
Grade 12
English Language Arts
Standards Test

**Process
Booklet**

January 2014

Manitoba 



308032

MONEY

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Overview

You are beginning the Grade 12 English Language Arts Standards Test on the topic *Money*. The test provides texts and test activities for students in Grade 12 Comprehensive Focus, Literary Focus, and Transactional Focus courses.

Test Activities

You will be involved in a variety of test activities over four days. The flow chart on the opposite page outlines the sequence of activities, the marks, and the time allocated for each activity.

All work is to be completed independently, except for the group discussion on Day 1.

Caution regarding cheating:

Cheating on any aspect of the test will result in a test score of zero. This includes removing any test materials from the room, bringing outside notes to the test, or plagiarizing. Plagiarism is defined as the presentation of someone's ideas or writings as one's own.

Student Test Booklets

You will use two booklets for the test.

1. *Process Booklet*—You will have this booklet for all four test sessions. You may go forward or back to any section of this *Process Booklet* throughout the test process.
2. *Responding to Text*—You will receive the *Responding to Text* booklet after the group discussion. You will have this booklet for the remainder of the Day 1 session only.

Draft Paper (tear-out) is provided at the back of this booklet and is to be used for planning and drafting your text beginning on Day 2.


Extra Pages are provided at the back of this booklet. Should you require more space for any of the questions in the *Process Booklet*, please instruct the marker that your answer is continued on pages 43 to 46.

All test materials must be submitted at the end of each session.

Student Test Booklets


You will need a black or dark blue ink pen for responses that will be marked. HB pencil, eraser, and highlighter may be used for all other parts of the test. You may use an English or bilingual dictionary, thesaurus, and grammar handbook during all test sessions. However, no other outside material of any type may be brought into any test session, nor may any test-related materials be taken from the test room. Computers, computer software, or electronic devices of any kind are not to be used.

Sequence of Activities

Day 1		
Exploring the Topic		20 minutes
• Group Discussion about <i>Money</i>		
Reading and Responding to Text	35 marks	160 minutes
Previewing Connecting Ideas		


Submit all materials



Day 2		
Connecting Ideas	5 marks	
Planning and Developing Your Text		
• Planning Your Writing Variables		
• Brainstorming for Ideas		
• Drafting		


Submit all materials



Day 3		
Developing Your Text		
• Revising and Editing		
Reflecting	5 marks	

Submit all materials



Day 4		
Explaining Your Writing Variables	5 marks	
Writing and Proofreading	40 marks	

Submit all materials

← You may go forward or back to any section of this booklet during the test process. →

Group Discussion about *Money*

Activating Your Thoughts

(20 minutes)

1. **Brainstorm:**

Share and record any ideas, movies, books, songs, or experiences that come to mind involving money.

2. **Examine:**

Share and record any ideas that come to mind as a result of reading the quotations and looking at the visuals on pages 5–7.

3. **Scan:**

Share and record any ideas that come to mind as a result of scanning the texts on pages 8–25.

4. **Listen:**

Share and record any ideas prompted by listening to group members read the poem on page 19, two or three times.

5. **Preview:**

Read the writing task on pages 28–29 and consider the focus questions for the text you will be writing on days 2, 3 and 4.

Following your group discussion, you will receive the *Responding to Text* booklet. Read each question carefully prior to reading the appropriate text(s). You will have the *Responding to Text* booklet for today only.

* Remember to put this sheet inside the back cover of this *Process Booklet* at the end of today's test session.

Quotations

There's no money in poetry, but there's no poetry in money either.

~Robert Graves

The safe way to double your money is to fold it over once and put it in your pocket.

~Frank McKinney Hubbard

Money may be the husk of many things but not the kernel. It brings you food, but not appetite; medicine, but not health; acquaintance, but not friends; servants, but not loyalty; days of joy, but not peace or happiness.

~Henrik Ibsen

Only when the last tree has died and the last river been poisoned and the last fish been caught will we realize we cannot eat money.

~Cree Proverb

You can only become truly accomplished at something you love. Don't make money your goal. Instead, pursue the things you love doing, and then do them so well that people can't take their eyes off you.

~Maya Angelou

Empty pockets never held anyone back. Only empty heads and hearts can do that.

~Norman Vincent Peale

There is only one class in the community that thinks more about money than the rich, and that is the poor. The poor can think of nothing else.

~Oscar Wilde

You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who will never be able to repay you.

~Ruth Smeltzer

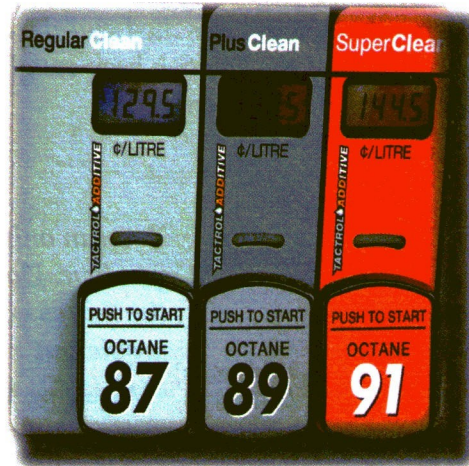
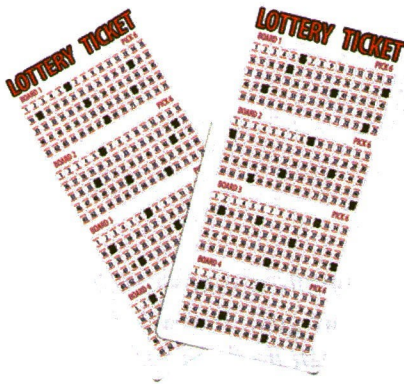
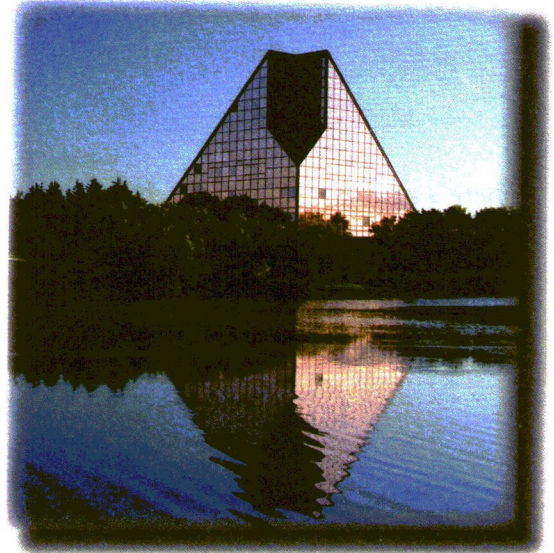
Lack of money is the root of all evil.

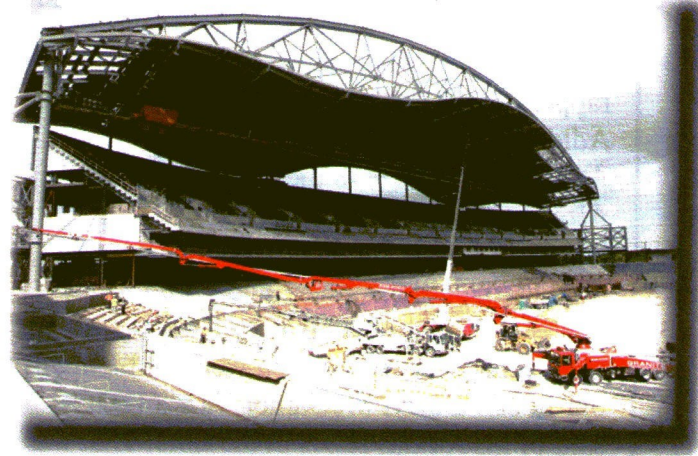
~George Bernard Shaw

Money was never a big motivation for me, except as a way to keep score. The real excitement is playing the game.

~Donald Trump

Day 1





Note: For more information about the visuals, see pages 41–42.

Hip-Hop Blows Up the Brands

by Naomi Klein

As we have seen, in the eighties you had to be relatively rich to get noticed by marketers. In the nineties, you have only to be cool. As designer Christian Lacroix remarked in *Vogue*, “It’s terrible to say, very often the most exciting outfits are from the poorest people.”

Over the past decade, young black men in American inner cities have been the market most aggressively mined by the brandmasters as a source of borrowed “meaning” and identity. This was the key to the success of Nike and Tommy Hilfiger, both of which were catapulted to brand superstardom in no small part by poor kids who incorporated Nike and Hilfiger into hip-hop style at the very moment when rap was being thrust into the expanding youth-culture limelight by MTV and *Vibe* (the first mass-market hip-hop magazine, founded in 1992). “The hip-hop nation,” write Lopiano-Misdorn and De Luca in *Street Trends*, is “the first to embrace a designer or a major label, they make that label ‘big concept’ fashion. Or, in their words, they ‘blow it up.’”

Designers like Stussy, Hilfiger, Polo, DKNY and Nike have refused to crack down on the pirating of their logos for T-shirts and baseball hats in the inner cities and several of them have clearly backed away from serious attempts to curb rampant shoplifting. By now the big brands know that profits from logowear do not just flow from the purchase of the garment but also from people seeing your logo on “the right people,” as Pepe Jeans’ Phil Spur judiciously puts it. The truth is that the “got to be cool” rhetoric of the global brands is, more often than not, an indirect way of saying “got to be black.” Just as the history of cool in America is really (as many

have argued) a history of African-American culture—from jazz and blues to rock and roll to rap—for many of the superbrands, cool hunting simply means black-culture hunting. Which is why the cool hunters’ first stop was the basketball courts of America’s poorest neighborhoods.

The latest chapter in mainstream America’s gold rush to poverty began in 1986, when rappers Run-DMC breathed new life into Adidas products with their hit single “My Adidas,” a homage to their favorite* brand. Already, the wildly popular rap trio had hordes of fans copying their signature style of gold medallions, black-and-white Adidas tracksuits and low-cut Adidas sneakers, worn without laces. “We’ve been wearing them all our lives,” Darryl McDaniels (a.k.a. DMC) said of his Adidas shoes at the time. That was fine for a time, but after a while it occurred to Russell Simmons, the president of Run-DMC’s label Def Jam Records, that the boys should be getting paid for the promotion they were giving to Adidas. He approached the German shoe company about kicking in some money for the act’s 1987 Together Forever tour. Adidas executives were skeptical about being associated with rap music, which at that time was alternately dismissed as a passing fad or vilified as an incitement to riot. To help change their minds, Simmons took a couple of Adidas bigwigs to a Run-DMC show. Christopher Vaughn describes the event in *Black Enterprise*: “At a crucial moment, while the rap group was performing the song [“My Adidas”], one of the members yelled out, ‘Okay, everybody in the house, rock your Adidas!’—and three thousand pairs of

sneakers shot in the air. The Adidas executives couldn't reach for their checkbooks fast enough." By the time of the annual Atlanta sports-shoe Super Show that year, Adidas had unveiled its new line of Run-DMC shoes: the Super Star and the Ultra Star—"designed to be worn without laces."

Since "My Adidas," nothing in inner-city branding has been left up to chance. Major record labels like BMG now hire "street crews" of urban black youth to talk up hip-hop albums in their communities and to go out on guerrilla-style postering and sticker missions. The L.A.-based Steven Rifkind Company bills itself as a marketing firm "specializing in building word-of-mouth in urban areas and inner cities." Rifkind is CEO of the rap label Loud Records, and companies like Nike pay him hundreds of thousands of dollars to find out how to make their brands cool with trend-setting black youth.

So focused is Nike on borrowing style, attitude and imagery from black urban youth that the company has its own word for the practice: *bro-ing*. That's when Nike marketers

and designers bring their prototypes to inner-city neighborhoods in New York, Philadelphia or Chicago and say, "Hey, bro, check out the shoes," to gauge the reaction to new styles and to build up a buzz. In an interview with journalist Josh Feit, Nike designer Aaron Cooper described his bro-ing conversion in Harlem: "We go to the playground, and we dump the shoes out. It's unbelievable. The kids go nuts. That's when you realize the importance of Nike. Having kids tell you Nike is the number one thing in their life—number two is their girlfriend." Nike has even succeeded in branding the basketball courts where it goes bro-ing through its philanthropic wing, P.L.A.Y (Participate in the Lives of Youth). P.L.A.Y sponsors inner-city sports programs in exchange for high swoosh visibility, including giant swooshes at the center of resurfaced urban basketball courts. In tonier parts of the city, that kind of thing would be called an ad and the space would come at a price, but on this side of the tracks, Nike pays nothing, and files the cost under charity.

Naomi Klein is a Canadian author and social activist who has written extensively about corporate globalization. This excerpt is from her book No Logo: Taking Aim at the Brand Bullies.

Note: This article contains American spelling.

THE BET

by Anton Chekhov

I

It was a dark autumn night. The old banker was pacing from corner to corner of his study, recalling to his mind the party he gave in the autumn fifteen years before. There were many clever people at the party and much interesting conversation. They talked among other things of capital punishment. The guests, among them not a few scholars and journalists, for the most part disapproved of capital punishment. They found it obsolete as a means of punishment, unfitted to a Christian State, and immoral. Some of them thought that capital punishment should be replaced universally by life imprisonment.

"I don't agree with you," said the host. "I myself have experienced neither capital punishment nor life imprisonment, but if one may judge *a priori*, then in my opinion capital punishment is more moral and more humane than imprisonment. Execution kills instantly; life imprisonment kills by degrees. Who is the more humane executioner, one who kills you in a few seconds or one who draws the life out of you incessantly, for years?"

"They're both equally immoral," remarked one of the guests, "because their purpose is the same, to take away life. The State is not God. It has no right to take away that which it cannot give back, if it should so desire."

Among the company was a lawyer, a young man of about twenty-five. On being asked his opinion, he said:

"Capital punishment and life imprisonment are equally immoral; but if I were offered the choice between them, I would certainly choose the second. It's better to live somehow than not to live at all."

There ensued a lively discussion. The banker, who was then younger and more nervous, suddenly lost his temper, banged his fist on the table, and turning to the young lawyer, cried out:

"It's a lie. I bet you two millions you wouldn't stick in a cell even for five years."

"If you mean it seriously," replied the lawyer, "then I bet I'll stay not five but fifteen."

"Fifteen! Done!" cried the banker. "Gentlemen, I stake two millions."

"Agreed. You stake two millions; I my freedom," said the lawyer.

So this wild, ridiculous bet came to pass. The banker, who at that time had too many millions to count, spoiled and capricious, was beside himself with rapture. During supper he said to the lawyer jokingly:

"Come to your senses, young man, before it's too late. Two millions are nothing to me, but you stand to lose three or four of the best years of your life. I say three or four, because you'll never stick it out any longer. Don't forget either, you unhappy man, that voluntary is much heavier than enforced imprisonment. The idea that you have the right to free yourself at any moment will poison the whole of your life in the cell. I pity you."

And now the banker, pacing from corner to corner, recalled all this and asked himself:

"Why did I make this bet? What's the good? The lawyer loses fifteen years of his life, and I throw away two millions. Will it convince people that capital punishment is worse or better than imprisonment for life? No, no! All stuff and rubbish. On my part, it was the caprice of a well-fed man; on the lawyer's, pure greed of gold."

He recollected further what happened after the evening party. It was decided that the lawyer must undergo his imprisonment under the strictest observation, in a garden wing of the banker's house. It was agreed that during the period he would be deprived of the right to cross the threshold, to see living people, to hear human voices, and to receive letters and newspapers. He was permitted to have a musical instrument, to read books, to write letters, to drink wine and smoke tobacco. By the agreement he could communicate, but only in silence, with the outside world through a little window specially constructed for this purpose. Everything necessary, books, music, wine, he could receive in any quantity by sending a note through the window. The agreement provided for all the minutest details, which made the confinement strictly solitary; and it obliged

the lawyer to remain exactly fifteen years from twelve o'clock of November 14, 1870 to twelve o'clock of November 14, 1885. The least attempt on his part to violate the conditions, to escape if only for two minutes before the time, freed the banker from the obligation to pay him the two millions.

During the first year of imprisonment, the lawyer, as far as it was possible to judge from his short notes, suffered terribly from loneliness and boredom. From his wing day and night came the sound of the piano. He rejected wine and tobacco. "Wine," he wrote, "excites desires, and desires are the chief foes of a prisoner; besides, nothing is more boring than to drink good wine alone, and tobacco spoils the air in his room." During the first year the lawyer was sent books of a light character: novels with a complicated love interest, stories of crime and fantasy, comedies, and so on.

In the second year the piano was heard no longer, and the lawyer asked only for classics. In the fifth year music was heard again, and the prisoner asked for wine. Those who watched him said that during the whole of that year he was only eating, drinking, and lying on his bed. He yawned often and talked angrily to himself. Books he did not read. Sometimes at nights he would sit down to write. He would write for a long time and tear it all up in the morning. More than once he was heard to weep.

In the second half of the sixth year the prisoner began zealously to study languages, philosophy, and history. He fell on these subjects so hungrily that the banker hardly had time to get books enough for him. In the space of four years about six hundred volumes were bought at his request. It was while that passion lasted that the banker received the following letter from the prisoner: "My dear jailer, I am writing these lines in six languages. Show them to experts. Let them read them. If they do not find one single mistake, I beg you to give orders to have a gun fired off in the garden. By the noise I shall know that my efforts have not been in vain. The geniuses of all ages and countries speak in different languages, but in them all burns the same flame. Oh, if you knew my heavenly happiness now that I can understand them!" The prisoner's desire was fulfilled. Two shots were fired in the garden by the banker's order.

Later on, after the tenth year, the lawyer sat immovable before his table and read only the New Testament. The banker found it strange that a man who in four years had mastered six hundred erudite volumes should have spent nearly a year in reading one book, easy to understand and by no means thick. The New Testament was then replaced by the history of religions and theology.

During the last two years of his confinement the prisoner read an extraordinary amount, quite haphazardly. Now he would apply himself to the natural sciences; then he would read Byron or Shakespeare. Notes used to come from him in which he asked to be sent at the same time a book on chemistry, a textbook of medicine, a novel, and some treatise on philosophy or theology. He read as though he were swimming in the sea among broken pieces of wreckage and in his desire to save his life was eagerly grasping one piece after another.

II

The banker recalled all this and thought:

"Tomorrow at twelve o'clock he receives his freedom. Under the agreement, I shall have to pay him two millions. If I pay, it's all over with me. I am ruined forever . . ."

Fifteen years before he had too many millions to count, but now he was afraid to ask himself which he had more of, money or debts. Gambling on the Stock Exchange, risky speculation, and the recklessness of which he could not rid himself even in old age had gradually brought his business to decay; and the fearless, self-confident, proud man of business had become an ordinary banker, trembling at every rise and fall in the market.

"That cursed bet," murmured the old man, clutching his head in despair . . . "Why didn't the man die? He's only forty years old. He will take away my last farthing, marry, enjoy life, gamble on the Exchange, and I will look on like an envious beggar and hear the same words from him every day: 'I'm obliged to you for the happiness of my life. Let me help you.' No, it's too much! The only escape from bankruptcy and disgrace—is that the man should die."

The clock had just struck three. The banker was listening. In the house everyone was asleep, and one could

Day 1

hear only the frozen trees whining outside the windows. Trying to make no sound, he took out of his safe the key of the door which had not been opened for fifteen years, put on his overcoat, and went out of the house. The garden was dark and cold. It was raining. A damp, penetrating wind howled in the garden and gave the trees no rest. Though he strained his eyes, the banker could see neither the ground, nor the white statues, nor the garden wing, nor the trees. Approaching the garden wing, he called the watchman twice. There was no answer. Evidently the watchman had taken shelter from the bad weather and was now asleep somewhere in the kitchen or the greenhouse.

“If I have the courage to fulfill my intention,” thought the old man, “the suspicion will fall on the watchman first of all.”

In the darkness he groped for the steps and the door and entered the hall of the garden-wing, then poked his way into a narrow passage, and struck a match. Not a soul was there. Someone’s bed, with no bedclothes on it, stood there, and an iron stove loomed dark in the corner. The seals on the door that led into the prisoner’s room were unbroken.

When the match went out, the old man, trembling from agitation, peeped into the little window.

In the prisoner’s room a candle was burning dimly. The prisoner himself sat by the table. Only his back, the hair on his head, and his hands were visible. Open books were strewn about on the table, the two chairs, and on the carpet near the table.

Five minutes passed, and the prisoner never once stirred. Fifteen years’ confinement had taught him to sit motionless. The banker tapped on the window with his finger, but the prisoner made no movement in reply. Then the banker cautiously tore the seals from the door and put the key into the lock. The rusty lock gave a hoarse groan, and the door creaked. The banker expected instantly to hear a cry of surprise and the sound of steps. Three minutes passed, and it was as quiet inside as it had been before. He made up his mind to enter.

Before the table sat a man, unlike an ordinary human being. It was a skeleton, with tight-drawn skin, with long curly hair like a woman’s, and a shaggy beard. The color of his face was yellow, of an earthy shade; the cheeks were sunken, the back long and narrow, and the hand upon which he leaned his hairy head was so lean and skinny that it was painful to look upon. His hair was already silvering with gray, and no one who glanced at the senile emaciation of the face would have believed that he was only forty years old. On the table, before his bended head, lay a sheet of paper on which something was written in a tiny hand.

“Poor devil,” thought the banker, “he’s asleep and probably seeing millions in his dreams. I have only to take and throw this half-dead thing on the bed, smother him a moment with the pillow, and the most careful examination will find no trace of unnatural death. But first, let us read what he has written here.”

The banker took the sheet from the table and read:

“Tomorrow at twelve o’clock midnight I shall obtain my freedom and the right to mix with people. But before I leave this room and see the sun, I think it necessary to say a few words to you. On my own clear conscience and before God who sees me I declare to you that I despise freedom, life, health, and all that your books call the blessings of the world.

“For fifteen years I have diligently studied earthly life. True, I saw neither the earth nor the people, but in your books I drank fragrant wine, sang songs, hunted deer and wild boar in the forests, loved women . . . And beautiful women, like clouds ethereal, created by the magic of your poets’ genius, visited me by night and whispered to me wonderful tales which made my head drunken. In your books I climbed the summits of Elburz and Mont Blanc and saw from there how the sun rose in the morning, and in the evening suffused the sky, the ocean, and the mountain ridges with a purple gold. I saw from there how above me lightnings glimmered, cleaving the clouds; I saw green forests, fields, rivers, lakes, cities; I heard sirens singing and the playing of the pipes of Pan; I touched the wings of beautiful devils who came flying to me to speak of God . . . In your books I cast myself into bottomless abysses, worked miracles, burned cities to the ground, preached new religions, conquered whole countries . . .

“Your books gave me wisdom. All that unwearying human thought created in the centuries is compressed to a little lump in my skull. I know that I am cleverer than you all.

“And I despise your books, despise all worldly blessings and wisdom. Everything is void, frail, visionary, and delusive as a mirage. Though you be proud and wise and beautiful, yet will death wipe you from the face

of the earth like the mice underground; and your posterity, your history, and the immortality of your men of genius will be as frozen slag, burnt down together with the terrestrial globe.

“You are mad and gone the wrong way. You take falsehood for truth and ugliness for beauty. You would marvel if suddenly apple and orange trees should bear frogs and lizards instead of fruit, and if roses should begin to breathe the odor of a sweating horse. So do I marvel at you, who have bartered heaven for earth. I do not want to understand you.

“That I may show you in deed my contempt for that by which you live, I waive the two millions of which I once dreamed as of paradise, and which I now despise. That I may deprive myself of my right to them, I shall come out from here five minutes before the stipulated term and thus shall violate the agreement.”

When he had read, the banker put the sheet on the table, kissed the head of the strange man, and began to weep. He went out of the wing. Never at any other time, not even after his terrible losses on the Exchange, had he felt such contempt for himself as now. Coming home, he lay down on his bed, but agitation and tears kept him a long time from sleeping . . .

The next morning the poor watchman came running to him and told him that they had seen the man who lived in the wing climb through the window into the garden. He had gone to the gate and disappeared. The banker instantly went with his servants to the wing and established the escape of his prisoner. To avoid unnecessary rumors he took the paper with the renunciation from the table and, on his return, locked it in his safe.

