

# FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

## ENGLISH

# E

Friday, June 15, 2012—9:15 a.m. to 12:15 p.m., only

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: <http://www.p12.nysed.gov/apda/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Comprehensive Examination in English*.

#### Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. If these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers			
Part 1	Part 2		Part 3
1 ..... 3 .....	9 ..... 3 .....	15 ..... 1 .....	21 ..... 2 .....
2 ..... 4 .....	10 ..... 4 .....	16 ..... 4 .....	22 ..... 3 .....
3 ..... 2 .....	11 ..... 2 .....	17 ..... 3 .....	23 ..... 4 .....
4 ..... 1 .....	12 ..... 1 .....	18 ..... 2 .....	24 ..... 4 .....
5 ..... 4 .....	13 ..... 3 .....	19 ..... 1 .....	25 ..... 1 .....
6 ..... 3 .....	14 ..... 2 .....	20 ..... 3 .....	
7 ..... 1 .....			
8 ..... 2 .....			

## COMPREHENSIVE ENGLISH

### Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student responses for each part of the examination, follow the procedures outlined below:

#### *Introduction to the Tasks*

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

#### *Introduction to the Rubric and Anchor Papers*

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

#### *Practice Scoring Individually*

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

**Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.**

## Question 26

(used for 2-credit responses that refer to two texts)

### **Score Point 2**

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### **Score Point 1**

- has a controlling idea  
or
- implies a controlling idea  
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

### **Score Point 0**

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

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**Anchor Paper – Question 26 – Level 2 – A**

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Challenges incite a spark that would <sup>otherwise</sup> remain dormant.

When faced with a challenge individual's are forced to test their motivation and determination in order to overcome the adversity. In passage I, for example, the photographer felt defeated after realizing she couldn't capture the true art and beauty of spinning before trying it herself. However, although she had trouble at spinning class, she ultimately achieved success because she now photographed Ghandi with a true appreciation for his work. Her drive was challenged because she had to do something she never expected to in order to achieve her mission: photographing Ghandi at work. Similarly in passage II, the author appears out of breath due to excessive exercise. This presents a challenge in and of itself because running is physically demanding and requires the will to continue. The author is also motivated by the challenging standards set such as, his timing and quickness. This self-determination causes the power to carry on, ~~on~~ despite struggles with breathing and genuine tired.

**Anchor Level 2-A**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*When faced with a challenge individual's are forced to test their motivation and determination in order to overcome the adversity*) is supported with clear and appropriate details from both texts (*However, although she had trouble at spinning class, she ultimately achieved success because she now photographed Ghandi with a true appreciation for his work* and *This presents a challenge in and of itself because running is physically demanding and requires the will to continue*). Language use is appropriate, and errors in conventions (*individual's are, Ghandi, genuine tired*) do not hinder comprehension.

Often times to reach a goal one must encounter and overcome challenges before succeeding. In Passage I and in Passage II characters must work through major obstacles ~~before~~ in order to achieve their goals. In Passage I the narrator expects the task of capturing a photo of Gandhi to be simple and straight forward but the reality of it strays far from this idea. Instead of simply approaching Gandhi at the spinning wheel and capturing the moment the narrator is pushed to first learn the art for himself in order to fully "understand the symbolism of Gandhi at his spinning wheel." When he was finally alone with Gandhi his equipment malfunctioned and he had to work even more to capture the moment and when he did it meant even more to him because of the obstacles he faced. Passage II explains the challenges faced by a runner to reach and cross a finish line. Often times the physical challenges fight with a determined mental state. In an athlete's mind they will do anything to finish the race but, this goal becomes hard when "you had to use breath you didn't have". In the end the finish means so much more when you look back at the things you fought your way through.

**Anchor Level 2-B**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Often times to reach a goal one must encounter and overcome challenges before succeeding*) is supported with clear and appropriate details from both texts (*When he was finally alone with Gandhi his equipment malfunctioned and he had to work even more to capture the moment* and *Passage II explains the challenges faced by a runner to reach and cross a finish line*). Language use is appropriate, and errors in conventions (*Often times, expects, moment the narrator*) do not hinder comprehension.

