

**Ronald W. Reagan/Doral Senior High School
11th Grade AICE Cambridge 2020
Summer Reading Assignment**



Assignment deadlines: Due the second day of class.

You must complete this by the deadline. **Late work will not be accepted!**

Academic dishonesty will not be tolerated! All work must be your own. Do not make use of spark notes or any other novel guide. Any paper which is plagiarized will receive Zeroes.

Novel: Small Island by Andrea Levy

Analytical Essay

Prompt: How does Andrea Levy’s use of a multi-narrator, non-linear structure create a richer understanding of the story?

Directions: Write a five-paragraph essay (introduction, three body paragraphs, and conclusion) where you look at **three** of the four narrators and how their present-day behavior in 1948 is better explained by the use of their personal narration and the inclusion of flashbacks. For example, when analyzing Bernard, you could explore how his closed-off, insecure, and bigoted personality was partly the result of the fact his father suffered from PTSD due to WWI.

In each body paragraph, be sure to include two quotes (that come both from 1948 and a flashback) and to analyze them closely for language, syntax, and structural elements (use of multi-narrator, non-linear structure). The essay needs to be between **3-4 pages**.

You will be graded according to the following AS Rubric:

Marks for	Relevant Knowledge, Understanding of Writer’s Choices, Personal Analysis, Communication/Expression	Marks Earned
Level 6: 22-25	Very good ability to select relevant knowledge to address the question w/effective references and quotation; very good understanding of how writers’ choices of structure, form, and language shape meanings with sustained analysis; response is perceptive, personal, original; response is coherent and logically structured with effectively linked paragraphs	
Level 5 18-21	Proficiency in selecting relevant knowledge w/effective references and quotations; proficient understanding of how writers’ choices of structure, form, and language shape meanings with sustained analysis; some original perceptions though straight-forward and not nuanced; some coherence in structure with effectively linked paragraphs	
Level 4: 14-17	Competence in selecting relevant knowledge w some pertinent use of quotations and direct references; evidence of understanding some aspects of how writers’ choices of structure, form and language shape meanings, with some analysis; evidence of personal response; expression is clear and generally accurate though there may be occasional loss of fluency with points not always strongly connected	
Level 3: 10-13	Ability to use relevant knowledge of the text to address the question; clear understanding of some ways how writers’ choices of structure, form and language shape meanings, which may be partial and restricted to the more obvious aspects of the text; Some perceptions w/the beginnings of a personal view or interpretation; Expression will be mostly clear and appropriate with a clear, simple structure to the answer. There is likely to be some reliance on paraphrase and narrative summary	

Level 2: 6-9	Some limited ability to use knowledge of the text to address the question, with occasional use of references or quotations; some limited understanding of how writers' choices of structure, form and language shape meanings; some personal response to the text but not fully supported; Expression will be basically clear. There may be the occasional confused passage of writing.	
Level 1: 0-5	Some general knowledge of the text which may be narrative based and may contain errors, rarely relevant to the question and with little or no relevant quotation or selection from the text; little or no evidence of understanding of form, structure and language; some signs of personal response, not developed into an argument and not fully supported from the text; Expression may be weak with some breakdown in communication. Structure may be lacking; answers are likely to be partial, undeveloped	