

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Thursday, June 18, 2015—1:15 to 4:15 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/assessment/> 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 the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will 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 ..... 4 .....	15 ..... 3 .....	21 ..... 3 .....
2 ..... 1 .....	10 ..... 3 .....	16 ..... 2 .....	22 ..... 2 .....
3 ..... 4 .....	11 ..... 1 .....	17 ..... 4 .....	23 ..... 1 .....
4 ..... 2 .....	12 ..... 2 .....	18 ..... 3 .....	24 ..... 3 .....
5 ..... 4 .....	13 ..... 3 .....	19 ..... 2 .....	25 ..... 4 .....
6 ..... 2 .....	14 ..... 2 .....	20 ..... 1 .....	
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. **Teachers may not score their own students' answer papers.** 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

Making difficult decisions in one's life is a challenge that everyone faces at some point in his or her life. These passages clearly develop the idea that when making life choices one must avoid another's influence and try to listen to his or her own mind.

In Passage I in lines 18-22 the author points out that the whole way of the people who live along the quiet roads is completely different. They do not rush to go somewhere; they are courteous and aware. In lines 23-25, the author questions why he had never understood that concept before and proposes the idea that ~~everyone~~ everyone is "trained" to believe that the rural slow life was far more boring than fast-paced city life. The author makes this point to stress the advice which is do not let others ~~act~~ <sup>act</sup> influence your own. ~~The author~~ <sup>The author</sup> makes this clear when stating that he/she has taken the secondary routes that only locals use and that he or she is happy with that decision.

Passage II <sup>also</sup> develops the idea of only listening to yourself when making life decisions. The author of "The Journey" states that, "though the voices around you kept shouting their bad advice -" (lines 3-5), "... you didn't stop" (line 12). The author also explains, "... little by little, as you left their voices behind, ... there was a new voice, which you slowly recognized as your own, that kept you company." (line 24, 28-29). These words stress the need that when making a decision, you must ignore others' opinions, and listen to your own thoughts. Both passages make clear that when making life decisions your own opinions must come first.

## Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*when making life choices one must avoid another's influence and try to listen to his or her own mind*) is supported with clear and appropriate details from both texts [*the author questions ... and proposes the idea that everyone is "trained" to believe that the rural slow life was far more boring than fast-paced city life and The author of "The Journey" states that, "though the voices around you kept shouting their bad advice -" (lines 3-5), "... you didn't stop." (line 12)*]. Language use is appropriate, and errors in conventions (*Passage I in lines 18-22 the author and others actions*) do not hinder comprehension.

Life isn't about where you're going or where you've been. It's not about ~~what~~ what your parents think you should or what ~~your~~ <sup>your</sup> friends think you should do. Life is about finding yourself along the journey. Both Passage I and Passage II provide multiple details that support this postulation. First, passage I discusses someone's preference when travelling. The author states, "we want ~~to~~ to make good time, but for us <sup>now</sup> this is measured with emphasis on 'good' rather than 'time'" (~~PI~~ (P1, lines 4-5)). The author's goal is to get to his destination in a timely fashion but by the most enjoyable route. This means that instead of taking highways with all of the other travelers, he takes back roads and scenic routes. He ensures that he won't see lots of business and that he takes a ride that will be enjoyable. So instead of worrying about getting directly from point A to point B, he takes pleasure in the distance and experience between the points; he ~~prizes~~ prizes the journey. In addition, Passage 2 ~~supports~~ supports not letting external forces affect personal choices. The author recognizes that he/she must do what is suitable for him/her. The author proclaims, "and there was a new voice which you slowly recognized as your own" (P2, lines 27-29). This voice was the result of many people attempting to influence the author's decisions and the author instead of being influenced stayed true to him/herself. Through the author's journey in life he/she found him/herself just as the author of passage I enjoys the journey of the drive where he finds himself too.

## **Anchor Level 2–B**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Life is about finding yourself along the journey*) is supported with clear and appropriate details from both texts (*instead of taking highways with all of the other travelers, he takes back roads and scenic routes and the author instead of being influenced stayed true to him/herself*). Language use is appropriate, and errors in conventions (*passage I, fashion but, authors decisions*) do not hinder comprehension.

