

English 3201

Grading Standards Report

June 2005

Pre-Marking Appraisal

The exam was considered a fair exam. It covered an array of different outcomes and areas of knowledge. Students were given a number of opportunities to show their skills and knowledge. Questions were outcome appropriate.

Listening: The questions were appropriate for the listening outcomes.

Visual: Clearly presented. Questions were suitable.

Prose: A good selection. Subject matter would be of interest to students.

Poetry: Footnoted vocabulary was appropriate.

Comparative Study:

Regarded as a very “basic” literature question. Extensive knowledge of selections was required.

Personal Response Writing:

A good clear task. A good opportunity for students to show creativity, language and narrative skills.

Organization and Procedure

Markers were assigned specific questions. Answer keys were discussed and an appropriate marking scheme was agreed upon. The essay answers were scored using the revised scoring scales proposed by the Marking Board.

Marking Standard and Consistency

There were two chief markers. One chief was responsible for all consistency checks for the major essay questions. The second chief marker was responsible for all consistency checks for the short answer questions. Consistency checks were a regular feature of the marking process. A large number of exams were circulated and then re-circulated to ensure marking consistency.

SECTION A - LISTENING

Value 10 %

Value

6%

6. Construct an appropriate thematic statement for the selection “Breaking Bread”. Support your response with two references from the selection.

Possible themes:

- value or importance placed on hospitality
- some consideration was given to Bedouin Culture

(other possible legitimate answers)

Possible reference:

- the breaking of uneaten bread
- use of valuable water (baking and washing of feet)

(other possible legitimate references)

Marking Key:

1 mark for thematic statement

2 marks each per reference

Commentary on Response:

This question was answered relatively well, however some students had difficulty stating a theme.

Common Errors:

- Many students did not give a thematic statement, but a theme subject or cliché.
- Students used unclear/non-specific references to the listening piece.

An appropriate thematic statement for this selection could be that the traditions of a person's culture often times have a profound effect on one's actions. When the narrator is first greeted by his host, he is welcomed wholeheartedly into his home where he proceeds to wash his hands and feet. The narrator states one of the reasons for this as being because ~~the~~ the host's culture entails welcoming guests and providing to them very "extravagant" hospitality. ~~The~~ The same tradition of over-whelming graciousness can be seen in the host's urging "heartily" for the narrator to eat more bread. After he insists that he could not possibly consume anymore, the host takes each cake and breaks it in order to prove to his guest that he truly offered to him everything at his disposal. Thus ~~it~~ it can be seen how the ~~host's~~ reputation of the host's culture influenced his treatment toward his guest, ~~the~~ proving this thematic statement to be true.

An appropriate thematic statement for the story "Breaking Bread" would be that although in our culture, the idea of breaking bread may not mean very much

- ② In the desert cultures it is a gesture of hospitality and "complete sacrifice". The man of the house (tent) in this story welcomed the stranger into his home with ~~pillows~~ and washed the ~~str~~ traveller's feet and hands while his wife prepared a lavish meal. The host offers this traveller, a complete stranger, bread that is his family's. He offers all the bread of the house, even though the traveller insists he is full. This shows the genuine kindness of the host, he wants the stranger to feel welcome so he sacrifices the family's whole supply of bread to ensure the traveller is "certain of his hospitality". The act of breaking bread is not just simply an act out of hunger, it is ~~an~~ a gesture of hospitality and welcoming for this culture.

SECTION B: THE SIGHT PASSAGES
PART 1: Visual - 10%

Instructions: Complete all questions in this section.

Value

- 6% 11. Who is a possible target audience for the visual? Provide two references from the visual to support your answer.

Target audience:

Children of a younger age was preferred because of visual clues.
Children or adults (or those who relate to them) not a general audience.

Possible reference:

- facial features
 - cartoon form
 - book's subject matter
 - adult diving figure
- (other possible legitimate references)*

Marking Key:

2 marks for identifying audience
2 marks each for references

Commentary on Response:

This question was generally well done. Most students were able to identify a fairly specific target audience as the question asked, most had two reasonable references.

