

English 3201 Grading Standards June 2004

Pre-Marking Appraisal

The exam was considered appropriate and fair with clear and well-developed questions. It covered an array of different outcomes providing students with opportunities to show their skills and knowledge.

Visual: Clear, questions covered significant areas of visual literacy.

Prose: Use of humour was appreciated. Vocabulary and tone fit other selections studied this year.

Poetry: Fair vocabulary, generally viewed as a mid-level poem in terms of difficulty.

Comparative Study:

A good comprehensive question. Extensive knowledge of selections was required. Most students could apply the concepts presented in the task.

Personal Response Writing:

After some discussion and upon review of exemplars, it was decided that given the nature of the task students would be given room for creativity and content.

Organization and Procedure

Markers were assigned specific questions. Answer keys were discussed and an appropriate marking scheme was agreed upon. Exemplars were double scored to ensure marking consistency.

(ii) Marking Standard and Consistency

There were 2 chief markers (one of which was solely responsible for ensuring marking consistency). The two major essay questions were constantly monitored by the designated chief marker. An initial training session involved group and individual marking with discussion. Throughout the marking process checks were done. These were accompanied by more group and individual discussion. Consistency for all other questions was monitored by the chief marker.

PART 1
Visual - 10%

Instructions: Complete all questions in this section.

Value

4%

4. State a possible theme or message for the visual. Use one specific reference to the visual to support your answer.

Possible themes:

- vulnerability
- fragility
- darkness in society
- isolation, loneliness, individuality
- (other possible legitimate answers)

Possible reference:

- downcast eyes
- tilted head
- folded arms
- cracked head and arms
- nakedness
- baldness relating to illness (cancer)
- (other possible legitimate answers)

Marking Key:

For this question, 2 marks were allotted for the statement of theme or message and 2 marks for a specific reference to support this statement.

Commentary on Response:

This question was well done, however stating a clear theme was difficult for many.

Common Errors:

- Students had difficulty stating a theme.
- Students did not give specific references to the visual (some gave no reference at all and some referenced “other works” from the course).

Exemplars

Excellent (4/4)

A theme, ~~being~~ a main idea in a piece of work, for this visual concerns the inherent fragility and vulnerability of human beings. Fragility is seen in the cracks on the person in the visual. These "cracks" establish for the viewer just how frail, both emotionally and physically, humans are. Vulnerability is also an intrinsic aspect of human nature. This idea is portrayed by the figure's stance or position. With its arms protecting its body, ~~and~~ ~~its~~ ~~head~~ and head lowered the figure's vulnerability becomes apparent as it is protecting itself from outside factors that could possibly pose a threat or harm it.

Good (3/4)

A possible theme or message for the visual is human beings as vulnerable, frail creatures. This is shown by the facial expression of the man in the visual, by his protective gesture, and by the cracks in the skin. Also, the character has no clothes, nothing to protect him from the elements or the harsher things in life.

Value

3%

5. Suggest two reasons why the visual appears in black and white instead of colour.

Possible reasons:

- to reflect emotional state of subject - pain, suffering, confusion, etc.
- to create mood/ atmosphere - i.e., negativity of message
- to eliminate any preconceived bias related to colour.

Marking Key:

For each clearly stated reason the students were given 1.5 marks.

Commentary on Response:

This question was generally not well done.

Common Errors:

- Students only dealt with one reason rather than two.
- Students provided vague answers.
- Students lacked knowledge of “visual literacy” and could not relate the absence of colour in the visual and background to the author’s purpose.

Exemplars

Excellent (3/3)

There are many possible reasons as to why black and white was chosen, as opposed to color for this selection. First, by only using black and white it transcends racial borders, in the grey figure shown you cannot specifically classify the race, due to the neutral tone. Therefore the grey color unifies races, and allows this message to be applicable to anyone. Secondly, the greys used ~~are~~ present a feeling of being plain, ~~and~~ uninteresting, and allow the figure to almost become part of the background. This intensifies the theme, as now the figure not only is hiding with the arms, but also feels invisible within their surroundings.

The message being sent by the artist in this visual seems to have more of an impact by being in black and white. First of all, the contrast in the darker and lighter shading of the visual draws the focus to the human in the work, if it were in colour it would be much easier for the eye to wander. As well, the black and white colouring helps create a more ~~depressing~~^{depressing} mood, and relates to the reader a feeling of vulnerability. A person is more likely to feel vulnerable in the dark rather than in bright, colourful surroundings.

PART 11
Prose - 15%

Instructions: Complete all questions in this section.

Value

- 4% 12. At the end of the selection the narrator states. "Being an adult is dirty work. But someone has to do it." Using two specific references from the selection, show the truth of the statement.

Possible quotes:

- "she would reach into the sink with her bare hands - BARE HANDS- and pick up that lethal gunk"
- "To top that, I saw her reach into the wet garbage bag and fish around in there looking for a lost teaspoon BAREHANDED."
- "Ordure"... it meant "unspeakable filth" I knew exactly to what it referred. We had it every night. In the bottom of the sink."
- "I knew the stuff in the sink drainer was lethal and septic."
- "It gave you leprosy, or something worse."
- "Even worse, I knew that the stuff could congeal and mush up and mutate into some living thing that would crawl out of the sink during the night and get loose in the house."
- "My father, however, would take a plunger to the toilet when it was stopped up with even worse stuff."
- or, list of things that grown-ups do... (paragraph 12) etc.

Marking Key:

For full marks, two references from the selection showing how each reference applies to the statement, "*Being an adult is dirty work. But someone has to do it.*"

If two references were stated with no explanation two marks were awarded.

If one reference was stated with no explanation one mark was awarded.

Commentary on Response:

This question was well done.

Common Errors:

- Students gave two references/quotes but did not expand to show how the references illustrated the truth of the statement.
- Students did not deal with both sentences: "Being an adult is dirty work. But someone has to do it." in their response.

Exemplars
Excellent (4/4)

In "Dirty Work", the author closes with the statement "Being an adult is dirty work, but someone has to do it." Throughout the piece, this statement is proved to be true. Other than the list of adult ~~responsibilities~~ responsibilities, there are also some very specific examples of this claim. One example is when the author says "...with her bare hands - BARE HANDS - and pick up that lethal gunk". This makes reference to all the leftover food stuck in the bottom of the sink after the dishes were washed. ~~and~~ The teenage author was too disgusted to touch it but the adult mother did it. Another example is, "My father, however, would take a plunger to the toilet when it was stopped up with even worse stuff." So the father had a role that - to the teenager - was dirtier than even the sink. These examples illustrate some of the less than glamorous duties of adults, and prove the author's statement.

