






*Writing*

 **REMINDERS**

-  Write your response to the writing task below.
-  You may give your writing a title if you like, but it is not necessary.
-  You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
-  You may either print or write in cursive.
-  Write clearly! Any erasures or strike-throughs should be as clean as possible.

**Writing Task 12:**

**If you could spend one day with an historical person or a fictional character, who would it be? What would you do during your day together? Where would you go? What would you talk about?**

**Write a narrative essay describing where you and this person would go and what you and this person would do. Be sure to use details and evidence supporting your ideas.**

L30SA477

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you do the following:

- Read the description of the task carefully.
- Organize your writing with a strong introduction, body, and conclusion.
- State your position, support it with specific examples, and address the reader's concerns.
- Use words that are appropriate for your audience and purpose.
- Vary your sentences to make your writing interesting to read.
- Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

NOTE: Pages 215 through 219 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

## Writing

4

**Score Point 4**  
**Student Response**

*His paintings have been and have become the foundation for most artists' inspiration. His revolutionary ideas have sparked heated debates and a social uprising among people all over the world. His perspectives and thoughts have made an intense impact on every generation that has followed him. If I could spend one day with a historical person, it would be Leonardo DiVinci because of his ingenious way of getting an honest reaction out of people.*

*Leonardo DiVinci has been a familiar figure to me throughout my youth, but just recently I've become so intrigued with his work and the ideas he has brought to the attention of people everywhere. It's so amazing how the assumptions of one person can be a completely different interpretation to another, and that's what his art has managed to do in our world today. If I had one day to spend with him, I would dig down deep to find the truths behind his masterpieces.*

*Our day would first begin by discussing comparisons between our world now and how it was then over a cup of tea. I would ask him about the past and what advantages and disadvantages he as a painter had living in that period in time. I would ask him if there were any restrictions or reasons for any hidden meanings in his art, and what he would do with his art if he were to live in our more modernized world of freedom and liberty. Would he change his style in art? Would he even continue to pursue art, given the chance? These are but a few questions that I would feel so lucky to ask.*

*Once he and I have a chance to exchange opinions about various issues regarding our modern world and his life in the past, we would take a walk in the park and I would ask the burning questions in my mind. We would discuss openly about his thoughts behind his more famous works and his inspirations for them. We would freely exchange views on controversial questions brought about by some of his work, such as *The Last Supper*, and I*

*would find the true meaning for his ideas on it. I would ask him his reasons behind his thoughts and finally satisfy the unfulfilled curiosity I have about his art.*

*The day Leonardo DiVinci and I would spend together would behold the most heated and intense conversations of my entire life. I would probably not share his thoughts with others because some things are truly better left unsaid. I would feel honored not only to be able to hear his outlooks, but to be able to share my own with him without misunderstanding or criticism. The day Leonardo DiVinci and I would spend together would be by far the most enlightening moment in my life.*

## Writing

## Commentary

- Furnishes, in its first paragraph, a meaningful thesis that is responsive to the writing task.

- Plentiful details and examples, all very specific in nature, are supplied in support of the thesis.

- The writer, drawing upon what appears to be a personal affinity for Leonardo DiVinci [*sic*] and the mysteries surrounding his life and work, carefully develops and divulges the reasoning behind choosing to meet with him. For example, "Leonardo DiVinci has been a familiar figure to me throughout my youth, but just recently I've become so intrigued with his work and the ideas he has brought to the attention of people everywhere." The essay proceeds to touch upon the lighter issues that would be discussed over a "cup of tea," and then progresses to the more "burning questions" to which answers would ultimately unravel during a walk in the park. Tone and focus are consistent, and a purposeful control of organization is maintained throughout the paper.

- The reader's attention is immediately captured, as the writer discusses the far-reaching ripple effect caused by the art and ingenuity of this (as of yet) unnamed individual. He is a source of "inspiration"; his "revolutionary ideas have sparked heated debates"; and his "perspectives and thoughts have made an intense impact on every generation." This suspenseful introduction, which ultimately leads to the divulgence of the historical person alluded to, Leonardo DaVinci, displays a very clear sense of audience, which continues throughout the paper.

- The essay provides syntactical variety and displays precise, descriptive language, such as "ingenious," "intrigued," "burning questions," "controversial," and "enlightening moment." The paper employs the use of

literary devices throughout, including alliteration and anaphora. For example, anaphora is employed with powerful effect at the very commencement of the paper: "His...His...His..." Further, "intense impact" and "dig down deep" are clear examples of alliteration.

- There are very few errors in the conventions; they are first-draft in nature.

The paper meets the standards for the score of four.