Common Errors:

- The most common problems were: using too general a statement for target audience and not being able to pick out specific characteristics which supported a target audience.
- Students did not “reference” the visual. They discussed the theme or other aspects but could not relate the visual to the audience which the question had stipulated.
- Students focused on the male figure and interpreted him to be older and consequently identified adults as all or part of the target audience for the visual.
- Students gave three or four references to support their target audience, when only two were required.

I believe that a possible target audience for the visual is young children, possibly ages two to ten. The author of the visual communicates his message to young children through two aspects of his visual.

The first aspect of the visual which I believe gathers the attention of a younger audience is the book and the sea creatures on the pages of the book. On the two pages displayed in the visual there is a frog, alligator, a fish all living in an underwater environment. This appeals to younger children because it stimulates imagination. The younger children get drawn into this aspect of the cartoon because it effectively draws them in to an underwater environment filled with fun creatures. Because of such, children become convinced that books are fun places filled with imagination.

The second aspect of the visual which targets a younger audience is the man, or diver, as a whole. He is smiling and diving into the book and because of such seems to be experiencing a great deal of fun. Adults already know that reading is necessary in their everyday lives and because of such do not need to be convinced that it is fun in order to read. Children, on the other hand, need to see the fun aspect of reading in order to read. Because the diver illustrates that "diving into books" is fun, it can be therefore said that the author's intended audience is young children.

A possible target audience for this visual is the youth or young children.

One reference which lead to the conclusion is content of the book. The funny looking or childish images portrayed would be of interest to children and therefore offer them some incentive to read, as it relays the idea that reading is fun. The comical diver is also an amusing visual which would appeal to a child's senses.

Another technique used to appeal to a child as the target audience would be the use of large uncomplicated visuals with little text. The format of the visual has been presented in such a way that it is direct and comprehensible for younger viewers while continuing to make the statement

PART 11: Prose - 18%

Instructions: Complete all questions in this section.

Value

- 6% 18. Explain why the title of the selection is effective, using two specific references to the selection.

Possible reasons:

- shows the contrast of the mother's roles to her daughter
- gives the subject/ topic
- introduces the theme
- develops the conflict
- reinforces character

(other legitimate reasons)

References:

- “As a five year old I didn’t realize - and I don’t think my mother realized - that she was teaching me about love. We thought we were just fooling around.”
- “Mom was my fan, too, when I would race against Betty and Letty Landers, the indomitable twins at Cedarbrook Country Club in our minitown of Blue Bell, Pennsylvania.”
- “Mom was also my teammate:...”
- “Competition is about passion for perfection, and passion for other people who join in the impossible quest.”
- “In sports, as in love, one can never pretend.”
- “I complain that she must have cheated. She splashes me. I dunk her. We laugh a lot. And I think, yes, this must be love.”

(other legitimate references)

Marking Key:

6 marks for 2 references from the selection showing how each reference applies to the title, “My Mother, My Rival.”

3 marks for stating 2 references with no elaboration

2 marks if references were applied to statement

1 mark for reference

Commentary on Response:

This question was generally done well by most students.

Common Errors:

- Students focused on the rivalry between mother and daughter and not on the lessons that were being taught by the mother.
- When referencing theme as a reason for the title's effectiveness, students missed the theme, that rivalry leads to love.

Exemplar

Excellent (6/6)

A title provides both insight and ~~truth~~ truth to a prose. In Marjorie Bunton Nelson's essay, "My mother, My Rival", the title proves to be an effective source of insight which leads to a greater understanding of the prose. The narrator's extremely competitive nature can be seen immediately in the title. By juxtaposing a maternal figure of gentleness and serenity with the harshness of rivalry and fierce competition, the author permits the reader to preview her character and her relationship with her beloved mother. A second way by which the title, "My mother, My Rival" is a fine choice for this essay is to help develop the element of theme. The way a mother loves her child can take on many forms, ~~and~~ this statement ^{rings} clear and sure as the reader learns that though the young girl and her mother pushed each other in competitions, there always remains a great sense ~~of~~ ^{of bonding} and love through their rivalry, "As I five-year-old I didn't realize - and I don't my mother realized - that she was teaching me about love." On this essay, "My mother, My Rival", the reader learns from the title that rivalry is not something to fear, but something to cherish.

