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## **Section 1: Introduction**

The purpose of this document is to provide teachers with the information necessary to understand how English 3201 curriculum implemented in September of 2015 will lead to changes in the English 3201 public exam, beginning in June, 2016. The changes reflected in this document came about through consultations with various committees of teachers from each region of the province.

Each segment identified in the Table of Contents begins with an explanatory note called “About This Section” which identifies the intention of the given section.

## Section 2: Table of Specifications and Description of Exam

### *About This Section:*

*The purpose of the English 3201 Table of Specifications (Revised 2015) is to delineate the criteria by which students of English 3201 will be assessed on the English 3201 Public Exam. These criteria reflect the examinable outcomes of the English 3201 curriculum as outlined in English Language Arts 3201 - Curriculum Guide (2015). This document will take effect for all English 3201 Public Exams beginning in June 2016.*

### Table of Specifications:

Curriculum Strand	Examination Part	Type of Response	Weighting
Listening	Listening	4 selected response (1% each), 1 constructed response (6%)	10%
Reading and Viewing	Viewing: Media	3 selected response (1% each), 1 constructed response	9%
	Viewing: Artistic	1 constructed response	6%
	Poetic Study	8 selected response (1% each), 2 constructed response (6% each)	20%
	Prose Study	13 selected response (1% each), 2 constructed response (6% each)	25%
Writing	Analytical Essay Construction	1 constructed essay response	20%
Writing	Personal Response Construction	1 constructed response	10%

- Actual number of selected response questions within the Reading and Viewing strand section may fluctuate between pieces in any given year.

Table of Specifications Cognitive Levels					
	Level 1 knowledge and understanding	Level 2 application		Level 3 analysis, evaluation and integration	Totals
listening	selected response: 1%-3%	selected response: 1%-3%	constructed response: 6%	-	10%
reading and viewing	selected response: 9%-12%	selected response: 11%-15%	constructed response: 36%	-	60%
writing (analytical essay construction)	-	-		20%	20%
writing (personal response construction)	-	-		10%	10%
Totals	10%-15%	54%-60%		30%	100%

- Percentage ranges within Cognitive Level 1 (i.e. 10%-15%) and Cognitive Level 2 (i.e. 54%-60%) are due to the number of selected response questions under each level. For example, in any given year, the number of Level 1 questions under the Listening section will range between 1% and 3%. All 6 point valued questions (constructed response) on the exam are deemed to be Level 2 (application) in nature.

Description of Exam:

The provincial exam is divided into four sections:

### **Section A: Listening (GCO 1, GCO 2, GCO 3)**

- The Listening section is designed to assess students' ability to listen critically to a spoken word text. The text may be fiction or non-fiction, from media, prose or poetic sources. Students will be expected to complete four selected response (four marks) and one constructed response question (six marks).
- The listening component will be completed outside of the three hour sitting of the English 3201 exam, at a time designated by the Department of Education and Early Childhood Development.
- The selected text will normally not exceed three minutes in duration. Students will be given the questions at the beginning of the session. They will have two minutes to read over the questions. They will then hear the text for the first time. Following the first listening, students will be given two minutes to make notes and/or respond to any questions they choose. The text will then be heard for a second time. Following the second listening, students will complete the assigned questions. The total time (from start to finish) allowed for this assessment will be 40 minutes.

### **Section B: Reading and Viewing (GCO 4, GCO 5, GCO 6, GCO 7)**

- The Reading and Viewing section of the exam is made up of four parts: visual (both artistic and media), poetry and prose. Students will be required to complete selected and constructed response questions. There will be a total of 24 selected response questions and six constructed response questions in this part of the exam.

#### **Part I: Viewing (Media)**

- This sub-section is designed to assess students' ability to read and view media texts and to apply their understanding of media terms and strategies. It will consist of a visual, three selected response questions (three marks), and one constructed response question (six marks). Students are cautioned that while there may be media strategies beyond those listed in the curriculum guide, reference to such strategies in a response would require particular justification.

#### **Part II: Viewing (Artistic)**

- This sub-section is designed to assess students' ability to read and view visual texts and to apply their understanding of visual forms and elements. The sub-section will consist of a visual and one constructed response question (six marks). Students are encouraged to pay particular attention to the visual forms and elements as identified in the curriculum guide.

### Part III: Poetic Study

- This sub-section is designed to assess students' ability to respond critically to poetic texts, applying their understanding of language, form and technique. The sub-section will consist of a poem, eight selected response questions (eight marks), and two constructed response questions (12 marks). Note: although the number of selected response questions is given as eight, this number may fluctuate in any given year in relation to the number of selected response questions on the prose study (see below).

### Part IV: Prose Study

- This sub-section is designed to assess students' ability to respond critically to a range of texts, applying their understanding of language, form, and genre. It will consist of a prose piece, 13 selected response questions (13 marks), and two constructed response questions (12 marks). The prose piece may be an essay, short story, an excerpt from drama or a longer work, and may be fiction or non-fiction. Note: although the number of selected response questions is given as 13, this number may fluctuate in any given year in relation to the number of selected response questions on the poetic study (see above).

### Section C: Writing (Analytical Essay) (GCO 8, GCO 9, GCO 10)

- This section is designed to assess students' ability to use a range of strategies to develop formalized writing and to enhance their clarity, precision, and effectiveness. Students will be required to write one well-developed, multi-paragraph essay analyzing a given prompt as it applies to a text given on the exam form (i.e. prose or poetic text separate from those in Section B). Prompts may address universal themes, characterization, or literary elements such as those identified in the curriculum guide. The Analytical Essay Scoring Scale (see p. 34) will be used to assess this writing.
- A statement providing context may appear above the passage to be read if relevant information about the passage is deemed necessary. Where excerpts from longer works are used, context may offer some information regarding action or events that preceded the passage. Students should therefore read the context statement carefully, if it appears.
- The level of complexity of the piece to be analyzed will be deemed appropriate for English 3201 students by item writers. The scoring of the essay will be equally weighted between content and composition. The question will be explicit in nature and therefore allow all students the opportunity to respond, no matter what their level of comprehension of the text may be.

- Prompts in this section will contain the phrase “you may consider”. The intention of this phrase is to allow students choice in how they decide to develop a thesis. See the Sample Analytical Essay Prompts section (p. 37) for explanation.

#### **Section D: Writing (Personal Response) (GCO 8, GCO 9, GCO 10)**

- Students will respond personally as they explore in writing their own thoughts, feelings, experiences, and learning in relation to a given prompt. The following categories will be assessed through a holistic rubric: content with support, diction, mechanics, organization and voice. This should be an organized, detailed response, but not necessarily multi-paragraph. The Personal Response Scoring Scale (see p. 35) will be used to assess this writing.

### Section 3: English 3201 Sample Exam

#### *About This Section:*

*The sample exam in this section is intended to provide a concrete example of the format of the English 3201 exam, and of the types of questions/prompts to be found within. What is deemed examinable by item writing committees comes specifically from Column 1 (Outcomes) and Column 2 (Focus for Learning) in the English 3201 Curriculum Guide.*

#### SECTION A - Listening (10%) (Time: 40 minutes)

Listen to “Scientific Literacy” by Neil deGrasse Tyson and answer the questions that follow.

Context: Neil deGrasse Tyson is an American astrophysicist, author and science communicator.

<http://bigthink.com/words-of-wisdom/neil-degrasse-tyson-on-getting-kids-interested-in-science>

Shade the letter of the correct response on the computer-scorable answer sheet.

1. According to deGrasse Tyson, what prevents kids from being interested in science?
  - (A) economics
  - (B) geography
  - (C) nationality
  - (D) parents
  
2. Which is used by deGrasse Tyson to make his point?
  - (A) allusion
  - (B) hyperbole
  - (C) rhetorical question
  - (D) statistics
  
3. What is the purpose of the repetition of “Don’t”?
  - (A) create emphasis
  - (B) develop humour
  - (C) increase suspense
  - (D) provide transition



4. What is deGrasse Tyson's main purpose in his speech?

- (A) discourage  
(B) inform  
(C) persuade  
(D) warn

Value

- 6% 5. What do the binoculars symbolize for the speaker? Support your answer with two references from the text.

