



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD
QUALITY ASSURANCE DIVISION

Senior English Evaluation Project

English 4C

Student Handbook

*A Student Guide to Success
on the Board-wide Examination*



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Introduction

This Student Handbook was developed by a committee of teachers in consultation with English teachers throughout the Ottawa-Carleton District School Board for the purpose of providing guidance to ENG 4C students preparing for the board-wide examination. This handbook addresses the curriculum expectations of ENG 4C as specified in *The Ontario Curriculum Grades 11 and 12: English*. These curriculum expectations are the basis for the subsequent assessment and evaluation processes of OSS (Ontario Secondary Schools).

We particularly value the input of students in developing the exemplars and the essay rubric. Both the exemplars and the rubric will be used in class for task clarification and for skill development through assessment. Familiarity with the exam tasks and practice in skill development throughout the course will give the student greater confidence in the successful writing of a formal examination.

This handbook is published for student use by:

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Table of Contents

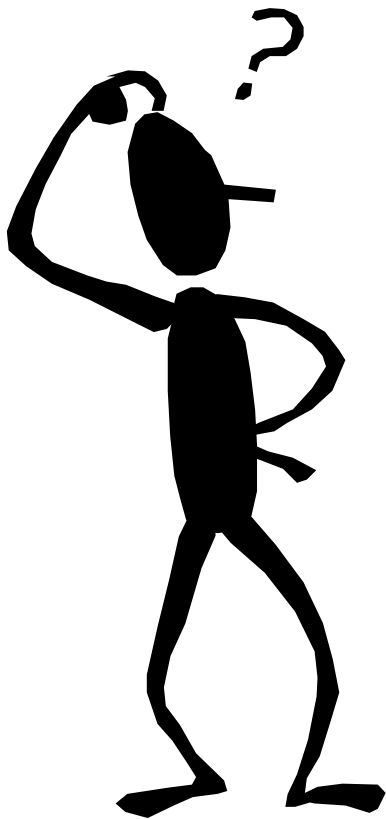
Section 1: An Overview & Sample ENG 4C Examination	2
FAQs	3
Examination Overview	4-5
Hints for Students	6-7
Vocabulary of Questioning	8-9
Definitions of Literary Terms	10-11
Sample ENG4C Examination	12-29
Section 2: Essay Writing	30
Essay “Placemat”: Descriptors for a Formal Essay	31
Essay Rubric	32
Marking the Literary Essay	33
Hints for Successful Essay Writing.....	34
Organizational Charts for the Literary Essay	35-36
Essay Writer’s Checklist	37
Sample Literary Essay Prompts	38-40
Section 3. Exemplar Essays	41
Exemplar Essay #1 and Teacher Feedback (on <i>Alive</i>)	42-43
Exemplar Essay #2 (on <i>Black Like Me</i>)	44
Exemplar Essay #3 (on <i>In the Heat of the Night</i>).....	45
Exemplar Essay #4 (on <i>Black Like Me</i>)	46
Exemplar Essay #5 (on <i>Forty Words for Sorrow</i>).....	47
Section 4: Reading Tasks	48
Hints for Successful Responses to the Reading Tasks	49
Sample Reading Task #1: Informational Text (“Employability Skills”).....	50-52
Sample Reading Task #2: Graphic/Informational Text (“Boating Safety”).....	53-55
Sample Reading Task #3: Literary Non-Fiction (“Video games...”)... ..	56-58
Sample Reading Task #4: Literary Fiction (“The Whale Sound”).....	59-61
Sample Reading Task #5: Literary Script (“Someday”).....	62-65
Section 5: Language Application	66
Common Grammar Terms, Sentence Types, & Sentence Errors	67-68
Examples of Language Application Questions	69-71
Sample Language Application Tasks #1- #3	72-77
Section 6: Informational Response: Report & Letter Writing	78
Report/Letter “Placemat”: Descriptors for a Report or Letter	79
Report/Letter Rubric	80
Hints for Writing the Report	81
Sample Report Tasks	82-85
Hints for Writing the Business Letter	86
Sample Letter Tasks	87-88
Report/Letter Checklist	89
Section 7: Informational Response: Report Exemplars	90
Informational Response Report Task for Exemplars	91
Exemplar Report #1 and Teacher Feedback.....	92-93
Exemplar Reports #2 - #4	94-96
Section 8: Informational Response: Letter Exemplars	97
Informational Response Letter Task for Exemplars.....	98
Exemplar Letter #1 and Teacher Feedback	99-100
Exemplar Letters #2 - #5	101-104
Section 9: Answer Guides: Sample Exam, Reading Tasks, Language Application Tasks	105-118
Section 10: Evaluation & Feedback: Student Exemplar Essays, Reports & Letters	119-130

Section 1:

An Overview

&

Sample Examination



FAQs: ENG 4C District-Wide Exam

1. What is the district-wide exam in ENG 4C?

This exam will evaluate reading and writing skills as outlined in *The Ontario Curriculum Grades 11 and 12: English*. A team of English teachers designs the exam based on the format presented in this booklet. All ENG 4C students in the OCDSB will write the same exam.

2. How long is the examination and what is it worth?

The exam is set for **2.5 hours** and has a total of 100 marks which amount to **20% of the final mark** for the ENG 4C course. The exam reflects ENG 4C curriculum expectations that are built upon the ENG 3C expectations.

3. When is the exam written?

The exam will be written at the end of your course - January for first-semester courses and June for second-semester and non-semestered courses. You will be advised of the exact date early in your course.

4. Who marks the exam?

Your own teacher will evaluate your exam. There is a conference marking session for teachers to attend to enhance the consistency of marking and provide a second opinion on papers. Your individual marks remain confidential.

5. What is the purpose of the Exemplar Booklet?

The Exemplar Booklet has been developed to familiarize students with the exam requirements and the types of reading and writing tasks students will encounter on the exam and the way in which the student will be evaluated.

By practising and becoming familiar with the types of reading and writing tasks in the booklet, you will enhance your literacy skills and be more confident in writing the exam.

6. May I use a dictionary on the exam?

Yes. A print dictionary is allowed.

7. What kinds of tasks are on the exam?

An explanation of the exam format with section values and suggested times appears on the next page. As well, a sample exam and other practice tasks are included in this booklet. Hints for ways to be successful on this examination are provided throughout the booklet. Student exemplars of the writing tasks and sample answers are also provided.

ENG 4C Exam Overview

The exam is designed to address ENG 4C curriculum expectations for reading and writing, and is set according to the following outline:

Part A: Writing: The Literary Essay

(50 marks; recommended time: approximately 55 minutes)

This part of the exam consists of writing a **literary essay** based on literature studied in this course (approximately 400 - 500 words).

- There will be a choice of four generic essay topics.
- Students will select ONE topic on which to write a well-developed literary essay based on ONE work of literature studied in this course.

Parts B, C and D: Reading

(30 marks; recommended time: approximately 50 minutes)

This part of the examination consists of responding to 3 of 5 possible reading passages. Each reading passage is followed by a combination of multiple-choice and short-answer questions which focus on reading comprehension skills such as identifying, interpreting, analyzing, and comparing ideas and information.

The reading sections of the exam will include **three** of the following types of texts:

Non-fiction

1. **Informational Text:** text that instructs the reader (e.g., newspaper or magazine article, report, pamphlet, brochure)
2. **Graphic Informational Text:** text that instructs through the use of visuals, such as graphs, charts, or pictures (and may be combined with prose text)
3. **Literary Non-fiction:** an essay or article (or an excerpt thereof) presenting an opinion or view based on factual information (e.g., personal or formal essay, article, editorial, interview, memoir)

Fiction

4. **Literary Fiction:** an excerpt or short piece of prose or poetry based on imagination rather than fact (e.g., short story, poem)
5. **Literary Script:** an excerpt from a play or a dialogue between characters in a novel or short story

Note: at least ONE Informational or Graphic Informational Text will appear on the exam.

Part E: Language Application

(10 marks; recommended time: approximately 10 minutes)

This part of the examination consists of a paragraph with technical errors:

- combination of short answer and multiple choice
- questions will focus on editing skills

Part F: Writing: Informational Response

(35 marks; recommended time: approximately 35 minutes)

This part of the examination consists of writing a short report **or** a business letter based on information, details, and instructions provided. The focus is on selecting key points and relevant information, and writing in an appropriate format for a specific audience and purpose.

A sample exam appears on pages 12-29 of this booklet.

Hints for Students: Preparing for the ENG 4C Examination

BEFORE THE EXAMINATION

1. Familiarize yourself with the format of the exam and ask any questions that you feel are relevant. **Remember, if you are familiar with the exam format, you'll be more relaxed.**
2. Practise writing the exam by using samples in this book. Even if you take them up in class, try them again at home. Be sure to complete the whole exam and to time yourself.
3. Review the marking rubrics and the exemplars with accompanying teacher comment that are included in this book. They will help you understand the difference between an adequate answer and a thorough one.
4. Review the following writing skills according to your teacher's instructions:
 - how to write an effective introduction
 - how to construct good body paragraphs
 - how to write an effective conclusion
5. Review the use of Organizational Charts and how they can aid in your writing processes.
6. Review the differences among the following types of writing tasks:
 - literary essay
 - short report
 - letter
7. Practise the reading comprehension section by doing the examples in this book and by scanning newspapers and magazines for similar passages. Practice reading skills which will help you understand the passages by taking note of headlines and clues to understanding graphic text features
8. Develop a habit of using full and complete explanations in your writing and your speech leading up to the exam. **Remember, you are being examined on the way in which you record your thoughts. In order to achieve full marks, those thoughts must be fully developed.**

Hints for Students: Managing the ENG 4C Examination on Exam Day

If you've had troubles managing exams before, you are certainly not alone. Here are a few suggestions to help you make sure that you are focussed, well organized, and that you maximize your effectiveness on this very important 2.5 hour test of your skills.

GETTING READY TO WRITE THE EXAM

1. First and foremost — be prepared (see "Preparing for the Exam" on page 6).
2. Keep your exam desk uncluttered. You need two pens and a highlighter.
3. Bring a watch so that you can keep track of the time you spend on each section.
4. English print dictionaries are permitted — make sure that you have one available.

WORKING THROUGH THE EXAM

1. Use your highlighter or pen to mark key action and instruction words in each section.
2. Follow all instructions exactly — remember that this is a formal examination.
3. Know what the questions ask you to accomplish (see "Vocabulary of Questioning" on pages 8-9).
4. Spend the appropriate amount of time on each task. Note the suggested times on the exam.
5. Use point form to plan your essay. Use the organizational chart to help you organize your ideas.
6. As you write your draft copy, refer back to the essay prompt two or three times.
7. Make a strong effort to write your essay as clearly as possible and double space.
8. Use all the time that the exam gives you to revise and edit.

REVIEWING THE EXAM

1. If you have time remaining, review your answers to double check that you have answered clearly and have not missed or forgotten anything.
2. Make sure you have completed your name, your teacher's name, and your school in the appropriate spaces on the front cover of the exam booklet.

Vocabulary of Questioning:

Key words and terms which may be used on ENG 4C English Examinations

While it is difficult to predict all possible key words, this list contains many of the key words you may encounter in the reading and writing tasks on your exam. Get used to underlining these prompt words when you see them on tests and exams.

Prompt Word Used in Context	Explanation and Suggestions on Handling the Prompt/Question
Compare “ Compare your outlook on careers now with your outlook two years ago.”	State the similarities AND/OR differences. <ul style="list-style-type: none">• In this context, you have to state your previous outlook and then state your current outlook in such a way that shows the two are similar and/or different.• This always implies that at least two items or characters must be compared.
Contrast “ Contrast the tastes in music that you had in grade 9 as opposed to today.”	State the differences only. <ul style="list-style-type: none">• In this context, you are being asked to describe your tastes in grade 9 and your current tastes, and the differences between them.• You must show a clear relationship between two ideas and point out where or how they differ.
Describe “ Describe the reaction of the father when he saw his child for the first time.”	Present details or characteristics. <ul style="list-style-type: none">• You are being asked to provide a pattern that is clear and organized.• You would be wise to avoid a series of random comments. Order is important here.• Organize your material effectively.
Explain “ Explain how the hero became an outcast.”	Make clear; interpret; tell how, why, when, what; show the process. <ul style="list-style-type: none">• In this case, you need to follow a sequence and develop a logical interpretation.• Order is important here. Organize your material effectively.
Identify “ Identify the three ways that the author tries to frighten us.”	This is almost the same as "state" but often requires more careful choice. <ul style="list-style-type: none">• You are being asked to look for something that exists as opposed to coming up with an idea of your own.• Usually you have to "identify" something that the author has said or something that has been covered in class.
Illustrate “ Illustrate the author's ability to make us sympathize with the main character.”	Use examples to make something clear. <ul style="list-style-type: none">• In this context, you need to choose examples that make a reader feel sympathy.• You are often asked to clarify your understanding of a statement.
List “ List three keys to success in balancing school and work.”	This is similar to "state," only you are expected to put your connected ideas into a sequence. <ul style="list-style-type: none">• You have to be specific to the topic and present ideas in order.• You are being asked to choose ideas that are connected in a sequence (e.g., they may, for instance, be listed in order of importance.)

<p style="text-align: center;">Prompt Word Used in Context</p>	<p style="text-align: center;">Explanation and Suggestions on Handling the Prompt/Question</p>
<p>Paraphrase</p> <p>“Paraphrase the second sentence in Paragraph 3.”</p>	<p>Restate using your own words.</p> <ul style="list-style-type: none"> • This term usually occurs in Reading Comprehension activities. • Sometimes you may require more than one sentence in order to capture the full meaning of a sentence or phrase. • In this context, you are being asked to show that you understand something well enough to place it in your own words.
<p>Provide an Example</p> <p>“Provide an example of the author's use of humour.”</p>	<p>Choose a specific example from the reading comprehension text.</p> <ul style="list-style-type: none"> • You are being asked to identify a specific passage. • You should quote or paraphrase the example.
<p>Show that / Demonstrate</p> <p>“Show that / Demonstrate that the main character was a fool for taking his friends' advice.”</p>	<p>Present adequate evidence; illustrate thoroughly with textual support.</p> <ul style="list-style-type: none"> • In this context, you are being asked to take the position that the character was foolish. Also, you must show how this occurred by referring to the effect of each piece of bad advice. • You are being asked to show that you understand a text or a concept well enough that you can offer strong evidence, placed in a logical order.
<p>State</p> <p>“State three methods we can use to communicate more effectively.”</p>	<p>Present the points or facts as required but do not elaborate with detail.</p> <ul style="list-style-type: none"> • In this context, you are expected to create a sentence that mentions three methods of communication. • Sometimes this direction is combined with another (e.g., "State and explain. . .").
<p>Suggest</p> <p>“Suggest two reasons why working more than 15 hours per week is associated with increased drug use.”</p>	<p>Provide your own reasons based on your own observations and experience that are logical and consistent with the text.</p> <ul style="list-style-type: none"> • The answer will not be directly stated in the text. • You are being asked to consider the information that has been provided, but to then move beyond the text to incorporate your own understanding, observations, or experience to suggest reasons that are both possible and plausible.
<p>Summarize</p> <p>“Summarize the author's recipe for success in business.”</p>	<p>Review the main points in the order of their appearance without accompanying detail.</p> <ul style="list-style-type: none"> • In this context, you are required to locate each of the author's suggestions and place them in a list. • You are being asked to locate the main points and place them in order.
<p>Trace</p> <p>“Trace the steps the detective took as he began to uncover the important clues.”</p>	<p>Provide an outline in a logical sequence.</p> <ul style="list-style-type: none"> • Often you need to observe a strict chronological order in which things occurred.

Definitions of Literary Terms

Term	Definition	Example
Alliteration	Repeated consonants at the start of a series of words	“The long, lithe limbs of the dancer...”
Audience	The person or group to whom an author directs his/her piece of writing	The audience for the article on “The Dangers of the Internet” was teenagers.
Conflict	The struggle between opposing forces	“person versus person,” “person versus self,” “person versus nature...”
Contrast	One element, object or idea is presented in opposition to another to create emphasis or clarity.	An author can contrast the difference between childhood and adolescence.
Diction	A word or a combination of words used to support a specific tone	The diction “ meddling busybody ” would indicate a critical tone about a person.
Euphemism	A gentler, more politically correct way of saying something that could be offensive or upsetting	The man passed away at the advanced age of 91.
Hyperbole	A conscious exaggeration that is used to heighten dramatic or comic effect	I was free-falling from the highest cloud in the sky.
Irony	When the reality is unexpected or different from the appearance	It is ironic that she is class president and yet spends every weekend alone in front of the television.
Metaphor	When one object is described in terms of another without using the words <i>like</i> , <i>as</i> , or <i>than</i>	He was an aggressive tiger on the tennis court, fighting for every point.
Mood	The dominant emotion that is suggested by the author's organization of setting, action, and characterization	The mood of the story was joyous and celebratory .
Motif	A recurring symbol, saying, event, word, phrase that has significance beyond the obvious and unifies a work	The motif of the conch is used throughout <i>Lord of the Flies</i>
Narrative Point of View	The perspective from which the text is presented	1 st person uses “I”; 2 nd person uses “you”; 3 rd person uses “he,” “she,” or “it”.

Term	Definition	Example
Onomatopoeia	When a word sounds like what it describes	The buzzing of the bees
Oxymoron	When two words with opposite meanings are put side by side to create an effect	“jumbo shrimp” or “accurate guess”
Parallel structure	The use of the same grammatical form for words, phrases or clauses, that can emphasize contrast, create balance and rhythm, and/or create a memorable beginning or ending.	In order to be successful at school, you need to attend regularly, complete assignments, and cooperate with others.
Personification	Giving human qualities to inanimate objects	The old chair groaned when the body-builder sat down.
Rhetorical question	A question not necessarily asked to get a response, but rather to achieve emphasis	“Do I have the word ‘gullible’ written on my forehead?”
Sarcasm	Ironic language whereby the author’s true meaning is the opposite of the words that are being said	“Really, tell me the story again. It was only after the fifth time that I really got it.”
Simile	A direct comparison between two things using <i>like</i> , <i>as</i> , or <i>than</i>	She ran like the wind .
Stereotype	A generalization about a group of people based on surface qualities	Women are more caring than men.
Symbol	Something that has a concrete meaning, but also suggests a deeper, more abstract interpretation	A “dove” is a bird (the concrete meaning of the word). A “dove” also represents peace and harmony (the abstract or symbolic meaning of the word).
Theme statement	A general statement about human nature that is suggested in a piece of writing. It is not a single word such as “love” or “ambition” but rather a statement.	Love can overpower reason, leading to tragic consequences. Excessive ambition can bring about a person’s downfall.
Tone	The attitude toward or the manner in which the author addresses his subject and/or his audience. The tone will be supported by the author’s diction.	The tone of an essay might be critical, angry, or taunting , for example, depending on the author’s use of diction. Another essay on the same topic might use different diction to indicate an encouraging, inspiring, or motivating tone.
Topic	A single word from which a theme statement can be developed.	Love, betrayal, friendship, war, education, success...

Ottawa - Carleton District School Board

PRELIMINARY EVALUATION SHEET

January 25, 2006, A.M.

2.5 hours

Student's Name: _____
Teacher's Name: _____
School: _____
Please indicate if you: <input type="radio"/> have been identified as exceptional and are receiving special education support (other than gifted) relevant to this course <input type="radio"/> have taken ESL in high school

NOTE: Students are permitted to use dictionaries during the examination.

Examiners are to complete this section.

ENGLISH, GRADE 12, COLLEGE (ENG4C)

A	Writing: The Literary Essay	/50
B	Reading: Passage #1	/10
C	Reading: Passage #2	/10
D	Reading: Passage #3	/10
E	Language Application	/10
F	Writing: Informational Response	/35
TOTAL		/125

Expectations by Category

English 4C: Rubric for a Senior Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K&U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		<ul style="list-style-type: none"> demonstrates insufficient knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates limited knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates adequate knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates considerable understanding of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates a thorough understanding of the text and ideas, themes, concepts 	<hr/> 10
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
Formulates and refines a thesis that addresses the prompt		<ul style="list-style-type: none"> thesis is inadequate and/or does not address the prompt 	<ul style="list-style-type: none"> formulates a limited thesis that refers to the prompt 	<ul style="list-style-type: none"> formulates a developing thesis that addresses the prompt 	<ul style="list-style-type: none"> formulates a reasonable thesis that meaningfully addresses the prompt 	<ul style="list-style-type: none"> refines a thesis that addresses the prompt with insight 	<hr/> 15
Integrates specific and convincing evidence from the text to support critical analysis		<ul style="list-style-type: none"> provides inadequate, inaccurate, and/or irrelevant supporting evidence 	<ul style="list-style-type: none"> provides limited supporting evidence which is frequently vague or inappropriate 	<ul style="list-style-type: none"> provides some supporting evidence, but is occasionally vague or inappropriate 	<ul style="list-style-type: none"> integrates considerable and convincing supporting evidence 	<ul style="list-style-type: none"> integrates substantial and compelling supporting evidence 	
Explains, analyses and synthesizes ideas, themes, and concepts		<ul style="list-style-type: none"> insufficient analysis and/or mere plot summary 	<ul style="list-style-type: none"> shows limited analysis of ideas 	<ul style="list-style-type: none"> shows some analysis of ideas 	<ul style="list-style-type: none"> shows considerable analysis and synthesis of ideas 	<ul style="list-style-type: none"> shows thorough analysis and skillful synthesis of ideas 	
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
Organizes information and ideas with clarity and focus		<ul style="list-style-type: none"> lacks clear sense of direction <i>and/or has fewer than 300 words</i> 	<ul style="list-style-type: none"> frequent loss of focus and logical sequencing of ideas 	<ul style="list-style-type: none"> occasional lapse(s) in focus and/or logical sequencing of ideas 	<ul style="list-style-type: none"> organization is clear, focused, and logical 	<ul style="list-style-type: none"> organizes information and ideas with a high degree of coherence and unity 	<hr/> 20
Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)		<ul style="list-style-type: none"> demonstrates a lack of competence in the use of language and style <i>and/or has fewer than 300 words</i> 	<ul style="list-style-type: none"> language and style are frequently ineffective and demonstrate limited sense of audience and purpose 	<ul style="list-style-type: none"> language and style are occasionally ineffective, but demonstrate some sense of audience and purpose 	<ul style="list-style-type: none"> language and style are effective and demonstrate a considerable sense of audience and purpose 	<ul style="list-style-type: none"> language and style are well-crafted and engaging with a strong sense of audience and purpose 	
Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		<ul style="list-style-type: none"> numerous major and minor errors interfere seriously with expression of ideas <i>and/or has fewer than 300 words</i> 	<ul style="list-style-type: none"> errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay 	<ul style="list-style-type: none"> errors occasionally interfere with expression of ideas and/or weaken impact of the essay 	<ul style="list-style-type: none"> errors do not significantly interfere with expression of ideas or weaken impact of the essay 	<ul style="list-style-type: none"> few errors do not interfere with expression of ideas or weaken impact of the essay 	
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		<ul style="list-style-type: none"> insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay 	<ul style="list-style-type: none"> limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective 	<ul style="list-style-type: none"> occasional lapse(s) in essay form and/or application of the text to the prompt results in an essay that is at times ineffective 	<ul style="list-style-type: none"> consistent application of essay form and text to the prompt results in an effective essay 	<ul style="list-style-type: none"> a thorough command of the essay form, text, and prompt results in a masterful essay 	<hr/> 5
Comments:							Total <hr/> 50

A. Writing: The Literary Essay
(50 marks; recommended time: 55 minutes)

Instructions:

- (i) *Read each of the following questions carefully.*
- (ii) *Select ONE of the questions.*
- (iii) *Using ONE of the major works that you studied in this course, write a well-developed literary essay based on the question you have selected.*
- (iv) *For any question, your response may deal with ONE or MORE characters.*
- (v) *You may use the organizational chart on the next page to organize your ideas in point form notes.*
- (vi) *Write your essay double-spaced on the foolscap provided.*
- (vii) *Proofread your work carefully.*

Your essay should be 3-5 paragraphs in length, 400 to 500 words in total.

Questions:

Write your essay in response to any **ONE** of the following:

1. People who possess money or charm are often NOT held accountable for their actions or are unfairly rewarded. Show that this statement is true or untrue for ONE literary work you have studied in this course.
2. Dissatisfaction with life can prompt a person to make poor decisions that lead to his or her downfall. Show that this statement is true or untrue for ONE literary work you have studied in this course.
3. Friendship is a powerful force that can compel a character to change for the better. Show that this statement is true or untrue for ONE literary work you have studied in this course.
4. Sometimes a person has to overcome his or her own prejudices in order to understand and appreciate another person. Show that this statement is true or untrue for ONE literary work you have studied in this course.

Organizational Chart for a formal essay

(Use point form notes to help you organize your ideas.)

<ul style="list-style-type: none"> • topic _____ • main idea/thesis: _____ • supporting ideas (1) _____ (as needed) (2) _____ (3) _____

	(as needed)	(as needed)
First supporting idea:	Second supporting idea:	Third supporting idea:
Example 1A:	Example 2A:	Example 3A:
Explanation:	Explanation:	Explanation:
Example 1B:	Example 2B:	Example 3B:
Explanation:	Explanation:	Explanation:
Connect to thesis:	Connect to thesis:	Connect to thesis:

<p>Conclusion: (summarize thesis statement)</p> <p>Refer to supporting idea(s):</p> <p>Clincher sentence:</p>

B. Reading: Passage #1 (Graphic/Informational Text)

(10 marks; recommended time: 15 minutes)

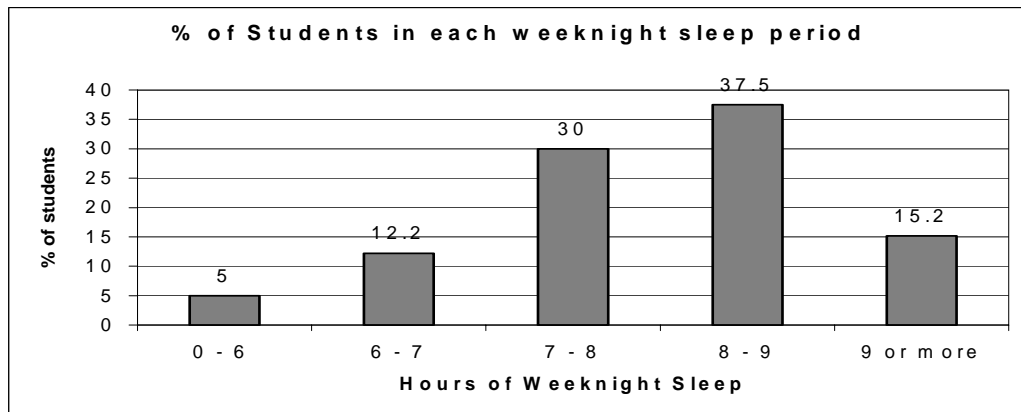
- (i) Read the article entitled "Tired Teenagers" and answer the questions that follow.
- (ii) Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.

