

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Thursday, August 16, 2012 — 8:30 to 11:30 a.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 ..... <b>2</b> .....	9 ..... <b>4</b> .....	15 ..... <b>3</b> .....	21 ..... <b>3</b> .....
2 ..... <b>1</b> .....	10 ..... <b>2</b> .....	16 ..... <b>1</b> .....	22 ..... <b>1</b> .....
3 ..... <b>1</b> .....	11 ..... <b>3</b> .....	17 ..... <b>4</b> .....	23 ..... <b>4</b> .....
4 ..... <b>3</b> .....	12 ..... <b>3</b> .....	18 ..... <b>2</b> .....	24 ..... <b>1</b> .....
5 ..... <b>4</b> .....	13 ..... <b>1</b> .....	19 ..... <b>4</b> .....	25 ..... <b>2</b> .....
6 ..... <b>4</b> .....	14 ..... <b>4</b> .....	20 ..... <b>3</b> .....	
7 ..... <b>2</b> .....			
8 ..... <b>3</b> .....			

## 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

Passage one and passage two establish the controlling idea that life is full of uncertainties and you have to be prepared to deal with them. In passage one, the poem, the author and Annie live in a house on top of a mountain that seems to have formed as a result of an earthquake. Both Annie and the author realize that their home can be destroyed and shaken to the point of destruction. They deal with this by accepting the fact that they could be uprooted any day as a result of what could happen to their home. In passage two, the short story excerpt, the author lives on an earth orbiting settlement. In the story he is telling Earthmen what life is like living on one of these settlements. Even though every settlement has farms, factories, weather control, and other features to make it seem more Earth-like, life on a settlement is full of uncertainty. These settlements had never been introduced to the bacteria and other small life forms that Earth carries, but they do have contact with Earth. These bacteria could wipe out the population of a community that has no immunity to it. To deal with this, the people on the settlement spread awareness of this idea. In both passage one and passage two people recognize and accept the uncertainty in their lives.

**Anchor Level 2–A**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*life is full of uncertainties and you have to be prepared to deal with them*) is supported with clear and appropriate details from both texts (*They deal with this by accepting the fact that they could be uprooted any day* and *To deal with this, the people on the Settlement spread awareness of this idea*). Language use is appropriate, and errors in conventions do not hinder comprehension.

In everyone's life there is always uncertainty. Whether it is something small and unimportant or something big and life altering. But I believe ~~uncertainty~~ uncertainty is important to life because being able to live with that uncertainty makes you a stronger person. In passage I the author's house ~~is~~ is at a crest of a mountain. They are never certain that the house is safe and is not going to fall, but they stay there because it's their home. The author says, "So, at some point, the house is coming down, shaken to bits." The author accepts the uncertainty of the house. In passage II the author is uncertain about the settlements being in contact with Earth. The author said, "and there are parties on all settlements who support the notion—sometimes quite vehemently—of breaking all contacts ~~and~~ between the settlements and Earth." The author believes that Earth is dangerous and is uncertain about it. Being uncertain about things is not bad, it just means you are aware of the bad thing around you that may cause a threat to you or your surroundings.

**Anchor Level 2–B**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*uncertainty is important to life because being able to live with that uncertainty makes you a stronger person*) is supported with clear and appropriate details from both texts (*They are never certain that the house is safe and is not going to fall* and *The author is uncertain about the settlements being in contact with Earth*). Language use is appropriate, and errors in conventions (*everyones life, Wheather, authors house*) do not hinder comprehension.

In the poem and the short story but ~~the~~ authors deal with uncertainty. Both readers tell you how they can use uncertainty in different ways. Passage one shows how you can use it when accepting ~~de~~ disasters to your home. Passage two shows how you can use it in a way with earths problems, while comparing it to another place.

**Anchor Level 1–A**

The response has an unclear controlling idea (*Both readers tell you how they can use uncertainty in different ways*), supported with partial and overly general information from both texts (*Passage one shows how you can use it when accepting disasters to your home and Passage two shows how you can use it in a way with Earths problems*). Language use is appropriate, and errors in conventions (*bot* and *Earths*) do not hinder comprehension.

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**Anchor Paper – Question 26 – Level 1 – B**

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Both passages had the same concept & had the same problems in a way. They were both uncertain if them & their homes would survive a ~~disaster~~ disaster. They were both on the line of losing their home. In passage I they were close to having another typhoon or hurricane. In passage II they were afraid that earth people would destroy their homes with their germs & bacteria.

