

Final Exam: 2016-2017

English 4 / Mr. Neff

This exam consists of **50** multiple choice questions followed by **two** essays from a choice of four prompts.

David Auburn's *Proof*

Match the character with his/her description. Some will be used more than once.

Catherine:

Claire:

Hal:

Robert:

- **sample question:** The play opens with Catherine speaking to him on the eve of his funeral
- **sample question:** Says, "If I wanted to look for information—secrets, complex...messages—I could find them all around me. In the air. In a pile of fallen leaves some neighbor raked together. In box scores in the paper, written in the steam coming up off a cup of coffee. The whole world was talking to me."

MLA citation

The following are examples of MLA in-text citations and MLA source citations. **If the citation is correct per MLA conventions, choose (A) correct. If any part of the citation is incorrect per MLA conventions, choose (B) incorrect.**

- **sample question:** Danger has always held a certain allure. That, in large part, is why so many teenagers drive too fast and drink too much and take too many drugs, or why it has always been so easy for nations to recruit young men to go to war. It can be argued that youthful derring-do is in fact evolutionarily adaptive, a behavior encoded in our genes. McCandless, in his fashion, merely took risk-taking to its logical extreme (Krakauer 182).
- **sample question:** Jon Krakauer. *Into the Wild*. Anchor Books, New York, 2015.

Rhetoric: The Rhetorical Triangle

Match each term with its definition.

rhetoric

speaker

audience

subject

persona

aim

genre

context

- **sample question:** the art of persuasion in speaking, writing, communicating
- **sample question:** the combination of time, place, and other events that influence how a speaker and audience receive the message

Rhetoric: The three rhetorical appeals

Choose the one rhetorical appeal that is **MOST** prevalent in the given example.

logos

ethos

pathos

- **sample question:** This appeal relies on the credibility, trustworthiness, or likeability of the speaker (or testimonial of someone else) to influence the audience.
- **sample question:** A Superbowl ad for Nationwide Insurance that targets its audience by showing "[a] tousle-haired tyke talking about all the life experiences he'll never get to experience because he's dead."

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Ishmael Beah's *A Long Way Gone*

Multiple Choice

- **sample question:** Sierra Leone's civil war took place during which of the following years?
- **sample question:** A "blood diamond" is...
- **sample question:** Esther is...

Khaled Hosseini's *The Kite Runner*

Character Matching

Match the character with his/her description. Not all will be used.

Amir:

Hassan:

Baba:

Ali:

Rahim Khan:

Assef:

Sanaubar:

Soraya:

Sohrab:

- **sample question:** When Amir is young, he supports his efforts as a developing writer; when Amir is older, he calls Amir back to Afghanistan to right his wrong
- **sample question:** Uses what his father taught him to put out Assef's eye

Quotation Matching

Match the quotation with the character who said it. Not all will be used. Some will be used more than once.

- **sample question:** "Children aren't coloring books. You don't get to fill them with your favorite colors."

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Essays

READ THESE DIRECTIONS SO YOU DON'T MESS THIS PART UP.

- **You will be writing TWO essays total.** Each response is worth 25 points. Write your essay # at the top of the page where you write it.
 - **You must choose one essay from prompt #1 or #2, and one essay from #3 or #4.** If you don't follow these directions, you will receive a zero for one of the essays.
- **Each response should be approximately 250-300 words (about one handwritten page).** In writing each essay, follow any directions and guidance provided in that specific prompt as far as writing style and rubric are concerned.

Prompt #1: Sell your Indy Novel

Directions:

Did you enjoy the novel you read for our independent fiction unit this year? If so, write a letter to next year's seniors that convinces them why they should read it too.

Justify your argument with specific reasons, examples, and evidence from your novel. Sell it to potential readers!

Prompt #2: Motivational rhetoric

Directions:

Write a motivational speech or letter addressed to next year's seniors. Your aim is to convince them to overcome their impending senioritis and make the most of their senior year.

Within your speech or letter, **you must use at least two of the rhetorical appeals** (logos, ethos, and pathos). You'll be assessed on the accuracy and effectiveness of your use of these in achieving your purpose.

Prompt #3: Rhetorical analysis

Directions:

On the final pages of this exam, you'll find two different passages, each of which presents a writer's position on an issue. **You are asked to choose one of these passages, explain in your own words what the writer is saying, and then take and develop a position on the topic the writer is arguing for or against.**

Some of the issues you might address include: Do you agree or disagree with the writer's opinion totally or only to a certain extent? What kind of evidence does the writer use to support his argument (logos, ethos, pathos, for example), and is the evidence the writer uses to support his argument persuasive or weak? Can you offer a personal experience or alternate evidence that either supports or undermines what the writer has said?

