



English 10
Training Papers
2006/2007

Reading: Making Connections

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Theme

***Our experiences
shape who we are.***

The article “Working Teens” shows connections between part-time employment and performance in high school. Some of the findings are quite surprising.

adapted from Working Teens

Although most young people in their late teens live with their parents and are still in school, many are working and learning about the responsibilities and rewards of paid employment. Most employed teenagers work part-time in low-paying jobs that require little formal education.

Despite ongoing debate about the effects of employment during the school year, working a moderate number of hours while still in school appears to be beneficial to young people. For example, research shows that high-school graduates are much more likely than dropouts to have had a job at which they worked fewer than 20 hours per week while in school.

Gender appears to have a role in the relationship between part-time work and performance in school. While male dropouts were more likely to have worked long hours (more than 20 hours per week), female dropouts were much more likely not to have had a job at all.

Not surprisingly, young people are not as likely to have jobs as older Canadians are. At present, 40% of both male and female teenagers across Canada have jobs. This compares to 75% of Canadian adults who have jobs.

- 5 What is surprising is the difference in teen employment rates across Canada. Young people in Western Canada and Ontario are more likely to be employed than are young people in Quebec and the Atlantic provinces with the exception of Prince Edward Island. In a recent survey,

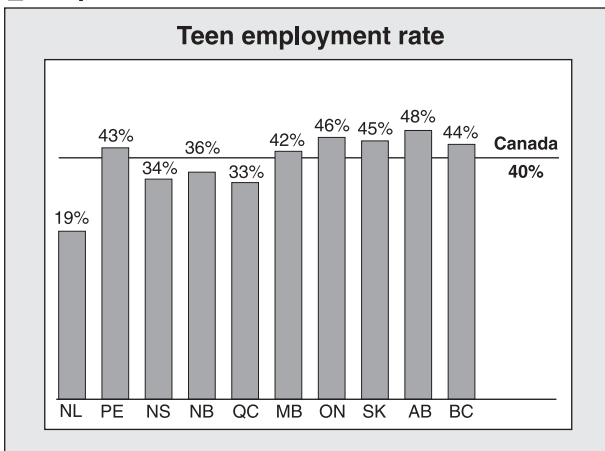
the percentage of teenagers with jobs ranged from 48% in Alberta to 19% in Newfoundland.

Another characteristic of teen employment is that teenagers appear to be working longer hours. Working teens aged 16, for example, spent an average of 834 hours at their job in 1990, up from 440 hours in 1986. Among working teens aged 17–19, average annual hours increased to 1180 from 792 over the same period. In contrast, the working hours of older Canadians changed only slightly during the late 1980s, averaging 1648 in 1990.

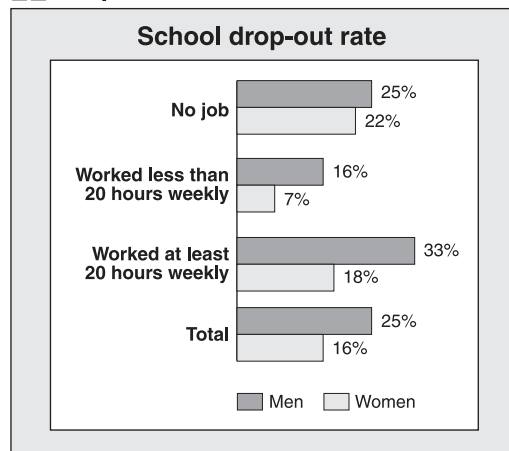
Teenagers have very different reasons for working part-time than do older Canadians. The reason given by 74% of employed teens for working part-time was that they were going to school. 41% of older Canadians said the reason they were working part-time was that they could not find full-time work. Nevertheless, many young people (19%) said they were working part-time because it was the only type of employment they could find.

Therefore, it appears that teens work part-time for a wide variety of reasons, and that for some at least such employment is beneficial. A number of students, however, drop out of school to work full-time lured by what at first seems to be a well-paid job. Such teens need to remember that they may very well find future employment prospects severely limited because of their lack of formal education.

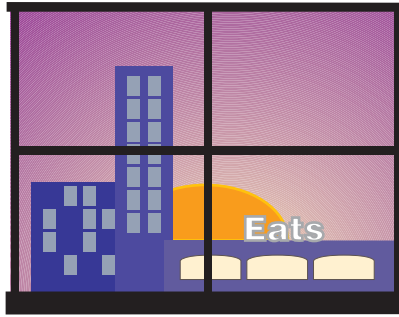
Graph 1



Graph 2



In this poem, a teenager is looking for a job during the Great Depression of the 1930s when work was hard to find.



Boy with His Hair Cut Short

by Muriel Rukeyser

Sunday shuts down on this twentieth-century evening.
The L¹ passes. Twilight and bulb define
the brown room, the overstuffed plum sofa,
the boy, and the girl's thin hands above his head.
5 A neighbour's radio sings stocks, news, serenade.

He sits at the table, head down, the young clear neck exposed,
watching the drugstore sign from the tail of his eye;
tattoo, neon, until the eye blears, while his
solicitous² tall sister, simple in blue, bending
10 behind him, cuts his hair with her cheap shears.

The arrow's electric red always reaches its mark,
successful neon! He coughs, impressed by that precision.
His child's forehead, forever protected by his cap,
is bleached against the lamplight as he turns head
15 and steadies to let the snippets drop.

Erasing the failure of weeks with level fingers,
she sleeks the fine hair, combing: "You'll look fine tomorrow!
You'll surely find something, they can't keep turning you down;
the finest gentleman's not so trim as you!" Smiling, he raises
20 the adolescent forehead wrinkling ironic now.

He sees his decent suit laid out, new-pressed,
his carfare on the shelf. He lets his head fall, meeting
her earnest hopeless look, seeing the sharp blades splitting,
the darkened room, the impersonal sign, her motion,
25 the blue vein, bright on her temple, pitifully beating.