**Anchor Level 1-B**

The response implies a controlling idea (*They were both uncertain if them & their homes would survive a disaster*), supported with partial, overly general, and inaccurate information from the texts (*In passage I they were close to having another typhoon or hurricane* and *In passage II they were afraid that earth people would destroy their homes with their germs & bacteria*). Language use is imprecise (& for “and” and *They were both on the line*), and an error in conventions (*them and their homes would*) does not hinder comprehension.

Things happen at any time without you knowing. Most things you can tell that is going to happen but you don't know when and where it will happen that is the thing about uncertainty. Never knowing what will happen now or in the future this is why most of the time things may hit you because you may not know what to do in the situation because of the uncertainty of it happening at that time and moment in our simple lives. We may not know what will even happen on Earth when we all gone will our generation still roaming that would be uncertainty

Anchor Level 0

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

Uncertainty is caused by not knowing what is to come in the future. The authors of both passages portray this idea by showing how the places they inhabit may be safe now, but they don't know what is to come in the future. The author of passage 1 says, "I suppose, what we're banking on is that we've chosen the right moment in geologic time, a sweet spot between cataclysms." The author is putting his/her trust in the time at present but implying uncertainty for the future. The author of passage 2 says, "This is the danger of which I want to warn Earthpeople. Distrust – and even hatred – of Earthpeople is constantly growing among the settlers." This shows that the settlers are scared of future problems with the Earthpeople. The authors of both passages suggest that uncertainty is caused by lack of knowledge of the future and is therefore commonly present.

The Controlling idea is about how the environment is dirty and not clean and safe enough. They are stating that they need lights ~~and~~ to see and how they are living. They are also saying that the environment is too dirty and not safe.

Uncertainty ~~in both passages~~ was a big part in both passages. In passage 1 uncertainty is brought by discussing the earthquake that could happened by living on the fault line. Also by not knowing what will happened in the future. In passage 2 uncertainty about space also how earthpeople dont know anything about it because were stuck in our own little world.

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**Question 26 – Practice Paper D**

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Everything in life has a degree of uncertainty. The authors of Passage I and Passage II express this in their works. The author of Passage I is unsure of the timing they chose to build their house. Their house is placed on a mountain directly above a fault line. They are hoping that they chose the perfect time in between earthquakes to live there, but they can never be completely sure until an earthquake actually occurs. In Passage II the author describes ~~settlements~~ settlements on other planets other than Earth. Unlike Earth, everything in these settlements is controlled. Their uncertainty is what would happen if something completely foreign to them was introduced into their ecosystems. With this uncertainty comes fear. The author explains that their people are becoming more and more afraid of humans because of their germs. If an unfamiliar virus or bacteria found its way into their settlements, many people could die because they haven't built up an immunity to it like humans have. As a result of the fear, they are determining whether or not to cut all ties with humans.

Both passage one and passage two had controlled ideas about uncertainty. In passage one the speaker is uncertain about their house. As it keeps getting higher and higher they know it was to come down soon. In passage two the speaker is uncertain about space and that earth does not have some things they do. Both passages do have uncertainty in them.

## 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 (*Uncertainty is caused by not knowing what is to come in the future*) is supported with clear and appropriate details from both texts (*the author is putting his/her trust in the time at present but implying uncertainty for the future* and *This shows that the settlers are scared of future problems with the Earthpeople*). Language use is appropriate although there are some errors in the direct quotes (*I suppose, what; This is the danger; Earthpeopl*), and errors in conventions (*is therefore commonly present*) do not hinder comprehension.

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

The response is off topic and demonstrates no understanding of the task and texts.

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

The response implies a controlling idea (*Uncertainty was a big part in both passages*), supported with partial and overly general information from the texts (*In passage 1 uncertainty is brought by discussing the earthquake that could happened* and *In passage 2 uncertainty about space and how earthpeople dont know anything about it*). Language use is imprecise (*the earthquake that could happened by living on the fault line. Also by not knowing what will happened in the future*), and errors in conventions (*will happened, dont, were*) may 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 (*Everything in life has a degree of uncertainty*) is supported with clear and appropriate details from both texts (*The author of Passage I is unsure of the timing they chose to build their house* and *Their uncertainty is what would happen if something completely foreign to them was introduced into their ecosystems*). Language use is appropriate, and errors in conventions do not hinder comprehension.

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

The response implies a controlling idea (*Both passage one and passage two had controlled Ideas about uncernty*), supported with partial and overly general information from the texts (*In passage one the speaker is uncernten about there house* and *In passage two the speaker is uncernten about space*). Language use is imprecise (*controlled Ideas* and *there* for “their”), and errors in conventions (*uncernten*) 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.