There are many choices to make in life and some are more important than others. In both Passage I and II the readings explore life choices. In the first passage the narrator spoke of how him or her likes to take other roads besides the highway. The reason they do this is because there is less traffic and more scenery to look at. "for a shortcut to another main highway, and each time the scenery was grand" they took those roads for the enjoyment. In passage two the poem talked about escaping from a place where people pressured him or her. Therefore, they made the choice to escape and realized it was a good choice, "...there was a new voice, which you slowly recognized as your own, that kept you company". These passages talk about people who made choices to benefit themselves and get more enjoyment out of life. They made the life choice to separate from the crowd do what what others weren't like taking back roads and escaping peer pressure.

**Anchor Level 1-A**

The response has an unclear controlling idea (*There are many choices to make in life and some are more important than others and They made the life choice to separate from the crowd*), supported with partial and overly general information from the texts (*the narrator ... likes to take other roads and the poem talked about escaping from a place where people pressured him or her*). Language use is sometimes imprecise (*crowd do what what others were 'nt*) and errors in conventions (*of how him or her likes, traffic, grand" they, were 'nt*) may hinder comprehension.

Passage I and II share the concept and effect of Life Choices. In Passage I the Traveling group ~~choice~~ Choose to take the longer and nicer Viewing Path. The path may be longer but the change in scenery and enjoying the little things are most enjoyable. In Passage II the Narrator Shows his determined Choice to block ~~the~~ The Surroundings out and focus on what's most important.

**Anchor Level 1–B**

The response has an unclear controlling idea (*Passage I and II share the concept and effect of Life Choices*), supported with partial and overly general information from the texts (*the Traveling group Choose to take the longer and nicer Viewing Path and the Narrator shows his determined Choice to block The Surroundings out*). Language use is imprecise (*enjoying the little things are most enjoyable*), and errors in conventions (*group Choose, Narrator Shows, his determined Choice, whats*) may hinder comprehension.

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**Anchor Paper – Question 26 – Level 0**

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In passage 1 chris and his friends went on a trip to montana and they went in differens cars and got lost. They had no idea where to go. It took them a couple days to find out where everyone went because of the detour. Once they found eachother they continued on there trip and had a good time.

**Anchor Level 0**

The response demonstrates no understanding of the task or texts.

In life there are always choices to be made. Some of these choices are extremely difficult to make. Passage I and Passage II both show how life choices can affect you every day. In Passage I the author says, "Man is deliberately indefinite" this is a perfect example of how choices can affect you. Since this person will not make a decision where they are going is unclear. An example from Passage II would be on line 24 where the author says, "as you left their voices behind" this demonstrates how the person made a tough decision and is beginning to see the light at the end of the tunnel. Both of these passages illustrate how life choices affect you every day.

Question 26 – Practice Paper B

Life choices are scary. If you make the wrong choice, it can ruin your life and make you utterly ~~miserable~~ miserable. If you make a good life choice, you will live happily. All in all, it's the life choices that we take a risk making that are the best. Sure, they may be bad choices, but at least you won't go through life with regret.

Question 26 – Practice Paper C

Difficult life choices often lead to positive changes in life. This idea is clearly shown in both Passage I and Passage II. In Passage I, the narrator has made the choice to take the 'road less traveled' when traveling. He opts to use winding country roads or streets with less traffic and clutter and more scenery. Rather than reach his destination as quickly as possible, the narrator takes the extra time to enjoy the journey. The narrator has chosen to avoid using main highways to travel, and that has resulted in him being able to enjoy the simple beauty in traveling. The difficulty in his making of this choice lied in his trouble in realizing that such a choice was available. The narrator states "I've wondered why it took us so long to catch on. We saw it, and yet we didn't see it." ~~The~~ Here, the author acknowledges the fact that he had trouble realizing that he preferred to travel away from highways and traffic. In Passage II, the narrator decides to make a personal life change, but struggles to do so. The narrator "felt the old tug at your ankles" and heard "the voices around you... shouting their bad advice". These signify ~~the~~ others trying to put themselves before the narrator, and the narrator's old self, which allowed others to come first. The poem ends with the narrator discovering a "new voice", which turns out to be the narrator's own voice. ~~The~~ narrator chose to ~~make their life~~ focus on their own life, rather than on others. Though the narrator struggled to do so, ~~the~~ in the end, the narrator achieved personal awareness and confidence.