The author has made the concluding paragraph effective. The first four sentences of the paragraph demonstrate the friendliness in competition described frequently in the body of the essay. The author has made use of the following ^{following} ~~three~~ sentences to show the light-heartedness of competition: "She splashes me. I dunk her. We laugh a lot." The mother and daughter place little importance on winning, the ^{on} and more importance on the fun had in the process. The act of competition, "splashing", ~~and this as well~~ ^{as} the resulting happiness, "laughing", are expressed using similar short sentences, implying similar priorities placed on both aspects of the competition. This use of sentence structure is effective in ~~the final statement~~ summarizing the theme of the essay. The final statement of the paragraph, "And I think, yes, this must be love," is effective in unifying the essay. It relates back directly to the second paragraph, "... I don't think my mother realized - that she was teaching me about love." In both cases, the word "love" is used to end a sentence, and it is the main idea the author is expressing in both cases. The author creates unity in this way.

Value

- 6% 19. Explain two ways the author has made the concluding paragraph effective. (Paragraph 19).

Possible answers:

- ties together the beginning and end of piece (closing by return)
- thesis restatement
- short emphatic sentences

(other legitimate answers)

Marking Key:

6 marks for two references and elaboration

4 marks for one reference and elaboration

3 marks each for the two ways

Commentary on Response:

- This question was answered poorly. The purpose of the concluding paragraph was not clear to many students. This was a good clear language based question.

Common Errors:

- Students focused on theme rather than on purpose/structure of the concluding paragraph.
- Students wrote a plot summary.
- Students were unaware of the methods of conclusion.
- Students repeated their answer from the previous question.

One way ~~that~~ the author has made the concluding paragraph effective is by repeating almost an identical structure and paragraph length as the first ~~para~~graph of the excerpt. She uses short, concise sentences, saying "She splashes me. I dunk her. We laugh a lot." ^{These sentences are} similar to those used in the first, such as, "I was five. We swam one lap of our neighbour's pool. She won". This repetition of ^{sentence} structure and length serves as a link between the author's current life and her past childhood, further emphasizing the theme that the ~~the~~ woman learned so much about life and love through playful competition with her mother". Another way that the author has made the concluding paragraph effective is by ending it with the sentence, "And I think, yes, this must be love." As the author, who is now a full grown woman, playfully competes with her elderly mother in the pool, she asserts that such competition "must be love". In choosing to end the excerpt with such an assertion, the author leaves the lasting impression on the reader that competition, despite its "jealousy, pettiness and arrogance", is truly ~~just~~ about passion, intimacy and love.

The author has made the concluding paragraph effective using simple sentencing and returning to the idea that competition is an expression of love (the thesis of the selection). The simple sentences include "she splashes me. I dunk her. We laugh a lot," which shows how simple and loving that moment must be. This shows that competition can be enjoyable, therefore, it is effective. The author also brings you back to the thesis with the sentence "And I think, yes, this must be love." By reminding us of the thesis, the author closes on the major idea behind the selection. This leaves us to think about what she is trying to say in the selection. It is an effective closing statement.

PART 111: Poetry - 12%

Instructions: Complete all questions in this section.

Value

- 7% 25. State a theme for this poem. Support your theme with two specific references from the poem

Possible themes:

- nature as a teacher versus books, study
 - value of nature compared to books
- (other legitimate themes)*

Marking Key:

2 marks for thematic statement

2 marks each for references

1 mark for language structure

Commentary on Response:

This questions was answered adequately. Students had difficulty constructing a thematic statement.

Common Errors:

- Students confused “theme” with “subject” and “tone”.
- Students did not write thematic statements but offered clichés as themes.
- Students discussed nature/the environment and the outdoors without the connection to books and study.
- Some language issues, e.g, a lot often spelled alot, confusion about the correct use of there/their or to/too/two; improper sentence structure and incorrect paragraph structure were noted as problems.