"Tired Teenagers"

(from *The Institute of Population and Public Health and The Canadian Institutes of Health Research*)

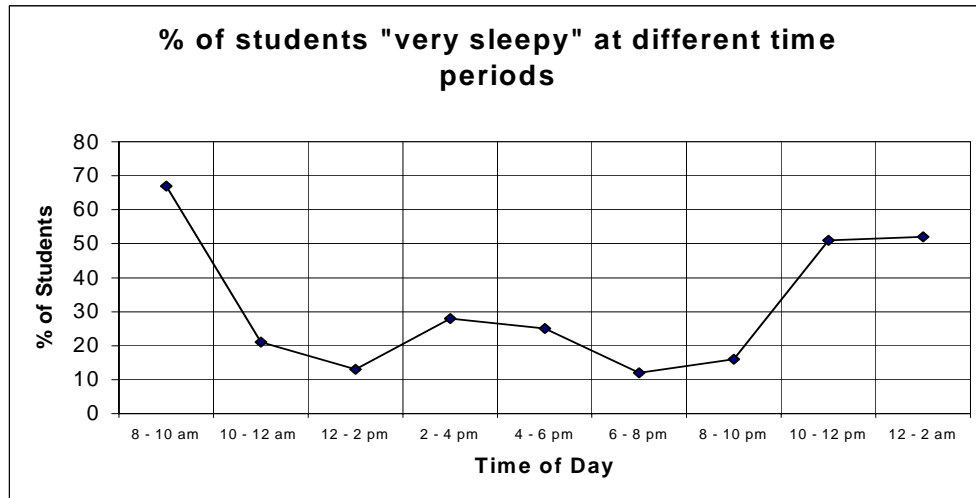
- A. Sleep affects one third of our lives. Despite this, there is a serious lack of awareness of the prevalence of sleep deprivation and sleepiness in children and adolescents.
- B. Adolescents require 8.5 – 9.25 hours of sleep, but less than 25% achieve this. A recent survey of over 3400 Ontario high school students showed 47.2% of students had less than 8 hours of sleep on weeknights while only 20% reported having more than the 8.5 hours recommended.

FIGURE 1



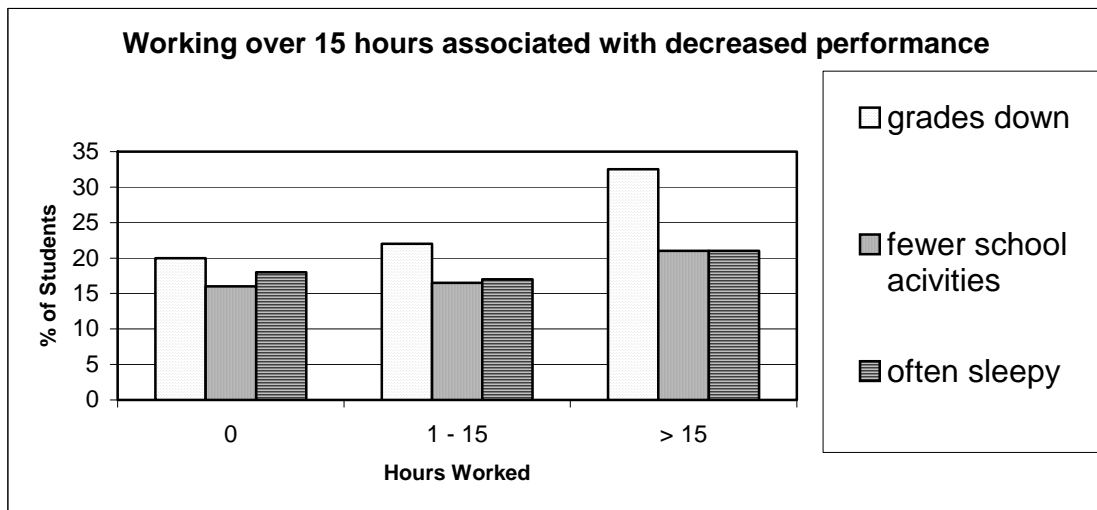
- C. There was a relationship between daytime “sleepiness” and decreased academic and extracurricular performance. Twenty-five percent of the students felt their grades had dropped because of sleepiness. These students averaged 26 – 32 minutes less sleep per night during the week than their peers. Sleep deprivation is associated with several effects on performance. These can range from completely falling asleep in the classroom to microsleeps (very short sleep episodes), to “tiredness.” Tiredness, even if one manages to stay awake, decreases motivation. Students who achieve grades of C, D, or F average 25 – 30 minutes less sleep per night during the week than their peers with better grades.

FIGURE 2



D. Figure 2 indicates that adolescents show a trend called “phase delay.” Teens feel sleepy in the morning and more awake in the evening. Early rise times force the body to act as if it was alert when in fact it is still in “sleep mode.” This has implications for the ability to learn. In fact 60 – 70% of adolescents surveyed indicated they were very sleepy between 8 and 10 am. The study also found that 50% of the students were not eating breakfast regularly. Phase delay could be a contributing factor; their bodies may be still in a “sleep” phase and not be ready to eat or learn.

FIGURE 3



E. Working part-time, over 15 – 20 hours per week, is associated with decreased sleep time, decreased achievement, and increased smoking, alcohol and drug use.

In the survey of Ontario high school students, approximately 20% reported working more than 15 hours a week. Figure 3 shows that those students working over 15 hours per week were the most likely to feel sleepy and get lower grades.

- F. Inadequate sleep is associated with decreased academic achievement, impaired performance, behavioural problems, accidents and a decrease in the overall quality of life. Sleep deprivation is a complex problem in education and in public health; there is a need to clearly define its extent and impact and to develop strategies to help teens get more sleep.

Questions for “Tired Teenagers.”

1. The purpose of the sleep study was to (1 mark)
 - a) determine how much sleep an adolescent needs
 - b) change the start time of high school to later
 - c) find out why students don't go to bed earlier in the evening
 - d) study the effects of sleep deprivation on students
2. The time of day when the highest percentage of students feel sleepy is (1 mark)
 - a) between 8 and 10 a.m.
 - b) just after lunch
 - c) the last class of the day
 - d) between 6 and 8 p.m.
3. How much less sleep did students with a “D” get each weeknight? (1 mark)
 - a) 60-65 minutes
 - b) 25-30 minutes
 - c) 45-50 minutes
 - d) 30-35 minutes
4. According to Figure 3, what percentage of students who worked 1-15 hours per week often felt sleepy at school? (1 mark)
 - a) 15%
 - b) 17%
 - c) 32%
 - d) 22%
5. According to the study, many students may not be eating an adequate breakfast because (1 mark)
 - a) their bodies are still in sleep mode
 - b) they do not have time to eat because school starts so early
 - c) they worked more than 15 hours per week
 - d) their grades have gone down because of sleep deprivation
6. What percentage of students sleep less than 8.5 hours per night? (1 mark)
 - a) 20%
 - b) 75%
 - c) 50%
 - d) 47%

7. How does the term “phase delay” explain why many adolescents are sleepy in the morning ? (1 mark)

8. Identify ONE way that sleep deprivation may affect classroom performance. (1 mark)

9. Suggest TWO reasons of your own why working more than 15 hours per week is associated with increased smoking, alcohol, and drug use. (2 marks)

C. Reading: Passage #2 (Literary Non-Fiction)

(10 marks; recommended time: 20 minutes)

- (i) *Read the short story entitled "Karate Chicks Out Chopping Wood" and answer the questions that follow.*
- (ii) *Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.*

"Karate Chicks Out Chopping Wood"

from an article by Judith Schutz

- A. Ten years of martial arts training finally comes down to this: a gauntlet of 11 pine boards, eight to be broken one right after the other in what is called a speed break and three held together dauntingly at the end in one thick block for the grand finale, that alarming feat of mind over matter: the power break.
- B. All those boards are waiting for me, as are the people holding them. I am a 44-year-old woman, an editor, 5 feet 2 inches tall and 125 lbs. The helpers at the other end cast a judicious eye at my size and gender and bring out two boards for the power break, not three, judging me too small to succeed. But I insist on three. Technically, for a third degree black belt, you have to break three, one for each level, and I don't want anyone to have reason to think that I am getting special treatment because I am a woman.
- C. I have broken boards before, but never this many in succession and never three all at once, and I remember that it only hurts if you fail. The audience seems to be holding its collective breath and I know, also from experience, that they are rooting for me. This is the last thing I have to do for my third-degree black-belt grading. And strangely, I don't feel the least bit of doubt or fear.
- D. The first one I break with a right palm heel, the fleshy part of my right hand, and it's a cinch. The second one gets a full punch and it's a clean break, and it feels so good that I punch the third one too. The fourth is held at a different angle, so I try to break it with the edge of my hand, but the approach is wrong and my technique not sufficiently powerful, and I land the strike with a thud. Ouch. Time for a different tactic. I swing my leg up and break the board with my heel.
- E. I plow through five, six, seven and eight with my fist, feeling unstoppable. This is the biggest high I can remember ever having, better than my university graduation and my wedding combined, euphoria in capital letters. This is power!
- F. And then I come to the end, to the three boards. I am so focused I can't even see who is holding them, but later I am told (and I can see from the photos) that it's three burly black belts, two holding the block of boards and a third one supporting the two of them from behind. I measure off for an elbow strike and on the first try my elbow glides harmlessly off the wood. No problem: it didn't hurt.
- G. I measure off again, and this time there is a satisfying crack and the boards collapse, cleanly broken.
- H. The audience goes wild. I've done it. My right hand hurts a bit from the board that

I missed on the first try, but other than that I haven't got a single scratch. Just a deep feeling of satisfaction.

- I. I am part of a new trend, women taking up the martial arts. Except I took it up 10 years ago, when it wasn't yet a trend. In my first introductory class I learned to punch and yell. In the second, I got to throw a six foot tall male instructor, and I was immediately hooked. I wanted to be fit, but aerobics always bored me to tears. In the karate school, you could not only get fit, but you were encouraged to shout while you were doing it and you were taught how to throw large men around like confetti. Cool!
- J. In those days, the martial arts were still quite macho, but by sheer chance I happened upon a school that welcomed women. Even so, of the few adult women I started with as a white belt I am the only one left. Most of them quit at about orange or green belt because their boyfriends disapproved. But since then I've been joined by dozens of others, ranging from 18 to 60-something, "karate chicks" of all shapes and sizes, from all walks of life. It's a whole new world out there, one in which women are no longer willing to accept traditional definitions of who they are

supposed to be.

- K. In grappling class, we roll around on the floor like puppies and sometimes get the giggles like a bunch of six-year-olds. We go to each other's gradings and cheer for each other. We flirt with our young instructors and briefly forget that we are doctors, lawyers, writers, editors, businesswomen, and some of us also wives and mothers: in short, adult women with often too many responsibilities. We have a whole new level of confidence. A few of us have even faced down attackers and threatening situations and lived to tell the tale, although most of us (fortunately) only get to wonder what we would do.
- L. After the board-breaking, a woman from the audience walked up to me and told me that I was an "inspiration." It never occurred to me that anyone would think that. I tried to explain that the only reason I got this far is that in 10 years I just haven't been able to quit. And I broke the boards because they were there: a challenge.
- M. It was the most fun I've had in years!

Questions for "Karate Chicks Out Chopping Wood"

1. What reason does Judith Schutz give for starting karate? (1 mark)
 - a) she was frightened to go out at night
 - b) she wasn't very good at other sports
 - c) she wanted to break pieces of wood
 - d) she wanted to get into shape

2. The author's attitude toward her black belt test can best be described as (1 mark)
 - a) confident
 - b) nervous
 - c) frightened
 - d) angry

3. With what part of her body did Schutz break the final three boards? (1 mark)
- a) side of hand
 - b) palm of hand
 - c) foot
 - d) elbow
4. What does Judith Schutz mean when she says, “It’s a whole new world out there”? (1 mark)
- a) women are no longer content to accept traditional roles
 - b) women are not going to be defined by what males expect
 - c) women can accomplish whatever they want
 - d) men are not as good at karate as women
5. Why does the author say breaking boards is the biggest high she can ever remember? (1 mark)
- a) the rest of her life has been less exciting
 - b) she feels strong and powerful
 - c) she did not think she could do it, and is surprised when the boards break
 - d) it is important to set an example for other women
6. Suggest ONE reason why some boyfriends might disapprove of their girlfriends learning karate. (1 mark)

7. Suggest TWO reasons why the author and her fellow “karate chicks” have a whole new level of confidence. (2 marks)

8. Why does an audience member call Judith Schutz an inspiration? (1 mark)

9. Contrast the author’s attitude between karate and aerobics. (1 mark)

D. Reading: Passage #3 (Literary Script)

(10 marks; recommended time: 15 minutes)

- (i) Read the excerpt from the drama entitled "Fantasy Date" and answer the questions that follow.
- (ii) Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.

"Fantasy Date"

adapted from a play by Beverly Cooper and Banuta Rubess

Characters:

Jennifer – a teenage girl

Trish – a teenage girl; Jennifer's friend

Ron – Jennifer and Trish prank call him after hearing rumours that he hit his girlfriend

Sally – Ron's girlfriend

Tony – Ron's brother; appears in a dream sequence when Jennifer fantasizes about going on a "perfect" date with him

Des – appears in a dream sequence when Trish fantasizes about her perfect date with him

This scene is taken from a play called "Thin Ice," a humorous one-act play about teenage relationships. Jennifer and Trish make an angry prank phone call to Ron, a boy from school, who is suspected of hitting his girlfriend, Sally. Afterwards, Jennifer and Trish each fantasize about the "perfect" date.

JENNIFER: (*laughing*) Trish, no. You wouldn't dare.

TRISH: (*dialing the phone*) Oh, yeah?

JENNIFER: (*hiding her face*) I don't believe you.

TRISH: (*after dialing*) Shhh! It's ringing. (*disguising voice*) Hello Ron? You don't know me but I know you...I know what you did – to Sally, you sicko! And don't think I won't report you to the cops, 'cos I will, jerk – (*Angry squawking comes out of the phone.*)

JENNIFER: (*Disguising her voice, Jennifer grabs the phone and joins in.*) We know where you are, and we're coming over to get you right now.

Jennifer hangs up, and she explodes into laughter.

TRISH: Jennifer! It's not funny you know. Sally's been really weird ever since. She never goes out. She's always crying. And I hear she's quitting school.

JENNIFER: Wow. I can't believe Ron would do something like that.

TRISH: Believe it.

JENNIFER: Well I would know what to do...I saw on TV how, like, you hold your keys like this and if someone jumps you from behind you put your finger in his eye and stuff.

TRISH: Jennifer! What are you going to do, walk around the party with brass knuckles? Hey, are you worried about Tony?

JENNIFER: Even though Ron and Tony are brothers, they're two separate people, you know. They're not Siamese twins. If I were you, I'd be more worried about Des. Still waters run deep you know.

TRISH: What? He's in Grade 12. He's not Rambo, he's a guy who's smart and plays hockey...he's normal. Anyway, it's just a party. I suppose your idea of a good time is for some prince to say Rapunzel, Rapunzel; let down your hair or something.

JENNIFER: It is not. It's...

Corny music plays. The scene changes to Jennifer's date fantasy. Ding dong, the door bell rings.

JENNIFER: I'll get it. *(opens the door for Tony who is dressed in a tuxedo)* Hi, Tony.

TONY: Hello, Jennifer, you look very pretty tonight. This is for you. *(Tony hands Jennifer a flower.)*

JENNIFER: Why...thank you, Tony, it's beautiful. Come on in.

TONY: I've got a surprise for you.

JENNIFER: Really?

TONY: I've got a white limousine waiting. We're going to take one of my jets and spend the evening in Rio de Janeiro.

JENNIFER: Are you crazy?

TONY: No, just rich. I just won 14 million dollars in a lottery.

JENNIFER: I better get changed.

TONY: I've already bought you ten new designer outfits.

JENNIFER: I don't know if my parents will go for it.

TONY: Your parents think it's fine, I've already talked to them. *(Tony takes Jennifer's hand and leads her away.)*

JENNIFER: What about school?

TONY: You don't have to go to school. I finished it for you. *(Tony exits.)*

JENNIFER: And then we jet around the world in his purple private plane.

TRISH: That sounds like the most boring event since my last visit to the dentist. To me the perfect evening is more intimate. More dangerous.

Scene changes to Trish's fantasy date. Trish is fixing her hair when Des bursts in.

TRISH: Don't you ever knock?

DES: I had to see you. I couldn't wait. *(Des takes Trish in his arms, but she pushes him away.)*

TRISH: Don't you manhandle me.

DES: I couldn't help myself. I've been dreaming about you all day.

TRISH: Well just keep your cool for a few minutes while I get ready.

DES: You look gorgeous, that dress is very sexy...and what's that perfume you're wearing? You know how it drives me wild...

TRISH: *(laughing)* Oh Des...you animal.

DES: C'mere baby. *(grabbing her roughly)*

TRISH: Hey.

DES: Just like on TV. *(Des pulls Trish roughly.)*

TRISH: Owwww. *(pushing Des away, as he exits)* That hurt! They never get bruises on *The O.C.*

Questions for "Fantasy Date"

1. Why do Jennifer and Trish call Ron? (1 mark)
 - a) to intimidate him
 - b) to tell him they know the truth
 - c) to ask him out
 - d) both a) and b)

2. Why do the girls think Ron has abused Sally? (1 mark)
- a) they heard rumours and Sally is acting strangely
 - b) they witnessed it at the high school dance
 - c) Tony told them after confronting Ron
 - d) Ron admitted it after the girls called him
3. What stereotype about male/female relationships is reinforced in Trish's fantasy date with Des? (1 mark)
- a) women like rich men
 - b) women like aggressive men
 - c) women like romantic men
 - d) women like passive men
4. What does Jennifer mean when she uses the expression "still waters run deep"? (1 mark)

5. Explain how Jennifer's "perfect" date differs from Trish's. (2 marks)

6. After describing her fantasy date with Des, suggest ONE reason why it is ironic that Trish is the most critical of Ron. (1 mark)

7. Des justifies his treatment of Trish by saying, "just like on TV." Suggest TWO ways that Jennifer's and Trish's ideas about dating have been influenced by television. (2 marks)

8. Provide ONE example to show that Jennifer and Trish are typical teenagers. (1 mark)

E. Language Application

(10 marks; recommended time: 10 minutes)

- (i) *Read the paragraph below and answer the questions that follow.*
- (ii) *Circle the letter that corresponds with the best answer in the multiple choice questions, or write your responses in the space provided after each question.*
- (iii) *Note that the numbers at the beginning of each sentence are there for easy reference.*

1. The rich rewards of Olympic stardom are not about to go away, and niether will the temptation for athaletes to use performance-enhancing drugs. **2.** For many athletes, the potential rewards of improved performance far outweigh his fear of getting caught. **3.** Ben Johnson, was on his way to being one of Canada's richest athletes, when he tested positive for steroid use. **4.** After winning the 100 metres at the 1988 Seoul Olympics. **5.** Tougher rules are needed because north america is well behind other parts of the world when it comes the public's attitude toward illegal drug use in sports. **6.** Sure, Canada takes drug use very seriously, but the athletes are still deciding to take the risk, Canadian sports authorities must stand firm. **7.** Certainly, a ban from competition and the subsequent front-page humiliation is a blow to any athlete who tests positive for illegal drug use. **8.** Any athlete testing positive during an Olympic cycle should be forced to pay back money received from the government. **9.** Since the abuse of performance-enhancing drugs in Olympic sports shows no signs of slowing down, it's time to raise the bar. **10.** The penalty for getting caught must be made greater than the potential reward; otherwise, athletes will continue breaking the rules, they'll disappoint their countries, and will distort their true abilities.

Questions for Language Application

1. **Sentence 1** should be corrected by changing
 - a) "niether" to "neither" and "athaletes" to "athletes"
 - b) only "athaletes" to "athletes"
 - c) only "niether" to "neither"
2. **Sentence 2** contains
 - a) a faulty pronoun reference
 - b) a misplaced modifier
 - c) a compound sentence

3. The punctuation in **Sentence 3** should be corrected by writing
 - a) Ben Johnson, was on his way, to being one of Canada’s richest athletes when he tested positive for steroid use.
 - b) Ben Johnson was on his way to being one of Canada’s richest athletes, when he tested positive for steroid use.
 - c) Ben Johnson was on his way to being one of Canada’s richest athletes when he tested positive for steroid use.

4. **Sentence 4** is a
 - a) correct sentence
 - b) sentence fragment
 - c) complex sentence

5. In **Sentence 5**, “north america” should be
 - a) italicized
 - b) capitalized
 - c) hyphenated

6. **Sentence 6** contains
 - a) a missing a verb
 - b) a sentence fragment
 - c) a comma splice

7. In **Sentence 7**, the word “subsequent” means
 - a) following
 - b) remaining
 - c) preceding

8. **Sentence 8** is a
 - a) declarative sentence
 - b) interrogative sentence
 - c) exclamatory sentence

9. **Sentence 9** should be corrected by changing
 - a) “it’s” to “its”
 - b) “Since” to “Because”
 - c) it is correct as it is

10. **Sentence 10** would be better written as
 - a) “otherwise, athletes will continue to break the rules, disappoint their countries, and will distort their true abilities”
 - b) “otherwise, athletes will continue to break the rules, disappoint their countries, and distort their true abilities”
 - c) “otherwise, athletes will continue breaking the rules, disappointing their countries, and will distort their true abilities”

F. Writing: Informational Response (Letter of Inquiry)

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of the exam.*
- (ii) *You should use the appropriate format taught in class during this semester.*
- (iii) *You are to write a business letter based on the following information. **Your letter should be 150-200 words.***
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Your name is Reilly O'Reilly. You live at 164 Richmond Road, Ottawa, Ontario, K1S 3R5. You are a member at "Freakin' Fit," a popular health club in the area. You are now interested in becoming one of their fitness instructors. You are to write a professional and enthusiastic letter of inquiry to find out the steps that you should take to become qualified to teach group classes and provide personal training to other clients.

Use relevant details from the following information to write your letter:

- your Nike shoes are size 9
- you are a non-smoker
- you are a part-time student at Algonquin College
- you are personable and friendly
- you coach track and field at a local high school
- you are interested in getting trained in CPR
- you have been a member for the past 2 years
- you are working towards a diploma in massage therapy
- you have 2 birds and a rabbit
- your mother is a yoga instructor
- you like free weights better than Nautilus machines

You are to write a letter of inquiry and address your letter to:

Ms. B. Buff, Manager
Freakin' Fit
2233 Carling Avenue
Ottawa, ON
K2A 9N6

(End of exam. Be sure that you have completed all sections of the exam.)

F. Writing: Informational Response (35 marks)

English 4C: Rubric for Report/Letter Writing

Expectations by Category

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K&U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		▪ demonstrates insufficient understanding of facts, ideas, and concepts	▪ demonstrates limited understanding of facts, ideas, and concepts	▪ demonstrates some understanding of relationships among facts, ideas, and concepts	▪ demonstrates considerable understanding of relationships among facts, ideas, and concepts	▪ demonstrates an insightful understanding of relationships among facts, ideas, and concepts	5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas		▪ selects insufficient or irrelevant supporting detail	▪ selects limited supporting detail which is frequently vague or inappropriately sequenced	▪ selects some supporting detail, but is occasionally vague or inappropriately sequenced	▪ integrates considerable and relevant supporting detail in an appropriate sequence	▪ integrates substantial and convincing supporting detail in a clear and logical sequence	10
Uses creative thinking skills to generate and develop ideas		▪ insufficient and/or inappropriate generation and development of ideas	▪ limited generation and development of ideas which are frequently vague or inappropriate	▪ some generation and development of ideas, but is occasionally vague or inappropriate	▪ considerable and effective generation and development of ideas	▪ thorough and insightful generation and development of ideas	
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus		▪ lacks clarity and focus <i>and/or has fewer than 100 words</i>	▪ frequent loss of clarity and/or focus	▪ occasional lapse(s) in clarity and/or focus	▪ expression of information and ideas is clear and focused	▪ expresses information and ideas with a high degree of coherence and unity	15
Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices)		▪ demonstrates a lack of competence in the use of language and style <i>and/or has fewer than 100 words</i>	▪ language and style are frequently ineffective and demonstrate limited sense of audience and purpose	▪ language and style are occasionally ineffective, but demonstrate some sense of audience and purpose	▪ language and style are effective and demonstrate a considerable sense of audience and purpose	▪ language and style are well-crafted and engaging with a strong sense of audience and purpose	
Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		▪ numerous major and minor errors interfere seriously with expression of ideas <i>and/or has fewer than 100 words</i>	▪ errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	▪ errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	▪ errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	▪ few errors do not interfere with expression of ideas or weaken impact of the report/letter	
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		▪ insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	▪ limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	▪ occasional lapse(s) in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	▪ consistent application of form to the task results in an effective report/letter	▪ a thorough command of form and the task results in a convincing report/letter	5
Comments:							Total
							35

Section 2:

Essay

Writing



Part A: Writing: The Literary Essay

(50 marks; recommended time: approximately 55 minutes)

This part of the exam consists of writing a **literary essay** based on literature studied in this course (approximately 400 - 500 words).