The choices that you make in life should be up to you and only you it should never be someone making decisions for you even though society tries to put everyone's mind into one little box and keep people from trying to be different but in the end you have to make the choices that will make you happy because you're living life to please yourself not others for example in the poem it states that throughout life you hear all these voices telling you what to do giving you all types of bad advice and then one day you just hear a new voice which is the voice in your head

Both Passage one and Two show that making certain choices in life can ~~benefit~~ ~~benefit~~ ~~benefit~~ benefit a person and those around them. In passage one, A man enjoys going on road trips but doesn't enjoy traffic and having no view. One time when he was with his wife and friends, he decided to take a shortcut they knew would be nice. "Each time the scenery was grand and we left the road with a feeling of relaxation and enjoyment" (lines 16-17). This shows how making the decision to go another way benefits the man and his friends. They were able to enjoy their trip instead of being annoyed by traffic and having no view. In passage two, The person is struggling to keep on going on their journey. People ~~kept~~ kept putting her down but they made the choice to be determined which is seen in lines 33-36 which say, "Determined to do the only thing you could do - Determined to save the only life you could save". They didn't let anything stop them from achieving their goal which motivated them even more. Both passages show how making certain life decisions can benefit themselves and those around them.

## QUESTION 26

### PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 1

The response has a controlling idea (*In life there are always choices to be made. Some of these choices are extremely difficult to make*), supported with partial and overly general information from the texts (*Since this person will not make a decision where they are going is unclear and this demonstrates how the person made a tough decision*). Language use is imprecise (*effect* for “*affect*”), and errors in conventions (*indefinite* “*this, person ... they, behind*” *this*) do not hinder comprehension.

#### Practice Paper B — Score Level 0

The response is a personal response. There is no reference to either text.

#### Practice Paper C — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Difficult life choices often lead to positive changes in life*) is supported with clear and appropriate details from both texts (*Rather than reach his destination as quickly as possible, the narrator takes the extra time to enjoy the journey and The poem ends with the narrator discovering a “new voice”, which turns out to be the narrators own voice*). Language use is appropriate, and errors in conventions (*The difficulty ... lied in, narrators own, narrator ... their*) do not hinder comprehension.

#### Practice Paper D — Score Level 1

The response has a controlling idea (*the choices that you make in life should be up to you and only you it should never be some one making descions for you*), supported with partial and overly general information from one text (*in the poem it states that throughout life you hear all these voices telling you what to do giving you all types of bad advice*). Language use is imprecise and inappropriate (*some one making descions and society tries to put everyone’s mind into one little box*), and errors in conventions (*some one, descions, your living life*) that may hinder comprehension.

#### Practice Paper E — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*making certain choices in life can benefit a Person and those around them*) is supported with clear and appropriate details from both texts (*This shows how making the decision ... benefits ... They were able to enjoy their trip instead of being annoyed by traffic and having No view and They didn’t let anything stop them from achieving their goal which motivated them even more*). Language use is appropriate, and errors in conventions (*A man, The person ... their Journey, putting her down but They made, decisions can benefit themselves*) 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 passage I, the author characterizes the two different types of people he meets on the road. These two groups completely contrast from each other. The first group of people are courteous, amicable, and tranquil. ~~They are~~ The author states, "The whole pace of life and personality of the people who live along them [the roads] are different... They're not too busy to be courteous" (Lines 18-20). The people who live by the rural roads are unaffected by the bustling metropolises ~~are~~ near by. The second group of people the author describes are the busy, always rushed drivers on the freeway. The author recounts, "Cars strung bumper to bumper to the horizon. Scowling faces inside" (Lines 35-36). This shows the contrast between the ~~two~~ first ~~two~~ and second group. Although the author encounters ~~them~~ the groups in a single journey, they contrast because of their personalities. By using characterization, the author is able to compare and contrast the two groups.

**Anchor Level 2-A**

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (the author characterizes the two different types of people he meets on the road and Although the author encounters the groups in a single journey, they contrast because of their personalities), supported with clear and appropriate evidence from the text (The first group of people are courteous, amicable, and tranquil and The second group of people the author describes are the busy, always rushed drivers on the freeway. The author recounts, "Cars Strung bumper to bumper to the horizon. Scowling faces inside"). Language use is appropriate, and errors in conventions (passage I, metropolices, near by) do not hinder comprehension.