Some things in life we have no control over. Within both passages, the author discusses how people lose control over things. In passage 1, the photographer lost control over his camera because of the weather conditions in India, his camera malfunctioned which was completely out of his control. In passage 2, ~~the author~~ I believe that the author is trying to show ~~that~~ how a person can lose control as well. This poem shows this because in lines 1 and 2 it states that "You had to use breath you didn't have!" This is uncontrollable because you can't control the amount of breaths you take.

**Anchor Level 1-A**

The response has a controlling idea (*Some things in life we have no control over*), supported by partial and overly general information from the texts (*In passage 1, the photographer lost control over his camera and In passage 2, I believe that the author is trying to show how a person can lose control as well*). Language use is appropriate, and errors in conventions (*authors discusses, didnt, uncontrollable*) do not hinder comprehension.

Difficulties can be, well, difficult. The challenging part about difficulties is deciding how to deal with them and over come them. In passage II the narrator describes the challenges he faces while running. In Passage I the reporter faces camera malfunctions. He takes many pictures to ensure the picture is good. People face challenges everyday and must over come them.

**Anchor Level 1–B**

The response has a controlling idea (*The challenging part about difficulties is deciding how to deal with them and over come them*), supported by overly general information from the texts (*In passage II the narrator describes the challenges he faces while running and In Passage I the reporter faces camera malfunctions*). Language use is appropriate, and errors in conventions (*Difficulties, over come, passage II*) do not hinder comprehension.

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Anchor Paper – Question 26 – Level 0

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In the first passage they believed that Gandhi's were father. They think he will make everthing better. In the second passage, they talk about Gandhi used nonviolence to solve his problems. They talk about how peace would solve issue.

**Anchor Level 0**

The response is off topic, demonstrating no understanding of the task or texts even though Gandhi is mentioned.



Challenges force us to push ourselves into doing things we wouldn't ordinarily do. In passage 1 the author starts out thinking he will just be taking a few pictures of Gandhi spinning but, he finds out they won't let him, unless he tries spinning first. The challenge the author faces is learning how to spin but it forced him to humble himself when he found out he couldn't do it. He starts out saying, very matter of factly that he was here, "to take photographs of the Mahatma spinning." but ~~the~~ after being humbled by the challenge of learning to spin he says that was "filled with an emotion as close to awe as a photographer can come." The author uses the challenge to develop the character and to show how one can become better after facing a challenge. In the second passage, the challenge being faced is fatigue from running, the author expresses this by saying, "you had to use breath you didn't have enough of" and by the way they broke lines. The breaking of the lines in the middle of thoughts reminds the reader of ~~the~~ ~~the~~ strained breathing while running which is challenging. But the character ~~is~~ is pushed to overcome this challenge and looks down to see they are going so fast their legs "had almost disappeared." In both passage 1 and 2 the characters face challenges that push them to do things they might not have otherwise.

That in some aspects of the world  
you ~~must~~ have to put thought & attention  
and passion into the things you do even  
if its for either the simplest things or the  
most ~~difficult~~ difficult things.

Challenges are blocks or barriers that can be easily taken down with a little hard work and determination. In the first passage the challenge came from the photographers encounter with Gandhi and him having to learn to spin. In the second passage the challenge came from internal conflict and it was probably because of some external conflict.

Passage I take a hands on approach and just went straight at the problem and took care of the challenge. By doing this approach they get a positive result and end up happier than avoiding the problem. This tells me that ~~if~~ if I am faced with a challenge I should take it on & probably / more often than not it will have a positive result.

Throughout life everyone faces some kind of challenge, it may be easy to overcome or it could be hard. In passage one the author writes about her/his trip to India to get pictures of Mahatma Gandhi ~~spinning~~ spinning. Throughout his/her trip they face a few obstacles.

