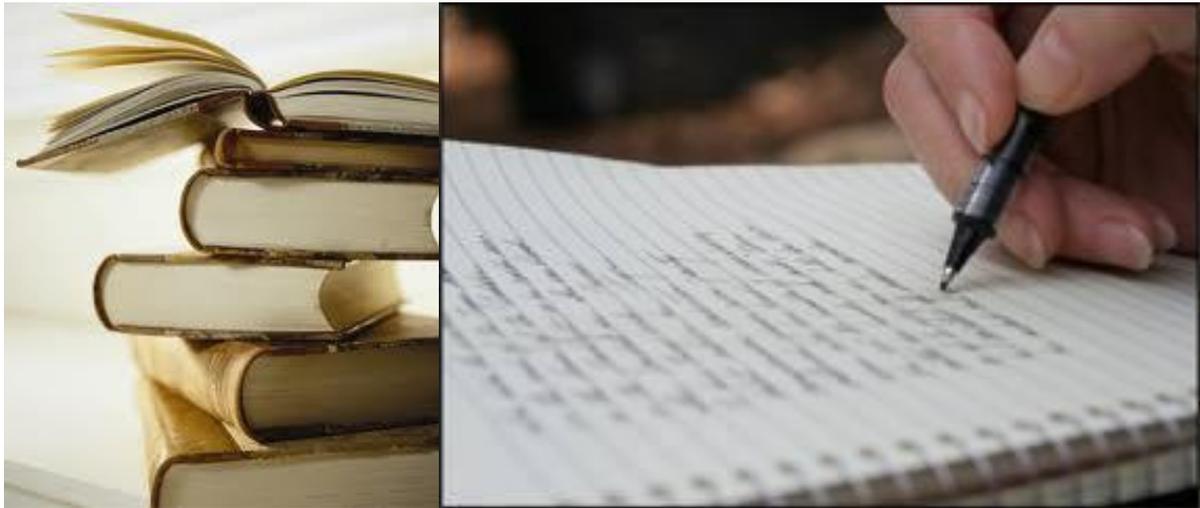


SAMPLE of Diploma Prep Materials



## **ENGLISH 30-1 DIPLOMA PREP**



**PART A ~ Reference Materials**

**January 2018**

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# 1. PART A: WRITTEN RESPONSE OVERVIEW

## 1.1 DESCRIPTION

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Part A: *Written Response*, worth 50% of the total diploma examination mark, consists of two assignments:

- Personal Response to Texts Assignment
- Critical / Analytical Response to Literary Texts Assignment

## 1.2 AUTHORIZED REFERENCES

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Students writing *Part A: Written Response* are allowed to use the following print references:

- an English and/or bilingual dictionary
- a thesaurus
- an authorized writing handbook

Seven writing handbooks are authorized by the Assessment Sector at this time for use on Part A:

- *A Canadian Writer's Guide* (J. Finnbogason and A. Valteau), second edition (only)
- *A Canadian Writer's Reference* (D. Hacker)
- *Checkmate: A Writing Reference for Canadians* (J. Buckley)
- *English Language Arts Handbook for Secondary Students* (Alberta Education)
- *Fit to Print: The Canadian Student's Guide to Essay Writing* (J. Buckley)
- *The St. Martin's Handbook for Canadians* (A. Lunsford et al.)
- *The Writing Process* (Q. Gehle et al.)

With the exception of *A Canadian Writer's Guide*, any edition of these texts is acceptable for use. *The St. Martin's Handbook for Canadians* and *The Writing Process* are out of print, but copies of these texts may be available for student use in some high schools.

Students and supervising examiners must remove any extraneous material from print references.

## 1.3 PERSONAL RESPONSE TO TEXTS ASSIGNMENT OVERVIEW

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The Personal Response to Texts Assignment requires students to explore a given thematic topic in response to given texts that will include visual text(s) and any combination of fiction, nonfiction, and/or poetry.

This assignment is designed to:

- be completed in approximately 45 to 60 minutes, although all students may now use extra time, so this is simply a guideline.
- provide students with the opportunity to use a prose form of their choice to create personal responses that convey their ideas as prompted by their reading of a text or texts.
- encourage the expression of student voice with an awareness of the intended audiences of the prose forms that the students have chosen.

- introduce students to the thematic context of the Critical / Analytical Response to Literary Texts Assignment.

Students are expected to write developed responses that reflect the quality of logical thought and effective presentation expected of students graduating from English Language Arts 30–1.