Anton Chekhov (1860–1904) was a Russian author whose short stories continue to be revered.

Day 1

We're the richest country on earth. Yet half of us say we can't afford the things we really need—and that includes many people with incomes over \$100,000. Something is wrong with this picture.

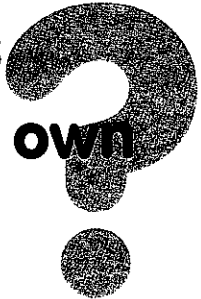
We're swamped by stuff; yet we can't "just stop" accumulating. Willpower and good intentions aren't enough. Stemming the tide of consumerism requires thwarting human nature and sacrificing individual gain for the public good. Not an easy gambit, but it can be done. Find out how in these pages. -The Editors

Illustrations by Bruce Strachan

The Stuff of Life

by Scott Russell Sanders

Do you
own it, or
does
it own
you



On our last night in Rocky Mountain National Park, after a week of backpacking, my son, Jesse, and I sat on a granite ledge overlooking a creek just below our campsite. The water crashed through a jumble of boulders, churning up an icy mist.

Though it was June, glacial air poured down the creek from snow fields higher up. I pulled up the hood of my jacket, stuffed hands into pockets, and hunkered down to soak in the spray. Still I trembled. I couldn't tell whether my shivering was from the cold or from the spell of moving water. After a while, Jesse murmured, "This is a good place."

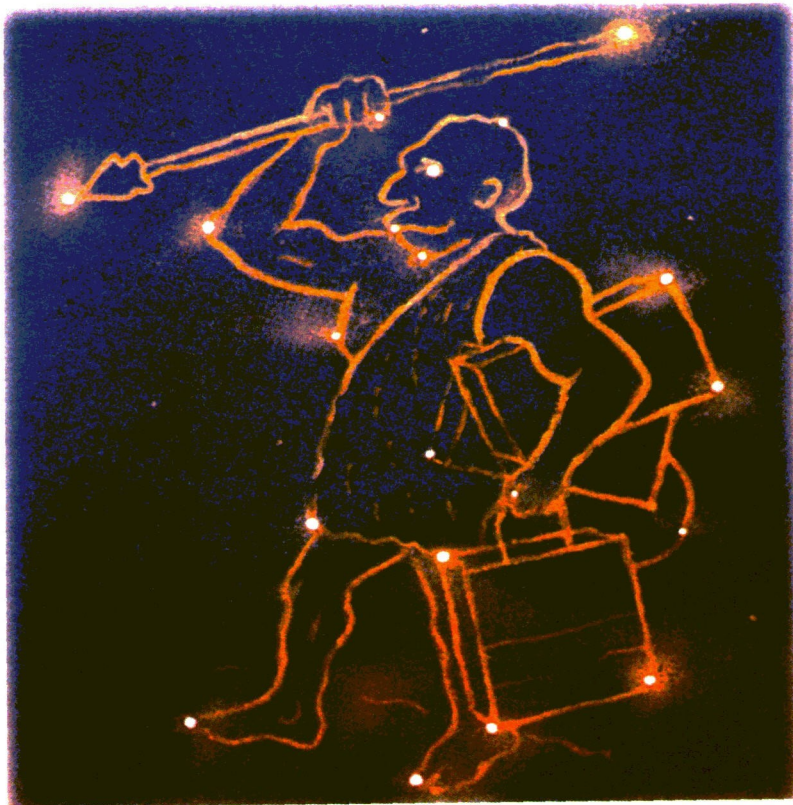
"It is."

In the waning light the trees along the banks merged into a velvety blackness, and the

froth of the creek shone like the Milky Way. Waves rose from the current, fleeting shapes that would eventually dissolve—like my own body, like the mountains, like the earth and stars. I blinked at my son, who rode the same current. Our time in the mountains had left me feeling cleansed and clarified.

The spell of the high country began to evaporate as soon as we climbed into our rental car the next day. The ignition key, steering wheel, and sun-fried upholstery chafed my skin: the thrum of pavement under the wheels and the press of traffic chafed my brain. Everything moved too fast.

Never one to stare at scenery through windows, my son dived into his book. At 17 and 49, both of us moody, Jesse and I had learned that keeping quiet was less wearisome than shouting



at each other. We'd quarrelled at the start of our trip, but the mountains had calmed us, and we had made peace. In the morning we would fly home to Indiana.

The truce began to evaporate as soon as we returned to the land of electricity, money, and clocks. His first act when we entered our motel room was to switch on the television; the sound was like a file scraping my nerves. "Does that have to be so loud?" I snapped.

"If you want it off, why don't you say so?" He jabbed the remote control, and the picture blinked out. "It's all trash anyhow."

I didn't argue, because I could feel tension rising between us. Now that we'd left the trail, I was once again in

charge of budget and schedule, and that alone would have irked him. Back in the city, where much of what I saw struck me as wasteful, ugly, or mad, I was also prone to the ranting that so disturbed Jesse. In our quarrels he had accused me of casting a shadow over his life, because my grief over the fate of the earth filled him with despair. For his sake, I would have to find a way back through this confusion to the sanity I had felt in the mountains.

Whenver I return from a sojourn in the woods or waters or mountains, I'm dismayed by the noise and jumble of the workaday world. One moment I can lay everything I need on the corner of a poncho, tally my responsibilities on the

fingers of one hand. The next moment, it seems, I couldn't fit all my furniture and tasks into a warehouse. Time in the wild reminds me how much of what I ordinarily do is mere dithering, how much of what I own is mere encumbrance. Coming home, I can see that there are too many appliances in my cupboards, too many clothes in my closet, too many strings of duty jerking me in too many directions. The opposite of simplicity, as I understand it, is not complexity but clutter.

Returning from a backcountry trip, I vow to purchase nothing that I don't really need, give away everything that is excess, refuse all chores that don't arise from central concerns. The simplicity I seek is not the enforced austerity of the poor. I seek instead the richness of a gathered and deliberate life, which comes from letting one's belongings and commitments be few in number and high in quality.

As our plane banked after takeoff, we caught one last glimpse of the Front Range shining to the west. Viewed from the air, Denver seemed to be blundering outward in every direction. No doubt many who lived there felt the city was already large enough. But more people were eagerly joining the sprawl, and who was going to stop them? Like other American cities, Denver swells on a blind faith in abundance, a faith that there will always be enough water, land, metal, wood, and

oil that is cheap.

I realized that nothing will prevent us from extending our sway over every last inch of earth—nothing except outward disaster or inward conversion. Since I couldn't root for disaster, I'd have to work for a change of heart and mind. If we hope to survive on this planet, we must learn restraint. We need to say "Enough!" with relish and conviction.

But how, when we seem mindlessly devoted to growth? Like birds and bees and bacteria, we yearn to propagate our kind. Nothing could be more natural. We're unusual among species only in being able to escape, for the short run, the natural constraints on our population or appetites, and in being able to magnify our hungers through the lens of technology.

It seems that our evolutionary history has shaped us to equate well-being with increase, to yearn not merely for more offspring but also more of everything: shoes, meat, horsepower, loot. In a hunting and gathering society, the fruits of an individual's search for more food, better tools, and richer land were shared with the tribe. The more relentless the search, the more likely the tribe would flourish.

How much any group can accumulate or use is limited, of course, by its level of technology. Hunters on foot armed with stone-tipped weapons can wipe out woolly mammoths and giant beavers;

they can open up grasslands by burning or alter the mix of plants in their home territory, but they can't turn a mountain inside out in search of glittering metal or erase a forest or poison the sea. The harnessing of mechanical power dramatically increased our ability to make the world over; the rise of towns enabled us to pile up wealth. I suspect that we're no more greedy than our ancestors, just far more potent in pursuing our desires.

The constant hankering for more has become a menace.

The simplicity I seek is the richness of a gathered and deliberate life.

Our devotion to growth exhausts resources, accelerates pollution, and drives other species to extinction; it upsets community by swelling the scale of institutions and settlements, and it harms the individual by encouraging a scramble for possessions and nagging discontent in the midst of plenty.

What are we poor ravenous creatures to do? We may keep riding the exponential curves higher on every graph—widgets produced, hamburgers sold, acres paved—until nature jerks us back toward the zero point. Or we may choose to live more sustainably. Biology, I'm afraid, is on the side of gluttony and compulsive growth. Restraint will have to come from culture, that shared conversation by which we govern our appetites.

Animal rights activists protest, but elephants are being culled in a southern African park. Rangers insist that the elephants have multiplied beyond the land's capacity; they're uprooting trees, trampling vegetation, exposing soil to erosion. In the absence of predators, beavers also can devastate a woods, and deer can graze fragile plants beyond the point of recovery. These animals possess no inborn curb to prevent them from destroying their own habitat. Their growth is checked only

by the water or food supply, predators, or disease.

Anthropologists now believe that early humans behaved much like these animals, degrading one habitat after another, then moving on. North America is dotted with sites of ancient social experiments that failed, from the Maya to the mound-builders. Even now some indigenous peoples in the rainforests of Asia and South America pursue slash-and-burn agriculture at a pace the forests cannot sustain. Such evidence suggests that the ecological wisdom surviving today had to be learned over long periods of time, through trial and error. Only gradually did humans develop cultural practices—stories, taboos, birth control methods, hunting rituals, rules about the use of common

land—that curbed our instinct to follow hunger wherever it leads.

The capacity for restraint based on knowledge and compassion is a genuine, though embattled, source of hope. Whenever the Environmental Protection Agency proposes higher standards for emissions from smokestacks and cars, for example, critics attack the standards as too expensive, claiming that the richest country in the world can't afford to pay the real price of energy, nor cut back on the use of electricity and gasoline in exchange for breathable air. For every voice that echoes Thoreau's famous plea, "Simplify, simplify," a dozen cry, "Amplify, amplify!"

The present scale of human destructiveness is unprecedented, but the impulse to eat whatever's in reach is entirely natural. What is unnatural, what comes only from culture, is reflection and regard for other life forms. We're the only species capable of acting, through love and reason, to preserve our fellow creatures.

If our addiction to growth is rooted in evolutionary history, we can't just decide to feel good about living with less. We can, however, shift the focus of our expansive desires. We can change the standard by which we measure prosperity. We can choose to lead a materially simpler life not as a sacrifice but as a path toward fulfillment.

In ancient terms, we can learn to seek spiritual rather than material growth.

Meditation, pilgrimage, and other forms of religious inquiry are only part of what I mean by spiritual. I also mean the nourishment that comes through art, literature, and science, through conversation, through skillful, useful work, through sharing bread and stories, through encounters with beauty and wildness. I mean slowing down and focusing on the present moment, with its inexhaustible depths, rather than dashing through life toward some ever-retreating goal.

If we imagine that the fullness we yearn for can be reckoned in dollars or yen or purchased in stores, there will be no end to our craving. Every time we browse store aisles without needing a thing, or switch on the television to banish silence, or pump ourselves full of chemicals in search of a jolt, we are hunting for a freshness that we're far more likely to find in the place from which we set out, had we but eyes to see.

We could cut back dramatically on our food and fuel consumption, wood and metal use, and size of houses and wardrobes without suffering any deprivation. We could free this surplus for others to use, and free ourselves from the burden of lugging it around. As we increase the likelihood of strife by scrambling for more wealth, so

we may increase the likelihood of peace by living modestly and sharing what we have. Thus our needs and the needs of the planet coincide.

Less burdened by possessions, less frenzied by activities, we might play more with our children, look after our elders, plant flowers, read books, make music, come to know the local birds and trees. We might take better care of the land. We might lie down at night and rise up in the morning without feeling the cramp of anxiety. Instead of leaping around like grasshoppers from notion to notion, we might sit still and think in a connected way about our families, our communities, and the meaning of life.

For days after returning home, I felt oppressed by the glut of things. My desk was mounded with mail. Lights blinked on the answering machine, messages lurked in the computer. Meanwhile, the kitchen faucet had sprung a leak, the car's engine was tapping ominously, and our wild flower patch had all but disappeared under a surf of weeds.

"You don't have to do everything your first day home," my wife, Ruth, pointed out. Though I knew better, I kept imagining that if I could first answer every request, fix every broken thing, *then* I would simplify my life. But trying to catch up once and for all is like digging a hole in sand. Unable to make

Day 1

any headway, missing the mountains and the company of my son, I began to slide down the slope toward gloom.

Familiar with my moods, Ruth kept an eye on me to make sure I didn't slide too far—or throw out any crucial mail, junk the car, or put up a FOR SALE sign in the front yard.

One evening that first week home, friends called to invite us out to their farm for a look at the stars. Ruth covered the mouthpiece and said she thought it would be a shame to squander this clear night.

"I've got too much work to do," I told her, pausing on my way upstairs with an armload of papers. Ruth looked at me hard,

then said into the phone, "We'll be there in half an hour."

On our drive into the country, whenever I began to speak about fixing the car or balancing the checkbook, Ruth asked me about my time in the Rockies. So I told her of snowshoeing with Jesse up into avalanche country; of meeting hummingbird, coyote, and elk; of watching sunlight pour through lodgepole pines. By the time we rolled down John and Beth's gravel drive, the memories had steadied me. We could see our friends walking to meet us, their silhouettes tall and thin against a background of stars.

I climbed out of the car with a greeting on my lips, but the

sky hushed me. From the black bowl of space countless fiery lights shone down, each one a sun or swirl of suns, the whole brilliant host of them enough to strike me dumb. The Milky Way arced overhead, reminding me of froth glimmering on the dark surface of a mountain creek. I know the names of a dozen constellations, but I wasn't thinking in words right then. I was too busy feeling brimful of joy, without need of any props except the universe. The deep night drew my scattered pieces back to the center, stripped away clutter and weight, and set me free.

Scott Russell Sanders is an American writer who has published short stories and children's books, but is best known for his novels and essays.



Two Scavengers In A Truck, Two Beautiful People In A Mercedes

by Lawrence Ferlinghetti

At the stoplight waiting for the light
 Nine A.M. downtown San Francisco
 a bright yellow garbage truck
 with two garbagemen in red plastic blazers
 standing on the back stoop
 one on each side hanging on
 and looking down into
 an elegant open Mercedes
 with an elegant couple in it
 The man
 in a hip three-piece linen suit
 with shoulder-length blond hair & sunglasses
 The young blond woman so casually coifed
 with a short skirt and colored stockings
 on the way to his architect's office

And the two scavengers up since Four A.M.
 grungy from their route
 on the way home
 The older of the two with grey iron hair
 and hunched back
 looking down like some
 gargoyle Quasimodo

And the younger of the two
 also with sunglasses & long hair
 about the same age as the Mercedes driver

And both scavengers gazing down
 as from a great distance
 at the cool couple
 as if they were watching some odorless TV ad
 in which everything is always possible

And the very red light for an instant
 holding all four close together
 as if anything at all were possible
 between them
 across that small gulf
 in the high seas
 of this democracy

*Lawrence Ferlinghetti
is an American poet,
painter and publisher.*

Note: Quasimodo is a fictional character in the novel *The Hunchback of Notre-Dame* by Victor Hugo. Quasimodo was born a hunchback and was unjustly feared by the townspeople.

I am a native of North America

by Chief Dan George

In the course of my lifetime I have lived in two distinct cultures. I was born into a culture that lived in communal houses. My grandfather's house was eighty feet long. It was called a smoke house, and it stood down by the beach along the inlet. All my grandfather's sons and their families lived in this large dwelling. Their sleeping apartments were separated by blankets made of bull rush reeds, but one open fire in the middle served the cooking needs of all. In houses like these, throughout the tribe, people learned to live with one another; learned to serve one another; learned to respect the rights of one another. And children shared the thoughts of the adult world and found themselves surrounded by aunts and uncles and cousins who loved them and did not threaten them. My father was born in such a house and learned from infancy how to love people and be at home with them.

And beyond this acceptance of one another there was a deep respect for everything in nature that surrounded them. My father loved the earth and all its creatures. The earth was his second mother. The earth and everything it contained was a gift from See-see-am . . . and the way to thank this great

spirit was to use his gifts with respect.

I remember, as a little boy, fishing with him up Indian River and I can still see him as the sun rose above the mountain top in the early morning . . . I can see him standing by the water's edge with his arms raised above his head while he softly moaned . . . "Thank you, thank you." It left a deep impression on my young mind.

And I shall never forget his disappointment when once he caught me gaffing for fish "just for the fun of it." "My Son" he said, "The Great Spirit gave you those fish to be your brothers, to feed you when you are hungry. You must respect them. You must not kill them just for the fun of it."

This then was the culture I was born into and for some years the only one I really knew or tasted. This is why I find it hard to accept many of the things I see around me.

I see people living in smoke houses hundreds of times bigger than the one I knew. But the people in one apartment do not even know the people in the next and care less about them.

It is also difficult for me to understand the deep hate that exists among people. It is hard to understand a culture that justifies the killing of millions in past wars, and is at this very

moment preparing bombs to kill even greater numbers.* It is hard for me to understand a culture that spends more on wars and weapons to kill, than it does on education and welfare to help and develop.

It is hard for me to understand a culture that not only hates and fights his brothers but even attacks nature and abuses her. I see my white brothers going about blotting out nature from his cities. I see him strip the hills bare, leaving ugly wounds on the face of mountains. I see him tearing things from the bosom of mother earth as though she were a monster, who refused to share her treasures with him. I see him throw poison in the waters, indifferent to the life he kills there; and he chokes the air with deadly fumes.

My white brother does many things well for he is more clever than my people but I wonder if he knows how to love well. I wonder if he has ever really learned to love at all. Perhaps he only loves the things that are his own but never learned to love the things that are outside and beyond him. And this is, of course, not love at all, for man must love all creation or he will love none of it. Man must love fully or he will become the lowest of the animals. It is the power to love

that makes him the greatest of them all . . . for he alone of all animals is capable of love.

Love is something you and I must have. We must have it because our spirit feeds upon it. We must have it because without it we become weak and faint. Without love our self esteem weakens. Without it our courage fails. Without love we can no longer look out confidently at the world. Instead we turn inwardly and begin to feed upon our own personalities and little by little we destroy ourselves.

You and I need the strength and joy that comes from knowing that we are loved. With it we are creative. With it we march tirelessly. With it, and with it alone, we are able to sacrifice for others.

There have been times when we all wanted so desperately to feel a reassuring hand upon us . . . there have been lonely times when we so wanted a strong arm around us . . . I cannot tell you how deeply I miss my wife's presence when I

return from a trip. Her love was my greatest joy, my strength, my greatest blessing.

I am afraid my culture has little to offer yours. But my culture did prize friendship and companionship. It did not look on privacy as a thing to be clung to, for privacy builds up walls and walls promote distrust. My culture lived in big family communities, and from infancy people learned to live with others.

My culture did not prize the hoarding of private possessions, in fact, to hoard was a shameful thing to do among my people. The Indian looked on all things in nature as belonging to him and he expected to share them with others and to take only what he needed.

Everyone likes to give as well as receive. No one wishes only to receive all the time. We have taken much from your culture . . . I wish you had taken something from our culture . . . for there were some beautiful and good things in it.

Soon it will be too late

to know my culture, for integration is upon us and soon we will have no values but yours. Already many of our young people have forgotten the old ways. And many have been shamed of their Indian ways by scorn and ridicule. My culture is like a wounded deer that has crawled away into the forest to bleed and die alone.

The only thing that can truly help us is genuine love. You must truly love us, be patient with us and share with us. And we must love you—with a genuine love that forgives and forgets . . . a love that forgives the terrible sufferings your culture brought ours when it swept over us like a wave crashing along a beach . . . with a love that forgets and lifts up its head and sees in your eyes an answering love of trust and acceptance.

This is brotherhood . . . anything less is not worthy of the name.

I have spoken.

Chief Dan George (1899–1981) was from the Tsleil-Waututh Nation in British Columbia. His writing and oratory skills educated and impacted non-Aboriginals about First Nations perspectives in the 1960's and 70's.

Bank of America



This illustration of the Bank of America by Victor Juhasz was used in the article "Too Crooked to Fail" by Matt Taibbi published in Rolling Stone magazine.

Habitat for Humanity



EXIT Realty Corp. International
HAS PLEDGED
\$1,500,000
to Habitat for Humanity

To date, EXIT Realty and our associates have donated \$1,500,000.00 to support Habitat for Humanity's efforts to eliminate poverty housing. During this time, EXIT has built 10 corporately sponsored homes with families in need across the United States and Canada. At EXIT, we're proud of the work we have accomplished at the corporate level and through our associates at the local level with Habitat for Humanity. No matter what the market conditions, EXIT Realty continues to improve our communities ... one donation, one house, at a time.



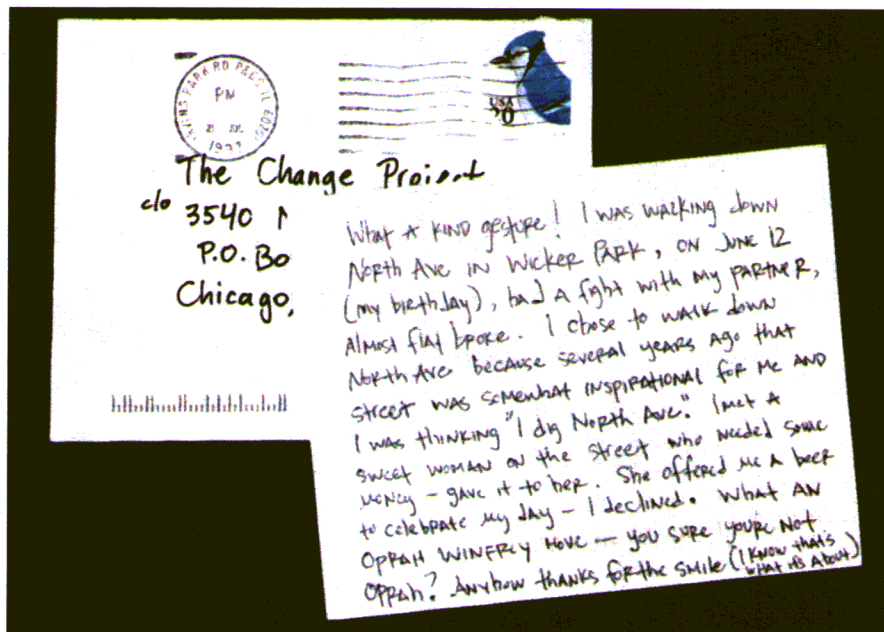
Habitat
for Humanity®

*Photos from EXIT Realty's corporately sponsored Habitat home build in Fredericton, New Brunswick (Sep. 08 - Dec. 08).

Buddy, I Can Spare You a Dime

But at least let me know how you spent it

by Amy Krouse Rosenthal



This money was left here intentionally, and is specifically for your use. I know it's not much—perhaps just enough to treat yourself to a cookie, coffee, a lottery ticket, donation to the homeless, a new pair of socks In any case, I hope it changes your day for the better. All I ask in return is that you let me know how you spend it. You don't have to sign your name, and a prepaid postcard is included. Enjoy.

Every week, for close to a year, I left an envelope containing this note, some loose change, and a stamped postcard addressed to my P.O. box for a random stranger to discover. I'd like to say that I set out to do this for purely altruistic reasons. But, more accurately, I did it because I'm easily bored and I concoct experiments such as this as a means of injecting a morsel of suspense into the week. That, and because I really like getting mail.

It was always fun to plan where to leave the envelopes. I sent a few with friends traveling

out of town. I left them in phone booths, taxis, and newspaper boxes. I left them on sidewalks, airplanes, and restaurant tables. I left them at a bookstore, a doctor's office, and a bar mitzvah. Once, at a jazz bar, I watched a bride go into the bathroom, so I followed her and strategically left the envelope for her by the sink. She ran out, waving the envelope and screaming "Look at this!" to her bridal party. That was a highlight. (Though I never did hear from her.)

I got 10 postcards back. I was always amazed when I got a response. And I was always amazed when I didn't. Responding was nearly effortless, yet most people apparently couldn't be bothered. I couldn't help but obsess over this: Did the postcard just get lost in a pile somewhere? Do they vow daily: "I'm definitely going to mail this today" but somehow never get around to it? Did they think it was creepy—that they were being followed, or that by mailing

the postcard they could be traced? Did they—those slimes—peel the stamp off the postcard for their own use? Ah, forget them.