A possible theme for this poem might be "that ~~things~~ are not always learnt from study." This means that to figure things out in life a ~~wise~~ thing to do is to go out and about and figure it out for ~~yourself~~ ^{oneself}. Everything cannot be learnt in life through books and study one must figure them out themselves. They must do hands on things as well from books. This poem is saying that it is better to learn from nature ~~rather~~ than spend ~~your~~ the time cooped up in a room looking at those books. "Enough of Science and Art; / Close up those barren leaves; / Come forth, and bring with you a heart / That watches and receives". This relates to the possible theme because it is showing how that we need not learn any more of science and ~~art~~ or study from those books. It only believes that everything will be fine if ~~one~~ has a heart and just enjoys everything around them. This is showing that there is more to life than study there is much more. There is every aspect of life and nature to be explored and cannot be done when ~~if~~ one is stuck in a room studying from books all the time. "Books." 'tis a dull and endless strife: / Come, hear the woodland ~~to~~ linnet." Again, this refers to being trapped ~~inside~~ with those dull books. Why not go explore go hear the ~~sounds~~ of nature. Do one's learning outdoors in nature allowing nature to teach rather than some other poor fool ~~it~~ who has spent their lives indoors.

"Education and learning are fundamental requirements of the human race. However, the method by which we undertake this requirement should not come from devices which we ourselves have fashioned, but rather those fashioned by mother nature, the true teacher of the worker".

I believe this thematic statement effectively highlights the author's reason for writing the poem "The Tables Turned". This theme of learning from nature as opposed to learning from books is effectively highlighted in lines 13-16 when the author discusses what a brilliant teacher a thing can be and how in order to "come forth into the light of things", we should let nature be our teacher.

Another important point which the author wished to make is how we humans destroy our beautiful teacher (nature) in our quest for "greater knowledge". This point of view is established in lines 25-28 when he discusses how "we murder to dissect". The author's indignance towards this abominable act further supports his fabricated theme of learning more effectively from nature than books of man-made construction. We would never have things such as books, if nature wasn't there to provide the supplies for us. . . wouldn't it be more effective and logical to learn from the supplier rather than the person who is only relying on nature's supplies to survive?

A possible theme for this poem could be that we should all let nature be our teacher; we can learn more from nature than we could ever learn from books.

The poet proclaims "Come, hear the woodland linnet, How sweet his music! on my life, there's more of wisdom in it." These few lines demonstrate the poet's opinion on life - and his theme. He is telling us that we should put down our books, and come out into nature to listen to the birds sing. There is more "wisdom" and knowledge to be found in nature than there is in any book. We ~~can~~ learn so much from the birds and the trees - if only we would pay attention.

Another important part of the poem is when the poet says "Sweet is the lore which Nature brings; our meddling intellect misshapes the beauteous forms of things." This section explains that with all of our book-learning, we never stop to look at things the way they occur naturally. We see frogs dissected in biology labs, but we never go out and watch frogs-alive - in nature. The poet wants us all to trust nature to teach us everything ~~we~~ need to know.

PART IV (SIGHT PASSAGES - CONNECTIONS)

- 10% 26. In two well-developed paragraphs, compare and contrast the two opinions expressed about learning in the poetry selection “The Tables Turned” and the visual, ‘Dive into Books’. Support your answer with specific references to the visual and the poem.

- a minimum of two paragraphs but not limited
- an introductory sentence which indicated the focus of the question or connecting sentence
- a discussion of the similarities and differences in views

Similarities:

- learning (both support)
- tone
- rise or nature

Differences:

- books (good and bad uses)
- audience
- Proof of the comparison of the importance of learning
 - Poem, “Let nature be your teacher”, “. . . Bring with you a heart / that watches and others receives”
 - Visual, the man is pleased to drive into the book / the other figures are happy to read (and others)
(other legitimate references)
- Proof of the joyful / light-hearted tone
 - Poem , “a freshening lustre mellow”, “how sweet his music!”, “truth breathed by cheerfulness”, and the use of exclamation points (and others); Diction: “lustre”, “blithe”, “sweet”
 - Visual, pleased expressions, humourous cartoonish figures (and others)
(other legitimate references)
- Proof of the use of nature / importance of nature
 - Poem, “Come, heart he woodland linnet”, “how blithe the throstle sings” (and others)
 - Visual, ocean creatures / ocean setting / shells etc.
(other legitimate references)
- Proof of the contrast about books
 - Poem, “Quit your books!”, “Why all this toil and trouble!”, “We murder to dissect” (and others)
 - Visual, Man is diving into the book (is happy), Other characters are happy to read
(other legitimate references)

Marking Key :

References from the text had to confirm two opinions.
Summary could obtain a 5, if it cited references from selections.

