



Appendix B

For more information, see
the Table of Specifications.

Grade 12 Prototype Examination

English Language Arts B 30

Course Code 8018

Barcode Number	
_____	_____
Month	Day
Date of Birth	



English Language Arts B 30

TIME: Two and One-Half Hours

Do not spend too much time on any question. Read the questions carefully.

You are allowed to use a print dictionary. No electronic dictionaries, translation dictionaries, or any other notes or reference materials are allowed.

MACHINE-SCORED SECTION: The first section of this examination will be multiple-choice questions. Record your answers on the Student Examination Form which is provided. Each question has four suggested answers, one of which is better than the others. Select the best answer and record it on the Student Examination Form as shown in the example below:

Example:

1. Which of the following cities is the capital of Canada?

Answers:

- A. Toronto
- B. Ottawa
- C. Hamilton
- D. Montreal

Student Examination Form:

1. (A) ● (C) (D)

Use an ordinary HB pencil to mark your answers on the Student Examination Form. If you change your mind about an answer, be sure to erase the first mark completely. There should be only one answer marked for each question. Be sure there are no stray pencil marks on your answer sheet.

Do not fold either the Student Examination Form or the examination booklet. Check that all information at the bottom of the Student Examination Form is correct and complete. Make any necessary changes, and fill in any missing information. Be sure to complete the Month and Day of Your Birth section.

MARKER-SCORED SECTION: Read carefully.

1. The remainder of the examination will be marker scored. Space is provided to answer in the examination booklet. If additional space is needed, answer paper will be provided.
2. Do not write your name or place any mark that would disclose your identity on the examination booklet or answer paper.
3. Leave a margin of one inch on the left side of all answer paper used.
4. Write all answers and solutions in **ink**. You may use pencil only for rough work.
5. Use clear, correct, and effective English and write neatly.
6. Plan the examination so that too much time is not spent on any one question. No more than 55 minutes should be spent on the Multiple-Choice Section.
7. Space is provided in this booklet for planning as well as for your finished work. Evidence of planning will be considered by markers on the 25-mark essay.

Upon completion of the examination, place your Student Examination Form and answer paper **behind** the examination booklet and **insert both in the same envelope. Be sure to seal the envelope and complete the Student Identification Slip and the information requested on the face of the envelope.**

(1) In his famous inaugural speech in January, 1961, President John Fitzgerald Kennedy encouraged the American people to “ask not what your country can do for you: ask what you can do for your country.” In these interesting times in which the planet, even the universe, seems to be shrinking, the statement can be amended and expanded to say, “ask not what the world can do for you; ask what you can do for the world.” The relationship between citizens and the state local national or global has always been an interesting and complex one. While John F. Kennedy challenged his fellow citizens over fifty years ago, there are many examples of individuals and groups at this very moment responding to Kennedy’s challenge and doing what they can for the world.

(2) Government officials, business leaders, and workers in human services fields are some of the individuals who have tried to forge a workable and mutual agreement between the state and its citizens. One highly visible group underscoring what needs to be done on behalf of global citizens is artists. Artists are often in a unique position to comment on the state of world affairs. They have a committed audience and the ability to spread their message quickly and widely through their music, acting, or writing.

(3) John Cleese, member of the influential comedy team Monty Python, is one of many artists who has used his talent to highlight political issues. In 1979 The Secret Policeman’s Ball was a show staged to benefit Amnesty International, an organization that works to protect universal human rights. All people should be afforded the same human rights as stated in the United Nations Declaration of Human Rights. Certainly the contributions of an artist of the stature of John Cleese can only help to highlight the work of many ordinary individuals working tirelessly for a movement like Amnesty International.

(4) One artist inspired by the work of John Cleese is probably one of the best known contemporary advocates for the involvement of the state in the lives of citizens of the global community—Bono. The lead singer of the Irish rock band U2 has voiced his opinion on many occasions regarding the role of wealthy nations in improving the lot of Africa, a continent struggling against a number of odds. Bono is a founder of DATA. The name of this organization stands for Debt, AIDS, Trade in Africa. From the name of the organization, it is clear that issues of wealth and poverty, healthy citizens, and democracy are important to Bono. World leaders have been compelled to listen to this influential artist as he tries to convince states all over the world that each can play a part in improving the lot of citizens in impoverished areas of continents such as Africa.

(5) Angelina Jolie and Brad Pitt find themselves on magazine covers for any number of reasons ranging from their Hollywood exploits to their interest in international adoptions to their work for the United Nations. Jolie serves as a Goodwill Ambassador for the Office of the United Nations High Commissioner for Refugees. She and her partner, Pitt, have travelled all over the globe. Highlighting the plight of individuals displaced from their homes and families. Jolie has said that “We cannot close ourselves off to information and ignore the fact that millions of people are out there suffering.” Her work with the UNHCR is one way of remaining open to the situations of others.

(6) Artists can utilize the power of their performance, either on stage as a comedian, a musician, an actor, or on the page, such as Columbian author, Gabriel Garcia Marquez, who found himself forced at certain points in his career as a novelist and journalist to work abroad because of the controversial views he expressed about state activities. Marquez is only one of countless writers who has found that the expression of ideas promotes danger to self. Other authors and journalists who have spoken about the role of the state in the lives of citizens are the Russian Alexander Solzhenitsyn, Chilean Pablo Neruda, and countless journalists in countries around the world such as Iran, Turkey, China, and Sierra Leone.

(7) Well, the state has many roles to play—to provide good, fair government, to provide services such as health and education to all citizens, and to attend to the needs of the impoverished, the sick, and the displaced. Many activists have indicated on numerous occasions what individuals can do for their country and the world. They must speak up in the face of unfair treatment, they must advocate for those unable to advocate for themselves, and they must do what they can as individuals, famous and not-so-famous, to ensure that all citizens—local, national, and global—enjoy the best that life has to offer. As citizens of a global community, individuals from all over the world echo Kennedy’s long-ago-expressed desires as he concludes his famous speech with the admonishment to fight against “tyranny, poverty, disease, and war itself.”

GRADE 12 DEPARTMENTAL EXAMINATION

ENGLISH LANGUAGE ARTS B 30, PROTOTYPE EXAM

Students are advised to read all questions carefully and to attempt all questions.

The first 30 questions are to be answered on the computer sheet entitled “Student Examination Form.” Students should spend no longer than 55 minutes on this section of the examination.

20
(10 × 2)

Questions 1–10 are based on the passage labelled “DRAFT” which has been inserted with this examination.

Revision is an important phase of the writing process. A peer has asked you to edit and proofread the draft of an essay. Read the draft essay carefully and then answer the following questions.