I'd like to think that how the 10 people who returned their cards chose to spend their change said something (profound?) about them, in the same way that whatever poster you hung over your bed in college offered visitors an instant assessment of Who You Really Are. (Although I'm still at a loss for what that ballet-slipper-standing-on-the-egg poster was supposed to mean.)

The responses ranged from the American Dream: *Florida Lottery Ticket for \$55,000,000 to Zenlike simplicity: 68¢ Bought a piece of fresh fruit.*

Two spoke of serendipity: *What a kind gesture. I was walking down North Avenue on June 12 (my birthday), had a fight with my partner, almost flat broke. I chose to walk down North Ave. because several years ago that street was somewhat inspirational for me and I was thinking "I dig North Ave." I met a sweet woman on the street who needed some money—gave it to her. She offered me a beer to celebrate my day—I declined. What an Oprah Winfrey move—you sure*

you're not Oprah? Anyhow, thanks for the smile. I know that's what it's about.

Hello. I'm sorry, I forgot write for you how I spend money. I found money in Sunday when I forgot my money for breakfast. I opened and say thanks God and thanks for you. Helen, Lake Shore Club (you see me in club please) (Helen is the woman who cleans out the women's locker room at my health club.)

There was the philanthropist: Donated to Amy Erickson Alternative Cancer Treatment Fund.

And the realist: Thank you for the gift! I added it to my fabulous coin collection which I keep in an apple cider bottle and which I'll use to partially finance my upcoming move. Thanks again for your thoughtful offering. Every little bit does help out and it's so fun to receive help from a stranger.

I gave away between 50 cents and \$1.50 each week. In the end, that probably added up to about 60 bucks counting the postage—not exactly a Ted Turner-sized donation. But if it lifted a few spirits for a few minutes, I'm hoping the long-haired karma gods will forgive me for the time I bit Bobby Bycraft in first grade. Plus, as I say, I got mail.

Amy Krouse Rosenthal wrote The Book of Eleven: An Itemized Collection of Brain Lint. She is an American author, best known for her successful children's books.

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Connecting Ideas

Explain how your attitude towards money has or has not changed since childhood.

5 marks

108

[Area with horizontal dotted lines for writing]

← You may go forward or back to any section of this booklet during the test process. →

Previewing the Writing Task

Writing Task: Develop an original written text using an idea about *Money* that you consider to be interesting and meaningful.

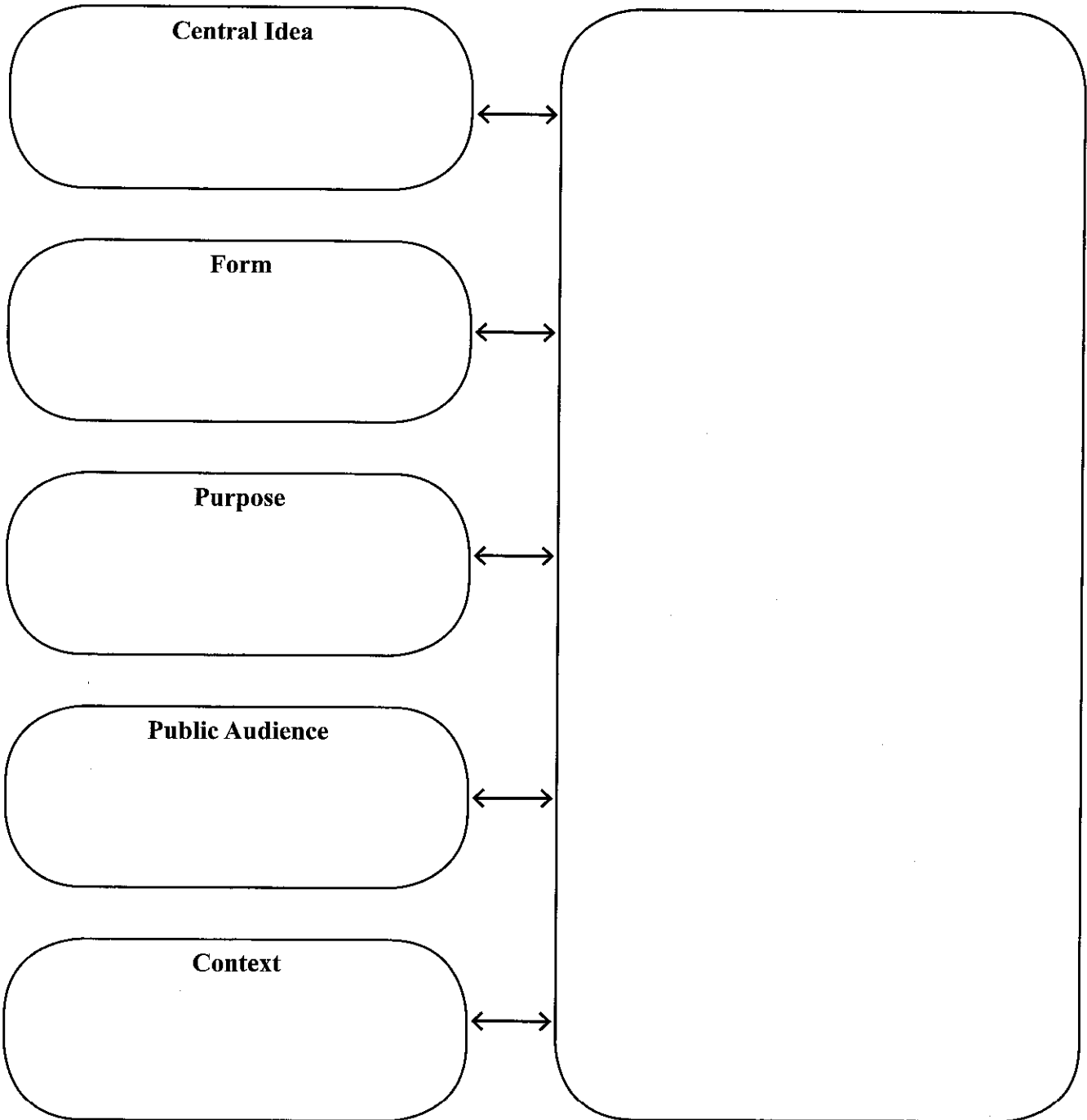
Consider:	Focus Questions:
<p>The central idea—theme, thesis, controlling idea, focus</p>	<p>What are you writing about?</p>
<p>The form—article, column, essay, eulogy, memoir, monologue, proposal, script, short story, speech, other</p>	<p>Which form will be most effective?</p>
<p>The purpose of your text—to entertain, to inform, to persuade, etc.</p>	<p>Why are you writing this?</p>
<p>The public audience—specific characteristics such as age, gender, interests</p>	<p>Who is being targeted?</p>
<p>The context—situation in which your audience will experience your text</p>	<p>Where will the text be presented or read?</p>

Planning and Developing Your Text

Plan your writing variables for your written text on *Money*. You will need to explain how your chosen writing variables work together to make your text effective on page 32.

Planning Your Writing Variables

Brainstorming for Ideas



Developing Your Text

Drafting

Use only the draft paper provided at the back of this booklet to develop your writing task on Days 2 and 3.

Be certain your text is of sufficient length and is developed well enough to communicate your ideas clearly and effectively to your audience.

At the end of each session, place all your *Draft Paper* inside the back cover.

Once you have completed your draft, answer the Reflecting question on page 31.

Revising and Editing

Your writing task is worth 40 marks. Before writing the final copy of your text, consider your purpose, audience, and context as you revise and edit for the following:

- Is your text of sufficient length to communicate and support your central idea clearly and effectively? (10 marks)
- Are the organizational structures, techniques, and transitions you used effective? (10 marks)
- Are your language choices and use of language effective? (10 marks)
- Is your use of the conventions of written language (i.e., grammar and usage, sentence structure, spelling, capitalization, and punctuation) appropriate? (10 marks)

Caution regarding cheating:

Cheating on any aspect of the test will result in a test score of zero. This includes removing any test materials from the room, bringing outside notes to the test, or plagiarizing. Plagiarism is defined as the presentation of someone's ideas or writings as one's own.

← You may go forward or back to any section of this booklet during the test process. →

Reflecting

Authors write with a goal to capture the audience's attention, to maintain the audience's attention or to make a lasting impression. Explain how your text accomplishes one of these goals.

5 marks

109

Dotted lines for writing response.

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

- Central Idea:
- Form:
- Purpose:
- Public Audience:
- Context:

Explain how your chosen writing variables work together to make your text effective.

5 marks

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Day 4: Final Copy

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A series of horizontal dotted lines for writing, spanning the width of the page.

A series of horizontal dotted lines for writing, spanning the width of the page.

Day 4: Final Copy

Handwriting practice lines consisting of 28 horizontal dotted lines. A vertical solid line is drawn across the page, intersecting the dotted lines, positioned approximately one-third of the way from the left edge.

Lined writing area with horizontal dotted lines.

Day 4: Final Copy

Lined writing area consisting of 30 horizontal dotted lines.

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Visuals

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Extra Page

Indicate the question # for each response.

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Draft Paper (tear-out)

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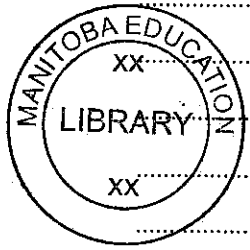
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Please staple
Draft Paper and Tear-Out Page
Here on Day 4.

Grade 12
English Language Arts
Standards Test

**Responding
to Text**

January 2014

Instructions

1. **Read each question carefully prior to reading the appropriate text(s).** Provide a clear and fully developed response in this booklet.
2. *Extra Pages* are provided at the back of this booklet on pages 10–12. Should you require more space for any of the questions in the *Responding to Text* booklet, please indicate at the end of your response: “continued on page 10 . . .”
3. The six questions in this booklet are worth 35 marks and you have approximately 160 minutes to read and write your responses.
4. Note that question 2 is worth **10 marks**. Be sure to respond to only **one** of the texts.

Points to remember:

- Before beginning to write in this booklet, check to see that the booklet number on the top right hand corner of the cover matches the number on your *Process Booklet*.
- Please write in black or dark blue ink.
- **You will have this booklet only until the end of today’s session.**

Hip-Hop Blows Up the Brands

1. Naomi Klein is a vocal critic of large corporations. Explain how her bias is revealed in this text. **5 marks**

101

Ruled area for writing the response to the question above. The area contains 25 horizontal dotted lines for student input.

The Bet
or
The Stuff of Life

10 marks

2. Read the following texts from the *Process Booklet* and choose one for your response:

“The Bet” by Anton Chekhov

or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks) 102
- and
- explain how this idea affirms or challenges your understanding of the world. (5 marks) 103

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Bank of America or Habitat for Humanity

5 marks

106

5. Select a visual from page 22 or 23 and explain how techniques and/or elements are used in this visual to convey an idea about money. Consider colour, contrast, details, focal point, foreground/background, etc.

A series of horizontal dotted lines provided for writing the answer to question 5.

Buddy, I Can Spare You a Dime

6. Explain whether or not the author’s experiment was a success. Support your position with reference to the text.

5 marks

107

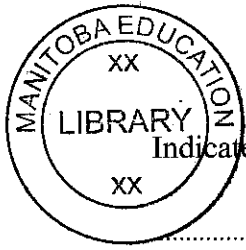
Dotted lines for writing the answer.

Conclude Day 1 by previewing Connecting Ideas on page 27.

Extra Page

Indicate the question # for each response.

A series of horizontal dotted lines for writing responses.



Extra Page

Indicate the question # for each response.

A series of horizontal dotted lines for writing responses.

Grade 12
English Language Arts
Standards Test

**Student Exemplars
and Rationales**

Use in conjunction with *Scoring Rubrics*

January 2014

12/1551

Grade 12 English Language Arts Standards Test—January 2014

Additional Information for Markers

Student Exemplars and Rationale

Reflecting Question

- Pages 42 and 43 of the *Student Exemplars and Rationale* booklet, please disregard the exemplar for Above Level for the Reflecting question. It has been identified as problematic.
- Page 103 of the *Student Exemplars and Rationale* booklet, Response 2 of the Practice Paper, please change the score from 4 to 3 and change the rationale to: “clear and *somewhat* developed” and “logical and *somewhat* specific.”

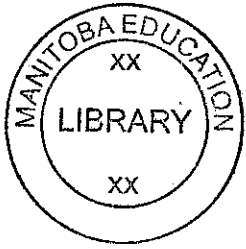


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**Student Exemplars* and Rationales
and Practice Papers
for *Responding to Text***

Use in conjunction with
Scoring Rubrics

*Student responses are italicized and unedited.

Hip-Hop Blows Up the Brands

Responding to Text 1: Naomi Klein is a vocal critic of large corporations. Explain how her bias is revealed in this text.

Learning Outcome: 2.2.3, 3.3.3 Appreciate the Artistry of Texts, Evaluate Information

<p>Out of Range Score: 0</p>	<p>Below Level 1 2</p>	<p>At Level 3 4</p>	<p>Above Level 5</p>
<p>Yes, Klein uses bias because she talks about Nike getting their ideas from the poorest people. Over the past decade young black men in American inner cities have been the markets.</p> <p>Nike got their ideas from the poor but donated most of the money to tonier parts to resurface urban basketball courts. Nike gave nothing and files the cost under charity.</p>	<p>I looked bias up in the dictionary and it said to be for or against something. When I was reading this text it felt like I was reading facts, not somebody's personal opinion. I think this article could be more persuasive if she put her own opinion in it instead of just stating facts that she probably got from the internet. Sure hip-hop blows up the brands but she never favoured or went against the fact. These are a few reasons why Klein did not use bias effectively in this article.</p>	<p>I think that Klein uses bias in a way that evokes a response of scandal and anger. She portrays the big brands, like Adidas and Nike, in a way that makes them seem money and power-hungry. She explains how these companies use the black population as a target audience and marketing tool. The author almost makes the companies appear racist, and I think that was effective in getting a reaction from the reader. These companies are massive, generating millions or billions of dollars annually, and they use the hip-hop sub-culture of America as a free marketing tool. Klein is on the side of the people, and not the big brands, and her bias is visibly shown in her writing piece.</p>	<p>Although Klein tries to not be bias, her negative opinion shines through her article many times. The first instance when we can see her bias is when she writes, "Over the past decade, young black men in American inner cities have been the market most aggressively mined by the brandmasters as a source of borrowed "meaning" and identity" (Klein). The fact that she uses the word aggressively shows that she thinks lower of the "brandmasters", because it has an extremely negative connotation. Also the fact that it makes people "borrow identities" which evokes pity because the "young black men" cannot be themselves. Klein continues to use a negative tone about the issue when she explains, "the company has it's own word for the practice: bro-ing" (Klein). This is important because her tone changes to become disgusted that they are doing this often enough to give it a name. Klein ends the article stating, "In tonier parts of the city, that kind of thing would be called an ad and the space would come at a price, but on the side of the tracks, Nike pays nothing, and files the cost under charity" (Klein). In this, we continue to see Klein's disgust of the company, and how money affects everything. In conclusion, Klein did reveal her bias because, while still explaining the situation through an article, she subtly put in her opinions, which were understood.</p>

Rationale

<ul style="list-style-type: none"> • Response does not demonstrate an understanding of bias. <ul style="list-style-type: none"> - <i>“Nike got their ideas from the poor but donated most of the money to tonier parts to resurface urban basketball courts.”</i> <p style="text-align: right;">Score: 0</p>	<ul style="list-style-type: none"> • Response provides an undeveloped explanation of how Klein’s bias is revealed in the text. <ul style="list-style-type: none"> - <i>“When I was reading this text it felt like I was reading facts, not somebody’s personal opinion.”</i> • Support for the explanation is generalized. <ul style="list-style-type: none"> - <i>“Sure hip-hop blows up the brands but she never favoured or went against the fact.”</i> <p style="text-align: right;">Score: 2</p>	<ul style="list-style-type: none"> • Response provides a clear and developed explanation of how Klein’s bias is revealed in the text. <ul style="list-style-type: none"> - <i>“She portrays the big brands, like Adidas and Nike, in a way that makes them seem money and power-hungry.”</i> • Support for the explanation is logical and specific. <ul style="list-style-type: none"> - <i>“... they use the hip-hop sub-culture of America as a free marketing tool.”</i> <p style="text-align: right;">Score: 4</p>	<ul style="list-style-type: none"> • Response provides an insightful explanation of how Klein’s bias is revealed in the text. <ul style="list-style-type: none"> - <i>“... which evokes pity because the ‘young black men’ cannot be themselves.”</i> - <i>“This is important because her tune changes to become disgusted that they are doing this often enough to give it a name.”</i> - <i>“The fact that she uses the world aggressively shows that she thinks lower of the ‘brandmasters’, because it has an extremely negative connotation.”</i> • Support for the explanation is precise. <ul style="list-style-type: none"> - <i>“Klein continues to use a negative tone about the issue when she explains, ‘the company has it’s own word for the practice: bro-ing’ (Klein).”</i> <p style="text-align: right;">Score: 5</p>
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PRACTICE PAPER—RESPONDING TO TEXT #1

Response 1

Hip-Hop Blows Up the Brands

1. Naomi Klein is a vocal critic of large corporations. Explain how her bias is revealed in this text.

5 marks

I do believe that Klein uses bias ~~effectively~~ in the article. I believe this because while reading the article it became very apparent to me that it was bias toward Adidas and negative toward Nike. Lines like "At a crucial moment, while the rap group was performing the song ["My Adidas"] one of the members yelled out, 'okay, everybody in the house, rock your Adidas!' and three thousand pairs of Adidas shot in the air." as compared to the final comment about Nike that states, "Nike pays nothing, and files the cost under charity" leads them to sound like a crappy company. ~~As a~~ personally, I don't know much about shoes or marketing. However, after reading this article I am lead to believe that Adidas is an overall better company, ~~at this~~ because of the biasness in the way this Article is written.

Hip-Hop Blows Up the Brands

1. Naomi Klein is a vocal critic of large corporations. Explain how her bias is revealed in this text.

5 marks

In the article Klein paints corporation and brand creators as money hungry crooks, wedging their way into any and every subculture in order to make a quick buck. She antagonises the companies that associate their products with Pop Culture icons.

She quotes the president of the record label saying "The executives couldn't reach their check books fast enough," as if they were the ones who came up with the idea to associate their product with DMC when it was the other way around, DMC liked the brand, so made a song about it, the record label thought they could profit from that and they did.

She says in the article that Nike is pandering to black urban youth. She says they try to be cool and hip and demonizing them for it. She writes about corporations as if it was immoral to make money, if it were a sin to have a target audience and to create supply for a demand is evil.

The Bet or The Stuff of Life

2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“The Bet” by Anton Chekhov
or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

The main idea in this story is: living or being in the country is amazing compared to being in a town. living or being in the country gives you freedom. You can relax and have fun. When your a country boy you learn alot more then some city kid. City kids just have video games. If your a country hick your outside fixing things and actually learning and doing something with your life. In the country everyone is calm and relaxing. Their stress levels go up once they get back into their car and back into the city were there hotel was. In the country you have fresh air and birds chirping. which is good for the health. In the city you have smog and big buildings all around you. its bad for your health. Peoples stress levels will go up in the city. This idea affirms or challenges my understanding of the world because I dont get how city kids can just sit inside and game when there is so much to learn or do in this world. These kids could be out camping like they were in the story or they could be out building something like a go kart.

Rationale

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 2

- Response provides a superficial explanation of a main idea from the text.
 - *“The main idea in this story is: living or being in the country is amazing compared to being in a town.”*
- Support for the explanation is generalized.
 - *“In the country you have fresh air and birds chirping. which is good for the health. In the city you have smog and big buildings all around you. its bad for your health.”*

Learning Outcome 1.2.4, 2.2.2

Connect Self, Texts, and Culture

Rationale

Score: 2

- Response provides a superficial explanation of how the idea affirms or challenges the student’s understanding of the world.
 - *“This idea affirms or challenges my understanding of the world because I dont get how city kids can just sit inside and game . . .”*
- Support for the explanation is generalized.
 - *“When your a country boy you learn alot more then some city kid.”*

The Bet or The Stuff of Life

2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“The Bet” by Anton Chekhov

or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

I consider the main idea of the text “The Bet” by Anton Chekhov to be that money is not everything. It shows that you can spend years studying the marvels of the world without spending a single dime. This text teaches us that the simplest pleasures, such as music and books, can keep us sane even in unimaginable circumstances. In this text, the lawyer writes in his final note that he “Climbed the summits of Elburz and Mont Blanc.” This shows that we do not need money to have great life experiences. All we need to experience something truly great, is imagination. It is such a simple thing; something you might hear a small child speak of. Imagination. The thought of using imagination so deeply and profoundly, is not only scary but it is also frowned upon. Growing up, we are taught to be realistic. However, we could learn something from the lawyer in this text. If we were to use our imaginations, we could experience great things without spending any money at all.

This idea challenges my understanding of the world largely. It makes me wonder: what if - even for only a day - everyone stopped spending money. If we didn't spend money, and instead enjoyed lifes simplest pleasures. The things we could learn from ourselves and others are immense. The opportunities are endless. What if, for one day, the world didn't revolve around money, but instead it revolved around discovering lifes greatest joys? There are vast amounts of opportunities that could emerge from this, and the effects could be truly life changing.

Rationale

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 4

- Response provides a clear and developed explanation of a main idea from the text.
 - “. . . *that money is not everything.*”
 - “*This shows that we do not need money to have great life experiences. All we need to experience something truly great, is imagination.*”
- Support for the explanation is logical and specific.
 - “*This text teaches us that the simplest pleasures, such as music and books, can keep us sane even in unimaginable circumstances.*”
 - “. . . *we could learn something from the lawyer in this text.*”

Learning Outcomes 1.2.4, 2.2.2

Connect Self, Texts, and Culture

Rationale

Score: 3

- Response provides a clear and somewhat developed explanation of how the idea affirms or challenges the student’s understanding of the world.
 - “*It makes me wonder: what if - even for only a day - everyone stopped spending money. If we didn’t spend money, and instead enjoyed lifes simplest pleasures.*”
- Support for the explanation is relevant and somewhat specific.
 - “*The things we could learn from ourselves and others are immense . . . endless.*”

The Bet or The Stuff of Life

2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“The Bet” by Anton Chekhov
or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

I think the main idea in the text is how corrupt our world is, because in this article it shows how a father and son go on a trip to the Rocky and realize how peaceful and relaxing it is, and when they come back to their home land realize all the unnessesary items that left. It shows the desires that human needs, that really people think is a nesesity but isnt, “ the simplicity I see is is not the enforced austerity of the poor,” this line from the article states what of most people do, we cry and grieve over items that are so useless that we don't value the simply things that the poor need like water and shelter. This idea affims my understanding of the world because the older I get, the more I realize how this world is crazy and how corrupt it is. It is scary because I don't even have the confidence to bring a child to this world. How is it that there is enough food to feed every individual in this world, yet people die everyday of malnutrition. It also sickens me how people who cry over the stupidest things like have the updated Iphone, instead of being grateful to have drinking water. As generations passes, the more our world becomes more corrupt

Rationale

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 3

- Response provides a somewhat clear and developed explanation of a main idea from the text.
 - *“It shows the desires that human needs, that really people think is a necessity but isn’t . . .”*
- Support for the explanation is somewhat logical and specific.
 - *“. . . and when they come back to their home land realize all the unnecessary items that left.”*

Learning Outcome 1.2.4, 2.2.2

Connect Self, Texts, and Culture

Rationale

Score: 3

- Response provides a clear and somewhat developed explanation of how the idea affirms or challenges the student’s understanding of the world.
 - *“. . . the older I get, the more I realize how this world is crazy and how corrupt it is.”*
- Support for the explanation is relevant and specific.
 - *“How is it that there is enough food to feed every individual in this world, yet people die everyday of malnutrition.”*

The Bet or The Stuff of Life

2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“The Bet” by Anton Chekhov

or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
- and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

The main idea of this text is once you have your material possessions taken away, you begin to realize what is worthless and what is not. This main idea is presented throughout the story. An example is when the prisoner is offered wine, “‘wine, he wrote’ excites desires, and desires are the cheif foes of a prisoner”. Chekhov includes this line because it is at the beginning of the prisoners time in jail. The author wants the reader to understand that when you have your luxeries taken away you have to prioritize and think about what you actually need. The lawyer does not accept wine for the first bit of his prison stay. It is funny to see how the banker believes wine is something cruel to take away, but yet the lawyer is not allwed human contact. The lawyer is offered “pleasures” and not necessarily the luxeries needed to survive. This makes the reader wonder what really is necessary to get through everyday life. The world has a warped image of what is needed to get through the day on a regular basis. People have an easier time accessing a cell phone then they do food. A cell phone is a material possession, it is not, in human nature, a thing to survive. The world has convinced humanity that materials are the ways to fame and being noticed by others. Although society today does not use the class system anymore, it is like the amount of materials or the quality of is putting society back into that state of mind. Although this is a fiction story that takes place a few centuries ago, the reader is able to see that society is going down the same vain path. When Chekhov, at the end of the story, states, “‘And I despise your books, despise all wordly blessings and wisdom. Everything is void, frail, visonary, and delusive as a mirage”, the main idea is proven again. Chekhov included this because he now wants the reader to know that money and materials are not the root of all happiness. The lawyer has realized that luxeries like wine and tobacco are worthless and that some of the information this world insists on pounding into society is worthless as well. This helps the reader understand the grip that the idea of materials has on today’s society. People claim they cannot live without their cell phones and they are not kidding. But, when faced with a decision of choosing food over materials, one would hope the person chooses food. In Canada and other developed nations the majority of the people do not have to make such a decision because of the way of life given to them. The reader is able to get a sense of rebirth in the lawyer as he realizes how petty society really is and that really, if you have what you need to survive, you should be happy and grateful.