■

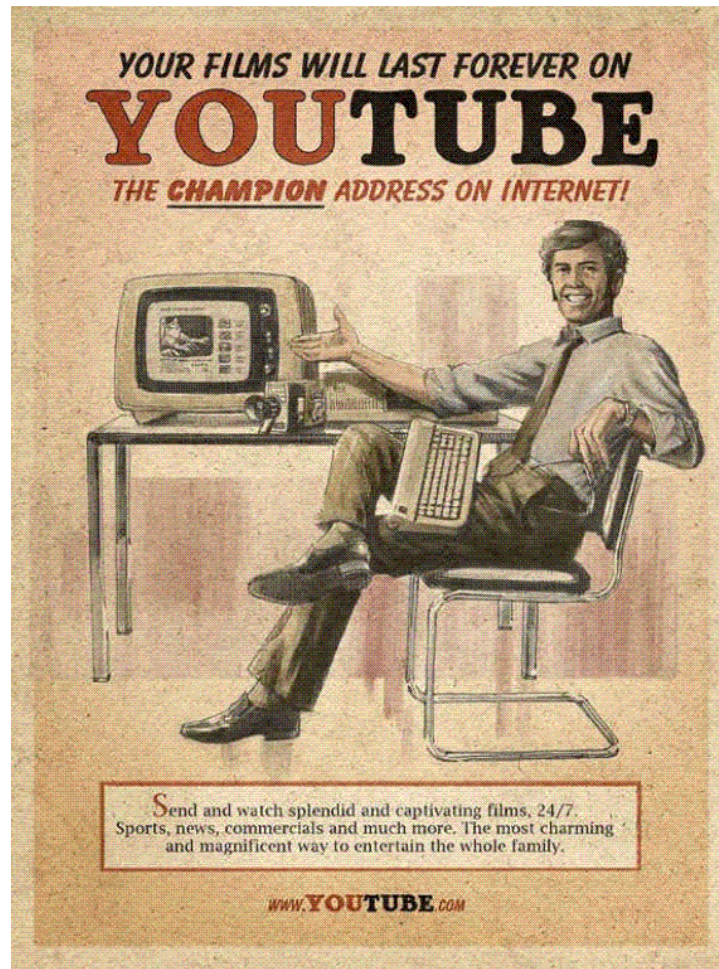
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SECTION B – Reading and Viewing (60%)  
(Suggested Time: 90 minutes)

PART I: Viewing (Media)

(Value: 9%)

Examine the visual and answer the questions that follow.



Shade the letter of the correct response on the computer-scorable answer sheet.

6. Which media strategy is most evident in the ad?

- (A) bandwagon
- (B) celebrity endorsement
- (C) name calling
- (D) plain folks

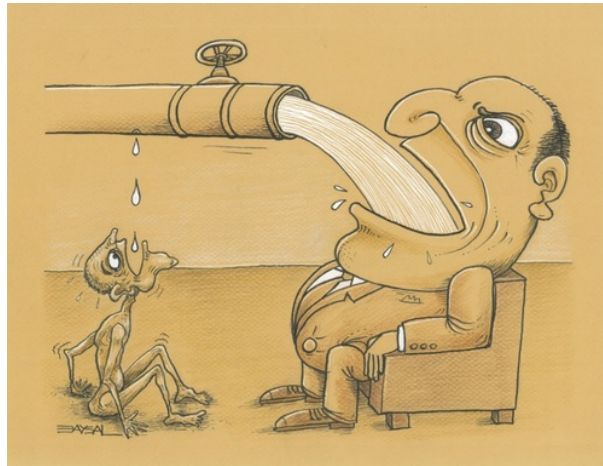
- Value

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## PART II: Viewing (Artistic)

(Value: 6%)

Examine the visual and answer the question that follows.



Value

6% 10. Provide a title for the image. Explain how this title is supported through two visual elements.

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PART III: Poetic Study

(Value: 20%)

Read the poem and answer the questions that follow.

The House by the Side of the Road  
by Sam Walter Foss

- THERE are hermit souls that live withdrawn  
In the place of their self-content;  
There are souls like stars, that dwell apart,  
In a fellowless firmament;  
5 There are pioneer souls that blaze the paths  
Where highways never ran-  
But let me live by the side of the road  
And be a friend to man.  
Let me live in a house by the side of the road  
10 Where the race of men go by-  
The men who are good and the men who are bad,  
As good and as bad as I.  
I would not sit in the scorner's seat  
Nor hurl the cynic's ban-  
15 Let me live in a house by the side of the road  
And be a friend to man.  
I see from my house by the side of the road  
By the side of the highway of life,  
The men who press with the ardor of hope,  
20 The men who are faint with the strife,  
But I turn not away from their smiles and tears,  
Both parts of an infinite plan-  
Let me live in a house by the side of the road  
And be a friend to man.  
25 I know there are brook-gladdened meadows ahead,  
And mountains of wearisome height;  
That the road passes on through the long afternoon  
And stretches away to the night.  
And still I rejoice when the travelers rejoice  
30 And weep with the strangers that moan,  
Nor live in my house by the side of the road  
Like a man who dwells alone.  
Let me live in my house by the side of the road,  
Where the race of men go by-  
35 They are good, they are bad, they are weak, they are strong,  
Wise, foolish - so am I.  
Then why should I sit in the scorner's seat,  
Or hurl the cynic's ban?  
Let me live in my house by the side of the road  
40 And be a friend to man.

**Shade the letter of the correct response on the computer-scorable answer sheet.**

- 11) What is implied about “hermit souls” in lines 1 and 2?
- (A) Family has disowned them.
  - (B) Happiness comes from within.
  - (C) Misery defines their life.
  - (D) Unity is important to them.
- 12) Which is used in, “There are souls like stars, that dwell apart,” in line 3?
- (A) cacophony
  - (B) metaphor
  - (C) personification
  - (D) simile
- 13) What is implied about “smiles and tears,” in the context of lines 21 and 22?
- (A) reasons to be withdrawn
  - (B) signs of trouble ahead
  - (C) something to be expected
  - (D) unnecessary part of life
- 14) Which best describes the speaker of the poem?
- (A) ecstatic
  - (B) ignorant
  - (C) optimistic
  - (D) pessimistic
- 15) Which is used in, “They are good, they are bad, they are weak, they are strong,” in line 35?
- (A) apostrophe
  - (B) extended metaphor
  - (C) flashback
  - (D) parallel structure
- 16) Which is used in “Wise, foolish,” in line 36?
- (A) allusion
  - (B) foil
  - (C) oxymoron
  - (D) proverb

- | Value | Question  |
|-------|---|
| 6%    | 19. Using two references from the poem, explain how the poet uses symbolism to develop his message. |

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6% 20. Using two specific references from the poem, explain why the speaker does not want to “sit in the scorner’s seat,/Or hurl the cynic’s ban”.

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Read the prose and answer the questions that follow.

**Vampire in the Next Change Room**

by Rebecca Eckler

- 1 On a recent Saturday afternoon, dozens of girls are in the midst of planning for the biggest night of their lives. Most important? They need a dress. Waiting in the 45-minute line for a change room, each is holding no fewer than six dresses. Mothers, clinging to their purses, wait patiently. According to the staff at Toronto's *Fashion Crimes*, we're in the heart of the four-letter-word season: P-R-O-M.
- 2 *Fashion Crimes* not only has "thousands" of dresses but also offers a prom registry. If you buy a dress, no other girl at the same school can buy the same one, which is apparently as big a deal as two celebrities appearing in the same gown at the Oscars. It . . . simply . . . cannot . . . happen.
- 3 "Girls say, 'Oh, don't worry, I'm from a small town and no one else will come here,'" says Pam Chorley, the owner. "I'll be like, 'Well, last year we had two girls come from a school in the Yukon. You better register it.'" Girls — shockingly! — don't always play fair. They can go to extreme lengths to get the dress they want. Last year, a girl tried on a red dress. "I told her we had to check the registry to make sure no other girl at her school had it. She told us her best friend had bought it but she was cool with her also wearing it," says Crystal Rickard, the store manager. "I thought it was odd. I told her the only way I would even consider it was if I talked to the friend. I called the friend and it turns out it wasn't cool, but she didn't know how to say it to this girl. I refused to sell it. The girl came back again saying she was buying the red dress for her uncle's wedding and bought another prom dress. Well, the girl ended up wearing the same red dress as her best friend to the prom. She completely tricked us! The girl who originally bought the dress called the store crying after to tell us."
- 4 On average, prom girls spend 45 minutes to two hours trying on dresses. "A couple of weeks ago, we had one girl in here for six hours!" says Rickard. "Prom girls can be energy vampires. Some need us the whole time. At the same time, we know it's a very important experience for them." "I never thought it would be this hard," moans one prom girl. As Rickard checks the registry, she says to her mother, "I'll kick someone's butt if they already have it." "What?" her mother asks. "What?" the girl cries back. "It's important!"
- 5 Another girl is getting a custom-made prom dress that will cost \$1,100. I ask the mother who is paying for it. "Not me. She has a job." But later at the cash, I watch as the mother has to call the credit card company. Apparently, she has never put a purchase so large on her card. It's hard to watch. I wonder if the girl will ever pay her mom back.