1. Which of the following sentences in paragraph one ensures that the writer employs correct punctuation?
 - A. The relationship between citizens, and the state, local, national, or global, has always been an interesting and complex one.
 - B. The relationship between citizens and the state: local, national, or global, has always been an interesting and complex one.
 - C. The relationship between citizens and the state—local, national, or global—has always been an interesting and complex one.
 - D. The relationship between: citizens and the state, local, national, or global, has always been an interesting and complex one.

2. Which of the following sentences from paragraph two emphasizes the key idea of the paragraph?
 - A. Government officials, business leaders, and workers in human services fields are some of the individuals who have tried to forge a workable and mutual agreement between the state and its citizens.
 - B. One highly visible group underscoring what needs to be done on behalf of global citizens is artists.
 - C. Artists are often in a unique position to comment on the state of world affairs.
 - D. They have a committed audience and the ability to spread their message quickly and widely through their music, acting, or writing.

3. Which of the following sentences could be added after sentence two in paragraph three and still ensure unity in the paragraph?
- A. Even though Amnesty International may not have any particular political affiliation, the organization definitely highlights the responsibility of the global state to its citizens.
 - B. The Secret Policeman's Ball performance was important in galvanizing entertainers to support human rights causes.
 - C. The political comedy sketches of the Monty Python troupe emphasize global injustices.
 - D. Violation of human rights can take many varied and vicious forms.
4. Which of the following sentences in paragraph four expresses ideas in parallel construction?
- A. From the name of the organization, it is clear that issues of the wealthy and poverty, the healthy, and democracy are important to Bono.
 - B. From the name of the organization, it is clear that issues of wealth, poor people, lack of health, and democracy are important to Bono.
 - C. From the name of the organization, it is clear that issues of wealth, poverty, health, and democratic reform are important to Bono.
 - D. From the name of the organization, it is clear that issues of wealth, poverty, health, and democracy are important to Bono.
5. Which of the following sentences would best make the transition between paragraph four and five?
- A. Countries in desperate situations all over the world willingly accept any kind of help directed their way.
 - B. Fans are obsessed with the exploits of celebrities and follow their every action with intense interest.
 - C. Non-governmental agencies look for appropriate individuals to serve as their spokespeople.
 - D. Bono is only one of many high profile individuals working on behalf of those less fortunate.

6. Which of the following sentences would you recommend to the writer to avoid the sentence fragment in paragraph five?
- A. She and her partner, Pitt, have travelled all over the globe; highlighting the plight of individuals displaced from their homes and families.
 - B. She and her partner, Pitt, have travelled all over the globe, highlighting the plight of individuals displaced from their homes and families.
 - C. She and her partner Pitt have travelled all over the globe highlighting the plight of individuals displaced from their homes and families.
 - D. She and her partner, Pitt, have travelled all over the globe, highlighting: the plight of individuals displaced from their homes and families.
7. Which of the following sentences in paragraph six ensures the writer uses all the words correctly?
- A. Marquez is only one of countless writers who has found that the expression of ideas **engenders** danger to self.
 - B. Marquez is only one of countless writers who has found that the expression of ideas **endures** danger to self.
 - C. Marquez is only one of countless writers who has found that the expression of ideas **enforces** danger to self.
 - D. Marquez is only one of countless writers who has found that the expression of ideas **enlists** danger to self.

8. Which of the following words could be used in paragraph seven to replace “Well” and best achieve the tone the writer is trying to maintain?
- A. **Indubitably**, the state has many roles to play—to provide good, fair government, to provide services such as health and education to all citizens, and to attend to the needs of the impoverished, the sick, and the displaced.
 - B. **Wow**, the state has many roles to play—to provide good, fair government, to provide services such as health and education to all citizens, and to attend to the needs of the impoverished, the sick, and the displaced.
 - C. **Clearly**, the state has many roles to play—to provide good, fair government, to provide services such as health and education to all citizens, and to attend to the needs of the impoverished, the sick, and the displaced.
 - D. **Astonishingly**, the state has many roles to play—to provide good, fair government, to provide services such as health and education to all citizens, and to attend to the needs of the impoverished, the sick, and the displaced.
9. Which of the following sentences could be added to provide a conclusion appropriate to the overall intent of the composition?
- A. Kennedy’s inaugural speech certainly inspired people.
 - B. It is encouraging to see that people working together have accomplished great things.
 - C. While the obstacles may seem overwhelming, a concerted effort by world leaders will certainly result in a better situation for planet Earth.
 - D. Surely it is self-evident that citizens fighting against these huge obstacles are doing the best they can for their fellow citizens, their country, and their planet.
10. Which of the following could be the best title for this essay?
- A. You and Your World
 - B. Advocates for the World
 - C. It’s A Small World After All
 - D. What Makes the World Go ‘Round?

20
(10 × 1)
(5 × 2)

Read the excerpt from *An Ordinary Man: An Autobiography*, by Paul Rusesabagina, and choose the best answer for each question. Questions 11–20 are worth one mark each. Questions 21–25 are worth two marks each.

An Ordinary Man: An Autobiography

Paul Rusesabagina was a hotel manager in Rwanda, Africa, a country that faced a wave of genocide in the early 1990s. In the introduction to his book, Rusesabagina writes: “In April 1994, when a wave of mass murder broke out in my country, I was able to hide 1,268 people inside the hotel where I worked.” In the following excerpt, Rusesabagina reveals his most powerful weapon.

I will never forget walking out of my house the first day of the killings. There were people in the streets who I had known for seven years, neighbours of mine who had come over to our place for our regular Sunday cookouts. These people were wearing military uniforms that had been handed out by the militia. They were holding machetes and were trying to get inside the houses of those they knew to be Tutsi, those who had Tutsi relatives, or those who refused to go along with the murders. 5

There was one man in particular whom I will call Peter, though that is not his real name. He was a truck driver, about thirty years old, with a young wife. The best word I can use to describe him is an American word: *cool*. Peter was just a cool guy; so nice to children, very gentle, kind of a kidder, but never mean with his humour. I saw him that morning wearing a military uniform and holding a machete dripping in blood. Watching this happen in my own neighbourhood was like looking up at a blue summer sky and seeing it suddenly turning to purple. The entire world had gone mad around me. 10 15

What had caused this to happen? Very simple: words.

The parents of these people had been told over and over again that they were uglier and stupider than the Tutsis. They were told they would never be as physically attractive or as capable of running the affairs of the country. It was a poisonous stream of rhetoric designed to reinforce the power of the elite. When the Hutus came to power they spoke evil words of their own, fanning the old resentments, exciting the hysterical dark places in the heart. 20

The words put out by radio station announcers were a major cause of the violence. There were explicit exhortations for ordinary citizens to break into the homes of their neighbours and kill them where they stood. Those commands that weren't direct were phrased in code language that everybody understood: “Cut the tall trees. Clean your neighbourhood. Do your duty.” The names and addresses of targets were read over the air. If a person was able to run away, his position and direction of travel were broadcast and the crowd followed the chase over the radio like a sports event. 25 30

The avalanche of words celebrating racial supremacy and encouraging people to do their duty created an alternate reality in Rwanda for those three months. It was an atmosphere where the insane was made to seem normal and disagreement with the mob was fatal.