Rationale

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 5

- Response provides an insightful and thorough explanation of a main idea from the text.
 - *“The main idea of this text is once you have your material possessions taken away, you begin to realize what is worthless and what is not.”*
 - *“. . . that money and materials are not the root of all happiness.”*
- Support for the explanation is precise.
 - *“The author wants the reader to understand that when you have your luxuries taken away you have to prioritize and think about what you actually need.”*
- Ideas may extend to a broader context.
 - *“It is funny to see how the banker believes wine is something cruel to take away, but yet the lawyer is not allowed human contact.”*

Learning Outcome 1.2.4, 2.2.2

Connect Self, Texts, and Culture

Rationale

Score: 5

- Response provides an insightful and thorough explanation of how the idea affirms or challenges the student’s understanding of the world.
 - *“The world has a warped image of what is needed to get through the day on a regular basis. People have an easier time accessing a cell phone than they do food.”*
 - *“The reader is able to get a sense of rebirth in the lawyer as he realizes how petty society really is and that really, if you have what you need to survive, you should be happy and grateful.”*
- Support for the explanation is perceptive.
 - *“The lawyer has realized that luxuries like wine and tobacco are worthless and that some of the information this world insists on pounding into society is worthless as well. This helps the reader understand the grip that the idea of materials has on today’s society.”*
- Ideas may extend to a broader context.
 - *“Although this is a fiction story that takes place a few centuries ago, the reader is able to see that society is going down the same vain path.”*

The Bet or The Stuff of Life

2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“The Bet” by Anton Chekhov
or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

The main idea of this text is that money and materialistic things do not bring happiness to the world or yourself and that the simpler things in life are what you should cherish. Scott goes on a trip with his son he notices that no technology and just simplicity brings happiness and closeness with his son, when technology gets involved him and his son part and are not as happy as they were. This is showing how simpler things in life can bring together a family. “I vow to purchase nothing that I dont really need, give away everything that is excess”... Here Scott is showing that materialistic things are not needed to have a happy life. “I seek the richness of a gathered and deliberate life.” Scott is saying that money is not what is most important having a great and healthy life makes you rich. This is the main idea in the text because there are examples to prove that this is true. Money, materialistic and simplicity are the three words that have the most meaning to this text. “We can learn to seek spiritual rather than material growth.” Scott is trying to show that spirituality is also important being one with yourself makes you one with this earth. This main idea of the text affirms my understanding of the world. We as children are taught that money makes the world go round. We learn that without money and materialistic goods the world is nothing. After reading this text I have learned that money is not everything, yes it is needed to live and get our needs, but our needs are what we have to look at. What do we really need? I believe that materialistic goods are nice to have, but when you are searching for your true self simplicity is key. The world is run by money but if it wasnt wouldnt it be a better place? If everyone was enjoying life the world would be peaceful. This idea has really changed my understanding of the world because taking a simpler approach and not thinking about money can take less stress off yourself as well as the world. “Our devotion to growth exhausts resources, accelerates pollution, and drives other species to extinction.” This part of the text really spoke to me. Our need for more and more is killing this world with pollution and extinction. My understanding before was that growth of the economy and resources helped the world. I now know that this is not true. This main idea has helped my understanding of the world.

Rationale

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 5

- Response provides a sophisticated explanation of a main idea from the text.
 - “. . . that money and materialistic things do not bring happiness to the world or yourself and that the simpler things in life are what you should cherish.”
- Support for the explanation is perceptive.
 - “‘I seek the richness of a gathered and deliberate life.’ Scott is saying that money is not what is most important having a great and healthy life makes you rich.”

Learning Outcome 1.2.4, 2.2.2

Connect Self, Texts, and Culture

Rationale

Score: 5

- Response provides an insightful explanation of how the idea affirms or challenges the student’s understanding of the world.
 - “I believe that materialistic goods are nice to have, but when you are searching for your true self simplicity is key.”
- Ideas may extend to a broader context.
 - “This part of the text really spoke to me. Our need for more and more is killing this world with pollution and extinction.”

PRACTICE PAPER—RESPONDING TO TEXT #2

Response 1

The Bet or The Stuff of Life

2. Read the following texts from the Process Booklet and choose one for your response:

10 marks

“The Bet” by Anton Chekhov

or

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

I think the main idea in this text is that the things we value most, like money and material things, don't really matter at all in the big picture. While you read the story, the lawyer who was imprisoned seems like a petty fool, who would throw away fifteen years of his life for a mere two million. In actuality, the reason he stayed the full fifteen years was not because of greed, but because of a hatred for society and how it functions. During all of those years he spent his time educating himself on everything he could and gained knowledge and wisdom. "Your books gave me wisdom. All that unwearying human thought created in the centuries is compressed to a little lump in my skull. I know that I am cleverer than you all." He realized what a pathetic society he was living in, a

society driven mad by greed and money.

This text affirms my understanding of the world, and I too agree that the world is driven by money and greed when it should be driven by something that actually matters. Unfortunately, as a member of our culture, I am also driven by money and material things. I myself own far too many material things, be it clothes, shoes, electronics, or other frivolous possessions. When I think about my future, I don't think about how I can help people. I think about where I should go to school, what job I should get, how much that job will pay, will it pay enough? This is the world we live in, and it's not a good place to be. As the human race we have so much potential, yet we squander it everyday.

The Bet
or
The Stuff of Life

2. Read the following texts from the Process Booklet and choose one for your response:

10 marks

"The Bet" by Anton Chekhov

or

"The Stuff of Life" by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text (5 marks)
and
- explain how this idea affirms or challenges your understanding of the world. (5 marks)

The main idea in the text "The Stuff of Life" is to simplify your life to make it more enjoyable. I think this is the main idea of the text because the author wrote "the simplicity I seek is the richness of a gathered and deliberate life." What I think he means by this is that he doesn't want to get caught up in work, fixing the car, or arguing with his son, he just wants to enjoy life by living it simply. Another reference in the text that supports this idea is when he says, "Less burdened by possessions, less frenzied by activities, we might play more with our children, look after our elders, plant flowers, read books, make music, come to know the local birds and trees." By saying this I realized that if we simplify our life by not worrying about the little things we have time for activities that could make our life happier or even increase our health. These are a few reasons why I thought the main idea was to simplify your life to make it more enjoyable.

After reading the text "The Stuff of Life" my understanding of the world was challenged. My understanding of the world was challenged because I thought if you wanted to be happy and live a good life you needed to make a little bit more money than the average joe and have a big house and great job. After reading the text I realized that's not what life is all about. The author is trying to say if we make our lives simple we will be able to enjoy the wonderful things the world has to offer with our family and friends. For example, in the text the author had a lot of work to do but his wife said yes to a friends offer of spending a night looking at the stars. When the author looked at the stars he said, "The deep night drew my scattered pieces back to the center, stripped away clutter and weight, and set me free." These are some of the reasons why "The Stuff of Life" challenged my understanding of the world.

Two Scavengers In a Truck, Two Beautiful People in A Mercedes

Responding to Text 3: Analyze how Ferlinghetti uses language and/or stylistic devices to convey an idea about money in the poem. Consider, for example, diction, imagery, juxtaposition, symbolism, tone, etc. Support your response with reference to the text.

Learning Outcome: 2.2.3 Appreciate the Artistry of Texts

Score:	Out of Range	Below Level	At Level	Above Level
0		1	3	5
	<p>I think Ferlinghetti uses tone in this poem by the lack of punctuation, this makes it almost boring, which makes you visualize grungy boring emotionless garbage men. The lack of punctuation also causes almost an awkwardness in the situation. It is kind of apparent that there is some judgment between the two parties.</p> <p>The Author uses very good imagery in the poem the intense detail like "The older of the two with grey iron hair an hunched back" and "the younger of the two also with sunglasses and long hair" help to paint a clear picture in your head as to what these people really look like. The way the author describes the people in the mercedes is similar to the way they describe the garbage men, it makes a visual in your head.</p>	<p>When it says "an elegant open mercedes with a couple in it" You know those two must have money and a casual clothes a rich guy usually has with his blonde wife. It also says "on the way home the older of the two with grey iron hair and hunched back looking down like some gargoyles Quasimodo and the younger of the two also with sunglasses and long hair about the same age as the mercedes driver" I think the irony is that the mercedes driver became someone and the other person not. The other two were staring at the couple in the mercedes from great distance at the cool couple as if they were watching some odorless TV add in which everything is possible I think that symbolises the imagery.</p>	<p>The poet uses many devices to convey ideas about money. The first that comes to mind is imagery. "The older of the two with grey iron hair and hunched back looking down like some gargoyles Quasimodo," is the description of one of the garbage men and it really gives an image of a poor old man, making close to nothing, doing a poor man's job. This goes to show how the amount of money a person owns can affect their appearance. He also used imagery when describing the Mercedes driver with his three-piece suit and haircut. The poet also uses metaphor to relate our society, with emphasis on the financial aspect, to a, "small gulf in the high seas of this democracy." Finally, he uses irony in the poem when stating, "And the younger of the two also with sunglasses and long hair about the same age as the Mercedes driver." It is ironic because they are both the same age yet one has so much more than the other and it makes you think, the only thing different is the amounts of money they have.</p>	<p>Throughout the poem "Two Scavengers In A Truck, Two Beautiful People In A Mercedes" by Lawrence Ferlinghetti, the author conveys the idea that money is not everything in life. For example when Ferlinghetti describes the couple, he uses repetition of "elegant" to emphasize that they were beautiful, but boring (which we can see from the lack of another word). It is also important to note that the scavengers don't notice any emotion in their faces, so even though they have a lot of money, they are still unhappy. Ferlinghetti also juxtaposes the driver of the Mercedes to the young scavenger when he describes both as "long hair & sunglasses" and they were "about the same age." Ferlinghetti follows this with alliteration, describing them as a "cool couple" to draw emphasis to the word "cool." The author does this to portray what society thinks of as cool. Even after all of this, the author continues to explain how, "very red light for an instant/holding all four close together/as if anything at all were possible between them" (Ferlinghetti) The author says this to enforce his belief that money is not everything and will not get you everywhere in life.</p>

Rationale

- Response does not identify an idea about money.

Score: 0

- Response provides an undeveloped analysis of how language and/or stylistic devices convey an idea about money.

- “You know those two must have money and a casual clothes a rich guy usually has with his blonde wife.”

- Support for the analysis is vague.

- “I think the irony is that the mercedes driver became someone and the other person not.”

Score: 2

- Response provides a clear and developed analysis of how language and/or stylistic devices convey an idea about money.

- “This goes to show how the amount of money a person owns can affect their appearance.”

- Support for the analysis is logical and specific.

- “The older of the two with grey iron hair and hunched back looking down like some gargyle Quasimodo, is the description of one of the garbage men and it really gives an image of a poor old man . . .”

- “The poet also uses metaphor to relate our society, with emphasis on the financial aspect, to a, ‘small gulf in the high seas of this democracy.’”

Score: 4

- Response provides an insightful analysis of how language and/or stylistic devices convey an idea about money.

- “. . . scavengers don't notice any emotion in their faces, so even though they have a lot of money, they are still unhappy.”

- Support for the analysis is perceptive.

- “. . . describing them as a ‘cool couple’ to draw emphasis to the word ‘cool.’ The author does this to portray what society thinks of as cool.”

- “The author says this to enforce his belief that money is not everything and will not get you everywhere in life.”

Score: 5

PRACTICE PAPER—RESPONDING TO TEXT #3

Response 1

Two Scavengers In a Truck, Two Beautiful People in A Mercedes

3. Analyze how Ferlinghetti uses language and/or stylistic devices to convey an idea about money in the poem. Consider, for example, diction, imagery, irony, juxtaposition, symbolism, tone, etc. Support your response with reference to the text.

5 marks

Through the authors use of Illusion, the reader sees that every one ~~out money~~ wants ~~some~~ ^{money} ~~and~~ ^{some} ~~rich~~ ^{money}. This is achieved through the authors reference to The Hunchback of Notre-Dame, looking down like some gargoyle Quasimodo (Ferlinghetti). This is a reference to how Quasimodo would look down from the church bell tower he lived in and wishes he could be like the towns people below. The author includes this to show how the older man wishes he could be rich and have a rich lifestyle. This causes the reader to better connect with the man's want for money so ~~that~~ he may have a better life. As a result the reader realizes just how driven people are by the want of money and the rich lifestyle.

Two Scavengers In a Truck, Two Beautiful People in A Mercedes

3. Analyze how Ferlinghetti uses language and/or stylistic devices to convey an idea about money in the poem. Consider, for example, diction, imagery, irony, juxtaposition, symbolism, tone, etc. Support your response with reference to the text.

5 marks

Ferlinghetti uses language and stylistic devices to convey an idea about money in this poem due to the fact that he compares two groups of people, one of them living a good life with a good job and a nice car while the other group works a low end job and has to start at the dead of the night.

Some stylistic devices used in the poem are Dramatic Irony when they all stop at the red light which is basically saying that no matter who you are, at a stop light you are all basically the same. Another stylistic device is the Imagery of the hunched back old man with grey iron head and also the well dressed man in the suit with blond hair and sunglasses. The last poetic device I was able to get was a simile, the writer compares the old hunched back man to Quasimodo, a fictional character in the novel the hunchback of Notre Dame.

I am a native of North America

Responding to Text 4: Evaluate whether or not “I am a native of North America” promotes cultural understanding and/or respect. Support your response with reference to the text.

Learning Outcome: 1.1.1, 5.1.3, 5.2.2 Express Ideas, Use Language to Show Respect, Relate Texts to Culture

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
<p>I think this story shows respect on how much the Native Americans used to care for the environment. They only took what they needed and always thanked the earth in some way for what it had given them. They call the fish their brothers and the earth their mother which kind off helps with the whole respect idea. I think Chief Dan George is really confused about the wars that he says “It is hard for me to understand a culture that spends more to wars and weapons to kill, than it does on education and welfare to help and develop.” I understand why he is confused because war is pointless and really doesnt help anything, it makes it worse.</p>	<p>The passage “I am a native of North America” by Chief Dan George does a great job in promoting cultural understanding and respect. He helps with understanding when he describes his home, but gains respect when he explains that you learn to “live with one another;” “serve one another” and “respect one another.” This really shows how it their culture, they truly care for each other as well as have a “deep respect for everything in nature,” which is admirable as well as respectable. He continues to contrast it to the white peoples’ lives claiming, “the people in one apartment do not even know the people in the next and care less about them” This contrast is important because it makes you truly appreciate their lifestyle. He also compares the treatment of nature, describing how white people “abuse her” which, again, makes the reader respect the natives. This respect is maintained throughout the passage and becomes even greater when Chief George writes, “Love is something you and I must have,” because it is true.</p>	<p>I am a native of North America promotes enormous cultural understanding and respect. As a reader I was taken with the points made on our—my—North American culture today. George grew up learning that “The earth was his second mother” and yet I have grown up in a society that is “tearing things from the bosom of mother earth as though she...refused to share her treasures.” As my culture hoards and “build up walls” of privacy and distrust, his culture “learned to live with others” and “to hoard was shameful” because “everyone likes to give as well as receive.” George promoted the idea of sharing in and respecting culture in such a gentle way, he made his point firmly but did not suggest his culture was completely right or altogether better. Instead he says “My white brother does many things well...” and suggests we share our cultures because although his “...culture has little to offer yours...my culture did prize friendship & companionship” which is something he respectively and rightfully points out that my culture lacks. Nobody wants their culture to die off and yet George’s culture “is like a wounded deer that has crawled away...to bleed & die alone” and “soon will have no value but yours.” He by no means suggests we ditch our culture and take on his but that we should learn from each other, because once again, nobody wants to see their culture die off. He suggest understanding for cultures & brotherly love, where they can forget, forgive, & stop demanding for the “sufferings (our) your culture brought” and to move forward. He just wants the respect & cultural understanding that we currently receive. He wants “Brother hood.” And I agree.</p>	

Rationale

<p>Score: 0</p>	<ul style="list-style-type: none">• Response provides a superficial analysis of how the text does promote cultural understanding and/or respect.<ul style="list-style-type: none">- <i>"I think this story shows respect on how much the Native Americans used to care for the environment."</i>• Support for the analysis is generalized.<ul style="list-style-type: none">- <i>"They call the fish their brothers and the earth there mother which kind off helps with the whole respect idea."</i>	<p>Score: 2</p>	<ul style="list-style-type: none">• Response provides a clear and developed analysis of how the text does promote cultural understanding and/or respect.<ul style="list-style-type: none">- <i>"This really shows how it their culture, they truly care for each other as well as have a 'deep respect for everything in nature,' which is admirable as well as respectable."</i>• Support for the analysis is logical and specific.<ul style="list-style-type: none">- <i>"He also compares the treatment of nature, describing how white people 'abuse her,' which, again, makes the reader respect the natives."</i>	<p>Score: 4</p>	<ul style="list-style-type: none">• Response provides a sophisticated and thorough analysis of how the text does promote cultural understanding and/or respect.<ul style="list-style-type: none">- <i>"George promoted the idea of sharing in and respecting culture in such a gentle way, he made his point firmly but did not suggest his culture was completely right or altogether better."</i>- <i>"He by no means suggests we ditch our culture and take on his but that we should learn from eachother, because once again, nobody wants to see their culture die off."</i>• Support for the analysis is perceptive.<ul style="list-style-type: none">- <i>"As my culture hoards and 'build up walls' of privacy and distrust, his culture 'learned to live with others' and 'to hoard was shameful' because 'everyone likes to give as well as receive.'"</i>	<p>Score: 5</p>
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PRACTICE PAPER—RESPONDING TO TEXT #4

Response 1

I am a native of North America

4. Evaluate whether or not "I am a native of North America" promotes cultural understanding and/or respect. Support your response with reference to the text.

5 marks

This piece promotes respect towards what humanity ~~has~~ has been given. An example of this is, "my son" he said, "The Great Spirit gave you those fish to be your brothers, to feed you when you are hungry. You must respect them". The author included this because he wanted to get the message across that if you abuse what you are given, you are losing respect for the thing and whoever gave it to you. The readers understanding is enhanced by the idea that you cannot lose your sense of what is absolutely necessary and what is not. The boy begins to kill the fish for fun and thus abuses the resource that has been given to him. People in society are like that too. People buy extra food to eat despite the fact that they know a lot of it will not be eaten or they will eat it, but at unnecessary times. In a sense, people "kill the fish for fun" when it comes to the amount of extra things they buy. It is more of a way to make themselves feel better than anything else. The reader is able to see the amount of extra and useless things humanity produces. It is easy to see why humanity also purchases these things. It is done to satisfy a petty urge in every person to have more, to have extra for whatever reason.

I am a native of North America

4. Evaluate whether or not "I am a native of North America" promotes cultural understanding and/or respect. Support your response with reference to the text.

5 marks

Yes it ~~text~~ promotes cultural ~~understanding~~ understanding and respect. The Author talks about his life growing up and how he lived in a communal house with all his Grandfather's sons and their families. The house was 80 feet long; sleeping apart men's were separated by blankets made of bull rush reeds. All the cooking for the whole house was done on one ^{open} fire that was in the middle of the house.

In houses like these ~~throughout~~ throughout the tribe people learned to live with one another, serve one another, and respect one another.

The author talks about hunting fish for the fun of it and his father said that the great spirit gave you those fish to be your brothers, to feed you when you are hungry and he had to respect them.

Bank of America or Habitat for Humanity

Responding to Text 5: Select a visual from page 22 or 23 and explain how techniques and/or elements are used in this visual to convey an idea about money. Consider colour, contrast, details, focal point, foreground/background, etc.

Learning Outcome: 2.3.2 Techniques and elements

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
<p>The visual of Bank of America is conveying the bank owns almost everything so it seems like its everything.</p>	<p>The visual on pages 22-23 that most effectively uses techniques and elements to convey an idea about money is Habitat for Humanity. I chose the habitat for humanity because right away you see a big number with a dollar sign. Right away that caught my attention that it was going to be about money. The picture on the left is kinda silly because not everyone gets the cartoons. This would obviously catch your eye right away that its about money \$1 500,000. With the picture on the left first you have to look at it and figure out what it is. Some old lady who has troubles seeing may not even know what the cartoon is about.</p>	<p>Bank of America uses many techniques and elements to convey an idea about money. The picture has very intense things going on. There is a scare tactic technique used in this picture it is showing how the Banks basically control the economy and all people who trusted banks. Uncle sam is the character shown hanging from the banks neck, he is considered to be the U.S. economy. This is a great element to get the point across because they are saying that the economy is hanging on for dear life while the bank is going on a rampage. It is also showing many foreclosed houses which was the main cause for the recession in 2008. It is showing that you should not trust the bank with your money. The idea about money in this picture is that banks are not here to help with your money there main tactic is to make money. They cannot lose. This is why this picture is incredible because money makes the world run, and if the banks control all the money and the economy collapses you are done. The techniques used are scare tactics to scare you about how much power the banks have with your money.</p>	<p>The image Bank of America most effectively uses techniques & elements to convey ideas about money. The lines in the visual are rough and scattered, nothing is drawn with clear borders and the placement of objects are never parallel. This technique creates an idea and emotion of panic, confusion, and feeling of hecticness in the viewer. This is a way of enforcing the idea in the visual that money can be dangerous, and easily get out of control. The main colours chosen and initially see are blue and red, the dark blue (almost black) creating an ominous sort of prescience, and the red instilling fear. But also these colours are a representation of America and the reminder that it is here-in North American (specifically the US)—that money is being abused and bias & will get out of hand. Symbolism is used here, the monster is a way of portraying money, having the money-monster larger than the rest of the town and centred on the visual creates the feeling that it is greater than us, and cannot be stopped. Having the monster take up most of the page gives the idea that if we let money take over this much there will be no way around it, we will be stuck trying-failing-but trying no the less to hold down a monster we've created. There is also alot of green colour-tones through the picture which remind a viewer of greed and helps resonate the fact that our greed makes the monster.</p>

Rationale

- Response provides no analysis of how techniques and/or elements are used to convey an idea about money.

- Response provides a superficial and undeveloped analysis of how techniques and/or elements are used to convey an idea about money.
 - “I chose the habitat for humanit because right away you see a big number with a dollar sign. Right away that caught my attention that it was going to be about money.”

- Support for the analysis is generalized.

- “This would obviously catch your eye right away that its about money \$1 500, 000.”