First when they had asked if they could take pictures of Gandhi spinning he/she was told she must learn how to use the spinning wheel first. Once that was done, when he/she went to take the pictures one of the ~~click~~ click of the shutter & the flash of the bulb wasn't matching up correctly. But he/she fixed it by changing the bulb. In passage two the ~~poem~~ poem was written about running a marathon. However, towards the end of it you feel like you can't run anymore, and it's getting harder to breathe. But you have to push through it. These ~~two~~<sup>two</sup> passages show how obstacles come about your daily life and you just have to do your best to push through them.

In passage one and the poem the narrators were faced with challenges that put their true goals aside. In passage one the narrator was trying to take photographs of Gandhi and failed to get good photos due to equipment failure. Then the lighting in the background was wrong. Faced with all these problems the photographer did not succeed in getting the photos but instead learned a life long lesson about Gandhi and his spinning wheels. In the poem the narrator is trying to do good but is faced with challenges and thoughts that lead in the wrong direction, which puts the true goal aside.

## QUESTION 26

### PRACTICE SET ANNOTATIONS

#### **Practice Paper A — Score Level 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Challenges force us to push ourselves into doing things we wouldn't ordinarily do*) is supported with clear and appropriate details from both texts (*The challenge the author faces is learning how to spin but it forced him to humble himself when he found out he couldn't do it* and *In the second passage, the challenge being faced is fatigue from running*). Language use is appropriate, and errors in conventions (*spinning but, he; running, the author; dissapeared*) do not hinder comprehension.

#### **Practice Paper B — Score Level 0**

The response is off topic, demonstrating no understanding of the task or texts. There is no reference to either text.

#### **Practice Paper C — Score Level 1**

The response has a controlling idea (*Challenges are blocks or barriers that can be easily taken down with a little hard work and determination*), supported by partial and overly general information from the texts (*In the first passage the challenge came from the photographers encounter with Gandhi and him having to learn to spin* and *In the second passage the challenge came from internal conflict and it was probably because of some external conflict*). Language use is appropriate, although occasionally imprecise (*a probably/more ofien than not*), and errors in conventions (*photographors, him having, Passage I take, challenge I should*) do not hinder comprehension.

#### **Practice Paper D — Score Level 2**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*everyone faces some kind of challenge which may be easy to over come or ... hard*) is supported with clear and appropriate details from both texts (*In passage one the author writes about her/his trip to India to get pictures of Mahatma Gandhi spinning* and *In passage two the poem was writen about running a marathon*). Language use is appropriate, although occasionally imprecise (*shutter & the flash*), and errors in conventions (*challenge, It; obsticles; they ... he/she; cant*) do not hinder comprehension.

#### **Practice Paper E — Score Level 1**

The response implies a controlling idea (*the narators were faced with challenges that put their true goals aside*), supported by partial information that is occasionally inaccurate from Passage I (*the photographer did not suceed in getting the photos*) and overly general information from Passage II (*In the poem the narator is trying to do good but is faced with challenges*). Language use is appropriate, although occasionally imprecise (*thoughts the lead*), and errors in conventions (*narators, problems the photographer, suceed, life long*) do not hinder comprehension.

## Question 27

(used for 2-credit responses that refer only to one text)

### **Score Point 2**

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### **Score Point 1**

- provides an explanation of the literary element or technique  
or
- implies an explanation of the literary element or technique  
or
- has an unclear explanation of the literary element or technique  
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

### **Score Point 0**

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

**Note:** Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

In the excerpt, the author uses Irony by revealing the differences between the spinning wheel and the photographers camera. The author explains how the spinning wheel was made, "with its ball bearings and steel parts and maybe an occasional nail." Even though the wheel is of simplistic design, the wheel is used elegantly, and ~~and~~ ~~AAA~~ and made to seem like it was a thing of perfection. The camera, however, was a new age piece of equipment. The author exclaims how the camera's tripod didn't work, and how the light bulbs were running low, and other events that got in the way of taking a picture. Eventually, a picture did get taken, but the author uses this Irony to represent how even though the camera was modern technology, the spinning wheel worked much more efficiently than her camera. This represents how that although much simpler times were before us, the machinery today is too complicated to use in certain times.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of irony (the author uses this Irony to represent how even though the camera was modern technology, the spinning wheel worked much more efficiently), supported with clear and appropriate evidence from the text (the wheel is ... a thing of perfection, the camera's tripod didn't work, light bulbs were running low). Language use is appropriate, and errors in conventions (uses Irony, photographers camera, although) do not hinder comprehension.