Marking scheme was as follows:

2 marks for stating and explaining comparison
1 mark for example of comparison from poem
1 mark for example of comparison from visual
2 marks for stating and explaining contrast
1 mark for example of contrast from poem
1 mark for example of contrast from visual
2 marks for mechanics (sentences, organization, vocabulary, conventions)

Commentary on Response:

This question was not well done.

Common Errors:

- Students contrasted the pieces and left out the comparison portion. As well, many students gave their opinions which was not part of the question.
- Students were not supplying evidence to support ideas from each selection.
- References used for support were too general.
- Student answers were poorly written, poorly organized and showed a lack of understanding of the selections and the question.

In both the poem "The Tables Turned" and the visual "Dive into Books", both composers believe that learning is clearly essential and important. In the poem the speaker encourages the reader to learn by such quotes as "on my life, there's much more wisdom in it", and when he instructs the reader to "bring with you a heart, that watches and receives (knowledge)". In the visual, the illustrator also believes in the necessity of learning as it is clearly demonstrated by various aspects of the illustration such as the boy diving into the book and the happiness shown by his facial expressions showing his desire to learn.

Although both pieces are similar in that the common ^{message} ~~belief~~ is that learning is important, both the poet and illustrator do not agree in using the same method to gain knowledge. In the poem, the poet encourages the reader to forget studying and learn from nature or the wilderness. Such quotes which support this include "Let Nature be your teacher" and "Come... there's more of wisdom in it". But, in the visual "Dive into Books", the artist clearly believes that learning through books ^{and study} is important as demonstrated by the visual's title, the pleasant ~~and~~ emotion of the boy and by the simple fact that he is indeed diving into a book.

The poem "The Tables Turned" and the usual "Dive into Books" present opposing views on learning, although both share a common ^{thread} ~~tone~~ of nature.

The usual, an undersea reading adventure, promotes learning through several aspects of the cartoon. The title in itself is effective in encouraging reading, using a pun. In the usual, characters with reading glasses and novels in hand sport pleasant faces, enjoying their reading experience. Every aspect of the usual is encouraging, associating positive images with reading.

In contrast, the poem "The Tables Turned" does the exact opposite of the usual in persuading the reader to end study and enjoy the outdoors. The poet even dares to go as far as saying "One impulse from a vernal wood may teach you more of man, ... than all the sages can." The poem uses nature as an excuse for not studying, claiming it is more beneficial than books. Although both approach learning through nature, each involves a contradicting theme when compared to the other.

SECTION C - COMPARATIVE STUDY

- 25% 27. In literature, conflict is often used to contribute to the development of theme. With reference to one dramatic play and another text from the prescribed novels, write a multi-paragraph essay supporting this statement.

A holistic scoring scale was used to grade this question.

Commentary on Response:

This question was generally well done. However, students had difficulty stating a theme.

Common Errors:

- Students often simply provided a plot summary and used limited references to the texts.
- Students confused details about The Theban Plays.
- Students quoted but did not elaborate on references.
- Students did not link the theme to conflict.
- Essays were organized poorly, the introductions and conclusions needed work. There were also problems with mechanics, e.g., spelling, variant endings, s/v agr; use of preposition, sentence structure - run on, fragments, punctuation, misplaced modifiers.

Within the realms of literature, the conflict the protagonist has, both with others and himself, is often the primary tool utilized to develop and establish themes. Shakespeares Macbeth and John ~~Kerr~~ Knowles A Separate Peace both concern the moral and psychological degeneration of their respective protagonist as each man's life is consumed by conflict. Although the theme of each piece may differ, the manner in which this is brought about reflects one another exactly.