- 6 Most mothers are supportive, but Rickard tells the story of Prom Monster Moms, who see nothing wrong in telling their daughters a dress makes their behinds look "wide." "We had one take a look at her daughter in a dress and say to her, 'No, you can't wear that. You're not skinny enough. Your sister could wear that.'"
- 7 Sometimes, even Rickard is amazed at the physical maturity. "A girl will come out and I'll say, 'You look so sexy in that!' and the mother will say, 'She's in Grade 8!' I have no idea sometimes if they are graduating university or Grade 8. I can't tell you how many times we've made that mistake."
- 8 I watch as a girl tries on the same dress — in six different colours. She tries them all on again and finally even I want to cheer when she picks one. "I just have to bring my mother back now," she tells Rickard, who patiently puts it on a hold rack. I ask what is the first thing employees do when the store closes at 8 p.m. "We take off our shoes. Our language definitely changes. And then we share all the crazy stories."

**Shade the letter of the correct response on the computer-scorable answer sheet.**

21. Which is found in, "On a recent Saturday afternoon," in paragraph 1?
- (A) lead
  - (B) pronoun reference
  - (C) temporal reference
  - (D) voice
22. What is implied by "clinging to their purses" in the context of paragraph 1?
- (A) dangerous situation
  - (B) expensive venture
  - (C) joyful encounter
  - (D) nervous moment
23. What is the purpose of "P-R-O-M" in paragraph 1?
- (A) characterization
  - (B) emphasis
  - (C) transition
  - (D) understatement
24. In the context of the essay, "*Fashion Crimes*" is an example of which in paragraph 2?
- (A) cliché
  - (B) irony
  - (C) motif
  - (D) paradox

25. Which is found in, "...which is apparently as big a deal as two celebrities appearing in the same gown at the Oscars," in paragraph 2?
- (A) apostrophe
  - (B) hyperbole
  - (C) metaphor
  - (D) paradox
26. What is the purpose of the "prom registry" in the context of paragraph 2?
- (A) avoid conflict
  - (B) encourage sharing
  - (C) promote sales
  - (D) reduce costs
27. Which method of development is used in paragraph 3?
- (A) compare and contrast
  - (B) definition
  - (C) example and illustration
  - (D) process analysis
28. What is the meaning of, "Prom girls can be energy vampires," in paragraph 4?
- (A) Clerks are very impatient.
  - (B) Clerks must make a large effort for these girls.
  - (C) Prom girls become obsessed with picking dresses.
  - (D) Prom girls are vindictive.
29. The word "butt" is an example of which in paragraph 4?
- (A) colloquial language
  - (B) dialect
  - (C) figurative language
  - (D) pun
30. What is the purpose of the writing?
- (A) criticize
  - (B) inform
  - (C) narrate
  - (D) warn

- | Value | Question  |
|-------|---|
| 6%    | 34. Identify and explain how two examples of humour are used to support the main idea of the essay. |

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6% 35. Identify and explain two different methods of achieving coherence used by the writer. Support your response with one example for each method.

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**SECTION C – Writing: Analytical Essay (20%)**  
**(Suggested Time: 60 minutes)**

Responses are scored using the English 3201 Analytical Essay Scoring Scale.

36. Based on your reading of the excerpt from Lawrence Hill's *The Book of Negroes*, write a formal essay where you analyze the development of Meena's conflict. In your analysis, you may consider such literary elements as imagery, dialogue and setting.

*The Book of Negroes*, by Lawrence Hill – an excerpt

**Context:** In 1787 Meena was brought to America by slave traders. She escaped to the black community of Birchtown, Nova Scotia. She tried to locate her husband, Chekura, who went ahead of her. When riots broke out, Meena entrusted the Witherspoons, a white family, to care for her daughter, May. During this violence, May was stolen by the Witherspoons and taken to America. Meena is now processing this loss.

Jason was waiting for me at the edge of town. He had no food, but he did have a cut on his face. There was no work in town for him and no place to stay. Nobody but disbanded soldiers with guns ready, fists clenched, boots for kicking. Jason asked where my daughter was. I couldn't answer. He didn't ask again.

We trudged through the mud back to Birchtown. The woods were eerily silent, and free of marauding men.

"I have lost my daughter," I whispered finally. "My last child."

"Never say last," Jason said. "Don't say that, Missus Dee."

"She was my last, Jason, and I am saying it because it is true. Don't look for me to keep you alive again when we set foot in Birchtown. Because I am in the mood for dying."

Jason slipped the load off my shoulder and hoisted up my sack of peas and rice. I didn't even think to protest, and I don't know where the next thirty minutes went, except to disappear into a fog of despair. When we arrived we saw that more homes had been destroyed in Birchtown, but at least the white raiders were gone. Daddy Moses was sitting outside my cabin on a fallen log, waiting for me. Jason raised the old man up and we went back to my shack. Miraculously, it was still standing. The shack had more strength than I did.

For the next few weeks I was in such agony that I could barely speak. I tolerated Jason and Daddy Moses staying in my shack until they had their own place built, but I couldn't think of teaching the Birchtown children, or catching any babies, or working again for Theo McArdle, or doing anything at all. I feared that if I expressed my feelings, so much pain would erupt from within that I'd lash out and kill somebody. I had no money to pay for a trip to Boston, and when I finally asked Mr. McArdle or any other whites in town about going there, they insisted that I could be arrested – and possibly enslaved – if I showed up in that city with no money and no person to stand up for me.

"We don't know that they stayed in Boston," McArdle said. "They could have gone to Philadelphia, New York or Savannah. They could have gone to Jamaica, Barbados, St. Dominigue or England."

With McArdle's help, I placed newspaper advertisements in Boston, Philadelphia and New York, offering a small reward for information about the whereabouts of the Witherspoons, formerly of Shelburne, Nova Scotia. I asked every white person who would

speak to me in town, but not one of them had any details about what had become of the Witherspoons. I even wrote to Sam Fraunces, in Mount Vernon, Virginia. After six months, I got a friendly letter back, but Sam Fraunces hadn't been able to find out anything, either.

My children were like phantom limbs, lost but still attached to me, gone but still painful. I stopped cooking, working and eating. For the first time in my life, I had no desire to read. I even stopped thinking about Chekura. Perhaps Daddy Moses was right. If Chekura had meant to come back, he would have returned long ago.

Daddy Moses asked if I was ready to let Jesus into my heart. I told him that I had had a faith when I was a young girl, that I had had to give it up, and that I wasn't thirsting for another God in my life. He took my hands and turned to me as if he could see deep into my eyes. "But you are good, Meena. So many people love you." Perhaps that was true, but I couldn't see it and couldn't feel it. All I knew was that the people I had loved more than anything else in life had been torn from me.

I started attending Daddy Moses's services again. I can't say that they changed a great deal. People were kind, bringing me food, sitting to eat with me when they noticed that I would never eat alone, bringing by fresh lumber and branches and nails, when they could, to help fix up my little place. Jason and Daddy Moses dropped in on me every day. When they set up a class for me, I resumed teaching, and even though I didn't really feel it, I tried to act like I loved the children I was showing how to read.

Eventually, Theo McArdle persuaded me to come back to work for him, and I tried to be interested in the copy I wrote. When I was alone, I read whatever books McArdle could get for me. He found me a map of Africa, but in the interior there were only sketches of hills, lions, elephants and monkeys.

About a year after I lost May, I got a little lamp and a gallon of whale oil in exchange for catching a white woman's baby in Shelburne. It was the first baby I had caught since losing my own. The pain of my losses never really went away. The limbs had been severed, and they would forever after be missing. But I kept going. Somehow, I just kept going.