- There will be a choice of four generic essay topics.
- Students will select one topic on which to write a well-developed literary essay based on a work of literature studied in this course.

Knowledge & Understanding

Demonstrating knowledge of literary text with an understanding of ideas, themes, and concepts includes:

- clear comprehension of the literary elements of the novel or play (e.g., plot, setting, characters, mood, conflict, etc.)
- clear comprehension of theme, imagery, characterization, or other textual concepts and devices (e.g. motif, symbolism, structure, etc.)
- a command of the text evidenced by specific references and/or quotations

English 4C:

Descriptors for a Formal Essay

Thinking

Formulating and refining a thesis that addresses the prompt includes:

- a thesis which is valid for the text and the prompt
- a thesis based on insights and convictions
- a thesis which controls the essay
- a directional statement which presents the best areas of proof from the text

Integrating specific and convincing evidence from the text to support critical analysis includes:

- presenting accurate examples
- selecting persuasive and relevant quotations or specific evidence
- selecting the most appropriate evidence from the text

Explaining, analyzing, and synthesizing ideas, themes, and concepts includes:

- a convincing explanation of how evidence supports the thesis
- insightful analysis, interpretation, or judgment
- arguments and ideas that are cohesive

Communication

Organizing information and ideas with clarity and focus includes:

Vertical Dimension:

- focus on thesis is maintained from introduction through conclusion
- clear topic and concluding sentences focus arguments
- effective transitions indicate movement in thought from one paragraph to another
- ideas are presented in a logical sequence

Horizontal Dimension:

- ideas flow clearly and logically within a paragraph
- transitions, pronouns, and other devices are used effectively to signal relationships among ideas

Clarity and focus can be achieved through structure and patterns such as chronological order, cause and effect, comparison, analogy, induction, deduction, and climactic order.

Using language and style appropriate to purpose and audience (diction, voice, sentence structure, devices) includes:

- diction which is mature and appropriate to establish and maintain the tone for a formal, scholarly, argumentative essay
- voice which suits the purpose and audience
- a variety of sentence structures to communicate complex ideas effectively and emphatically (e.g., subordination, transitions, parallelism, word order)
- literary and rhetorical devices used appropriately and effectively
- use of punctuation to achieve clarity, emphasis and rhythm

Using correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation is critical for clear and effective communication. The following errors can interfere with the expression of ideas and/or weaken the impact of the essay:

Major Errors: run-on sentences, comma splices, sentence fragments, faulty subject-verb agreement, faulty tense change, faulty parallelism, misplaced modifiers, dangling verbals, inaccurate pronoun references, incorrect use of common words

Minor Errors: errors in spelling, misuse of homonyms, missing or misplaced apostrophes, the “is when” error (a subordinate adverb clause used as a noun clause)

Application

Transferring and applying knowledge of literary essay form and text to the prompt includes:

- drawing on knowledge of the text to select an appropriate prompt (i.e., choosing a suitable prompt for the text and vice-versa)
- addressing **all** elements of the prompt in a balanced manner
- applying knowledge of the literary essay form, which includes:

An Introduction with:

- lead sentence(s)
- thesis statement
- directional statement
- reference to author and title of work

Body paragraphs, each presenting:

- clear topic and concluding sentences
- an argument with supporting evidence linked to thesis
- quotations which are accurate and properly formatted (when used)

A Conclusion that:

- is emphatic without being redundant or purely repetitive
- reinforces main points/arguments
- reinforces thesis
- provides closing statement(s)

Expectations by Category

English 4C: Rubric for a Senior Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K& U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		▪ demonstrates insufficient knowledge of the text and ideas, themes, concepts	▪ demonstrates limited knowledge of the text and ideas, themes, concepts	▪ demonstrates adequate knowledge of the text and ideas, themes, concepts	▪ demonstrates considerable understanding of the text and ideas, themes, concepts	▪ demonstrates a thorough understanding of the text and ideas, themes, concepts	<u>10</u>
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
Formulates and refines a thesis that addresses the prompt		▪ thesis is inadequate and/or does not address the prompt	▪ formulates a limited thesis that refers to the prompt	▪ formulates a developing thesis that addresses the prompt	▪ formulates a reasonable thesis that meaningfully addresses the prompt	▪ refines a thesis that addresses the prompt with insight	<u>15</u>
Integrates specific and convincing evidence from the text to support critical analysis		▪ provides inadequate, inaccurate, and/or irrelevant supporting evidence	▪ provides limited supporting evidence which is frequently vague or inappropriate	▪ provides some supporting evidence, but is occasionally vague or inappropriate	▪ integrates considerable and convincing supporting evidence	▪ integrates substantial and compelling supporting evidence	
Explains, analyses and synthesizes ideas, themes, and concepts		▪ insufficient analysis and/or mere plot summary	▪ shows limited analysis of ideas	▪ shows some analysis of ideas	▪ shows considerable analysis and synthesis of ideas	▪ shows thorough analysis and skillful synthesis of ideas	
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
Organizes information and ideas with clarity and focus		▪ lacks clear sense of direction <i>and/or has fewer than 300 words</i>	▪ frequent loss of focus and logical sequencing of ideas	▪ occasional lapse(s) in focus and/or logical sequencing of ideas	▪ organization is clear, focused, and logical	▪ organizes information and ideas with a high degree of coherence and unity	<u>20</u>
Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)		▪ demonstrates a lack of competence in the use of language and style <i>and/or has fewer than 300 words</i>	▪ language and style are frequently ineffective and demonstrate limited sense of audience and purpose	▪ language and style are occasionally ineffective, but demonstrate some sense of audience and purpose	▪ language and style are effective and demonstrate a considerable sense of audience and purpose	▪ language and style are well-crafted and engaging with a strong sense of audience and purpose	
Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		▪ numerous major and minor errors interfere seriously with expression of ideas <i>and/or has fewer than 300 words</i>	▪ errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay	▪ errors occasionally interfere with expression of ideas and/or weaken impact of the essay	▪ errors do not significantly interfere with expression of ideas or weaken impact of the essay	▪ few errors do not interfere with expression of ideas or weaken impact of the essay	
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		▪ insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay	▪ limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective	▪ occasional lapse(s) in essay form and/or application of the text to the prompt results in an essay that is at times ineffective	▪ consistent application of essay form and text to the prompt results in an effective essay	▪ a thorough command of the essay form, text, and prompt results in a masterful essay	<u>5</u>
Comments:							Total <u>50</u>

Marking the Literary Essay

The following guidelines direct teachers in evaluating your essay on the examination.

Several points should be kept in mind when marking the examination:

1. In each prompt, the student is asked to support a given statement. The student is free to choose how this will be done.
2. The student must use ONE work that has been studied this year.
3. The student must derive points of support from that work studied.
4. It is hoped that the organizational chart will help the student map out the essay. While the organizational chart is not given any separate marks, it may be useful to look at it in cases where a student appears to run out of time. (See #8 below.)
5. Remember that a student does not need to write a five-paragraph essay. The essay should be 400 to 500 words in length; fewer than 300 words receives **no more than *Insufficient*** for **Communication**.
6. Remember that a student's IEP may have a list of accommodations regarding **Communication** expectation #3 (use of language conventions).
7. If the PROMPT is only partly answered, or part of it has been changed, or the essay is on topic but does not address the prompt:

Such an answer fails to deal with the question in a valid way and cannot be awarded higher than **Level 1** for the following **two expectations**:

- **Thinking Expectation #1** (“refines a thesis that addresses the prompt”) because the prompt is not fully or meaningfully addressed;
- **Application Expectation #1** (“applies knowledge of form and text to the prompt”) because the student may have misunderstood or misinterpreted the prompt and/or has not used the text appropriately to address all elements of the prompt in a balanced manner.

*Teacher discretion must be used in these cases.

8. If the organizational chart is done, but the essay is not written, use teacher discretion within these guidelines:
 - (i) if the student has written a lot, treat it as an essay;
 - (ii) if the student has put down points only,
 - **Thinking** expectations would be *Level One* at best
 - **Communication** expectations #2 and #3 would be *Absent*
 - **Application** expectation on formal essay form would be *Absent*

Hints for Successful Essay Writing

1. Circle or highlight the key words in the question.
2. Be sure that you answer all parts of the essay question.
3. Use the wording of the essay question to help formulate your thesis statement.
4. Be sure that each body paragraph includes **specific examples** from your text for support and that you **explain** how each example supports your thesis.
5. Use a graphic organizer to create a point form outline and to plan key points of your essay.
6. Take time to revise your writing, to improve wording and sentences.
7. Proofread to check for errors in spelling, punctuation, and grammar.
8. Use the essay checklist to assess your work and that of peers to practice good essay writing.
9. Practice marking student exemplar essays using the placemat and the rubric to know what is expected on the examination.

Organizational Chart For A Formal Essay

(use point form notes to help you organize your ideas)

- topic _____
- main idea/thesis: _____
- supporting ideas (1) _____
(as needed) - (2) _____ (3) _____

First supporting idea:

Example 1A:

Explanation:

Example 1B:

Explanation:

(as needed)

Second supporting idea:

Example 2A:

Explanation:

Example 2B:

Explanation:

(as needed)

Third supporting idea:

Example 3A:

Explanation:

Example 3B:

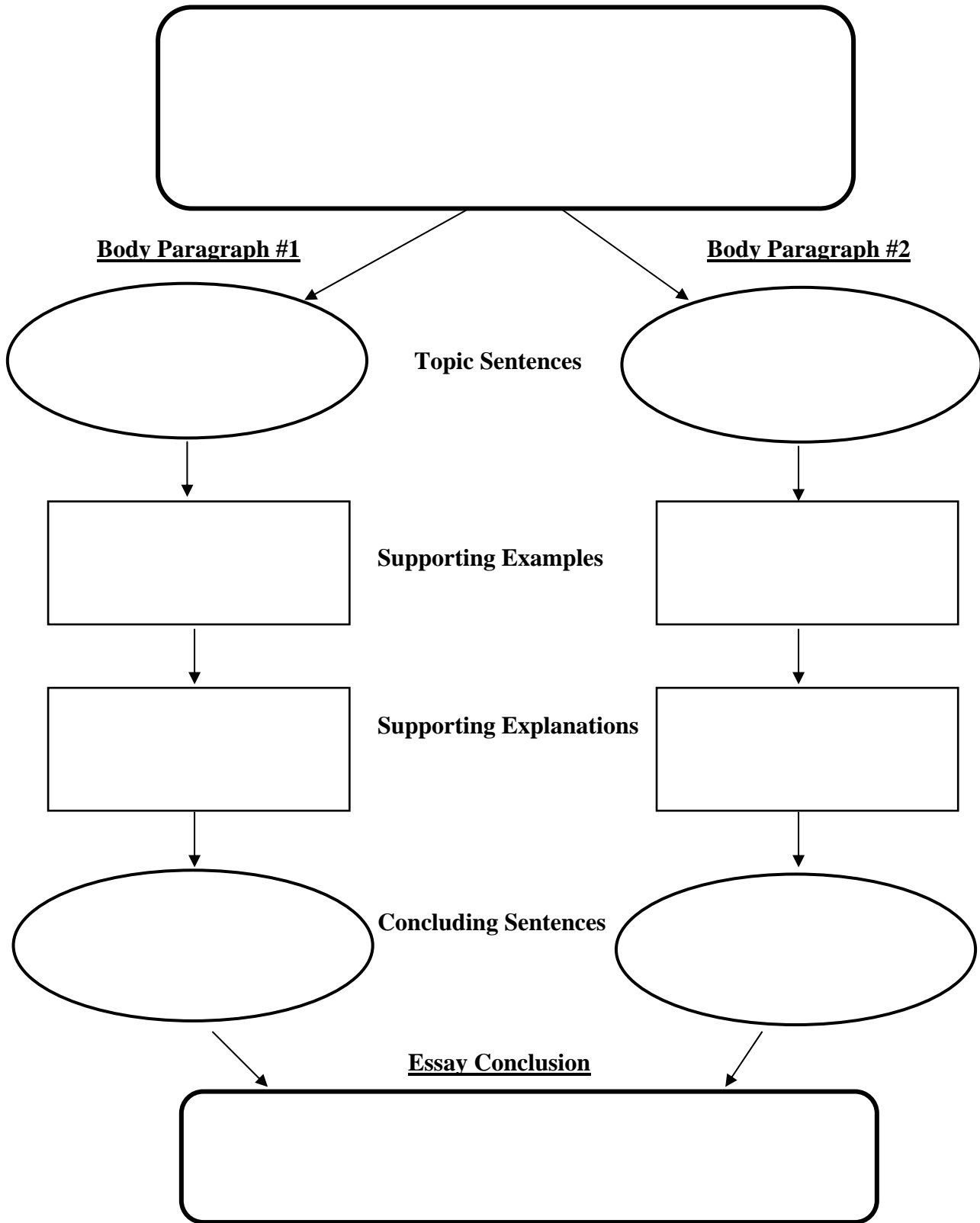
Explanation:

Conclusion: (summarize thesis statement)

Refer to supporting idea(s):

Clincher sentence:

Topic / Main Idea/ Directional Statement of Essay



ENG4C: Literary Essay Checklist

Prompt:

Writer: _____

Proof-reader: Self Peer (Name: _____) Teacher

Application

The writer:

- selects an appropriate prompt for the text and vice-versa
- addresses all of the elements of the prompt in a balanced way

First Paragraph

The writer's introduction:

- begins with a statement which introduces the topic of the essay and states the name of the literary work which will be discussed
- makes a thesis statement which establishes the writer's position
- indicates supporting ideas that logically support the writer's main idea

Body Paragraph(s)	Paragraph 2 (as needed)	Paragraph 3 (as needed)
The writer's supporting paragraph(s):		
<input type="checkbox"/> begins with a topic sentence which deals with a supporting idea stated	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> develops, in several sentences, descriptions or examples specific to the literary work and directly related to the supporting idea	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> develops, in several sentences, an explanation of the examples	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> concludes with a sentence that relates the supporting idea of this paragraph to the main idea of the essay	<input type="checkbox"/>	<input type="checkbox"/>

Concluding Paragraph

The writer's conclusion:

- restates or summarizes the thesis, the supporting idea(s), and makes an overall concluding statement

Communication

The writer:

- uses a variety of sentence lengths and types
- uses appropriate and specific words (diction)
- uses transitional or "signpost" words (e.g., "a second example," "also," "in addition," "therefore") within each paragraph, and to link the whole essay
- uses appropriate language, syntax, and expressions without slang
- uses a consistent 3rd person point of view
- makes no sentence errors (e.g., incomplete sentences, run-on sentences, faulty parallelism)
- makes no punctuation errors
- makes no spelling errors
- makes no usage errors (e.g., misplaced modifiers, word usage, etc.)

Sample Literary Essay Prompts

Below are essay prompts from past exams. Practice your literary essay writing skills by choosing from the prompts below and

- (i) brainstorming ideas
- (ii) organizing your thoughts using the organizational chart
- (iii) writing a draft essay

Essay Prompts Exam A

1. Often an author is critical of some aspect of society. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. It takes courage for a character to stand alone. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. Pursuing a dream sometimes causes suffering for the dreamer or other characters. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. A minor character is often used to help us understand a major character. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam B

1. Often a character faces obstacles in challenging the rules of society. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. In literature, there is often something rather attractive about a person who is less than perfect. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. A work of literature often makes the reader aware of important political, social or cultural issues. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. At the conclusion of a play or novel, the audience often emerges having learned some important lessons about how good relationships are based on good communication. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam C

1. Hope gives people the courage to face challenges. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. The abuse of power results in acts of violence and inhumanity. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. Family relationships cause conflicts which affect a character's feelings or behaviour. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. Sometimes the most unlikely people teach the most important life lessons. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam D

1. A character's strong belief or conviction motivates him or her to take action. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. It is through relationships with others that a character's outlook on life can change. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. Characters come to a deeper understanding of themselves or society when isolated or alone. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. People use coping strategies to deal with a difficult individual who abuses his or her power. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam E

1. People who possess money or charm are often NOT held accountable for their actions or are unfairly rewarded. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. Dissatisfaction with life can prompt a person to make poor decisions that lead to his or her downfall. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. Friendship is a powerful force that can compel a character to change for the better. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. Sometimes a person has to overcome his or her own prejudices in order to understand and appreciate another person. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam F

1. Strong will and determination do not guarantee that a person will achieve his or her goal. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. The desire for fame or fortune often forces a person to rebel against the norms and values of society. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. True courage involves standing up for what is right and just, regardless of the consequences. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. Some people are so focused on their own lives that they do not notice that they are hurting the people around them. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam G

1. Hardship and suffering lead to new understandings about one's self and others. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. Even when faced with the pressure to conform, some people stay true to their own values and beliefs. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. A character's determination to achieve a goal often hurts those around him/her. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. Conflict often leads to isolation and loneliness. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Essay Prompts Exam H

1. The most memorable characters are those that demonstrate strength and determination even when faced with opposition. Show that this statement is true or untrue for ONE literary work that you studied in this class.
2. To truly understand someone and be able to judge his or her actions, you must understand his or her past. Show that this statement is true or untrue for ONE literary work that you studied in this class.
3. Sometimes when a person pursues a goal or dream, the result is not what was expected. Show that this statement is true or untrue for ONE literary work that you studied in this class.
4. A character's internal conflict often leads to isolation and loneliness. Show that this statement is true or untrue for ONE literary work that you studied in this class.

Section 3:

Exemplar

Essays



The exemplars in this section are actual responses to exam essay prompts and were written under examination conditions. The student responses are written in the *Comic Sans MS* font style.

Instructions:

Use a blank rubric along with the essay placemat to practice marking these Exemplar Essays.

Exemplar Essay #1

Prompt: **Hardship and suffering lead to new understandings about one's self and others. Show that this statement is true or not true for a literary work that you studied in this course.**

Text: Alive

Hardship and suffering lead to new understandings about one's self and others. When forced in new surroundings, one is forced to cope with everything around them. During the novel Alive: The Andes Survivors, these people were forced to deal with the situation around them and had no choice but to include everyone to make a living a little better. Three situations in the novel where the survivors were forced to understand themselves are, Canessa with himself, Canessa and Nando and the survivors as a whole.

Canessa vs. himself. This is where he started to doubt himself as a doctor. He thought that he was just a beginner and he did not know enough to be helping the others as a medical expert. This hardship helps him to better understand himself because he gets the support that he needs from the survivors that they trust in him. He learns that if he works at it he will get better. Also where he tells the others about eating the flesh of the dead bodies, he provides them with information on which part of the body is more healthy and vitamin enriched. This clearly shows that the Hardship and Suffering helped him understand and better himself.

The second conflict is Canessa and Nando. This conflict is where them as expeditionaries bonded together to get rescue. As they were working together they got closer together and shared a bond that only them and possibly the survivors could explain. They have come to understand each other better in terms of their strengths and weaknesses, and their inner self. Also when they chose to go find Chile together, this shows that the suffering and hardship has pushed them to be stronger and that's how they understand each other so well and share a special bond.

Finally, The survivors together had better understanding about themselves and each other. Through Suffering and Hardship they have come to see that the crash has produced good things even though all the deaths and loneliness they feel. They understand each other's pain, some more than others. This experience has brought them closer and striving to see each other get rescued. They now understand each other's goals and what they want to accomplish after this tragedy.

Through hardships and suffering The Andes Survivors has learned much about themselves. Canessa understood himself better, he also had better understanding about Nando. Also the survivors as a whole understood each other. This whole tragedy has brought the team together, closer than they imagined.

(Word count: 421)

Evaluation & Feedback: Exemplar Essay #1

Expectations by Category

English 4C: Rubric for a Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K & U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		• demonstrates insufficient knowledge of the text and ideas, themes, concepts	• demonstrates limited knowledge of the text and ideas, themes, concepts	• demonstrates adequate knowledge of the text and ideas, themes, concepts ✓	• demonstrates considerable understanding of the text and ideas, themes, concepts	• demonstrates a thorough understanding of the text and ideas, themes, concepts	<u>6.8</u> 10
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
Formulates and refines a thesis that addresses the prompt		• thesis is inadequate and/or does not address the prompt	• formulates a limited thesis that refers to the prompt	• formulates a developing thesis that addresses the prompt ✓	• formulates a reasonable thesis that meaningfully addresses the prompt	• refines a thesis that addresses the prompt with insight	<u>10.2</u> 15
Integrates specific and convincing evidence from the text to support critical analysis		• provides inadequate, inaccurate, and/or irrelevant supporting evidence	• provides limited supporting evidence which is frequently vague or inappropriate	• provides some supporting evidence, but is occasionally vague or inappropriate ✓	• integrates considerable and convincing supporting evidence	• integrates substantial and compelling supporting evidence	
Explains, analyses and synthesizes ideas, themes, and concepts		• insufficient analysis and/or mere plot summary	• shows limited analysis of ideas	• shows some analysis of ideas ✓	• shows considerable analysis and synthesis of ideas	• shows thorough analysis and skillful synthesis of ideas	
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
Organizes information and ideas with clarity and focus		• lacks clear sense of direction and/or has fewer than 300 words	• frequent loss of focus and logical sequencing of ideas	• occasional lapse in focus and/or logical sequencing of ideas	• organization is clear, focused, and logical ✓	• organizes information and ideas with a high degree of coherence and unity	<u>15</u> 20
Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)		• demonstrates a lack of competence in the use of language and style and/or has fewer than 300 words	• language and style are frequently ineffective and demonstrate limited sense of audience and purpose	• language and style are occasionally ineffective, but demonstrate some sense of audience and purpose	• language and style are effective and demonstrate a considerable sense of audience and purpose ✓	• language and style are well-crafted and engaging with a strong sense of audience and purpose	
Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 300 words	• errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay	• errors occasionally interfere with expression of ideas and/or weaken impact of the essay	• errors do not significantly interfere with expression of ideas or weaken impact of the essay ✓	• few errors do not interfere with expression of ideas or weaken impact of the essay	
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		• insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay	• limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective	• occasional lapse in essay form and/or application of the text to the prompt results in an essay that is at times ineffective ✓	• consistent application of essay form and text to the prompt results in an effective essay	• a thorough command of the essay form, text, and prompt results in a masterful essay	<u>3.4</u> 5
Comments:							Total <u>35.4</u> 50

Overall Level: 3-

Strengths:

- good knowledge of essay form and attempt to follow format
- errors do not interfere with communication

Weaknesses:

- only one example in third paragraph; no specific examples in fourth paragraph
- author not identified
- departure from prompt weakens essay

Exemplar Essay #2

Prompt: **Hardship and suffering lead to new understandings about one's self and others. Show that this statement is true or not true for a literary work that you studied in this course.**

Text: **Black Like Me**

Hardship and suffering lead to new understanding about one's self and others. In the book Black Like Me, John Howard Griffin changed his skin colour to black and suffered discrimination. He realized that the white people judged him by his skin colour regardless of his identity, he realized how difficult it was for the black people to live in a racist country, and he realized how hard it was for the white people, who were not racist, to help overcome discrimination. This made it very hard for Griffin as a black person.

Griffin was judged by his skin colour. When Griffin entered a restaurant or a hotel of some sort, they would treat him as a black person, which is really bad, not knowing that he is actually a white man. This made Griffin realize that the white people were careless of his personality and misjudged him because he was black. In addition, Griffin figured out that white people discriminated against the blacks because they were a different colour. Black people were also treated very badly when it comes to restaurants and transportation. Griffin, as a black person, suffered and had a hard time trying to eat, drink, and use the washroom.

Griffin discovered how difficult it is for a black person to be living in a racist country. Griffin, as a black person, one time wanted to eat in a restaurant but realized it was impossible because it was only for the white people. Furthermore, even if Griffin was starving and the only restaurant he could eat in was 9 blocks away, he was forced to either walk to it or take the bus. Griffin noticed even if he thought taking the bus was easy, he was wrong because, at times, the bus driver does not always let him off at his stop. For example, one time Griffin wanted to get off the bus but the bus driver didn't let him because no other white people wanted to get off. The bus driver was racist and let Griffin off 8 blocks away from his stop. Suffering this discrimination and having a hard time with the restaurants and buses, Griffin was led to a new understanding of how the black people had a hard time living in a racist country. He also realized the white people who felt being racist was wrong were not able to help the black people.

(Word count: 400)

Exemplar Essay #3

Prompt: **True courage involves standing up for what is right and just, regardless of the consequences. Show that this statement is true or not true for a literary work that you studied in this course.**

Text: **In the Heat of the Night**

True courage involves standing up for what is right and just, regardless of the consequences. In the novel In the Heat of the Night, true courage was portrayed when different characters stood up for what they believed in no matter what the repercussions were. Virgil Tibbs fought racism with his courage. Duenna Manoli stood up courageously in the face of adversity. Chief Gillespie also showed true courage through out the novel. Genuine courage means standing up for what is right no matter what the aftermath entails.

Virgil Tibbs was a very courageous man. An example of his courage was shown when he continued his investigation even though chief Gillespie has told him to leave town for his own safety. This was a true act of courage because Tibbs knew that if he stayed the consequences could be extremely negative. Virgil also showed true courage when he stood up to chief Gillespie. Gillespie thought that Harvey Oberst was the murderer but Virgil knew better. He knew that Gillespie was racist and wouldn't like a black man to tell him he was wrong, but Virgil did it anyway. This was an act of genuine courage because Virgil stood up for what he believed was right even though it could have got him in trouble with the chief of police. Authentic courage was portrayed when Tibbs stood up for what was right regardless of the aftereffect.