In passage II, the author effectively uses the second point of view to allow a greater impact of the poem. When writing of challenges, it proves to be difficult to engross the readers enough for them to understand. The authors use of the second point of view forces the reader to imagine themselves in the position illustrated. "Though the voices around you kept shouting their bad advice." "But you didn't stop". "You left their voices behind." the greater impact is achieving because the reader now imagines themselves in the position of overcoming during this journey. The challenge of facing the voices, bad advice, fallen branches and stones becomes the problem of the reader. The author of the poem effectively uses the second point of view to engross the reader and develop the poem profoundly.

**Anchor Level 2–B**

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage II (*The authors use of the second point of view forces the reader to imagine themselves in the position illustrated*), supported with clear and appropriate evidence from the text ("*Though the voices around you kept shouting their bad advice.*" and *The challenge of facing the voices, bad advice, fallen branches and stones becomes the problem of the reader*). Language use is appropriate, and errors in conventions (*authors use; the reader ... themselves; behind.*" *the; impact is achieving*) do not hinder comprehension.

In passage I (the memoir excerpt) the author uses imagery to help express his thoughts on using backroads on his road trips. He explains which roads are good and bad and how his plans are deliberately indefinite to allow more time to travel on these roads. He emphasizes on the fact him and his friends wish to enjoy their time rather than rush. He describes each road fully and how the scenery was grand in order to truly convey his ideas of why these roads are relaxing and enjoyable. He captivates his readers with his use of imagery making one feel as if they are in their car driving along one of these roads. He makes these roads sound so beautiful and soothing that one must wonder why no one really uses them. ~~These secondary roads~~ His use of imagery also helps capture the personality of these secondary roads and why he uses them. The author's use of imagery in these passage truly help to develop and express his ideas on secondary roads.

**Anchor Level 1-A**

The response implies an explanation of imagery in Passage I (the author uses imagery to help express his thoughts on using backroads and He describes each road fully and how the scenery was grand), supported with partial and overly general information from the text (He explains which roads are good and bad and how his plans are deliberately indefinite and He makes these roads sound so beautiful and soothing that one must wonder why no one really uses them). Language use is imprecise (He emphasis on the fact, there for "their", express his ideas on secondary roads), and errors in conventions (him and his friends, captivates, The authors use, these passage truly help) do not hinder comprehension.

Passage II The Journey showed Irony by in the begining you thought this poem was talking about life ending but as the poem when on you relized it was talking about life getting better and what you can do to make it better which is ironic cause it show just because you think one thing might happen it may might not because things always change for the better. Its Ironic because in a blink of an eye you see a change. When it says "as you left their voices behind the stars began to burn through the sheets of clouds and there was a new voice which you slowly recognized as your own." which helps see that you are changing for the better.

**Anchor Level 1-B**

The response implies an explanation of the literary element of irony (showed Irony by in the begin you thought this poem was talking about life ending but as the poem when on you relized it was talking about life getting better), supported with partial and overly generalized information from the text (Its ironic because in a blink of an eye you see a change. When it says "as you left their voices behind ... there Was a new voice which you slowly recognized as your own"). Language use is imprecise (by in the begin, ironic cause it, may might not), and errors in conventions (relized; it show; own." Which; changeing) may hinder comprehension.

Authors use many literary elements to create a well developed passage. Therefore I'm writing about them all. They all link together to make a very strongly built passage or story.

**Anchor Level 0**

The response demonstrates no understanding of the task or texts.

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Question 27 – Practice Paper A

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The author of passage II uses personification to present the powerful forces preventing personal progress. To depict the upset to his life, the narrator suggests his house "trembles" like an earthquake, or rather a powerful creature pulling him back to evil. The wind's "stiff fingers" pried at the "foundation" of the narrator's happiness. Personifying inanimate objects shows the natural difficulty one feels in overcoming the worst within them. To battle an addiction or negative state of mind means to face off with your own mind – which can feel static like a house. This device properly dictates the struggle.