**PLANNING SPACE**

**For Planning and Organization Only - Will Not Be Evaluated**

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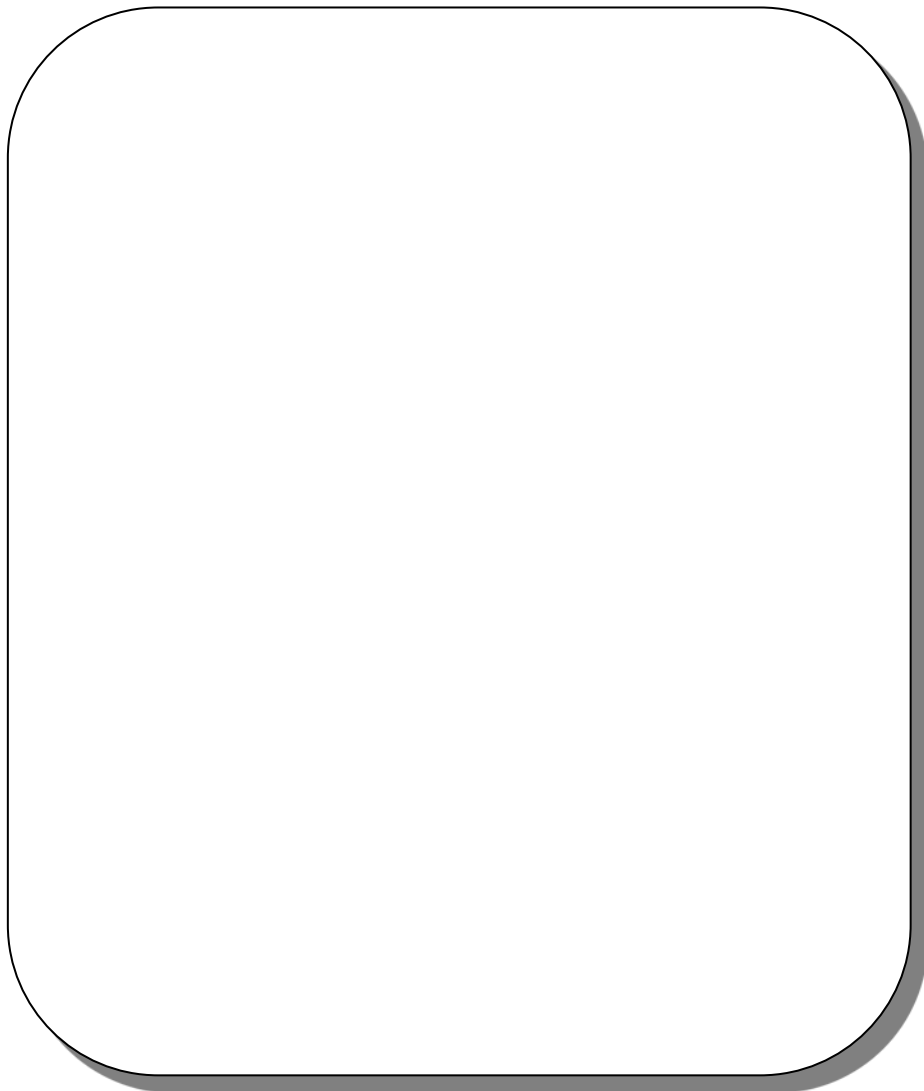
**SECTION D – Writing: Personal Response (10%)**  
**(Suggested Time: 30 minutes)**

Responses are marked using the English 3201 Personal Response Scoring Scale.

37. **Topic: We can't help everyone, but everyone can help someone.**

Respond to the topic above by focusing on your personal experience(s). You do not have to accept the basic premise of the topic.

**PLANNING SPACE**  
**For Planning and Organization Only - Will Not Be Evaluated**



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## Section 4: English 3201 Sample Exam Outcomes Report

### *About This Section:*

*The Outcomes Report found in this section corresponds with the Sample Exam found in the previous section. The document contains an answer key. It identifies the cognitive level tested by each item. It identifies the Specific Curriculum Outcome(s) tested by each item. It also gives a general sense of the curriculum concept tested in each item.*

Item #	Answer	Knowledge	Application	Integration	Outcome	Curriculum Concept
1	D	✓			2.0	Identification of information from listening
2	B		✓		1.0, 2.0, 9.0	Strategy to make point
3	A		✓		1.0, 2.0, 9.0	Purpose of repetition
4	C		✓		1.0, 2.0, 9.0	Purpose of speech
5	CR		✓		1.0, 2.0, 3.0, 8.0, 9.0, 11.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Symbolic significance and support
6	D	✓			13.0, 15.0, 16.0, 28.0, 29.0	Identification of media strategy
7	A		✓		13.0, 15.0, 16.0, 29.0	Subtext of advertisement
8	A		✓		13.0, 15.0, 16.0, 28.0, 29.0	Intent of style
9	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Target audience and support
10	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Title for visual, supported through visual elements
11	B		✓		13.0, 15.0, 16.0, 29.0	Language in context
12	D	✓			13.0, 15.0, 29.0	Identification of literary/ language device
13	C		✓		13.0, 15.0, 16.0, 29.0	Language in context
14	C		✓		13.0, 15.0, 29.0	Traits of speaker

15	D	✓			13.0, 15.0, 29.0	Identification of literary/ language device
16	C	✓			13.0, 15.0, 29.0	Identification of literary/ language device
17	B	✓			13.0, 15.0, 29.0	Identification of literary/ language device
18	B	✓			13.0, 15.0, 29.0	Identification of form
19	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Use of symbol and support
20	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Analysis of speaker and support
21	C	✓			13.0, 15.0, 29.0	Identification of literary/ language device
22	B		✓		13.0, 15.0, 16.0, 29.0	Language in context
23	B	✓			13.0, 15.0, 16.0, 29.0	Emphatic device
24	B		✓		13.0, 15.0, 16.0, 29.0	Identification of literary/ language device
25	B	✓			13.0, 15.0, 16.0, 29.0	Identification of literary/ language device
26	A	✓			13.0, 15.0, 16.0, 29.0	Language in context
27	C		✓		13.0, 15.0, 16.0, 29.0	Methods of development
28	B		✓		13.0, 15.0, 16.0, 29.0	Language in context
29	A	✓			13.0, 15.0, 29.0	Language type
30	B		✓		13.0, 15.0, 29.0	Purpose of writing
31	B	✓			13.0, 15.0, 29.0	Identification of literary/ language device
32	A	✓			13.0, 15.0, 29.0	Identification of literary/ language device
33	A		✓		13.0, 15.0	Form of writing
34	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0,	Main idea supported through humour



					30.0	
35	CR		✓		13.0, 15.0, 16.0, 19.0, 20.0, 27.0, 28.0, 29.0, 30.0	Methods of achieving coherence
36	Essay			✓	13.0, 15.0, 16.0, 19.0, 20.0, 21.0, 27.0, 29.0, 30.0, 31.0, 39.0, 40.0	Analysis of character's conflict through several literary elements.
37	Personal			✓	13.0, 15.0, 16.0, 19.0, 20.0, 21.0, 23.0, 24.0, 27.0, 31.0, 32.0, 33.0, 35.0, 39.0, 40.0	Personal response composition

## Section 5: Scoring Scales

### *About This Section:*

*These are the scoring scales that will be used at the English 3201 Marking Board. The Analytical Scoring Scale will be used to assess responses in Section C of the exam. The Personal Response Scoring Scale will be used to assess responses in Section D of the exam. These scales can be found in the English 3201 Curriculum Guide and beginning in June of 2016, will be printed on the inside of the back cover of the English 3201 exam.*

- The Analytical Essay is a first draft response and will be scored as such.

Analytical Essay Scoring Scale			
Content	Score	Composition	Score
Outstanding <ul style="list-style-type: none"><li>• treatment of prompt</li><li>• selection of references</li><li>• explanation of references</li><li>• insights about text</li></ul>	9-10	Outstanding <ul style="list-style-type: none"><li>• coherence</li><li>• diction</li><li>• mechanics</li><li>• organization</li></ul>	9-10
Strong <ul style="list-style-type: none"><li>• treatment of prompt</li><li>• selection of references</li><li>• explanation of references</li><li>• insights about text</li></ul>	7-8	Strong <ul style="list-style-type: none"><li>• coherence</li><li>• diction</li><li>• mechanics</li><li>• organization</li></ul>	7-8
Satisfactory <ul style="list-style-type: none"><li>• treatment of prompt</li><li>• selection of references</li><li>• explanation of references</li><li>• insights about text</li></ul>	5-6	Satisfactory <ul style="list-style-type: none"><li>• coherence</li><li>• diction</li><li>• mechanics</li><li>• organization</li></ul>	5-6
Limited <ul style="list-style-type: none"><li>• treatment of prompt</li><li>• selection of references</li><li>• explanation of references</li><li>• insights about text</li></ul>	3-4	Limited <ul style="list-style-type: none"><li>• coherence</li><li>• diction</li><li>• mechanics</li><li>• organization</li></ul>	3-4
Inadequate <ul style="list-style-type: none"><li>• treatment of prompt</li><li>• selection of references</li><li>• explanation of references</li><li>• insights about text</li></ul>	0-2	Inadequate <ul style="list-style-type: none"><li>• coherence</li><li>• diction</li><li>• mechanics</li><li>• organization</li></ul>	0-2

- The Personal Response is a first draft response and will be scored as such.