Good (3/4)

Two specific references to show the truth of the statement "Being an adult is dirty work. But someone has to do it." are when the mother reach into the sink and takes out the food that did not go down the drain. The material that the author describes as deadly poison and lethal gunk. Another example to support this statement is when the mother has to go looking through the garbage for her lost measuring spoon, even though it is filled with leftover food that is no longer any good.

Value

- 5% 13. What is the point of view of “Dirty Work”? Using two specific references, evaluate the effectiveness of writing in this point of view.

1st person point of view with transition from adolescent to adult perspective.

Possible references:

- 1 reference from **adolescent years** (para. 1- 11) and elaboration on how the writer felt about “Dirty Work” at this time in his life.
 - Possible quotes:
 - “I knew the stuff in the sink drainer was lethal and septic.”
 - “It gave you leprosy, or something worse.”
 - “Even worse, I knew that the stuff could congeal and mush up and mutate into some living thing that would crawl out of the sink during the night and get loose in the house.” etc.
- 1 reference from adult years (para.12-17) and elaboration on how his thinking had changed as he matured.
 - Possible quotes:
 - “But now. Now, I am a grown-up.... And I imagine making a speech to a high school graduating class. First, I would ask them, how many of you would like to be an adult, and independent, on-you-own citizen?.. And then I would give them this list... in the street.”
 - “A willingness to do your share of cleaning up the mess is a a test. And taking out the garbage of this life is a condition of membership in community.”
 - “When you are a kid... When you join the ranks of the grown-ups, you take out the garbage because you love them. And by”them” I mean not only your own family, but the family of humankind.”etc.

Marking Key:

Students were required to state the point of view of the selection - first person point of view with transition from adolescence to adulthood.

Two references from the selection evaluating the effectiveness of writing in first person.

Commentary on Response:

This question was generally well done.

Common Errors:

- Point of view was often confused with opinion/theme/message.
- The use of specific references was sometimes lacking.
- Students missed the transition between adolescent and adult perspectives..
- Students did not mention 1st person; some confused it with 3rd person point of view or teenage point of view.
- Students proved that the selection was written in 1st person point of view, rather than arguing that 1st person was the best and most effective way for the piece to be written (i.e.; comparing how the piece would be if written in 3rd person).

Exemplars
Excellent (5/5)

"Dirty Work" uses a first person point of view in which the speaker is reminiscing about past experiences with unfavorable chores. This point of view is more effective because it gives greater insight into the thoughts, feelings and nature of the speaker. The speaker's thoughts are ~~are~~ portrayed and develop ~~on~~ the tone of disgust in the earlier parts of the prose. He refers to the residual food particles as "deadly poison" in paragraph 3. Also, the speaker extends this hyperbole in such instances as stating that no teenager would touch it without "being armed with gloves, a face mask and stainless steel tongs." We can receive insight into the speaker and thus gain important suggests of tone. This first person retrospect also allows plenty of leeway for character change. There is a great contrast between the character's ~~feeling~~ attitude as a teenager and an adult. In addition to listing some basic adult responsibilities (paragraph 12) the speaker also states that "A willingness to do your share of cleaning up the mess is a test. And taking out the garbage of this life is a condition of membership and community."

The first person view point here exhibits the character's more mature attitude towards life's chores.

Furthermore, the transition is presented very abruptly in the twelfth paragraph with "But now."

This suggests a change and contrast in time period thus emphasizing the speaker's contrasting views between past and present.

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The point of view of "Dirty Work" is first person. Robert Fulghum refers to ~~himself~~ himself as "I" constantly, proving this. Writing with first person point of view gives ultimate description, just as if you were watching it from the sidelines. The author was there, and they are telling you exactly how it was, sparing no detail. For example, "She found the spoon in a clump of coffee grounds mixed with scrambled eggs and the end of the vegetable soup." This example, in particular, gives vivid imagery to the reader and allows us to appeal to the situation using our senses. Whereas, third person point of view would merely tell us that the spoon was removed from the garbage, much less detail. Secondly, "My father, ^{obviously,} however, would take a plunger to the toilet when it was stopped up with even worse stuff. I ~~he~~ would even go in the room when he did it. I didn't want to know." A scene we all know, unfortunately, and have probably dealt with in the not so distant past. First person here allows us, again, to appeal to the writer's description, because of its imagery. Overall, the use of first person point of view was very effective in achieving imagery and description.

PART 111
Poetry - 15%

Instructions: Complete all questions in this section.

Value

- 4% 20. Choose one image from “Once Upon A Time” which best illustrates the emotional state of the speaker. Be sure to identify the emotional state of the speaker and defend your choice.

Possible images:

- “ice-block-cold eyes”
- “shake hands with their hearts”
- “shake hands without hearts”
- “my empty pockets”
- “I have learned to wear many faces... homeface, officeface, streetface, hostface, cocktailface, with all their conforming smiles like a fixed portrait smile”
- “unlearn all these muting things”
- “my laugh in the mirror shows only my teeth like a snake’s bare fangs.”
etc.

Possible emotional state(s) of the speaker:

- regret
- nostalgia
- sadness, etc.

Marking Key:

Making a specific reference to an image was awarded one mark.

Stating the emotional state of the author was awarded a half mark.

Defense showing an understanding of how the image is linked to the emotional state of the author was awarded two and a half marks.

Commentary on Response:

This question was generally well done, however, *What is imagery?* is a concept that needs to be covered in class.

Common Errors:

- Students did not specifically indicate the image they were discussing.
- Students selected images randomly from poem to match selected response items in #18(a) exhilarated; (b) frustrated; (c) nostalgic; (d) regretful.
- Students failed to link the image to the explanation
- Students did not focus on a specific emotional state.