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Question 27 – Practice Paper B

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Travelling can be fun or boring depends on where you go. Travelling to Florida was long and boring until we got to Universal studio. Who wants to go a long way my sister gets car sick any ways my parents always fight about which way to go plus one night we couldnt find a motel until really late. Most times long trips are not fun

In the long run of the journey there is always a story behind it. The memoir excerpt the author uses this as his point of view of the story. One of the examples is that his friend Chris and himself are traveling to Montana for vacation. He begins talking about the highways and roads in which he drives through. He's describing everything that's around him and he's saying how when the roads are empty and traffic free it's the best feeling in the world and it's just relaxing. Another example is when the author and the wife go traveling together he likes the journey ~~and~~ rather ~~than~~ than the place and that says something about him how he's a different because most people would think the opposite about that. The author enjoys looking at the maps or the roads and he doesn't care if he gets lost. He just enjoys the time being in the car and the rush of the wind in his face while he drives.

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## Question 27 – Practice Paper D

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The author of

^ Passage II uses imagery to help develop the passage. The author uses imagery to give a deeper meaning to the words and to help the reader envision the story in their head. It is also used to help give a deeper understanding of what is has been written. When the author states, "though the voices <sup>around you</sup> kept shouting their bad advice" (3-5), voices are imagined, perhaps even given identities. This creates a harsh and judgemental mood. The quote, "the stars began to burn through the sheets of clouds" (25, 26) gives light to the dark situation. It is as if that excerpt gives a sense of hope, a light in a dark situation.

The following lines, "and there was a new voice, which you slowly recognized as your own" (27-29) gives a comfort and clarity to the passage, a calm mood. All the mayhem and distractions before have suddenly disappeared, and everything has become calm. The Author of "The Journey" (Passage II) used imagery to convey the vast spectrum of moods that were expressed in the passage which helped develop it greatly.

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Question 27 – Practice Paper E

in Passage 11 the author use characterization to develop the passage. The passage is about someone that find out what he needed to do to save him self in this quote he says "... determined to do the only thing you could do determined to save the only life you could save..." this quote show that he a dynamic character that believe in he's self and that develop the passage using characterization.

## QUESTION 27

### PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of personification in Passage II (*Personifying inanimate objects shows the natural difficulty one feels in overcoming the worst within them*), supported with clear and appropriate evidence from the text (*To depict the upset to his life, the narrator suggests his house “trembles” like an earthquake, or rather a powerful creature pulling him back to evil and The wind’s “stiff fingers” pried at the “foundation” of the narrator’s happiness*). Language use is appropriate, and errors in conventions (*passage II*) do not hinder comprehension.

#### Practice Paper B — Score Level 0

The response is a personal response.

#### Practice Paper C — Score Level 1

The response implies an explanation of the literary element of point of view (*The memoir excerpt, the author uses this as his point of view and he’s saying how when the roads are empty and traffic free it’s the best feeling*), supported with partial and overly generalized information from the text (*He begins talking about the highways and roads in which he drives through and he likes the journey rather than the place and that says something about him ... most people would think the opposite*). Language use is imprecise (*then* for “than” and *how he’s a different*), and errors in conventions (*journey there, Chris and himself, in the wold, together he, him how*) may hinder comprehension.

#### Practice Paper D — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*The author uses imagery ... to help the reader invision the story and used imagery to convey the vast spectrum of moods that were expressed in the passage*), supported with clear and appropriate evidence from the text (*When the author states, “though the voices around you kept shouting their bad advice” (3-5), voices are imagined, perhaps even given identities. This creates a harsh and judge mental mood and The following lines, “and there was a new voice, which you slowly recognized as your own” (27-29) gives comfort and clarity to the passage, a calm mood*). Language use is appropriate, and errors in conventions (*the reader ... their head; mood, the; exerpt*) do not hinder comprehension.

#### Practice Paper E — Score Level 1

The response implies an explanation of characterization in Passage II (*The Passage is a bout someone that find out what he needed to do to save him self*), supported with partial and overly general information from the text (*“ determined to do the only thing you could do determined to save the only life you could save ...” this quote show that he a dynamic character that believe in he’s self*). Language use is imprecise (*him self, that he a dynamic character, believe in he’s self*), and errors in conventions (*in Passage II, the author use, him self in this, this quote show*) may hinder comprehension.