Personal Response Scoring Scale	
Outstanding <ul style="list-style-type: none"> <li>• content with support</li> <li>• diction</li> <li>• mechanics</li> <li>• organization</li> <li>• voice</li> </ul>	9-10
Strong <ul style="list-style-type: none"> <li>• content with support</li> <li>• diction</li> <li>• mechanics</li> <li>• organization</li> <li>• voice</li> </ul>	7-8
Satisfactory <ul style="list-style-type: none"> <li>• content with support</li> <li>• diction</li> <li>• mechanics</li> <li>• organization</li> <li>• voice</li> </ul>	5-6
Limited <ul style="list-style-type: none"> <li>• content with support</li> <li>• diction</li> <li>• mechanics</li> <li>• organization</li> <li>• voice</li> </ul>	3-4
Inadequate <ul style="list-style-type: none"> <li>• content with support</li> <li>• diction</li> <li>• mechanics</li> <li>• organization</li> <li>• voice</li> </ul>	0-2

## Section 6: The Language of Scoring Scales

### *About This Section:*

*This section is a supplement to the Scoring Scales found in the previous section. It is intended to clarify and/or answer any questions about terminology used in the scales. Although this information will not normally be printed with the scoring scales, the language should be familiar to both teachers and students.*

### Analytical Essay (20 point question)

#### Content:

- **treatment of prompt** – all elements of the writing prompt (the question) are addressed appropriately
- **selection of references** – specific and appropriate references from the text are chosen to support ideas
- **explanation of references** – analysis of selected references to support the writer's thesis
- **insights about text** – perceptive and skillful inferences are drawn from the text

#### Composition:

- **coherence** – logical sequence of ideas within and between sentences/paragraphs; transitional words or phrases connect ideas
- **diction** - word choice is clear, effective and varied
- **mechanics** - command of conventions such as sentence construction, sentence usage, spelling, grammar, capitalization, punctuation
- **organization** – introduction and conclusion, with a clear thesis maintained throughout the essay

### Personal Response (10 point question)

- **content with support** – personal ideas are well-developed and relevant to the task
- **diction** – word choice is clear, effective and varied
- **mechanics** – command of conventions such as sentence construction, sentence usage, spelling, grammar, capitalization and punctuation
- **organization** – ideas are presented in a clear and focused manner
- **voice** – personality of the writer is evident

## Section 7: Sample Analytical Essay Prompts

### *About This Section:*

*The prompts found below are intended to give examples of the types of questions that might be asked in Section C of the exam. The prompts below are in response to texts that are familiar to teachers and students. This will allow for many of these prompts to be used for practice purposes in the classroom, if so desired. It should be noted however, that the piece given on Section C of the exam will not come from any authorized or prescribed text from English 3201. It will be unseen.*

*It is also important to note the “you may consider” phrase in these analytical essay prompts, as well as the one seen on the Sample Exam. This phrase will appear in the analytical prompt on the public exam as well. The prompt is intended to be prescriptive, lending itself to straightforward organization for students. However, the “you may consider” phrase allows for students who see alternatives to the suggested direction of the prompt, the option to explore this alternative. For example, in the first prompt below on “Do Not Go Gentle Into That Good Night”, students are asked to analyze how the poet develops theme. There is no option with this portion of the prompt. The essay must be about theme. However the “you may consider such devices as repetition, imagery and oxymoron” portion of the question offers students the option to explore other devices that lead to the development of theme. If a student wants to explore other devices rather than repetition, imagery and oxymoron, such as metaphor or imagery, the prompt allows for this.*

*Whether a student chooses to explore the devices given in the prompt or those of their own choosing in developing a thesis, they should make their choice clear in the introduction to their essay.*

- 1) Read the poem “Do Not Go Gentle into That Good Night” by Dylan Thomas carefully. Then write an essay in which you identify and analyze how the poet develops his theme. In your analysis, you may consider such devices as repetition, imagery and oxymoron.
- 2) The sonnets “Letter to an Astronaut” and “Reply” by Jane lordakieva deal with a sense of longing. Write an essay where you analyze how this sense of longing is developed. In your analysis, you may consider temporal references, figurative language and specific detail.
- 3) Carefully read the excerpt (Chapter 86) from *Life of Pi* by Yann Martel. Here we get a sense of the unique bond between Pi and Richard Parker, the wild Bengal tiger. Write an essay where you analyze how this bond is evident. In your analysis, you may consider dialogue, setting and conflict.
- 4) Rex Murphy describes Gooseberry Cove as a place of “tranquility” in his “A Cove of Inner Peace on Newfoundland’s Cape Shore.” Write an essay where you analyze how Murphy captures this “tranquility.” In your analysis, you may consider the writer’s use of allusion, diction and imagery.

5) Read the excerpt from *Unbroken* (Chapter 12 – beginning to top of p. 133) by Laura Hillenbrand. Write an essay where you analyze the development of atmosphere. In your analysis, you may consider imagery, setting and specific events.

6) Carefully read “The Story of an Hour” by Kate Chopin. Write an essay where you analyze how the author reveals the character of Mrs. Mallard. In your analysis, you may consider setting, irony and imagery.

7) Read Ray Bradbury’s “The Flying Machine.” Write an essay where you analyze the symbolic significance of the flying machine. In your analysis you may consider specific events, dialogue and the contrast between the flying machine and the Emperor’s miniature garden.

8) Read the essay “Am I Blue?” by Alice Walker. Write an essay where you identify and analyze the development of Walker’s main argument. In your analysis you may consider the writer’s use of analogy, specific detail and the character of Blue.

9) Read Liam O’Flaherty’s “The Sniper.” Write an essay where you analyze the development of mood in the story. You may consider the writer’s use of setting, character and conflict.

10) Read the excerpt from William Shakespeare’s *Othello* (Act 3, Scene 3, Lines 409-479). Write an essay where you analyze what contributes to Othello’s downfall into madness. In your essay you may consider evidence of Othello’s naiveté and the cunning of Iago.

## Section 8: Exemplars

### *About This Section:*

*Ten exemplars are found in this section, as written by students in response to the Analytical Essay prompt on the Sample Exam. Two exemplars are included that fall into each of the five categories of the Analytical Essay Scoring Scale: Outstanding, Strong, Satisfactory, Limited and Inadequate. These are transcripts of student papers. A commentary follows each, intended to give a sense of why the response fits a particular category.*

### Exemplar #1 - Outstanding

In this excerpt from The Book of Negroes by Lawrence Hill, the struggle encountered by Meena is a combination of internal and external. She faces the struggle of losing her child when the Witherspoons leave Nova Scotia. Due to the setting and circumstances of her situation, Meena is essentially helpless in the struggle of losing her child. Throughout the passage, with the help of literary tools such as imagery, setting and dialogue, Meena's conflict progresses through stages of shock, acceptance and closure.

In the beginning of the excerpt, Meena was facing the shock of losing her daughter, May. She was very hurt, both physically and emotionally, in her grieving. The loss of May was so traumatic for her that she said, "I feared that if I expressed my feelings, so much pain would erupt from within that I'd lash out and kill somebody." In this situation, Meena was virtually helpless. She had no way of knowing where the Witherspoons might have gone with May. Her pain at losing May can be seen through Hill's effective use of imagery, when Meena says, "My children were like phantom limbs, lost but still attached to me, gone but still painful." Even though May was gone, Meena still felt the loss of her as physical pain. The initial shock of losing May was the beginning of Meena's developing conflict. The effective use of tactile imagery by Hill exemplified this portion of this developing conflict.

The pain Meena felt from losing May was astronomical. What made matters even worse though was the setting and circumstance that she was in. Meena was a black woman living in 1787. She was brought to America by slave traders, but "escaped to the black community of Birchtown in Nova Scotia." This put Meena in an awful predicament in her struggle of searching for May. First of all, Meena did not know if the Witherspoons had gone to or stayed in Boston. It was quite possible that that they could have moved elsewhere in the elapsed time. Regardless of that though, Meena had no money to pay for a trip to go anywhere to look for the Witherspoons and May. Even more so, if she did have the money and went, she faced the risk of being arrested or possibly enslaved. Due to the setting of this excerpt, Meena was basically rendered useless in what she could do in terms of searching for the Witherspoons and May. The setting was effective in providing a second layer to her developing conflict by adding the struggle of the time period and of race.