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**Anchor Paper – Question 27 – Level 2 – B**

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The nararator of passage I uses setting to describe ~~his~~ her experience. You can see that the nararator went to a place that she has never seen before. ~~She~~ <sup>She</sup> goes to photograph Gandhi in his ashram in India. The culture of this new place is very different to ~~her~~ <sup>her</sup>. The place where she is visiting creates challenges for ~~her~~ <sup>her</sup> to overcome. The first thing that she must overcome is the spinning wheel. The spinning wheel is important to India and its culture. This is difficult for ~~her~~ <sup>her</sup> to learn how to spin, but after she appreciates the new knowledge. The second challenge that she faces is the climate of India. "The heat and moisture of India had affected all my equipment." ~~She~~ <sup>she</sup> soon becomes angry at his camera and eventually leaves. After she relizes that "spinning wheels could take priority over cameras," the setting of passage I caused challenges that the nararator had to overcome. Because of these challenges, the nararator left India with new knowledge and appreciation.

**Anchor Level 2-B**

The response presents a well-developed paragraph, providing an appropriate explanation of setting in Passage I (*uses setting to describe her experience and went to a place that she has never seen before*), supported with clear and appropriate evidence from the text (*the spinning wheel is important to India and its culture and The second challenge that she faces is the climate of India*). Language use is appropriate, and errors in conventions (*nararator, passage I, relizes*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 1 – A**

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In Passage I the author uses point of view to get his story across. The author starts off by remembering the secretaries that he had to go through in order to photograph Ghandi. When one secretary asks if he could use the spinning wheel you hear the authors thoughts. Once in Ghandis tent you read the authors thoughts. You understand how important this is to the author, and how nervous he is when he has his malfunctions with his camera.

**Anchor Level 1–A**

The response implies an explanation of point of view in Passage I (*the author uses point of view to get his story across*), supported with partial and overly general information from the text (*Once in Ghandis tent you read the authors thoughts*). Language use is imprecise (*get his story across*), and errors in conventions (*Ghandi, wheel you, authors*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 1 – B**

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A literary technique used in passage I was symbolism. Symbolism ~~refers to~~ is used to refer to something by using a word, object, ~~or a~~ thing or a person. In passage I spinning wheel symbolized a persons I.Q., and his purness and concentration.

**Anchor Level 1–B**

The response provides an explanation of the literary element of symbolism (*used to refers to something by using a word, object*), supported with partial and overly generalized information from the text (*symbolized a persons I.Q., and his purness and concentration*). Language use is imprecise (*In passage I spinning wheel*), and errors in conventions (*used to refers, passage I, persons I.Q., purness*) do not hinder comprehension.

For an authors work to excell he must establish an intising plot with exciting characters. No other literary element helps as ~~much~~ much as characterization to bring any story together. Characterization is the tool used by authors to help you understand ~~the~~ the story/book by understanding the characters. If you enjoy the characters in a book it will greatly help you to understand and like the book. Authors also use characterization to spice up the novels, they can establish a character who is described as either decisive or has a dark side and can totally change the book. This plot swing often entises readers and allows them to enjoy books even more. Characterization is the tool used to bring the book together and is used to make the readers love the book they read.

**Anchor Level 0**

The response demonstrates no understanding of the task or text, providing a rambling discourse on characterization with no connection to either text.

