

The Outsiders - Summative Assessment



Use your research about the themes in *The Outsiders* to write two formal paragraphs. Write an outline to organise the information. Clearly state one of the themes in the topic sentence, then support it with examples from the book. End with a concluding sentence which summarises the main idea of the paragraph.

Remember to use the appropriate language - it is not possible to write about literature the same way you would write a text message. Adopt a professional and factual tone when writing paragraphs and essays.

Be mindful of the correct way to format the document and include references.

Example:

John Smith
Ms Aleksandra Stojanovic-Milic
English Language and Literature
4/12/2017

← **MLA Header**

original title → Educational Inequalities in *The Outsiders*

name of the novel → *The Outsiders*

name of the author → S.E. Hinton

← **Indented paragraph**

← **in-text citation**

← **theme**

← **how is the theme conveyed?**

← **example 1**

← **explanation 1**

← **example 2**

← **explanation 2**

← **example 3**

← **explanation 3**

← **concluding sentence**

← **double spaced**

In the novel *The Outsiders*, S.E. Hinton examines the inequalities in educational opportunities created by class differences. The author illustrates the idea through the experiences of the three Curtis brothers. For example, Darry, the eldest brother, was an excellent student, but he had to quit school in order to work and support his younger brothers (Hinton ...). The fact that he needed to be a breadwinner for his family at such a young age distinguishes him from Socs, the rich children, who can make the most of what schools offer. In addition, Sodapop, Darry's younger brother, decided to quit school because he encountered difficulties (Hinton ...). Sodapop could not rely on anyone's help as the Socs might in a similar situation which makes him less likely to finish his education. Finally, even Ponyboy, who is an excellent student and has good grades, expresses his frustration over Socs lack of hard work at school (Hinton ...). The Socs do not seem to study as hard or prove themselves because they are not judged by their environment; therefore, they finish school with ease. Thus, the author illustrates how the prejudice and class background influences the young people's chances of benefiting from education.

You will be assessed for **Criterion B - Organization** and **Criterion D - Using language**.

	<p>Criterion B: Organization</p> <p><i>At the end of year 3, students should be able to:</i></p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. 	<p>Criterion D: Using language</p> <p><i>At the end of year 3, students should be able to:</i></p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication <p>makes limited and/or inappropriate use of non-verbal communication techniques.</p>

3-4	<p>i. makes adequate use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas with some degree of coherence and logic</p> <p>makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques.</p>
5-6	<p>i. makes competent use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other</p> <p>iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques.</p>
7-8	<p>i. makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way</p> <p>iii. makes excellent use of referencing and formatting tools to create an effective presentation style.</p>	<p>i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques.</p>