At the onset of Passage II, the author ~~seems~~ seems merely to be ~~explaining~~ explaining his or her people's way of life and living conditions and comparing and contrasting them to those of people on Earth. Towards the middle of the passage, however, the author begins to use rhetorical questions that create a tonal shift from <sup>a tone of</sup> harmless description to ~~a~~ ~~more~~ a ~~more~~ ~~fear~~ <sup>even</sup> tone ~~with~~ presenting more fear and that may be viewed as threatening. These rhetorical questions present to the reader the possibility of frightening circumstances. For example, the author asks, "what if pathogenic parasites - bacteria, viruses, protozoa - are introduced." ~~He~~ or she proceeds to ~~describe~~ describe a "hatred" of "Earthpeople" ~~in~~ ~~such~~ ~~circumstances~~ ~~as~~ the possibilities of such circumstances breed. The use of rhetorical questions and the subsequent change in the tone of the passage function to cause people on Earth to consider the possible dangers they may cause from the settlers' point of view and warns them of the ~~sentiment~~ negative sentiment towards them that may lead to negative action by the settlers.

## Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of rhetorical questions in Passage II (the author begins to use rhetorical questions that create a tonal shift from a tone of harmless description to a tone presenting more fear), supported with clear and appropriate evidence from the text (For example, the author asks, "what if pathogenic parasites ... are introduced" and The use of rhetorical questions and the subsequent change in the tone ... function to ... warn people on Earth of the negative sentiment towards them). Language use is appropriate, and errors in conventions do not hinder comprehension.

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

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In passage number I, the author uses the literary element of imagery to portray the meaning of the poem. The author starts off by ~~begin~~ describing the location of her home. "Lines 1 through 5, "Our house is at the crest of a mountain formed by a fault line that's still doing its work. We're up over five thousand feet..." This excerpt begins to paint a picture in the readers mind about the location/setting of where the author is. As the poem goes on more pictures are portrayed in the readers mind, ~~and she~~ like how she talks about the mountain still growing taller. The poem ~~develops~~ further develops by telling how the house eventually might come down and be destroyed because of some natural disaster. This imagery creates a feeling of sorrow which is also carried throughout the passage to bring the whole thing together. This poem uses imagery in order to depict and put together the whole meaning of it.

**Anchor Level 2-B**

The response presents a well-developed paragraph that provides an appropriate explanation of the use of imagery in Passage I (*to paint a picture in the readers mind about the location/setting*), supported with clear and appropriate evidence from the text (*The author starts ... by describing the location of her home ... "at the crest of the mountain ... up over five thousand feet," she talks about the mountain still growing taller, how the house eventually might ... be destroyed because of some natural disaster*). Language use is appropriate, and errors in conventions (*passage number I, readers mind, meaning*) do not hinder comprehension.

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

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The characters in passage two are characterized to be like us, but possibly in the future. The people on the planet they live on ~~are~~ can fly because of gravity. They are also characterized like us because they are also afraid of dying. They do the same stuff that we do just on another planet.

**Anchor Level 1–A**

The response implies an explanation of the literary element of characterization in Passage II (*The characters in passage two are characterized to be like us*), supported with overly general information from the text (*The people on the planet ... can fly because of gravity ... are also afraid of dying ... do the same stuff that we do*). Language use is imprecise (*characters ... are characterized, The people on the planet they live on, stuff*) and errors in conventions (*passage two and we do just on*) do not hinder comprehension.

The author of passage two uses the literary element of point of view ~~reason~~ by using the settler narrator. The ~~a~~ narrator ~~of~~ is from the settlements and is writing a letter to the Earth about how he feels about traveling between the settlements and the Earth. ~~speaks~~ speaks about how he fears for ~~the~~ safety of the Earth ~~and~~ and how people ~~from~~ the people settlements maybe turning against them and gives reasons from the point of from the settlers. He also gives reasons why people from the may want to continue visiting the settlements from the point of view ~~of~~ of the Earth people. This is how the author use point of view.

**Anchor Level 1–B**

The response implies an explanation of the literary technique of point of view in Passage II (*The author ... uses the literary element of point of view by using the settler narrator*), supported with overly general information from the text (*gives reasons from the point of from the settlers and gives reasons ... from the point of view of the Earth people*). Language use is imprecise (*he fears for safety, how people the people settlements, people from the may want*), and errors in conventions (*Earth. speaks about; aginst; settlment; author use*) that may hinder comprehension.