Exemplars

Excellent (4/4)

In the poem "Once Upon A Smile", "For my laugh in the mirror shows only my teeth like a snake's bare fangs"; best illustrates the emotional state of the speaker. The speaker feels very apologetic and regretful for the person they have become. They feel sorry for pretending to enjoy people's company when they really don't. The speaker feels guilty for portraying the hypocritical traits that the others express. The speaker describes the way his/her smile is by using a simile. They compare the smile to 'a snake's bare fangs'. This is effective because it proves that the smile is not an honest, friendly smile, but a deceitful smile like that of a conning snake. The speaker wants very badly to rid themselves of the deceit and dishonesty.

Good (3/4)

The emotional state of the speaker is he feels desperate because he betrayed himself by giving into society and becoming what they wanted him to be. An image from "Once Upon A Time" that illustrates the emotional state of the speaker is lines 40-43: "So show me, son, how to laugh; show me how I used to laugh and smile once upon a time when I was like you." The speaker is probably going through a mid-life crisis and can't help thinking about the past and how he used to be, so he goes to his son and asks him, to help him go back.

21 Evaluate the effectiveness of the poet's use of diction in lines 20-22.

Value

5%

21. Evaluate the effectiveness of the poet's use of diction in lines 20-23.
"I have learned to wear many faces like dresses - homeface, officeface, streetface, hostface, cocktailface, with all their conforming smiles. . ."

Reference to specific diction (word choice) and possible meanings:

- homeface: facade worn in our own house, reflects a more relaxed you
- officeface: profession, working face
- streetface: guarded, unknown, unfriendly face
- hostface: cordial, accommodating, polite face
- cocktailface: social face,

link these to,

- "their conforming smiles" to show that the poet is emphasizing that the speaker wears these different faces because they are expected. The speaker can not show his real face.

Marking Key:

Students needed to show an understanding of diction for one mark and select and interpret the meaning of the different faces commenting on their effectiveness.

Commentary on Response:

This question was generally not well done.

Common Errors:

- Students had difficulty with the concept of "diction".
- Students interpreted lines thematically making scant reference to word usage in particular.
- Students often commented on what the lines or words meant, but did not discuss "effectiveness" - only giving meaning/paraphrase of lines.
- Students focused on figurative language and not diction.

Exemplars

Excellent (5/5)

The poet's use of diction in these lines is very effective to the poem's meaning as a whole. The speaker says that he has learned to wear "faces like dresses" which shows that he is not always himself. The parallelism between "homeface, officeface, streetface, homeface, cocktailface," emphasizes the many different people that the speaker has to be. The different "dresses" show all the different people that his knowledge has made in him and the places mentioned in the poet's diction "homeface, officeface, streetface, homeface, cocktailface," and that he is a different person in each different place or situation but he is never just himself. The word "learned" also shows this changing of faces as an act that he is mastered but because of his wish to return to innocence, it is one he is not proud of. ✓

The author disguises his feelings by wearing many faces. He changes his face like dresses or changes of clothing so he can be like a different person in a different situation. It's like he wears a mask and acts differently depending on the situation. At home he has a homiface, at the office an office face, on the street a streetface, when he has a company over he has a hostface on him.

He repeats the word face over & over again ~~because~~ because physically he only has one face but mentally he has to change his face to fit the time & the place. By repeating this over & over, you can see how it changes.

Value

- 10% 22. In two well-developed paragraphs, compare and contrast the two views of adulthood conveyed in “Dirty Work” and “Once Upon A Time”. Support your answer with specific references to each selection.

Possible similarities:

- not easy / challenges of adulthood
- difficult
- a lot of work
- equals responsibility
- equals change

Possible differences:

- Prose - acceptance towards role adulthood / pride in the role
- Poem - criticism towards or disgust of the fakeness of adulthood

Marking Key:

Students were expected to state the two views conveyed in each selection with specific references elaborating on at least one similarity and one difference for full marks.

Commentary on Response:

- Students summarized the two selections.
- References often provided were one’s own life experiences, rather than quotations and paraphrases from the selections.
- Students used direct reference to the text but did not explain the importance of the quote.

Exemplars
Excellent (10/10)

In "Dirty Work" and "Once Upon a Time," both narrators share a particular dislike for adulthood. In "Dirty Work," the narrator despises the unfavourable duties that adults must carry out and children are afraid to do, such as cleaning the gunk out of the kitchen sink. He describes the food particles in the sink as "toxic waste" and "deadly poison." As a child, the narrator loathed such tasks and left it for an adult to carry out. In the poem "Once Upon a Time," the speaker despises modern day society and the cold-hearted nature of people. The speaker claims that he has conformed to society. He also has learned to laugh with only his teeth and not his heart, but he wishes that he could learn how to truly smile again.

These views differ, however, because the speaker of "Dirty Work" seems to have accepted adulthood while the speaker of "Once Upon a Time" seems resolved to change his behaviour. The narrator of "Dirty Work" does not seem to be bruised by life and instead acknowledges the fact that adult chores must be taken care of. To point this out, the speaker uses a familiar cliché: "being an adult is dirty work, but someone has to do it." The narrator of "Once Upon a Time" however, will not accept the way modern day society is and wishes to do something about it. The narrator asks the child to "show me how I used to laugh and smile once upon a time when I was like you." The speaker's determination is understandable since his situation seems a little sadder and more serious than the situation given in "Dirty Work."

Adults are human beings with many responsibilities and different roles to play. They are people who know the ways of the world and what makes it go around. In the story "Dirty Work" adults are conveyed as people with many responsibilities and a great deal of respect is shown for them with this story. In the poem, "Once Upon a Time" adults are conveyed as people who are lost in the fakeness of the world and have a trueness of what they pass inside. These two selections are different because the poem "Dirty Work" concentrates on respect shown for adults and the tasks that they must complete everyday. The story "Once Upon a Time" concentrates on how adults get lost in the world and do not show trueness to their surroundings and other people. "Dirty Work" brings adults up as good human beings and "Once Upon a Time" brings them down because of not showing their true feelings.

The similarities in these selections are that they both talk about adults and what their life is like. There is a variety of similarities in the way that adults have to play different roles. In "Dirty Work" they have to play the role of the grown up and accept responsibilities and in "Once Upon a Time" they play many roles in their life towards different people and things. They can also be linked because adults can get so caught up in their responsibilities that it makes them forget what trueness and what really matters in this world.