Towards the end of the excerpt, Meena has begun to face the reality of her situation and conflict and come to terms with it. Of course, the pain of losing her daughter was still present, but she got back into a daily routine and attempted to achieve a sense of normalcy again. Even when she was not feeling up to teaching, she tried her best to put on a brave face and love the children. Around a year after Meena had lost May, she delivered a white woman's baby in Shelburne. It was the first baby she had caught since losing her own. Although the pain of losing her daughter would never entirely dissipate, Meena found a way

of achieving closure. Perhaps she takes comfort in her conversations with Daddy Moses who assures her that “so many people love [her].” Also, the entire piece is an internal dialogue of sorts from Meena’s perspective. She states, “But I kept going. Somehow, I just kept going.” This is effective in showing the closure that Meena felt as it is her thoughts and reflections and inner dialogue. This illustrates her negotiations with her conflict from the beginning when she first lost May.

In conclusion, Meena faced the struggle of losing her child, but also the struggle of race and circumstance. The author’s use of imagery, setting and dialogue throughout the excerpt was effective in showing the path that Meena’s conflict took, from trauma and shock initially, to closure.

Score: Outstanding – 18-20/20

Comments:

- Essay gives comprehensive treatment of the prompt, discussing the development of the conflict throughout, incorporating how the elements of imagery, setting and dialogue develop this conflict.
- All references chosen serve to answer the question effectively. There is excellent balance in that appropriate references are selected to discuss each of the three elements identified – imagery, setting and dialogue.
- References are not left hanging. They are contextualized and explained to support the thesis of the essay.
- The writer offers specific insight into the text. The stages of the conflict from shock to acceptance to closure which are incorporated into the thesis shows considerable analysis.
- The essay follows a logical progression of ideas, with smooth transitions within and between paragraphs.
- Word choice shows an elevated grasp of diction with purposeful use of words such as “traumatic”, “astronomical”, “predicament”, etc.
- Essay is virtually flawless with a variety of sentence forms and structures seen within.
- Organization is perfect as the essay lays out clearly what it intends to do in the introduction. The developing paragraphs follow the plan laid out. The essay finishes with closing by return.



## Exemplar #2 - Outstanding

In the given excerpt from The Book of Negroes, the author Lawrence Hill uses numerous literary elements to develop the conflict that the main character, Meena, goes through. The excerpt shows the internal conflict she is facing due to the loss of her children, in particular, May. In this piece, through the use of metaphor, simile and dialogue, the author shows the reader how Meena is processing this loss.

There are many elements of metaphor throughout the excerpt that help accurately convey how Meena is dealing with her loss. One such example comes with, "...I don't know where the next thirty minutes went, except to disappear into a fog of despair." By comparing Meena's feelings of despair and hopelessness to an image of fog – weather that makes things so barely visible that you can become lost and not know where to go – it helps show the reader how at this particular point of the story, Meena is lost, and is not sure how to cope with or process the loss of her daughter, May. She can't see anything beyond her feelings of despair.

Another example of figurative language used effectively comes with the simile "My children were like phantom limbs, lost but still attached to me, gone but still painful." Hill extends on this comparison later with "The limbs had been severed, and they would forever after be missing." Here, the author is comparing Meena's children to a part of her body, and the loss of them is compared to the loss of limbs. In the first line, after Meena had more time to process the loss of her children, she compares it to phantom limbs, showing how she still considers her children to be an important part of her and she is haunted by their loss. She is conflicted about whether she should continue with her life while she so deeply feels their loss. In the second line the author shows how Meena attempts to face her conflict. She acknowledges the fact that her children are gone from her life and she mourns that. The limb (her connection to her children) has been severed and she must find a way to continue on living.

Another element used to develop the conflict is dialogue. In the conversation between Meena and Jason, we see how Meena first handled the loss: "I have lost my daughter," I whispered finally. 'My last child.' 'Never say that,' Jason said." In this exchange we see how Meena views May as the "last", as if it is an ending that she cannot continue on from. This is further conveyed in the next line: "She was my last, Jason, and I am saying it because it is true. Don't look to me to keep you alive again...because I am in the mood for dying." This conversation helps us as the reader see how Meena feels like she can't handle the loss of her children. She feels as if she is finished and does not want to keep living. Through the use of dialogue here we see how Meena has not only lost her children, but her will to survive without them. Also, in the line, "But you are good, Meena. So many people love you," spoken by Daddy Moses and responded to by Meena in her thoughts with "Perhaps that was true, but I couldn't see it and couldn't feel it," shows how Meena is too lost in her "fog of despair" to acknowledge and accept the help of others. She isolates herself from them and their help. Though later on we learn that once she starts letting others in she is able to move towards resolving her conflict and better accepting and handling her loss.

It is through the use of figurative language and dialogue that we the readers can better understand the development of the character Meena's conflict coming out of the loss of her children.

Score: Outstanding – 18-20/20

Comments:

- Essay gives comprehensive treatment of the prompt, discussing the development of the conflict throughout. What is particularly interesting here is that the writer has taken the “you may consider” portion of the prompt and has decided to go in a different direction. Instead of imagery, setting and dialogue, the writer has gone with metaphor, simile and dialogue. It is done very well here, and is totally acceptable.
- All references chosen serve to answer the question effectively. There is excellent balance in that appropriate references are selected to discuss each of the three elements identified – metaphor, simile and dialogue.
- References are not left hanging. They are contextualized and explained to support the thesis of the essay.
- The writer offers specific insight into the text. The blinding nature of the “fog of despair” shows good insight. The isolating nature of what Meena has been through shows insight as well.
- The essay follows a logical progression of ideas, with smooth transitions within and between paragraphs.
- Word choice shows an elevated grasp of diction with purposeful use of words and phrases such as “feelings of despair and hopelessness” and “not sure how to cope with or process the loss of her daughter”.
- Essay is virtually flawless with a variety of sentence forms and structures seen within. The effective use of dash in paragraph 2 is worthy of note.
- Organization is perfect as the essay lays out clearly what it intends to do in the introduction. The developing paragraphs follow the plan laid out. The essay finishes, although briefly, with closing by return.

### Exemplar #3 - Strong

In fiction, as in real life, the world cannot exist without conflict. We see an excellent example of how a writer can develop conflict in the excerpt from “The book of Negroes” by Lawrence Hill. In the novel, Meena has just lost her child May to the Witherspoons, and tries to deal with the internal conflict of living with this fact. This conflict is developed by Hill through literary elements like imagery, dialogue and setting. In the following paragraphs I will talk about Meena’s conflict, how she dealt with it, and how Meena internally solved her struggle to keep living.

Meena’s conflict began when the Witherspoons took her daughter to America. This caused Meena to be devastated, which started her internal struggle, as well as her external struggle. The setting plays a key role in her conflict, due to the time period. If this happened now, it would be a criminal offense and the police would be involved, but since this is 1787, slavery was legal in America, and Meena was at a loss to get help. When Meena asked Mr. McArdle if it was a good idea to retrieve her herself from America, she was shot down. “They insisted that I could be arrested – and possibly enslaved...” Reading this you can clearly see that Meena’s conflict was largely developed due to setting. These circumstances play a major role in how her conflict started.

After Meena’s conflict started, the next thing for her was to learn how to deal with it. It was very hard for her, and she even said at one point that she wanted to die. It is through dialogue with others that we see Meena’s efforts to cope with her situation. It is difficult for her, as seen in her only being able to whisper to Jason, “I have lost my daughter.” This illustrates the deep impact the event has had on her. Jason immediately tries to cheer her up, as did most of the characters surrounding her during the following months. They continuously push her until she is able to stand on her own two feet. Daddy Moses says, “But you are good Meena. So many people love you.” Although Meena seemingly denies this, I think it is a turning point for her in facing her struggle and eventually learning to live with it. She eventually starts going to church from here, and starts her life again. The development of her conflict and the beginnings of the resolution of it would be non-existent if there were no dialogue or other people to support her, showing how important the dialogue is in the novel.