¹L: elevated train

²solicitous: showing care or concern

In the following story by a teenage writer, a social studies assignment forces the narrator to get to know her neighbour.

Furniture Art

by Sarah Miller

I clutched the paper nervously in my hands, my sweat saturating the crinkled lines and smearing the ink so that the assignment was almost unreadable. *Social Studies*, the small slip of paper said in big bold words. *Seventh Period. Chapter fifteen. Assignment: Interview an adult neighbor on his/her opinion of today's society. Compare/contrast with your own worldview. Due Monday.*

Sounds easy enough, right? Wrong. I only had one neighbor, and he was one of the oddest and most intimidating men I knew. Mr. DuPont was a portly man of about sixty with a thick French accent that made him impossible to understand at times. He was the local lunatic, insisting that he was an artist as an excuse to live off unemployment. No one ventured near him, and he liked it that way. In fact, he went out of his way to make sure that people avoided him.

His reasons for living like this were, like his pronunciation of the English language, hard to understand. I was shy as it was, and this certainly didn't help build my confidence.

I teetered on my heels, considering turning tail and running back home, when the door opened and Mr. DuPont suddenly ushered me inside. He was as I remembered him—an older man with long, graying hair. His eyes were a gray-blue color that reminded me of the sky before a storm, and he was a mess. His shirt, which looked as if it might have once been a nice, expensive dress shirt, was littered with speckles of color. His hands, too, had paint smears, even beneath his fingernails. I pulled away from his touch automatically and walked in.

5 “Your maman, she called me, oui? You wish to talk to Monsieur DuPont?”

“Yes, sir, I have this assignment and...” I tried to keep focus, but the inside of DuPont's house was like the inside of a carnival. The walls were painted in murals of bright colors and the furniture was a mess, paint-splattered and arranged in unconventional patterns. One couch, a bright orange mistake of interior decorating, was pushed up against the wall backwards. What the function of this could be, I had no idea.

“Oui?”

“Oh. Yes, well, I need to know your opinion on the world.”

“I must know yours first.”

10 “My opinion?” I squeaked, shifted, and looked up at the ceiling uneasily. “Well, I...I think the world's a great place...”

“Why is that?” His “i's” sounded like “e's”. His “th's” sounded like “z's.” I bit my lower lip uncomfortably.

“Well, it seems that way. In school they say unemployment's down and the economy's booming.”

“And you believe zat?”

“They...they wouldn't lie to us...”

15 “But what does zat mean, eh? What is zis- *booming economy*?” He almost seemed to laugh as he said it, crinkles forming at the corners of his eyes from his smile.

“It means that...” I frowned and let my eyes flicker around the room. “That people buy lots of stuff and have jobs—”

Suddenly, I felt my chin being grabbed by a large, paint-stained hand, as my head was forced to face his. My timid glance met his eyes, which bore an almost teasing expression.

“Yes, yes. Very good. You look at people’s eyes when you talk, oui? People don’t do that any more. Despite how much zee economy booms, people buy more, yes. But are people more happy?”

“I...I don’t know—”

20 “I don’t know either. Have your teachers show you zee happiness quotient for zis year?”

“The what? Sir—”

“Monsieur.”

“Monsieur, I don’t think there is a happiness quotient.”

“Zee government, she does not calculate the amount of happiness in people?”

25 “No, monsieur.”

“Well, zen. I say your teachers are—what do you Americans say? Full of bull.”

I felt my face redden and my cheeks flush. I opened my mouth to say something but he cut me off with a deep roar of laughter. Should I have been insulted? I don’t know. But the predicament struck me as so odd that I started to laugh too.

“I tired of what zese teachers of yours think. Mon Dieu. What do you think?”

“I...I don’t know—”

30 “Exactly. No one knows what to make of the world today. We can afford fancier, expensive cars that go to the same places we’ve always gone. We buy nice clothes but still feel ugly on zee inside. There is no music anymore—now zere is only MTV. It is like you—like you who do not look in my eyes when I talk. But enough of me—you look as if you have something to say.”

“Me? Oh, no—”

“What were you thinking? Tell Monsieur.”

“Well, I...” I stumbled over my words, hoping they wouldn’t offend. “I was just curious as to...why...your room is so...funny-looking.” I winced. Funny-looking? What a terrible word choice. Fortunately, Monsieur DuPont laughed. But it was true. Chairs were arranged erratically across the room, side tables were in the corners. A piano bench, brightly painted, rested dead center, serving no practical purpose.

“You mean, za furniture? And za walls? I am an artist, you see. These inspire me. The energy flows so much better when zay are placed this way. Besides, I find it aesthetically¹ pleasing.”

¹*aesthetically*: artistically

35 He paused and watched me. I gnawed at my lower lip, tasting lipstick, and tried to meet his eyes. “You no understand. Alright. Come here. Stand here—no, over to zee left. Good, good. Close your eyes. Now, ma chère, I want you to look at za furniture, not as furniture...but as art. As a thing of beauty, something that is not just used, but that is thoroughly enjoyed. Open your eyes, chérie. Do you see?”

I hesitated and then opened my eyes, to be greeted with the same scene I beheld before. Nothing had changed.

“My art teacher never described art as furniture.”

“Your art teacher, zen, is une idiote.”

I frowned a little. “Look, I... I appreciate how you’re trying to teach me, but I have to do this for school—”

40 “What is school for?”

“What?” I was becoming more confused by the moment.

“To learn! You are learning now. This is better than a school where you learn that furniture cannot be art and that the economy and quality of life is the same thing. Better than a school where no one looks each other in the eyes. You must have both eyes open, chérie. You must. Do they teach you nothing?”

“No, I...I study history—”

“Do you study your life?”

45 “I’m sorry—” I was bordering on upset now. I didn’t understand; he wasn’t being helpful, and time before the paper was due was dwindling. “But if you could please just tell me.”

Monsieur DuPont sighed as if he considered this entire foray² a failure. He reached for a bent-up sketchbook that was casually tossed across the kitchen counter and opened it. From behind his ear, he pulled a pencil.