Rwanda was a failure on so many levels. It started as a failure of the European colonists who exploited trivial differences for the sake of a 35

divide-and-rule strategy. It was the failure of Africa to get beyond its ethnic divisions and form true coalition governments. It was a failure of Western democracies to step in and avert the catastrophe when abundant evidence was available. It was a failure of the United States for not calling a genocide by its right name. It was the failure of the United Nations to live up to its commitments as a peacemaking body. 40

All of these come down to a failure of words. And this is what I want to tell you: Words are the most effective weapons of death in man’s arsenal. But they can also be powerful tools of life. They may be the only ones. 45

Today I am convinced that the only thing that saved those 1,268 people in my hotel was words. Not the liquor, not money, not the UN. Just ordinary words directed against the darkness. They are so important. I used words in many ways during the genocide—to plead, intimidate, coax, cajole, and negotiate. I was slippery and evasive when I needed to be. I acted friendly toward despicable people. I put cartons of champagne into their car trunks. I flattered them shamelessly. I said whatever I thought it would take to keep the people in my hotel from being killed. I had no cause to advance, no ideology to promote beyond that one simple goal. Those words were my connection to a saner world, to life as it ought to be lived. 50 55

I am not a politician or a poet. I built my career on words that are plain and ordinary and concerned with everyday details. I am nothing more or less than a hotel manager, trained to negotiate contracts and charged to give shelter to those who need it. My job did not change in the genocide, even though I was thrust into a sea of fire. I only spoke the words that seemed normal and sane to me. I did what I believed to be the ordinary things that an ordinary man would do. I said no to outrageous actions the way I thought that anybody would, and it still mystifies me that so many others could say yes. 60

– Paul Rusesabagina

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11. When Rusesabagina walks out of his “house the first day of the killings” (line 1), he is startled by the
- A. destruction of Tutsi property.
 - B. profusion of military uniforms.
 - C. number of people in the streets.
 - D. transformation of friends into killers.
12. Rusesabagina calls one man “Peter, though that is not his real name” (lines 8–9), because Rusesabagina
- A. wants to protect Peter’s identity.
 - B. experienced trauma seeing Peter’s machete.
 - C. is a coward and fears Peter’s powerful associates.
 - D. understands Peter was lost in the genocidal terror.
13. An “American word” (line 10) is used to describe Peter because
- A. Rusesabagina admires Americans.
 - B. Africans like to use American slang.
 - C. it is the most appropriate term for him.
 - D. an equivalent term does not exist in Africa.
14. The description of the “cool” Peter contrasted to the machete-wielding Peter is
- A. eerie.
 - B. chilling.
 - C. pathetic.
 - D. inspirational.
15. Rusesabagina’s reaction to events around him (lines 13–15) is one of
- A. determination.
 - B. disbelief.
 - C. elation.
 - D. panic.

16. The people now carrying the bloody machetes were doing this because they
- A. were stupid.
 - B. desired revenge.
 - C. wanted to protect themselves.
 - D. accepted their second-class status.
17. When Rusesabagina’s neighbours experience the excitement of “the hysterical dark places in the heart” (line 22), it means
- A. pent up rage and humiliation are released.
 - B. they are experiencing emotional confusion.
 - C. heartfelt emotions are expressed.
 - D. people are laughing maniacally.
18. Ironically, in Rwanda, words were as powerful a tool for violence as machetes because
- A. people were inspired to do evil deeds.
 - B. skilled announcers uttered the words.
 - C. Rwandans desired heartfelt and earnest advice.
 - D. people misunderstood the words of the speakers.
19. The description of people following the progress of a hunted man “like a sports event” (line 30), is
- A. absorbing.
 - B. abhorrent.
 - C. acceptable.
 - D. adventurous.
20. Rusesabagina’s decision to protect 1,268 people in his hotel and to resist “the avalanche of words” (line 31) shows his
- A. individuality.
 - B. coerciveness.
 - C. foolishness.
 - D. courage.

The following questions are worth two marks each.

21. In describing the causes of failure in Rwanda (lines 35–42), Rusesabagina
- A. considers outside agitators primarily responsible.
 - B. blames trivialities and pettiness.
 - C. criticizes the world at large.
 - D. accepts personal blame.
22. When he says he used words to “plead, intimidate, coax, cajole, and negotiate” (lines 49–50), the reader understands Rusesabagina’s
- A. keen perception of the human spirit.
 - B. willingness to betray his principles.
 - C. underhanded character.
 - D. lack of morals.
23. In his assessment of himself (lines 56–59), Rusesabagina reveals his
- A. self-abasement.
 - B. simplicity.
 - C. humility
 - D. pride.
24. Through the text, Rusesabagina understands that words influence both
- A. fickleness and dedication.
 - B. selfishness and sacrifice.
 - C. cowardice and courage.
 - D. good and evil.
25. From the final paragraph, the reader can infer that Rusesabagina believes his actions were
- A. unusual.
 - B. part of his job.
 - C. to be expected.
 - D. a surprise to him.

- 10 Read the following poem entitled “Anthem for Doomed Youth,” by Wilfred Owen, and choose the best answer for each question. Questions 26–30 are worth two marks each.

Anthem for Doomed Youth

The speaker reflects on the impact of war.

What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles’ rapid rattle
Can patter out their hasty orisons.¹
No mockeries now for them; no prayers nor bells; 5
Nor any voice of mourning save the choirs,—
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys, but in their eyes 10
Shall shine the holy glimmers of goodbyes.
The pallor of girls’ brows shall be their pall;²
Their flowers the tenderness of patient minds,
And each slow dusk a drawing-down of blinds.

– Wilfred Owen

¹ orisons: prayers

² pall: a cloth spread over a coffin, hearse, or tomb

New 2011 26. The first line of this sonnet is effective because of the

- A. vivid image of the suffering cattle.
- B. comparison between young men and animals.
- C. surprise technique of opening with a question.
- D. words which immediately capture the reader’s attention.

New 2011 27. It is ironic that prayers and songs for the dead are offered by

- A. other soldiers.
- B. guns and bugles.
- C. members of the clergy.
- D. choirs wailing in despair.

New 2011

28. The contrast that is established between the octave (first eight lines) and the sestet (last six lines) is between

- A. sadness and joy.
- B. darkness and light.
- C. noise and quietness.
- D. anxiety and severity.

New 2011

29. The poet made several revisions to this poem. At one point, the title of the poem was “Anthem **to Dead** Youth,” which eventually became “Anthem **for Doomed** Youth.” Line two was changed from “**our** guns” to “**the** guns.” These two changes help to emphasize the

- A. commonality of death and singularity of war.
- B. inevitability of death and universality of war.
- C. wastefulness of death and the intensity of war.
- D. tragedy of death and the dire conditions of war.