Value

25%

23. In the face of adversity, a character uses many strategies to ensure his/her survival. With reference to a Shakespearean play and one longer work from the prescribed or optional list below, show how a major character from each selection develops qualities to ensure his/her survival. Specific references to each selection must be included in your essay.

A holistic scoring scale was used to grade this question.

Commentary on Response:

This question was generally well done.

Common Errors:

- Students wrote introductions which lacked a clear thesis statement(s).
- Students had ineffective conclusions.
- Students made vague references to work chosen.
- Students wrote plot summaries.
- Student writing demonstrated a lack of transitions; ineffective links from one selection to the other resulting in a lack of coherence and unity.

English 3201 Scoring Scale - Comparative Essay	
Criteria	Grade
<ul style="list-style-type: none"> content displays an outstanding knowledge of subject matter introduction is compelling conclusion reinforces unity in a compelling way structure (response is nearly flawless with ideas that are logically sequenced and developed) selections are consistently supported with detailed references that relate to the task (quotes...) mechanics (response is almost error-free) 	9 - 10
<ul style="list-style-type: none"> content displays a strong knowledge of subject matter introduction is strong conclusion is strong, clear, and unified structure (response is strong with ideas that are logically sequenced and developed despite some evidence of disunity) selections are strongly supported with references that relate to the task (quotes...) mechanics (strong grasp of conventions with some errors present) 	7 - 8
<ul style="list-style-type: none"> content displays an adequate knowledge of subject matter introduction has a general sense of direction conclusion reinforces unity but tends to be routine structure (response is generally focused with flow sometimes interrupted) selections are sometimes supported with references mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained) 	5 - 6
<ul style="list-style-type: none"> content displays a limited knowledge of subject matter introduction is not always clear and has little direction conclusion, although present, is limited and does little to tie the piece together structure (response is limited and coherence falters frequently) selections are rarely supported with references mechanics (errors are frequent and beginning to affect readability) an organized summary is provided and is somewhat connected to the task 	3 - 4
<ul style="list-style-type: none"> content displays an unclear knowledge of subject matter introduction is unclear and has no direction conclusion is unconnected or does not exist structure (there is no flow and coherence) selections are never supported with references mechanics (errors are making readability impossible) a summary is presented but has no connection to the task 	0 - 2

0.5.....1	3.....7.5	5.5.....14	8.....20
1.....2.5	3.5.....9.0	6.....15	8.5.....21
1.5.....4	4.....10	6.5.....16	9.....22.5
2.....5	4.5.....11	7.....17.5	9.5.....24
2.5.....6	5.....12.5	7.5.....19	10.....25

"In the face of adversity, never, ever blink."
We've all heard the quote. We know the value of being steadfast and solid in tumultuous seas. We, as human beings, understand the ongoing fight against adverse situations, people, or problems. The characters in two selections, "Macbeth" and "The Catcher in the Rye," also know the true meaning of surviving despite adversity's heavy load. Through their actions, words, and thoughts, they have discovered ways to combat this adversity and have stood, face-to-face and wide-eyed, in front of it. The nature of the beast is to cause trouble in an otherwise stable ~~society~~ society. In the two instances forthcoming, it is evident that the innate nature of humans to adapt, along with our cognitive capabilities, ~~proves~~ has proven us masters of the fight against adversity. Blink we will not.

The title character in Shakespeare's "Macbeth" was an ambitious lad, and with good reason. "Noble Macbeth— for well he deserves that name!" his cronies would cry as he unseamed various adversaries from ~~grave~~ to chops. A keen fighter with a brilliant mind, Macbeth was a menace on the battlefield and a worthy subject of good, benevolent King Duncan. A peaceful, appealing subject as well— until, that is, a divine prophecy from three witches caused his hair to stand on end and his slated heart to knock out his ribs. They cackled about how he was to become Thane of Cawdor (a working title) and then, he granted the title of the King of Scotland. "The Thane... lives!" he scoffed. "Why do you dress me in borrowed robes?" But the

prophetic warning came true. ^{Macbeth became Thane} ~~Macbeth~~ ^{Then, he} was, over time, granted the opportunity to kill King Duncan, as well, and steal his throne. Despite his own moral hesitations, he accepted the daggers from his overly ambitious wife and slayed the old man where he lay. Immediately after the deed, he was overcome with remorse. "Wake Duncan with... knocking!" he muttered. "I would thou could'st!"

Macbeth's zealously ambitious nature ~~was~~ became prominent through the course of the play. Macbeth had overcome an obstacle - an adversity of sorts, shall we say - to triumph in his role as king. His fervor mounted as time passed, and although he had felt guilty at first, his feelings were partly absolved by his new title. It was after he had been crowned, however, that his true adversities began to appear.

Macbeth was not a truly evil man. He was brave and ambitious, but lacked the strength of character to be a true villain. This is why, when nagging feelings of doubt began to weigh their ideas on his conscious mind, did his resolve begin to falter.

Macbeth's new crown gave him power, but his sudden rise to the throne gave other characters leave to be suspicious. They worried about Macbeth's newfound power. (In fact, Malcolm and Donalbain, the King's sons, felt the secret daggers in Macbeth's smile and fled the country). Macbeth's sudden crowning was a cause for fear, and ~~it is~~ it is certain that Macbeth felt its weight upon his neck. He was King - but his friends began to think he "play'd most foully" for the title. Macbeth, although not fully evil, began to worry and search for ways to prevent his adversaries from overthrowing him.

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During this search, Macbeth developed qualities that any self-respecting, megalomaniac tyrant would be keen on possessing. His ambition and blood lust grew, egged on by his desire to guard his throne. In his quest for survival as King, he ~~he~~ ordered the death of his good friend Banquo and Banquo's son (by whom he felt threatened, due to a prophecy of the son capturing the throne in later days). Macbeth's unchecked ambition corrupted him, causing him to become tyrannical to guard his crown relentlessly. He strived to do what he believed to be right, and ordered his servants and hired murderers to carry out his every whim. Macbeth's rage and ambition were catapulted into action by one driving ambition - his obsession with being King.

