G11 entrance examination: English A

Time allowance: 90 minutes

Instructions:
- ➤ Choose ONE question to answer.
- ➤ Use the outline below to organize your response.
- ➤ Review the rubric to understand the assessment criteria.

1. Some authors present a world-view that is pessimistic and disorderly, while others present a world of hope and possibility. How, and to what extent, do your writers reflect these views in the two works you have studied?
2. Great literary themes involving love, death, survival and the like have sometimes been treated in ways that are unique or are unexpected. Discuss how a work that you have studied demonstrates this phenomenon.

Outline:
I. Introduction Paragraph
   a. Introduce the author and text that you will discuss
   b. Give a brief synopsis of the text
   c. Restate the ideas of the question, providing your own answer in the form of a thesis statement
II. Body Paragraph One
   a. Introduce your first main idea as it relates to your thesis statement
   b. Provide an example from the text in support of your thesis
   c. Explain how this example supports or contradicts the ideas of the question, in line with your thesis
   d. Link back to the broader ideas of the question
III. Body Paragraph 2
   a. Introduce your second main idea as it relates to your thesis statement
   b. Provide an example from the text in support of your thesis
   c. Explain how this example supports or contradicts the ideas of the question, in line with your thesis
   d. Link back to the broader ideas of the question
IV. Body Paragraph 3
   a. Introduce your third main idea as it relates to your thesis statement
   b. Provide an example from the text in support of your thesis
   c. Explain how this example supports or contradicts the ideas of the question, in line with your thesis
   d. Link back to the broader ideas of the question
V. Conclusion
   a. Summarize the main points of your argument, reiterate your thesis, and make some final remarks.

Rubric:

	0	1	2	3	4	5
A. Knowledge and Understanding of Works How well does the candidate know the works studied? How much understanding has the candidate shown of the works studied in relation to the question answered? How detailed and/or appropriate are the candidate's references to the works studied?	The candidate has not reached Level 1	Little knowledge of, or familiarity with the work used to answer the question.	Some knowledge of, or familiarity with the work used to answer the question. Superficial understanding of the works used.	Adequate understanding of the work used to answer the question. Relevant references to the works.	Good understanding of the work used to answer the question. Detailed and appropriate references to the works.	Perceptive understanding of the work used to answer the question. Detailed and well-chosen references to the works.
B. Response to the Question How well has the candidate understood the specific demands of the question? To what extent has the candidate responded to these demands? How well has the candidate illustrated claims? To what extent has the candidate expressed a relevant personal response?	The candidate has not reached Level 1	The candidate's ideas are mainly insignificant and/or irrelevant. The essay consists mainly of paraphrase and/or narration and/or repetition of content.	The candidate's ideas are sometimes irrelevant. The essay consists mainly of unsubstantiated generalizations.	The candidate's ideas are generally relevant. The analysis of the ideas is adequate and generally illustrated by some relevant examples.	The candidate's ideas are relevant and include a personal response, where appropriate. The analysis of the ideas is generally detailed and illustrated by relevant examples.	The candidate's ideas are carefully considered and show some independence of thought, where appropriate. The analysis of the ideas is detailed and well-illustrated by good examples.
C. Appreciation of Literary Features To what extent is the candidate aware of the presence of literary features in the text? To what extent does the candidate appreciate the effects of the literary features in relation to the question? How well has the candidate supported claims about the effects of literary features?	The candidate has not reached Level 1	Little mention or consideration of the literary features of the works in relation to the question.	Some mention or consideration of the literary features of the works in relation to the question. Superficial analysis of the literary features mentioned.	Some analysis of the effects of the literary features of the works in relation to the question. The analysis is illustrated by some relevant examples.	Adequate analysis of the effects of the literary features of the works in relation to the question The analysis is appropriately illustrated by relevant examples.	Detailed analysis of the effects of the literary features of the works in relation to the question The analysis is well illustrated by carefully chosen examples.
D. Presentation How well has the candidate	The candidate has not	Little evidence of a structure to the essay.	Some evidence of a structure to the essay.	Adequate structure to the essay.	Clear and logical structure to the essay.	Purposeful and effective structure to the essay.

organized the essay? How effectively have the candidate's ideas been presented? To what extent are supporting examples integrated into the body of the essay?	reached Level 1	Little attempt to present ideas in an ordered or logical sequence.	Some attempt to present ideas in an ordered or logical sequence.	Ideas are generally presented in an ordered and logical sequence. Supporting examples are sometimes appropriately integrated into the body of the essay.	Supporting examples are appropriately integrated into the body of the essay.	Supporting examples are well integrated into the body of the essay.
E. Formal Use of Language How accurate, clear, and precise is the language by the candidate? How appropriate is the candidate's choice of register and style, for this task? (Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure, and idiom appropriate to the task)	The candidate has not reached Level 1	The use of language is not readily comprehensible. Many lapses in grammar, spelling, and sentence construction. Vocabulary is rarely accurate or appropriate.	Some degree of clarity and coherence in the use of language. Some degree of accuracy in grammar, spelling, and sentence construction. Vocabulary is sometimes appropriate to the discussion of literature.	Adequately clear and coherent use of language. Only a few significant lapses in grammar, spelling, and sentence construction. Some care shown in the choice of vocabulary, idiom, and style. The register is generally appropriate for literary analysis.	Clear, varied, and precise use of language. No significant lapses in grammar, spelling, and sentence construction. Effective and appropriately varied use of vocabulary, idiom, and style. Suitable choice of register.	Clear, varied, precise, and concise use of language. No significant lapses in grammar, spelling, and sentence construction. Precise use of wide vocabulary, and varied idiom and style. Effective choice of register.