New 2011

30. Implicit in this poem is a comment on the state’s responsibility to its citizens; this responsibility includes

- A. respecting the sanctity of life.
- B. arming soldiers appropriately for battle.
- C. honouring fallen soldiers in suitable ways.
- D. understanding the impact of war on civilians.

Answer the remaining questions in the spaces provided. Neat, legible handwriting is essential. Do not use pencil.

10

1. Both the excerpt from *An Ordinary Man: An Autobiography* and the poem, “Anthem for Doomed Youth,” examine the actions of the state and of its citizens.

Respond to **ONE** of the following questions in only ONE paragraph.

- a. “A free society is a place where it’s safe to be unpopular.”

–Adlai Stevenson

Show how **your** society may encourage or discourage unpopular people and their actions.

OR

- b. “We’ve gotten to the point where everybody’s got a right and nobody’s got a responsibility.”

– Newton Minow

How have **you** acted responsibly in order to enjoy a right?

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

In the remaining questions, use only English Language Arts B 30 material. Avoid plot summaries. Do not refer to any selection found elsewhere on this examination.

Question 2 must be answered in formal essay format. A formal essay consists of at least five paragraphs.

- 15 2. Answer question a. OR b. Refer to ONLY short stories, essays, and/or poems.
- a. With reference to THREE selections, show how characters have embraced or rejected the **expectations** of their society.

OR

- b. With reference to THREE selections, show how characters have tried to cope with **shortcomings** in their society.

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Question 3 must be answered in formal essay format. A formal essay consists of at least five paragraphs.

25

3. Do either a. or b. Refer to only ONE of the following: a full-length play, or a Shakespearean play, or a novel, or a full-length non-fiction work.

a. “The enemies of freedom do not argue; they shout and they shoot.”

–William R. Inge

How does the reluctance of characters to discuss issues result in negative repercussions?

OR

b. “I destroy my enemies when I make them my friends.”

–Abraham Lincoln

How does the unwillingness to make friends of enemies influence events and character development?

Essay Marking Criteria:

Content: Thought and Detail	10 marks
Organization	5 marks
Style	5 marks
Mechanics	5 marks

PLANNING

“Content: Thought and Detail” and “Organization” form a large part of the mark for this question. Space is provided here for your initial planning. You may wish to use this space to explore and organize your ideas before you write your essay.

**GRADE 12 DEPARTMENTAL EXAMINATION
ENGLISH LANGUAGE ARTS B 30 PROTOTYPE EXAM — Answer Key**

Multiple-Choice Section Answer Key:

1. C	6. B	11. D	16. B	21. C	26. B
2. B	7. A	12. A	17. A	22. A	27. B
3. A	8. C	13. C	18. A	23. C	28. C
4. D	9. D	14. B	19. B	24. D	29. B
5. D	10. B	15. B	20. D	25. C	30. A

Holistic Scoring Guide for a 10-mark question (#1)

In scoring written sections of the examination, markers will consider whether the writing is appropriate to the purpose (i.e., does it address the prompt?). In addition, markers will consider:

- how well the candidate demonstrates an understanding of the topic (i.e., How sophisticated is the thought?);
- how well the candidate conveys those thoughts to the reader (i.e., How competent and effective are the writing skills?).

(adapted from ELA Curriculum Guide, page 131)

Level

5

Level 5: The writing conveys an insightful and sophisticated perspective and demonstrates an effective and confident command of the elements of writing.

9–10
marks

Ideas are insightful and well considered. This piece of writing has a strong central focus and is well organized. The organizational pattern is interesting, perhaps original, and provides the piece with an introduction which hooks the reader and carries the piece through to a satisfying conclusion. The writer has chosen appropriate details and established a definite point of view. Sentences are clear and varied. Word choices are vivid. The writer's voice and tone consistently sustain the reader's interest. If there are errors in mechanics, they are the result of the student taking a risk with more complex or original aspects of writing.

4

Level 4: The writing conveys a thoughtful perspective and demonstrates an effective control of the elements of writing.

7–8
marks

Ideas are thoughtful and clear. This piece of writing has a clear and recognizable focus. A standard organizational pattern is used, with clear introduction, transitions, and conclusion. A point of view is established and a sense of audience is clear. The writer has used appropriate details, clear and correct sentence structures, and specific word choices. The writer's voice and tone maintain the reader's interest. The few errors in mechanics do not impede communication or annoy the reader unduly.

3

Level 3: The writing conveys a recognizable perspective and demonstrates an adequate control of the elements of writing.

5–6
marks

Ideas are straightforward and clear. This piece of writing has a recognizable focus, though there may be superfluous information provided. The organizational pattern used is clear and includes a basic introduction and conclusion though it may be formulaic or repetitive. The point of view is clear and consistent. The word choices and sentence structures are clear but not imaginative. The writer's voice and tone establish, but may not maintain, the reader's interest. The mechanics show less effort and attention to proofreading than needed.

2

Level 2: The writing conveys a simple or uneven understanding of the topic and/or demonstrates an uneven or uncertain control of the elements of writing.

3–4
marks

Ideas are limited and overgeneralized but discernible. This piece of writing has an inconsistent or meandering focus. It is underdeveloped and lacks clear organization. Incorrect or missing transitions make it difficult to follow. There may be an introduction without a conclusion, or the reverse, a conclusion with no introduction. The point of view is unclear and there are frequent shifts in tense and person. The writer exhibits superficial and/or minimal awareness of the reader. Mechanical errors interfere with the reader's understanding and pleasure.

1

Level 1: The writing conveys a limited or uncertain understanding of the topic and/or demonstrates an elementary grasp of the elements of writing.

1–2
marks

Ideas are elementary and may not be clear. This piece of writing lacks focus and coherence. The organizational pattern and development of the topic are confusing. Point of view may shift in a confusing way. Mechanical errors are abundant and interfere with understanding. The piece must be read several times to make sense of it. Awareness of the reader is not apparent.

0
marks

Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark.

- If more than one paragraph is used when only one is requested, the maximum score is Level 4.
- Please note the question asks for a personal response. If not a personal response, the maximum score is Level 3.

Holistic Scoring Guide for a 15-mark question (#2)

In scoring written sections of the examination, markers will consider whether the writing is appropriate to the purpose (i.e., does it address the prompt?). In addition, markers will consider:

- how well the candidate demonstrates an understanding of the topic (i.e., How sophisticated is the thought?);
- how well the candidate conveys those thoughts to the reader (i.e., How competent and effective are the writing skills?).

(adapted from ELA Curriculum Guide, page 131)

Level

5

13–15
marks

Level 5: The writing conveys an insightful and sophisticated perspective and demonstrates an effective and confident command of the elements of writing.