Macbeth became hostile, angry. He shut all others out in fear of their suspicions towards his crowning. He drove his wife away, only realizing her feelings of guilt and fear at her death. He created his own microcosm of a world where he was king and he ruled all. (As Antigone would say, "To speak and act as he likes are a King's prerogative!" Hermon would agree: "He would be a good king - on a desert island!") Macbeth developed raging, angry, ambitious qualities that would see he kept his title and would promise him the kingship. He had worked hard to get as far as he was - he needed to develop these qualities in order to survive as shark bait, since he could see jaws' silhouette on the horizon (see attached sheet)

comparative essay

Macbeth did not try to become evil, hurtful, or cruel. He did what he had to do - a lumped category including the murder of best friends, women, and children along with the forced tyranny of a dictator - to keep the one thing he had tried so hard to get. His crown was his crowning achievement, and although he might not have said so in so many words, ~~as~~ it was also his lifeline once his wife and friends were gone. He fought for it even after he had given up hope on his family or on love. He would not even be a "Roman fool" taking his own life, because he valued bitterly to protect it. He had become manipulative (calculating and conniving, conversing with the Murderers) and cruel (killing young Siward in cold blood). His intelligence and brute force culminated to form an unshatterable, unstable peak, broken only by ~~Macbeth's~~ ^{his} death. As the Chorus in *Antigone* said: "Rising ambition helps many a man to good, and many it lures to light desires, till failure trips them, undoes, and they fall on the fire that consumes them."

Macbeth was consumed by ambition. It caused his metamorphosis from gentle, loyal soldier to raging, vicious tyrant. ~~His~~ His survival in his new role depended on this transformation - but, unlike a caterpillar's butterfly metamorphosis, it drove him into the ground instead of giving him wings to fly. →

His desire to become the "catcher in the rye" and save children from death - which is equated to growing up - proved the quixotic, foolish native of his childlike and capricious fancies. Holden's immaturity is especially notable when he speaks of being a professional "catcher".

Meanwhile, a very different protagonist fought for survival in the bildungsroman, "Catcher in the Rye." Holden Caulfield was a teenager growing up in the 1950s. He was an intelligent, extroverted boy - but one who had a terrible fear. He was afraid to become an adult - Holden stood, poised, on the cliff that separated him from the adult world. He felt quite unable to bridge the gap - and, ^{more} ~~less~~ importantly, he didn't want to bridge it.

Holden was a believer of the idea that adults were superficial, pretentious, phony, and hypocritical. He disliked their affected put-ons and voices; he hated the condescension in their voices and their superior attitudes. In reality, he was scared of the adult world. Holden's foe was an idea, instead of something tangible. He fought the idea of maturation; he fought the force that encouraged him to grow up. Holden wanted to remain a child forever, to stay within the realm of innocence, purity, and honesty that he had experienced thus far. Holden was afraid of change. His ambition was to survive forever as a child, despite the changing adult world around him.

Holden had defense mechanisms that separated him from the cruel torments of mature thought, superficiality, and realism. He had,

though ~~there~~ there are a plethora of examples in society, must be overcome in order for one to have a stable life. Although neither Macbeth nor Holden ~~was~~ happy, they ~~never~~ adapted to fit their lifestyle. Although difficult, this is perhaps one of the most important human traits of all, and a prominent one throughout the ages.

even grow up, an idea he associated with change and an idea that scared the heck out of him. (In fact, Holden professed to liking the Museum of Natural History because "every thing always stayed right where it was," an analogy to the kind of life he wished to lead.) He was a precariously unbalanced individual, and any semblance of stability was welcome in his life.

Holden's main survival mechanism was his ability to run away from his problems both physically and figuratively. He left his school because it caused him stress and worry; he ran away from the idea of growing up because it scared him. Holden could not have survived under normal circumstances; he became confused too easily to accept change as a constant force. The adult world terrified him, and so he was forced to enclose himself in a protective shield of lies (about the superficiality of everyone around him) and deception as a means of avoiding the real world. Holden's ~~little~~ ~~for~~ ~~survival~~ ~~left~~ him a sort of non-existence - he did nothing, simply floated from place to place, without any sort of real purpose. The qualities he learned - hiding from problems, alienation as a form of self-preservation, creating barriers, pretending he was still a child - protected him from the adult world and stopped him from having nervous breakdown. Although extreme, they were necessary to preserve his self.

Both Holden and Macbeth are prime examples of pre-learned behavior as a form of self-preservation. Although both were unstable, the innate capability of human to adapt is prominent in their development. ~~Adaptation is a survival mechanism.~~

In the face of adversity, characters from literary works often develop skills and traits which allow them to endure and survive. This is particularly true for the characters Macbeth (in Shakespeare's play, *Macbeth*) and Gene Forrester (in John Knowles' novel, *A Separate Peace*). Both characters faced extreme emotional challenges which forced them to adapt and develop their mental and physical strength. Macbeth, after murdering Duncan, was faced with the possibility of becoming psychologically unhinged, but instead grew more powerful and fearless due to his ability to refocus his line of thought. Similarly, Gene Forrester, after hurting his best friend, was forced to fortify his psyche and progress through his fifteen years of convalescence along his path towards self-forgiveness. These major characters are especially able to demonstrate how characters often develop traits to ensure their own survival.

In the beginning of the play *Macbeth*, the title character is shown to be emotionally weak. After meeting with the three witches, and hearing them voice the prophecy, "All hail Macbeth, that shalt be king hereafter," he is unable and unwilling to act upon his obvious ambition. Even though he immediately thinks of murder after receiving the predictions, demonstrated when he says, "My thought, whose murder is yet but fantastical, shakes so my single state of man that function is smothered in surprise," he continues to maintain reluctance about acting in his self-interest, saying, "Why, if chance will have me king, chance may crown me without my stir." This attitude, while being a clearly positive and righteous one, shows his emotional weakness when his wife is able to convince him to murder Duncan. When Lady Macbeth says, "I have given suck, and know how tender 'tis to love the babe that milks me; but I would, while it was smiling in my face, pluck my nipple from its boneless gums and dash the brains out, had I so sworn as you have done in this," she is able to take advantage of Macbeth's weak psychological state and convince him to kill despite his desire to avoid bloodshed. This portrayal of a weak-minded Macbeth and a powerful, wicked Lady Macbeth sets the stage for a transposition in character as Macbeth changes to ensure his emotional survival.