In the tragedy ~~Mac~~ ^{of} Macbeth, there is no doubt that the ~~play's~~ ^{predominating} theme concerns how unchecked ambition can corrupt those who were once virtuous. While being hailed by all as "noble Macbeth," it is evident when the Weird Sisters deliver him with their ~~startling~~ ^{startling} portents that the Thane of Glamis also possess "vaulting ambition, which o'ersleeps itself and falls on the other." At first, Macbeth internally struggles with the possibility of assassinating his king but after being artfully manipulated by his wife, he resolves that murder is the true path to happiness and sets himself at odds with King Duncan. Once ^{claim to} ~~his power~~ is the throne is established, it is seen that his ambition has only gotten Macbeth more conflict and hardship. Seeing he no longer possesses "the milk of human kindness," the forces of Malcolm and Duncan spring up to oppose this bloody tyrant's ascension to absolute power. More importantly, the acts of repeated slaughter and betrayal to the throne sets Macbeth into a terrible internal conflict. With his ~~With his~~ ^{psyche} "full of scorpions," Macbeth wrestles with feelings of guilt and

a life.

~~Here~~ Where once, Macbeth wished for glory and joy, the constant battles were around and within him have caused him to re-evaluate life as "a poor player, a walking shadow," that is not worth living. Finally, Macbeth's "chaired life" comes to a savage end at the hands of Macduff. The gravity of the theme is evident. Macbeth's all-consuming lust for power & caused conflict he could not control or defeat, which eventually led to his downfall.

A poignant theme of A Separate Piece is also directly linked to ~~the~~ ^{conflict}, the struggle one has with another person is often indicative of a co-dependence ~~they~~ ^{on one another}. From this piece's commencement, it is clear that the central character, Gene harbours deep envy towards his friend Phineas' athletic prowess and dominating personality. This jealousy also reveals Gene's insecurity as he ~~feels~~ he is "not of the same quality as [Finny]." Eventually, this conflict he has with himself and his determination to ~~be like~~ ^{be like} Finny, in who he is "even in enmity", leads him to cause Finny to fall from a tree limb, shattering his leg and limiting his future physical activity. After this, all things, it is clear that Gene possesses resentment of Finny and struggles with him that the two develop a symbiotic relationship. Finny lives lavishly through Gene, who excels in the activities he once did and by developing physical ability and an outgoing attitude. Gene gets to his most hidden desire; "to become a part of Phineas." However, as the novel progresses it is seen that Gene is responsible for Phineas' ~~handicap~~ ^{as Brinker} and his associates held a ^{mock} trial where Gene is

in Fenny's death, ~~which~~ forces Gene to face his own inner demons. He eventually concludes that nothing, even about the war had broken Fenny's harmonious and natural unity but he did. Gene laments over this and it is how the resentment he has for himself and Fenny led him to do terrible, conflicting acts that the theme of A Separate Piece is developed in full.

Despite being set in different eras with different circumstances, the way in which both these works advance their theme through conflict is identical. Macbeth's ~~constant~~ ^{contrasting} combination of self-doubt and ambition eventually led him down the path to destruction at the hands of his enemies. Gene's own self-hatred and attempts to be Fenny's superior, also ~~led~~ ^{caused} him to commit an atrocity that ~~forged~~ ^{caused} a co-dependency between him and his rival. Both of these works use this conflict in an artful manner to ~~emphasize~~ ^{emphasize} their theme into the reader's mind. Nearly all relationships one has with oneself and the world revolve around conflict and it is through this that life's most precious lessons are learned.

As is true of life itself, literature cannot exist without some degree of conflict. And it is this fundamental element that often aids the reader to a better understanding of the universal idea explored. Such is true of the thematic development of both the Shakespearean play, Macbeth, and the Margaret Lawrence novel "The Stone Angels". In both these works, the main character's conflict with those around them and themselves contributes to their shared theme of the destruction wrought when ambition and pride go unchecked by moral constraints. Macbeth and Hagar Shipely aid in the development of this idea through their conflict with a supernatural force, their significant others, and eventually, themselves.