Duenna Mantoili was also very brave. She showed true courage when she visited Sam in jail. Duenna did a test on Sam Wood and determined to herself that Sam was innocent. This was an act of veritable courage because she had so much compelling evidence that Sam killed her dad; she believed in her heart that he was innocent. Another example of Duenna showing courage was when she stood up to Mr. Endicott. Mr. Endicott thought that she was frail and emotionally disturbed so he told her to stay home. She believed that she had to help Sam no matter what the consequence. In risk of making Endicott mad she still showed courage because she stood up for what she believed in no matter what the repercussion was.

Chief Bill Gillespie also showed great courage. An example of this courage was shown when he stood up to the town officials. The mayor of Wells told Gillespie to send Virgil Tibbs home. Gillespie wanted Virgil as a scapegoat so he risked his job by keeping Virgil. This was an act of courage because he was standing up for what he wanted no matter what the consequences. Gillespie also showed grit when he admitted that he was faulty when he wrongfully arrested Sam. Gillespie was very headstrong and admitting that he was wrong was very hard for him. He showed courage because he stood for what he believed in no matter what his internal consequences were. Gillespie showed courage throughout the novel by standing up for what was just and not considering the outcome.

True courage was portrayed throughout the novel, In the Heat of the Night, by different characters who stood up for what they thought was right no matter what the consequences of their actions would be. Virgil showed abundant courage all through the novel. Duenna Mantoili showed courage because she stands up for what she believes is right. Chief Gillespie also shows a lot of courage. True courage is standing up for the right thing no matter what.

(Word count: 572)

Exemplar Essay #4

Prompt: **A character's determination to achieve a goal often hurts those around him/her. Show that this statement is true or not true for a literary work that you studied in this course.**

Text: **Black Like Me**

Today iam going to discuss how a character's determination to achive a goal often hurts those around him. In the book "Black Like Me" John Howard Griffen chanced his skin colour to see what it is like for a black man to live in the deep south.

For a couple of months John Howard Griffen posed as a black man in the deep south to see how hard it is being discriminated against and harrassed. In order to do this Griffen had to leave his wife and two small children, one which he missed their second birthday. The reason I think this hurt his family so much is because he was risking his life to achive his goal to be a black man to what it was like and surive. Griffens goal was to survive down in the deep south so he could write a book on his hardships. I think the hardest thing he had to go through was not living in the deep south but afterwards when people found out about what he did thought he was a disgrace. After the people found out about him they started to harrass him and his family with threats and phone calls, he put his family through this because he wanted to achive his goal of writing a book on it.

Today I talked about how John Howard Griffen put his family through worry and struggle to write a book on his adventures, and how determination to achive ones goals often hurts thoes around us.

(Word count: 254)

Exemplar Essay #5

Prompt: **Conflict often leads to isolation and loneliness. Show that this statement is true or not true for a literary work that you studied in this course.**

Text: Forty Words for Sorrow

When something bad happens a person chooses to be alone. John Cardinal was a lonely and very unhappy man. He felt guilty for every problem that had happened. This man needs to keep his faith and believe that everything will be fine.

John Cardinal was an angry man, and bitter individual who was dealing with many conflicts. His wife and beloved daughter, were not at home, Catherine had been in the hospital for a few months. She had suffered a small breakdown associated with paranoid dillusions. When he went to visit her she seemed fine. But beneath the surface there was a depressed woman. Kelly was away at school working hard on her degree in art. More than anything, she dreamed of becoming an artist. It had been a passion and life long dream. With the two of them gone, John felt that he deserved to be alone.

For a longtime, he had been carrying around some serious guilt. When a local girl Katie Pine vanished John did his best to find her. When that didn't happen, he felt useless and no good. Not finder her right away, had been a bad experience. A long time ago, John had stolen some money. It came from a crime investigation. He needed the money to pay for Catherine's medical bills and Kelly's tuition. He fears that eventually, the two most important women in his life will discover the truth. It is guilt and fear that makes us isolated.

This man needs to keep believing in his faith. He dreams that one day, his beloved wife Catherine will come home. John prays that everything will go back to normal. More than anything he wants what's best for Kelly. If she should find out the truth, may be she'll understand why her father took the money. Kelly deserves the best that life has to offer her. Sometimes when a situation occurs, guilt is one everyone's mind.

After a terrible incident anyone can choose to alienate themselves from everybody. John was a lonesome and bitter person. He felt bad for everything that went wrong. This man needs to keep believing that everything can be all right. Nobody should cut themselves off.

(Word count: 366)

Section 4:

Reading

Tasks



Parts B, C, and D: Reading

(30 marks; recommended time: approximately 50 minutes)

This part of the examination consists of responding to 3 of 5 possible reading passages. Each reading passage is followed by a combination of multiple-choice and short answer questions which focus on reading comprehension skills such as identifying, interpreting, analyzing, and comparing ideas and information.

The reading sections of the exam will include **three** of the following types of texts:

Non-fiction

1. **Informational Text:** text that instructs the reader (e.g., newspaper or magazine article, report, pamphlet, brochure)
2. **Graphic Informational Text:** text that instructs through the use of visuals, such as graphs, charts, or pictures (and may be combined with prose text)
3. **Literary Non-fiction:** an essay or article (or an excerpt thereof) presenting an opinion or view based on factual information (e.g., personal or formal essay, article, editorial, interview, memoir)

Fiction

4. **Literary Fiction:** an excerpt or short piece of prose or poetry based on imagination rather than fact (e.g., short story, poem)
5. **Literary Script:** an excerpt from a play or a dialogue between characters in a novel or short story

Note: at least one Informational or Graphic Informational Text will appear on the exam.

Hints for Successful Responses to the Reading Tasks

Reading Excerpts of Fiction:

1. Note the title to get an idea about the topic of the passage (contextual meaning).
2. Read the passage thoroughly from beginning to end before attempting to answer the questions.
3. Highlight key words in the questions.
4. For multiple choice questions, **choose the best answer provided.**
5. For short answer-type questions, word your answer so that your meaning is clear. Be specific.
6. Some questions will require you to make an inference or conclusion based on the passage; in other words, the answer may not be directly stated in the passage, but implied. Therefore, it is important to read the full passage for meaning.

Reading Non-fiction Passages:

1. Skim headlines, captions, boxed material, graphics, and sub-headings to find specific information.
2. Read through the article. Highlight key points related to the headline or title.
3. Distinguish fact from opinion.
4. Look for bias in the writer's choice of words.
5. Consider the writer's purpose in the article (to persuade, to inform, etc.).
6. Determine the writer's audience (for whom is he writing or targeting this article?).
7. For a newspaper article, determine the 5W's and H. Scan the article when responding to each question on that section of the exam.

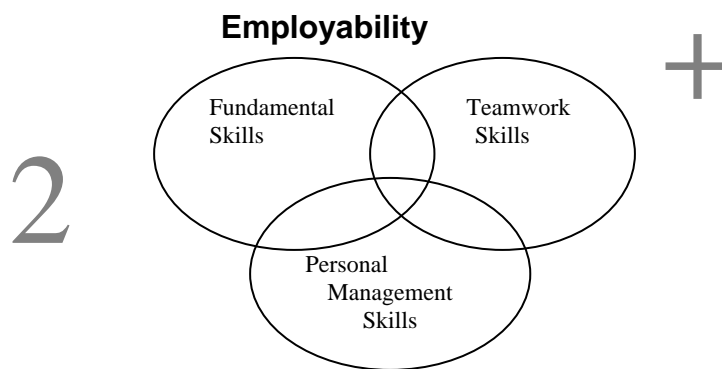
Sample Reading Task #1: Informational Text

(10 marks; recommended time: 20 minutes)

- (i) Read the text entitled "Employability Skills" and answer the questions that follow.
- (ii) Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.

“Employability Skills”

This chart was prepared by the various businesses that make up the Conference Board of Canada. It describes the skills that people need to achieve their goals in the workplace.



Employability Skills 2000+ are the skills, attitudes, and behaviours that you need to participate and progress in today's dynamic world of work. The Conference Board invites and encourages students, teachers, parents, employers, community leaders and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills allow you to enter, stay in, and progress in the world of work.

APPLY YOUR EMPLOYABILITY SKILLS AT WORK

Employability Skills 2000+ are the critical skills you need in the workplace whether you are self-employed or working for others. They include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology, and mathematics skills.

APPLY YOUR EMPLOYABILITY SKILLS ELSEWHERE IN YOUR LIFE

Employability Skills 2000+ can also be applied beyond the workplace in your daily and personal activities.

DEVELOP YOUR EMPLOYABILITY SKILLS

You can develop your Employability Skills 2000+ at home, at work and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business and industry can all play a part in helping you build these skills.

Employability Skills 2000+

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes, and behaviours that drive one's potential	Teamwork Skills The skills and attributes needed to contribute productively
<p>You will be better prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so that others pay attention and understand • listen and ask questions to understand and appreciate others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • measure and calculate • observe and record data using appropriate methods • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek and evaluate different points of view • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate and implement solutions • check to see if solutions work, and act on opportunities for improvement 	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems, and situations with honesty, integrity, and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative, and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money, and other resources • assess, weigh, and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or with a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow - assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of, and act in accordance with personal and group health and safety practices and procedures 	<p>You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions, and contributions of others • recognize and respect people's individual differences • accept and provide feedback in a constructive and considerate manner • contribute by sharing information and expertise • lead or support when appropriate • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise, and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve. <p style="text-align: center;">The Conference Board of Canada</p> <p style="text-align: center;">255 Smyth Road, Ottawa, ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/nbec</p>

For more information on the Toolkit or how to work with the Conference Board to produce a customized version of it, visit The Conference Board's Website: www.conferenceboard.ca/nbec

Questions for "Employability Skills"

1. A person's ability to set realistic goals for himself is an example of (1 mark)
 - a) a Fundamental Skill
 - b) a Personal Management Skill
 - c) a Teamwork Skill
 - d) all of the above

2. "Employability Skills 2000+ are the critical skills you need in the workplace." The best synonym for the word "critical" in this sentence is (1 mark)
 - a) friendly
 - b) essential
 - c) insulting
 - d) unnecessary

3. A person who is "adaptable" would be best described as (1 mark)
 - a) easily led
 - b) easy to follow
 - c) open to change
 - d) set in her ways

4. What is the main purpose of this text? (1 mark)
 - a) to inform
 - b) to persuade
 - c) to expose
 - d) to describe

5. The title of the chart is *Employability Skills 2000+*. Suggest ONE reason for the meaning of the "+". (1 mark)

6. Give TWO examples from the text of positive attitudes and behaviours. (2 marks)

7. According to the "Personal Management Skills" portion of the chart, it is important to "be socially responsible and contribute to your community." Give ONE example from your own experience that explains what this means. (1 mark)

8. In two or three sentences, explain how the Employability Skills introduced in this text are reflected in your own school. (2 marks)

Sample Reading Task #2: Graphic/Informational Text

(10 marks; recommended time: 15 minutes)

- (i) Read the graphic text entitled "Boating Safety" and answer the questions that follow.
- (ii) Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.

“Boating Safety”



Boating Safety: Why Take A Course?

If you own or operate a powerboat or a PWC (personal watercraft), Canadian-wide regulations require you to have a Pleasure Craft Operator Card. A course covers:

- Minimum safety requirements required on board your boat
- The Canadian Buoy System
- How to Share the Waterways
- A Review of all Pertinent Regulations
- How to Respond in Emergency Situations

The local Kingston chapter of the Canadian Red Cross offers this course. You can study their manual, use a CD-ROM or go on-line. You can reach them at (613) 548-4929 or email them at Kingston@redcross.ca. You can also contact the Coast Guard Boating Safety Hotline at 1-800-267-6687 or check with the Office of Boating Safety on-line at www.ccg.gcc.gc.ca.

What is Boater Fatigue?

Research shows that four hours of exposure to noise, vibration, sun, glare, wind and motion on the water creates a kind of fatigue or “boater’s hypnosis” which slows reaction time almost as much as if a person were legally drunk. This exposure can triple the effects of alcohol on boaters. In addition, the sun is dehydrating and alcohol is absorbed more quickly. This results in a higher blood alcohol level.

DID YOU KNOW?



- It is illegal for anyone to drink alcohol on a pleasure boat when it is moving.
- Drinking and driving rules apply whether a person is on the road or on the water.
- A person may only have open alcohol aboard a boat that is equipped as a residence.
- There is a substantial fine if a person is caught operating a boat under the influence of alcohol.
- More than 40% of accidental boating deaths in Canada are alcohol related.
- Drowning is the second leading cause of unintentional death in Canada, surpassed only by motor vehicle crashes and falls.

ORGANIZATIONS THAT PROMOTE SAFETY:

1. OPERATION LOOKOUT

OPERATION LOOKOUT combines the eyes of the community with the capabilities of police. Citizens who believe they have seen an impaired driver or boater are encouraged to phone the police and:

- State that they have seen an impaired driver or boater
- State the location
- Give a vehicle/vessel description: *license plate number, colour, make and model*
- Provide information about the direction of travel
- Provide a description of the driver

The police are then armed with the information that they need to locate and stop drivers before they harm themselves or others. The key is public awareness. If the public knows about OPERATION LOOKOUT they will report impaired drivers. For more information, go to Canadians for Safe and Sober Driving/Against Drunk Driving at www.add.ca and click on OPERATION LOOKOUT.

2. S.A.V.E: Snowmobile, All Terrain Vehicle, Vessel Enforcement Teams

The Ontario Provincial Police have SAVE Teams dedicated entirely to reducing fatalities and injuries on Ontario's waterways and recreational trails. The mobile, four season teams address high-risk driver behaviours, regardless of the season, and enhance ongoing activities through additional patrols, education, and enforcement. Teams are based in North Bay, Orillia, and Odessa.

FINAL REMINDERS:

Safety on the water	Drinking alcohol while boating can...
1. Be sober and always wear a lifejacket.	1. Affect your judgment, balance, coordination, peripheral vision and the ability to think clearly.
2. Make sure that your boat has all the required safety gear.	2. Reduce your night vision, depth perception, response time, and focus.
3. Never allow a person under the influence of alcohol to operate a boat.	3. Disturb your inner ear, which makes it impossible to tell the difference between up and down if you are immersed in water.

Creator and distributor: The Greater Kingston Safe and Sober Alliance

Questions for “Boating Safety” Pamphlet (10 marks)

1. Which of the following factors all contribute to boater fatigue? (1 mark)
 - a) water, motion, muscle strain
 - b) sun, wind, headaches
 - c) glare, vibration, illness
 - d) motion, sun, noise

2. According to this pamphlet, the boating safety course does NOT include information on what subject? (1 mark)
 - a) the safety equipment required on board a boat
 - b) how to properly navigate your boat on the waterways
 - c) how to respond in an emergency situation
 - d) how to fish effectively in shallow water

3. PWC stands for (1 mark)
 - a) Personal watercraft
 - b) Public water-consumption
 - c) Prime water-conditions
 - d) Pleasure watercraft

4. State the percentage of recreational boating deaths in Canada that is alcohol-related. (1 mark)

5. What is **ONE** way that boater fatigue is affected by drinking alcohol? (1 mark)

6. What does a person need in order to legally operate a powerboat in Canada? (1 mark)

7. Under what circumstance is it legal to have open alcohol on board a boat? (1 mark)

8. What is the goal of the organization called S.A.V.E.? (1 mark)

9. Based on the information in this pamphlet, suggest **ONE** way that alcohol might increase a water-skier’s chance of injury. (1 mark)

10. Who should a person contact to register for a boating safety course? (1 mark)

Sample Reading Task #3: Literary Non-fiction

(10 marks; recommended time: 15 minutes)

- (i) *Read the article entitled "Video games erase the line between fantasy and reality" and answer the questions that follow.*
- (ii) *Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.*

"Video games erase the line between fantasy and reality" from an article by Tom Spears

- A. Your heart pumps and your knuckles are white as you aim your weapon, waiting for the video game's monsters, terrorists, and zombies to ambush you.
- B. Just a game? Your brain doesn't think so. Your brain says the fear and the danger are just as real as if a mugger were jumping from a dark alley with a weapon.
- C. And a new study suggests this is a fresh reason for parents to be alarmed: scientists are beginning to suspect that this may be why young men who spend hours a day on violent video games show high levels of aggression in real life because their brains can't tell the difference between games and reality.
- D. "This is not just a game," German scientist Klaus Mathiak concludes in a new study of the brains of video game players.
- E. The University of Tübingen neuroscientists analysed the brains of men aged 18 to 26 who are regular players of "first-person shooter" games. These are the most popular game category for young men because the player assumes the role of a character in a violent world, seeing his surroundings through that character's eyes, and blasting away at all the bad guys who try to kill him.
- F. It was a small study that involved just 13 men, who play video games for 20 hours a week on average. Mr. Mathiak put the men in an MRI machine. They lay on their backs with their heads in the scanning device and their hands free to work the controls of a violent video game. (They had to find their way through a bunker, killing attackers and rescuing hostages.)
- G. As they played, the machine recorded which parts of their brains were active while the rockets and bullets flew. This is called a functional MRI – one that covers brain activity, not just the brain's physical structure.
- H. As each player entered a dangerous part of the game, his brain "lit up" with activity in an area associated with aggression, called the dorsal portion of the anterior cingulate cortex. This high level of activity shows the player has a feeling of reality and "being there," says a summary of the research by the University of Southern California, which worked with the German team.

- I. But as the fighting actually began, there was a drop in activity in another part of the brain – the amygdala. This is an emotion centre, where a person feels empathy with others, among other things.
- J. Mr. Mathiak's conclusion: it's possible that by reinforcing the circuits the brain uses to respond to a crisis with aggression, it may prime the brain to act the same way in real life. After all, the video game itself seems to be real.
- K. As well, the brain becomes accustomed to switching off – or at least dulling – feelings of empathy for others. Past studies of young men who love these games have found higher levels of aggression, but haven't come up with a direct cause-and-effect explanation for it.

Questions for “Video games erase the line between fantasy, reality”

1. In paragraphs I and K, the word “empathy” means (1 mark)
 - a) being overcome with anger and rage at inappropriate times
 - b) identifying with a person’s situation and feelings
 - c) feeling sadness for no reason
 - d) thinking in depth about a particular subject
2. In paragraph H, the expression “lit up” is an example of (1 mark)
 - a) personification
 - b) simile
 - c) metaphor
 - d) foreshadowing
3. A “first-person shooter” game is one in which the player (1 mark)
 - a) sees the world through one character’s eyes
 - b) accumulates points by shooting the first person he or she sees
 - c) watches a character on screen shoot other characters
 - d) only gets to shoot one character in each level
4. In paragraph J, the word “prime” means (1 mark)
 - a) to be first in rank
 - b) to be the best part
 - c) having no common divisor
 - d) to prepare by putting something in or on

5. Identify the part of the brain associated with emotion. (1 mark)

6. During the fighting sequences, what appears to happen to a person’s empathy? (1 mark)

7. Suggest TWO limitations of the study. (2 marks)

8. In what way do scientists suspect players’ brains are being altered as a result of playing these games? (1 mark)

9. Suggest ONE step that could be taken in response to this study. (1 mark)

Sample Reading Task #4: Literary Fiction

(10 marks; recommended time: 15 minutes)

- (i) *Read the short story entitled "The Whale Sound" and answer the questions that follow.*
- (ii) *Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.*

“The Whale Sound” **adapted from a story by Roger Dean Kiser**

“Leave him alone,” I yelled as I walked out of the orphanage gate and saw several of the Spring Park School bullies pushing the deaf kid around. I did not know the boy at all, but I knew that we were about the same age because of his size. He lived in the old white house across the street from the orphanage where I lived. I had seen him on his front porch several times doing absolutely nothing, except just sitting there making funny hand movements.

In the summertime we didn’t get much to eat for Sunday supper, except watermelon. We had to eat it outside so we would not make a mess on the tables inside. About the only time that I would see him was through the high chain-link fence that surrounded the orphanage when we ate our watermelon outside.

The deaf kid started making all kinds of hand signals, really fast. “You are a stupid idiot,” said the bigger of the two bullies as he pushed the boy down on the ground. The other bully ran around behind the boy and kicked him as hard as he could in the back. The deaf boy’s body started shaking all over and he curled up in a ball trying to shield and hide his face. He looked like he was trying to cry or something, but he just couldn’t make any sounds. Or so I thought.

I ran as fast as I could back through the orphanage gate and into the thick azalea bushes. I uncovered my home-made bow which I had constructed out of bamboo and string. I grabbed four arrows that were also made of bamboo, which had Coca-Cola caps bent around the ends to make really sharp tips. Then I ran back out the gate with an arrow cocked in the bow, and I just stood there quietly, breathing really hard, just daring either one of them to kick or touch the boy again.

“You’re a stupid freak just like him, you big-eared creep,” said one of the boys as he grabbed his friend and backed off far enough so that the arrow would not hit them.

“If you’re so brave, kick him again now,” I said, shaking like a leaf. The bigger of the two bullies ran up and kicked the deaf boy in the middle of his back as hard as he could, and then he ran out of arrow range again.

The boy jerked about and then made a sound that I will never forget for as long as I live. It was the sound that a whale makes when it has been harpooned and knows that it is about to die. I fired all four of my arrows at the two bullies as they ran away laughing about what they had done.

I pulled the boy up off the ground and helped him back to his house which was across the street from the school building. When we reached his home, his sister told me that her brother was deaf but that he was not stupid like the two bullies had said. She explained that he was very smart but could not say or

hear anything. I told her that he did make a sound when the bully kicked him in the back. She told me that I must be mistaken because all of her brother's vocal cords had been removed during an experimental surgery which had failed.

The boy made one of those hand signs at me as I was about to leave. I asked his sister, "If your brother is so smart then why is he doing things like that with his hands?" She told me that he was saying that he loved me. I didn't say anything back to her at all because I didn't believe her. People can't talk with their hands and everybody knows that. People can only talk with their mouths.

Almost every Sunday for the next year or two I could see the boy through the chain-link fence as we ate watermelon outside behind the dining room. He always made that same funny hand sign at me, and I would just wave back at him, not knowing what else to do.

On my very last day in the orphanage I was being chased by the police. They told me that I was being sent off to the Florida Reform School for Boys so I ran to get away from them. They chased me around the dining room building several times, and finally I made a dash for the chain-link fence and tried to climb over in order to escape. I saw the deaf boy sitting there on his porch just looking at me as they pulled me down from the fence and handcuffed me. The boy, now about twelve, jumped up and ran across San Diego Road, placed his fingers through the chain-link fence and just stood there looking at us.

They dragged me by my legs, screaming and yelling for more than several hundred yards through the dirt and pine-straw to the waiting police car. All I could hear the entire time was the high-pitched sound of that whale being harpooned again. As we pulled away in the police car I saw the deaf boy loosen his grip on the fence and slide very slowly to the ground and lower his head into the leaves and pine straw. That is when I realized that he probably really did love me, and he wanted to save me because he thought that I too was making the whale sound.

Questions for “The Whale Sound”

1. The expression “shaking like a leaf” is an example of (1 mark)
- a) a metaphor
 - b) a simile
 - c) alliteration
 - d) symbolism

2. What evidence suggests that the two boys are the same age? (1 mark)
- a) they are in the same class
 - b) they are the same size
 - c) they were born in the same year
 - d) they live together in the orphanage

3. What word best describes the boy from the orphanage? (1 mark)
- a) cautious
 - b) indifferent
 - c) determined
 - d) ashamed

4. Suggest ONE reason why the boy from the orphanage stands up for the deaf boy. (1 mark)

5. Identify TWO incidents from the story that make the reader feel compassion for either of the two boys. (2 marks)

6. Provide ONE piece of evidence from the story that suggests that the orphanage is a lonely place to live. (1 mark)

7. What event in the story shows that the boy from the orphanage is courageous? (1 mark)

8. Explain the importance of the deaf boy’s hands. (1 mark)

9. Give ONE way that the whale sound shows a connection between the two boys. (1 mark)

Sample Reading Task #5: Literary Script

(10 marks; recommended time: 20 minutes)

- (i) Read the script entitled "Someday" and answer the questions that follow.
- (ii) Write your responses in the space provided after each question, or circle the letter that corresponds with the best answer in the multiple choice questions.

"Someday"

adapted from a play by Drew Hayden Taylor

Characters:

Rodney: twenty-five, friend of the family, Barb's boyfriend

Barb: twenty-three, Rodney's girlfriend

Anne: fifty-three, Barb's mother

This scene takes place on the Otter Lake Reserve, somewhere in central Ontario. It is the last week before Christmas 1991 – a time of happiness for some people but also a time of stress and frustration for others. Rodney is shoveling snow and behind him is a big picture window looking into a homey but modest kitchen. The house is run-down and leans dangerously to one side. The house is decorated for the Christmas season. Rodney is singing but enjoying nothing. The sound of Christmas carols can be heard in the background.

RODNEY: 'Tis the season to be jolly, thppth, thppth, thppth, ...thpth, thpth...I hate Christmas! I really do. I hate the way everything speeds up and everyone rushes around. I hate the distant relatives who treat you like you just gave them a kidney. Greedy kids, greedy adults, greedy department stores. I hate all the stupid songs and most of all I hate the snow. The more you shovel, the more that comes, like homework. I came back home for this? At least in the city they pay people to do this. The ironic thing is that it isn't even my driveway. That makes me more miserable. Snow to the left of me. Snow to the right of me. I wish I had a snowblower!

Barb, twenty-three, walks on stage carrying shopping bags, Christmas wrapping paper, ribbons, etc.

BARB: Waiting for the snow to melt?

RODNEY: I'm waiting for my heart to restart if you must know.

BARB: Quit slacking off. Try to finish the driveway before dark, huh?

RODNEY: *(with sarcasm)* And while I have the shovel, should I start on a new foundation for the house as well?

BARB: Don't bother. That would take a man with muscles.

RODNEY: Oh, your sense of humour kills me.

BARB: Whatever. *(She enters the house)*

RODNEY: And that ravishing creature was my little speed bump on the road to happiness. The girl of my dreams – or sometimes my nightmares. I'm told that we have a peculiar relationship: we fight, we make up, we fight again. Sometimes we fight while making up.

Anne, a woman in her mid-fifties, enters. She is carrying containers, some empty, some filled with various leather and beaded crafts.