Ideas are insightful and well considered. This piece of writing has a strong central focus and is well organized. The organizational pattern is interesting, perhaps original, and provides the piece with an introduction which hooks the reader and carries the piece through to a satisfying conclusion. The writer has chosen appropriate details and established a definite point of view. Sentences are clear and varied. Word choices are vivid. The writer's voice and tone consistently sustain the reader's interest. If there are errors in mechanics, they are the result of the student taking a risk with more complex or original aspects of writing.

4

10–12
marks

Level 4: The writing conveys a thoughtful perspective and demonstrates an effective control of the elements of writing.

Ideas are thoughtful and clear. This piece of writing has a clear and recognizable focus. A standard organizational pattern is used, with clear introduction, transitions, and conclusion. A point of view is established and a sense of audience is clear. The writer has used appropriate details, clear and correct sentence structures, and specific word choices. The writer's voice and tone maintain the reader's interest. The few errors in mechanics do not impede communication or annoy the reader unduly.

3

7–9
marks

Level 3: The writing conveys a recognizable perspective and demonstrates an adequate control of the elements of writing.

Ideas are straightforward and clear. This piece of writing has a recognizable focus, though there may be superfluous information provided. The organizational pattern used is clear and includes a basic introduction and conclusion though it may be formulaic or repetitive. The point of view is clear and consistent. The word choices and sentence structures are clear but not imaginative. The writer's voice and tone establish, but may not maintain, the reader's interest. The mechanics show less effort and attention to proofreading than needed.

2

4–6
marks

Level 2: The writing conveys a simple or uneven understanding of the topic and/or demonstrates an uneven or uncertain control of the elements of writing.

Ideas are limited and overgeneralized but discernible. This piece of writing has an inconsistent or meandering focus. It is underdeveloped and lacks clear organization. Incorrect or missing transitions make it difficult to follow. There may be an introduction without a conclusion, or the reverse, a conclusion with no introduction. The point of view is unclear and there are frequent shifts in tense and person. The writer exhibits superficial and/or minimal awareness of the reader. Mechanical errors interfere with the reader's understanding and pleasure.

1

1–3
marks

Level 1: The writing conveys a limited or uncertain understanding of the topic and/or demonstrates an elementary grasp of the elements of writing.

Ideas are elementary and may not be clear. This piece of writing lacks focus and coherence. The organizational pattern and development of the topic are confusing. Point of view may shift in a confusing way. Mechanical errors are abundant and interfere with understanding. The piece must be read several times to make sense of it. Awareness of the reader is not apparent.

0
marks

Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark.

- If fewer than the required number of paragraphs is used, the maximum score is Level 4.
- If only two acceptable* works are cited, the maximum score is Level 3.
- If only one acceptable* work is cited, the maximum score is Level 2.
- If no acceptable* works are cited, the score is 0.

* acceptable = correct genre, nationality, and grade level

Analytic Scoring Guide for a 25-mark question (#3)

(adapted from ELA Curriculum Guide, pages 132-133)

An analytic scoring guide will be used to measure specific aspects of the multi-paragraph composition. Students' responses will be scored using the following criteria:

- *content: thought and detail* (10)
- *organization* (5)
- *style (including wording choice and phrasing)* (5)
- *mechanics (sentence structure, usage, punctuation, capitalization, spelling)* (5)

Content: Thought and Detail (10/25)

When marking the quality and development of ideas the marker should consider how thoughtfully and effectively, within the context of the writing situation, the writer:

- shows a grasp of subject matter
- communicates and integrates ideas (information, events, emotions, opinions, perspective, etc.)
- includes details (evidence, anecdotes, examples, descriptions, characteristics, etc.) to support, develop, and/or illustrate ideas.

Level

- | | |
|---------------------------|---|
| 5
9–10
marks | Ideas are insightful and well considered. This piece of writing has a strong central focus and exhibits unique comprehension and insight that is supported by carefully chosen evidence. Sophisticated reasoning and literary appreciation are evident. |
| 4
7–8
marks | Ideas are thoughtful and clear. This piece of writing has a clear and recognizable focus and exhibits a comprehensive and intimate knowledge of the subject matter. Literary interpretation is more logical/sensible than insightful. |
| 3
5–6
marks | Ideas are straightforward and clear. This piece of writing has a recognizable focus and exhibits adequate development of content, although interpretation is more commonplace and predictable. |
| 2
3–4
marks | Ideas are limited and overgeneralized but discernible. This piece of writing has an inconsistent or wandering focus and, although it exhibits some development of topic, ideas are often superficial and supporting evidence is vague or weak. |
| 1
1–2
marks | Ideas are elementary and may not be clear. This piece of writing lacks focus and coherence and shows little or no development of topic. What is there is generalized and unsupported, so that there is little evidence of understanding. |
| 0
marks | Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark. |

Content:

- If no acceptable* work is cited, the score is 0.
- If only the planning box is used, the maximum score is Level 2.
- If more than one acceptable* work is cited, the maximum score is Level 2

* acceptable = correct genre, nationality, and grade level

Organization (5/25)

When marking organization the marker should consider how effectively, within the context of the writing situation, the writer:

- exhibits evidence of planning
 - creates an introduction
 - establishes and maintains focus
 - orders and arranges events, ideas, and/or details
 - establishes relationships between events, ideas, and/or details
 - provides closure.
- 5** The writing exhibits evidence of careful and considered planning. The introduction clearly states the direction the essay will take and invites further reading. Ideas are clearly and coherently developed and show evidence of critical thinking. The conclusion logically and thoughtfully completes the essay.
 - 4** The writing exhibits evidence of clear planning. The introduction provides direction for the reader and the ideas generally focus and sustain the topic. Ideas are developed clearly and the conclusion effectively completes the essay.
 - 3** The writing exhibits evidence of some planning but would benefit from additional planning. The introduction provides some direction for the reader and the ideas are usually focussed but show little imagination. Ideas are clear but may lack coherence. The conclusion offers little insight.
 - 2** The writing exhibits some evidence of order but little planning is evident. The introduction is weak and relates only marginally to the body of the essay. There is no focus and the ideas are not clearly developed. The conclusion provides no real purpose.
 - 1** Evidence of planning before or during the writing phase is not apparent. The introduction, if there is one, does not contribute to a discernible controlling idea. Development of the topic is meagre or superficial. The conclusion, where present, is unclear or unrelated to the development provided.
 - 0** Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark.

Organization:

- If fewer than the required number of paragraphs is used, the maximum score is Level 4.
- If only the planning box is used, the maximum score is Level 2.