After Macbeth kills Duncan, his attitude towards his own life and the values of the lives of others begins to change. Macbeth starts to develop a callous, fearless persona that intends to crush

all those that oppose him. Perhaps the most important factor in creating this new Macbeth is his meeting with the witches and the three apparitions. While he had previously ~~been~~ become strengthened both emotionally and physically, this was the moment at which Macbeth's development was truly at its most powerful. The apparitions tell Macbeth that, "Macbeth shall never vanquished be, until Birnam Wood comes to High Dunsinone Hill," and that, "No man born of woman shall harm Macbeth." This operates within Macbeth as extreme confidence, and allows him to overcome his previous paranoia surrounding Banquo and his son. After hearing the apparitions' statements, Macbeth becomes totally fearless. He says, "I cannot taint with fear," and rejects reports from his sentry, declaring, "Show me no more reports, let fly them all." This is the peak of Macbeth's strength as a character, and it is this strength that Macbeth developed to allow him to survive his own internal conflict over the sins he has committed. With the waning strength and presence of his wife, he is finally forced to act to save himself; there is no longer any help for him. In this way Macbeth is an excellent example of how characters can develop traits to ensure their own survival.

Gene Forrester in Knowles' novel *A Separate Peace* is also shown to be emotionally weak in the beginning of his story. However, his inner conflicts and difficulties occur in a reversed context. It is Gene's jealousy, paranoia, and action upon it which cause his inner turbulence, rather than create the strength to resolve it. Gene is a scholarly, academic ~~stiff~~ student at Devon Preparatory School in New Hampshire. While he is very successful in his own right, he becomes very jealous of his best friend Finny. Finny's athletic excellence and natural charisma allow him to do, and get away with, anything he wishes, and this creates a great deal of envy within Gene. Despite being best friends with Finny, Gene goes so far as to state, "I'd kill myself out of jealousy." Furthermore, he develops a convoluted theory that, while he is obviously jealous of Finny's natural talent and carefree personality, Finny is himself jealous of Gene's academic accomplishment. He says, "Then, a second realization broke as clearly and bleakly as dawn at the beach: Finny had deliberately set out to wreck my studies." When Gene finally realizes that this was not true, he despises Finny all the more for it. This tension culminates when, while playing a game where

the two jumped out of a tree, Gene joins the limb to cause Finny to fall and break his leg. In Gene's character as well, the detailing of his emotional weakness allows for a reversal as he later develops the traits which allow him to survive.

When Gene returns to Devon fifteen years later, his development of character is exemplified when he says, "Anyone could see it was time to come in out of the rain." When he made Phineas fall out of the tree, Gene began a chain reaction of events that resulted in his best friend's death. When he returns to the school, we see that he has developed the ability to move on with his life, both physically and spiritually, and forgive himself for what he has done. He is shown to have gained insight about life, and how we should live, when he explains, "All of them, all except Phineas, constructed at infinite cost to themselves, these Majestic lines against the enemy they thought they saw over the frontier." Gene now realizes that bitterness and jealousy are inherent in human nature, but that succumbing to these feelings is not the best way to live your life. Through this clear demonstration of emotional development, Gene shows us how he has changed in order to enable himself to survive after killing Finny. He has finally stopped blaming himself, and realizes that he must continue to live his life the best way he knows how.

The characters of Gene Forrester and Macbeth are both able to give examples of how characters often use different strategies to survive in the face of adversity. Macbeth was forced to develop his own physical and emotional strength after the impact of the murders had psychologically destroyed his wife. Similarly, Gene was forced to come to grips with what he had done, and finally accept that no amount of his own suffering could give Finny back his life. In the face of challenges, be they emotional or physical, we all must make changes in ourselves to be able to accomplish what is necessary to overcome them. Gene Forrester and Macbeth exemplify this in their development of strength, both emotionally and psychologically, to ensure that they are able to survive.

We all have to learn to develop survival tactics that will allow us to find our way through the complex web of life, our ability to survive is often a matter of our attitude and our outlook and how we choose to deal with the problems that come our way. The characters of Iago in Othello by William Shakespeare and Huck Finn in The Adventures of Huckleberry Finn by Mark Twain use vastly different personal qualities in order to ensure their survival and the outcome for others around them is vastly different.

In Othello, Iago is a character who uses his survival tactics ~~of~~ to manipulate others for his own perverse amusement. From the very beginning of the play when Iago states, "I am not what I am," we are witness to the lengths to which Iago will manipulate others to ensure his ^{both physically and mentally} survival, even when it is destructive to the other parties unwittingly pulled into his tangled web. Iago's first act of manipulation is when he uses the stupidity and ^{receive fondly} love rich heart of gentlemen Rodrigo to get his plan to destroy Othello the moor into action. Iago does not think twice about using others to survive and get ahead; in fact this is an important survival tactic because Iago, not being held back by conscience or morality, can use and dispose of people without so much as a second thought, as the later murder of Rodrigo shows. Rodrigo served no other purpose in the mind of Iago than to perform some of his dirty work and provide money, as his persistent

pleas to, "put money in thy purse," clearly demonstrates. Once Rodrigo's usefulness had passed and the charges that he would reveal that the supposed affair between Cassio and Othello's wife Desdemona was a lie, thus ~~spoiling~~ ruining Iago's plans, became a possibility then Iago can cruelly murders him in cold blood and leaves him to die on the street like a dog. Iago's abilities to manipulate others combined with his amoral heart ensures that he survives, ~~the same~~ but his survival is at great cost to all those who are unfortunate ~~enough~~ enough to become ~~entraped in it~~ ⁱⁿ ~~the~~ ^{his} ~~deadly~~ ^{Iago's} game of chess, where all others are ^{Iago's} pawns that can be sacrificed to protect and ensure his survival.