ANNE: Hi there, handsome. How's the job going?

RODNEY: With a job you get paid.

ANNE: I don't know what your usual fee is but how about a good, old fashioned chocolate chip cookie? *(She pries open a plastic container and offers Rodney a cookie. He takes it.)*

RODNEY: Ooh! Chocolate chip!

ANNE: It's all I need in my life: My chocolate chip cookies, my soap operas and my lottery tickets. What else is there? Someday I'm gonna be rich. Just you wait. *(She enters the house.)*

RODNEY: I think she's one of the reasons that I put up with Barb. There's just the two of them now: Mother and daughter, oil and vinegar, salt and pepper, cats and dogs. You know what I mean.

Rodney looks towards the house. Anne and Barb can be seen in silhouette through the big window as they move back and forth.

BARB: Rodney! Rodney! Come quick! Hurry! *(Rodney races into the house brandishing his shovel like a weapon.)*

RODNEY: What? What is it? A mouse? A bat? What? Where?

Anne is sitting at the table, the newspaper spread out in front of her. She coughs lightly. Barb is backed up against the counter, her hands in front of her mouth. She has a very stunned look on her face.

RODNEY: Anne, are you okay? Is it your heart? It's your heart. I'll call 911. *(He races for the telephone. Barb goes to him quickly and grabs his shirt sleeve. She grunts.)* What? *(She hauls him over to the table and Anne points to the paper with one finger. He squints over it.)* The lottery numbers. Yeah? So?

Anne holds up her lottery ticket in her other hand. Confused, Rodney looks at it. Suddenly it begins to dawn on him. He looks back and forth at the ticket and the paper several times before throwing himself against the refrigerator with the exact same expression that Barb had. They are all silent for a moment.

RODNEY: Did that say five hundred thousand dollars?

BARB: No. Five million. *(They all scream excitedly and jump up and down.)*

ANNE: This proves to all you non-believers that there is a God. And more importantly, He likes me. He likes me five million times. Oh, what a great Christmas!

BARB: Five million dollars! Five million dollars! Do you know what this means? I can kiss my job at the office good-bye! Adios! Buenas noches! Sayonara, suckers! *(Anne is shocked at Barb's rudeness.)*

ANNE: Barb!

BARB: What? We can retire.

ANNE: You're twenty-three. What are you gonna do for the rest of your life?

BARB: Why? What do you wanna do with it?

ANNE: Well, I thought that we could get some new screens for the porch and fix this place up a little. It's looking kind of run-down. Maybe I could put an extension on this place.

BARB: A party room!

ANNE: A sewing room.

BARB: That's all?

ANNE: Maybe a new dress.

BARB: Think bigger, Mom.

ANNE: Two dresses.

RODNEY: Is the word “invest” in either of your vocabularies? (*Barb waves off Rodney with her hand.*)

BARB: Oh right. I’m supposed to take financial advice from you. (*Barb and Rodney start to argue and Anne cuts them off.*)

ANNE: Will you two cut it out? You are acting like a couple of dogs. Do you really think that we should invest it, Rodney?

RODNEY: Definitely. As they say, we can make the money work for us. (*Barb looks at him quizzically.*)

BARB: What is this “us” business?

RODNEY: Well, I thought... You know... You still like me, don’t you?

BARB: Think again. See you later, Shorty.

ANNE: Barb! You apologize to him right now!

BARB: I was only kidding. He knows that, don’t you Rodney? (*Rodney remains unsure and watches Barb with suspicion.*)

RODNEY: Yeah, I guess. (*Anne is looking off at a picture on the wall, but the other two aren’t paying any attention.*)

ANNE: Rodney, do you think that it is possible for dreams to come true? I mean really possible?

Questions for “Someday”

1. What tone is established by Rodney at the start of the play? (1 mark)
 - a) excited and happy
 - b) angry and hurtful
 - c) sarcastic and cynical
 - d) aggressive and unkind

2. How much money is the winning ticket worth? (1 mark)
 - a) \$5,000,000
 - b) \$500,000
 - c) \$50,000
 - d) \$50,000,000

3. At the beginning of the play, Anne says, “Someday I’m gonna be rich.” This is an example of (1 mark)
 - a) repetition
 - b) flashback
 - c) foreshadowing
 - d) exaggeration

4. Give ONE reason that Rodney gives for disliking the holiday season. (1 mark)

5. State the difference between Barb and Rodney’s relationship and Anne and Rodney’s relationship. (2 marks)

6. Rodney says that Barb and Anne are like “oil and vinegar, salt and pepper, cats and dogs.” Find ONE piece of evidence from the story that supports the idea that the two women are very different. (1 mark)

7. Provide ONE piece of evidence from the story that shows that Rodney genuinely cares for Anne. (1 mark)

8. Give TWO examples of how the winning ticket creates conflict between the characters. (2 marks)

Section 5:

Language

Application



Part E: Language Application

(10 marks; recommended time: approximately 10 minutes)

This part of the examination consists of a paragraph with technical errors:

- combination of short answer and multiple choice
- questions will focus on editing skills

Common Grammar Terms

The Language Application section of the exam is intended to evaluate the curriculum expectation that students:

Edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

1. use parts of speech correctly and construct sentences to communicate ideas clearly and effectively
2. use pronoun case and number correctly
3. use parallel structure for clarity when giving instructions and making reports
4. use coordinating, subordinating, and correlative conjunction correctly to indicate logical connections among ideas
5. show understanding that grammar may be used unconventionally for particular effect in advertising, poetry, or direct speech of characters in fiction and drama
6. demonstrate an understanding of a variety of spelling patterns, rules and strategies by recognizing and correcting their own and others spelling errors
7. use punctuation correctly to achieve clarity, and for stylistic effect

The following two tables list terms that may be found on the Language Application section of the exam. These lists will help you become familiar with the more common grammar terms used on the exam.

Sentence Types

You should be able to properly identify, construct, punctuate and correct the following sentence types:

Sentence Type	Example
Declarative sentence	We went to the movies.
Interrogative sentence	Where did you go last night?
Imperative sentence	Take out the garbage, please.
Exclamatory sentence	The Senators have won the Stanley Cup!
Simple sentence	Tom reads novels.
Compound sentence	Tom reads novels, but Jack reads comics.
Complex sentence	Although Tom reads novels, Jack reads comics
Compound-complex sentence	While Tom reads novels, Jack reads comics, but Sam only reads magazines.

Common Sentence Errors

These are some of the more common errors found on the exam. Other areas are also examined, such as spelling, punctuation and commonly confused words (e.g. “their,” “they’re,” and “there”).

Term	Example	How to correct
Comma splice	A large part of gardening is about digging, it makes sense to use the right tool for this most tiring of gardening tasks.	A large part of gardening is about digging. It makes sense to use the right tool for this most tiring of gardening tasks
Sentence Fragment	The doctor talking to the nurse.	The doctor talking to the nurse is my family physician.
Run-on Sentence	Becoming an entrepreneur is not easy you must be sure that you have the right qualities.	Becoming an entrepreneur is not easy. You must be sure that you have the right qualities.
Parallel Structure/ Parallelism	An employee should be qualified, have many skills, and to perform well in a team.	An employee should be qualified, have many skills, and perform well in a team.
Pronoun reference	If any one of the sisters needs a ride, they can call me.	If any one of the sisters needs a ride, she can call me.
Subject verb agreement	Everyone need time to relax.	Everyone needs time to relax.
Misplaced modifier	He sat very quietly, rolling his eyes in his chair .	He sat very quietly in his chair , rolling his eyes.
Verb tense error	I have visited Paris last year.	I visited Paris last year.

Examples of Language Application Questions

The following questions are a sampling of the type of Language Application questions asked on previous exams. Several complete Language Application sections from past examinations follow after these examples.

Comma Splice

Sure, Canada takes drug use very seriously, but the athletes are still deciding to take the risk, Canadian sports authorities must stand firm.

The above sentence contains

- a) a missing a verb
- b) a sentence fragment
- c) a comma splice

Literary Terms

Their first pizza was initially designed to be an “edible plate” with the thick crust around the edge serving as a handle.

In the above sentence, the reference to pizza as an “edible plate” is an example of

- a) personification
- b) a simile
- c) a metaphor

Parallel Structure

A system that is monitored costs approximately \$30 each month, requires professional installation and will summon the police to your home.

The above sentence would be best written as

- a) A system that is monitored costs approximately \$30 each month, you will require professional installation and it will summon the police to your home.
- b) A system that is monitored costs approximately \$30 each month, requires professional installation, and summons the police to your home.
- c) A system that is monitored costs approximately \$30 each month, and summons the police to your home after being professionally installed.

Pronoun Reference

For many athletes, the potential rewards of improved performance far outweigh his fear of getting caught.

The above sentence contains

- a) faulty pronoun reference
- b) a misplaced modifier
- c) a compound sentence

Punctuation

You should begin in three ways, with a plan, a warm-up and a goal.

The above sentence

- a) requires a period after “ways”
- b) requires no further punctuation
- c) requires a colon after “ways”

Run-on Sentence

Becoming an entrepreneur is not easy you must be sure that you have the right qualities.

The above sentence

- a) is a run-on sentence (or fused sentence)
- b) should have the two clauses reversed
- c) is correct as it is

Sentence Fragments

1. Mention exercise to people and they think of pain or strains to their body. 2. Which doesn't help them start an exercise programme.

Sentence #2

- a) is correct as it is
- b) should be combined with sentence 1
- c) is an example of a run-on sentence

Sentence Types

But just as hiring the right employee is important, getting financing for your new venture is key!

The above sentence

- a) is a declarative sentence
- b) is an exclamatory sentence
- c) is an interrogative sentence

Simple, Compound and Complex sentences

A loan officer at a bank will not entrust money to an entrepreneur without a business plan, as a result, the entrepreneur's plans will go up in smoke.

The above sentence would be better written as follows:

- a) An entrepreneur's plans will go up in smoke, as a result, a loan officer at a bank will not entrust money to an entrepreneur without a business plan.
- b) A loan officer at a bank will not entrust money to an entrepreneur without a business plan; as a result, the entrepreneur's plans will go up in smoke.
- c) Without a business plan, a loan officer at a bank will not entrust money to an entrepreneur, as a result, the entrepreneur's plans will go up in smoke.

Spelling

Before they know it, piece and harmony seem like a thing of the passed.

Which TWO words are incorrectly spelled in the above sentence?

- a) “know” and “piece”
- b) “harmony” and “passed”
- c) “piece” and “passed”

Verb Tenses

Many people are unaware that the Rideau Canal has been originally built as a military defence to protect Canada.

The above sentence should be corrected by

- a) changing “has been originally built” to “has originally been built”
- b) changing “has been originally built” to “was originally built”
- c) changing “has been originally built” to “originally has been built”

Vocabulary in Context

*If you're **keen** enough to follow this advice, your business will be a profitable and satisfying enterprise.*

In the above sentence, "keen" means:

- a) smart
- b) piercing
- c) witty

Sample Language Application Task #1

(10 marks; recommended time: 10 minutes)

- (i) *Read the paragraph below and answer the questions that follow.*
- (ii) *Circle the letter that corresponds with the best answer in the multiple choice questions, or write your responses in the space provided after each question.*
- (iii) *Note that the numbers at the beginning of each sentence are there for easy reference.*

1. For many parents', communication with their teenage son's and daughter's is often tense and difficult. **2.** As children enter adolescence, parents realize that they don't have as much control over their offspring as they did during the earlier years. **3.** A pattern often begins. **4.** Parents increase their attempts to control their teen's life with respect to curfew, and they often say no to certain clothing, and friends are a big issue too. **5.** Often results in even more rebellious kinds of behaviour from the teen. **6.** Trying to force teenagers to submit to parental authority can make the family situation worse because it often **provokes** conflict. **7.** Before they know it, piece and harmony seem like a thing of the passed. **8.** So what is the solution. **9.** Parents need to disengage from the power struggle by reaching **mutual** agreements with their teen. **10.** A parent should allow a teenager to experience the natural consequences of their choices in a supportive family environment.

Circle the letter which corresponds with the best answer.

- 1. In **Sentence 1**, the words "parents', son's, and daughter's" should be corrected with
 - a) "parent's, sons and daughters"
 - b) "parents', sons and daughters"
 - c) "parents, sons and daughters"
- 2. **Sentence 2** contains
 - a) a spelling error
 - b) a punctuation error
 - c) a comma splice
- 3. **Sentence 3** is
 - a) missing a verb
 - b) missing a subject
 - c) is correct as it is

4. **Sentence 4** should be written as
- a) Parents increase their attempts to control their teen’s life with respect to curfew, clothing, and friends.
 - b) Parents increase their attempts to control their teen’s life with respect to curfew, clothing, and friends are a big issue too.
 - c) Parents increase their attempts to control their teen’s life with respect to curfew, and they often say no to certain clothing, and friends.
5. **Sentence 5** is
- a) is correct as it is
 - b) a sentence fragment
 - c) a run-on sentence
6. In **Sentence 6**, “provokes” means
- a) teases
 - b) encourages
 - c) dominates
7. In **Sentence 7**, which TWO words are incorrectly spelled?
- a) “know” and “piece”
 - b) “harmony” and “passed”
 - c) “piece” and “passed”
8. **Sentence 8** should conclude with
- a) an exclamation mark
 - b) a period
 - c) a question mark
9. In **Sentence 9**, “mutual” means
- a) as determined by both parents and teenagers
 - b) as determined by the mother and father
 - c) as determined by the teenager and his friends
10. **Sentence 10** would be best written as
- a) You should allow a teenager to experience the natural consequences of their choices in a supportive family environment.
 - b) A parent should allow teenagers to experience the natural consequences of their choices in a supportive family environment.
 - c) One should allow a teenager to experience the natural consequences of their choices in a supportive family environment.

Sample Language Application Task #2

(10 marks; recommended time: 10 minutes)

- (i) *Read the paragraph below and answer the questions that follow.*
- (ii) *Circle the letter that corresponds with the best answer in the multiple choice questions, or write your responses in the space provided after each question.*
- (iii) *Note that the numbers at the beginning of each sentence are there for easy reference.*

1. The ancient Greeks who were accomplished bakers invented pizza over two thousand years ago. **2.** Their first pizza was initially designed to be an “edible plate” with the thick crust around the edge serving as a handle. **3.** Early pizzas had no tomatoes but featured cheese, herbs, vegetables, and fish or meat. **4.** Tomatoes were not grown in Italy until the mid 1500’s, and crazy as it sounds, people had the notion they were poisonous. **5.** It is not until 1889 that an Italian pizza maker, Raffaele Esposito, put tomatoes on pizza for the first time. **6.** He wanted to honour the Italian Queen with a pizza the same colours as the flag he needed something red. **7.** To go with the white mozzarella cheese and green basil. **8.** Would you believe the first North American pizzeria opened in 1905 and that by the 1920’s pizzerias were becoming widespread. **9.** However it was not until soldiers started returning from Italy at the end of World War II that pizzas started to become as popular as they are today. **10.** Pizza is enjoyed by millions and it’s easy to make, delicious to eat.

Circle the letter which corresponds with the best answer.

- 1. **Sentence 1** should be corrected by adding
 - a) a comma after the word “Greeks”
 - b) a comma after the word “Greeks” and the word “bakers”
 - c) a comma after the word “Greeks” and the word “pizza”
- 2. In **Sentence 2**, the reference to pizza as an “edible plate” is an example of
 - a) personification
 - b) a simile
 - c) a metaphor
- 3. **Sentence 3** should be corrected by
 - a) changing “pizzas” to “pizza’s”
 - b) changing “tomatoes” to “tomatos”
 - c) is correct as it is

4. In **Sentence 4** the word “notion” means
 - a) conviction
 - b) impression
 - c) fear

5. **Sentence 5** contains a
 - a) verb tense error
 - b) misplaced comma
 - c) faulty pronoun reference

6. **Sentence 6**
 - a) is an example of a run on sentence
 - b) does not have a subject
 - c) does not need a comma

7. **Sentence 7** is an example of
 - a) a run-on sentence
 - b) a compound sentence
 - c) a sentence fragment

8. **Sentence 8** should conclude with
 - a) a question mark
 - b) quotation marks
 - c) an exclamation mark

9. **Sentence 9** requires
 - a) a comma after “Italy”
 - b) a comma after “However”
 - c) a comma after “popular”

10. **Sentence 10** would be better written as follows
 - a) “Pizza is enjoyed by millions, easy to make and delicious to eat.”
 - b) “Pizza, easy to make and enjoyed by millions, delicious to eat.”
 - c) “Delicious to eat and is enjoyed by millions, pizza is easy to make.”

Sample Language Application Task #3

(10 marks; recommended time: 10 minutes)

- (i) *Read the paragraph below and answer the questions that follow.*
- (ii) *Circle the letter that corresponds with the best answer in the multiple choice questions.*
- (iii) *Note that the numbers at the beginning of each sentence are there for easy reference.*

1. Statistics show that houses with alarm systems are less likely to be broken into, and if they are, less property is stole. **2.** There are two types of alarm systems: unmonitored and monitored. **3.** Unmonitored alarms sound a siren inside or outside your house and alert neighbours that there will be a break-in. **4.** A system that is monitored costs approximately \$30 each month, requires professional installation and will summon the police to your home. **5.** If the alarm is triggered by a burglar. **6.** Its signal travels to the alarm companys' monitoring service, usually through your phone line. **7.** The alarm company will then call the police, after phoning your home first to ensure that it's not a false alarm. **8.** In many regions, the homeowner is accountable for a fee if police are called needlessly. **9.** What if a thief cuts your phone line to prevent contact with the monitoring company? **10.** Many systems now offers wireless-phone backup, and the newest technology even uses your internet connection to send out an intrusion alert.

Circle the letter which corresponds with the best answer.

- 1. **Sentence 1** should be corrected by changing
 - a) "stole" to "stolen"
 - b) "likely" to "likley"
 - c) "broken" to "broke"
- 2. **Sentence 2** is
 - a) a declarative sentence
 - b) an interrogative sentence
 - c) an exclamatory sentence
- 3. **Sentence 3** has a
 - a) faulty pronoun reference
 - b) missing verb
 - c) a faulty verb tense

4. **Sentence 4** would be best written as
- a) A system that is monitored costs approximately \$30 each month, you will require professional installation and it will summon the police to your home.
 - b) A system that is monitored costs approximately \$30 each month, requires professional installation, and summons the police to your home.
 - c) A system that is monitored costs approximately \$30 each month, and summons the police to your home after being professionally installed.
5. **Sentence 5** is a
- a) correct sentence
 - b) sentence fragment
 - c) run-on sentence
6. The punctuation in **Sentence 6** should be corrected by writing
- a) It's signal travels to the alarm companys' monitoring service, usually through your phone line.
 - b) Its' signal travels to the alarm companys' monitoring service, usually through your phone line.
 - c) Its signal travels to the alarm company's monitoring service, usually through your phone line.
7. In **Sentence 7**, the word "ensure" means
- a) deny
 - b) confirm
 - c) check
8. **Sentence 8** should be corrected by changing
- a) "region" to "Region"
 - b) "In" to "At"
 - c) it is correct as it is
9. In **Sentence 9**, the word "prevent" means to
- a) punish after the fact
 - b) delay from happening
 - c) stop before it happens
10. **Sentence 10**
- a) contains a faulty subject-verb agreement
 - b) contains a comma splice
 - c) is correct as it is

Section 6:

**Informational Response:
Report & Letter Writing**



Part F: Writing: Informational Response
(35 marks; recommended time: approximately 35 minutes)

This part of the examination consists of writing a short report **or** a business letter based on information, details and instructions provided. The focus is on selecting key points and relevant information, and writing in an appropriate format for a specific audience and purpose.

Knowledge & Understanding

Understanding facts, ideas, and concepts in the given task and how they relate to one another includes:

- demonstrating a clear comprehension of the facts, ideas, and concepts presented
- demonstrating a clear comprehension of how those facts, ideas, and concepts are related or connected to one another

English 4C:

Descriptors for a Report or Letter

Thinking

Integrating relevant information from the task in a logical sequence to support ideas includes:

- selecting appropriate and relevant details from the task to support ideas and assertions
- integrating those details into the report/letter in a logical order or sequence
- synthesizing ideas and supporting details effectively

Using creative thinking skills to generate and develop ideas includes:

- generating ideas to extend and expand upon the information provided in the task
- developing ideas in an appropriate, convincing manner

Communication

Expressing information and ideas with clarity and focus includes:

Vertical Dimension:

- focus is maintained from introduction through conclusion
- effective transitions indicate movement in thought from one paragraph to another

Horizontal Dimension:

- ideas flow clearly and logically within a paragraph
- transitions, pronouns, and other devices are used effectively to signal relationships among ideas

Clarity and focus can be achieved through structure and patterns such as chronological order, cause and effect, comparison, analogy, induction, deduction, and climactic order.

Using language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) includes:

- diction which establishes and maintains the appropriate tone for the report/letter
- voice which suits the purpose and audience
- a variety of sentence structures to communicate complex ideas effectively and emphatically (e.g., subordination, transitions, parallelism, word order)
- rhetorical devices used appropriately and effectively
- use of punctuation to achieve clarity, emphasis, and rhythm

Using correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation is critical for clear and effective communication. The following errors can interfere with the expression of ideas and/or weaken the impact of the report/letter:

Major Errors: run-on sentences, comma splices, sentence fragments, faulty subject-verb agreement, faulty tense change, faulty parallelism, misplaced modifiers, dangling verbals, inaccurate pronoun references, incorrect use of common words

Minor Errors: errors in spelling, misuse of homonyms, missing or misplaced apostrophes, the “is when” error (a subordinate adverb clause used as a noun clause)

Application

Transferring and applying knowledge of report/letter form to the required task includes:

- clear comprehension of the requirements of the task
- addressing **all** elements of the task in a balanced manner
- applying knowledge of the report/letter form

Knowledge of the Report form includes:

- an appropriate title or headline
- topic sentences that introduce the topic and engage the reader
- body paragraphs that follow the conventions of the required format (e.g., newspaper report uses short paragraphs, inverted pyramid order)
- a conclusion that is appropriate to the format of the report

Knowledge of the Letter form includes:

- return address, date, inside address, salutation
- body paragraphs that follow the conventions of the required format (e.g., in a letter of complaint, introductory paragraph denotes the problem; second paragraph provides details; third paragraph indicates action required)
- a conclusion that is appropriate to the format of the letter

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K& U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		▪ demonstrates insufficient understanding of facts, ideas, and concepts	▪ demonstrates limited understanding of facts, ideas, and concepts	▪ demonstrates some understanding of relationships among facts, ideas, and concepts	▪ demonstrates considerable understanding of relationships among facts, ideas, and concepts	▪ demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>5</u>
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		▪ selects insufficient or irrelevant supporting detail ▪ insufficient and/or inappropriate generation and development of ideas	▪ selects limited supporting detail which is frequently vague or inappropriately sequenced ▪ limited generation and development of ideas which are frequently vague or inappropriate	▪ selects some supporting detail, but is occasionally vague or inappropriately sequenced ▪ some generation and development of ideas, but is occasionally vague or inappropriate	▪ integrates considerable and relevant supporting detail in an appropriate sequence ▪ considerable and effective generation and development of ideas	▪ integrates substantial and convincing supporting detail in a clear and logical sequence ▪ thorough and insightful generation and development of ideas	<u>10</u>
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		▪ lacks clarity and focus <i>and/or has fewer than 100 words</i> ▪ demonstrates a lack of competence in the use of language and style <i>and/or has fewer than 100 words</i> ▪ numerous major and minor errors interfere seriously with expression of ideas <i>and/or has fewer than 100 words</i>	▪ frequent loss of clarity and/or focus ▪ language and style are frequently ineffective and demonstrate limited sense of audience and purpose ▪ errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	▪ occasional lapse(s) in clarity and/or focus ▪ language and style are occasionally ineffective, but demonstrate some sense of audience and purpose ▪ errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	▪ expression of information and ideas is clear and focused ▪ language and style are effective and demonstrate a considerable sense of audience and purpose ▪ errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	▪ expresses information and ideas with a high degree of coherence and unity ▪ language and style are well-crafted and engaging with a strong sense of audience and purpose ▪ few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>15</u>
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		▪ insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	▪ limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	▪ occasional lapse(s) in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	▪ consistent application of form to the task results in an effective report/letter	▪ a thorough command of form and the task results in a convincing report/letter	<u>5</u>
Comments:							Total <u>35</u>

Hints for Writing the Report

(35 marks; recommended time: 35 minutes)

General Information:

- The report is a type of Informational Response. The rubric for this task is on the final page of the exam.
- Use the foolscap provided. You should use the appropriate format taught in your class during this semester.
- You are to write a report based on the information provided. **Your report should be 150-200 words.**
- Any report that is less than 100 words will receive “Insufficient” for the *Communication* category.
- Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.

Specific Information:

1. Read the instructions carefully. Make note of the following information as it appears in the instructions:
 - The type of report that you are required to write (speech, newspaper article, news broadcast, training manual, newspaper column, excerpt from a pamphlet)
 - The purpose and your role
 - The tone
 - The audience
2. Read through the information provided, both in the paragraph and the bullets. Decide upon the facts that need to be included and disregard any information that is not relevant to the purpose of the report.
3. Organize your information into 3 paragraphs:

Paragraph 1	<ul style="list-style-type: none">• 2-3 sentences• Establish your lead (e.g., news article, broadcast) by putting the Big Idea First OR identify, where appropriate (e.g., speech or presentation), who you are and your purpose.• Establish the tone with relevant diction.
Paragraph 2	<ul style="list-style-type: none">• 5-8 sentences• Include the details relating to the purpose of the report (what and why).• Refer to the instructions to determine the format and direction of the report. <i>For example, if you are writing a newspaper article or a broadcast, you will begin with a lead paragraph which includes the most important information. If you are writing a training manual or a brochure, you will have to organize your information under headings.</i>• Include clear and appropriate diction to convey the required tone.• Include additional and creative details to complement the information provided.
Paragraph 3	<ul style="list-style-type: none">• 2-3 sentences• Summarize your main purpose and key points.• Reinforce the tone with additional and suitable diction.• Include a closing statement.