“Now. Let me speak. You no talk for a moment, non?”

“I promise.”

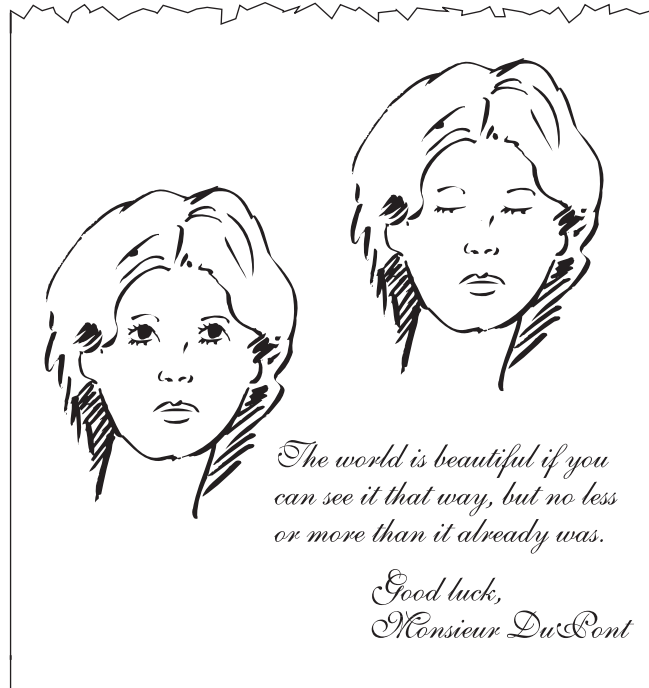
“And you listen?”

50 “I promise.”

He put the pencil to the paper, and as soon as the lead touched the page, he began speaking in a torrent of French. At first, I opened my mouth to protest, but then, remembering my promise, I merely stared at the ground. I felt his eyes on me as he spoke and I forced myself to look up and into them. And I listened.

When I actually started listening, I was startled by how beautiful the language was. It flowed together, almost like a song or the words of a poem, and although I had no idea what it meant, I felt as though I would be content listening for an eternity. I don’t remember how long he spoke, but I do remember that I was shocked but pleased I could admire beauty without fully understanding it. Perhaps it was ten minutes later, or only five, or perhaps it was a half hour when he ripped out his page and handed it to me.

²foray: attempt



It was a double sketch of me, and he caught me with frightening accuracy. In one picture my eyes were closed, and in the other, open. At the bottom was written: "The world is beautiful if you can see it that way, but no less or more than it already was. Good luck, Monsieur DuPont."

He smiled and stood. He patted me on the head as he crossed the room and then disappeared upstairs, locking his door. I sat in that room for a moment, my brow furrowed in confusion. And then, slowly, like a camera lens opening or eyes adjusting to the light, I suddenly saw furniture as art. And once that came, it was like a flood of understanding. Suddenly my teachers were the ones who seemed silly and not Monsieur DuPont. And I realized that I really hadn't looked anyone in the eyes in months, except for today.

55 I ran home that day, intent on writing a paper that would open everyone's eyes, as mine had been opened by the sketch. But somehow I couldn't capture it. My paper received a "C+" and my parents were disappointed, but the grade didn't bother me. I didn't need an "A" in Social Studies. What I did need was to keep both eyes open.

And slowly, I'm learning.

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages. (12 marks)

Students may see the sister in “Boy with His Hair Cut Short” as realistic because she continues supporting him in his job search. They may also see her as realistic because she realizes there is little chance of his getting a job.

Students may see the sister as unrealistic because of her false optimism.

Students may see Mr. DuPont as realistic because he questions the underlying assumptions of our culture. He is open-minded and willing to listen to a teenager’s point of view.

Students may see Mr. DuPont as unrealistic because he lives in isolation and does not have regular employment. They may also see him as unrealistic because he believes that appearances do not matter.

Students may make direct or indirect reference to these points for textual support.

The sister in “Boy with His Hair Cut Short”	Mr. DuPont in “Furniture Art”
<ul style="list-style-type: none"> • She makes every attempt to help him find a job. <ul style="list-style-type: none"> - She cuts his hair. - She worries about his appearance. - She provides him with a clean suit. • She hasn’t given up. She keeps encouraging him. <ul style="list-style-type: none"> - ““they can’t keep turning you down”” (line 18) - ““the finest gentleman’s not so trim as you”” (line 19) • She does realize that there is little possibility of finding a job. <ul style="list-style-type: none"> - “Erasing the failure of weeks” (line 16) - “her earnest hopeless look” (line 23) - “the blue vein, bright on her temple, pitifully beating” (line 25) 	<ul style="list-style-type: none"> • He does not accept the status quo. <ul style="list-style-type: none"> - He asks the girl to question the “happiness quotient.” - He suggests that the girl’s teachers are “full of bull.” - He questions the purpose of school and the assignment. - He questions the assumption that a strong economy and quality of life are the same thing. • He stresses the importance of being your own person. <ul style="list-style-type: none"> - He arranges his apartment as he pleases rather than as expected. - He listens to the girl before expressing his own viewpoint.

Note: Response may state that either character is the more realistic if the argument is supported.

Note: Students who do not discuss both passages will receive a maximum scale point of 4. However, students should not be penalized for focusing predominantly on one passage.

Note: Other answers are possible.

Reading: Making Connections – Training Paper #1

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

There are many factors that would determine who presents a more realistic life, the sister in “Boy with his hair cut short” or Mr. Dupont in “furniture art”.

Reading: Making Connections – Training Paper #2

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

I Believe that they are both very real but Boy with his haircut short was more of a real story it sad when you can't find a job it talks more about real life and not some story made up for the provincial exam it can really touch the heart.

There was a lot of meaning behind that hair cut the neon light's flashing and it was just so good and he was and about losing his job and that sucks.

They were both kind of in tight spots they were both young and scared their was things thought the writing that showed high and low spots of the story for example. Their was the neon lights in the hair cut story and their was the chair pushed up against the wall those two things felt similar.