Huck Finn on the other hand does not harm those around him in order to survive, but he will do whatever else is necessary to ensure that he survives. Huck subscribes to a "practical morality" that allows him to do things like steal chickens and watermelons because he needs to eat and he has every intention of "paying back" the owner of the products. Huck's creative survival tactics first come into play when he stages a robbery and murder at the cabin, where is is being held captive by his abusive, drunken father who has returned to town to reclaim his son. Huck knows that in order to survive and not become like Papa he must escape and go it alone up the Mississippi, where he hopes to find a life that is suited to his unique way of thinking. Along the way he picks up Miss Watson's escaped slave Jim

who becomes his friend and father figure despite the entrenched societal objections to such a thing. After the night Huck plays a trick on Jim on the raft, where he had to, "take 15 minutes to summon the courage to apologize to a nigger," Huck sees that Jim is not just another uneducated, superstitious and naïve slave, but a thinking and, feeling fully realized human being. This attitude on the part of Huck serves him well because Jim is willing to do anything to protect the life of his friend, such as when they become separated on the doomed river boat and Jim would not leave without Huck. Huck's ability to look beyond what society says is right and separate the good (Jim) from the rotten. (The Greengrass/Shepperson feud) allows us to see, that despite his ragtag appearance and uneducated language, Huck as a mature and well formed human being who ~~will survive~~ who has a ~~firm~~ ^{strong} determination to survive, but will not do it at the expense of his ^{so (Practical)} morality or other people's well being.

~~Having~~ Developing well developed survival tactics is vital to our survival in day to day life, even in 2004. It is how well we use ^{that shows the true content of our character,} ~~them~~ ^{our} ways that are not as harmful to others, but can help others survive as well. If we look out only for the survival of ourselves we will get ahead, but at great cost to others, as the recent ~~enig~~ V.D. ~~corporate~~ company scandals show. When in pursuing your goals, never forget that there are people behind those ^{face on your} journey, on your road to the top. Will you help them to thrive or die? The choice is yours!

"What doesn't kill you, makes you stronger". Funny how noone mentions that what does kill you, makes you rot. But, it is through tribulation that growth abounds, just as it is through the long cold of winter that tulips prepare for spring budding.

Flowers and beasts alike adapt to make the best use of their surroundings. And therein lies the key to survival, adaptability. Desert snakes coil themselves around prey upon injection of their serum of death, so that ~~the prey~~ dinner doesn't run too far off before the venom does its work. Now, snakes that feed on mice have no such worries, as their venom is more than sufficient for near instant death to occur, no coiling needed. The ability to change one's behaviour is crucial to survival.

To digress; fictional characters also develop traits, quirks and 'isms' to aid them in their exploits.

Take the scottish man from the scottish play; for sake of superstitions, we'll call him MacB. He led a straightforward life as a nobleman and warrior of great repute. All was well until his wife's cry for "spirits that tend to mortal thoughts [to] unsettle me here". Fetzles aside, she wanted the strength of will to be able to get MacB to take a hold of his destiny; kill the king and take his job.

That done, he became rather a bit paranoid, as it was quite natural for him to, seeing as he murdered a loved leader of a vast empire and placed himself upon the throne.

Whistling the witches' maxim of 'fair is foul and foul is fair', more than likely without knowing it, a few grisly murders of innocents ensured his spot on the throne not be removed.

'Quality' is not the word one would think to associate with the manners and habits of a heartless murderer placed upon one's life. So, trait shall be used in its place.

MacB, in order to ensure his post's safety acquired the traits of a common murderer to secure his future.

To take it a step further, he consults the witches, who earlier on spurred on the whole idea of his king killing adventure. They tell him ~~that~~, among other things, that "no man born of woman shall harm MacB". Sweet.

Detached, but not entirely uninterested, he's also curious. "Would you like to go out for drinks?", "~~what~~ asked her if she wanted to get a hot chocolate or something?" and "Where do the ducks... go?" are all very conversationalist questions. However, being decidedly ignorant of most things - he's actually rather a bit like Henry Ford in that regard, big trial, claimed ignorance to most things a few times - these questions were sorely misplaced. One to a 40 odd mother of a fellow student, the next to a 10-ish year old and the third to a cabbie, two actually.

His ignorance extends further to the end counting comforting a distraught Sam as "The closest to needing we ever got". A romantic, lonely.

So, does he understand himself, beneath all his coping mechanisms? Perhaps, perhaps not. "I can't tell you what I mean, and even if I could, I don't think I'd want to".

Adaptability is key. For flowers, snakes, kings and fools. Even if one is vegetation, the next and invertebrate, then dead by the sword and the last in a mental home.

Value

15%

24. You have applied for the presidency of a well-established company where the salary you would be paid is a million dollars a year. You were not the successful candidate selected for the job. Write a letter to the editor expressing your dissatisfaction about the decision, outlining three reasons why you should have been the successful candidate.

A holistic scoring scale was used to grade this task.

Commentary on Response:

This question was generally well done.

Common Errors:

- Students did not know how to construct a letter to the editor. Many wrote to their prospective employer, not an editor.
- Student wrote weak opening paragraphs.
- Students had difficulty unifying the three “reasons”.
- Students missed “audience”.

English 3201 Scoring Scale - Personal Response	
Criteria	Grade
<ul style="list-style-type: none"> • content displays an outstanding knowledge of subject matter • introduction is compelling • conclusion reinforces unity in a compelling way • structure (response is nearly flawless with ideas that are logically sequenced and developed) • format displays an outstanding knowledge of the writing form • selections are consistently supported with detailed references that relate to the task (quotes...) • mechanics (response is almost error-free) 	9 - 10
<ul style="list-style-type: none"> • content displays a strong knowledge of subject matter • introduction is strong • conclusion is strong, clear, and unified • structure (response is strong with ideas that are logically sequenced and developed despite some evidence of disunity) • format displays a strong knowledge of the writing form • selections are strongly supported with references that relate to the task (quotes...) • mechanics (strong grasp of conventions with some errors present) 	7 - 8
<ul style="list-style-type: none"> • content displays an adequate knowledge of subject matter • introduction has a general sense of direction • conclusion reinforces unity but tends to be routine • structure (response is generally focused with flow sometimes interrupted) • format displays a satisfactory knowledge of the writing form • selections are sometimes supported with references • mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained) 	5 - 6
<ul style="list-style-type: none"> • content displays a limited knowledge of subject matter • introduction is not always clear and has little direction • conclusion, although present, is limited and does little to tie the piece together • structure (response is limited and coherence falters frequently) • selections are rarely supported with references • format displays a limited knowledge of the writing form • mechanics (errors are frequent and beginning to affect readability) • an organized summary is provided and is somewhat connected to the task 	3 - 4
<ul style="list-style-type: none"> • content displays an unclear knowledge of subject matter • introduction is unclear and has no direction • conclusion is unconnected or does not exist • structure (there is no flow and coherence) • selections are never supported with references • format displays a very limited knowledge of the writing form • mechanics (errors are making readability impossible) • a summary is presented but has no connection to the task 	0 - 2

English 3201 Scoring Scale - Personal Response Conversion chart			
0.5 1	3 4.5	5.5 8	8 12
1 1.5	3.5 5	6 9	8.5 13
1.5 2	4 6	6.5 10	9 13.5
2 3	4.5 7	7 10.5	9.5 14
2.5 4	5 7.5	7.5 11	10 15

Exemplars
Excellent (15/15)

Dear Editor,

I've come across a dilemma. I applied for a job to become president of a well established computer company. I felt like I was overly qualified for the job but they seemed to think just the opposite and turned me down. I don't understand how they could do this. Why would they? It just goes to show what the world is coming to these days. I don't mind not getting the job so much, but when someone with no experience gets it over me I find something wrong with that.

