This is a Class 2 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School

for Boys and Girls Loueizeh - Baabda

Stage Exam 02

26MAR2025

Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	11SE
Teacher :	Mrs. Narin Zakarian
Duration :	1 hour

You are to answer the questions to this exam on : Lined paper

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

"The rise of AI-generated images has left many artists concerned about their futures. With companies using AI to replace illustrators and designers, many fear a loss of creative careers. However, some artists argue that AI is just another tool—like Photoshop or digital brushes—that can enhance rather than replace artistic expression."

The Guardian, "AI Art: A Threat or an Evolution?"

Write a well-structured persuasive essay discussing if AI-generated art is a threat to human creativity. Include an introduction, 2 body paragraphs discussing one main reason in each, and a concluding paragraph.

The grading rubric is on the following paper for your reference.

AI: A Threat to Human Creativity

Artificial intelligence has revolutionized many industries, including art, music, and literature. While its ability to generate creative works in seconds is impressive, this rapid advancement presents a significant threat to human creativity. AI-generated art does not originate from genuine inspiration but rather from algorithms that analyze and replicate existing works. As reliance on AI in creative fields increases, the originality and emotional depth that define human artistry risk being overshadowed. This shift threatens the essence of creativity by diminishing artistic individuality and devaluing the creative process.

One of the most pressing concerns is the loss of originality. AI programs rely on massive datasets of pre-existing art to generate new pieces, essentially remixing and reconstructing patterns rather than producing truly unique works. Unlike human artists who infuse their experiences, emotions, and cultural perspectives into their creations, AI lacks personal expression. This mechanical process results in a homogenization of art, making it increasingly difficult to distinguish between authentic human innovation and machine-generated content. As AI tools become more advanced, the creative industry risks becoming dominated by derivative works, leaving little room for the originality that has historically driven artistic progress.

Beyond the erosion of originality, AI also undermines the value of artistic effort. The creative process is not just about the final product but about the journey—one that involves experimentation, failure, and refinement. AI-generated works eliminate this process by producing polished pieces instantly, devaluing the years of dedication artists invest in mastering their craft. Furthermore, businesses and industries seeking cost-effective solutions may prefer AI-generated content over hiring skilled artists, leading to fewer opportunities for creative professionals. This shift not only threatens livelihoods but also discourages aspiring artists from pursuing their passion, knowing that machines can replicate their work with minimal effort.

The increasing presence of AI in creative fields represents a fundamental challenge to human creativity. By prioritizing efficiency over originality and convenience over artistic dedication, artificial intelligence diminishes the unique qualities that define human expression. If creativity is reduced to algorithmic replication, the world risks losing the depth, individuality, and authenticity that make art a powerful and meaningful force in society.

Persuasive Essay Rubric

Title			
	Description	**Total mark**	**Earned**
Title	Students are to provide a title that reflects the content of the narrative. Capitalization rules are to be observed.	**5**	

Introduction			
	Description	**Total mark**	**Earned**
Organization	The essay has excellent organization. The essay starts with an introduction: hook, background information, and thesis statement.	**16-20**	
	The essay has good organization. The essay starts with an introduction: hook, background information, and thesis statement.	**10 -15**	
	The essay presents an attempt at organization. The essay starts with an introduction: hook, background information, and thesis statement.	**5 – 9**	
	The essay demonstrates no or little organization and development	**0 – 4**	

Body Paragraphs			
	Description	**Total mark**	**Earned**
Organization	• The essay demonstrates excellent knowledge and understanding of the essay genre and uses the characteristics of the genre effectively. • The essay demonstrates the effective use of different types of supporting details. These supporting details are well developed and used for a persuasive end. • The essay makes clear and sophisticated distinctions between facts and opinion resorting to factual data to substantiate claims. • Development is clear, logical, and relevant. Quotes and references are unpacked and integrated as part of the argument with precision.	**23 – 30**	
	• The essay demonstrates good knowledge and understanding of the characteristics of the genre and uses the characteristics of the genre to a good extent. • The essay demonstrates good use of different types of supporting details. These supporting details are developed and used for a persuasive end. • The essay makes distinctions between facts and opinion resorting to factual data to substantiate claims. • There is a good degree of clear and logical development in relevance for the use of these details. Quotes and references are unpacked and integrated as part of the argument.	**15 – 22**	
	• The essay demonstrates some knowledge but little understanding of the essay genre and makes some attempt at using the characteristics of the genre appropriately. • The essay demonstrates a limited use of different types of supporting details. These supporting details are not developed for a persuasive end. • The essay rarely resorts to factual data to substantiate claims. • There is some degree of clear logical development and relevance in the use of these details. Quotes and references are rarely unpacked and integrated as part of the argument.	**7 – 14**	
	• The essay reflects no or little understanding of the essay genre and does not use the characteristics of the genre appropriately. • The essay demonstrates no or little organization and development. • The essay is limited to one type of supporting details. This supporting detail is not developed and lacks relevance. • The essay does not resort to factual data to substantiate claims. There are no logical development and relevance for the use of this detail. Quotes and references are not unpacked and integrated as part of the argument.	**0 – 6**	

Conclusion			
	Description	**Total mark**	**Earned**
Organization	The concluding paragraph presents a clear restatement of the thesis statement and summary.	**16-20**	
	The concluding paragraph presents a good restatement of the thesis statement and summary.	**10 -15**	
	The concluding paragraph presents an attempt to restate the thesis statement and summary.	**5 – 9**	
	The concluding paragraph demonstrates no or little organization and development.	**0 – 4**	

Language and Mechanics			
	Description	**Total mark**	**Earned**
Organization	• The essay demonstrates excellent use of word choice, tone, sentence structure, and mechanics. • The essay avoids grammatical nuances appropriate to the target level. • Sentences are varied and used to an effect. • The paper moves smoothly from one idea to the next.	**23 – 25**	
	• The essay demonstrates good use of word choice, tone, sentence structure, and mechanics despite some inconsistencies and errors with grammatical nuances. • Sentences are somewhat varied and used to an effect. • The paper moves from one idea to the next, but there is little variety.	**15 – 22**	
	• The essay demonstrates little use of word choice, tone, sentence structure, and mechanics with inconsistencies and errors with grammatical nuances. • Sentences are limited in variation. • Some transitions work well; but connections between other ideas are fuzzy	**7 – 14**	
	• The essay does not meet any of descriptors above. • The transitions between ideas are unclear or nonexistent.	**0 – 6**	