Reading: Making Connections – Training Paper #3

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

In Boy with his hair cut short their talking about life and jobs. In the Mr. Dupont in the funirtire art their talking about creativity, and trying to get a point pointed out.

The boy with the hair cut, the sister shows a more realistic view of life because she's trying to explain to her brother and teach him how the life is. The sister keeps encouraging him and he keeps on doing it.

Reading: Making Connections – Training Paper #4

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

Boy with his hair cut short makes a more realistic view of life. In Boy with his hair cut short it is a brother and sister sitting at home at night board because he needs a job. So his sister decides to cut his hair. When she does this she ends up cutting a bald spot. In furniture art they only talk about art and the way teachers teach. This kid is trying to get a report written and the French guy just talks about his art and how people never look into other people's eyes when they talk anymore.

Reading: Making Connections — Training Paper #5

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

Topic – Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”?

I think Mr. DuPont is realistic view of life better than the sister in “Boy with His Hair Cut Short”.

Many people is different from view of life. Mr. DuPont told that “The world is beautiful if you can see it that way, but no less or more that it already was. Good luck”. I think it means when the world is beautiful, you open your eyes and you need to understand about what is important of your life. The grade and appearance is not important of your life.

Reading: Making Connections – Training Paper #6

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

In my opinion, Mr. DuPont in “Furniture Art” presents a more realistic view of life than the sister in “Boy with His Hair Cut Short” because Mr. DuPont tried to teach about life while the sister just encouraged her brother. Mr. DuPont taught the narrator that importance of keeping both eyes open and the importance of having her own opinions. The sister wanted her brother to keep trying.

Reading: Making Connections – Training Paper #7

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

I think Mr. DuPont presents a more realistic view of life. The sister in “Boy with His Hair Cut Short” is encouraging her brother. Her brother has been trying to get a job but didn't get any yet. She cheers him up. It looks nice. It's also optimistic. But it is not realistic view of life.

Mr. DuPont presents a more realistic view of life. He says to the girl that she needs to keep her eyes open and see the world. He also says. “The world is beautiful if you can see it that way, but no less or more than it already was”. (P. 15) This quote means that we need to see the world realistically. It's beautiful.

Reading: Making Connections – Training Paper #8

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

The sister in “The Boy with his hair cut short” and Mr. Dupont in “Furniture art” both present realistic views of life. Personally I think Mr. Dupont is a lot more realistic.

Mr. Dupont feels that society's happiness shouldn't be measured on the economy, but on how happy we are. Even though people may have jobs and are able to buy things, that doesn't mean their happy. So I think that this is a better way of thinking than the sisters, because his is thinking outside the box.

The sisters view of life is fairly realistic I think as well. It is hard to find jobs but she is confident that her brother will get one. And that is a good way of thinking. People should always be positive and never give up, even if it's hard. Life will never be easy so just roll with it and give everything your best shot.

These are my opinions on both the sister and Mr. Dupont. I do feel Mr. Dupont is probably more realistic than the sister, but that's just the way I feel. So I think that they are both realistic and couldn't have made better statements.

Reading: Making Connections – Training Paper #9

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

In my own opinion I don't think either of them are really realistic. In Boy with His Hair Cut Short the sister says “you'll look fine tomorrow! You'll surely find something”. When she says that she's trying to help her brother be confident and keep his head up. When realistically just because he looks good doesn't mean he's going to get a job and in that time he probably didn't. In Furniture Art I don't think Mr. DuPont is very realistic by having his furniture painted all over the room but he is more realistic by what he says. When he speaks of how the world is today he says “We can afford fancier expensive cars that go to the same places” or “We buy nice clothes but still feel ugly on the inside” he is completely right. When people are truly unhappy money can not make things. I think the boy with his hair cut short didn't get a job that day. But what DuPont says about material things is realistic and the boy could realize that he doesn't need a job. I think in the end Mr. DuPont is plenty more realistic than the sister is.

Reading: Making Connections – Training Paper #10

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

In response to the two passages “Boy with his hair cut short” and “Furniture Art” I believe that Mr. DuPont from “Furniture Art” has a more realistic view on life than the sister from “Boy with his hair cut short”. This conclusion is shown by many obvious clues in both passages. In “Furniture Art” Mr. DuPont does not only speak about the world and life, but he shares some very valid points like how the world needs to open it’s eyes and value happiness, which is more than I can say for the sister from “Boy with the hair cut short”. In the poem, she proves to be pretending to be optimistic towards her brother getting a job when it really shows she is only trying to be hopeful. Although she does help her brother out by cutting his hair and pressing his suit, I feel she could learn a thing or two from Mr. DuPont. Mr. DuPont is a french man who seeks truth and happiness. He misses the days when people could look each other in the eyes and smile. Mr. DuPont is a very understanding, outside of the box kind of person, who is not just focused on one way of living. As you can see, Mr. DuPont is a very open character with very realistic views on the world, more realistic than the sister. The narator of “Furniture Art” is lucky to have Mr. DuPont as a neighbour.

Reading: Making Connections – Training Paper #11

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

The comparison of the two point of views on “Life”, are difficult in these two pieces because they are so different. They both portray aspects of today's ways of life but in my opinion, Mr. DuPont from “Furniture Art” has a more realistic view on it. Mr. DuPont shares his opinions that “people never look into people's eyes anymore” suggesting that the lack of respect for others these days is deteriorating. Nobody nowadays can show a simple deed of respect to another. He also states that the government only calculates its citizens economic quotients and doesn't really care about the citizens happiness and state of life. That is a true point in this day and age, as long as citizens are raking in the money for the government they don't care about how we live or how we do it. Mr. DuPont is a person of vivid imagination and creativity and believes that people are being brainwashed in today's society. Which is true to an extent, with all of the influential things in the world now telling us how to live our lives and not fully letting us make our own decisions without input. In “Boy with His Hair Cut Short”, the sister has a very dull perspective on life which is candy coated by her staged enthusiasm. She shows her understanding of today's downs in life, with unemployment, and the forever want for better people. Her enthusiasm is a shadow to cover her realistic yet false hope in her brothers search for employment and a chance at a better life. Nowadays the world has become a much rougher place than it used to be. Things are not always easy and you will not always be where you want to be in this life but you have to live with the hand you're dealt. Both perspectives in both passages both very true and both very realistic. In my opinion Mr. DuPont has the more realistic opinions and point of

view but the sister shows what life is truly like today in this world and how life is all a show to keep others happy so that you can live as good of a life as possible.