3

**Score Point 3**  
**Student Response**

*If I would have to choose only one person from the past I would choose J.R.R. Tolkien, the great author of legendary tales. Professor Tolkien was a an amazing writer of post WWII times. He wrote such novels as The Hobbit, The Silmarillion, and Lord of the Rings which he is most famous for and has been transformed by many Hollywood Directors into an epic movie trilogy.*

*Throughout his life, starting when he was young, he has been facinated languages and has created many for his tales. Through his world famous novels, I have found inspiration to write my own tales of fantasy and adventure, I would like to like to meet the man that gave me the gift write.*

*Upon meeting Professor Tolkien, I would ask him the question of what gave him the inspiration to write his novels? I have often stumbled upon some shred of inspiration that can unravel a story, yet doesn't have as much inner meaning as the tales written by professionals. I would like to talk to him about his works and what gave them the breath of light that passes from one mind to another. What meaning goes behind the setting and the characters in it? Why? I would like to learn from him how he creates his languages that seem so real with rules of grammer like the languages of the world.*

*In spending a day with him I would try to learn all that I could to become a better writer. I would like to glean all the information I could from him before our short time is over. To learn the secret of languages and to wrangle the skill of inner meanings.*

**Commentary**

- Provides, in its opening paragraph, a thesis that is responsive to the writing task. The author does not explicitly address the prompt's request to write about "an historical person or a fictional character." Alternatively, the writer discusses a "person from the past," "J.R.R. Tolkien," thus implicitly opting for an historical figure as the focus of the essay.

- Details are provided in support of the thesis. While the examples offered are predominantly focused on the prompt's suggestion, "What would you talk about," they are nonetheless consistent, in number and quality, with three-level support.

- The paper never veers from its focus on the apprentice (the writer) learning and culling knowledge from the master (Tolkien). The essay also exhibits control of organization.

- A general sense of audience is displayed, and the writer's enthusiasm can be immediately felt. This sense of audience is exemplified by repeated use of germane questions in the penultimate paragraph: "what gave him the inspiration to write his novels?" "what gave them the breath of light that passes from one mind to another," and "What meaning goes behind the setting and the characters in it? Why?"

- The essay exhibits syntactical variety throughout, and uses some descriptive language, such as, "legendary tales," "transformed," "stumbled upon some shred of inspiration," and "glean all the information."

- The paper displays some errors in the conventions, including spelling errors, incorrect word usage, and missing words; these errors, some of which are likely first-draft in nature, do not interfere with the reader's understanding.

The essay meets the criteria for the score of three.

2

## Commentary

**Score Point 2**  
**Student Response**

*I would of wish if I was born during the Industrial Revolution and I would spend a day with Thomas Edison when he invented the light bulb I would wanted to be next to him and seeing how he build the light bulb.*

*Then I would go outside with Thomas Edison walk around the neighborhoods and see how it was back then without light. I would wanted it to go around to looked at how people just to live and work during the Industrial Revolution.*

*The things that I will ask Thomas Edison would be, how did he get an idea of inventing the light? The things that I would like to talk with him would of been like how did the light bulb changed peoples lifes? I know that he invented more things and not only the lightbulb.*

*I have read and research about Thomas Edison; but I think that it would of been better if I would of have a time were I would of go up to Thomas Edison and talk to him in real person.*

- Supplies, in its opening paragraph, a thesis that is responsive to the writing task. The writer states that "if I was born during the Industrial Revolution and I would spend a day with Thomas Edison [sic]..."

- The essay offers immediate support of the thesis, beginning with the last sentence of the first paragraph, "I would wanted to be next to him and seeing how he build the light bulb" [sic]. Additional support is offered, detailing where they would go, what they would do, and what they would discuss. However, the support offered is limited in nature.

- The paper exhibits slightly more control of organization than other two-level essays. In addition, although the paper displays an inconsistent tone, the focus is fairly constant.

- The essay demonstrates little sense of audience.

- Further, the paper exhibits basic and predictable language throughout, and employs only a few sentence types.

- The essay displays slightly more errors in the conventions than many other two-level essays. However, although these errors might intermittently interfere with the reader's understanding, they should not be considered serious.

Due to all the above factors, the paper is correctly scored at the two level.

Writing

1

Commentary

**Score Point 1**  
**Student Response**

*If I could spent one day with Tomas Edison I would like to ask him alot of questions about his experiment. The light bulb.*

- Presents a thesis, "If I could spent one day with Tomas Edison I would like to ask him alot of questions about his experiment [sic]," that is responsive to the writing task.

- The paper provides the barest minimum of details in support of the thesis by stating, "The light bulb [sic]."

- No sense of audience is displayed.

- Because of the brevity of the response, the essay necessarily lacks syntactical variety, and displays limited vocabulary.

- Errors in the conventions are serious in light of the development versus the frequency-of-errors ratio; these errors include spelling, punctuation, and a sentence fragment.

The two sentences provided (including the fragment) are original writing on the subject, and are sufficient to keep the paper on-topic. The essay meets the criteria for the score of one.