Aside from the obvious conflict of war itself, the first source of this element for Macbeth is the trio of witches. These supernatural forces foretell the future of both Macbeth and Banquo, and although their words are first received with skeptic, the ideas are soon planted in Macbeth's head. The conflict directly between the witches and Macbeth is his disbelief in the ugly women. However, indirectly their words cause his actions to be spurred by vaulting ambition, as the witches' prediction of his promotion to Thane of Cawdor is true, and may so be their foretelling of his future as King. Unlike

supernatural voice. Hagen Shipely, too, faces such conflict in respect to God. Faith is not something Hagen always had, and even to old age when trying to pray she says "I never could get the knack of this" as if praying were a learned thing; and not something of the soul. And even when speaking of attending church in her youth, a time when one should be exploring their spirituality, ^{most} of the reference is made to the pew that bore the family name, and it was of better quality than the rest. This pride that Hagen had for both herself and her family held her back from having any faith in God, a faith that could have been of much comfort to her during the rough times of her life.

Much like their conflict with supernatural forces develops theme, Macbeth and Hagen's conflict with their spouses aids in this idea. Macbeth and Lady Macbeth become at odds when she suggests killing King Duncan. Macbeth's guilt is shown when he says to her "we shall proceed no further in this business". And although Macbeth's ambition is checked by his morale, a tangle with his wife changes quickly his mind. Hagen, too, has a spat or two with her husband, Bram. These fights, most of which are caused by her hubris eventually lead Hagen to leave Bram, and take her son John. Being away from his father damages John, and he is ~~ex~~evidently turned away from his mother. Bram, too, is distant as a result of Hagen leaving, and does not even recognize her in his last months.

All the conflict between both the main characters and those around them are of no comparison to the eventual inner conflict they face. Macbeth is on the battlefield late in the play, and although feeling as though he should perhaps not continue, the ambition sparked by the idea that he cannot be hurt by any man born of woman spurs him on. When he learns that his competitor was not born, but "untimely ripped" of woman, he realises that had he gone with his gut feeling, he might have saved himself. But again he spins on, and is beheaded. Although her death less violent, Macbeth, too, is conflicted internally until the end. Through recalling events of her past, she realises that her pride was the source of many of the destructive events in her life. And even after learning this, in her hospital bed she says to the nurse giving her water "let me hold it." This pride within herself causes her to be seen as a stubborn old woman even in her last hours.

As can be seen in the plot of Macbeth and "The Stone Angel", life, like literature, cannot exist without the appearance of some conflict. The main characters of both these works exemplify this universal element through their conflict with supernatural forces, their spouses, and the eventual inner conflict with themselves. All of which aids the reader towards a better understanding of the fundamental message of destruction wrought when ambition and pride go unchecked by moral constraints which is explored in both works.

SECTION D - PERSONAL RESPONSE WRITING (15%)

- 15% 28. “*Experience is a hard teacher because she gives the test first, the lessons afterwards.*” Write a narrative account of a personal experience from which you learned a valuable lesson. Make reference to the quote in your account.

A holistic scoring scale was used to grade this question.

Commentary on Response:

This question was adequately answered.

Common Errors:

- Students did not reference the quote.
- Students had difficulty with the narrative style. They wrote expository essays, and/or comparison/contrast.
- Some language issues, e.g., spelling, punctuation, poor paragraph division.

There have been many experiences in my life that have taught me valuable life lessons, however the biggest, or most important lesson I can think of was taught to me through teenage love. It was certainly an experience where the test was given first and the lesson after.

Like most love stories, it was a classic example of guy loves girl, but doesn't get girl. I was young, about 15 or so, and I never knew what love was. Of course how can anyone know what love is while they're still a teenager? I was friends with this girl since I was four years old. Best friends actually. We did everything together. But then I made the mistake of falling in love with her. Yes I know that I was 15 and didn't know what love was, but today I still love her and I have a feeling that I always will.

Never make the mistake of falling in love with your best friend. I did, and I paid for it dearly. To continue with my heart-felt, sad and handsome love story, I asked her to go out with me. She said "no, she just wanted to be friends." That was fine by me, I wasn't expecting a yes from her anyway. But if I didn't say I never would have known right?