Score: 0

- Response provides a clear and developed analysis of how techniques and/or elements are used to convey an idea about money.

- “There is a scare tactic . . . it is showing how the Banks basically control the economy and all people who trusted banks.”

- Support for the analysis is relevant and specific.

- “Uncle sam is the character shown hanging from the banks neck, he is considered to be the U.S. economy.”

- “. . . the economy is hanging on for dear life while the bank is going on a rampage.”

- “. . . showing many forcedclosed houses which was the main cause for the recession in 2008.”

Score: 4

- Response provides an insightful analysis of how techniques and/or elements are used to convey an idea about money.

- “. . . lines in the visual are rough and scattered, nothing is drawn with clear boarders and the placement of objects are never parrallel.”

- “The main colours chosen and initially see are blue and red, the dark blue (almost black) creating an ominous sort of prescense, and the red instilling fear.”

- Support for the analysis is perceptive.

- “. . . nothing is drawn with clear boarders . . . creates an idea . . . panic, confusion . . .”

- “. . . having the money-monster larger than the rest of the town and centred on the visual creates the feeling that it is greater than us, and cannot be stoped.”

- Ideas may extend to a broader context.

- “. . . if we let money take over this much there will be no way around it, we will be stuck trying-failing-but trying no the less to hold down a mosnter we've created.”

Score: 5

PRACTICE PAPER—RESPONDING TO TEXT #5

Response 1

Bank of America or Habitat for Humanity

5. Select a visual from page 22 or 23 and explain how techniques and/or elements are used in this visual to convey an idea about money. Consider colour, contrast, details, focal point, foreground/background, etc.

5 marks

The picture that most effectively uses techniques to convey an idea about money is the "Bank of America" picture. In this picture, I think the big person represents the bank, and it shows him picking up someone's house while the people are trying to save it. This represents the struggle of people who can not pay their bills and how the bank can just take away something priceless to you. In the background, all the houses are marked "For Sale", which indicates how prices are going up and things are becoming too expensive. In general, this picture displays the greed of our nation and how much American's depend on money to survive. It also shows how hard/impossible it is to survive without a lot of money because everything is priced so high, including basic needs of life, such as water and food.

Bank of America or Habitat for Humanity

5. Select a visual from page 22 or 23 and explain how techniques and/or elements are used in this visual to convey an idea about money. Consider colour, contrast, details, focal point, foreground/background, etc.

5 marks

I think the Bank of America one is more effective to me because it is showing this "Bank monster" that is taking away peoples money and houses and I think in an exaggerated way this is right in America today because it is the bank that is doing these things. I know the bank isn't actually a monster but it seems like one to these Americans that have maybe had money or even a house gone because of it.

You can see the monster with a collar on and uncle Sam ~~bar~~ (America) barby holding on to it because it is out of control. Then that explains the buildings on fire in the background it is all out of control.

Buddy, I Can Spare You a Dime

Responding to Text 6: Explain whether or not the author's experiment was a success. Support your position with reference to the text.

Learning Outcome: 1.2.2, 2.1.3 Explain Opinions, Textual Cues

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
	<p>I think the author's experiment was a tiny success. He only received ten letters back but he probably brightened the day of those people. One respedned with "Donated to Amy Erickson Alternative Cancer Treatment Fund," so the experiment obviously helped someone out, and that makes it a success.</p>	<p>I believe that this experiment was a success. By giving people money, it shows that money shouldnt mean so much and that people should not be greedy with it. As said in the letter "donated to cancer treatment fund". If people werent so greedy, and more money was put into that every day imagine the outcome! It also showed that money, being generous with it can change not only you, but other people too. If we were all not so consumed by cash we would be better people like when the woman gave money to the woman on the street. Its a simple thing, because money means so much to people, even a small amount is a great gift to give, like when the birthday girl gets excited and says "look at this" and finds the envelope. Money can change you, Its up to you to chose which way you want to be changed. For the better, or for worse.</p>	<p>In my opinion, the author's experiments were a success. Each week for almost a year, the author would leave a letter with a little change whenever he felt. He only got ten postcards back, with ranging responses. Rosenthal writes "I'd like to think that how the 10 people who returned their cards chose to spend their change said something about them." This experiment was a success, because even the small people who did answer back had their lives changed. The author, by giving some money, was able to add to each persons lives, and also learn 'something about them.' The whole point of the experiment was to give a little hapiness to the people who found the letter, and even if they did not respond, someone found the money and was effected by it. Rosenthal later writes "I gave away between 50 cents to \$1.50 each week . . . but if it lifted a few spirits for a few minutes, I'm hoping the Karma gods will forgive me." The author is effectively showing that even that small amount was enough to impact a persons life. The author also shows how it was good for her self fulfillment and lifted peoples spirits. In my opinion, the success of this experiment is measured on how much of an effect some change can have, and the effect that the money had on some peoples lives is small, but great. Rosenthal did a good job at helping the hapiness of people, and for that, this experiment was successful.</p>

Rationale

<p>Score: 0</p>	<ul style="list-style-type: none">• Response provides an undeveloped explanation of how the author's experiment was a success.<ul style="list-style-type: none">- "He only received ten letters back but he probably brightened the day of those people."• Support for the explanation is generalized.<ul style="list-style-type: none">- "One respedned with 'Donated to Amy Erickson Alternative Cancer Treatment Fund,' so the experiment obviously helped someone out, and that makes it a success."	<p>Score: 2</p>	<ul style="list-style-type: none">• Response provides a clear and developed explanation of how the author's experiment was a success.<ul style="list-style-type: none">- "I believe that this experiment was a success. By giving people money, it shows that money shouldn't mean so much and that people should not be greedy with it."• Support for the explanation is relevant and specific.<ul style="list-style-type: none">- "... 'donated to cancer treatment fund.'"- "... like when the woman gave money to the woman on the street."- "... like when the birthday girl gets excited ..."	<p>Score: 5</p>	<ul style="list-style-type: none">• Response provides a thorough explanation of how the author's experiment was a success.<ul style="list-style-type: none">- "This experiment was a success, because even the small people who did answer back had their lives changed."- "The whole point of the experiment was to give a little happiness to the people who found the letter, and even if they did not respond, someone found the money and was effected by it."• Support for the explanation is perceptive.<ul style="list-style-type: none">- "The author, by giving some money, was able to add to each persons lives, and also learn something about them."- "The author is effectively showing that even that small amount was enough to impact a persons life."
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PRACTICE PAPER—RESPONDING TO TEXT #6

Response 1

Buddy, I Can Spare You a Dime

6. Explain whether or not the author's experiment was a success. Support your position with reference to the text.

5 marks

After reading the article "Buddy, I can spare you a dime" I thought to myself, "this is a success." I think this is a success because you never know who you are going to affect or what it could do for a person. In the text one of the people the author affected forgot their money for breakfast but found her surprise and said, "Thanks God and thanks for you." This is a positive to the experiment. I think the author should keep doing this experiment because, who knows, she may save a life or her money could buy a \$ winning lottery ticket for 50 million dollars!

Buddy, I Can Spare You a Dime

6. Explain whether or not the author's experiment was a success. Support your position with reference to the text.

5 marks

I would say that yes, the author's experiment was a success.

It was a success because her main reasons for doing this were for "purely altruistic reasons" and at the end, she did receive 10 replies to her experiment. She also goes on to say (at the end) that "If it lifted a few spirits for a few minutes, she's hoping the long-haired karma gods will forgive her for the time she bit Bobby Bucraft in first grade" This marks success because it shows that she hopes she made people smile, and with the replies this is obvious. Another sign of success is that she got mail, which was another one of the reasons why ~~she~~ she did this - she enjoys receiving mail.

**Student Exemplars* and Rationales,
and Practice Papers
for *Process Booklet***

Use in conjunction with
Scoring Rubrics

*Student responses are italicized and unedited.

Connecting Ideas: Explain how your attitude towards money has or has not changed since childhood.

Learning Outcome: 1.2.4 Extend Understanding

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
	<p>My attitude towards money has changed since childhood. First I have become shallow wanting designer brands (expensive). Second, I've realized the importance of money. Third I want more money. Also I realized I need money in order to survive. Lastly You can't take your parents money forever. Money become of more importance as you grow up.</p>	<p>My attitude towards money has changed since childhood but only slightly. When I was growing up, my dad always taught me the importance of money and how to save and spend it properly. I was given an allowance growing up and I learned from a young age not to buy something if it was not necessary. I would save up for something bigger, like a more expensive toy instead of a chocolate bar, and spend my last penny to buy it. Now I am much more aware of society and the costs and expenses that come with growing up. Now if I want something I save up until I have exceeded the price of the object so that after it is bought, I will still have money left over in case it is needed. I have a job now and understand how expensive life can be once you have to pay for everything yourself. My attitude towards money has changed very slightly since childhood but not significantly.</p>	<p>Since childhood my attitude towards money has changed drastically as I became more educated on how the real world works. When I was young I was never really aware of the importance of money and it never really crossed my mind. Whenever I needed something I would just run and ask my parents for it so that is a major way my attitude has changed. Now I have to work for my own money and buy things on my own which really helps me prioritize the things I absolutely need versus the things that are just things I want to have. This really showed me how hard working really is, especially if you only work part time it makes things really hard on you to get by. As I realized how important money is, it showed me that some of the things I did spend money on in my childhood was really a waste of it. It also helped me get a better respect to my parents who worked at jobs that were paying minimum wage but they still never hesitated to provide me with anything I needed and even things that I just wanted. Money has also changed my attitude towards my career, money is definitely a major influence on which job I want because from my past experiences I have witnessed how hard it is to get by with a low-income job, and I would much rather do the hard work now by going to school and getting a good paying job than working somewhere where I would be struggling to make ends meet. Also as I continue to get older my attitude towards money will also change due to my changing values, beliefs and priorities.</p>

Rationale

- Response provides an undeveloped explanation of how the student's attitude has changed since childhood.
 - *"Money become of more importance as you grow up."*
- Support for the explanation is generalized and vague.
 - *"Third I want more money."*
 - *"Also I realized I need money in order to survive."*

Score: 0

- Response provides a clear and developed explanation of how the student's attitude has changed since childhood.
 - *"Now I am much more aware of society and the costs and expenses that come with growing up."*
- Support for the explanation is relevant and specific.
 - *"... I save up until I have exceeded the price of the object so that after it is bought, I will still have money left over..."*
 - *"I have a job now and understand how expensive life can be..."*

Score: 4

- Response provides an insightful and thorough explanation of how the student's attitude has changed since childhood.
 - *"When I was young I was never really aware of the importance of money and it never really crossed my mind. Whenever I needed something I would just run and ask my parents for it so that is a major way my attitude has changed."*
 - *"Now I have to work for my own money and buy things on my own which really helps me prioritize the things I absolutely need versus the things that are just things I want to have."*
 - *"Money has also changed my attitude towards my career, money is definitely a major influence on which job I want because from my past experiences I have witnessed how hard it is to get by with a low-income job..."*
- Support for the explanation is perceptive.
 - *"... I would much rather do the hard work now by going to school and getting a good paying job than working somewhere where I would be struggling to make ends meet."*
 - *"... some of the things I did spend money on in my childhood was really a waste of it."*

Score: 5

PRACTICE PAPER—CONNECTING IDEAS

Response 1

Explain how your attitude towards money has or has not changed since childhood.

5 marks

When I was young, I honestly did not have any idea about money. I still do not know what really money does in maintaining social structures but I have one clear idea about money; Money is the thing that I have to avoid if it is possible. About two years ago, I had a wonderful chance to come to Canada and it was my aunt who invited me to come here. She was one of the most friendly members in our family and while my mom was away from home, it was my aunt who took care of me. She treated me as her son and I treated her as 'Canadian mother'. However it was money which makes me not to see her ever again in my life. I do not want to go any deeper about my aunt's story but ~~the~~ the happening taught me a valuable lesson; Wherever there is money, there ~~is~~ is a devil which deprives happiness from you.

Response 2

Explain how your attitude towards money has or has not changed since childhood.

5 marks

In childhood, I used to think that money is as important in our lives as eating and that if I have money, I can buy anything in the world. At that time, I was small and I didn't know much about what is really important in order to live happily. As I grew old, I came to know that money is not as important as I used to think about it. Wealth and money doesn't really make you rich and happy in your lives. You can never find peace if you have lots of money but there is no one to share your moments with. And if you have good relationships with your family and friends, then only you can live happily. Because when you grow old and retire one day, money is never going to help you out. It's only your family and your dear friends who will support you and give courage and hope.

Reflecting: Authors write with a goal to capture the audience's attention, to maintain the audience's attention or to make a lasting impression. Explain how your text accomplishes one of these goals.

Learning Outcome: 4.2.1 Appraise Own and Others' Work

<p>Out of Range Score: 0</p>	<p>Below Level 1 2</p>	<p>At Level 3 4</p>	<p>Above Level 5</p>
	<p>I plan to capture the audience's attention and also maintain their attention with my text. My text is going to be a short story that'll be based in the late 90's but will also be interesting enough to hold the audience's attention and keep them wanting to know what's going to happen next. My text talks about greed and money, it also shows what greed will do to anyone including best friends. My text also touches a lot of aspect about life such as family, friendship, poverty, money and others.</p>	<p>The goal of my story is to make a lasting impression to the readers. Because my story gives an example of what happened when someone chooses money over happiness, I believe most readers do not want to experience the same things my main character did, so they will learn a lesson on what to choose when it comes to these kind of situations. When it comes to teaching someone a lifelong lesson, tell them what to do will always make a negative affect, because nobody wants to be told what to do. Base on these ideas, I choose to write a story about when someone picked the "wrong" answer, what will happen to them. When readers are reading the story, they won't have a negative feeling of they are being told about what to do, they will only think that I don't want to become this unlucky man in the story. So when it comes to let them choose, they will think about what happened inside the story, and make the right decision for themselves.</p>	<p>In my opinion my text in one way or another accomplishes all of these goals as long as the topic applies to the person reading it. If the person is able to make personal connections with the text from past experiences then it can really have a positive effect on the reader. At the start of my story the reader makes a connection with the character losing his mother because everyone at some point has lost someone they care for. This helps capture the reader right from the beginning and I was able to maintain the audience with the middle portion of the story by showing how the main character begins to change and become manipulated by his hunger and greed for money. The reader can most often relate to this because everyone wants money and can understand the sometimes this can have a very negative impact on their lives. Finally I think I was able to make a lasting impression by showing the consequences of trying to illegally make your money. Hopefully if it does it will steer people away from making these bad choices and show them that going to school and getting a good paying job is much better than risking everything by selling drugs.</p>

Rationale

<p>Score: 0</p>	<ul style="list-style-type: none"> • Response provides a superficial explanation of how the student's text accomplishes one of the goals. <ul style="list-style-type: none"> - "... but will also be Interesting enough to hold the audienes attention and keep them wanting to know what's going to happen next." • Support for the explanation is generalized. <ul style="list-style-type: none"> - "My text also touches a lot of aspect about life Such as family, friendship Poverty, money and others." 	<p>Score: 2</p>	<ul style="list-style-type: none"> • Response provides a clear and developed explanation of how the student's text accomplishes one of the goals. <ul style="list-style-type: none"> - "The goal of my story is to make a lasting impression to the readers. Because my story gives an example of what happened when someone choose money over happiness..." • Support for the explanation is logical and specific. <ul style="list-style-type: none"> - "When it comes to teaching someone a lifelong lesson, tell them what to do will always make a negative affect, because nobody wants to be told what to do." - "When readers are reading the story, they won't have a negative feeling of they are being told about what to do, they will only think that I don't want to become this unlucky man in the story." 	<p>Score: 4</p>	<ul style="list-style-type: none"> • Response provides a thorough explanation of how the student's text accomplishes one of the goals. <ul style="list-style-type: none"> - "In my opinion my text in one way or another accomplishes all of these goals as long as the topic applies to the person reading it." • Support for the explanation is precise. <ul style="list-style-type: none"> - "At the start of my story the reader makes a connection with the charcter losing his mother because everyone at some point has lost someone they care for." - "... I was able to maintain the audience with the middle portion of the story by showing how the main charcter begins to change and become manipulated by his hunger and greed for money." - "... I was able to make a lasting impression by showing the consequences of trying to illegally make your money." 	<p>Score: 5</p>
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PRACTICE PAPER—REFLECTING

Response 1

Authors write with a goal to capture the audience's attention, to maintain the audience's attention or to make a lasting impression. Explain how your text accomplishes one of these goals.

5 marks

I definitely think my speech does all these but only if I present it. If I presented it I would be able to capture the and maintain the audiences attention because I know how my speech should be heard. Also if I present it I will be able to give a lasting impression by emphasizing my key points I want my peers to know.

Response 2

Authors write with a goal to capture the audience's attention, to maintain the audience's attention or to make a lasting impression. Explain how your text accomplishes one of these goals. 5 marks

My text ~~with~~ is catchy because of its moments of rhyming. Also, along with memorable lines, it will leave a lasting impression on the reader's mind.

Some analogies in my text will also intrigue ~~and~~ the reader, and sort of make them think. My text is full of insightful, provocative questions begging the reader to stop and ask themselves the questions being presented.

Also, my use of repetition when explaining quantities also, I feel, is a good tool to prompt the reader to remember what they're reading.

Finally, my use of metaphors and similes will help the reader relate what's ~~is~~ being read, and in turn will help them make connections and to remember what's being said.

Also, my analogies help picture the message of greed in relation to society.

Overview of Exemplar Scores for Written Task:

	Explaining Your Writing Variables	Writing Task			
		Ideas	Organization . . .	Language Use . . .	Grammar . . .
Exemplar #1 <i>Short Story</i>	0	2	2	2	2
Exemplar #2 <i>Speech</i>	2	3	3	3	2
Exemplar #3 <i>Short Story</i>	3	4	4	4	4
Exemplar #4 <i>Essay</i>	3	5	5	4	4
Exemplar #5 <i>Essay</i>	5	5	5	5	4

The maximum score for each of the above items is 5.

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: ...winning lottery, helping the poor.
Form: ...Short story was my pick.
Purpose: ...To get other's to think and feel the same way.
Public Audience: ...Any one who's not into stories or who's not smart!
Context: ...any age, sex, religion. Anyone who actually wants or has to read this. my opinion. wants to hear

Explain how your chosen writing variables work together to make your text effective.

5 marks

I don't have any specific writing variables!

Final Copy

40 mai

Title: Life and Happiness

If you were to win the lottery what would you exactly do with it?

Keep it all, spend it all, loan it all, donate it all?

Well here's my story...

I'm only seventeen so I can't even buy lottery tickets legally until I'm 18. On my eighteenth birthday I am going to buy one and only hope for the best. You want to know exactly what I'd do with the money?

First things first yes I would spoil myself my friends and my family because they would need help with it, nothing like giving or helping out friends in need for university and collage. I'd buy all the things I'd need then a home to get back to once my vacation is done. Yes I'd go on a vacation not for myself, only to help the poor.

I'd start with traveling to my first place helping with building homes for shelter.

building shelter for their animals that I'd also buy for them. Love and Feed the animals as much as I love the people I'm with.

I feel so bad for the poor, they deserve so much more than all these spoiled people are getting which take everything for granted. Everyone should stop taking things for granted.

I would love and care and cherish everything to them that eventually the money wouldn't even mattered just the fact that somebody is actually caring about these people in our world.

So if you where to win the lottery, what would you do with it?

Rationale for Exemplar #1 Writing Task (Short Story)

Explaining Your Writing Variables

Rationale:
Score: 0

- Response provides no explanation of how the chosen writing variables work together to make the student’s text effective.
 - *“I don’t have any specific writing variables!”*

Writing Task

Ideas
Rationale:
Score: 2

- Ideas are superficial for the identified audience and for achieving the stated purpose.
 - *“You want to know exactly what I’d do with the money?”*
 - *“... I would spoil myself my friends and my family ...”*

Organizational Structures, Techniques, and Transitions

Rationale:
Score: 2

- Organizational structures are awkward for stated purpose.
 - *“Well here’s my story”*
- Techniques and transitions are weak and distract from a coherent, unified central idea.
 - *“First things first . . .”*

Language Use and Arrangement

Rationale:
Score: 2

- Language choices and arrangement of ideas are ineffective for the writing variables; voice is weak.
- Generalized diction.
 - *“I feel so bad for the poor, they deserve so much more . . .”*
- Repetitious syntax.
 - *“I’d Start . . .”*
 - *“I would love . . .”*
 - *“I’m only seventeen . . .”*
- Weak arrangement of ideas.
 - *“Everyone should stop taking things for granted.”*

Grammar, Spelling, Capitalization, and Punctuation**Rationale:****Score: 2**

- Demonstrates limited control of the conventions of written language.
- Errors are distracting and may interfere with the reader's understanding of the ideas.
 - "... *lotter tickets* ..."
 - "... *travling to my first place helping with building home's* ..."
 - "*Love and Feed the animals as much as I love the people I'm with.*"

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: Money, rules +/ world
 Form: Speech / Opinion
 Purpose: Entertainment
 Public Audience: Teenagers
 Context:

Explain how your chosen writing variables work together to make your text effective.

5 marks

Teenagers these days like to be entertained by +/ opinions of others & are more conscience of their money than they were before, b/c they realize money rules +/ world. Easy to read & understand for teenagers yet controvisial enough to be entertaining. Speech so no specific type of formate. Ranging topics but all have to do w/ +/ relevant main topic of Money.

Final Copy

40 marks

Title: Money Rules the world.

In today's society, money is everything. It controls what we wear, how we act, what others think of us, our health, relationships, views, our rank in society, even our looks.

We grow up learning this as humans. It could either have a positive effect on our lives or a negative effect.

But either way, it's sad to say we are ruled & controlled by a material object.

Money decides what we wear. Designer vs walmart for example is a very different sum of money. How much we make, decides what sort of cloths we can wear / afford.

By looking at someone's clothing we can assume, a price / value. Clothing represents your style, personality, position & even emotion. Yet you can only do this properly with enough cash (\$).

Which then evolves into a more serious matter of how we act. People want to act the part that they look or

represent, for example, a male wearing baggy designer clothes.

You would assume he is a gangster.

Also when you put on a uniform

you play a role. You can only

be the person you want to be

act like if you have the support

of money again.

Speaking of support, what about the others around you.

They will look at how much money you have, then assume

who you are as a person. For

example a hobo & a business

man. Some people would call

the hobo a failure, druggie or

bad human being compared to the rich man, they would assume to be, hard working, good mannered & even cool. This misconception comes from the shallowness of looking at the money you make, that society has taught us to do.

Which could start to tear or build the relationships we have with one another. In my Aboriginal culture, we don't even have a word for money. We never needed one. Thus we never had greed or were separated from one another.

where as other cultures form their own groups, such as high/low class. Due to how they built their lives & society around money.

Therefore everyone's views, become very different. Some people might not need such a material life that money brings to be happy. Others may never be satisfied. Hopefully it just doesn't destroy, the important things that we should hold dear, that isn't materials.

Yet sometimes it does. Health is one of them, many

people cannot even live without money, literally. They need to pay for health care in some countries. Take Africa for example, where many children die everyday due to not be able to afford looking after their health. Money controls whether you live or die.

It ranges from dying children to paying to look a certain way. Some people even go to the extremes of risking their health to change the features of their face.

Society has forgotten the beauty in being natural.

Make up, plastic surgery, facials are what have become important to us. We all want money, on being able to improve our looks.

In order to get this money people desperately need. You end up with a rank in society which decides your life & worth. Usually known as low, average & high class. Your rank is how money is represented in you.

Yes that's how far money has escalated in today's society. It's a shallow system, we built to keep everything under control. Going as far as starting to forget about the importance of being human. We are controlled by this material thing in every way. As examples you have read in this speech. You realize that Money rules the world.