Finally, near the end of the excerpt, Meena learns to live with the painful fact of losing May. Even though she says the pain will never leave, she still has to keep going. The last part of the excerpt shows a good example of visual imagery, illustrating what it is like to lose your child. “The limbs had been severed and they would forever be missing.” This makes us relate to how it would feel and look to live without limbs and how it compares to living without a loved one. Even if we have never lived without limbs, we can’t imagine daily life without them. Meena creates a great metaphorical image comparing this feeling to her struggle of living without her daughter. The novel uses a great amount of effective imagery, relating to a clearer and more effective development of conflict.

The novel “The book of Negroes” by Lawrence Hill contains a very hard conflict, which is clearly developed by the use of literary elements like imagery, dialogue and setting. Even though when Meena lost her daughter she didn’t think she could survive, at the end of the excerpt, she resolves to never forget her pain and to go forward even though she thinks she cannot. This excerpt shows that even in the worst times, if you have people helping you, you can live and stand on your own feet by yourself.

Score: Strong – 14-16/20

Comments:

- Essay addresses the prompt, discussing the development of the conflict throughout. A clear thesis is offered up front.
- References chosen serve to answer the question. References selected are used to support points on imagery, dialogue and setting.
- References are contextualized and explained to support the thesis of the essay.
- The writer offers some specific insight into the text. Discussion of what constitutes a criminal offence in paragraph 2 is one example.
- The essay follows a logical progression of ideas.
- Word choice is strong as seen through instances like “metaphorical image”.
- Mechanics are strong for the most part. Some spelling mistakes are present. There is a nice variation of sentence type.
- Organization is strong as the essay lays out clearly what it intends to do in the introduction, despite the use of first person. The developing paragraphs follow the plan laid out. The essay finishes with closing by return. The last sentence seems thematic in nature and does not fit well with the thesis.

#### Exemplar #4 - Strong

Meena faces a great deal of conflict and pain in this excerpt from The Book of Negroes by Lawrence Hill. She struggles both internally and externally with the loss and search for her daughter, May. It is clear that Meena faces a great challenge, and she must try to find her daughter in the wide world whilst dealing with her own extreme sadness over her loss, and these conflicts are developed throughout the essay using elements such as setting, dialogue and imagery.

We first sense the pain and desperation Meena feels in the very first paragraphs. These paragraphs set rather grim circumstances. Meena and Jason are searching for May in an “eerily silent” wood. Jason has left town, where he had nowhere to stay and “nobody but disbanded soldiers with guns ready, fists clenched, boots for kicking”. These are not the happy, pleasant images of an optimistic person. These images are dark and despairing, and help introduce us to Meena’s feelings, as they create a grim and helpless tone. Meena and Jason have nothing: no food, no work, no home. Jason had a cut on his face and Meena is missing her daughter. With this depressing setting, the reader is led to understand and empathize with Meena’s internal struggle – her despairing feelings of loss and hopelessness – as well as her external conflict – her difficulties in trudging through forests and avoiding hostile soldiers. The opening paragraphs cast a grim image for the audience, thus introducing us to the world and conflict of Meena.

The dialogue in this selection further develop Meena’s conflicts. Meena makes a few important comments in the essay which help her to express her feelings, and therefore help the reader understand her internal struggles. For instance, she says “I have lost my child. My last child,” and “I am in the mood for dying.” These thoughts, which are coming directly from Meena, create a terribly sad mood for the reader. We begin to understand how depressed and lost Meena must feel, that she cannot bear the thought of having lost her only child, to the point that she feels ready to die. The reader is able to connect with Meena’s feelings through her pained statements. A comment made by McArdle also shows Meena’s conflict. He says, “We don’t know that they stayed in Boston,” and then lists various other places in which May could be. Meena’s search is thus shown to be seemingly impossible, as May could be seemingly anywhere. Meena’s external struggles are clearly very real and very difficult to overcome. The dialogue of Meena as well as McArdle elaborates on the intensity of Meena’s internal and external conflicts.

The imagery used by the narrator (Meena) is also instrumental in developing her conflicts. One example of this is her description of her “phantom limbs.” She describes her children as “phantom limbs, lost but still attached to me. Gone, but still painful.” This is a very powerful image and conveys very well the sensation of pain and loss. It gives an image and picture to relate to, so that the reader can imagine Meena’s feelings, like a phantom limb, and better connect to them. “The limbs had been severed, and they would be forever missing.” With this image in mind, the amount of sadness, pain and loss felt by Meena is made painfully clear.

Meena has suffered a very difficult loss, the loss of her daughter. This is made clear throughout the excerpt, with the use of setting, Meena and McArdle’s dialogue and the vivid imagery used by Meena.

Score: Strong – 14-16/20

Comments:

- Essay addresses the prompt, discussing the development of the conflict throughout. A clear thesis is offered up front.
- References chosen serve to answer the question. References selected are used to support points on setting, dialogue and imagery.
- References are contextualized and explained to support the thesis of the essay.
- Insights into the text are sparse here. This is one major factor that takes this essay out of the 'Outstanding' category.
- The essay follows a logical progression of ideas.
- Word choice is strong as seen through instances like "optimistic person", "grim and helpless", "whilst" and "thus".
- Mechanics are strong for the most part. Some spelling mistakes are present. There is a nice variation of sentence type and good use of colon, dash and parallel structure.
- Organization is strong as the essay lays out clearly what it intends to do in the introduction. The developing paragraphs follow the plan laid out. The essay finishes very briefly, but does use closing by return.

## Exemplar #5 - Satisfactory

The excerpt from “The Book of Negroes” by Lawrence Hill, it tells about the conflict of a woman named Meena in the 1700s whose life was affected by slavery. She was separated from her husband and her daughter, whom she gave to a white family to take care of, but they stole her and went to America. Meena was trying to deal with her losses.

This conflict is developed by setting. In this piece of writing, it says how she is in the setting of a poorer place of living in the 1700s, surrounded by slavery and slave traders. In this time, with the little amount of money she had, there wasn’t much that Meena could do to help herself in her situation to find her family. One reference from the text is “I tolerated Jason and Daddy Moses staying in my shack until they had a place of their own built.” This indicates poor living condition and that she is living in a shack. Another example from the text would be the sentence “...if I showed up in that city with no money and no person to stand up for me.” This shows she has no money to help herself with her situation.

Another thing that helps to develop conflict in this piece of writing is the dialogue used. Throughout the piece, it uses many words to describe Meena’s feelings of emotion due to the situation she is dealing with, which helps to develop the conflict more. One example that is given in the writing is when it says, “Because I am in the mood for dying.” This shows us just how upset and depressed Meena really is about being separated from her husband and her daughter. Her pain made it hard for her to get through her day to day life. Another example of dialogue from this piece of writing is when it says “for the next few weeks I was in such agony that I could barely speak,” and “My children were like phantom limbs, lost but still attached to me, gone but still painful.” This, again, shows Meena’s struggle with her losses, and shows how the pain affected her everyday life and made the conflict of dealing with being in slavery that much more difficult.

Another element that develops the conflict of this writing would be the overall tone of the writing. The tone of this piece is very sad, and causes you as the reader to feel a little bit of the pain and loss Meena is experiencing. This also helps to develop the conflict.

These are a few examples of literary elements that help to develop the conflict throughout this piece of writing.

Score: Satisfactory – 10-12/20

### Comments:

- Essay addresses the prompt, and attempts to discuss the development of the conflict throughout. A clear thesis is never offered to lay out how this development will be addressed.
- References chosen do serve to support the topic of paragraph 2 and paragraph 3 dealing with setting and dialogue. Paragraph 4 attempts to deal with tone but does not use references.
- References are explained briefly to support ideas.
- Insights into the text are lacking here.
- Without a clear thesis, the reader is left to decipher the approach taken.
- Word choice is satisfactory with usage of standard turns of phrase throughout.

- Mechanics are satisfactory. Some spelling mistakes are present. Some sentences are not clear in their intended purpose or meaning.
- Organization needs work here, largely because of the lack of a clear thesis in the introduction. The look at tone in paragraph 4 does not add a lot to the discussion. Conclusion is brief and general.



## Exemplar #6 – Satisfactory

In the excerpt from “The book of Negroes” by Lawrance Hill, main character Meena has some internal struggles. Meena had just gotten to America in 1787 by slave traders, and escaped to the black community of Birchtown, Nova Scotia in search of Chekura, her husband. However, riots broke out and Meena was forced to ask a white family to care for her daughter May. But May was stolen by the Witherspoon family and taken to America.

Meena is now painfully grieving her loss. She is incapable of even admitting it to her friend, Jason at first. She is that internally destroyed that she wants to die and states May was her last daughter. She carries a burden of loss from May, and a weight of stress from the riot. Homes are destroyed and raiders went through houses.