4. Incorporate the three paragraphs into the report and link your ideas with effective transitional words throughout (e.g., in addition, however, therefore).
5. Give a suitable title or a headline to your report.

Sample Informational Response Task #1: Report (Newspaper Article)

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of this exam.*
- (ii) *You should use the appropriate format taught in class during this course.*
- (iii) *You are to write a report based on the following information.
Your report should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

You have been asked to write an upbeat newspaper article for *The Ottawa Sun* warning teens about the risks of Internet use. Give your readers an explanation of how the Internet works as a communication tool, the privacy risks associated with it, and how young people can protect their privacy while using it. Choose relevant facts from the information below. Remember to give your article a suitable title.

Internet Risks Fact Sheet

- a vast world
- change your password often
- information may pass through many of different computer systems on the way to its destination
- do not provide sensitive personal information in chat rooms, forum postings, e-mail messages, or online biographies
- other computer users may be capable of capturing and storing your on-line communications
- computers are becoming less expensive
- information, entertainment, and shopping
- on-line activities can be monitored by your Internet Service Provider (ISP) and by web sites that you visit
- many benefits
- publicly-available Internet terminals do not have up-to-date privacy and security features
- e-mail, instant messaging, and chat rooms enable us to communicate with others
- secure web sites are indicated by the unbroken padlock icon at the bottom right of the screen
- personal information is included in the messages you send or post
- create passwords with a combination of upper and lower case letters, numbers, and symbols
- your communications could be manipulated by other users
- college and university applications must be done on-line
- many threats to personal privacy
- law enforcement can access your online records without your consent

- monitor a babysitter's Internet activity
- an e-mail message may be released to the ISP if either the sender or recipient consents
- many web sites deposit data, called "cookies"
- "cookies" contain information about your visits to web sites
- there is no guarantee of absolute privacy
- hotmail is the most popular web-based e-mail provider
- products or ads are tailored to your interests based on the contents of your "cookie" data
- computers track a user's Internet search activity
- data is shared with on-line marketers
- a web-bug is a graphic in a web site or an e-mail message
- use secure sites when transmitting sensitive personal information over the Internet
- web-bugs monitor your computer activity and save your personal information
- read your email while off-line
- larger screens are easier to see
- ISPs include Sympatico, Rogers, and AOL
- install software programs that detect privacy hackers
- more senior citizens are becoming Internet savvy
- install privacy protection tools
- employers often monitor Internet sites that employees visit
- ISPs have admitted to both accidental and intentional prying into the memory of personal computers
- vacuum your keyboard regularly
- do not let others watch you log in
- look for the privacy policy of the on-line services you use

Sample Informational Response Task #2: Report (Speech)

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of this exam.*
- (ii) *You should use the appropriate format taught in class during this course.*
- (iii) *You are to write a report based on the following information.
Your report should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

You are a frequent and knowledgeable traveler who has been invited to make a speech at an informational seminar for people who want to learn about ways to make traveling more efficient, safe and enjoyable. Your talk should focus on the things people need to do in order to prepare for and to stay healthy before and during an airplane flight. Choose relevant facts for your talk from the information below.

Travel Tips Fact Sheet

- pack clothes appropriate for your destination
- air tends to be drier on airplanes so drink plenty of fluids on the flight
- to avoid DVT-deep vein thrombosis (a blood clot that can move to the lungs) get up and exercise your legs
- checking on ATM access
- before the trip set your watch to the time zone to which you are traveling in order to help to adjust your body clock
- canceling delivery of the newspaper
- transportation to the airport
- do not put the following prohibited items in your carry-on luggage: knives, firearms, sporting equipment, handcuffs and power tools
- internet security issues when purchasing tickets online
- selecting the right luggage
- pack as lightly as possible – make sure you are not over your airline’s baggage weight limit
- passport is valid
- inform the crew of unruly behaviour on the airplane
- avoid excessive consumption of alcohol since it will dehydrate you during the flight
- to avoid motion sickness, sip some ginger tea or buy an over-the-counter drug such as Dramamine
- adjusting to new foods and customs

- for international travel, make sure to arrive at the airport two to three hours before your plane is scheduled to leave
- get recommendations for reliable travel agent
- bring an eye mask, a neck pillow and ear plugs to encourage uninterrupted napping
- wear comfortable and appropriate footwear and clothing
- the night before traveling, try to get a good night's sleep
- language differences
- take a magazine or mp3 player for entertainment
- give travel information details to a relative or friend
- most economical means of travel
- safety issues when traveling alone
- during the flight, flex your feet up and down to improve circulation
- before your departure, eat lightly to help adjust your body rhythms
- best method of travel for destination
- be patient, even if there are delays; you'll stay calmer this way
- your baggage should be clearly labelled

Hints for Writing the Business Letter

(35 marks; recommended time: 35 minutes)

General Information:

- The business letter is a type of Informational Response. The rubric for this task is on the final page of the exam.
- Use the foolscap provided. You should use the appropriate format taught in class during this semester.
- You are to write a business letter based on the information provided. **Your letter should be 150-200 words.**
- Any letter that is less than 100 words will receive “Insufficient” in the *Communication* category.
- Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.

Specific Information:

1. Read the instructions carefully. Make note of the following information as it appears in the instructions:
 - The type of business letter that you are required to write (letter of reference, letter of complaint, letter of inquiry, letter of application, thank-you letter, letter of information regarding money owed, etc.)
 - The purpose and your role
 - The tone
 - The audience
2. Read through the information provided, both in the paragraph and the bullets. Decide upon the facts that need to be included and disregard any information that is not relevant to the purpose of the letter.
3. Organize your information into 3 paragraphs:

Paragraph 1	<ul style="list-style-type: none">• 2-3 sentences• Identify who you are and why you are writing – the Big Idea First.• Establish the tone with relevant diction.
Paragraph 2	<ul style="list-style-type: none">• 5-8 sentences• Include the details relating to the purpose of the letter – what happened, when, and how.• Include clear and appropriate diction to convey the required tone.• Include additional and creative details to complement the information provided.
Paragraph 3	<ul style="list-style-type: none">• 2-3 sentences• Summarize your overall feelings about the situation.• State clearly what you would like done and any relevant timelines.• Reinforce the tone with additional and suitable diction.• Include a closing statement.

4. Incorporate the three paragraphs into the letter format that you have been taught throughout the semester. Link your ideas with effective transitional words throughout (e.g., in addition, however, therefore...). Include a signature.
5. Remember that your letter needs to be 150-200 words. **This refers to the body paragraphs of the letter and does not include the addresses and salutation.**

Sample Informational Response Task #3: Letter of Complaint

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of the exam.*
- (ii) *You should use the appropriate format taught in class during this semester.*
- (iii) *You are to write a business letter based on the following information.
Your letter should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

You are Peter Roula. You live at 20 Jasper Drive, Ottawa, Ontario, M5W 1E6. You were recently volunteering your help at your son's soccer tournament at his high school. When you used the rest room, you noticed that there were machines selling condoms and posters advocating for safe sex. You are to write an assertive, factual, and business-like letter of complaint to the principal. In your letter state your concerns and disappointment and demand that the condom machines and the offending posters be immediately removed.

Information relating to the incident includes:

- you are happy with the school programs and teachers
- school is for learning
- you do not want your son exposed to this kind of information.
- your religion believes in abstinence until marriage
- you have 3 children
- your daughter goes to a different high school
- your son is at the top of his math class
- condoms are very expensive
- you are raising your children with the same values
- you feel very disturbed by the availability of sexual paraphernalia
- your son's birthday is next month
- your son is an excellent soccer player
- media influences teenagers

You are to write a letter of complaint to the principal of the school. You will address your letter to:

Ms. Sima Singra, Principal
Woodroffe High School
2410 Georgina Drive
Ottawa, Ontario
K9Y 8T5

Sample Informational Response Task #4: Letter of Recommendation

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of the exam.*
- (ii) *You should use the appropriate format taught in class during this semester.*
- (iii) *You are to write a business letter based on the following information.
Your letter should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

Your name is Ali Lopez. You live at 14 Crescent Avenue, Ottawa, Ontario, K2A 1R4. You are the manager of “B-Stylin,” a trendy and upscale clothing store. One of your employees, Karen O’Dell, is moving away from Ottawa to Toronto, and she has requested that you write a letter of recommendation for her. Karen has an interview for a sales position at another store in her new neighbourhood. You are to write a supportive and informative letter that emphasizes Ms. O’Dell’s personal and professional qualities.

Use the following information to write your letter of recommendation:

- Karen has a strong sense of individual and personal style
- you wish that Karen was not moving away
- you have been a manager at the store for over six years
- you have known Karen since she was in high school
- Karen is friends with your daughter
- Karen has an interest in designing clothes and frequently wears her own fashions
- Karen is occasionally late for early shifts
- you think Karen has potential to be a store manager in the future
- you encourage the prospective employer to hire her
- Karen is very involved in figure skating
- she has often talked of going to college and taking business courses
- Karen is a hardworking and responsible employee who is friendly with customers

You are to write a letter of recommendation and address to the letter to:

Mr. A. Said, Manager
“Boutique Trendy”
1600 Yonge Street
Toronto, ON
L8H 6Y5

ENG4C: Report/Letter Checklist

Writer:

Proof-reader: Self Peer (Name: _____) Teacher

Knowledge & Understanding

Have you or the writer:

- understood the facts and ideas that are listed in the task?
- understood how those facts/ideas are related or connected to one another?

Thinking

Have you or the writer:

- selected the relevant facts and rejected the irrelevant ones?
- organized the information according to the instructions provided?
- organized the information in a logical sequence?
- been creative in developing additional ideas?

Communication

Have you or the writer:

- used the appropriate tone or voice?
- made it clear who is being addressed or spoken to and why?
- used words, transitional expressions (e.g., "a second example," "also," "in addition," "therefore"), and paragraphing to develop a smooth flow from one idea to the next?
- chosen appropriate words and level of language for the task?
- used spelling, grammar and punctuation correctly?

Application

Have you or the writer:

- understood what the question/task is asking?
- addressed all the elements of the task?
- used the correct report/letter format?
- used short paragraphs?

Section 7:

Informational Response:

Report Exemplars



The Report Exemplars in this section are actual responses to the Informational Response task on the following page, and were written under examination conditions. The student responses appear in the *Comic Sans MS* font style.

Instructions:

Use a blank rubric along with the report /letter placemat to practice marking these Exemplar Reports.

Writing: Informational Response (Report)

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of this exam.*
- (ii) *You should use the appropriate format taught in class during this course.*
- (iii) *You are to write a report based on the following information.
Your report should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

You are the health writer for a teen magazine. Write an article that informs and warns teens about the use of caffeine. Choose relevant facts from the information below. Give your readers a brief explanation of what caffeine is, where it is found, and what its effects are. End with a recommendation about how teens should handle caffeine. Remember to give your article a suitable title.

Caffeine Fact Sheet

- it is part of the same group of drugs used to treat asthma
- caffeine is in soft drinks which have added sugar and artificial flavours
- high doses can cause anxiety, dizziness, and headaches
- there are many coffee shops
- effects can be felt up to six hours later
- espresso contains 100 mg; Coca-Cola contains 34 mg; a Jolt soft drink contains 71 mg
- cut one out every week by replacing it with water, caffeine-free tea, or caffeine-free soda
- withdrawal symptoms include severe headaches, muscle aches, depression, and irritability
- sleep — your body is telling you it needs to rest
- Tim Horton's is a Canadian company
- the more caffeine you use, the more caffeine you require
- it stimulates the body and increases heart rate and alertness
- it is naturally produced in the leaves and seeds of many plants
- people who use a lot of caffeine get the shakes
- it is addictive
- "caffeine sensitivity" is the amount of caffeine that will produce an effect in someone
- found in tea leaves, coffee beans, soft drinks, pain relievers, and chocolate
- many people feel that caffeine makes them more alert
- cut back slowly
- soft drinks upset your stomach
- very high doses can do severe damage to the body
- 7-Up does not have caffeine
- the smaller the person, the less caffeine that is needed to produce an effect
- caffeine dehydrates you
- caffeine causes the body to lose calcium and potassium, causing sore muscles and delayed recovery times after exercise
- some people like to smoke while drinking coffee
- doctors recommend that people should not consume more than 100 mg of caffeine daily
- caffeine does not stunt your growth
- Starbucks uses high levels of caffeine

Informational Response: Exemplar Report # 1

Things to know about Caffeine

did you know caffeine is in the same group of drugs used to treat asthma? If your already trying to get rid of anxiety well caffeine may be your leading cause, also to headaches. You can have an effect up to six hours. Most teens get caffeine through having a soft drink with their lunch. Those soft drinks have added sugar and artificial flavouring. The more caffeine you drink the more harder it will be go get off caffeine. Try this, count how much soda, or caffeinated drinks you have every week. Now cut one out every week and replace it with water. Caffeine stimulates the body and increases your heart rate and alertness.

Think of it, while you are enjoying your caffeinated drink you just damaging your body in the long run. Do you really want to do that type of damage to your body? Caffeine comes from a tree just like strawberries, but caffeine comes in leaf form.

Soft drinks aren't the only thing caffeine is found in, tea leaves, coffee beans, pain relievers, and chocolate.

Think about what you drinking!

(Word count: 183)

Evaluation and Feedback: Exemplar Report # 1

Expectations by Category		English 4C: Rubric for Report/Letter Writing							K & U
Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0			
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts		<u>3.2</u> 5	
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10		T	
Integrates relevant information from the task in a logical sequence to support ideas		• selects insufficient or irrelevant supporting detail	• selects limited supporting detail which is frequently vague or inappropriately sequenced	• selects some supporting detail, but is occasionally vague or inappropriately sequenced	• integrates considerable and relevant supporting detail in an appropriate sequence	• integrates substantial and convincing supporting detail in a clear and logical sequence		<u>6.2</u> 10	
Uses creative thinking skills to generate and develop ideas		• insufficient and/or inappropriate generation and development of ideas	• limited generation and development of ideas which are frequently vague or inappropriate	• some generation and development of ideas, but is occasionally vague or inappropriate	• considerable and effective generation and development of ideas	• thorough and insightful generation and development of ideas			
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15		Comm	
Expresses information and ideas with clarity and focus		• lacks clarity and focus and/or has fewer than 100 words	• frequent loss of clarity and/or focus	• occasional lapse(s) in clarity and/or focus	• expression of information and ideas is clear and focused	• expresses information and ideas with a high degree of coherence and unity		<u>10.2</u> 15	
Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices)		• demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words	• language and style are frequently ineffective and demonstrate limited sense of audience and purpose	• language and style are occasionally ineffective, but demonstrate some sense of audience and purpose	• language and style are effective and demonstrate considerable sense of audience and purpose	• language and style are well-crafted and engaging with a strong sense of audience and purpose			
Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• few errors do not interfere with expression of ideas or weaken impact of the report/letter			
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0		App	
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/ letter that is frequently ineffective	• occasional lapse(s) in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter		<u>3</u> 5	
Comments:								Total <u>22.6</u> 35	

Overall Level: 2

Strengths:

- tone/voice achieved through questions directed at audience
- style appropriate to teen audience
- effective concluding sentence
- clear focus on teen audience
- creative style and inclusion of literary devices for effect

Weaknesses:

- sentence structure and spelling errors
- paragraphing
- lack of logical organization
- irrelevant facts included
- incorrect information

Informational Response: Exemplar Report # 2

Caffeine Dangers

Caffeine is everywhere. Its in soft drinks, chocolate, coffe and many other things. High doses of caffeine can cause anxiety, dizziness and headaches. Not many people want that. Thsere are so many bad thing about caffeine and what it can do to you.

Caffeine is considered a drug. Some people even have withdrawl without caffeine. It can cause severe headaches, muscle aches, depression and irritability.

People like to take caffeine when they are tired but have you ever tried the alternative of actually sleeping? Caffeine increases your heart rate which is not good for you.

Caffeine is a drug that is naturally produced in the leaves and seeds of many plants. Kind of like tobacco. Very high doses of caffeine can do sever damage to the body.

An alternative soft drink without caffeine is 7-Up. Its not like you should never have caffeine you should just have it seldomly. Don't make it a ruteen. Is it really worth hurting yourself over?

(Word count: 161)

Informational Response: Exemplar Report # 3

Teens and Pop

Dear readers over the years we have learnt a lot about caffeine and its pro's and con's. Caffeine is a drug that is naturally produced in the leaves and seeds of many plants. It can be found in tea leaves, coffee beans, soft drinks, pain relievers, and chocolate. If you are a coffee or soda pop drinker depending on how much you drink and how big you are determines the effect on you, the bigger you are the more caffeine intake you need for it to have an effect on you oppisite ifyou are smaller you only need a small amount of caffeine to affect you. Very hight doses of caffeine can do severe damage to the body, also dehydrates a person. Caffeine is a drug because it stimulates the body and increases heart rate and alertness, it is also addictive, high does of caffine can cause anxiety, dizziness, and headaches. For thoes who abruptly stop taking caffeine, withdrawal symptoms such as severe headaches, muscle aches, depression, and irritability can occur. If you think you should cut back do it slowly. Doctors once thought that caffeine stunted your growth but its not true so if you are short and drink coffee it wasnt the coffees fault your short so have some coffee but not too much.

(Word count: 216)

Informational Response: Exemplar Report # 4

The Bean and Your Body

Have you ever thought of a bean being so bad? We tend to think of coffee beans as great smelling and energy producing. The fact is, this naturally produced product can have an adverse effect on your body when, or if, you aren't careful.

The problem is the caffeine; it is a drug. It can be used to treat asthma; otherwise, you can find it lurking in coffee beans, tea leaves, soft drinks, pain relievers, and even chocolate. These products are consumed every day, but high doses of caffeine can cause anxiety, dizziness, and headaches. It also causes the body to lose calcium and potassium, leaving you susceptible to sore muscles and delayed recovery times after exercising. Even though caffeine can help you to be more alert, too much of it can give you the shakes and leave your body dehydrated.

Your "caffeine sensitivity" is different than others. Different amounts cause different effects to our body. The sensitive issue remains that, if you have caffeine everyday, you become addicted. Unless you like to harm your body, you will have to cut down or quit. Be careful because withdrawal symptoms, such as headaches, depression, and muscle aches, can occur. Keep in mind, the more caffeine you consume, the more you will eventually need for its effect.

So, watch out for espresso, Coca-Cola, and Jolt soft drinks. The amount of caffeine in these is enough to get you hooked. I can recommend 7-Up if you crave the pop, for it has no caffeine. Doctors recommend that we have no more than 100 mg of caffeine every day. If you feel tired, go to sleep; caffeine will only make you alert for a short time, but the harmful effects can last a lifetime.

(Word count: 289)

Section 8:

Informational Response:

Letter Exemplars



The Letter Exemplars in this section are actual responses to the Informational Response task on the following page, and were written under examination conditions. The student responses appear in the *Comic Sans MS* font style.

Instructions:

Use a blank rubric along with the report /letter placemat to practice marking these Exemplar Letters.

Writing: Informational Response (Letter)

(35 marks; recommended time: 35 minutes)

- (i) *Use the foolscap provided. The rubric for this task is on the final page of the exam.*
- (ii) *You should use the appropriate format taught in class during this semester.*
- (iii) *You are to write a business letter based on the following information.
Your letter should be 150-200 words.*
- (iv) *Be sure to write in a style that is appropriate for the purpose and audience and to include additional and creative details that complement the information provided.*

Instructions:

Your name is Omar Abdi. You are the manager of Discount Computer Warehouse, located at 7832 Hi-Tech Terrace, Ottawa, Ontario, K2A 1T5. Part of your job is dealing with overdue accounts. One customer, Earl Whalen, purchased a computer from your store six months ago and agreed to make 12 monthly payments. To date Mr. Whalen has only made one payment. You are to write an assertive but respectful letter to Mr. Whalen informing him that his account is overdue and must be paid immediately.

Information relating to this account includes:

- your store has a policy of taking back merchandise from customers who miss more than three consecutive monthly payments
- you are willing to suggest a compromise to Mr. Whalen
- you have been manager of the store for three years
- Mr. Whalen bought a laptop computer
- if Mr. Whalen does not respond to your letter within seven days, his account will be turned over to a collection agency
- other stores in the area sell the same computer at the same cost
- you find it stressful to write overdue notice letters
- the store will be moving to a new location in two months
- your letter should remind Mr Whalen of the store policy regarding three missed payments
- your wife is expecting your family's first child
- Mr. Whalen has been a regular customer at the store

You are to write a letter of notice of an overdue account to the store customer. You will address your letter to:

Mr. George Whalen
45 Adanac Crescent,
Ottawa, ON
K4B 3T9

Informational Response: Exemplar Letter # 1

Discount Computer Warehouse
7832 Hi-Tech Terrace,
Ottawa Ontario
K2A 1T5

June 20, 2006

Mr. Earl Whalen
45 Adanac Crescent
Ottawa, On
K4B,3T9

Dear Mr. Whalen,

My name is Omar Abdi, manager of Discount Computer Warehouse. I am writing to you about your overdue payments for the computer purchased from us six months ago.

You signed a contract agreeing to pay twelve monthly installments of \$275.00. To date, we have only received one payment. Numerous messages left at your home and workplace have not been returned. Our store policy is that merchandise will be repossessed after three or more missed monthly payments. However, your business is important to us and we are willing to suggest a compromise. If you make the payment for three of the five missed months, we will extend your contract to accommodate your two remaining payments.

You have seven business days to respond to these conditions or your account will be forwarded to a collection agency and we will be forced to repossess the merchandise. Thank you for your prompt attention to this matter.

Sincerely,
Omar Abdi

Omar Abdi

(word count: 152)

Evaluation and Feedback: Exemplar Letter # 1

Expectations by Category		English 4C: Rubric for Report/Letter Writing							K & U
Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0			
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts		<u>4.4</u> 5	
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10		T	
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas		<u>8.4</u> 10	
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15		Comm	
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter		<u>13.3</u> 15	
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0		App	
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter		<u>4.7</u> 5	
Comments:								Total <u>30.8</u> 35	

Overall Level: 4

Strengths:

- inside address and sender address is provided
- date is provided
- the first paragraph indicates the reason for the letter
- more details are added in the second paragraph
- a compromise is provided
- assertive and business-like tone, polite tone is also evident
- good inclusion of additional details
- complexity of sentence structure

Weaknesses:

- some phrasing is awkward
- no contact information is provided
- sentence structure and spelling errors

Informational Response Exemplar Letter #2

Mr. Earl Whalen
45 Adanac Crescent
Ottawa, ON
K4B 3T9

Dear Mr. Whalen,

Currently, you have only made one payment towards the computer you purchased six months ago. Your account is overdue and must be paid immediately. Our store policy is to take back merchandise from customers who miss more than three consecutive payments. You have missed five consecutive payments but we are willing to compromise. You have two month to pay off what you owe and afterwards your monthly payments will be smaller. If this does not work for you we will be forced to take back the computer. If you do not respond to this letter within seven business days, your account will be turned over to a collection agency. We hope to hear from you.

Sincerely,

Omar Abdi

Omar Abdi
Manager
Discount Computer Warehouse

(word count: 115)

Informational Response: Exemplar Letter # 3

Mr. Earl Whalen
45 Advance Crescent
Ottawa, On
K4B 3T9

Dear Mr Whalen, it has come to my attention that your account is overdue. You have agreed six months ago to pay for it in twelve monthly instalments. You must pay it immediately, and if you do not pay it within seven business days your account will be turned over.

Please mail me back and let me know what is going on, and when it will be paid.

Omar Abdi
Discount Computer warehouse
7832 Hi-Tech Terrace, Ottawa on
K2A 1T5

Thank you
Omar Abdi

(word count: 68)

Informational Response: Exemplar Letter # 4

Omar Abdi
7832 Hi-Tech Terrace,
Ottawa ON
K2A 1T5

Mr. Earl Whalen
45 Adanac Crescent
Ottawa, On
K4B,3T9

Dear, Mr. Ear whalen

Hi my name is Omar Abdi, a manager of discount computer warehouse. I was going over some overdue accounts and came across yours. I'm written to let you know that your bill is overdue.

I have noticed that you have purchased a computer from six months ago and agreed to pay for it in twelve monthly installments but only made one monthly payment. The store policy is to take back merchandise from customers who miss more than three consecutive payments.

If I don't hear from you in seven business days this account will be turned over to a collection agency. You know where to reach me.

Thank you,

Omar Abdi

(word count: 108)

Informational Response: Exemplar Letter # 5

Discount Computer Warehouse
7832 Hi-Tech Terrace,
Ottawa Ontario
K2A 1T5

June 20, 2000

Mr. Earl Whalen
45 Adanac Crescent
Ottawa, On
K4B,3T9

Dear Mr. Whalen,

My name is Omar Abdi and I am the manager of Discount Computer Warehouse. I am writing in concerns to your monthly payments and overdue account.

It has been six months since you opened your account with us. You agreed to a twelve month program that divided the amount equally over 12 months. We received your first payment but are missing the next five. Your account is now overdue in the amount of \$600.00. Our store policy clearly states that if a customer misses three consecutive payments, we have the right to take back our merchandise. We are, however, aware that people do run into financial difficulties and it is for this reason that we are willing to suggest a compromise.

We ask that you please contact our head office with in 7 business days and arrange to make your overdue payments within a reasonable time frame. However, if we do not hear from you in the appropriate time, we will be forced to turn your account over to a collective agency. Thank you for your time.