Style (5/25)

When marking style, the marker should consider how clearly and effectively, within the context of the writing situation (the purpose and audience), the writer:

- makes choices that contribute to the creation of a discernible voice
 - makes use of diction and syntactical structures (such as parallelism, balance, inversion, etc.) to create the particular effect
- 5 The writing is **engaging**. The writer's voice and tone consistently sustain the reader's interest. The writer has chosen appropriate details and established a definite point of view that enhances the writing. Diction is clear, vivid, and precise. Syntax is varied, effective, and polished.
 - 4 The writing is **interesting**. The writer's voice and tone maintain the reader's interest. The writer has established a point of view and a sense of audience, and shows awareness of language and structure. Diction is effective. Syntax is generally effective.
 - 3 The writing is **straightforward, satisfactory, pedestrian**. The writer's voice and tone establish, but may not maintain, the reader's interest. The writer's point of view is clear and consistent and shows a basic understanding. Diction is adequate but somewhat generalized. Syntax is straightforward.
 - 2 The writing is **laborious**. The writing exhibits superficial and/or minimal awareness of the reader. The writer's point of view is unclear and the choice of diction is imprecise and/or inappropriate. Control of syntax is limited and results in lack of clarity.
 - 1 The writing is **confusing, inappropriate**. Awareness of the reader is not apparent. The writer's point of view may shift in a confusing way. Diction is inappropriate and unclear. Syntax is confusing and results in unclear writing.
 - 0 Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark.

Mechanics (5/25)

When marking mechanics the marker should consider how clearly and effectively, within the context of the writing situation, the writer communicates by applying the conventions of:

- sentence structure
- vocabulary
- standard usage, including subject-verb agreement, pronoun-antecedent agreement, correct and consistent verb tenses
- spelling, punctuation, and capitalization.

- 5 The writing demonstrates a **strong command** of the conventions of language. Sentences are correct. Any mechanical errors are the result of taking a risk with more complex or original aspects of writing.
- 4 The writing demonstrates a **solid control** of the conventions of language. Sentences are substantially correct, with errors only in attempts at more complicated constructions. The few mechanical errors do not impede communication.
- 3 The writing demonstrates a **general control** of the conventions of language. Common and simple constructions and patterns are correct. Errors in more complex or unusual constructions do not unduly impede understanding. Information is clear despite a faltering in mechanics.
- 2 The writing demonstrates a **limited and/or inconsistent grasp** of the conventions of language. Sentences having uncomplicated structures are usually clear, but attempts at more difficult structures result in awkwardness and/or obscured communication.
- 1 The writing demonstrates **only an elementary grasp** of the conventions of language. The writing exhibits a lack of knowledge in the use of sentence structure, usage, and mechanics. The profusion of structural and mechanical errors makes communication very difficult.
- 0 Insufficient—There is no evidence of an attempt to respond to the topic OR the response is too short to warrant a mark.

Sample Student Response

Question #2

Student #1:

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

- Not driving home drunk so I can keep my license
~~so I can get work done so I can go out on the weekends~~

Answer (Question 2, part b)

In my life, there are many rights I am only able to enjoy if I act responsibly. Acting responsibly proves that I am mature enough to do things that can only be done safely when a person reaches a certain level of maturity. An example of this is the right I have to drive vehicles. I acted responsibly and passed my driver's test so that I could enjoy the right to drive. But, in order for me to keep enjoying the right to drive, I must continue to act responsibly. Doing immature and irresponsible things like driving drunk and speeding excessively can lead to me losing my licence and my right to drive. Another example would be when I play hockey. If I follow the rules and play fairly, I get to enjoy the right to play. But if I don't follow the rules and act irresponsibly, I can get suspended from games and not be allowed to play. It is important to realize that if you want to fully enjoy all your rights, you must assume a certain level of responsibility to prove that you are deserving of such rights.

Marker Comments Level 4 or $\frac{8}{10}$

- A degree of thoughtfulness is evident in this response. There is a quiet tone of mature acceptance regarding one's personal responsibilities in order to enjoy particular rights. The opening is a little repetitive and the transition to the hockey comments is a little rough. However, this student has given the question some thought and has demonstrated clear control of the elements of writing.

Question #2

Student #2:

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Question B

DRIVING - preparation before

- in class, in car
- testing
- parents
- society
- safety, good judgement

- largest, most serious

- enjoy, realize

- thankful - have

As I grow up and become older... more responsibilities
~~the most~~ responsible action that I have enjoyed
over the past two years is the right to drive

Answer (Question 2, part b)

As I grow up and become older, I have acquired many more responsibilities than when I was younger. One of these responsibilities that I have enjoyed over the past two years is the right to drive. Driving is one of the largest and the most serious rights that I enjoy, because it not only affects my life, but the lives of others. I did not begin driving immediately, but prepared extensively for many months before receiving my licence. This preparation included classroom learning and driving with experienced drivers such as my instructor and parents. My parents prepared me for different situations while driving, such as poor weather conditions. They also made sure that after I passed my examinations and received my licence that I practiced more before I became more comfortable and confident while driving. They continually remind me that I have a responsibility to them to protect their vehicles and a responsibility to protect myself by driving cautiously. I also know it is my responsibility to protect others by driving safely and never drinking and driving. I have seen classmates of mine have their licences taken away because they did not act responsibly, and I do not want to follow their example. I enjoy driving and constantly remind myself that it is a privilege with many responsibilities. I am thankful that I have the right to drive and will continue to drive responsibly to maintain my right.

Marker Comments Level 5 or $\frac{9}{10}$

- The details in the response show the responsible steps this student has taken to enjoy the rights of driving. The focus is clear, as is the point of view. Organization is good—the student moves the reader through the early stages of earning a licence to the efforts to retain that licence. The writer is able to convey a certain insight and understanding of the relationship between rights and responsibilities.

Question #3

Student #1:

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

- Shooting an elephant (Orwell)
- Marriage is a private affair (Achebe)
- Brontë's essay (Brontë)

Answer (Question 3, part a)

Expectations and Choice

There are many examples of how characters have embraced or rejected the expectations of their societies. In "Shooting an Elephant" by Orwell, the main character accepts the expectation that he must prove his worth by killing an innocent creature. On the other hand, the couple in "Marriage is a Private Affair" by Achebe reject the expectations of society. In Brontë's essay, "A Warning Against Passion" she encourages a friend to embrace society's expectations of what marriage should be.

George Orwell is forced to choose between his morals and the expectations of those around him. When he shoots the elephant, he accepts the expectations of society. He knows that if he does not shoot the elephant, people will think he is not a strong person. He will also lose any respect that the Burmese people have for him as a white officer. Orwell chooses to shoot the elephant and embrace the expectations of both the British society and the Burmese.

In contrast, Nnaemeka chooses to go against the expectations of his society. While his society tells him that it is not acceptable to marry Nene because she is of a different tribe and is a teacher, he decides to follow his heart rather than be ruled by the decisions of popular society. He holds his ground even when his village rejects him because he knows that discrimination against someone because of their background is wrong.

Brontë also embraces society's expectations and encourages her friend to as well. Society in the Victorian era told women not to expect much of marriage. She writes a letter to her friend, who is falling in love with someone, reprimanding her for her foolishness. Brontë believes that her friend will only be hurt if she allows herself to fall in love and points out that she needs to accept her destiny as a simple wife, not to hope for love.

