****

***English 112 Exam***

***June, 2016***

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 ***Instructions:***

* ***Do Question 3 and any 3 other questions answer in essay format in the exam answer booklet provided***
* ***Feel free to brainstorm/plan in the essay booklets***
* ***Exam is two hours in duration***
1. Drama is literature written for performance, and it is a genre in which the author never speaks directly to the readers. S/he must rely on the speech and actions of the characters to convey the entire story.

**In the play(s) we looked at this semester, consider the choices the author made, given the limitations of drama, to get his/her ultimate message across. Describe the top three choices made, support each with specific details, and comment on the effectiveness of each.**

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| Reading Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 7.5 Analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres.  | articulate points of view and messages in the text- interpret why specific dramatic devices were chosen- offer unique perspectives | - articulate points of view and messages in the text-observe some dramatic devices used | - message is clear- evaluation may not be supported |  - message is unclear- little evaluation |
| Writing Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 4.2 view a wide variety of visual texts, comparing and analyzing the structure, genre, and diversity of different texts | - explain how different elements of craft create meaning and engage the audience: evaluate the author’s effectiveness- offer unique perspectives | - explain how different elements of craft create meaning and engage the audience: evaluate the author’s effectiveness | - mentions two choices, and provides a brief analysis of author craft |  - mentions two choices, but analysis is unclear. |
| Writing Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 8.1 Use writing to reflect on experiences with a range of texts and issues | - analysis directly supports main idea-elaborates on the main ideas with 6 relevant details | -analysis directly supports main idea- elaborates with 4 relevant details | analysis directly supports main idea- elaborates with 2 relevant details; some details may not be relevant to thesis |  - analysis is attempted, but may not support main ideas- minimal details |

1. Discussions on controversial issues often wind up at the fact that if people knew more about the “**other**” side, many conflicts could be resolved. Further education seems to be the key.

 **Is our current education system preparing you sufficiently to be a productive member of world society?** **Write a short essay that either describes the success of your education thus far, or suggests how the system could be changed to better prepare you. What role does the individual have in furthering his or her own education? What are you prepared to do to supplement it?**

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| Writing Outcome | 14-15 | 11-12 | 8-9 | 6-7 |
| 9.2 Create a clear and coherent structure in various forms of writing  | - main idea captures purpose-remains focused with original and compelling ideas. -ideas are developed with strong support | - main idea is identified- maintains focus to support the topic-elaborates on ideas with relevant details | - main idea is identified- maintains focus to support the topic, but has a few distractions- some ideas lack relevance to thesis/main idea  | -main idea is attempted, but not clear- focus is unclear-ideas are not relevant |
| Writing Outcome | 14-15 | 11-12 | 8-9 | 6-7 |
| 8.1 Use writing to reflect on experiences with a range of texts and issues | - analysis directly supports main idea-elaborates on the main idea with 6 relevant details | - analysis directly supports main idea- elaborates with 4 relevant details | - analysis directly supports main idea- elaborates with 2 relevant details; some details may not be relevant to thesis |  - analysis is attempted, but may not support main idea- minimal details |

1. The multi-genre project allowed you to think about the various genres that are out there to get your message across in the best way possible. Think about the issue that touched your heart the most this year. If you wanted to create more awareness of that issue in society, which genre or medium would you choose?

**Pretend you are the author/artist. Outline the genre or medium you have chosen, the main reasons for your choice, your overall vision of what the final product will look like, and its intended impact on society.**

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| Writing Outcome | 14-15 | 11-12 | 8-9 | 5-6 |
| 8.3 Make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing | - defines main idea that captures the purpose -focused main idea with original /thoughtful ideas- skillfully connects with the audience to represent  | - main idea is identified- Main idea has some original thinking- connection to audience is made | - an attempt to identify the main idea is made- main ideas may not be all relevant- An attempt to make a connection to the audience is made. |  -no attempt to identify main idea-lacks relevant details- no connection to audience  |
| Writing Outcome | 14-15 | 11-12 | 8-9 | 5-6 |
| 9.2 make informed choices of form, style, and content to address the demands of different audiences and purposes | - reveals perspective of the purpose to audience. -demonstrate strong feeling in unique way-connects feelings/convictions to audience.  | - reveals perspective of the purpose to audience- connects feelings/convictions to audience.- shows care to the topic  | - attempts to connect audience to purpose-an attempt to connect feelings/convictions is made- no strong feelings are shown | -topic lacks purpose -little feeling or conviction is made |
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1. Titles are often important indicators of what to expect from any given piece of writing. Titles can capture the reader’s attention, encouraging him/her to read further. They can also preview the scope of a piece of writing. And, of course, titles (especially for pieces of literature) can hint at the larger thematic concerns at work within the text. **Please choose two pieces of literature you have studied this semester, and discuss the importance/function/effectiveness of their titles.**

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| Reading Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 4.2 view a wide variety of visual texts, comparing and analyzing the structure, genre, and diversity of different texts | - make inferences about complex characters and story events; describe effects on plot - choose precise evidence from the text to support opinions | - make inferences about complex characters and story events; describe effects on plot  | An attempt is made to analyse texts; characters and events and author craft are not well-understood |  - attempt is made to analyse texts; justification limited |
| Reading Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 4.2 view a wide variety of visual texts, comparing and analyzing the structure, genre, and diversity of different texts | - explain how different elements of craft create meaning and engage the audience: evaluate the author’s effectiveness-Analyze and evaluate information  | explain how different elements of craft create meaning and engage the audience: evaluate the author’s effectiveness | An attempt is made to analyse texts; characters and events and author craft are not well-understood |  attempt is made to analyse texts; justification limited |
| Writing Outcome | 9-10 | 7-8 | 5-6 | 3-4 |
| 8.1 or 9.2?? |  |  |  |  |

1. As we delved into various types of texts this semester, students found some more difficult to engage in than others. Indeed, as technology evolves, the ways in which we communicate also evolve. As a result, students today find it difficult to engage with certain texts because they simply don’t use them in real life.

**Do we, as teachers, simply abandon these texts as we use them less and less in society, or should we continue to practice those literacies?**

**In a short essay, recommend the types of texts we should keep, and which we could perhaps leave behind. Make sure to justify your points with examples and details. If your recommendation is to abandon some types of texts, how will this affect the overall intelligence of society?**

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| Reading Outcome | 14-15 | 11-12 | 8-9 | 6-7 |
| 6.1 Recognize and articulate the elements of information from a variety of sources that trigger personal responses6.2 make connections between ideas and information presented in literary and media texts and their own experiences | - consider texts in terms of worldview; make connections between texts and social and moral issues-express changes in personal viewpoint and ideas-offer unique perspectives | - consider texts in terms of worldview; make connections between texts and social and moral issues-express changes in personal viewpoint and ideas | - express changes in personal viewpoint and ideas |  - some details from texts are mentioned; may not connect to personal views |
| Writing Outcome | 14-15 | 11-12 | 8-9 | 6-7 |
| 8.1 Use writing to reflect on experiences with a range of texts and issues | - analysis directly supports main idea- -elaborates on the main idea with 6 relevant details | - analysis directly supports main idea- elaborates with 4 relevant details | - analysis directly supports main idea- - elaborates with 2 relevant details; some details may not be relevant to thesis |  - analysis is attempted, but may not support main idea- minimal details |
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