FP English HL: Final Exam – Commentary on the unit 4 text (a play)

For this assessment, you will be given 2 short passages (each about 30 lines) from your unit 4 text (a play) and asked to choose **one** to analyze and write a commentary on. More specifically, after choosing one of the two passages, you should re-read and annotate the passage carefully, brainstorm and outline your main points, and write and revise a literary commentary that develops and sustains a coherent argument based on your analysis of the formal, stylistic, and thematic aspects of the passage.

**Objectives:** Students will...

* Analyze the formal, stylistic, and thematic aspects of a passage from the unit 4 text
* Develop an original, coherent argument that is supported by textual evidence and organized in a way that is logical and progressive
* Analyze the effects of the writer's choices in context
* Organize and develop ideas in writing
* Use a variety of vocabulary and sentence structures in a way that is effective and appropriate for the audience and purpose of the task.

**Parameters**: You will take this summative assessment in class during a double period. More specifically,…

* 2 passages given (each with a prompt to guide your analysis); choose ONE to write your commentary on
* 100 minutes (you are advised to spend at least 20 minutes reading, annotating, and ***outlining***)
* Your book, dictionaries, notes/reading journals, or any electronic devices are ***NOT*** allowed
* Your commentary should be in the form of an analytical essay, with an intro, body, and conclusion (see 'Organization')

**Organization**: Ideally, your commentary will present your ideas clearly in the form of a sustained argument, organized into an introduction (ending in a thesis statement), a body (with ~3 main points), and a conclusion (synthesizing your ideas and pushing your argument further). Here are guidelines on how to outline a commentary:

**Intro**: Articulate overall focus and overview of argument

* Opening sentence: a ‘hook’ or opening statement that establishes the focus for the commentary
* Focusing statements: explain the focus for your analysis. These statements should….
  + BRIEFLY provide the context needed for a reader to understand your analysis of this passage [provide ONLY the details that are absolutely necessary to understand your analysis]
  + get more and more focused [focusing in on a problem/question for analysis]
  + build up to your thesis statement [make more and more focused claims that flow logically]
* ***thesis***: this statement should express your overall argument (in other words, a synthesis of your main points on how to interpret this passage)

**Body**: Lay out ~3 main points that elaborate your argument in more specific terms. These points should be organized into focused paragraphs.

Each paragraph should have…

* Main Point: a focused claim that supports your thesis and fits in logically
* Support: prove your claim through your interpretation of textual evidence
* Concluding sentence: tie your supporting details back to the thesis. Explain their significance.

**Conclusion**: Synthesize the overall argument and push it further

Sum up your overall argument in different terms than in the intro.

* + Synthesize (i.e., tie together) your main points, and build on them
  + PUSH the argument further by exploring the questions: *So what?* Now that I’ve proven my argument, *why does it matter*? How does it affect our understanding of the passage? ...of a particular aspect of the novel (e.g., characterization, theme)? ...of the work as a whole?

Unit 3 – Literary Commentary Assessment Criteria

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| CRITERION | 0 | 1 – 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| **Textual Understanding:**  *- analyse the content, meaning, and context of your text (5Ws)*  *- analyse the significance of a passage (e.g., development of plot, characters, theme(s), etc.)*  *- analyse stylistic choices (linguistic and formal features)*  *- analyse the effects of writer‘s choices (effects on reader)* | The work does not reach a standard described by the descriptors to the right. | - little understanding of the passage (meaning and context)  -little understanding of the passage’s significance  - little analysis of stylistic choices  - little analysis of effects on the reader | - some understanding of the text (basic meaning and context)  -some understanding of the passage’s significance  - some analysis of stylistic choices  - some analysis of the effects on the reader | -adequate understanding of the passage (basic meaning and context)  -adequate understanding of the passage’s significance  -adequate analysis of stylistic choices  - adequate analysis of the effects on the reader | -good understanding of the passage (basic meaning and context)  -good understanding of the passage’s significance  -good analysis of stylistic choices  - good analysis of the effects on the reader | - excellent understanding of the passage (basic meaning and context)  -excellent understanding of passage’s significance  - excellent analysis of the stylistic choices  - excellent analysis of effects on reader |
| **Argument Construction:**  *- organise & develop ideas in a coherent and structured argument*  *- justify and support ideas, citing textual evidence appropriately from the given passage in support* | The work does not reach a standard described by the descriptors to the right. | - ideas are rarely organized and developed  - it is not clear how evidence supports ideas / no evidence | - ideas are somewhat organized and developed  - few ideas are supported with evidence | - ideas are adequately organized and developed  - some ideas are supported with evidence | - ideas are well organized and well developed  - most ideas are supported with evidence | - ideas are very well organized, well developed and insightful  - ideas are well supported with well-chosen evidence |
| **Text production**:  *-produce an essay with a clear intro, body, and conclusion*  *-quote/paraphrase and cite evidence (from passage) correctly* | The work does not reach a standard described by the descriptors to the right. | - the task does not resemble an essay (no intro, no conclusion)  -there are no citations of sources | - the task has an intro, body, and conclusion, but they are not effective  -there is some attempt to cite and quote/paraphrase, but it is not done correctly. | -  conventions of an essay are used somewhat effectively (e.g., has a clear intro, body, and conclusion)  -textual evidence is quoted/paraphrased and cited, but only somewhat correctly. | -conventions of an essay are used mostly effectively (intro, body and conclusion are mostly effective)  -textual evidence is consistently quoted/paraphrased and cited, with some errors | -conventions of an essay are used effectively (intro, body and conclusion are effective)  -textual evidence is consistently quoted/paraphrased and cited, with very few errors |
| **Language: -use clear language effectively**  *- use correct grammar and syntax*  *- use a varied vocabulary and sentence structures in a way that is appropriate for the audience and purpose*  *- use a register and style are relevant to the purpose of the text* | The work does not reach a standard described by the descriptors to the right. | -language is rarely clear  -frequent errors in grammar and vocabulary  - register and/or language are rarely appropriate to the task | -language is somewhat clear, but not effective  - there are many errors in grammar and vocabulary choice  - register and/or language are somewhat appropriate to the task | -language is adequately clear, but not always appropriate or effective  - grammar is somewhat accurate  - vocabulary is somewhat varied  - register is mostly appropriate | -language is mostly clear and appropriate and somewhat effective  - grammar is mostly accurate  - vocabulary is varied  - register is mostly appropriate | -language is clear, appropriate and effective  - there is a high degree of grammar accuracy  - varied vocabulary and sentence structures are used effectively  - register is consistently appropriate |