Sincerely,

Omar Abdi

Omar Abdi

(word count: 180)

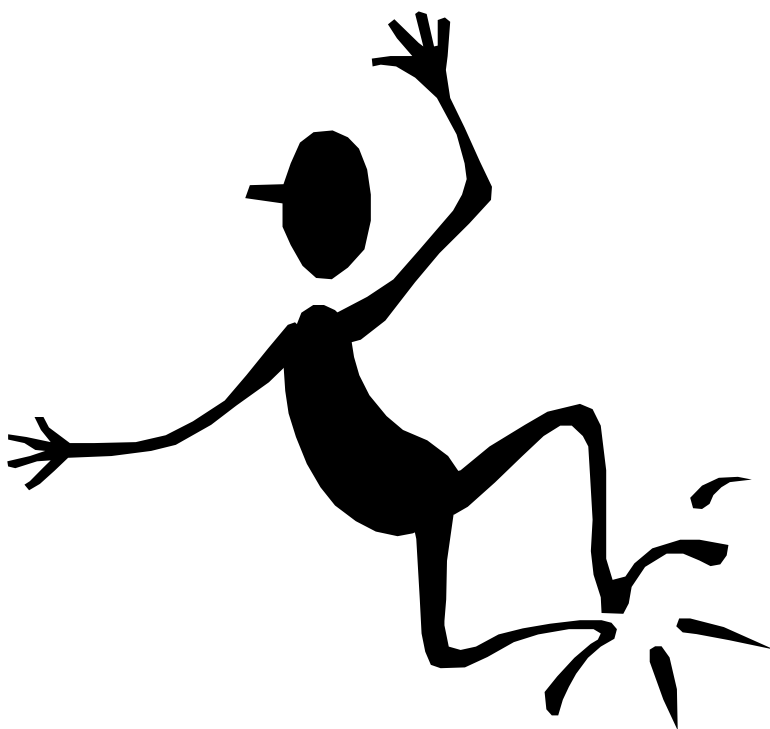
Section 9:

Answer Guides:

Sample Examination,

Reading Tasks, and

Language Application Tasks



Answer Guide: Sample Examination, Section B

Suggested answers for Reading Passage #1: “Tired Teenagers”

(10 marks)

1. The purpose of the sleep study was to (1 mark)
 - a) determine how much sleep an adolescent needs
 - b) change the start time of high school to later
 - c) find out why students don't go to bed earlier in the evening
 - d) **study the effects of sleep deprivation on students**

2. The time of day when the highest percentage of students feel sleepy is (1 mark)
 - a) **between 8 and 10 a.m.**
 - b) just after lunch
 - c) the last class of the day
 - d) between 6 and 8 p.m.

3. How much less sleep did students with a “D” get each week night? (1 mark)
 - a) 60-65 minutes
 - b) **25-30 minutes**
 - c) 45-50 minutes
 - d) 30-35 minutes

4. According to Figure 3, what percentage of students who worked 1-15 hours per week often felt sleepy at school? (1 mark)
 - a) 15%
 - b) **17%**
 - c) 32%
 - d) 22%

5. According to the study, many students may not be eating an adequate breakfast because (1 mark)
 - a) **their bodies are still in sleep mode**
 - b) they do not have time to eat because school starts so early
 - c) they worked more than 15 hours per week
 - d) their grades have gone down because of sleep deprivation

6. What percentage of students sleep less than 8.5 hours per night? (1 mark)
 - a) 20%
 - b) **75%**
 - c) 50%
 - d) 47%

7. How does the term “phase delay” explain why many adolescents are sleepy in the morning? (1 mark)

One of the following:

 - **body is in still in sleep mode in the morning and then in awake mode in the evening**
 - **they go to bed late because they are awake and end up sleepy in the morning**
 - **body still thinks it should be asleep and so the student feels tired**

8. Identify ONE way that sleep deprivation may affect classroom performance. (1 mark)

One of the following:

 - **falling asleep, to micro sleeps, to tiredness**
 - **students can also talk about lower marks, poor behaviour, lack of motivation, skipping classes**

9. Suggest TWO reasons of your own why working more than 15 hours per week is associated with increased smoking, alcohol and drug use. (2 marks)

Answers will vary but can include:

 - **working students have money to afford cigarettes, drugs, and alcohol**
 - **added stress of school and work is managed through drugs and alcohol**
 - **students who work a lot feel they are more responsible and can manage their own lives**
 - **students feel they “earn” their “recreation” time because they work so hard**

Answer Guide: Sample Examination, Section C

Suggested answers for Reading Passage #2: “Karate Chicks” (10 marks)

1. What reason does Judith Schutz give for starting karate? (1 mark)
 - a) she was frightened to go out at night
 - b) she wasn't very good at other sports
 - c) she wanted to break pieces of wood
 - d) **she wanted to get into shape**

2. The author's attitude toward her black belt test can best be described as (1 mark)
 - a) **confident**
 - b) nervous
 - c) frightened
 - d) angry

3. With what part of her body did Schutz break the final three boards? (1 mark)
 - a) side of hand
 - b) palm of hand
 - c) foot
 - d) **elbow**

4. What does Judith Schutz mean when she says, “It's a whole new world out there”? (1 mark)
 - a) **women are no longer content to accept traditional roles**
 - b) a woman who studies karate will always be successful
 - c) women can accomplish whatever they want
 - d) men are not as good at karate as women

5. Why does the author say breaking boards is the biggest high she can ever remember? (1 mark)
 - a) the rest of her life has been less exciting
 - b) **she feels strong and powerful**
 - c) she did not think she could do it, and is surprised when the boards break
 - d) it is important to set an example for other women

6. Suggest ONE reason why some boyfriends might disapprove of their girlfriends learning karate. (1 mark)

Answers will vary but may include:

 - **A boyfriend might feel threatened by a girlfriend who is strong and powerful.**
 - **A boyfriend might be jealous of a girlfriend's conditioning because it makes him look weak.**
 - **Some boyfriends may not think karate is proper for females because it is so physical.**

7. Suggest TWO reasons why the author and her fellow “karate chicks” have a whole new level of confidence. (2 marks)

Any TWO of:

 - **confidence to face attackers and threatening situations**
 - **feeling of accomplishment in getting black belt**
 - **know they have succeeded in a non-traditional role**
 - **created strong friendships which boost confidence**

8. Why does an audience member call Judith Schutz an inspiration? (1 mark)

She sets an example for other women

9. Contrast the author's attitude between karate and aerobics. (1 mark)

Any ONE of:

 - **aerobics is boring while karate is exciting**
 - **aerobics is boring while in karate you can throw people around**
 - **karate is an exciting way to stay in shape while aerobics is a boring way**

Answer Guide: Sample Examination, Section D

Suggested answers for Reading Passage #3: “Fantasy Date”

(10 marks)

1. Why do Jennifer and Trish call Ron? (1 mark)
 - a) to intimidate him
 - b) to tell him they know the truth
 - c) to ask him out
 - d) **both a) and b)**
2. Why do the girls think Ron has abused Sally? (1 mark)
 - a) **they heard rumours and Sally is acting strangely**
 - b) they witnessed it at the high school dance
 - c) Tony told them after confronting Ron
 - d) Ron admitted it after the girls called him
3. What stereotype about male/female relationships is reinforced in Trish’s fantasy date with Des? (1 mark)
 - a) women like rich men
 - b) **women like aggressive men**
 - c) women like romantic men
 - d) women like passive men
4. What does Jennifer mean when she uses the expression “still waters run deep”? (1 mark)

Answers may vary:

 - The expression means that what appears calm on the surface may not always prove to be as simple and as placid underneath.
 - Jennifer means that Trish may not know what Des is really like.
 - Des may be a quiet guy, but Jennifer hints that he too may be violent.
5. Explain how Jennifer’s “perfect” date differs from Trish’s. (2 marks)

Answers will vary but must include 2 points that clearly show the contrast between the girls’ fantasies. Examples include, but are not limited to the following:

 - Jennifer’s date is far more fanciful and harmonious than Trish’s. Jennifer’s dream includes compliments, flowers, a limo ride, a private jet, and an exotic location. Her date has taken care of all of her concerns, such as school, parents, and what to wear, prior to picking her up. Overall this date is romantic, sweet, loving.
 - Trish’s date, on the other hand, involves a boy who rudely barges into her space, utters some forward expressions, and grabs her roughly as she struggles away. Overall this date is rough, physical, sexual, inharmonious.
6. After describing her fantasy date with Des, suggest ONE reason why it is ironic that Trish is the most critical of Ron. (1 mark)

It is ironic that Trish is the most critical of Ron because in her dream-date fantasy, Des’s actions echo Ron’s aggressive behaviour. Thus in one instance, Trish condemns the rough treatment that Ron has supposedly imposed upon Sally, but in another, she fantasizes about it.
7. Des justifies his treatment of Trish by saying, “just like on TV.” Suggest TWO ways that Jennifer’s and Trish’s ideas about dating have been influenced by television. (2 marks)

Answers will vary, but student may comment on the following:

 - earlier in the play, Jennifer says that she learned how to handle an attacker by watching a show on TV
 - Jennifer’s fantasy dates includes obvious links to melodramatic soap opera scenes where nothing stands in the way of two lovers’ desire to spend an evening together
 - Trish’s fantasy date also contains soap-opera components. The exchange between Des and Trish is not only melodramatic but also sadistically passionate. As in a soap opera, little concern is given to the possibility of real injury.
 - In both fantasy dates, the men are portrayed as active and the women as passive. The stereotypes are still commonly portrayed in television relationships.
 - students may also use examples of specific television shows to illustrate their points

8. Provide ONE example to show that Jennifer and Trish are typical teenagers. (1 mark)

Answers may include the following:

- they display a strong sense of justice; assuming they know the truth, they accuse and harass Ron
- they are quick to judge
- they gossip about Ron and Sally
- they fantasize about their dream dates
- they are fixated on the opposite sex
- they are concerned about relationships
- they are concerned about school work, family, and friends
- they are influenced by what they see on TV

Answer Guide: Sample Examination, Section E

Suggested answers for Language Application Task

(10 marks)

1. Sentence 1 should be corrected by changing

- a) “niether” to “neither” and “athaletes” to “athletes”
- b) only “athaletes” to “athletes”
- c) only “niether” to “neither”

2. Sentence 2 contains

- a) a faulty pronoun reference
- b) a misplaced modifier
- c) a compound sentence

3. The punctuation in Sentence 3 should be corrected by writing

- a) Ben Johnson, was on his way, to being one of Canada’s richest athletes when he tested positive for steroid use.
- b) Ben Johnson was on his way to being one of Canada’s richest athletes, when he tested positive for steroid use.
- c) Ben Johnson was on his way to being one of Canada’s richest athletes when he tested positive for steroid use.

4. Sentence 4 is a

- a) correct sentence
- b) a sentence fragment
- c) a complex sentence

5. In Sentence 5, “north america” should be

- a) italicized
- b) capitalized
- c) hyphenated

6. Sentence 6 contains

- a) a missing a verb
- b) a sentence fragment
- c) a comma splice

7. In Sentence 7, the word “subsequent” means

- a) following
- b) remaining
- c) preceding

8. Sentence 8 is a

- a) declarative sentence
- b) interrogative sentence
- c) exclamatory sentence

9. Sentence 9 should be corrected by changing

- a) “it’s” to “its”
- b) “Since” to “Because”
- c) it is correct as it is

10. Sentence 10 would be better written as

- a) “otherwise, athletes will continue to break the rules, disappoint their countries, and will distort their true abilities”
- b) “otherwise, athletes will continue to break the rules, disappoint their countries, and distort their true abilities”
- c) “otherwise, athletes will continue breaking the rules, disappointing their countries, and will distort their true abilities”

Suggested Answers to Sample Reading Task #1: "Employability Skills"

1. A person's ability to set realistic goals for himself is an example of (1 mark)
 - a) a Fundamental Skill
 - b) a Personal Management Skill**
 - c) a Teamwork Skill
 - d) all of the above

2. "Employability Skills 2000+ are the critical skills you need in the workplace." The best synonym for the word "critical" in this sentence is (1 mark)
 - a) friendly
 - b) essential**
 - c) insulting
 - d) unnecessary

3. A person who is "adaptable" would be best described as (1 mark)
 - a) easily led
 - b) easy to follow
 - c) open to change**
 - d) set in her ways

4. What is the main purpose of this text? (1 mark)
 - a) to inform**
 - b) to persuade
 - c) to expose
 - d) to describe

5. The title of the chart is *Employability Skills 2000+*. Suggest ONE reason for the meaning of the "+". (1 mark)
Any ONE of the following:
 - **They are skills that are relevant beyond the workplace.**
 - **They are skills for both now and the future.**
 - **They are skills that are relevant to any age group.**
 - **They are skills for the new millennium.**

6. Give TWO examples from the text of positive attitudes and behaviours? (2 marks)
Any two of the 5 five provided bullets are acceptable here, as long as they are selected from the Personal Management Skills column, under the heading *Demonstrate Positive Attitudes and Behaviours*. They include:
 - **Feel good about yourself and be confident.**
 - **Recognize your own and other people's good efforts.**
 - **Deal with people, problems, and situations with honesty, integrity, and personal ethics.**
 - **Take care of your personal health.**
 - **Show interest, initiative, and effort.**

7. According to the Personal Management Skills portion of the chart, it is important to "be socially responsible and contribute to your community." Give ONE example that explains what this means. (1 mark)
Many appropriate answers are acceptable, such as community volunteer work with children, seniors, animals; charitable contributions; demonstrating tolerance and respect for others; making environmentally friendly choices (avoiding pesticides, not littering, riding a bike, taking the bus).

8. In two or three sentences, explain how the Employability Skills introduced in this text are reflected in your own school. (2 marks)
Many answers are acceptable here. They must be properly explained and in full sentence form to receive full marks. Some examples include the following:

- **Group assignments make students work together and solve problems collaboratively.**
 - **Communication occurs every day between teachers, administrators, parents and students. It is important that each of the parties involved understands the other in terms of needs, strengths and difficulties.**
 - **Students are expected to contribute positively to the school environment.**
 - **Teachers must effectively communicate their lessons to their students using a range of strategies.**
 - **Students are expected to manage a variety of information for each class.**
 - **Students are expected to work towards certain standards.**
-

Suggested Answers to Sample Reading Task #2: “Boating Safety”

1. Which of the following factors all contribute to boater fatigue? (1 mark)
 - a) water, motion, muscle strain
 - b) sun, wind, headaches
 - c) glare, vibration, illness
 - d) **motion, sun, noise**
2. According to this pamphlet, the boating safety course does NOT include information on (1 mark)
 - a) the safety equipment required on board a boat
 - b) how to properly navigate your boat on the waterways
 - c) how to respond in an emergency situation
 - d) **how to fish effectively in shallow water**
3. PWC stands for (1 mark)
 - a) **Personal watercraft**
 - b) Public water-consumption
 - c) Prime water-conditions
 - d) Pleasure watercraft
4. State the percentage of recreational boating deaths in Canada that is alcohol-related. (1 mark)
 - **more than 40%**
5. Suggest **ONE** ways that boater fatigue is affected by drinking alcohol. (1 mark)
Any ONE of:
 - **Boater fatigue makes one feel as though he is drunk; thus drinking alcohol heightens the negative effects.**
 - **Boater fatigue combined with dehydration caused by the sun and alcohol intake results in higher blood alcohol content.**
6. What does a person need in order to legally operate a powerboat in Canada? (1 mark)
 - **a Pleasure Craft Operator Card**
7. Under what circumstance is it legal to have open alcohol on board a boat? (1 mark)
 - **it is only legal when your boat is equipped as a residence**
8. What is the goal of the organization called S.A.V.E.? (1 mark)
 - **they aim to reduce deaths on Ontario waterways and recreational trails**
9. Based on the information provided, suggest **ONE** reason how alcohol might increase a water-skier’s chance of injury? (1 mark)

**Students need to have read the chart under the heading “Final Reminders”.
 Answers may vary but could include:**

- **someone who has consumed alcohol prior to water-skiing could have poor coordination, balance, vision, and response time; as a result, she may not know how to recover from an awkward turn or an obstacle in the water**
10. Who should a person contact to register for a boating safety course? (1 mark)
Any ONE of:
- **Canadian Red Cross**
 - **Coast Guard Boating Safety Hotline**
 - **Office of Boating Safety**

Suggested Answers to Sample Reading Task #3: “Video games erase line...reality”

- In paragraphs I and K, the word “empathy” means (1 mark)
 - a) being overcome with anger and rage at inappropriate times
 - b) identifying with another person’s situation and feelings.**
 - c) feeling sadness for no reason
 - d) thinking in depth about a particular subject
- In paragraph H, the expression “lit up” is an example of (1 mark)
 - a) personification
 - b) simile
 - c) metaphor**
 - d) foreshadowing
- A “first-person shooter” game is one in which the player (1 mark)
 - a) sees the world through one character’s eyes**
 - b) accumulates points by shooting the first person he or she sees
 - c) watches a character on screen shoot other characters
 - d) only gets to shoot one character in each level
- In paragraph J, the word “prime” means (1 mark)
 - a) to be first in rank
 - b) to be the best part
 - c) to having no common divisor
 - d) to prepare by putting something in or on**
- Identify the part of the brain associated with emotion. (1 mark)
The amygdala is considered the brain’s emotion center.
- During the fighting sequences, what appears to happen to a person’s empathy? (1 mark)
There is a drop in activity in the part of the brain where a person feels empathy. The brain switches off feelings of empathy for others.
- Suggest TWO limitations of the study. (2 marks)
Any two of the following are acceptable:
 - **The study only had a sample size of thirteen people**
 - **The study only looked at men**
 - **The study only studied those who played 20 or so hours of video games a week**
 - **The study only looked at one kind of video game (first-person shooter)**
- In what way do scientists suspect that players’ brains are being altered as a result of playing these games? (1 mark)
The circuits the brain uses to respond to a crisis are being reinforced by playing violent video games and causing people to act the same in real life.

9. Suggest ONE step that should be done in response to the study. (1 mark)

Several answers are acceptable. Possible responses include:

- do another study
 - ignore it because it is so small
 - restrict the use of video games
 - educate people about the possible harmful effects
-

Suggested Answers to Sample Reading Task #4: “The Whale Sound”

1. The expression “shaking like a leaf” is an example of (1 mark)
- a) a metaphor
 - b) a simile**
 - c) alliteration
 - d) symbolism
2. What evidence suggests that the two boys are the same age? (1 mark)
- a) they are in the same class
 - b) they are the same size**
 - c) they were born in the same year
 - d) they live together at the orphanage
3. What word **best** describes the boy from the orphanage? (1 mark)
- a) cautious
 - b) indifferent
 - c) determined**
 - d) ashamed
4. Suggest ONE reason why the boy from the orphanage stands up for the deaf boy. (1 mark)
- Various answers are acceptable and could include one of the following:**
- **He may have been picked on by them himself at an earlier time because the bullies call him a “big-eared creep.”**
 - **He realizes that the deaf boy is outnumbered and has no chance to defend himself.**
 - **He feels badly for the boy because he is different.**
 - **He feels a connection to the boy because they are about the same age.**
5. Identify TWO incidents from the story that make the reader feel compassion for either of the two boys. (2 marks)
- In order to receive both marks, the student must identify 2 separate incidents, including any TWO of the following:**
- **The children in the orphanage do not get much to eat.**
 - **The bullies kick the deaf boy in the back.**
 - **People assume that the deaf boy is not smart because he cannot communicate with words.**
 - **The boy from the orphanage does not have a family to care for him.**
 - **The boy from the orphanage is treated like a criminal at the end of the story even though he is kind and accepting to the deaf boy.**
 - **Even though the boys are alive on the outside, both are dying a little on the inside because of how others treat them.**
6. Provide ONE piece of evidence from the story that suggests that the orphanage is a lonely place to live. (1 mark)
- Any ONE of the following:**
- **The orphanage is surrounded by a high chain link fence.**
 - **There was not much to eat.**
 - **The children are not allowed to eat their watermelon inside.**
 - **There is little evidence of adult supervision.**

7. What event in the story shows that the boy from the orphanage is courageous? (1 mark)
Any ONE of the following:
- **He tells the bullies to “leave him alone.”**
 - **He runs and gets his bow and arrow.**
 - **He stands up for the deaf boy even though he is “shaking like a leaf.”**
8. Explain the importance of the deaf boy’s hands. (1 mark)
His hands are what he uses to communicate his thoughts and feelings to others.
9. Give ONE ways that the whale sound shows a connection between the two boys. (1 mark)
Any ONE of the following:
- **The boys are both vulnerable to others.**
 - **The boys are both in pain – emotional or physical.**
 - **They are compassionate towards one another.**
 - **They are both lonely and seem unhappy.**
-

Suggested Answers to Sample Reading Task #5: “Someday”

1. What tone is established by Rodney at the start of the play? (1 mark)
- a) excited and happy
 - b) angry and hurtful
 - c) **sarcastic and cynical**
 - d) aggressive and unkind
2. How much money is the winning ticket worth? (1 mark)
- a) **\$5,000,000**
 - b) \$500,000
 - c) \$50,000
 - d) \$50,000,000
3. At the beginning of the play, Anne says, “Someday I’m gonna be rich.” This is an example of : (1 mark)
- a) repetition
 - b) flashback
 - c) **foreshadowing**
 - d) exaggeration
4. Give ONE reasons that Rodney gives for disliking the holiday season. (1 mark)
Any ONE of the following:
- **People are greedy.**
 - **Everything is rushed.**
 - **Distant relatives are excessively friendly.**
 - **He hates all the snow.**
 - **He hates the songs.**
5. State the difference between Barb and Rodney’s relationship and Anne and Rodney’s relationship. (2 marks)
In order to receive full marks the student must correctly identify two differences between the relationship between Rodney and Anne (1 mark) and Rodney and Barb (1 mark).
For example:
- **Students may say that Rodney and Anne are caring towards one another (1 mark) whereas Rodney and Barb are adversarial (1 mark).**
 - **They might also say that after the winning ticket is discovered, Anne seeks to include Rodney which shows her respect for him (1 mark) whereas Barb attempts to exclude him which shows her contempt for him (1 mark).**

6. Rodney says that Barb and Anne are like “oil and vinegar, salt and pepper, cats and dogs.” Find ONE piece of evidence from the story that supports that the two women are very different. (1 mark)
Various answers are acceptable here but a good answer must show the contrast between the two women. They include:
- **When the value of the ticket is discovered, Barb wants to stop working, Anne finds this unacceptable.**
 - **Barb mocks Rodney when he is shoveling snow, Anne offers him a cookie.**
 - **When the value of the ticket is discovered, Barb wants a party room, and Anne wants a sewing room.**
 - **When the value of the ticket is discovered, Anne wants to fix up the house, Barb wants to “think and spend bigger.”**

Teachers should use their own discretion to determine appropriate answers.

7. Provide ONE piece of evidence from the story that shows that Rodney genuinely cares for Anne. (1 mark)
Any ONE of the following:
- **He says that she is one of the reasons that he puts up with Barb.**
 - **He worries when he thinks that she is having a heart attack.**
8. Give TWO examples of how the winning ticket creates conflict between the characters. (2 marks)
Any TWO of the following:
- **Barb resents Rodney’s suggestions.**
 - **Anne is angry at how Barb treats Rodney.**
 - **Rodney is hurt by Barb’s exclusion of him.**
 - **Barb is frustrated by her mother’s conservative ideas about how to spend the money.**
 - **Barb resents Anne including Rodney in the decision making.**

Answers to Sample Language Application Task #1

(10 marks)

1. In **Sentence 1**, the words “parents’, son’s, and daughter’s” should be corrected with
 - a) “parent’s, sons and daughters”
 - b) “parents’, sons and daughters”
 - c) **“parents, sons and daughters”**

2. **Sentence 2** contains
 - a) **a spelling error**
 - b) a punctuation error
 - c) a comma splice

3. **Sentence 3** is
 - a) missing a verb
 - b) missing a subject
 - c) **is correct as it is**

4. **Sentence 4** should be written as
 - a) **Parents increase their attempts to control their teen’s life with respect to curfew, clothing, and friends.**
 - b) Parents increase their attempts to control their teen’s life with respect to curfew, clothing, and friends are a big issue too.
 - c) Parents increase their attempts to control their teen’s life with respect to curfew, and they often say no to certain clothing, and friends

5. **Sentence 5** is
 - a) is correct as it is
 - b) **a sentence fragment**
 - c) a run-on sentence

6. In **Sentence 6**, “provokes” means
 - a) Teases
 - b) **Encourages**
 - c) Dominates

7. In **Sentence 7**, which TWO words are incorrectly spelled?
 - a) “know” and “piece”
 - b) “harmony” and “passed”
 - c) **“piece” and “passed”**

8. **Sentence 8** should conclude with
 - a) An exclamation mark
 - b) A period
 - c) **A question mark**

9. In **Sentence 9**, “mutual” means
 - a) **As determined by both parents and teenagers**
 - b) As determined by the mother and father
 - c) As determined by the teenager and his friends

10. **Sentence 10** would be better written as
 - a) You should allow a teenager to experience the natural consequences of their choices in a supportive family environment.
 - b) **A parent should allow teenagers to experience the natural consequences of their choices in a supportive family environment.**
 - c) One should allow a teenager to experience the natural consequences of their choices in a supportive family environment

Answers to Sample Language Application Task #2

(10 marks)

1. **Sentence 1** requires
 - a) a comma after the word “Greeks”
 - b) commas after “Greeks” and the word “bakers”**
 - c) a comma after “Greeks” and “pizza”
2. The phrase “edible plate” in **Sentence 2** is an example of
 - a) personification
 - b) a simile
 - c) a metaphor**
3. **Sentence 3** should be corrected by
 - a) changing pizzas to pizza’s
 - b) changing tomatoes to tomatoes
 - c) is correct as it is**
4. In **Sentence 4**, the word “notion” means
 - a) conviction
 - b) impression**
 - c) fear
5. **Sentence 5** contains a
 - a) verb tense error**
 - b) misplaced comma
 - c) faulty pronoun reference
6. **Sentence 6**
 - a) is an example of a run on sentence**
 - b) does not have a subject
 - c) does not need a comma
7. **Sentence 7** is an example of
 - a) a run-on sentence
 - b) a compound sentence
 - c) a sentence fragment**
8. **Sentence 8** should conclude with
 - a) a question mark**
 - b) quotation marks
 - c) an exclamation mark
9. **Sentence 9** requires
 - a) a comma after “Italy”
 - b) a comma after “However”**
 - c) a comma after “popular”
10. **Sentence 10** would be better written as
 - a) Pizza is enjoyed by millions, easy to make and delicious to eat.**
 - b) Pizza, easy to make and enjoyed by millions, delicious to eat.
 - c) Delicious to eat and is enjoyed by millions, pizza is easy to make.