Rationale for Exemplar #2

Writing Task (Speech)

Explaining Your Writing Variables

Rationale:
Score: 2

- Response provides an undeveloped explanation of how the chosen writing variables work together to make the student's text effective.
- Rationale for writing variables is generalized.
 - *“Teenagers these days like to be entertained by t/ opinions of others . . .”*
 - *“Easy to read & understand for teenagers yet controvisial enough to be entertaining.”*

Writing Task

Ideas
Rationale:
Score: 3

- Ideas are clear, appropriate, and somewhat adequately developed for the identified audience and for achieving the stated purpose.
 - *“Some people would call the hobo a failure, druggy or bad human being . . .”*
 - *“In my Aboriginal culture, we don't even have a word for money.”*
 - *“Some people might not need such a material life that money brings to be happy. Others may never be satified.”*

Organizational Structures, Techniques, and Transitions

Rationale:
Score: 3

- Somewhat distinct overall organizational structures are used to achieve stated purpose; techniques and transitions ensure a somewhat coherent, unified central idea.
 - *“Which then evolves into a more serious matter . . .”*
 - *“Speaking of support . . .”*
 - *“Which could start to tear or build the relationships . . .”*
 - *“Therefore everyones views, become very differant.”*

Language Use and Arrangement**Rationale:****Score: 3**

- Language choices and arrangement of ideas are somewhat effective and consistent for the writing variables.
 - *“We grow up learning this as humans.”*
- Voice is somewhat established and appropriate.
- Somewhat clear, specific, and varied diction.
 - *“In order to get this money people desperately need.”*
 - *“Your rank is how money is represented in you.”*
 - *“It’s a shallow system, we built to keep everything under control.”*
- Somewhat clear and purposeful syntax.
 - *“This misconception comes from the shallowness of looking at the money you make . . .”*
- Somewhat varied and meaningful arrangement of ideas.
 - *“Take Africa for example, where many children die everyday due to not be able to afford looking after their health.”*

Grammar, Spelling, Capitalization, and Punctuation**Rationale:****Score: 2**

- Demonstrates limited control of the conventions of written language.
- Errors may detract from the overall impact of the work.
 - *“. . . ussually . . .”*
 - *“How much we make, decides what sort of cloths we can wear/afford.”*
 - *“. . . differant . . .”*
 - *“. . . what about the others around you.”*
 - *“For example a hobo & a bussiness man.”*
 - *“As examples you have read in this speech.”*

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: to show the reader how not to resort to illegal things to make money

Form: the form is a short story

Purpose: to show people the negative effects the pursuit of money can have on someone's life

Public Audience: Teens who live in poorer areas and can relate to the story

Context: The short story should be in teen magazines, or newsletters that teens will actually read

Explain how your chosen writing variables work together to make your text effective.

5 marks

My central idea and purpose connect directly with one another because they focus on showing the reader that money isn't necessary to live happily and trying to do illegal things to make money in the long run never ends ~~to~~ with a great ending. The central idea and the purpose connect with the public audience because more often than not ~~to~~ one of the main priorities of a teenager is to make and have money. The reader will be able to relate to the story again with their personal life experiences and hopefully come to a realization that some of the choices they or people they know have made were wrong.

Final Copy

40 mai

Title: My mind's on my Money, and my Money's on my mind

Growing up on the tough streets of southside Chicago life was never incredibly easy for me, but lately it seems like all the walls are closing in on me. My whole life I have lived in the ~~envy~~ envy of kids who were born into rich families and never had to struggle to get by. Those people don't understand people like me, they've never known the pains of hunger or not having electricity because we couldn't afford to pay the bill that month. They'll never know the hardships so many people like me have to endure, or the intense stress that is constantly on my mind. I guess you could say things got really tough for me two years ago when my mother was killed in a drive-by shooting. I was eighteen at the time and didn't really handle it to well, neither did my ten year old brother. I was forced to drop out of high school and begin working part time to support my brother and I. My mom would have wanted to keep me in school and I even had the goal of being the first in my family to attend college but that all seemed so surreal to me now. The past two years were the hardest for me, I bounced around from one job to the next and the only thing that kept me going was knowing I had to take care of my brother. This however was nothing new to me, I had been taking care of him my entire life before this. My dad left us shortly after my brother was born, I guess the thought of supporting two kids was too much for him to handle. Because of that my mom had to work two jobs just so that we could barely get by and was hardly ever home. I would do anything to have her back but unfortunately that will never happen. I tried my best to provide for my brother but most times my minimum-wage job couldn't cut it. I started to look into ways I could start making more money but everything required an education or were very illegal. I thought I would never stoop so low that I would resort to illegal methods of getting money, but my priorities slowly began to change when I realized how poorly we were living. I tried my best

to block out these immoral thoughts but whenever I took a look at the way my brother and I were living they all flooded back.

It was late and I had just got off work and was making my way back home when I was stopped by an old friend from high school who I could hardly even recognize. He was dressed in expensive sneakers, had a huge gold chain, and a all red tracksuit. One glance at him and I quickly realized he wasn't legitimately making all that money to be able to afford his expensive sense of style. The last time I had seen him we were both in similar situations but now we were worlds apart. The idea of asking for some financial help was on my mind but I knew whatever it was he was doing was illegal. Finally the urges to ask him took control and I slipped out the question mid-conversation. He looked confused as if he expected me to already know thinking it was sarcasm. After a few moments he realized I was being serious and spoke up, "alright Cee-Jay, if you really are serious about making money then come with me." I followed Mike to his car, which also seemed very unaffordable for anyone living in this run-down area of town. This got me excited, forget if it is illegal if I am going to be making this much money than I'm all for it. He began to explain that he had start dealing drugs, and just my luck at this very moment he was in need of some assistance. Selling illegal drugs? I knew this was very wrong but I agreed anyways. My greed for money was too strong and he handed me a bag filled with a bunch of smaller packets of cocaine. The thoughts of my mom crossed my mind, I knew what I was about to do was very wrong and I knew this isn't what she had envisioned for me. This almost made turn back on my decision but again my lust for money overpowered. If I was going to do this I had to establish some ground rules for myself. I was never going to sell to young kids, the thought of selling to someone my brother's age or younger really terrified me. On the other hand selling to adults never really phased me, if they wanted it they'd get it, in my eyes they have already screwed

up their own lives so who cares if I make money at these dispense.

A few months had passed and I was making more money than I ever dreamed of, and my brother and I were living a much better life now, or so I thought. I was able to provide him with whatever he ever needed or wanted. When I first started I told myself I would only sell long enough to get the main things we needed, but as the money came pilling in my priorities drastically changed. I began spending money just as fast as I was making it and buying things I couldn't have afforded by working years at my old job. I'm sure my brother knew I was up to no good, by now he was mature enough to know how I was able to make all this money. Things like that just didn't concern me anymore, I only had one main focus and that was making money. That afternoon I got a call from Mike, he told me to go meet up with some new clients because he was busy with other things. Usually I didn't like meeting a brand new person for the first time but I had my eyes on a nice apartment in the nicer part of town. I had enough of living in this area and I was just a few thousand away from leaving so ~~the~~ I couldn't let the opportunity to make more money slip away. I went against my own will again and agreed to meet up with them. This wasn't the first time making money overpowered my own beliefs so by now it was nothing new to me. I left my house saying goodbye to my brother, if I knew what was about to go down I would've said more but we both thought I was going to be back later that night. My life was about to take another dramatic plot twist just when I began to think things were going right for me for once in my life.

As I got to the persons house everything appeared to be normal. I went inside the house totally oblivious of what was about to happen next. I walked into the kitchen where the man I spoke to on the phone was standing. He put the briefcase of money on the counter and I reached into my backpack to bring out what he had asked for. As soon as the

bag of cocaine was out, police busted in through the back door. I tried to make a run for it but as I turned around I was taken down by the man I was selling to. It turned out he was actually an undercover cop who had been onto Mike and I for the past few months. Before I could even process what had happen I was in hand-cuffs and in the back of a police car. As I made my way to jail I started to look back on the past few months / came to realization of how wrong I was living. My greed for money turned me into someone I'm not but I am forced to live the consequences. My brother was going to be taken from me which hit me the hardest. Sure we were struggling back then, but even that seemed like paradise to me from the back of this car. This isn't even close to where I thought I would be at this age, but my lust for money took me down the wrong path. I don't know what is going to happen to me next but I would ~~be~~ give all the money in the world to be free and back at home with my brother....

Rationale for Exemplar #3

Writing Task (Short Story)

Explaining Your Writing Variables

Rationale:
Score: 3

- Response provides a somewhat clear and developed explanation of how the chosen writing variables work together to make the student's text effective.
- Rationale for writing variables is somewhat logical and specific.
 - *“My central idea and purpose connect directly with one another because they focus on showing the reader that money isnt necessary to live happily . . .”*
 - *“The central idea and the purpose connect with the public audience because more often than not one of the main priorities of a teenager is to make and have money.”*
 - *“The reader will be able to relate to the story again with their personal life experiences and hopefully come to a realization that some of the choices they or people they know have made were wrong.”*

Writing Task

Ideas
Rationale:
Score: 4

- Thoughts and feelings are clear and appropriate, and are adequately developed and consistent in creating an overall effect.
 - *“I tried my best to provide for my brother but most times my minimum-wage job couldnt cut it. I started to look into ways I could start making more money but everything required an education or were very illegal.”*
 - *“My greed for money was too strong and he handed me a bag filled with a bunch of smaller packets of cocaine.”*
 - *“This wasnt the first time making money overpowered my own beliefs so by now it was nothing new to me.”*
 - *“My greed for money turned me into someone I'm not but I am forced to live the consequences. My brother was going to be taken from me which hit me the hardest.”*

Organizational Structures, Techniques, and Transitions

Rationale:

Score: 4

- Distinct overall organizational structures are used to achieve stated purpose; techniques and transitions ensure a coherent, unified central idea.
 - *“I guess you could say things got really tough for me two years ago when my mother was killed in a drive-by shooting.”*
 - *“The past two years were the hardest for me, I bounced around from one job to the next and the only thing that kept me going was knowing I had to take care of my brother.”*
 - *“... but my priorities slowly began to change when I realized how poorly we were living.”*
 - *“A few months had passed and I was making more money than I ever dreamed of...”*
 - *“My life was about to take another dramatic plot twist...”*

Language Use and Arrangement

Rationale:

Score: 4

- Language choices and arrangement of ideas are effective and consistent for the writing variables; voice is established and appropriate.
 - *“They’ll never know the hardships so many people like me have to endure, or the intense stress that is constantly on my mind.”*
 - *“... but again my lust for money overpowered.”*
- Clear, specific, and varied diction.
 - *“I tried my best to block out these immoral thoughts but whenever I took a look at the way my brother and I were living they all flooded back.”*
 - *“Sure we were struggling back then, but even that seemed like paradise to me from the back of this car.”*

Grammar, Spelling, Capitalization, and Punctuation

Rationale:

Score: 4

- Demonstrates capable control of the conventions of written language.
- Errors may detract from the overall impact of the work, but they do not affect the meaning.
 - *“My mom would have wanted to keep me in school and I even had the goal of being the first in my family to attend college but that all seemed so surreal to me now.”*
 - *“It was late and I had just got off work and was making my way back home when I was stopped by an old friend from high school who I could hardly even recognize.”*
 - *“My whole life I have lived in the envy of kids who were born into rich families...”*
 - *“... in my eyes they have already screwed up their own lives, so who cares if I make money at there dispense.”*

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: The effect money has on our society/world

Form: Essay

Purpose: Inform the audience of obvious issues

Public Audience: Students of a high school

Context: presentation - spoken aloud to students

Explain how your chosen writing variables work together to make your text effective.

5 marks

Society main focus is on money. The constant need for money has destroyed human relations and the rights we show towards one-another. Money is also the cause of poverty and the problems we have in our environment today. Writing this whole issues was done easiest in the form of an essay because it was not difficult to organize the arguments. The purpose of this essay is to inform the reader of the obvious issues and encourage them to change the ways of society. the audience of highschool students would hear it spoken aloud in a presentation with hopes that the students would work to make a difference and help society and the consumerism we have become trapped in.

Final Copy

40 marks

Title: The Effects of Money on Society

Our society as a whole has become very focused on money; making money, spending money, and most importantly having the most money. Majority of people living in North America work hard and often to earn money to pay for fancy cars, clothing, cellphones, computers, and junk food that the media convinces us we need. Since we are always so concerned about being the richest and having the best stuff, we often forget about the issues and problems that occur because of our consumeristic society. Our main problems that are often overlooked because of our selfish need for wealth include slavery and fair-trade, poverty, and our environment. If we can fix these three issues, maybe we can change the course of the future of our planet.

The modern world of money has become so fixated on selling products to make the most money, that those who actually make the products are often forgotten about. American companies like Walmart, as well as sugarcane and coffee bean companies have "employees" working hard, long hours in another part of the world. These people are often treated almost slave-like their whole lives. Even children are often forced to work long hours for dangerous jobs because their families may have no other way to get money for food. Since the employers know they have no other choice, they can pay the workers very little for their long amount of hours. In the Dominican Republic people are told they will have a wonderful job if they move to the company's sugarcane farm. However, the people are forced to stay and work there for the rest of their lives. These farms are located far away from any town or city and the people are transported at night so they

cannot see where they are coming from. It becomes impossible for the person to run away. The "employers" pay the workers the bare minimum amount possible, and charge them for food and water, as well as a place to live so the "employee" is always in debt and having to pay back the employer, making it unimaginable to save up enough money to use or buy anything else.

Poverty is created because of cases like in the Dominican Republic. In our society, there is a large amount of income inequality. We often do not realize this because those of us who are able to go to school with proper clothing and not go to bed on an empty stomach, are on the better side of income inequality. However, there is a much bigger population of the world that do not have the same experiences as us. There are many people in the world who do not have the money to afford food and water. There are even families in Canada who are often forced to choose between groceries for a week, and paying their heating bill. Our society has become so focused on money and on having the newest, coolest toy that those who do not even have the necessities of life are forgotten about or pushed to the side. Money has a huge impact on our society because so many people in our current world cannot afford anything. We have turned into a consumeristic society where we only focus on ourselves and having the most money or the fastest car. Those who have nothing are often forgotten about or deemed as "worthless" because they cannot afford the expensive prices of food or water, not to mention cars and make up. Our society does not focus on those who have nothing but those who have lots of money and flashy items.

Since our society has become so focused on consumerism,

we have literally thrown everything else out the window and out to rot in our environment. We do not dispose of our waste properly and it is often put in a landfill to decompose in 100 years. Our earth only has so much of everything; sooner than later, we will run out of primary resources that we take for granted daily. We are destroying the earth's environment by throwing away perfectly good items and products that are still useful because we are bored of them or want the next cool-new-thing. Why do we throw away the perfectly good for something new? Because the companies only focus on making money and convince us as consumers through advertisements that the only way to be happy is to buy their new product and get rid of the old one.

The environment is also greatly damaged by the manufacturing and transportation of goods and products. It causes many hazardous wastes to be released into the atmosphere and air that we breathe. While contaminating the air we breathe, we are also cutting down the trees that provide us with the clean, new oxygen we need. It is a very aggressive cycle that never seems to slow down. On top of that, the shipping trucks that carry the products release enormous amounts of greenhouse gases into the air, as do the cars we drive to purchase the product from the store. This whole issue however, is seen as collateral damage in comparison to making the most money and being profitable. Our society is not as concerned about what our world is going to look like in 40 years; we are only thinking about how cool our new toy looks right now.

In our modern world today, billions of people are still fighting for one common goal: money. We treat other human beings terribly and take their rights away to build our fancy products; we forget about the people dying of starvation as we throw out the rest of last night's supper; and we don't care about the fact

that we are destroying the planet for future generations to come. We do this all because of our selfish need to be rich and wealthy. If we continue in our selfish, greedy, heartless ways of society, we will no longer have a place to live or people to live with because everything will be destroyed. Do we really want our world to end over a cup of sugar?

Rationale for Exemplar #4 Writing Task (Essay)

Explaining Your Writing Variables

Rationale:
Score: 3

- Response provides a somewhat clear and developed explanation of how the chosen writing variables work together to make the student’s text effective
 - *“Writing this whole issues was done easiest in the form of an essay because it was not difficult to organize the arguments.”*
- Rationale for writing variables is logical and somewhat specific.
 - *“The purpose of this essay is to inform the reader of the obvious issues and encourage them to change the ways of society.”*
 - *“The audience of highschool students would hear it spoken aloud in a presentation with hopes that the students would work to make a difference . . .”*

Writing Task

Ideas
Rationale:
Score: 5

- Ideas are perceptive and thoroughly developed for the identified audience and for effectively achieving the stated purpose.
 - *“The modern world of money has become so fixated on selling products to make the most money, that those who actually make the products are often forgotten about.”*
 - *“Our society has become so focused on money and on having the newest, coolest toy that those who do not even have the necessities of life are forgotten about or pushed to the side.”*
 - *“We are destroying the earth’s environment by throwing away perfectly good items and products that are still useful because we are bored of them or want the next cool-new-thing.”*

Organizational Structures, Techniques, and Transitions

Rationale:
Score: 5

- Distinct overall organizational structures are used with impact and achieve stated purpose; techniques and transitions artfully integrate ideas into a coherent, unified whole.
 - *“Our society as a whole has become very focused on money; making money, spending money, and most importantly having the most money.”*
 - *“If we can fix these three issues, maybe we can change the course of the future of our planet.”*

- *“In our society . . .”*
- *“Since our society . . .”*
- *“In our modern world . . .”*
- *“Do we really want our world to end over a cup of sugar?”*

Language Use and Arrangement

Rationale:

Score: 4

- Language choices and arrangement of ideas are effective and consistent for the writing variables; voice is established and appropriate.
- Clear, specific, and varied diction.
 - *“It is a very aggressive cycle that never seems to slowdown.”*
 - *“ . . . collateral damage . . .”*
 - *“ . . . having the best stuff . . .”*
- Clear and purposeful syntax; varied and meaningful arrangement of ideas.
 - *“Majority of people living in North America work hard and often to earn money to pay for fancy cars, clothing, cellphones, computers and junk food that the media convinces us we need.”*
 - *“Even children are often forced to work long hours for dangerous jobs because their families may have no other way to get money for food.”*
 - *“ . . . billions of people are still fighting for one common goal: money.”*
 - *“ . . . we forget about the people dying of starvation as we throwout the rest of last night’s super.”*

Grammar, Spelling, Capitalization, and Punctuation

Rationale:

Score: 4

- Demonstrates capable control of the conventions of written language.
 - *“Our main problems that are often overlooked because of our selfish need for wealth include slavery and fairtrade, poverty, and our environment.”*
- Errors may detract from the overall impact of the work, but they do not affect the meaning.
 - *“ . . . long amount of hours.”*
 - *“Because the companies only focus on making money and convinces us as consumers through advertisements that the only way to be happy is to buy their new product and get rid of the old one.”*

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: Money actually does buy happiness

Form: persuasive essay.

Purpose: To explain why wealth is key to happiness in modern society

Public Audience: North Americans aged late teens - thirties

Context: An article in a magazine aimed toward young adults.

Explain how your chosen writing variables work together to make your text effective.

5 marks

The idea of my essay, that Money does buy happiness, is one that challenges older ways of thinking and involves playing devil's advocate when ~~was~~ considering the role ~~of~~ wealth plays in our modern day lives. Writing a persuasive essay allowed me to go sequentially through my arguments in a logical manner, laying them out plainly with an introduction and conclusion in a format that is still familiar to readers and easy to read. Writing in a persuasive and argumentative style allows for easier delivery of the writings' purpose, which was to explain why wealth is so key to happiness in modern day society. ~~The~~ The demographic ~~it~~ it is geared toward is young North American adults because this concept is ~~the~~ very relevant to that group of people. Young adults need to have an understanding of why money actually is important to their happiness, especially in North America where capitalism and free thinking are defining characteristics of our society. Delivering the message via a magazine article, something that may be viewed in print or online, makes the message very accessible to the demographic it is geared towards.

Final Copy

40 mar.

Title: Money Can Buy Happiness

The pursuit of wealth seems to dictate everything around us in our day-to-day lives. It's our means of buying food to feed ourselves & our families, to clothe ourselves, to pay for buses & cars to get around. It's our means of paying off houses simply to live in. Money is the very reason folks all over the world drag themselves out of heavenly bedsheets at the crack of dawn every weekday, despite the temptation to relax & sleep in... We can't, because we need the money. It fuels our society, ~~and~~ and almost every aspect of our everyday lives. So why then are people constantly repeating the age old phrase, 'money can't buy happiness'? You'll hear it argued that all the real value in life comes from the things that can't come automatically with wealth. How could this possibly be true? Wealth is central to everything we do. Of course human interactions & experiences in life are key to happiness, but they go hand-in-hand with having financial security. In today's world, money truly is necessary to buy the experiences that make life worthwhile.

The link between money and happiness is shown very clearly by those who may seem to not care about having lavish possessions & living richly. Folks who love to travel the world, camp and spend time in the wilderness are absolutely relying on money to bring them their happiness! Even the most frugal travelling enthusiast knows it can't be done without money. The cost of plane tickets in today's society is only increasing, as well as the cost of any other form of long distance travel - trains, buses, etc.

Once one gets to planning accommodations, meals, and guidance in foreign locations, the traveling experience is an undeniably large expense. The same goes for those who love nothing more than to escape the hustle and bustle of day-to-day, money driven life. Traveling into the wild & camping sounds like a rather cheap adventure. But to purchase proper attire, tents, equipment & tools, costs are quite high before one has even considered buying food for a trip. Certainly, few experiences can be more eye-opening, ~~more~~ fulfilling, and wonderful than branching out to see more of the world. It truly is a happiness that cannot be bought ~~in~~ in a material fashion, but it is a happiness that is quite costly nonetheless.

The same ~~of~~ concept applies to people who find happiness through gaining knowledge and education. Although this is something ~~that~~ not material, something that wouldn't appear to have monetary value at first, knowledge isn't always easily acquired without wealth. Post-secondary education is a huge example of this - in North America especially, it is commonplace for young students to take out huge loans and knowingly put themselves in debt for years to come, all in the pursuit of gaining a higher education. It comes full circle - often post-secondary degrees are sought to make one qualified for better jobs in fields of their interest, ~~so~~

so people can make money doing things they enjoy. Whether knowledge is sought only for personal fulfillment or only to be able to acquire a high-paying job, money is the

force that drives the whole system forward. In our modern society that places value on higher knowledge and work skills, money is the only way to come by this and bring people happiness and prosperity.

Furthermore, and whether we like it or not, money has a huge impact on the way we treat one another. The statement "Money can't buy happiness" means nothing to a person who has no wealth and no home, begging for change on a street corner. There is a major stigma associated with homeless folks in modern society, and they are automatically going to be treated differently by most people today, often disdainfully.

Having wealth just makes life easier — not having to worry & feel anxiety from paycheck to paycheck, even meal to meal, surely makes people a lot happier. Wealth also affects the way ~~people~~ people view and treat one another, and having money is certainly an indicator of hard work & dedication paying off. It seems to bring a certain amount of respect. Money is even important in small amounts ~~when~~ when it comes to impressing others.

Certainly, in early stages of dating, buying a few meals or cups of coffee for someone else goes a long way.

Purchasing gifts for others whom you love (or even just want to impress) is a ~~very~~ tried and true way of making someone else happy & showing that you care.

Having money just makes having a good time with others easier as well. It allows you to buy good food, see movies, buy drinks etc.

~~Money plays even bigger roles~~ Money plays even bigger roles in some of the most important relationships that people have. Financial issues are one of the leading causes of

divorce in today's world - Money, or lack thereof, has the ability to rip people apart. Financial security helps to keep ^{people in} marriages & partnerships comfortable & happy. The same applies to financial tensions between parents and children. No matter how much we love one another, money puts a huge strain on important relationships, and for that reason, having enough of it makes everyone's world a bit brighter.

Happiness can't be materially defined - it can't be wrapped up in a box with a bow on it. Joy and fulfillment still come from a wealth of experiences, knowledge, and relationships other people. But that doesn't mean that money can't buy happiness - in society today, ~~every~~ every aspect of our lives depends on money in some way, even those things that bring us happiness. That's why we work so hard to keep bringing in the wages - because whether we like it or not, in the world we live in today, money truly can buy our happiness.