**Value:** 20% of the total examination mark (Parts A and B combined)

**Scoring:** Scores contribute to the total examination mark in the following proportions:

Ideas and Impressions	10%
Presentation	10%

### 1.3.1 *Insufficient Responses*

Compositions that provide no evidence of an attempt to fulfill the task presented in the assignment are assessed as Insufficient.

A response assigned an Insufficient receives a score of zero in both scoring categories.

Insufficient is a special category. It is not an indicator of quality. Compositions are assigned Insufficient when:

- the student has responded using a form other than prose – **or** –
- the student has written so little that it is not possible to assess Ideas and Impressions – **or** –
- there is no evidence that the topic presented in the assignment has been addressed – **or** –
- there is no connection between the text(s) provided in the assignment and the student’s response.

## 1.4 CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT OVERVIEW

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The Critical / Analytical Response to Literary Texts Assignment requires students to relate literature that they have studied in English Language Arts 30–1 to the thematic context introduced in the Personal Response to Texts Assignment.

The Critical / Analytical Response to Literary Texts Assignment sets a specific writing task that requires students to **choose relevant literary text(s) and appropriate support** (e.g., details, examples, illustrations) from their chosen text(s), and to select an effective method of development. The assignment requires students to demonstrate their understanding of the chosen literature in relation to the given topic.

The specific topic prompt for the Critical / Analytical Response to Literary Texts Assignment will not be identical to that of the Personal Response to Texts Assignment.

It will in some manner provide a slight reframing of the thematic context already introduced (e.g., adding a thematic context, qualifying a theme, specifying a human attribute, etc.).

Students should choose from literary texts that they have studied in depth in English Language Arts 30–1. Texts which have literary merit and complexity of theme and style provide students with the best opportunity to produce a response that demonstrates insight and skillful analysis. When planning their response, the Personal Reflection on Choice of Literary Text(s) section allows students to explore their reasons for choosing a particular

**Assignment I: Personal Response to Texts**

*Initial Planning*

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

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

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

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Use additional paper for planning if required.

## ASSIGNMENT II: CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS

**Suggested time: approximately 1½ to 2 hours**

Do *not* use the texts provided in this booklet for the Critical / Analytical Response to Literary Texts Assignment. Choose from short stories, novels, plays, screenplays, poetry, films, or other literary texts that you have studied in English Language Arts 30–1. When considering the works that you have studied, choose a literary text (or texts) that is meaningful to you and relevant to the following assignment.

### The Assignment

**Discuss the idea(s) developed by the text creator in your chosen text about the motivation to question or confirm a committed course of action.**

*In your planning and writing, consider the following instructions.*

- Carefully consider your *controlling idea* and how you will create a strong *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from your choice of literary text(s).

6. Interpret the texts and determine how this has significance to you (and past experiences).
7. Decide on your thesis – ANSWER THE QUESTION! You need this answer, regardless of the form of prose you choose.
8. Determine the form of prose you will use – what are your strengths and what form of writing will work best for your ideas?
9. Use the Initial Planning sheet to inform the grader of your main idea, as well as your approach (prose form, perspective, intended audience, connection to the texts, etc.). This information is considered when your response is graded!
10. Support your answer by using specific details (from the text, your own life, or through your ideas).

#### **4.3.1 Questions to Ask During Reading of Each Text**

- What ideas, feelings, or impressions does the text communicate about the topic?
- What details in the text create and convey them?
- What have I learned or experienced that is relevant to my ideas, feelings, or impressions of the topic and/or the text?
- How will my ideas/support allow me to compose the most effective response?
- How might these texts relate to one another, my ideas, and the topic?

#### **4.3.2 Possible Forms of Prose to Consider When Writing a PRT**

- Advice column
- Anecdote
- Apology letter
- Article
- Autobiography
- Biography
- Commentary
- Confession
- Debate
- Dialogue
- Diary
- Discussion
- Editorial
- Epitaph
- Essay
- Eulogy
- Fable
- Fairy Tale
- Interview
- Journal entries (series to show development)
- Letter (business, complaint, personal, ransom, reference, sympathy)
- Monologue
- Myth
- News article
- Obituary
- Parable
- Prayer
- Rant
- Short story
- Speech

If you are taking a creative approach, such as a short story or series of character journal entries, ensure that there is still a strong argument based on the topic. You could consider this the theme of the short story you are writing.