As you write your essay, you should periodically refer to evidence from the passage in order to support your argument. However, most of what you write should be in your own words except for a phrase or two from the passage that you may wish to quote. **You will be evaluated on how well you explain the writer's argument and how well you present your own argument in an organized and grammatically correct manner.**

TIP FOR REVIEW: the passages are not provided on this review. You'll need to choose one on test day, read it, and respond as explained in the prompt above. If you want to practice this writing approach, choose any short (1 to 2 page) editorial and respond to it with the same prompt. It's the type of writing you did in your "sources in conversation" blog post #3.

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Prompt #4: Literary analysis across the year

Directions:

“Words, words, words.” This is Hamlet’s reply when the nosy Polonius asks him what he’s reading, but it could just as well be our own: for all our discussion about eternally resonant themes and life-changing meaning in the works of everyone from William Shakespeare to Ishmael Beah, what authors create is nothing more than words on a page until readers interact with it and form their own meaning. The act of reading—isolating though it may seem—is ultimately an act of conversation with the living and the dead.

Choose four of the following quotes—each from a different work we explored this year—and put yourself in conversation with its ideas. For each quote you choose, write a concise but healthy paragraph analysis of how it connects with characters, events, and/or themes from the work as a whole. Be as specific as possible in your analysis: you must support your claims about the quote’s importance and meaning in the work it comes from.

- #1: Joyce Carol Oates’ “Where Are You Going, Where Have You Been?”
- #2: Aldous Huxley’s *Brave New World*:
- #3: William Shakespeare’s *Hamlet*:
- #4: David Auburn’s *Proof*:
- #5: David Foster Wallace’s “This is Water”:
- #6: Ishmael Beah’s *A Long Way Gone*:
- #7: Khaled Hosseini’s *The Kite Runner*:

TIP FOR REVIEW: the quotes are not provided here (they will be on the exam), but the works are. You’ll need to choose four of them, so choose five from this list that you’re familiar with, review their main themes, characters, and plot, and be prepared to draw connections to these themes and characters on exam day.

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Rubric: Prompt #1 or #2 (Persuasion)

A "4" response (Advanced) = 25 points

- Writer provides a clear, focused response to the prompt and
- Supports this response by supporting the purpose with a variety of persuasive examples
- Supports this response by effectively utilizing the audience appeals
- Writer's response contains an engaging opening and a thoughtful closing.
- Response contains no or minimal grammatical errors that do not detract from written voice.

A "3" response (Proficient) = 20 points

- Writer provides a clear, accurate response to the prompt and
- Supports this response by supporting the purpose with mostly persuasive examples
- Supports this response by effectively utilizing some audience appeals
- Writer's response contains an adequate opening and closing.
- Response may contain minor grammatical errors.

A "2" response (Developing) = 15 points

- Offers an accurate response to the prompt
- Flawed or underdeveloped in ONE of the following:
 - Opening, examples and persuasion in body, closing
- Response may contain grammatical errors that detract from written voice.

A "1" response (Limited) = 1-10 points

- Response to prompt may be off-topic or lack focus
- Flawed or underdeveloped in TWO of the following:
 - Opening, examples and persuasion in body, closing
- Response may contain significant grammatical errors.

A "0" response (Undeveloped) = no points

- Content is severely lacking, off-topic, or contains significant grammatical errors that prevent reader's understanding

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Rubric: Prompt #3 or #4 (Analysis)

A "4" response (Advanced) = 25 points

- Offers a focused, accurate, and insightful response to the prompt/question
- Supports claims with a variety of specific, relevant, and concrete evidence including text references
- Connects evidence to claims with insightful, perceptive, and fully explained analysis that's free of plot summary
- Contains no or minimal grammatical errors that do not detract from written voice.

A "3" response (Proficient) = 20 points

- Offers a clear, accurate response to the prompt/question
- Supports claims with mostly specific, relevant evidence, some of which may be repetitious
- Connects evidence to claims with adequately explained analysis that is mostly free of plot summary
- May contain minor grammatical errors.

A "2" response (Developing) = 15 points

- Offers an accurate response to the prompt/question
- Flawed in ONE of the following:
 - Either lacks specific, relevant evidence: evidence is vague or repetitious
 - Or lacks adequately explained analysis: analysis is superficial or unsupported
- May contain grammatical errors that detract from written voice.

A "1" response (Limited) = 1-10 points

- Offers an incomplete, limited, or inaccurate response to the prompt/question
- Lacks specific, relevant evidence: evidence is vague or repetitious
- Lacks adequately explained analysis: analysis is superficial or unsupported
- May contain grammatical errors that detract from written voice.

A "0" response (Undeveloped) = no points

- Entire response is incomplete, inaccurate, or off-topic
- May contain significant grammatical errors that prevent reader's understanding.