Reading: Making Connections – Training Paper #12

30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages.

How do you see the world around you? As a beautiful paradise, or a grim failure? In “Boy with His Hair Cut Short”, we are given a glimpse into the life of a boy looking unsuccessfully for a job during the “Great Depression”. While the boy remains doubtful that he’ll find a job, his sister provides him with an optimistic viewpoint in hopes of giving him a glimmer of hope. In “Furniture Art”, we are introduced to a girl who is interviewing her neighbour, Mr. DuPont, for a project about different worldviews. Mr. DuPont shows her that the world truly is a beautiful place, we simply need to open our eyes to see it that way. Though the sister and Mr. DuPont both have a similar worldview, Mr. DuPont’s worldview is more realistic.

In “Boy with His Hair Cut Short”, the boy comes home after yet another unsuccessful day of job-seeking. Even though he’s crestfallen, his sister offers to assist him by cutting his hair shorter. While she cuts his hair, she continues to encourage him by telling him that “they can’t keep turning you down; the finest gentleman’s not so trim as you!” (18-19). But then we learn that this optimistic and hopeful demeanor is simply a facade, and that she feels just as hopeless as she does, when we read “meeting/ her earnest, hopeless look” (22-23). Upon reading this, we discover that she tries to look at a doubtful situation with a happy-go-lucky, unrealistic attitude.

In “Furniture Art”, the narrator is working on a Socials project, in which she must interview a neighbour about their view of the world, and contrast it with her own. While interviewing him, she learns that

our supposedly good planet may not be so great, unless we look at it in a different way. Mr. DuPont goes on to explain that just because we have the money to buy stuff doesn't mean that we'll be happy, and that there is more to life than materialistic purchases. The narrator learns throughout Mr. DuPont's interview that "the world is beautiful if you can see it that way, but no less or more than it already was". (53) In the end, even though she got a "C+" on her project, the narrator finds that her new view of the world is invaluable. The worldview expressed in this story is more realistic because it addresses the major problem of our society, greed, and shows us to appreciate the world's natural beauty instead.

Rationales for *Reading: Making Connections* Training Papers

Training Paper #1 — Mark: 0

- Restates the question

Training Paper #2 — Mark: 1

- Misunderstanding of text
- Irrelevant
- No support or connections
- *Second paragraph weaker*
- *Deals with only one of the texts*

Training Paper #3 — Mark: 2

- Incomplete with little evidence of relationships or connections to text

Training Paper #4 — Mark: 2

- Misreading of texts
- Response is flawed and incomplete
- Little evidence of relationships and connections

Training Paper #5 — Mark: 2

- Incomplete
- No evidence of relationships or connections
- Support absent
- *Deals with only one text*
- *Low 2*

Training Paper #6 — Mark: 3

- Some understanding at a literal level
- Response is incomplete and lacks detail
- Ideas are listed

Training Paper #7 — Mark: 3

- Literal understanding
- Incomplete support
- Lacks details
- Ideas are listed
- *Misunderstanding regarding the sister's optimism*

Training Paper #8 — Mark: 4

- Organized and straight forward
- Misses complex ideas
- Some interpretive understanding

Training Paper #9 — Mark: 4

- Some interpretation i.e.: "trying to help brother"
- Not clear, misses subtle ideas
- Support is relevant
- Straightforward

Training Paper #10 — Mark: 5

- Clear understanding at an interpretive level
- Support is convincing and relevant
- *An attempt has been made to create a 6 response but is not as proficient as a 6*

Training Paper #11 — Mark: 6

- Insightful understanding at an interpretive level
- Makes inferences
- Support is thoughtful throughout and well integrated
- *Unique creative thought*
- *This student is constantly making connections*
- *Discusses both pieces proficiently and integrates his/her thinking about them*

Training Paper #12 — Mark: 6

- Insightful understanding throughout
- Inferences are made
- Powerful support that is well-integrated
- Shows an understanding of literacy techniques - "contrast"
- Mature thoughtful response

Writing

Value: 24 marks

Suggested Time: 50 minutes

- Write a multi-paragraph composition on the topic below.
- You may agree or disagree with the topic.
- You may include persuasion, narration and/or description in your writing.
- You may use ideas based on your own experience, the experience of others, your reading, your imagination, or from any aspect of your life.
- Plan your ideas in the space provided on the following page.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

Getting Ready to Write

Think about the variety of experiences we have. These experiences often have a great impact on our lives.

Topic

31. Our experiences shape who we are.

(24 marks)

Writing - Training Paper #1

31. Our experiences shape who we are.

Our experiences shape who we are.

Writing - Training Paper #2

31. Our experiences shape who we are.

Our experiences shape who we are like in "Boy with His Hair Cut Short". There was the title described how the boy wanted to have his hair cut short but his sister would not let him. Then he went anyway to get a hair cut. His sister did not like it one bit.

Writing - Training Paper #3

31. Our experiences shape who we are.

My variety of experiences have a great impact on my lives. Those variety of experiences turned to a my great teacher after. It was such a hard time when I was reached into heavy and hard experiences, but after I experienced, I learn many things from my experiences. Also if I reach into a simile situation again, I can do better than before. I always effort on my life, relationships and my future better by knowledge from me and others experience, I recieved.

First, Many experiences make my life better. I receive many experience from TV, radio and conversation with others. I know many guilty and punishment from the government so I am always careful and I always following the law because I learned from the news. Also I know that if lie and truth are fight, truth is always win at the end. When I was young, I lied a lot to my parents but they always know that I was lied. But it was such a small thing, I know in the real life, I should have to be more careful and be honestly.