Life is based on uncertainty and unpredictability  
You never know when earth will uprise at random locations  
and shake the bases of life on its surface Its  
all a part of nature taking its course. Being prepared  
is not an option in many cases. Though earth  
has some advantages of us, it seems that we have  
more power in the decisions of its main path.  
We control most of the surface and populate a lot  
of it. Where would we be without earth. ~~It~~ seems  
to make up by providing food and life but when  
will people really provide for earth?

**Anchor Level 0**

The response demonstrates no understanding of the task, providing only a personal response (*Life is based on uncertainty and unpredictability*).

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Question 27 – Practice Paper A

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In passage I, my belief is that the house on the mountain ~~represents~~ is a symbol of strength. The narrator talks about how eventually the house will come down, meaning once one becomes too overwhelmed their going to crumble, ~~and~~ it will all just become a fragment in history.

Theme: In many way of living there always a problem with air injurment. One of the is the air many people get sick from their own garbage that they through out. In the big states there a lot of houses in the citys but in small country there houses in the country there a lot in the hills that why when there's a tonator people die, one because the live close to the there's another one is wen you dont have a good house to be porpore the tornato take over many thing. Many humans want to live in the country where the hill are so they can farm and have animals but many of them dont have safetypes. In there own house that why people are dieing.

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**Question 27 – Practice Paper C**

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In passage two, the author using setting to their full advantage. The entire short story is describing the "new" life that Earthpeople couldn't possibly understand. The author describes that each settlement there imitates Earth, in the sense that it spins, to ~~gr~~ create gravity, and allows sunlight in at times but not others to create a normal day and night rotation. There are also towns, farms, factories, and schools. The author goes into even more detail to describe the setting, for example their areas of zero gravity. And the weather extremes, they don't have any. It never gets too hot or too cold, <sup>and</sup> there are never any storms or anything of the such. The entire passage is based on setting, and it wouldn't be a good story unless setting was described as well as it was.

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Question 27 – Practice Paper D

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In Passage one the author i think uses some imagery. I think this because while i was reading i was able to see where there house was, and how high up in the air they were. For example on lines 5-10 i can actually see that happening. The author uses this element to keep the reader reading and intrested. But the more details that they put into the passage the easier it is to understand.

The major literary technique used in passage I is symbolism. The author uses their house sitting on a fault line as a microcosm to show how the whole world, when seemingly at peace, is really hanging in a brief interlude between cataclysms. The danger of earthquakes destroying the house could be representative of major world wide catastrophes such as war, famine, pestilence, and unrest. A major point made by the author is that the earthquakes are inevitable, therefore the best thing to do is to cherish the they do have. This mindset ~~can be seen~~ is projected across all humanity ~~at the~~ beginning at line 14. The author's belief is that it is the hope of all people to live in the <sup>calm</sup> ~~time~~ between the storms. Just as <sup>the author</sup> ~~they~~ lives in the still between the quakes.

## QUESTION 27

### PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 1

The response implies an explanation of the literary element of symbolism in Passage I (*the house on the mountain is a symbol of strength*), supported with overly general information from the text (*The narrator talks about how eventually the house will come down*). Language use is imprecise (*to* for “too” and *their* for “they’re”), and errors in conventions (*narrator* and *one ... their*) do not hinder comprehension.

#### Practice Paper B — Score Level 0

The response demonstrates no understanding of the task or texts beyond the mention of *theme*, providing only a personal response about problems *with are invajorment*.

#### Practice Paper C — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of setting in Passage II (*The entire passage is based on setting, and it wouldn't be a good story unless setting was described as well as it was*), supported with clear and appropriate evidence from the text (*each settlement there immitates Earth, it spins, to create gravity, and allows sunlight in at times, but not others to create a normal day and night and towns, farms, factories, schools, weather*). Language use is appropriate, and errors in conventions (*passage two, author using, immitates, setting ... their, their are never*) do not hinder comprehension.

#### Practice Paper D — Score Level 1

The response implies an explanation of the literary technique of imagery in Passage I (*the author i think uses some imagery ... because ... i was able to see where there house was*), supported with overly general information from the text (*i can actually see that happening*). Language use is imprecise (*there* for “their,” *on lines, it it*), and errors in conventions (*author i think uses, reading i, For example on, intrsted*) do not hinder comprehension.

#### Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*The author uses their house sitting on a fault line as a microchosm to show how the whole world ... is really hanging in a brief interlude between cataclysms*), supported with clear and appropriate evidence from the text (*The danger of earth quakes ... could be representative of major world wide catastrophes, A major point made by the author is that earthquakes are inevltable, The author's belief ... Just as the author lives in the still between the quakes*). Language use is appropriate, and errors in conventions (*passage I, microchosm, world wide catastrophes*) do not hinder comprehension.