Meena is feeling pain and devastation even weeks after. “For the next few weeks, I was in such agony that I could barely speak.” Meena has developed extreme depression from the tragic event. It is so great that she didn’t want to teach, work or express her own feelings in fear she may lash out and kill someone. Meena is desperate and wants to go to Boston in hopes to find May, however cannot afford it and could get arrested. She isn’t even completely sure if May is there.

Meena describes that her children were like phantom limbs, lost but still attached. Gone but still painful. This means her children meant a lot to her and she is feeling almost guilty. She feels as though they are still with her but out of her grasp. She is that depressed, eating or cooking is not an option.

She has lost faith in God. Her loss is that painful she gave up her faith. How could there be a God if he lets these tragic events happen with no sign or warning to fix them? However, she went to Daddy Moses services. People made sure she ate and never was alone, and fixed her house.

Meena recovered from her struggle with depression from her tragic loss, however, she still hurts. Just because you move on doesn’t mean you forget. And Meena has not near forgotten. A year after she finally got the courage to work again and catch babies. A white baby from Shelburne was the first since losing May, and is a slight reminder. Meena has grown stronger but never forgot. She continues to move forward regardless of the pain. May is her phantom limb. Non-present, but still pulsating an ounce of pain.

Score: Satisfactory – 10-12/20

### Comments:

- Essay addresses the prompt, and attempts to discuss the development of the conflict throughout. A clear thesis is never offered to lay out how this development will be addressed. The approach is difficult to decipher from the body paragraphs of the essay as well.
- References are used sporadically, sometimes as direct quotes, sometimes not.
- References are explained briefly to support ideas.
- Insights into the text are lacking here.
- Without a clear thesis, the reader is left to decipher the approach taken, which is not clear.
- Word choice is satisfactory with usage of standard turns of phrase throughout.

- Mechanics are satisfactory. Some spelling mistakes are present. Some sentences are not clear in their intended purpose or meaning.
- Organization needs work here, largely because of the lack of a clear thesis in the introduction. Although conflict seems to be the focus, plot synopsis figures in at times.

## Exemplar #7 – Limited

In this excerpt from “Lawrence Hills” “The book of Negroes.” The conflict of Meena builds up and climaxes Then comes back down. Setting of This excerpt is Taking place in birchtown, Nova Scotia, in slave years. Meena has a lot going on in her life that affects her differently Than people would Today.

Meena had her daughter Taken away from her, and The raiders were destroying houses and hers got damaged. She also has family staying with her and she doesn’t feel up To doing anything she used To. Daddy Moses asks Meena If she has room for some faith “asked me If I was ready To let Jesus into my heart.” and this is where her conflict is starting to decelerate.

Meena strted attending Moses services again, people were being kind to her, even tho she wasn’t used to this. They all helped her pick up supplies for her to fix her house “To help fix up my little place” she is internally now trying to battle The loss of her daughter but externally she is showing some strength. “The pain of my losses never really went away.” “The limbs have been severed, and They would Forever be missing, but I kept going, somehow I kept going.”

even in the dialoge of the excerpt, They are having her say Things like “I am in The mood for dying.” The overall Tone is dark and depressing and it is effective in showing and giving you an idea of what all of This conflict is doing to her.

To clue This essay on conflict up, I feel that due To her losses of many of her loved ones in a time of slavery, you can get through it with a little bit of faith, and also you can tell that she hasent Forgot but shes still moving Foreward.

Score: Limited – 6-8/20

### Comments:

- Essay does not clearly address the prompt, although conflict is touched on at times. There is no thesis offered.
- References are used sporadically, although the purpose is not clear.
- Some attempt is made to explain references, but the purpose is not clear.
- Insights into the text are lacking here.
- Without a clear thesis, the reader is left to decipher the approach taken, which is not clear.
- Word choice is general.
- Mechanics are limited. Many spelling mistakes are present. Sentence structure is limited making ideas difficult to decipher.
- Organization needs work here, largely because of the lack of a clear thesis in the introduction. Attempt to bring other elements into the discussion (i.e. theme) takes away from the discussion.

## Exemplar #8 – Limited

Conflict is when a character or more has troubles with what is going on. Can be a conflict within your self, between you and another, or even the struggle with nature. In this story, Meena deals with the loss of her family. This story is called “the Book of Negroes” written by lawernce Hill that has a lot to do with conflict.

Meena is a black woman that was brought to America in 1787 by american slave traders, she escaped a black community in Britchton, NS. she has not found her husband Chekura, who went ahead of her and knew a white family named the Witherspoons have left with he last daughter May.

One major example of conflict in this story external conflict. The loss of all her children, her husband going off with out her with their last child May, and Meena dose not know his wear abouts. This is struggle for the mother because her husband is gone. She has no money and then she finds out that a white family has run off with her daughter, so now she has nothing. She dose not pick up or care for anyone cause she wants to die.

Meena is know in a little community in the middle of the woods with hardly any food, cloths, only a little wooden shack that she sleeps in. at this poin she doesn’t understand the point in living anymore. She tries writing a letter to Sam Frances, in Mount Vernon, Virginia, to see if he has seen or knows anything about May. She meets a man named Daddy Moses who is black man in the community that tries to get Meena back into the faith of god, but she tried, but she wanted to think there would be some one else to guide her in the right path, she lost faith. This is another exmple of conflict for Meena

She lived in a wooden shack, with no company accept when Daddy Moses and Jason would stop by with appliances.

These are a few examples of the conflict that Meena had to go through with her life.

Score: Limited – 6-8/20

### Comments:

- Essay does not clearly address the prompt, although conflict is touched on at times. There is no thesis offered.
- References are not present throughout.
- Some explanation of the piece is present, but not specific to any references.
- Insights into the text are lacking here.
- Without a clear thesis, the reader is left to decipher the approach taken.
- Word choice is general.
- Mechanics are limited. Many spelling mistakes are present. Sentence structure is limited making ideas difficult to decipher.
- Organization needs work here, largely because of the lack of a clear thesis in the introduction.

## Exemplar #9 – Inadequate

Conflict is the main message or a struggle or fight between man vs man man vs nature man vs herself.

The conflict in this essay *The Book of Negroes* by Lawrence is internal and external conflict because the lady in this essay got her child stolen from her when a riot broke out because she trusted a white family the Witherspoons.

Meena the mother of the child is trying to track down the Witherspoons and also try to control herself and her feelings and get back to her regular schedule with teaching, eating, sleeping etc.

Jason the good friend of Meena was helping her out the best she could even though the Both of them are very poor and both going through hard times he still took a lot of her shoulders and basically was her boost of confidence.

About a year later Meena went back to work to teach the children and act as if she loved each and every one often and threw out the community' people were helping her build her little piece, and then get a new class.

Even though Meena never did find her child May she learned to show her love for the kids she teach and get her life on track and to be more accepting to the whole situation and she let Jesus into her heart.

Score: Inadequate – 0-4/20

### Comments:

- Essay does not clearly address the prompt. Plot summary seems to be the approach here.
- References are not present throughout.
- No discussion of references.
- No insight offered.
- Without a clear thesis, the reader is left to decipher the approach taken.
- Word choice is basic.
- Mechanics are inadequate. Paragraphs and sentence structure is weak. Many spelling mistakes are present. Sentence structure is limited making ideas difficult to decipher.
- Organization shows the semblance of an essay, but poorly developed.

## Exemplar #10 - Inadequate

Character is often shown by our choice and how we triumph or fall in the face of conflict. Our ability to rise up from devastation often demonstrates our resilience as people. A great example of this is in the character of Meena from "The Book of Negroes" by Lawrence Hill. In this excerpt, we learn that Meena had been sold into slavery, and escaped to the black community of Birchmount, Nova Scotia. Here she has lost her husband and children, but most recently her last child, May. After having entrusted her to a white family the Witherspoons during a riot, the family stole her last child back into America. With the use of imagery, dialogue and setting, the author illustrates Meena's struggle against a world set against her.

Meena's despair is frequently reinforced with the imagery used by Hill. An example of the imagery used being "My children were like phantom limbs, lost but still attached to me, gone but still painful." In this, it shows Meena's internal battle, debating her will to survive despite the loss of her last child. This image reinforces the idea that she has lost yet another piece of herself, that she has no hope of it ever being return.

Score: Inadequate – 0-4/20

Comments:

- Essay seems to start moving in the right direction. However, the fact that it is incomplete results in a poor score.

## Section 9: Bibliography

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