In passage II, the poet's use of point of view creates a unique and captivating drama that enhances the poem. It is easy to write a poem about sports. However, it is hard to write a poem about sports that has real literary power and can be eagerly absorbed by non-sport players. The poet in Passage II uses the rarely seen second-person point of view (the "you" form) to strengthen the poem's appeal. In segments like, "the loss of your lungs / your feet no longer / yours" this second-person point of view forces the reader to put themselves in this position, enabling him/her to understand and empathize with the runner's plight. The fact that the second-person point of view is rarely used also lends the poem a feeling of originality, which can easily be lost when writing about sports. The point of view also enhances the imagery, because everything is happening to you, you can see it in your mind's eye. The use of the second-person point of view in the Passage II poem, allows it to be applicable for everyone, so everyone can feel the passion of the poet.

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**Question 27 – Practice Paper B**

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In passage II, the poem's structure of choppy cut off sentences leading to the next line shows and displays an "out of breath" style. When the poem states "You had to use breath, you didn't have," putting them in separate lines gives the feeling of the person in the poem gasping for breath while trying to get the point across of a challenge that tires the person out. When the author wrote "The loss of your lungs, your feet no longer," it shows extreme exhaustion because the person can not finish his sentences and the cut offs still give a sense of "out of breath". This technique helps deliver the message of a demanding challenge that the person in the poem is trying to overcome, but it is making the person extremely tired.

The symbolism of challenges can be best described as stumbling blocks in a smooth path. These challenges come to destroy certain individuals whether it be on a path to success or a path just getting over a recent challenge.

In passage II, the author uses characterization to develop his poem. This shows because he made the character strong. If this character was not strong, the poem would be understandable. This shows because the runner was willing to run and breathe while running. Even though he was out of breath he still kept on running and that shows that he was strong.



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**Question 27 – Practice Paper E**

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In Passage II, the author uses several cases of imagery to help develop the passage. For example, when the author says "the loss of lungs your feet no longer yours," this provides great description of how exhausted the runner is and how out of breath the author is. Another example of imagery in Passage II is " . . . being transformed into a creature of a higher lower order with wings or more legs than these two shreds." This shows how the runner's legs are so fatigued and he's so far behind that he wants to change into a creature that would help him finish the race faster.

## QUESTION 27

### PRACTICE SET ANNOTATIONS

#### Practice Paper A— Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of point of view (*The use of the second-person point of view in the Passage II poem, allows it to be applicable for everyone, so everyone can feel the passion of the poet*), supported with clear and appropriate evidence from the text (*In segments like, “the loss of your lungs/your feet no longer/yours” this second-person point of view forces the reader to put themselves in this position, enabling him/her to understand and empathize with the runner’s plight*). Language use is appropriate, and errors in conventions (*passage II and reader to put themselves*) do not hinder comprehension.

#### Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of structure in Passage II (*the poems structure of choppy cut off sentences leading to the next line shows and displays an “out of breath” style*), supported with clear and appropriate evidence from the text (*When the poem states “You had to use breath, you didn’t have,” Putting them in seperate lines gives the feeling of the person in the poem gasping for breath*). Language use is appropriate, and errors in conventions (*poems structure, seperate, longer.” It, exaughtion*) do not hinder comprehension.

#### Practice Paper C — Score Level 0

The response demonstrates no understanding of the task. Although symbolism is mentioned (*symbolism of challenges*), there is no specific reference to either text.

#### Practice Paper D — Score Level 1

The response implies an explanation of characterization in Passage II (*This shows because he made the character strong*), supported with partial information from the text (*Even though he was out of breath he still kept on running and that show that he was strong*). Language use is imprecise (*If this character was not strong the peom would be understandable*), and errors in conventions (*auothor, peom, strong the, and that show*) do not hinder comprehension.

#### Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*great description of how exhausted the runner is*), supported with clear and appropriate evidence from the text (*This shows how the runner’s legs are so fatigued and he’s so far behind that he wants to change into a creature that would help him finish the race faster*). Language use is appropriate, and errors in conventions (*says “the*) do not hinder comprehension.