You DO NOT receive ‘extra marks’ for any particular approach, so remember to stick to a writing format with which you are familiar and in which you are competent. Go with your strengths. Your ‘Presentation’ marks take

into consideration your ability to communicate in the chosen prose form. For example, you should not write a short story unless you are accomplished in that area.

### **4.3.3 General Critical/Analytical Writing Reminders for the PRT**

While the format of a critical/analytical (essay) approach to the PRT is more flexible, please remember the following:

- Have a proper introduction;
- You must have a strong thesis statement (argument...answer to the assignment question);
- Prove your thesis with support from the text(s) and your personal life;
- Ensure a personal connection – incident, emotional connection to topic, relate to characters/plot, etc.

### **4.3.4 Creating Voice**

Readers will connect more to your response if you provide an effective voice. Consider:

- Write about what you know – you, your ideas, your life;
- Include thoughts, feelings, reflections, emotions, of the characters, in addition to your own. Connect your feelings to those of characters – show your ability to sympathize/empathize with a character or situation;
- Appeal to the reader’s senses through imagery;
- Provide specific details using vivid diction – replace bland words or phrases with more effective writing (think tone and voice);
- Paint a genuine and realistic situation;
- Avoid predictable or cliché writing/situations;
- Avoid sweeping generalizations that offer definitive conclusions. Remember that there are always exceptions...and feel free to acknowledge that you do not know everything about life. This is about how you feel as a young person. Your reaction to the PRT is a snapshot of who you are NOW.
- Answer the question, demonstrating your ideas, reflection, and appropriate support for your opinion.

## 4.4 PERSONAL RESPONSE TO TEXTS ASSIGNMENT RUBRIC

(Markers consider the complexity of the response and the circumstances under which it was written.)

<p><b>Ideas and Impressions</b></p> <p>The student is required to reflect and explore ideas and impressions prompted by the text(s) and the topic.</p> <p>When marking <i>Ideas and Impressions</i>, the marker should consider:</p> <ul style="list-style-type: none"> <li>the quality of <b>ideas, reflection, and exploration</b> of the topic</li> <li>the effectiveness of <b>support</b></li> </ul>	<p><b>Presentation</b></p> <p>The student is required to select an appropriate and effective prose form to convey impressions, to explore ideas, and to create a strong unifying effect and voice. The student is required to communicate clearly.</p> <p>When marking <i>Presentation</i>, the marker should consider:</p> <ul style="list-style-type: none"> <li>the effectiveness of voice and its appropriateness to the intended audience of the prose form the student has chosen</li> <li>the quality of language and expression</li> <li>the appropriateness of development and unifying effect to the prose form</li> </ul> <p><b>Consider proportion of error to the complexity and length of response.</b></p>
<p><b>Excellent E/5</b> Perceptions and/or ideas are insightful, carefully considered, and confident. Support is apt and thoughtfully selected.</p>	<p><b>Excellent E/5</b> The writer's voice is engaging and the tone is effective. Stylistic choices are precise and effective. The unifying effect and development is skillfully sustained and fluent.</p>
<p><b>Proficient Pf/4</b> Perceptions and/or ideas are thoughtful or considered. Support is relevant, purposeful or thorough.</p>	<p><b>Proficient Pf/4</b> The writer's voice is distinct, and the tone is well-considered. Stylistic choices are specific. The unifying effect and development is coherently sustained and generally fluent.</p>
<p><b>Satisfactory S/3</b> Perceptions and/or ideas expressed are appropriate. Support is straightforward and generally focused.</p>	<p><b>Satisfactory S/3</b> The writer's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate. The unifying effect and development is clear, conventional, and maintained generally, but coherence may falter.</p>
<p><b>Limited L/2</b> Perceptions and/or ideas expressed are incomplete, superficial, or unaware. Support is inappropriate and/or repetitive.</p>	<p><b>Limited L/2</b> The writer's voice is ineffective and the tone is inappropriate. Stylistic choices are inappropriate and/or imprecise. The unifying effect and development is unclear and/or ineffective, and coherence falters.</p>
<p><b>Poor P/1</b> Attempts to express perceptions and/or ideas are only marginally relevant, confused, or underdeveloped. Support is lacking and/or random.</p>	<p><b>Poor P/1</b> The writer's voice is confused and there is no discernable attempt to address the intended audience. Stylistic choices impede communication. The unifying effect and development is absent and/or irrelevant and is frequently unclear and not fluent.</p>