selection** and **quality** of evidence
- how well the supporting evidence is **integrated, synthesized,** and/or **developed** to support the student's ideas

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

Excellent (E)	Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in an effective and judicious way. A strong connection to the student's ideas is maintained.
Proficient (Pf)	Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained.
Satisfactory (S)	Support is adequate and general, but occasionally lacking in persuasiveness and consistency. A straightforward connection to the student's ideas is maintained.
Limited (L)	Support is often inappropriate or is a restatement of what was read, and/or may be repetitive, contradictory, and/or lacking. The connection to the student's ideas is vague and/or unclear.
Poor (P)	Support is irrelevant, overgeneralized, and/or lacking. The support, if present, is largely unrelated to any idea that may be present.

Cross Reference to the Program of Studies

1.2.2 2.3.2 2.3.3 3.2.3 4.2.1 5.1.1

**Scoring Categories and
Criteria for 2003–2004
Critical / Analytical Response
to Literary Texts Assignment
(continued)**

Form and Structure (5% of total examination mark)

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

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

Excellent (E)	An effective arrangement of ideas and details contributes to a fluent, controlled, and shaped discussion that concludes skillfully. The unifying effect or controlling idea is successfully sustained and integrated, and coherently presented.
Proficient (Pf)	A considered arrangement of ideas and details contributes to a competent, controlled discussion that concludes appropriately. The unifying effect or controlling idea is sustained and coherently presented.
Satisfactory (S)	A straightforward arrangement of ideas and details provides direction for the discussion that concludes functionally. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.
Limited (L)	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that does not conclude deliberately. A unifying effect or controlling idea is not maintained.
Poor (P)	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and a conclusion is absent or obscure. A unifying effect or controlling idea is absent.

Cross Reference to the Program of Studies

2.2.1 3.1.1 4.1.2 4.1.3 4.1.4 4.2.1
4.2.2

**Scoring Categories and
Criteria for 2003–2004
Critical/Analytical Response
to Literary Texts Assignment
(continued)**

Matters of Choice (5% of total examination mark)

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 the stylistic choices contribute to the creation of **voice**

Excellent (E)	Diction is precise and effective. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.
Proficient (Pf)	Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.
Satisfactory (S)	Diction is adequate but may be lacking in specificity. Syntactic structures are generally clear, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with a matter-of-fact voice.
Limited (L)	Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. Inadequate language choices contribute to a composition with an undiscerning or uncritical voice.
Poor (P)	Diction is overgeneralized and/or inaccurate. Syntax is confused and uncontrolled. The writing is unclear. Lack of language choices contributes to a confusing composition with an ineffective voice.

**Scoring Categories and
Criteria for 2003–2004
Critical / Analytical Response
to Literary Texts Assignment
(continued)**

Matters of Correctness (5% of total examination mark)

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 proportion of error to complexity and length of response.

Excellent (E)	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
Proficient (Pf)	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.
Satisfactory (S)	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear.
Limited (L)	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
Poor (P)	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.