Characters often have to make the choice between embracing and rejecting society's expectations. Orwell went against his better judgment and allowed society's expectations to rule him. Nnaemeka took a chance and followed his heart instead of going with the flow. Brontë, however, allowed society to tell her what her choice must be, and she, in turn, encouraged her friend also to accept society's expectations. While these are only a few examples, all of these characters had to make a choice between the truth in their hearts and the truth that popular society wanted them to believe.

Marker Comments Level 5 or $\frac{14}{15}$

- Three appropriate texts have been discussed. The response shows sophistication as the student discusses three distinct responses to the expectations of society. The response is organized well and the transitions from one paragraph to the next are appropriate. The reader remains interested in what this writer has to say.

Question #3

Student #2:

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

People cope with shortcomings in their Society in different ways. The essays "Germinal" and "Conversation with an American Writer" each showcase a different character coping with a shortcoming in Society.

The main character in the essay "Germinal" is affected by the lack of work in a society with a struggling economy. He does not give up on looking for a job, but simply trudges on to find work somewhere. He accepts the shortcoming in his society, and does not try to fix it.

The speaker in the poem "Conversation with An American Writer" is unimpressed by the fact that society feels that honesty is forbidden. He speaks up about his feelings that one day society will consider honesty as the norm. The speaker writes to encourage society to be honest and not scared to speak up about their opinions and feelings.

The speaker in the poem "And We Shall Be Steeped" deals with society's lack of interest in African American culture by taking great pride in being immersed in all aspects of his country's rich history.

Answer (Question 3, part b)

Different kinds of people deal with the shortcomings of their society in different ways. The essay "Germinal", the poem "Conversation with an American Writer" and the poem "And We Shall Be Steeped" all showcase different characters coping with problems of society in varied ways.

The main character in the essay "Germinal" is trying to deal with the lack of work in a society with a struggling economy. He accepts this shortcoming in society with indifference to trying to fix it. The man will simply trudge on to find work in the next town without speaking out or feeling the need to find a solution to the shortcoming.

In the poem "Conversation with an American Writer", the speaker scorns society for its cowardice in addressing issues. He deals with what he sees as a shortcoming in society by speaking up and encouraging society to be honest and not be afraid of speaking out about their opinions and feelings.

The speaker in the poem "And We Shall Be Steeped" deals with society's seeming lack of interest in African-American culture by taking great pride in being immersed in all aspects of his ancestor's rich history instead of following society and assimilating.

These selections are only three examples of ways that people react to shortcomings in their society. The essay “Germinal” has a character who demonstrates indifference to a problem he sees in society. The speaker in “Conversation With An American Writer” shows an example of someone unwilling to keep silent about a shortcoming in society. In “And We Shall Be Steeped” the speaker showcases a person who, while unwilling to take a strong stand against a shortcoming, nonetheless refuses to be beaten by it. These are three interesting examples of characters facing society’s shortcomings, and we can all learn something from them.

Marker Comments Level 4 or $\frac{10}{15}$

- The response shows a degree of thoughtfulness; the student effectively handles three characters and their varied responses to shortcomings in their respective societies. The student has provided appropriate information from each text and has avoided the temptation simply to give a plot summary or to review the events of the poem. Expanding the discussion of the ideas would help. The concluding paragraph effectively sums up the student’s thoughts. The ideas are succinctly presented in the standard organizational pattern the student adopts.

Question #3

Student #3:

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Shortcomings

"Mirror" - Importance of beauty - turns insular
"The Necklace" - Importance of wealth - try to be like the wealthy
"The Pardoner's Tale" - Shortcoming is greed - Pardoner stoops to same level.
"Tubas"

Answer (Question 3, part b)

Each and every society has its own shortcomings, whether they are large or small. Each person within a society has a way of coping with these shortcomings. When a society's shortcoming is that it places too much value on physical appearance and beauty, some people cope with it by turning away from society and living alone so they aren't constantly reminded that they don't fit into society's perception of beauty. Another shortcoming a society may have is the importance it places on wealth and power. Some people deal with this by pretending that they are rich and powerful so they are accepted by the upper-class. Also, a common shortcoming in society is greed, which some people cope with by letting the greed in their hearts match the rest of society's level of greed, making them just as evil and allowing them to be exactly the same as everyone else in that society.

A society often places a great deal of importance in how somebody looks. This means that the more physically attractive you are, the more society will value you and accept you for who you are. People who aren't as appealing are not appreciated for who they are and are encouraged to change the way they are to society's standards. An example of this was in the poem "Mirror" by Sylvia Plath. In the poem, the lady is very upset over her image because she isn't her society's image of "beauty." She copes with this by turning away from society and becoming an insular person. She no longer has to feel shunned by society, and yet she still doesn't believe herself to be beautiful, meaning that her way of coping with her society's shortcoming is ultimately ineffective.

Another shortcoming within society is placing undue importance on wealth and power. Many societies measure people by how wealthy and powerful they are which means that those without wealth or power are considered to be inferior. An example of this is in the short story "The Necklace," where the clerk's wife tried very hard to appear rich and powerful so she would be considered superior in her society. This was her way of coping with her society's shortcoming.

Finally, greed is a shortcoming that plagues many societies. People are so concerned about getting material possessions and getting lots of them. They'll do anything to get more, even if it means committing evil deeds. They are so blinded by this greed that they forget the more important parts of life; things that can't be bought or sold like love and compassion. A way that people cope with this society's level of greed is to match that level of greed, like in

“The Pardoner’s Tale.” The Pardoner sees a world around him filled with “avarice” and considers it to be the root of all evil. And yet, he copes with this by becoming a very greedy person himself. He takes advantage of his past and changes money for pardons. As more greed and sin occur, he profits even more, while he should be trying to help the people. His way of coping with his society’s shortcoming is to take advantage of it and encourage it so he himself can satisfy his greed.

Coping with the shortcomings of one’s society can be a difficult task. Some people try to ignore the shortcoming, but are unable to do so. Others cope with it by pretending to be someone they’re not so that they will fit in better in society. And others deal with their society’s shortcomings by using them to their own advantage and accepting the shortcoming into their very own life. Whichever way it is, everyone must cope with their society’s shortcomings at some point.

Marker Comments Level 5 or $\frac{14}{15}$

- Evident in this response is confidence with the texts, the interpretation of those texts, and the elements of writing. This student has done an effective job of showing different ways characters respond to society’s shortcomings. The opening paragraph could have been a little more concise; nevertheless, the reader always has a sense of direction. The discussion of each text is developed appropriately. The conclusion effectively sums up the key ideas of the response. If a suggestion for improvement could be offered to this student, it may be to try to be less wordy.