Then, Many experiences makes my relationship with other better. Oneday, I was fight with my friends. Almost of my friends were leave me and I felt alone at that time, but now, I can realized my fault and I am not going to do last fault again and I also realized that they were not my real friends because they were leave me very easy. Today,

I am not making friends who are not good. Also my boyfriend is very outgoing and having good relationship with others, and he doesn't matter others age. I learn from him. He treats others well and good mannered.

Last, Many experiences makes me better future (my career). I receive many experiences about my career by someone who are older than me. When I first came to Canada, I didn't study and I just played all the time with no thinking. I am really regret about my past time because if I study English a lot at that time, I might be very well now. Anyhow, I am really effort on my English now. Also I met good sister in Vancouver. I could thing about my future career by her and she told me a lot of her experiences. I felt alot of things when I was heard about her experiences.

In conclusion, it's better to having many experiences for our life, our relationship and our future. Many experiences teache us and makes us better person. I am going to more learn from my experience that it will be happen.

Writing - Training Paper #4

31. Our experiences shape who we are.

In life the experiences we go through help us have a better understanding of life and also to make the right decisions.

For example, When you come to a fork in the road there is two ways you can go left or you can go right, in life one road is success and one is failure. If you are smart and you learn from the things you go through, your experiences will guide you down the path to success.

As the reader the experience shape who we are.

Writing - Training Paper #5

31. Our experiences shape who we are.

Our experiences shape who we are. We learn from our past mistakes and move on from them, and not make the same mistakes again.

I agree that our experiences do shape who we are, because we learn from our past mistakes and try not to make them again in the future. In the process, we become a better person ourselves, because of it. Without those past experiences, we wouldn't know what we are about and what our values and morals are in our life. I have a friend of mine, who lied to this other friend. She did it, because she did something bad and didn't want the person to find out. However, the person found out and got so mad. Without this experience, my friend wouldn't know that lying hurts other people's feelings. Therefore, my friend told the truth and became a better person in the process of it, because she found out that lying have consequences and also it could lose a friend in the process of it too.

Therefore, I agree that our experiences shape who we are, because we learn from our past experiences and mistakes and become a better person. Without these past experiences, we would be lost in our life and wouldn't know right from wrong. Mistakes and experiences are important, but we have to learn from them and not make them again. I heard a quote saying "There is no such thing as too many mistakes, as long as they are not the same". I think this quote is nice and tells people that experiences and mistakes are good. Therefore, I agree that our experience shape who we are.

Writing - Training Paper #6

31. Our experiences shape who we are.

In life, there are many experiences. These experiences change the way one thinks, feels, or reacts. Our experiences shape who we are. We learn through trial and error, we gain knowledge with every attempt. Life isn't something that's taught in a book. It must be lived.

Through our lives, the situations we get ourselves into, and the things that happen to us change the way we deal with similar situations in the future. For example, at a young age, a person could be attacked by a dog. When they are older, the person may have a fear of animals for the rest of their lives. Though it isn't always so negative, can't think of anything more.

Writing - Training Paper #7

31. Our experiences shape who we are.

Our experiences shape who we are. Why? For many different reasons, it can show a great impact on what you are going to become. Our experiences in school and college could shape what you do for a living, and how much it means to you.

Our experiences can also have a huge impact on our point of view, and how you look at life and the things around it. Say if you experienced a near death incident, it could change your point of view, and you may look at things in a different way, you would be more thankful for the things that you have in life, and see everyday as a gift.

Your experiences could also change the way you look, and the way you act. Experiences such as accidents, diseases, drug abuse, everyday stress, and even looking at a model on the cover of a magazine could alter and change your appearance. Experiences such as being picked on, having an interest in comedy, or learning to overcome your fear could impact and change certain things about your personality. From shy to outgoing, aggressive to entertaining, and many more.

Our experiences, and even our mistakes shape who we are, we are all constantly learning new things each and every day, and as the years go by you'll go through a lot of changes. Emotional, or physical changes. You cannot be the same person for the rest of your life.

Writing - Training Paper #8

31. Our experiences shape who we are.

Every single day our experiences shape who we are. Everyday everything happens for a reason, and the reason is so that everyone's life is unique in its own way. Life would be too boring if some people's lives were exactly the same. Even if your life isn't perfect the way you want it to be does not mean you can't make the best of it, because for all you know you might not live another day.

Everyday when you wake whether it be early or late you woke up at that time for a reason. The reason may not be important at all, or it could be very important, but the purpose for your body awakening is because there is something you have to do, somewhere you have to go, someone you have to see, and sometimes there is no one you have to see, or nowhere you have to go and nothing you have to do. The point is that when you wake up in the morning, there's a reason why you woke up then, you may or may not know why but if you don't know why it's real irrelevant.

Could you imagine if your life was the exact same as 100,000 more people in the world, wouldn't that be horrible? Life would simply be too boring if 100,000 people had the exact same personality, exact same life, job, same hair, same everything even husbands and wives names. Even if you were walking down the street and you decide to turn your head to the left, someone walks by you and does the exact same thing so you try to follow him but since he has the same life as you he's going to think the exact same thing and start to follow you. That kind of thing could get very boring. The fact that people would have the exact same lives means that being psychic or being able to

tell the future would be an non heard of ability because it would be so easy and common to man and women.

Even if your life is not perfect that does not mean that you should give up. Not everyone's life is perfect no matter what happens, there's always something missing. If you are someone who does not think they live a very good life then that means that you will need to put forth more effort than someone who thinks they have a perfect life. The things you do everyday to make your life different are those that make your character and change the way you look at life. The things that you go through everyday make your life different and somewhat more interesting because people wonder what it would actually be like to live a totally different life. So no matter how bad things may seem, don't give up.