Answers to Sample Language Application Task #3

(10 marks)

1. **Sentence 1** should be corrected by changing
 - a) **stole” to “stolen”**
 - b) “likely” to “likley”
 - c) “broken” to “broke”

2. **Sentence 2** is
 - a) **a declarative sentence**
 - b) an interrogative sentence
 - c) an exclamatory sentence

3. **Sentence 3** has a
 - a) faulty pronoun reference
 - b) missing verb
 - c) **a faulty verb tense**

4. **Sentence 4** would be best written as
 - a) A system that is monitored costs approximately \$30 each month, you will require professional installation and it will summon the police to your home.
 - b) **A system that is monitored costs approximately \$30 each month, requires professional installation, and summons the police to your home.**
 - c) A system that is monitored costs approximately \$30 each month, and summons the police to your home after being professionally installed.

5. **Sentence 5** is a
 - a) correct sentence
 - b) **sentence fragment**
 - c) run-on sentence

6. The punctuation in **Sentence 6** should be corrected by writing
 - a) It’s signal travels to the alarm companys’ monitoring service, usually through your phone line.
 - b) Its’ signal travels to the alarm companys’ monitoring service, usually through your phone line.
 - c) **Its signal travels to the alarm company’s monitoring service, usually through your phone line.**

7. In **Sentence 7**, the word “ensure” means
 - a) deny
 - b) **confirm**
 - c) check

8. **Sentence 8** should be corrected by changing
 - a) “region” to “Region”
 - b) “In” to “At”
 - c) **it is correct as it is**

9. In **Sentence 9**, the word “prevent” means to
 - a) punish after the fact
 - b) delay from happening
 - c) **stop before it happens**

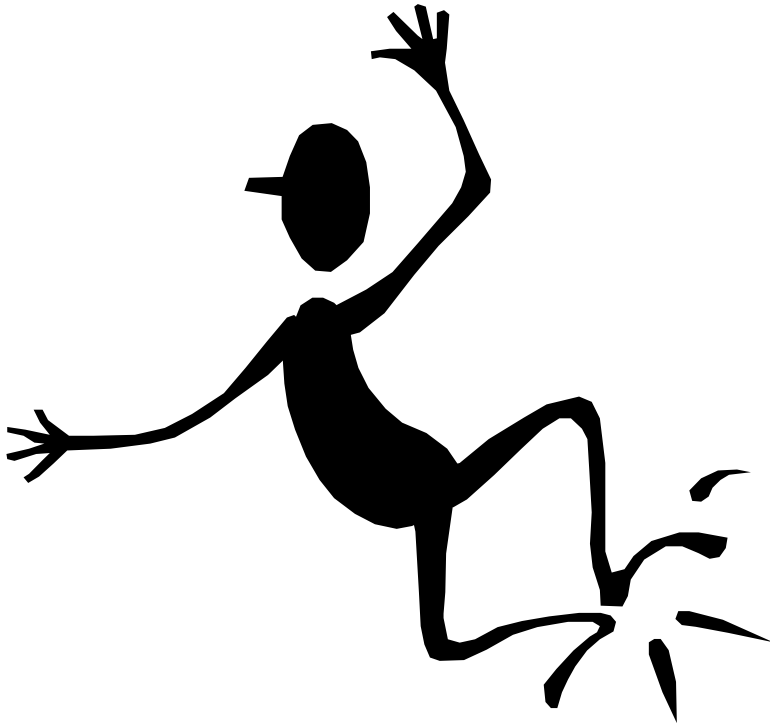
10. **Sentence 10**
 - a) **contains a faulty subject-verb agreement**
 - b) contains a comma splice
 - c) is correct as it is

Section 10:

Evaluation & Feedback:

Student Exemplar

Essays, Reports & Letters



Evaluation & Feedback: Exemplar Essay #2

Expectations by Category

English 4C: Rubric for a Formal Essay

Knowledge and Understanding	Absent	Insufficient	Level One			Level Two			Level Three			Level Four				K & U	
	0		3	4	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8.4	8.9		9.5
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		<ul style="list-style-type: none"> demonstrates insufficient knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates limited knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates adequate knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates considerable understanding of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates a thorough understanding of the text and ideas, themes, concepts 											<u>6.2</u> 10
Thinking	Absent	Insufficient	Level One			Level Two			Level Three			Level Four				T	
	0		4.5	6	7.8	8.2	8.7	9.2	9.7	10.2	10.7	11.2	11.7	12.6	13.3		14.3
<p>Formulates and refines a thesis that addresses the prompt</p> <p>Integrates specific and convincing evidence from the text to support critical analysis</p> <p>Explains, analyses and synthesizes ideas, themes, and concepts</p>		<ul style="list-style-type: none"> thesis is inadequate and/or does not address the prompt provides inadequate, inaccurate, and/or irrelevant supporting evidence insufficient analysis and/or mere plot summary 	<ul style="list-style-type: none"> formulates a limited thesis that refers to the prompt provides limited supporting evidence which is frequently vague or inappropriate shows limited analysis of ideas 	<ul style="list-style-type: none"> formulates a developing thesis that addresses the prompt provides some supporting evidence, but is occasionally vague or inappropriate shows some analysis of ideas 	<ul style="list-style-type: none"> formulates a reasonable thesis that meaningfully addresses the prompt integrates considerable and convincing supporting evidence shows considerable analysis and synthesis of ideas 	<ul style="list-style-type: none"> refines a thesis that addresses the prompt with insight integrates substantial and compelling supporting evidence shows thorough analysis and skillful synthesis of ideas 											<u>8.7</u> 15
Communication	Absent	Insufficient	Level One			Level Two			Level Three			Level Four				Comm	
	0		6	8	10.4	11	11.6	12.4	13	13.6	14.4	15	15.6	16.8	17.8		19
<p>Organizes information and ideas with clarity and focus</p> <p>Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)</p> <p>Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation</p>		<ul style="list-style-type: none"> lacks clear sense of direction and/or has fewer than 300 words demonstrates a lack of competence in the use of language and style and/or has fewer than 300 words numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 300 words 	<ul style="list-style-type: none"> frequent loss of focus and logical sequencing of ideas language and style are frequently ineffective and demonstrate limited sense of audience and purpose errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay 	<ul style="list-style-type: none"> occasional lapse in focus and/or logical sequencing of ideas language and style are occasionally ineffective, but demonstrate some sense of audience and purpose errors occasionally interfere with expression of ideas and/or weaken impact of the essay 	<ul style="list-style-type: none"> organization is clear, focused, and logical language and style are effective and demonstrate a considerable sense of audience and purpose errors do not significantly interfere with expression of ideas or weaken impact of the essay 	<ul style="list-style-type: none"> organizes information and ideas with a high degree of coherence and unity language and style are well-crafted and engaging with a strong sense of audience and purpose few errors do not interfere with expression of ideas or weaken impact of the essay 											<u>13.6</u> 20
Application	Absent	Insufficient	Level One			Level Two			Level Three			Level Four				App	
	0		1.5	2	2.5	2.7	2.9	3.0	3.2	3.4	3.5	3.7	3.9	4.2	4.4		4.7
Transfers and applies knowledge of literary essay form and text to the prompt		<ul style="list-style-type: none"> insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay 	<ul style="list-style-type: none"> limited application of essay form and/or text to the prompt results in an ineffective 	<ul style="list-style-type: none"> occasional lapse in essay form and/or application of the text to the prompt results in an essay that is at times ineffective 	<ul style="list-style-type: none"> consistent application of essay form and text to the prompt results in an effective essay 	<ul style="list-style-type: none"> a thorough command of the essay form, text, and prompt results in a masterful essay 											<u>2.9</u> 5
Comments:																Total	
																<u>31.4</u> 50	

Overall Level: 2-

Strengths:

- good directional statement in introduction
- attempt to address both aspects of prompt
- no serious language structure errors

Weaknesses:

- thesis repeated directly from prompt
- example in second paragraph too general; paragraph lacks clarity
- use of colloquialism (“which is really bad”)
- example in third paragraph is repeated from the second paragraph
- third argument is not addressed
- no conclusion

Evaluation & Feedback: Exemplar Essay #3

Expectations by Category

English 4C: Rubric for a Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K & U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		• demonstrates insufficient knowledge of the text and ideas, themes, concepts	• demonstrates limited knowledge of the text and ideas, themes, concepts	• demonstrates adequate knowledge of the text and ideas, themes, concepts	• demonstrates considerable understanding of the text and ideas, themes, concepts	• demonstrates thorough understanding of the text and ideas, themes, concepts	8.9 10
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
Formulates and refines a thesis that addresses the prompt Integrates specific and convincing evidence from the text to support critical analysis Explains, analyses and synthesizes ideas, themes, and concepts		• thesis is inadequate and/or does not address the prompt • provides inadequate, inaccurate, and/or irrelevant supporting evidence • insufficient analysis and/or mere plot summary	• formulates a limited thesis that refers to the prompt • provides limited supporting evidence which is frequently vague or inappropriate • shows limited analysis of ideas	• formulates a developing thesis that addresses the prompt • provides some supporting evidence, but is occasionally vague or inappropriate • shows some analysis of ideas	• formulates a reasonable thesis that meaningfully addresses the prompt • integrates considerable and convincing supporting evidence • shows considerable analysis and synthesis of ideas	• refines a thesis that addresses the prompt with insight • integrates substantial and compelling supporting evidence • shows thorough analysis and skillful synthesis of ideas	13.3 15
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
Organizes information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clear sense of direction <i>and/or has fewer than 300 words</i> • demonstrates a lack of competence in the use of language and style <i>and/or has fewer than 300 words</i> • numerous major and minor errors interfere seriously with expression of ideas <i>and/or has fewer than 300 words</i>	• frequent loss of focus and logical sequencing of ideas • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay	• occasional lapse in focus and/or logical sequencing of ideas • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the essay	• organization is clear, focused, and logical • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the essay	• organizes information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the essay	16.8 20
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		• insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay	• limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective	• occasional lapse in essay form and/or application of the text to the prompt results in an essay that is at times ineffective	• consistent application of essay form and text to the prompt results in an effective essay	• a thorough command of the essay form, text, and prompt results in a masterful essay	4.4 5
Comments:							Total 43.4 50

Overall Level: 4

Strengths

- clear introduction
- excellent organization
- specific examples and explanations
- good use of language

Weaknesses:

- tense shift in fifth paragraph
- tendency towards repetition

Evaluation & Feedback: Exemplar Essay #4

Expectations by Category

English 4C: Rubric for a Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K & U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		<ul style="list-style-type: none"> demonstrates insufficient knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates limited knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates adequate knowledge of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates considerable understanding of the text and ideas, themes, concepts 	<ul style="list-style-type: none"> demonstrates a thorough understanding of the text and ideas, themes, concepts 	<u>5.2</u> 10
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
<p>Formulates and refines a thesis that addresses the prompt</p> <p>Integrates specific and convincing evidence from the text to support critical analysis</p> <p>Explains, analyses and synthesizes ideas, themes, and concepts</p>		<ul style="list-style-type: none"> thesis is inadequate and/or does not address the prompt provides inadequate, inaccurate, and/or irrelevant supporting evidence insufficient analysis and/or mere plot summary 	<ul style="list-style-type: none"> formulates a limited thesis that refers to the prompt provides limited supporting evidence which is frequently vague or inappropriate shows limited analysis of ideas 	<ul style="list-style-type: none"> formulates a developing thesis that addresses the prompt provides some supporting evidence, but is occasionally vague or inappropriate shows some analysis of ideas 	<ul style="list-style-type: none"> formulates a reasonable thesis that meaningfully addresses the prompt integrates considerable and convincing supporting evidence shows considerable analysis and synthesis of ideas 	<ul style="list-style-type: none"> refines a thesis that addresses the prompt with insight integrates substantial and compelling supporting evidence shows thorough analysis and skillful synthesis of ideas 	<u>7.8</u> 15
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
<p>Organizes information and ideas with clarity and focus</p> <p>Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)</p> <p>Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation</p>		<ul style="list-style-type: none"> lacks clear sense of direction and/or has fewer than 300 words demonstrates a lack of competence in the use of language and style and/or has fewer than 300 words numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 300 words 	<ul style="list-style-type: none"> frequent loss of focus and logical sequencing of ideas language and style are frequently ineffective and demonstrate limited sense of audience and purpose errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay 	<ul style="list-style-type: none"> occasional lapse in focus and/or logical sequencing of ideas language and style are occasionally ineffective, but demonstrate some sense of audience and purpose errors occasionally interfere with expression of ideas and/or weaken impact of the essay 	<ul style="list-style-type: none"> organization is clear, focused, and logical language and style are effective and demonstrate a considerable sense of audience and purpose errors do not significantly interfere with expression of ideas or weaken impact of the essay 	<ul style="list-style-type: none"> organizes information and ideas with a high degree of coherence and unity language and style are well-crafted and engaging with a strong sense of audience and purpose few errors do not interfere with expression of ideas or weaken impact of the essay 	<u>6</u> 20
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		<ul style="list-style-type: none"> insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay 	<ul style="list-style-type: none"> limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective 	<ul style="list-style-type: none"> occasional lapse in essay form and/or application of the text to the prompt results in an essay that is at times ineffective 	<ul style="list-style-type: none"> consistent application of essay form and text to the prompt results in an effective essay 	<ul style="list-style-type: none"> a thorough command of the essay form, text, and prompt results in a masterful essay 	<u>2.5</u> 5
Comments:							Total <u>21.5</u> 50

Overall Level: Insufficient

Strengths:

- understood the prompt but did not fully address it
- identifies character's goal and gives examples of how this hurts others

Weaknesses:

- fewer than 300 words
- limited analysis of ideas
- limited focus
- plot summary
- no directional statement
- no topic sentence for single body paragraph

Evaluation & Feedback: Exemplar Essay #5

Expectations by Category

English 4C: Rubric for a Formal Essay

Knowledge and Understanding	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	K & U
Demonstrates knowledge of literary text with an understanding of ideas, themes, and concepts		• demonstrates insufficient knowledge of the text and ideas, themes, concepts	• demonstrates limited knowledge of the text and ideas, themes, concepts ✓	• demonstrates adequate knowledge of the text and ideas, themes, concepts	• demonstrates considerable understanding of the text and ideas, themes, concepts	• demonstrates a thorough understanding of the text and ideas, themes, concepts	<u>5.8</u> 10
Thinking	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	T
Formulates and refines a thesis that addresses the prompt Integrates specific and convincing evidence from the text to support critical analysis Explains, analyses and synthesizes ideas, themes, and concepts		• thesis is inadequate and/or does not address the prompt ✓ • provides inadequate, inaccurate, and/or irrelevant supporting evidence ✓ • insufficient analysis and/or mere plot summary ✓	• formulates a limited thesis that refers to the prompt • provides limited supporting evidence which is frequently vague or inappropriate • shows limited analysis of ideas	• formulates a developing thesis that addresses the prompt • provides some supporting evidence, but is occasionally vague or inappropriate • shows some analysis of ideas	• formulates a reasonable thesis that meaningfully addresses the prompt • integrates considerable and convincing supporting evidence • shows considerable analysis and synthesis of ideas	• refines a thesis that addresses the prompt with insight • integrates substantial and compelling supporting evidence • shows thorough analysis and skillful synthesis of ideas	<u>6</u> 15
Communication	Absent 0	Insufficient 6 8	Level One 10.4 11 11.6	Level Two 12.4 13 13.6	Level Three 14.4 15 15.6	Level Four 16.8 17.8 19 20	Comm
Organizes information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clear sense of direction and/or has fewer than 300 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 300 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 300 words	• frequent loss of focus and logical sequencing of ideas ✓ • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay	• occasional lapse in focus and/or logical sequencing of ideas • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose ✓ • errors occasionally interfere with expression of ideas and/or weaken impact of the essay ✓	• organization is clear, focused, and logical • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the essay	• organizes information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the essay	<u>12.4</u> 20
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of literary essay form and text to the prompt		• insufficient application of essay form and/or text to the prompt, or misunderstanding of the prompt, results in an ineffective essay ✓	• limited application of essay form and/or text to the prompt results in an essay that is frequently ineffective	• occasional lapse in essay form and/or application of the text to the prompt results in an essay that is at times ineffective	• consistent application of essay form and text to the prompt results in an effective essay	• a thorough command of the essay form, text, and prompt results in a masterful essay	<u>2</u> 5
Comments:							Total <u>26.2</u> 50

Overall Level: 1-

Strengths:

- student familiar with novel and essay form
- good writing style and sense of audience and purpose

Weaknesses:

- focus wavers
- some inaccurate textual references
- primarily plot summary
- misunderstanding of the prompt: focuses on guilt instead of loneliness or isolation

Evaluation and Feedback: Exemplar Report # 2

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts ✓	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>3.9</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence ✓ • considerable and effective generation and development of ideas ✓	• integrates substantial and convincing supporting detail in a clear and logical sequence ✓ • thorough and insightful generation and development of ideas	<u>7.8</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused ✓ • language and style are effective and demonstrate a considerable sense of audience and purpose ✓ • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter ✓	<u>11.7</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/ letter that is frequently ineffective	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter ✓	<u>4.2</u> 5
Comments:							Total <u>27.6</u> 35

Overall Level: 3+

Strengths:

- short news-article-style paragraphs
- prioritizing of information
- attempt at an engaging lead sentence
- appropriate length
- some effort to include additional details

Weaknesses:

- third paragraph ideas are not on same topic (i.e., sleep & heart rate)
- transition sentences do not necessarily provide insight into the next paragraph
- spelling errors interfere with effect of report
- sentence fragments
- lacking effective transitions

Evaluation and Feedback: Exemplar Report # 3

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts ✓	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>3.4</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate ✓	• selects some supporting detail, but is occasionally vague or inappropriately sequenced ✓ • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas	<u>6.2</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus ✓ • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>8.2</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective ✓	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter	<u>2.5</u> 5
Comments:							Total <u>20.3</u> 35

Overall Level: 1+

Strengths:

- chose relevant facts for all required elements of task
- included introductory and closing sentences
- included a title (although not entirely appropriate)

Weaknesses:

- no generation or development of ideas
- many language structure errors
- no paragraphing
- weak organization of ideas
- misleading title
- frequent run-on sentences and comma splices

Evaluation and Feedback: Exemplar Report # 4

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts ✓	<u>5</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence ✓ • thorough and insightful generation and development of ideas ✓	<u>9.5</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity ✓ • language and style are well-crafted and engaging with a strong sense of audience and purpose ✓ • few errors do not interfere with expression of ideas or weaken impact of the report/letter ✓	<u>15</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/ letter that is frequently ineffective	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter ✓	<u>5</u> 5
Comments:							Total <u>34.5</u> 35

Overall Level: 4++

Strengths:

- great title—creative and engaging
- appropriate to audience
- addresses all elements with insight
- good vertical and horizontal organization
- excellent conclusion
- good use of transitions

Weaknesses:

- “it’s” vs. “its”
- some lapse in the sequencing of ideas in paragraphs 3 and 4
- use of first person in last paragraph
- awkward sentence structure

Evaluation and Feedback: Exemplar Letter # 2

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>3.2</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas	<u>6.5</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse(s) in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>10.2</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	• occasional lapse(s) in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter	<u>2.7</u> 5
Comments:							Total <u>22.6</u> 35

Overall Level: 2

Strengths:

- inside address is provided
- assertive tone is evident
- some relevant facts included
- signature included

Weaknesses:

- date is missing
- no sender address
- use of only of one paragraph
- specific background is not provided at the beginning of the letter
- no lead sentence to introduce the problem
- no separation of paragraphs
- 2 compromises are provided
- some statements are taken directly from the task instructions

Evaluation and Feedback: Exemplar Letter # 3

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts ✓	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>2</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail ✓ • insufficient and/or inappropriate generation and development of ideas ✓	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas	<u>3</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 10 words ✓ • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words ✓ • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words ✓	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>4.5</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or understanding of the task results in an ineffective report/letter ✓	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter	<u>1.5</u> 5
Comments:							Total <u>11</u> 35

Overall Level: Insufficient

Strengths:

- action to be taken is stated
- partial accuracy in address

Weaknesses:

- response is fewer than 100 words
- return address is in incorrect place
- customer's address is inaccurate
- salutation ("Dear Mr.") is not on a separate line
- no capital letter to introduce the first sentence
- verb tense error
- no separation of paragraphs
- insufficient evidence of understanding of the letter format
- issue is stated, but few details are provided
- insufficient details of paragraphs 1, 2, and 3

Evaluation and Feedback: Exemplar Letter # 4

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>2.5</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas, but is occasionally vague or inappropriate	• integrates considerable and relevant supporting detail in an appropriate sequence • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas	<u>5.2</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused • language and style are effective and demonstrate a considerable sense of audience and purpose • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>7.8</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	• occasional lapse in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter	• a thorough command of form and the task results in a convincing report/letter	<u>2.7</u> 5
Comments:							Total <u>18.2</u> 35

Overall Level: 1-

Strengths:

- some effort to make it look like a letter
- inclusion of three paragraphs
- limited relevant facts included
- signature included

Weaknesses:

- date is missing
- formatting problems with incorrect spaces separating the address and salutation
- placement and punctuation errors in salutation
- the sentence structure weakens the impact of the letter's intent
- no transitions to indicate movement in thought
- no additional information is presented
- no separation between the first and second paragraphs
- the closing should indicate the role or position of the writer
- tone not established and lacking in business formality
- name not printed at the bottom of the letter
- numerous spelling errors

Evaluation and Feedback: Exemplar Letter # 5

Expectations by Category

English 4C: Rubric for Report/Letter Writing

Knowledge and Understanding	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	K & U
Understands facts, ideas, and concepts in the given task, and how they relate to one another		• demonstrates insufficient understanding of facts, ideas, and concepts	• demonstrates limited understanding of facts, ideas, and concepts	• demonstrates some understanding of relationships among facts, ideas, and concepts	• demonstrates considerable understanding of relationships among facts, ideas, and concepts ✓	• demonstrates an insightful understanding of relationships among facts, ideas, and concepts	<u>3.9</u> 5
Thinking	Absent 0	Insufficient 3 4	Level One 5.2 5.5 5.8	Level Two 6.2 6.5 6.8	Level Three 7.2 7.5 7.8	Level Four 8.4 8.9 9.5 10	T
Integrates relevant information from the task in a logical sequence to support ideas Uses creative thinking skills to generate and develop ideas		• selects insufficient or irrelevant supporting detail • insufficient and/or inappropriate generation and development of ideas	• selects limited supporting detail which is frequently vague or inappropriately sequenced • limited generation and development of ideas which are frequently vague or inappropriate	• selects some supporting detail, but is occasionally vague or inappropriately sequenced • some generation and development of ideas that is occasionally vague or inappropriate ✓	• integrates considerable and relevant supporting detail in an appropriate sequence ✓ • considerable and effective generation and development of ideas	• integrates substantial and convincing supporting detail in a clear and logical sequence • thorough and insightful generation and development of ideas	<u>7.2</u> 10
Communication	Absent 0	Insufficient 4.5 6	Level One 7.8 8.2 8.7	Level Two 9.2 9.7 10.2	Level Three 10.7 11.2 11.7	Level Four 12.6 13.3 14.3 15	Comm
Expresses information and ideas with clarity and focus Uses language and style appropriate to purpose and audience (tone, diction, voice, sentence structure, devices) Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation		• lacks clarity and focus and/or has fewer than 100 words • demonstrates a lack of competence in the use of language and style and/or has fewer than 100 words • numerous major and minor errors interfere seriously with expression of ideas and/or has fewer than 100 words	• frequent loss of clarity and/or focus • language and style are frequently ineffective and demonstrate limited sense of audience and purpose • errors frequently interfere with expression of ideas and/or frequently weaken impact of the report/letter	• occasional lapse(s) in clarity and/or focus • language and style are occasionally ineffective, but demonstrate some sense of audience and purpose • errors occasionally interfere with expression of ideas and/or weaken impact of the report/letter	• expression of information and ideas is clear and focused ✓ • language and style are effective and demonstrate considerable sense of audience and purpose ✓ • errors do not significantly interfere with expression of ideas or weaken impact of the report/letter ✓	• expresses information and ideas with a high degree of coherence and unity • language and style are well-crafted and engaging with a strong sense of audience and purpose • few errors do not interfere with expression of ideas or weaken impact of the report/letter	<u>10.7</u> 15
Application	Absent 0	Insufficient 1.5 2	Level One 2.5 2.7 2.9	Level Two 3.0 3.2 3.4	Level Three 3.5 3.7 3.9	Level Four 4.2 4.4 4.7 5.0	App
Transfers and applies knowledge of report/letter form to the required task		• insufficient application of form and/or misunderstanding of the task results in an ineffective report/letter	• limited application of form and/or treatment of task requirements results in a report/letter that is frequently ineffective	• occasional lapse(s) in form and/or addressing the requirements of the task results in a report/letter that is at times ineffective	• consistent application of form to the task results in an effective report/letter ✓	• a thorough command of form and the task results in a convincing report/letter	<u>3.7</u> 5
Comments:							Total <u>25.5</u> 35

Overall Level: 3-

Strengths:

- inside address and sender address is provided
- date is provided
- the first paragraph indicates the general reason for the letter
- details evident in the second paragraph
- a compromise is stated

Weaknesses:

- assertive but respectful tone is evident
- length of letter exceeds word limit
- some statements are taken directly from the task instructions
- awkward word choice and combinations
- some grammatical inaccuracies

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