Rationale for Exemplar #5

Writing Task (Essay)

Explaining Your Writing Variables

Rationale:

Score: 5

- Response provides an insightful explanation of how the chosen writing variables work together to make the student's text effective.
- Rationale for writing variables is perceptive.
 - *“Writing a persuasive essay allowed me to go sequentially through my arguments in a logical manner, laying them out plainly with an introduction and conclusion in a format that is still familiar to readers and easy to read.”*
 - *“The demographic it is geared toward is young North American adults because this concept is very relevant to that group of people. Young adults need to have an understanding of why money actually is important to their happiness . . .”*
 - *“Delivering the message via a magazine article, something that may be viewed in print or online, makes the message very accessible to the demographic it is geared towards.”*

Writing Task

Ideas

Rationale:

Score: 5

- Ideas are perceptive for the identified audience and for effectively achieving the stated purpose.
 - *“Wealth is central to everything we do. Of course human interactions & experiences in life are key to happiness, but they go hand-in-hand with having financial security.”*
 - *“Even the most frugal travelling enthusiast knows it can't be done without money.”*
 - *“It truly is a happiness that cannot be bought in a material fashion, but it is a happiness that is quite costly none the less.”*
 - *“It comes full circle—often post-secondary degrees are sought to make one qualified for better jobs in fields of their interest.”*
 - *“. . . Money has a huge impact on the way we treat one another.”*
 - *“Financial issues are one of the leading causes of divorce in today's world . . .”*

Organizational Structures, Techniques, and Transitions

Rationale:

Score: 5

- Distinct overall organizational structures are used with impact and achieve stated purpose.
 - *“The pursuit of wealth seems to dictate everything around us in our day-to-day lives.”*
 - *“Happiness can’t be materially defined—it can’t be wrapped up in a box with a bow on it.”*
- Techniques and transitions artfully integrate ideas into a coherent, unified whole.
 - *“The link between money and happiness is shown very clearly . . .”*
 - *“The same concept applies to people who find happiness through gaining knowledge and education.”*
 - *“Furthermore, and whether we like it or not . . .”*
 - *“Money plays even bigger roles in some of the most important relationships that people have.”*

Language Use and Arrangement

Rationale:

Score: 5

- Language choices and arrangement of ideas are superior for the writing variables; voice is distinct and effective.
 - *“It fuels our society . . .”*
 - *“You’ll hear it argued that all the real value in life comes from the things that can’t come automatically with wealth.”*
 - *“In our modern society that places value on higher knowledge and work skills, money is the only way to come by this and bring people happiness and prosperity.”*
- Powerful diction.
 - *“. . . lavish possessions & living richly.”*
 - *“. . . it is commonplace for young students to take out huge loans and knowingly put themselves in debt . . .”*
- Mature syntax.
 - *“Whether knowledge is sought only for personal fulfilment or only to be able to acquire a high-paying job, money is the force that drives the whole system forward.”*
 - *“Wealth also affects the way people view and treat one another, and having money is certainly an indicator of hard work & dedication paying off.”*
- Sophisticated arrangement of ideas.
 - *“No matter how much we love one another, money puts a huge strain on important relationships, and for that reason, having enough of it makes everyone’s world a bit brighter.”*

Grammar, Spelling, Capitalization, and Punctuation

Rationale:

Score: 4

- Demonstrates capable control of the conventions of written language.
 - *“Once one gets to planning accommodations, meals and guidance in foreign locations, the traveling experience is an undeniably large expense.”*
 - *“Certainly, few experiences can be more eye-opening, fulfilling, and wonderful than branching out to see more of the world.”*
- Errors may detract from the overall impact of the work, but they do not affect the meaning.

PRACTICE PAPER—WRITING TASK

Response 1

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: Money is destroying the Earth.
Form: Essay
Purpose: to inform people
Public Audience: People who read law magazines
Context: magazine

Explain how your chosen writing variables work together to make your text effective.

5 marks

Money is destroying the earth - cutting down trees for paper
- mining mineral for coins
- everything costs + uses money

essay - easiest way to rant

to inform people

Final Copy

40 mar.

Title: Money is Destroying the Earth

There are tons of things that ruin the earth, but I believe that money is the number one thing that does. The government cuts down trees to mass produce bills all over the world. They mine useful resources that could be used for things other than coins, and the fact that everything revolves around money. You can't do this or own this without having money, but I believe cutting down trees is the biggest issue.

With the government cutting down trees to make their precious money, the earth is getting continuously worse. With less trees means less oxygen and more carbon dioxide floating about, but also the fact the government sometimes doesn't replant these forested areas. This isn't good enough for the government, they have to mine deep inside the earth, taking its precious minerals.

The government is greedy, they only think about themselves and never think about the others, including the earth. Mining the minerals to make coins instead of other things that people might need, like stoves, fridges, etc. If they continuously mine these deposits for years on end, the earth will run out of these minerals and use something that is more abundant. On that note, it requires a lot of money to drill into the earth, which is ironic.

Since money is the biggest thing known to humankind, people use this the most in everyday life. So since it is used the most, there is lots of it and making tons more of it. Money is a big part of a everyday lifestyle, although people suffer without it, making everyday a struggle, but without money, the earth would be in shambles. So I give it a bit of

credit, but it still doesn't change my opinion about money.

I believe that these are the main reason that money is destroying the earth. These are just 3 things of the many I chose to write opinion on.

PRACTICE PAPER—WRITING TASK

Response 2

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Money*.

Central Idea: Money makes people greedy / Money is evil / Money can't buy happiness
Form: Spoken word (written)
Purpose: Send a message about money and how it's bad and makes greedy people
Public Audience: Peers / Teens / Young Adults
Context: Presented as spoken word / At schools / As poetry

Explain how your chosen writing variables work together to make your text effective.

5 mark

The central connection is to show people around my age how misuse of money can lead to greed, and in turn give them a false sense of happiness. I chose to write it as a spoken word because it gives the text a more poetic hand out of a semi-speech format. The poetic side will help with ~~read~~ making the text easier to read and understand, with use of metaphors, similes, provocative words, and other various writing tools. The text is trying to get across the message that money leads to greed, and will never buy happiness. Also, this would directly be aimed at youth young adults, mainly because they are the most ignorant and naive.

Final Copy

40 marks

Title: Greedy, Greedy Fool!

Money. "Money may be the husk of many things, but not the kernel. It brings you food, but not appetite; medicine, but not health; acquaintances, but not friends; servants, but not loyalty; days of joy, but not peace or happiness."

Money may be a ^{temporary} high from the new car you bought. But it ^{won't} lead you to Happiness, or save you a spot.

Money might get you here, there, or anywhere.

But money can't pay for someone to care.

Money cannot and will not ever buy happiness.

It cannot buy you a loving family with kids.

See, money is the root of all evil. At least that's what they say. I think money is nothing but joy; being only temporary, of course.

See, happiness is everlasting, joy is only for today.

But, if you had no more money, would that joy go away?

See, it's like a baker's son being fed with bread, and never getting full; always wanting more; never satisfied.

But him eating so much is the reason he died.

See, he ate and he ate, and his father kept giving.

Until the little boy's greed caused his ultimate downfall.

See, we're the little boy, and society's our baker father.

He keeps feeding us and feeding us and we don't even bother.

We just eat and we eat, and always want more, until our eyes roll back and we lie dead on the floor.

We want seconds, and thirds, and thirds for our seconds.

Not realizing it's our greed that ultimately ~~reckons~~ reckons.

* Quote by Henrik Ibsen

We all eat too much; we always want more.

We always are never happy with what we have.

We're all fat; we're all thick with greed.

We use money for things to fill our empty need
deep in our hearts, where happiness and pleasure and
joy all stand, shoulder to shoulder.

But, joy is a rock, and happiness a boulder.

We work so hard to become happy, not realizing we're
digging ourselves deeper and deeper into a pit of
disappointment, and the worst part is: we forgot the ladder...

We forgot to buy it on the way home from work
because we saw the new Call of Duty 12 on sale
at Walmart.

We've lost sight in what's important.

There are people, this very moment, who's biggest worry
is finding a piece of bread to eat.

And we're all worried about making our cars faster,
houses bigger, and inventing new ways to help our
cellphones live our lives for us.

We've dumbed down.

We're all ignorant with greed, and don't care about the seed,
or the sea, or him, her, them, or me.

Or the sky - say goodbye. Just as long as I get my
iPhone high I'll be fine.

But nobody's fine, We're all falling down.

And the big guys KNOW this.

They LIVE OFF this.

They strike off our constant need for more and more
and more and more, making us throw our parts that
are hard to adore on the floor.

See, banks are the centre, the epidemy of our addiction.
We get money we don't have, money that's just fiction
And we buy and we buy until we're in debt
But the banks don't say anything just yet
They'll wait till we 5 stones, and say we owe 20
But instead take our houses and the rest of our money.
See, if I had those stones, and saw where I would head
I would give it to the bank and ask them to store me instead.

So listen here, listen wise
Get this in to your head
Avoid ~~buy~~ buying "things",
buy experiences instead.
Memories last forever, and no one can take them.
Charish, keep safe, and never forget them

Material thing are the poison, money is just a tool.
A syringe to be fed to the greedy, greedy fool.

**Rationales for Practice Papers for
*Responding to Text and Process Booklet***

Use in conjunction with
Scoring Rubrics

*Student responses are italicized and unedited.

Rationales for Practice Paper Responding to Text #1

Rationale for Response 1

Score: 3

- Response provides a somewhat clear and developed explanation of how Klein’s bias is revealed in the text.
 - “. . . it became very apparent to me that it was bias toward Adidas and negative toward Nike.”
 - “. . . that Adidas is an overall better company, because of the biasness in the way this Article is written.”
- Support for the explanation is logical and somewhat specific.
 - “. . . the final comment about Nike . . . leads them to sound like a crappy company.”

Rationale for Response 2

Score: 4

- Response provides a clear and developed explanation of how Klein’s bias is revealed in the text.
 - “In the article Klien paints corperation and brand creators as money hungry crooks, wedging their way into any and every subculture in order to make a quick buck.”
- Support for the explanation is logical and specific.
 - “. . . pandering to black urban youth.”
 - “. . . when it was the other way around, DMC liked the brand, so made a song about it . . .”
 - “. . . as if it was imoral to make money, if it were a sin to have a target audience . . .”

Rationales for Practice Paper Responding to Text #2

Rationale for Response 1 (Outcomes 2.1.2, 2.1.3, 2.1.4)

Score: 4

- Response provides a clear and developed explanation of a main idea from the text.
 - *“I think the main idea in this text is that the things we value most, like money and material things, don’t really matter at all in the big picture.”*
- Support for the explanation is logical and specific.
 - *“... the reason he stayed the full fifteen years was not because of greed, but because of a hatred for society and how it functions.”*
 - *“He realized what a pathetic society he was living in, a society driven mad by greed and money.”*

Rationale for Response 2 (Outcomes 1.2.4, 2.2.2)

Score: 4

- Response provides a clear and developed explanation of how the idea affirms or challenges the student’s understanding of the world.
 - *“... I too agree that the world is driven by money and greed, when it should be driven by something that actually matters. Unfortunately, as a member of our culture, I am also driven by money and material things.”*
- Support for the explanation is relevant and specific.
 - *“I myself own far too many material things... I don’t think about how I can help people.”*

Rationale for Response 2 (Outcomes 2.1.2, 2.1.3, 2.1.4)

Score: 4

- Response provides a clear and developed explanation of a main idea from the text.
 - *“The main idea in the text ‘The Stuff of Life’ is to simplify your life to make it more enjoyable.”*
- Support for the explanation is logical and specific.
 - *“What I think he means by this is that he doesn’t want to get caught up in work, fixing the car, or arguing with his son, he just wants to enjoy life by living it simply.”*
 - *“By saying this I realized that if we simplify our life by not worrying about the little things we have time for activities that could make our life happier or even increase our health.”*

Rationale for Response 2 (Outcomes 1.2.4, 2.2.2)

Score: 4

- Response provides a clear and developed explanation of how the idea affirms or challenges the student’s understanding of the world.
 - *“... I thought if you wanted to be happy and live a good life you needed to make a little bit more money than the average joe and have a big house and great job.”*
- Support for the explanation is relevant and specific.
 - *“The author is trying to say if we make our lives simple we will be able to enjoy the wonderful things the world has to offer with our family and friends.”*

Rationales for Practice Paper Responding to Text #3

Rationale for Response 1

Score: 3

- Response provides a clear and somewhat developed analysis of how language and/or stylistic devices convey an idea about money.
 - *“Through the authors use of Illusion, the reader see’s that every one wants money.”*
 - *“As a result the reader realized just how driven people are by the want of money and the rich lifestyle.”*
- Support for the analysis is logical and somewhat specific.
 - *“This is a refrance to how Quasimodo would look down from the church bell tower he lives in and wishes he could be like the towns people below.”*

Rationale for Response 2

Score: 2

- Response provides a superficial analysis of how language and/or stylistic devices convey an idea about money.
 - *“. . . he compares two groups of people, one of them living a good life with a good job and a nice car while the other group works a low end job and has to start at the dead of the night.”*
- Support for the analysis is vague.
 - *“Another Stylistic device is the Imagery of the hunched back old man with grey Iron head and also the well dressed mad in the Suit with blond hair and Sunglasses.”*

Rationales for Practice Paper Responding to Text #4

Rationale for Response 1

Score: 5

- Response provides an insightful analysis of how the text does promote cultural understanding and/or respect.
 - *“This piece promotes respect towards what humanity has been given.”*
 - *“if you abuse what you are given, you are losing respect for the thing and whoever gave it to you.”*
- Support for the analysis is perceptive.
 - *“The boy begins to kill the fish for fun and thus abuses the resource that has been given to him. People in society are like that too.”*
 - *“In a sense, people ‘kill the fish for fun’ when it comes to the amount of extra things they buy.”*

Rationale for Response 2

Score: 2

- Response provides a superficial analysis of how the text does promote cultural understanding and/or respect.
 - *“Yes it promotes cultural understanding and respect.”*
- Support for the analysis is generalized.
 - *“In houses like these throughout the tribe people learned to live with one another, serve one another, and respect one another.”*
 - *“... spirit gave you those fish to be your brothers, to feed you when you are hungry and he had to respect them.”*

Rationales for Practice Paper Responding to Text #5

Rationale for Response 1

Score: 3

- Response provides a somewhat clear and developed analysis of how techniques and/or elements are used to convey an idea about money.
 - *“The big person . . . This represents the struggle of people who can not pay their bills and how the bank can just take away something priceless to you.”*
 - *“In general, this picture displays the greed of our nation and how much Americans depend on money to survive.”*
- Support for the analysis is somewhat relevant and specific.
 - *“. . . the big person represents the bank, and it shows him picking up someone’s house while the people are trying to save it.”*
 - *“In the background, all the houses are marked ‘For Sale’ which indicates how prices are going up and things are becoming too expensive.”*

Rationale for Response 2

Score: 2

- Response provides a superficial and undeveloped analysis of how techniques and/or elements are used to convey an idea about money.
 - *“I think the Bank of America one . . . is showing this ‘Bank Monster’ that is taking away peoples money and houses . . .”*
- Support for the analysis is generalized.
 - *“I know the bank isn’t actually a monster but it seems like one to these Americans that have maybe had money or even a house gone because of it.”*

Rationales for Practice Paper Responding to Text #6

Rationale for Response 1

Score: 3

- Response provides a clear and somewhat developed explanation of how the author’s experiment was a success.
 - *“I think this is a success because you never know who you are going to affect or what it could do for a person.”*
- Support for the explanation is relevant and somewhat specific.
 - *“... one of the people the author affected forgot their money for breakfast but found her surprise and said, ‘Thanks God and thanks for you.’ This is a positive to the experiment.”*

Rationale for Response 2

Score: 3

- Response provides a clear and somewhat developed explanation of how the author’s experiment was a success.
 - *“This marks success because it shows that she hopes she made people smile, and with the replies this is obvious.”*
- Support for the explanation is somewhat relevant and specific.
 - *“... because her main reasons for doing this were for ‘purely altruistic reasons’ and at the end, she did receive 10 replies to her experiment.”*

Rationales for Practice Paper Connecting Ideas

Rationale for Response 1

Score: 3

- Response provides a clear and somewhat developed explanation of how the student’s attitude has changed since childhood.
 - “. . . *Money is the thing that I have to avoid if it is possible.*”
- Support for the explanation is relevant and somewhat specific.
 - “*She treated me as her son and I treated her as ‘canadian mohter’.*”
 - “*However it was money which makes me not to see her ever again in my life.*”
 - “. . . *Wherever there is money, there is a devil which deprives happiness from you.*”

Rationale for Response 2

Score: 3

- Response provides a clear and somewhat developed explanation of how the student’s attitude has changed since childhood.
 - “*At that time, I was small and I didn’t knew much about what is really important in order to live happily. As I grew old, I came to know that money is not as important as I used to think about it.*”
- Support for the explanation is relevant and somewhat specific.
 - “*You can never find peace if you have lots of money but there is no one to share your moments with.*”
 - “*Its only your family and your dear friends who will support you and give courage and hope.*”

Rationales for Practice Paper Reflecting

Rationale for Response 1

Score: 1

- Response provides a very undeveloped explanation of how the student’s text accomplishes one of the goals.
 - “. . . *I know how my speech should be heard.*”
- Support for the explanation is generalized.
 - “. . . *emphizing my key points I want my peers to know.*”

Rationale for Response 2

Score: 4

- Response provides a clear and developed explanation of how the student’s text accomplishes one of the goals.
 - “. . . *with memorable lines, it will leaving a lasting impression on the reader’s mind.*”
- Support for the explanation is logical and specific.
 - “*My text is full of insightful, provocative questions begging the reader to stop and ask themselves the questions being presented.*”
 - “. . . *my use of repetition when explaining quantities also, I feel, is a good tool to provok the reader to remember what they’re reading.*”

Rationales for Practice Paper—Response 1 Writing Task (Essay)

Explaining Your Writing Variables

Rationale:**Score: 0**

- Response provides no explanation of how the chosen writing variables work together to make the student’s text effective.

Writing Task

Ideas**Rationale:****Score: 2**

- Ideas are generalized and undeveloped for the identified audience and for achieving the stated purpose.
 - *“These are tons of things that ruin the earth, but I believe that money is the number one thing, the government cuts down trees . . .”*
 - *“The government is greedy . . . mining the minerals to make coins instead of other thing that people might need, like Stoves, Fridges etc.”*

Organizational Structures, Techniques, and Transitions

Rationale:**Score: 3**

- Somewhat distinct overall organizational structures are used to achieve stated purpose; techniques and transitions ensure a somewhat coherent, unified central idea.
 - *“. . . I believe cutting down trees is the biggest issue . . . With the government cutting down trees to make their precious money, the earth is getting continuously worse . . .”*
 - *“On that note, It requires a lot of money to drill into the earth.”*
 - *“. . . these are the main reasons . . .”*

Language Use and Arrangement

Rationale:

Score: 2

- Language choices and arrangement of ideas are ineffective for the writing variables; voice is weak.
- Generalized and unvaried diction; repetitious syntax.
 - “. . . *the government cuts down trees . . .*”
 - “. . . *the government cutting down trees . . .*”
- Weak arrangement of ideas.
 - “*Since money is the biggest thing known to humankind, People use this the most in everyday life.*”

Grammar, Spelling, Capitalization, and Punctuation

Rationale:

Score: 2

- Demonstrates limited or tentative control of the conventions of written language.
 - “. . . *Stoves, Fridges . . .*”
 - “*So Since . . .*”
 - “. . . *less trees . . .*”
- Errors are distracting and may interfere with the reader’s understanding of the ideas.
 - “. . . *I chose to write opinion on.*”

Rationales for Practice Paper—Response 2 Writing Task (Spoken Word)

Explaining Your Writing Variables

Rationale:

Score: 3

- Response provides a somewhat clear and developed explanation of how the chosen writing variables work together to make the student’s text effective.
- Rationale for writing variables is somewhat logical and specific.
 - “. . . it gives the text a more poetic hand ontop of a semi-speech format.”
 - “The poetic side will help with making the text easier to read and understand, with use of metaphors, similies, provocative words, and other various writing tools.”

Writing Task

Ideas

Rationale:

Score: 4

- Ideas are clear, appropriate, and adequately developed for the identified audience and for achieving the stated purpose.
 - “Money cannot and will not ever buy happiness.”
 - “. . . we always want more.”
 - “We’ve lost sight in what’s important.”
 - “Material thing are the poison, money is just a tool.”
- Thoughts and feelings are clear and appropriate, and are adequately developed and consistent in creating an overall effect.
 - “But money can’t pay for someone to care.”
 - “But nobody’s fine, We’ve all falling down.”
 - “Memories last forever, and no one can take them.”

Organizational Structures, Techniques, and Transitions

Rationale:

Score: 4

- Distinct overall organizational structures are used to achieve stated purpose.
 - “*See, money . . .*”
 - “*See, happiness . . .*”
 - “*See, it’s . . .*”
 - “*See, he . . .*”
 - “*See, we’re . . .*”
 - “*See, banks . . .*”
 - “*See, if . . .*”
- Techniques and transitions ensure a coherent, unified central idea.
 - “*We’re all ignorant with greed, and don’t care about the seed, or the sea, or him, her, them, or me. Or the sky—say goodbye.*”

Language Use and Arrangement

Rationale:

Score: 4

- Language choices and arrangement of ideas are effective and consistent for the writing variables; voice is established and appropriate.
- Clear, specific, and varied diction.
 - “. . . *it’s our greed that ultimately reckons*”
 - “*A syringe to be fed to the greedy, greedy fool.*”
- Clear and purposeful syntax.
 - “. . . *the centre, the epidomy of our addiction.*”
- Varied and meaningful arrangement of ideas.
 - “*Money may be a temporary high . . .*”
 - “*Avoid buying ‘things’, buy experiences instead.*”

Grammar, Spelling, Capitalization, and Punctuation

Rationale:

Score: 4

- Demonstrates capable control of the conventions of written language.
- Errors may detract from the overall impact of the work, but they do not affect the meaning.
 - “. . . *Happiness . . .*”
 - “. . . *never getting full; always wanting more; never satisfied.*”
 - “*There are people . . . who’s biggest worry*”

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Grade 12
English Language Arts
Standards Test

Scoring Rubrics

Use in conjunction with
Student Exemplars and Rationales

January 2014

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Overview of the Scoring Rubrics

The scoring rubrics for the Grade 12 English Language Arts Standards Test are based on the outcomes and standards found in the *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards* and the *Senior 4 English Language Arts Common Standards*.

Scoring rubrics are designed to assess a wide range of student performance. These rubrics divide Grade 12 achievement and performance into three levels: Below Level, At Level, and Above Level. Below Level and At Level are further divided into two sub-categories: emergent and solid. This subdivision of the levels allows markers to identify students who are approaching these specific levels, but who have not yet consistently demonstrated all or most of its requirements. The Above Level consists of one category for scoring responses that are superior but may still be within grade expectations.

Rubrics are not used in isolation. To score student responses, markers are also provided with student exemplars and rationales (accompanying document) that illustrate the relationship between each level of performance and student responses.

Scoring Rubrics, Possible Characteristics, and Student Exemplars with Rationales

The *scoring rubrics* use standards adapted from the *Grade 12 English Language Arts Common Standards*.

Possible characteristics make the standards more concrete in terms specific to the question. They are not exhaustive. Other ways of responding must be considered and assessed using the scoring rubrics.

The *student exemplars* (accompanying document) are actual unedited student responses which help to illustrate the links among the standards, the scoring scales, the possible characteristics, and the student responses.

Rationales (accompanying document) provide the reasons, based on the rubrics, for the scores assigned to the student exemplars.

Steps in Scoring Student Responses

1. Review the At Level standard to understand what to look for in the student response. Note that a Below Level response demonstrates limited skill on this standard, while Above Level demonstrates superior skill.
2. Note the gradation from Below Level to At Level to Above Level (from left to right) and the links among the scoring rubrics, the student exemplars, and the rationales (from top to bottom).
3. Mark the student's response according to the standards in the scoring rubrics. A student can be approaching a level (emergent Below or emergent At) or can be performing solidly at a level (solid Below, solid At, or solid Above).
4. Use the possible characteristics, student exemplars, and rationales to assist the marking process. If you are having difficulty grading a response, always go back to the standard. The *Possible Characteristics* are just possibilities. Where appropriate, consider and accept other possible responses.
5. When scoring *Responding to Text* responses, only ideas are to be considered; the conventions of written language and style are not to be assessed.