So as you go through life you will undergo many challenges and you will most likely try to make the best of things and take on the challenges. As you take on these challenges they will change your personality and your view of life. But somehow it seems we all make it just fine.

Writing - Training Paper #9

31. Our experiences shape who we are.

The Crocodile Hunter Experience

"By Crikey! He's going off the Richter scale!" and "Have a look at this little beauty" are two of his many famous quotes. He is Steve Irwin, The Crocodile Hunter. And he is my idol. He has brought me to who I am today and who I hopefully will become in the future. The Crocodile Hunter experience has indeed helped me carve my painting in my life.

So who is Steve Irwin? Well, his father calls him a monster...in a good way. He is a naturalist from Brisbane, Australia, and by crikey does he love crocodiles. His father opened a reptile house and Steve has helped him catch crocs ever since he was nine. In fact, he has loved animals ever since he was a toddler.

Soon enough, he opened Australia zoo, home to more than 3000 different animal species. Moreover, he has been invited to a lot of conservation programs around the world to save saltwater crocs and other endangered species from extinction.

I first got to know him when I started watching Discovery Channel, and ever since then I have been a die hard fan. But why Steve Irwin of all people? He catches crocs, venomous snakes, and other life threatening animals; he's crazy! Why did I choose him? Honestly I have no idea. I just like him for who he is.

Gradually, my passion for wildlife grew. As more of his documentary films went on air, my knowledge of animals grew immense.

I would often visit zoos, go bird watching, and go searching for snakes. I would donate money to animal conservation services as well.

Soon after Steve Irwin traveled all around the world in his shows, filming lemurs, orangutans, iguanas, and other unique species, and I would be at home pretending to jump on a crocodile (using a pillow). The one show I loved the most is the film about Steve Irwin himself and how he grew up. In the end he read this speech that penetrated deep into my heart. "Throughout these years I was bruised, bashed, tailwhipped, bitten, and even peed on. People say crikey why go through all this trouble? I was put on this earth to be who I am; I have saved an endless amount of animals and I will continue to do so until the end of my days. Of all this human filth out there today, I believe it is my duty, my job, to educate people on how to protect our world, our nature, so that we can make it a better place. My passion for wildlife, for crocs, will live forever. People see me on TV, they say "that's the Crocodile Hunter"! I don't want to be remembered for all my stunts in catching crocs; I want to be Steve Irwin, the educator. I see them whales lying on the shore dying. There just dying there and you just feel so hopeless. It's because of that; that's why I still continue to do what I do. That's what it's all about".

I can't remember word for word, but it should sound something like that, only a lot better. Right now, I own three pet chinchillas (rodents) which contribute more to my passion for wildlife. Is it just a coincidence that I've got to know him? I don't think so. It's fate.

Steve Irwin has shaped who I am. Right now, everything is so clear to me. I know how to appreciate wildlife and nature. Though

I'm still constantly learning, I hope to follow in his footsteps and become a naturalist to save endangered species. The Crocodile Hunter Experience sure did lead me the right way.

Writing - Training Paper #10

31. Our experiences shape who we are.

Throughout life, problems, accomplishments and events slowly build up who each individual is. Lessons may be learnt from situations, or different influences may change the course of a persons life. Great people and unmemorable people are not just created. They are shaped through innumerable experiences as they live their lives. Experience is the key aspect that makes up an individual's ethics and perspective on life.

Experiences can be anything that takes place in someones life. Regardless of how small something is, it has a place in who a person is. As an experience gets bigger, it has more of an impact. Playing hockey, for example, could help one create a more humble personality, developing teamwork and sportsmanship. When a problem is solved or an individual has to endure through something, it is used to shape a person. Everyone goes through countless experience throughout their lives, which as a result, develops an individual.

One major aspect of a persons life that is built up through experiences is ethics. A person's experience as he or she grows defines what the person will see as right or wrong. An individual growing up on the streets of Detroit will carry a different set of ethics in contrast to someone in the suburbs of Vancouver. More specifically, a person growing up in Detroit would tend to accept and embrace things a person in Vancouver would consider as wrong. It is through lessons, events, and daily life that ethics are developed.

Perspective is what affects how an individual lives. Experiences shape a persons perspective. In essence, experience defines how we

life our lives. The story "Furniture Art", written by Sarah Miller, shows a person's views on the world and the changes it goes through from an experience. The narrator has a perception of the world through what school has taught. As the story progresses, the narrator has an epiphany. The narrator realizes the world is constant, but the world is different to everyone because of their perception. In the same way, an individual's perspective is changed through the experience that person goes through. A person's experiences in life develop their perspective through what they learn.

An individual is constantly changing. From birth to death, every experience and person goes through is a building block in shaping and molding who a person is. Ethical behavior and an individual's perspective of life are among the aspects of a person that is built through experience.

Writing - Training Paper #11

31. Our experiences shape who we are.

My name is Jean Lapierre. I grew up in Québec. When I was 16, in the year 1939, I heard on the radio that Canada declared war on Germany. The local newspaper was calling it "World War Two", and everyone I knew was in an uproar. So many people remembered the last "World War" Canada had been in, and the people of Québec were terrified that they would have to fight.

I stayed as far away from the war as possible, not even listening to news coverage on the radio or reading articles in the paper. I didn't want to have anything to do with this British war.

Unfortunately, I couldn't keep myself away from it for long. Right after Christmas, one of my closest friends, Eugène Marre, signed up for the army and was carried away. Then, more of my friends left Québec for the war.

One night, I was returning home from school, when I couldn't help listening to the news: a Canadian raid called "Dieppe" had failed miserably and many were either killed, taken prisoner, or wounded. Three days afterward, a list came out of those soldiers who had died in battle. Three of my friends were on that list.

After this, I couldn't take it any more. I had to join the Canadian forces, just to prove to myself that I had helped in ending this war, or at least had died trying. In a month I was training with the Canadian marines and some time after, we set off for Great Britain.

Fortunately, there were many people from Québec in my division, and those from other parts of Canada were friendly, even though I spoke very bad English. I was hesitant with making friends, however, because I knew that many of these names I would only see on grave stones after the war.