Question #4

Student #1:

PLANNING

"Content: Thought and Detail" and "Organization" form a large part of the mark for this question. Space is provided here for your initial planning. You may wish to use this space to explore and organize your ideas before you write your essay.

Death of a Salesman

- Willy refuses to discuss his problems with his family, which ~~is~~ contributes to his eventual downfall.
- His wife Linda - Linda is a very supportive relationship with her. If he had been able to talk to her, he may not have needed so much. He would have been able to tell her about his problems. She may have been able to help him in the job. If he could have communicated with his wife, it could have saved him less stress and feelings towards his wife and himself. It would have helped them out of their financial problems.
- ^{His sons Biff and Happy} - If Willy would have admitted his financial problems to his sons Biff and Happy, they may have been able to assist him. If he had admitted about his financial problems to his sons, he would have chosen a steady career. So he could assist them. If Happy had been made aware of his father's situation, he may have not used Willy as his personal secretary, which would have been a better option and would help him in his career. This would have helped him.
- ^{His brother Charley} - If Willy could have admitted his real problem in his career to his brother Charley, he would probably have been able to sustain his job and not be in such a financial state. He was too afraid to admit to his fears and struggles. By being able to tell his brother about his struggles, he would have been able to help him. This would have helped him solve his problems.

Answer (Question 4, part a)

In the play "Death of a Salesman" the protagonist Willy Loman refuses to communicate his financial problems to those closest to him. This lack of communication with his wife, sons, and brother prevents him from finding a solution to his difficulties by discussing it with those who could best assist him.

Willy should have been more open with his wife, Linda, about their real financial situation and his job security. Linda may have offered to get a job in order to help pay the bills for the short-term. This may have given Willy an opportunity to search for another job. By not communicating with Linda, Willy lost the opportunity to find a solution to his financial difficulties with his partner.

Willy's sons, Biff and Happy, would have been able to assist their parents in paying off their debt. However, Willy was not open enough with them. If Willy had been honest with Biff, Biff may have found a steady job in order to help his parents. If Happy knew Willy's actual situation in life, he may have chosen another role model to model himself after and thus got further ahead in his career. By getting further ahead in his career and perhaps earning a higher wage, Happy could have greatly assisted his parents financially. From the lack of simple honesty in the relationships he had with his sons, Willy was not able to rely on what should have been his two greatest sources of assistance during hard times.

Charlie, Willy's brother, was willing to offer Willy a job. However, Willy was too proud to admit he was poor, and accepting a job from Charlie would be an admission of his poverty. If Willy had been able to swallow his pride and tell his brother of his struggles, the humiliation of taking the job would have been eliminated. If Willy was able to accept the job, he would have been able to work his way out of debt by himself.

By alienating himself from the counsel and assistance of important people in his life, Willy prevents himself from ever solving his financial problems. His wife's advice, his son's assistance, and his brother's job, were all made unavailable to him through his own unwillingness to discuss his problems. Throughout the play, Willy's struggles illustrate the importance of open discussion in order to achieve positive results.

Marker Comments Level 4 or $\frac{20}{25}$

$\frac{8}{10}$ Content

This is a good example of a Level 4 content response. The student clearly understands the issues and relationships in the play and is comfortable in discussing how they could have changed, had characters been a little more open and honest.

$\frac{4}{5}$ Organization

Clear planning is certainly evident in this response. It does not rise to a Level 5 for "organization" because a degree of critical thinking in the body is missing. The conclusion "effectively" (Level 4) rather than "thoughtfully" (Level 5) completes the essay.

$\frac{4}{5}$ Style

This student is a competent writer but has done nothing outstanding to engage the reader in a deep way.

$\frac{4}{5}$ Mechanics

Few risks are taken with sentence structures. The "solid command" of the elements of writing is evident in the response. The student needs to be reminded that titles of plays are underlined or italicized.

Question #4

Student #2:

PLANNING

“Content: Thought and Detail” and “Organization” form a large part of the mark for this question. Space is provided here for your initial planning. You may wish to use this space to explore and organize your ideas before you write your essay.

How does the unwillingness to make friends of enemies influence events & character development?

- * Laertes is unwilling to make peace with Hamlet after Polonius' death.
- Claudius' plan works out because it was based on Laertes' need for revenge
- The innocent are killed: Gertrude is poisoned by the drink
- Laertes loses his own life because he couldn't forgive ~~Polonius~~ Hamlet

Answer (Question 4, part b)

Friends of Enemies

The play Hamlet by Shakespeare is an example of how unwillingness to make friends of enemies can influence events and character development. Laertes' unwillingness to forgive Hamlet for Polonius' death has a number of consequences. Laertes' decision is important to Claudius' plan to get rid of Hamlet. Laertes' choice also causes an innocent bystander, Gertrude, to become involved. Perhaps most ironically of all, Laertes' determination to kill Hamlet actually ends up backfiring on him. Clearly, the reluctance to settle disagreement amicably leads to unfortunate results.

When Claudius comes to Laertes and suggests getting revenge on Hamlet for Polonius' death, his whole plan depends on Laertes' inability to make peace with Hamlet. If Laertes had been able to forgive Hamlet, he would have been able to listen to Hamlet's side of the story and see that he had not purposely killed Polonius. Because he cannot see past his need for revenge, Laertes is being unknowingly used by Claudius for evil.

Laertes' unwillingness to reconcile with Hamlet results in the death of Gertrude. While he did not directly mean to cause her to be poisoned, his selfishness makes him oblivious to how his need for revenge may affect others around him. Gertrude is not involved in Polonius' death, but she becomes a victim of revenge when she unknowingly drinks the poisoned cup intended for Hamlet.

Ironically, the biggest consequence of Laertes' unwillingness to make friends with his enemy is that he causes his own death. In not being able to allow Hamlet to live and be

reconciled, Laertes accidentally kills himself when his own poison sword is driven into him. He realizes that he had made a mistake, but it is too late.

Laertes' unwillingness to make friends of enemies, in particular Hamlet, affects the plot, other characters and his own self. Claudius' goal is accomplished, Gertrude is murdered and Laertes' own plan is turned tragically onto himself. Once again, it is proven that the choices one makes effect events and people directly.

Marker Comments Level 5 or $\frac{23}{25}$

$\frac{9}{10}$ Content

The novel approach to Hamlet shows insight and confidence on the part of the student. It is this unique and clearly argued approach to the play that places the response in Level 5.

$\frac{5}{5}$ Organization

The opening paragraph provides clear direction for the response. The reader is curious to pursue the ideas initially presented. The element of critical thinking evident throughout this response places it in Level 5.

$\frac{4}{5}$ Style

The response is interesting because of the ideas presented. An awareness of a reader is evident and ideas are presented clearly and coherently.

$\frac{5}{5}$ Mechanics

There is a strong command of the elements of writing. The writer has used a variety of sentence structures—a mechanically sound presentation.