Title				
Questions				
Learning Outcome: (Student Exemplars omitted)				
Out of Range Score: 0	Below Level Score: 1	At Level Score: 2	Above Level Score: 3	Above Level Score: 4
Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics
Note to marker:				

(this document)

Title				
Questions				
Learning Outcome: (Student Exemplars omitted)				
Out of Range Score: 0	Below Level Score: 1	At Level Score: 2	Above Level Score: 3	Above Level Score: 4
Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics
Rationale				
Score: 0				
Score: 1				
Score: 2				
Score: 3				
Score: 4				
Score: 5				

(accompanying document)

Marker Notes

- Do **not** record any marks or comments in student booklets, as a sample of booklets are returned to the Department for feedback marking.
- During the marking of standards tests, markers may occasionally encounter test booklets which present irregularities (e.g., plagiarism, evidence of personal safety issues, etc.). Appendix A provides examples of such irregularities and the required reporting procedures.
- Any instances of plagiarism will result in a test score of zero.
- All rubrics and exemplars are written to fit the solid At Level (4), or Below Level (2) response.
- For emerging At Level responses (3) the marker needs to add the word “somewhat” to the rubric. For example the *Possible Characteristics* might read: “Response provides a *somewhat* clear and developed explanation...”
- For emerging Below Level responses (1) the marker needs to add the word “very” to the rubric. For example the *Possible Characteristics* might read: “Response provides a *very* weak explanation...”
- In the rubrics, the bullets mean *or*. If there are 2 bullets in the *Possible Characteristics* either one applies.
- The forward slash (/) means *or*. (e.g., “generalized/undeveloped/superficial” means that the student’s answer could be either generalized OR undeveloped OR superficial).
- In the rubrics, the abbreviation *e.g.* is read as “What the answer might look like.” This is not an exhaustive list.
- In the exemplar or practice papers, the rationale may contain more than one bullet. In this case, the bullet means *and*.
- Before giving a student a zero on any aspect of the writing task, consult with other teachers and/or the team leader. A zero can only be given in the category of Ideas if the writing is completely off topic. If plagiarism is the case, the entire test is recorded as a zero.
- NR (no response) is given if a student has written nothing on the page.
- If a student is at risk, fill out the *Irregular Test Booklet Report* and contact the school. Do not include this student’s test with your sample booklets. Make a substitution, but send the Department a copy of the *Irregular Test Booklet Report*.
- It is only in the *Writing Task* that a student is assessed for organization, language use and arrangement, grammar, spelling, capitalization, and punctuation.
- If a student does not complete the final copy, marker may assess the draft.
- Reference to the text does not need to be a direct quotation.

Learning Outcomes

Outcomes Assessed

Test Activity	Question Number	Target Outcome
Responding to Text	1	2.2.3
		3.3.3
	2	2.1.2
		2.1.3
		2.1.4
		1.2.4
	3	2.2.2
		2.2.3
	4	1.1.1
		5.1.3
5	5.2.2	
	2.3.2	
6	1.2.2	
	2.1.3	
Connecting Ideas	1.2.4	
Reflecting	4.2.1	
Explaining Your Writing Variables	Ideas	3.3.2
		4.1.1
Writing Task	Organizational Structures, Techniques and Transitions	4.1.3
	Language Use and Arrangement	4.2.4
	Grammar, Spelling, Capitalization, and Punctuation	4.3.1 4.3.2 4.3.3

Outcomes Not Assessed

Test Activity	Question Number	Target Outcome
Exploring the Topic	Group Discussion about the Topic: Activating Your Thoughts	1.1.1
		1.1.2
		1.2.1
		2.1.1
		2.1.2
Developing Your Text	Planning Your Writing Variables	2.1.4
		3.1.1
		3.1.2
Developing Your Text	Drafting	3.2.1
		5.1.1
		5.1.2
Developing Your Text	Revising and Editing	3.1.4
		4.1.2
Developing Your Text	Revising and Editing	4.1.3
		4.2.2
Developing Your Text	Revising and Editing	4.2.3
		4.2.3

Hip-Hop Blows Up the Brands

Responding to Text 1: Naomi Klein is a vocal critic of large corporations. Explain how her bias is revealed in this text.

Learning Outcomes: 2.2.3, 3.3.3 Appreciate the Artistry of Texts, Evaluate Information

Score:	Out of Range	Below Level	At Level	Above Level		
	0	1	2	3	4	5
<p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides no explanation of how Klein's bias is revealed in the text. Response does not demonstrate an understanding of bias. 	<p>Demonstrates limited skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression. (2.2.3)</p> <p>Demonstrates limited skill in evaluating the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose. (3.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped explanation of how Klein's bias is revealed in the text. e.g., – support for the explanation is generalized/illogical 	<p>Analyzes how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression. (2.2.3)</p> <p>Evaluates the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose. (3.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a clear and developed explanation of how Klein's bias is revealed in the text. e.g., – support for the explanation is logical and specific 	<p>Demonstrates superior skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression. (2.2.3)</p> <p>Demonstrates superior skill in evaluating the appropriateness, completeness, accuracy, currency, historical contexts, balance of perspectives, and bias of information for a particular purpose. (3.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated explanation of how Klein's bias is revealed in the text. e.g., – support for the explanation is perceptive/precise 			

The Bet or The Stuff of Life

Responding to Text 2: Read the following texts from the *Process Booklet* and choose one for your response:

“The Bet” by Anton Chekhov

OR

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea in the text

Learning Outcomes: 2.1.2, 2.1.3, 2.1.4 Comprehension Strategies, Textual Cues, Cueing Systems

Score:	0	1	2	3	4	5
	Out of Range	Below Level	At Level	Above Level		
Possible characteristics	<ul style="list-style-type: none"> • Response provides no explanation of a main idea from the text. e.g., – explanation is only a summary of the text 	<p>Demonstrates limited skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates limited use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates limited use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of a main idea from the text. e.g., – support for the explanation is generalized/illogical/vague – explanation relies heavily on summarizing the text 	<p>Applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Uses syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of a main idea from the text. e.g., – support for the explanation is logical and specific 	<p>Demonstrates superior skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates superior use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates superior use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides an insightful/sophisticated/thorough explanation of a main idea from the text. e.g., – support for the explanation is perceptive/precise – ideas may extend to a broader context 		

Note to Marker: • Consider the entire response to find an explanation for a main idea.

The Boy or The Stuff of Life

Responding to Text 2: Read the following texts from the *Process Booklet* and choose one for your response:

“The Bet” by Anton Chekhov

OR

“The Stuff of Life” by Scott Russell Sanders

Using specific reference(s) to your chosen text, write an extended response in which you

- explain how this idea affirms or challenges your understanding of the world.

Learning Outcomes: 1.2.4, 2.2.2 Extend Understanding; Connect Self, Texts, and Culture

Score:	Out of Range 0	Below Level 1	2	3	At Level 4	Above Level 5
Possible characteristics	<ul style="list-style-type: none"> • Response provides no explanation of how the idea affirms or challenges the student's understanding of the world. 	<p>Demonstrates limited skill in exploring and extending understanding by considering experiences, information, and perspectives when generating and responding to texts. (1.2.4)</p> <p>Demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts. (2.2.2)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of how the idea affirms or challenges the student's understanding of the world. <p>e.g., – support for the explanation is generalized/illogical/vague</p>	<p>Explores and extends breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts. (1.2.4)</p> <p>Responds personally and critically to perspectives and styles of a variety of Canadian and international texts. (2.2.2)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of how the idea affirms or challenges the student's understanding of the world. <p>e.g., – support for the explanation is relevant and specific</p>	<p>Demonstrates superior skill in exploring and extending breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts. (1.2.4)</p> <p>Responds creatively, personally, and critically to perspectives and styles of a variety of Canadian and international texts. (2.2.2)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides an insightful/sophisticated/thorough explanation of how the idea affirms or challenges the student's understanding of the world. <p>e.g., – support for the explanation is perceptive</p> <ul style="list-style-type: none"> – ideas may extend to a broader context 		

Note to Marker: • Consider the entire response.

Two Scavengers In a Truck, Two Beautiful People in A Mercedes

Responding to Text 3: Analyze how Ferlinghetti uses language and/or stylistic devices to convey an idea about money in the poem. Consider, for example, diction, imagery, irony, juxtaposition, symbolism, tone, etc. Support your response with reference to the text.

Learning Outcome: 2.2.3 Appreciate the Artistry of Texts

Score:	0	1	2	3	4	Above Level 5
Out of Range						
Possible characteristics	<ul style="list-style-type: none"> Response provides no analysis of how language and/or stylistic devices convey an idea about money. Response does not identify an idea about money. Response does not provide reference to the text. 	<p>Demonstrates limited skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped analysis of how language and/or stylistic devices convey an idea about money. e.g., – support for the analysis is generalized/vague 	<p>Analyzes how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a clear and developed analysis of how language and/or stylistic devices convey an idea about money. e.g., – support for the analysis is logical and specific 	<p>Demonstrates superior skill in analyzing how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated analysis of how language and/or stylistic devices convey an idea about money. e.g., – support for the analysis is perceptive – ideas may extend to a broader context 		

Note to Marker: • Ideas about money may be implied.

I am a native of North America

Responding to Text 4: Evaluate whether or not “I am a native of North America” promotes cultural understanding and/or respect. Support your response with reference to the text.

Learning Outcomes: 1.1.1, 5.1.3, 5.2.2 Express Ideas, Use Language to Show Respect, Relate Texts to Culture

Score:	Out of Range	Below Level	At Level	Above Level
0	<p>Possible characteristics</p> <ul style="list-style-type: none"> Response does not provide an analysis. Response provides no reference to the text. 	<p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped analysis of how the text does or does not promote cultural understanding and/or respect. e.g., – support for the analysis is generalized/illogical/vague 	<p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a clear and developed analysis of how the text does or does not promote cultural understanding and/or respect. e.g., – support for the analysis is logical and specific 	<p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated/thorough analysis of how the text does or does not promote cultural understanding and/or respect. e.g., – support for the analysis is perceptive/precise – ideas may extend to a broader context
1	<p>Demonstrates limited skill in considering the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions. (1.1.1)</p> <p>Demonstrates limited skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates limited skill in recognizing how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations. (5.1.3)</p> <p>Demonstrates limited skill in analyzing the ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture. (5.2.2)</p>	<p>Considers the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions. (1.1.1)</p> <p>Recognizes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations. (5.1.3)</p> <p>Analyzes ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture. (5.2.2)</p>	<p>Demonstrates superior skill in considering the relative merits of a range of ideas, observations, opinions, and emotions to reconsider positions. (1.1.1)</p> <p>Demonstrates superior skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates superior skill in recognizing how language choice reveals perspectives, attitudes, and relationships and may sustain or counter exploitative or discriminatory situations. (5.1.3)</p> <p>Demonstrates superior skill in analyzing the ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence, define, and transmit culture. (5.2.2)</p>	

Note to Marker: • Evaluation may be implied.

Bank of America or Habitat for Humanity

Responding to Text 5: Select a visual from page 22 or 23 and explain how techniques and/or elements are used in this visual to convey an idea about money. Consider colour, contrast, details, focal point, foreground/background, etc.

Learning Outcome: 2.3.2 Techniques and elements

Score:	Out of Range	Below Level	At Level	Above Level
	0	1	3	5
	2	4		
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Response provides no analysis of how techniques and/or elements are used to convey an idea about money. Response does not mention the visuals. 	<p>Demonstrates limited skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped analysis of how techniques and/or elements are used to convey an idea about money. e.g., – support for the analysis is generalized/illogical/vague 	<p>Analyzes how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Response provides a clear and developed analysis of how techniques and/or elements are used to convey an idea about money. e.g., – support for the analysis is relevant and specific 	<p>Demonstrates superior skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated/thorough analysis of how techniques and/or elements are used to convey an idea about money. e.g., – support for the analysis is perceptive – ideas may extend to a broader context 	

Buddy, I Can Spare You a Dime

Responding to Text 6: Explain whether or not the author's experiment was a success. Support your position with reference to the text.

Learning Outcomes: 1.2.2, 2.1.3 Explain Opinions, Textual Cues

Score:	0	1	2	3	4	5
Out of Range						
Possible characteristics	<ul style="list-style-type: none"> Response provides no explanation of whether or not the author's experiment was a success. Response does not provide examples from the text. 	<p>Demonstrates limited skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts. (1.2.2)</p> <p>Demonstrates limited use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped explanation of whether or not the author's experiment was a success. e.g., – support for the explanation is generalized/vague 	<p>Explores various viewpoints, assumptions, and premises and evaluates their implications when generating or responding to texts. (1.2.2)</p> <p>Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a clear and developed explanation of whether or not the author's experiment was a success. e.g., – support for the explanation is relevant and specific 	<p>Demonstrates superior skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts. (1.2.2)</p> <p>Demonstrates superior use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated/thorough explanation of whether or not the author's experiment was a success. e.g., – support for the explanation is perceptive – ideas may extend to a broader context 		

Connecting Ideas: Explain how your attitude towards money has or has not changed since childhood.

Learning Outcome: 1.2.4 Extend Understanding

<p>Score: 0</p> <p>Out of Range</p>	<p>Below Level</p> <p>1 2</p>	<p>At Level</p> <p>3 4</p>	<p>Above Level</p> <p>5</p>
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides no explanation of how the student's attitude has or has not changed since childhood. 	<p>Demonstrates limited skill in exploring and extending understanding by considering experiences, information, and perspectives when generating and responding to texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of how the student's attitude has or has not changed since childhood. <p>e.g., – support for the explanation is generalized/illogical/vague/weak</p>	<p>Explores and extends breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of how the student's attitude has or has not changed since childhood. <p>e.g., – support for the explanation is relevant and specific</p>	<p>Demonstrates superior skill in exploring and extending breadth and depth of understanding by considering various experiences, information, and perspectives when generating and responding to texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides an insightful/sophisticated/thorough explanation of how the student's attitude has or has not changed since childhood. <p>e.g., – support for the explanation is perceptive/precise</p> <ul style="list-style-type: none"> – ideas may extend to a broader context

Reflecting: Authors write with a goal to capture the audience's attention, to maintain the audience's attention or to make a lasting impression. Explain how your text accomplishes one of these goals.

Learning Outcome: 4.2.1 Appraise Own and Others' Work

Score:	Out of Range	Below Level	At Level	Above Level
0	<p>Demonstrates limited skill in appraising the effectiveness of own and others' choices of content, form, style, and presentation.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides no explanation of how the student's text accomplishes one of the goals. 	<p>Demonstrates limited skill in appraising the effectiveness of own and others' choices of content, form, style, and presentation.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a superficial/undeveloped explanation of how the student's text accomplishes one of the goals. e.g., – support for the explanation is generalized/illogical/vague/weak 	<p>Appraises the effectiveness of own and others' choices of content, form, style, and presentation.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides a clear and developed explanation of how the student's text accomplishes one of the goals. e.g., – support for the explanation is logical and specific 	<p>Demonstrates superior skill in appraising the effectiveness of own and others' choices of content, form, style, and presentation.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Response provides an insightful/sophisticated/thorough explanation of how the student's text accomplishes one of the goals. e.g., – support for the explanation is perceptive/precise – ideas may extend to a broader context

Explaining Your Writing Variables: Identify the five writing variables you have chosen for your writing task on *Money*. Explain how your chosen writing variables work together to make your text effective.

Learning Outcome: 3.3.2 Record Information

Score:	0	1	2	3	4	5
	<p>Out of Range</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides no explanation of how the chosen writing variables work together to make the student's text effective. • Response reveals lack of understanding of the task. 	<p>Below Level</p> <p>Records but demonstrates limited skill in synthesizing information, ideas, and perspectives for a particular purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of how the chosen writing variables work together to make the student's text effective. e.g., – rationale for writing variables is generalized/illogical/vague 	<p>At Level</p> <p>Records and synthesizes information, ideas, and perspectives for a particular purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of how the chosen writing variables work together to make the student's text effective. e.g., – rationale for writing variables is logical and specific 	<p>Above Level</p> <p>Records and demonstrates superior skill in synthesizing information, ideas, and perspectives for a particular purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides an insightful/thorough explanation of how the chosen writing variables work together to make the student's text effective. e.g., – rationale for writing variables is perceptive/precise 		

Note to Marker: • Students do not necessarily need to discuss all five writing variables.

• Emphasize the rationale for the writing variables.

Writing Task: Ideas

Focus for Assessment: Attend to ideas, not structure, in relation to the student's writing variables.
Learning Outcome: 4.1.1 Generate Ideas

Score:	0	1	2	3	4	5
	<p>Out of Range</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Ideas are off topic. Text and/or ideas are plagiarized. 	<p>Below Level</p> <p>Generates, evaluates, and selects ideas but with limited skill in focusing and clarifying a topic appropriate for audience, purpose, and context, or in expressing thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Ideas are generalized/superficial/undeveloped/vague for the identified audience and for achieving the stated purpose. Thoughts and feelings are generalized/superficial/undeveloped/vague in creating an overall effect. Generation of own ideas is limited. 	<p>At Level</p> <p>Generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Ideas are clear, appropriate, and adequately developed for the identified audience and for achieving the stated purpose. Thoughts and feelings are clear and appropriate, and are adequately developed and consistent in creating an overall effect. 	<p>Above Level</p> <p>Demonstrates superior skill in generating, evaluating, and selecting ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Ideas are creative/perceptive/thoroughly developed for the identified audience and for effectively achieving the stated purpose. Thoughts and feelings are creative/perceptive/thoroughly developed and are interrelated in creating an overall effect. 		

Notes to Marker: • If the student has not identified the writing variables at the beginning of his or her final copy (Explaining Your Writing Variables), refer to **Planning and Developing Your Text**.

- Consider how well the ideas focus the topic for audience, purpose, and context.
- Consider how well the ideas express thoughts and feelings to create desired effect.

Writing Task: Organizational Structures, Techniques, and Transitions

Focus for Assessment: Attend to the macro- and micro-organization (e.g., beginning, middle, and end, as well as organization within the beginning, middle, and end) in relation to the student’s writing variables.

Learning Outcome: 4.1.3 Organize Ideas

Score:	Out of Range 0	Below Level 1 2	At Level 3 4	Above Level 5
	<p>Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Organizational structures* are awkward or not apparent for stated purpose; techniques and transitions** are weak and distract from a coherent, unified central idea. 	<p>Evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Organizational structures* are stated purpose; techniques and transitions** ensure a coherent, unified central idea. 	<p>Demonstrates superior skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Distinct overall organizational structures* are used with impact and achieve stated purpose; techniques and transitions** artfully integrate ideas into a coherent, unified whole. 	
	<p>* “Structures” refer to the macro-organization. Structures in aesthetic texts might include rising action, prologue/epilogue, stanza and line organization, and acts and scenes. Structures in pragmatic texts might include cause/effect, inverted pyramid, introduction/body/conclusion, point-example-discussion, and chronological order.</p> <p>** “Techniques and transitions” might include use of narrator, extended metaphor, repetition, refrains, flashbacks/flashforwards, headings and subheadings, and dissolves and transitional paragraphs. “Transitions” also include words that tie ideas together, such as “on the other hand” or “hence.”</p>			

Writing Task: Language Use and Arrangement

Focus for Assessment: Attend to language choices and arrangement, in relationship to the student's writing variables.
Learning Outcome: 4.2.4 Enhance Artistry

Score:	0	1	2	3	4	5
Out of Range	Below Level	At Level	Above Level			
	<p>Demonstrates limited skill in using effective language and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Language choices* and arrangement** of ideas are ineffective for the writing variables; voice is inappropriate/inconsistent/weak. e.g., – generalized/unvaried/vague diction; awkward/repetitious/unvaried syntax***; unvaried/weak arrangement of ideas 	<p>Uses effective language and arranges and juxtaposes ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Language choices* and arrangement** of ideas are effective and consistent for the writing variables; voice is established and appropriate. e.g., – clear, specific, and varied diction; clear and purposeful syntax***; varied and meaningful arrangement of ideas 	<p>Demonstrates superior skill in using language and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Language choices* and arrangement** of ideas are superior for the writing variables; voice is distinct and effective. e.g., – creative/powerful/precise diction; mature/polished syntax***; original/sophisticated arrangement of ideas 			
	<p>Possible characteristics</p> <ul style="list-style-type: none"> • Text and/or ideas are plagiarized. 					
	<p>* “Language choices” might include figurative language, description, diction, and connotation. ** “Arrangement” might include sentence pattern, juxtaposition, arrangement for emphasis, rhythm, and phrasing. *** “Syntax” includes phrasing, sentence patterns, and sentence variety.</p>					

Note to Marker: • Assess word choice in terms of its effectiveness for the writing variables.

Writing Task: Grammar, Spelling, Capitalization, and Punctuation

Focus for Assessment: Attend to the relationship between the mechanics and the student's writing variables. Consider the extent to which the errors detract from the overall impact of the work but do not affect meaning.

Learning Outcome: 4.3.1, 4.3.2, 4.3.3 Grammar and Usage, Spelling, Capitalization and Punctuation

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
<p>Possible characteristics</p> <ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>Knows and applies Canadian spelling conventions; recognizes creative spellings but demonstrates limited skill in using creative spellings for clarity and special effects. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Demonstrates limited or tentative control of the conventions of written language. Errors are distracting and may interfere with the reader's understanding of the ideas. 	<p>Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Demonstrates capable control of the conventions of written language. Errors may detract from the overall impact of the work, but they do not affect the meaning. 	<p>Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to and using capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Demonstrates skillful control of the conventions of written language. Errors in spelling, grammar, and punctuation may exist, but they do not affect the overall impact.

Notes to Marker:

- Impact of errors is to be considered in relation to
 - the complexity of the language used and/or risks taken by the student
 - the variety and frequency of errors
 - the length of the written text
- Assess word choice in terms of its correctness.

APPENDIX A

IRREGULARITIES IN PROVINCIAL TESTS

A GUIDE FOR LOCAL MARKING

During the marking of provincial tests, irregularities are occasionally encountered in test booklets. The following list provides examples of irregularities for which an *Irregular Test Booklet Report* should be completed and sent to the Department:

- completely different penmanship in the same test booklet
- incoherent work with correct answers
- notes from a teacher indicating how he or she has assisted a student during test administration
- student offering that he or she received assistance on a question from a teacher
- student submitting work on unauthorized paper
- evidence of cheating or plagiarism
- disturbing or offensive content
- no responses provided by the student (all “NR”) or only incorrect responses (“0”)

Student comments or responses indicating that the student may be at personal risk of being harmed or of harming others are personal safety issues. This type of student response requires an immediate and appropriate follow-up at the school level. In this case, please ensure the Department is made aware that follow-up has taken place by completing an *Irregular Test Booklet Report*.

Except in the case of cheating or plagiarism where the result is a provincial test mark of 0%, it is the responsibility of the division or the school to determine how they will proceed with irregularities. Once an irregularity has been confirmed, the marker prepares an *Irregular Test Booklet Report* documenting the situation, the people contacted, and the follow-up. The original copy of this report is to be retained by the local jurisdiction and a copy is to be sent to the Department along with the test materials.

Irregular Test Booklet Report

Test: _____

Date marked: _____

Booklet No.: _____

Problem(s) noted: _____

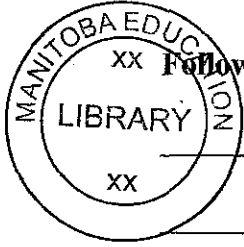
Question(s) affected: _____

Action taken or rationale for assigning marks: _____

Tear here

B121511

AUG 11 2014



Follow-up: _____

Decision: _____

Marker's Signature: _____

Principal's Signature: _____

	For Department Use Only—After Marking Complete
Consultant:	_____
Date:	_____