Training was very hard in Great Britain: We were getting ready for a raid on French Normandy beach with four other companies (two from the US and two from the UK). My father's sense of determination got me through it though, and when the fateful day came, I was ready.

I will not go into what happened on D-Day, for you can read about it in any history textbook. What really happened, for me, was that many people died, many people were badly wounded, and many people were so brutally terrified that they almost died. I was one of the latter.

A month after D-Day, I was sent back home, wounded but not on the outside, but on the inside. Once the war was over, I found out that my whole grade 9 class had either been killed or nearly killed in battle, and that more than one hundred people from my small town would never come back to Québec. World War II had changed me forever.

Writing - Training Paper #12

31. Our experiences shape who we are.

The numerous variables that can shape one's life, whether it's luck, chance, self-esteem, self-confidence, fate, so forth, can be partially within our control, partially dependant on others, and also partially affected by the world at large. One's inability to hear well can also be drastically affected. I was born partially deaf, attended regular schools and eventually attended a deaf college in Washington, D.C. When one is severely hard-of-hearing, such as myself, communication is affected in all areas of your life. School, jobs, family and friends. One's choices of hobbies and interests is also dependent on how well one can "access" such activities. A specific aspect I would like to describe here is the issue of shyness.

While growing up, I endured hours of class time unsure of what the teacher was talking about. My being the only student who was hard-of-hearing, I kept my confusion to myself. This affected my confidence and with time I became passive. At the risk of embarrassing myself, should I ask the wrong question, I'd keep quiet.

Later, while attending the deaf college, I learned sign-language. For the first time in my life, I was able to sit in a classroom with a roomful of students who were either deaf or hard-of-hearing. Finally, I felt more self-assured about myself. I participated more fully in the classroom discussions.

Eventually, the time was up where I had to return to the "real world", the hearing world. A world filled with non-signers. Once again, I became lost and passive. I have a hearing boyfriend. When accompanying him to social functions I notice my shyness comes out.

Due to the noise, I become anxious. What's very revealing is that this is not a part of my personality. As, whenever I am in a signing environment, my fingers fly in the air, my face lights up as the flow of communication becomes effortless and rich.

Everyday, it's a balancing act, whether to pursue an activity based on my inner passions versus assessing the level of barriers, if any, to pursue such. For me to simply sign up for an acting class involves extensive research. Does the instructor use hand-outs or mainly lectures? To pursue a visual-oriented activity, or one that is mainly physical, for example working out at the local YWCA is a rewarding activity for me. I can simply walk into the centre and jump onto a treadmill. Not having to worry about bothering sign-interpreters, getting the front seats, or such. I spend hours in the "kiddie pool" as the quietness and stillness of the water is a form of meditation. Ironically-speaking there is hardly ever any kids inside the pool when I go.

As like the boy in the story, "Boy with His Hair Cut Short", I had a persistent spirit, but at times it can feel discouraging. Like Mr. DuPont in "Furniture Art", the quietness and isolation from society had enable me to gain more interesting insights. Lately, I have been priding myself of how fortunate I am to be able to tap into my most inner thoughts. I feel my life is very rich, indeed, despite being "cut off" in a communication sense. One may become inspired about a CBC radio show or such. For me, the silence helped me to become creative.

Rationales for *Writing* Training Papers

Training Paper #1 — Mark: 0

- Restatement of the topic

Training Paper #2 — Mark: 1

- Ideas are not developed
- No discernible purpose
- Too brief to accomplish the task

Training Paper #3 — Mark: 2

- Writing reflects little understanding of language conventions
- Weak sentence structure
- Frequent noticeable errors that interfere with meaning

Training Paper #4 — Mark: 2

- Broad generalizations with little support or clear purpose
- Little understanding of language conventions
- Frequent noticeable errors interfere with meaning

Training Paper #5 — Mark: 3

- Limited vocabulary and sentences variety
- Errors distract and impede meaning
- *Repetitive*

Training Paper #6 — Mark: 3

- Ideas are developed unevenly with little support or sense of purpose
- Structure is weak
- *Brief*

Training Paper #7 — Mark: 4

- Ideas are straightforward with support
- Basic vocabulary
- Attempts to engage
- Formulaic structure
- Errors do not impede meaning

Training Paper #8 — Mark: 4

- Straightforward and clear
- Basic vocabulary and some sentence structure
- Formulaic
- *Repetitive*

Training Paper #9 — Mark: 5

- Ideas are well developed and supported
- Clear purpose
- Generally engaging
- Structure is logical
- Writing demonstrates control

Training Paper #10 — Mark: 5

- Ideas are well developed and supported with a clear sense of purpose
- Appropriate word choice
- Structure is logical and the writing demonstrates control

Training Paper #11 — Mark: 6

- Ideas are fully developed and supported
- Accomplishes the purpose with some originality, individuality and maturity
- Voice and tone engage the audience throughout
- Structure is logical and the writing as a whole may appear effortless

Training Paper #12 — Mark: 6

- Ideas are fully developed and supported
- Accomplishes the purpose with some originality, individuality and maturity
- Effective word choice and sentence variety
- Voice and tone engage the audience throughout

Acknowledgments

Adapted from “Working Teens.” *Canadian Social Trends*. Winter 1994. Statistics Canada—Catalogue 11—008E. pp. 18–21. Statistics Canada information is used with the permission of Statistics Canada. Users are forbidden to copy this material and/or disseminate the data, in an original or modified form, for commercial purposes, without the expressed permission of Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada’s Regional Offices, its World Wide Web site at <http://www.statcan.ca>, and its toll-free access number 1-800-263-1136.

“Boy with His Hair Cut Short,” by Muriel Rukeyser. *U.S. 1*. ©1938, 1965. International Creative Management.

“Furniture Art,” by Sarah Miller. From *A Teen Writer’s Dream Teen Storytellers Volume One*. Be-Mused Publications. ©2001. pp. 5–9.