Just for starters I have been in the computer business for quite some time now. Never too spare to be exact. And the same twenty-three year old comes along and gets the job over me?

I just don't understand. I went through my last job as a computer technician for one store but managed to work my way up to become manager within a few short months. It goes to show I have the necessary skills needed for the job. If I hadn't then they wouldn't have appointed me manager.

This gives me a great dissatisfaction and loss of respect for the power that be. A person with as much skill as I have to have a job given to someone else will now just isn't fair. My technical skills and managerial skills are near the top and I felt they should have acknowledged that by giving the job to me.

A final small reason why they should have given me the job was because of my excellent people skills. While I was working as a repair I had to make a lot of house calls and it gave me an opportunity to get to know all of my customers. I developed very good customer relation skills at this job and my customers always gave my boss a good

report on how well the service was with me. Most of them couldn't believe how friendly I was with them because for the most part a lot of my customers had bad customer relations with their previous services. Come to think of it, I've never even had a complaint with that job, or with any other job. I always manage to get my work done.

Last but not least my punctuality makes me deserving of the job. I stand by my statement that I have never, NEVER, been late for anything in my life. That dates back all the way to Elementary School. I was on time for every class in school, every sports event I ever attended, and for all my days at work have never been late or even used a sick day for that matter. That alone should have made me stand out from the rest of the applicants but it just didn't. My opinion is that the job selection was unfairly done and that I should have gotten the job.

Thank you for your time and patience.

2

Dear Editor,

Recently, I applied on a job with 'Newfoundland's Hotcod Stand,' a very well respected mobile vendor unit which patrols the streets of Newfoundland selling edible cod on a stick in various sizes, flavours and cod parts, all 12 months of the year. I applied for the position of President of the company, which receives a salary of 1 million dollars per year. Unfortunately, I was unrightfully denied this position. I feel it was a very silly decision by the company and that I am, of course, the most suitable and compliant person for the job. I've written to you to explain in detail the disgust I feel with the companies despicable decision, and why I should be President.

As a boy, I always loved fishing. Especially cod fishing. I would go fishing everyday and when I caught the fish, I would eat the fish, right there, raw and keep the bone for my own mental stability (You know, it's comforting). Not only does this prove how much I absolutely love cod, but it also proves that I know how it is to be a fisherman and I can relate to our employees and understand how they truly feel.

When I turned 14, I needed money to buy a new fishing rod and reel and to keep up to date with today's advanced fishing technology (with the telescopic rods and what-have-yous). Thusly I started working with this company as a vendor repair man and then soon I pelling for them. I was working my way

up, you know? I loved every minute of it and would of even done it for free if my reel to reel ratio had been a little better. But it wasn't so I continued.

When I became 18, I decided I wanted to learn more about the wonders and eccentricities of the sea. I studied marine biology and got my degree years later.

Now, I am CEO of this very company as I used my previous experiences to once again work my way up. Not only does this prove my allegiance to the company but it also that I'm already making a million dollars a year! I don't need the money, I just love this company! And fish!

Lastly, but certainly not 'leastly', the job went to a giant fish which they felt was the biggest fish they ever-did-saw. What's a fish going to do as president for God's sake!?

I'd like to close this letter with our slogan which I so religiously say everyday, but I've added my own twist. "If God be God, then you're in Heaven! But a fish doesn't pay rent, so why aren't I president!?"

Thank you for your time.

Sincerely, P

PART 1 & 11
SECTION B -SIGHT PASSAGES
Visual / Prose / Poetry
Selected-Response - Item Analysis

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
SECTION B - PART 1 (Visual), 2 (Prose), & 3 (Poetry)					
1. Correct answer is A	.2	57.1	16.4	21.7	4.5
2. Correct answer is D	.1	2.1	4.2	6.8	86.9
3. Correct answer is C	.1	6.4	9.4	76.2	7.9
6. Correct answer is C	.3	13.1	45.7	40.1	.8
7. Correct answer is C	.3	12.6	15.6	54.3	17.2
8. Correct answer is C	.4	23.2	19.4	42.5	14.6
9. Correct answer is D	.1	7.7	6.3	3.4	82.5
10. Correct answer is B	.3	5.4	65.8	11.6	16.9
11. Correct answer is A	1.2	79.6	10.6	.7	7.9
14. Correct answer is C	.4	31.1	.6	37.1	30.7
15. Correct answer is A	.3	77.5	15.8	5.4	.9
16. Correct answer is C	.5	7.2	11.9	72.4	8.0
17. Correct answer is C	.6	5.0	8.7	74.3	11.4
18. Correct answer is D	.5	1.0	13.7	18.9	65.9
19. Correct answer is B	.7	5.7	91.8	1.0	.7

**ENGLISH 3201
CONSTRUCTED - RESPONSE
(SECTION B AND C)**

Item	Students Completing Item	Value	Average	Average % Per Item
<u>SECTION B</u>				
PART I				
4	4865	4	2.83	70.65
5	4865	3	1.54	51.29
PART II				
12	4865	4	3.59	89.80
13	4865	5	2.83	56.66
PART III				
20	4865	4	2.77	69.31
21	4865	5	2.52	50.36
22	4865	10	5.73	57.26
<u>SECTION C</u>				
23	4865	25	14.28	57.11
<u>SECTION D</u>				
24	4865	15	8.86	59.06

English 3201 Subtest Scores