So time went by, Valentine's Day came. What a great a joyful day that is.... I gave her six roses, and I sent her a card on her birthday five days later. Not much I know but I was 15, it was all I had to give. Two weeks after Valentine's Day she started going out with a guy who didn't do anything for Valentine's day or her birthday because she

Boy was I mad. Especially since she was going out with him for a week and she didn't tell me. I found out from someone else.

Our friendship had a few rough spots from then on. I would stop talking to her for weeks on end just because I wanted to get back at her. I wanted to hurt her the way that she hurt me. I acted like an idiot again and again and again, and I certainly didn't deserve her as a friend.

But no matter what I did to her, she always accepted my apology and came back, even though she knew that the same thing would likely happen again in a couple months time. She was the real friend in our friendship, not me, because she never intended to hurt me.

So my valuable life lesson, that was taught to me after the test, was that it's ok to love somebody. It is ok to fall in love with your best friend. But if that person doesn't want to be more than "just friends," then being an idiot like I was will only lead to heartache and pain, on both sides.

We're still friends now, real friends, best friends, because I learned to accept it and get over it.

As we grow as human beings, we are often taught many different things along the way. We spend much of our lives in educational institutes, gaining knowledge from books or people and when we are at home we learn from our families, television, music and all other sorts of media. However, not all knowledge can be absorbed through just seeing or hearing how something is done. The greatest knowledge of all often comes from experience, which can sometimes be quite frightening because being faced with a foreign situation leaves you with no choice but to react, and when this is the case, possibilities are infinite.

Just last year I was thrown into a situation which turned out to be a very valuable experience to me, even though it seemed horrid at the time. ~~It~~ It was Easter break and the hockey team I play for was hosting the provincial "G" division championships. We were playing against our biggest rival during the year and the game was extremely tense, as the score ~~was~~ close. My line was out on the ice as one of their wingers curled back into their end to set up a play. I, being the closest man to him, began to pursue him and as he passed off the puck to his defencemen, I hit him cleanly, turning his upper body into the glass with his legs still facing me. The winger went down in pain and the official's arm raised to call a penalty.

corner was clearly legal, but the official had a different opinion. He not only gave me a penalty, but he threw me out of the game for checking from behind, even though I had clearly hit him from the front. At this point I became outraged and the heat of the moment caught up with me as I turned and smashed my stick in two, directly over the glass and launched the broken stick out of the rink. The blow shocked the fans, embarrassed my mother to the point of not wanting to look at me and struck a huge blow to my good reputation as well. Little did I know that such a reaction could do so much, but "experience is a hard teacher because she gives the test first, the lessons afterwards."

I quickly learned my lesson and came to realize that it was just a minor hockey game, I wasn't getting paid for this, so why react so horribly? After that incident I have controlled my anger on the ice in a much more subtle manner and have learned to accept everything for what it is when playing, as the game is meant to be fun. Ever since then, the game has become more enjoyable because I focus more on the fun of playing, of course still exercising my competitive nature.

Life's lessons are meant to be learned and only experience can prove them. The greatest knowledge of all comes from experience.

A few years ago - at the beginning of grade eleven, actually - I signed up for the Duke of Edinburgh's Award Program. One of the major components of this program was an overnight hike ~~and~~ with other Duke of Edinburgh participants. I was very excited for such an adventure. I thought it would be the experience of a lifetime: ~~a~~ two days in the wilderness with a few friends and good camp food! How could that not be fun? Well, "experience is a hard teacher because she gives the test first, the lessons afterwards."

The hike was bearable for about the first twenty minutes. We started off in the beautiful fall sunshine, all of ~~a~~ us excited for what lay ahead. Then I started to get sore... my pack weighed fifty pounds and my footwear was less than adequate. I wanted to turn back, but that wasn't an option. So I kept going, and with every step, I ~~and~~ realized more and more that I was lacking the physical skills for such an undertaking.

The second day was worse. I awoke to "Time to get up, GIRLIES!!!" ... at seven o'clock in the morning! I don't even get

sore from the way I had slept. How was I ever going to survive another day?! I barely ~~had~~ had enough water to last me - let alone ~~any~~ ENERGY!

Well, somehow I made it out alive. I was sore for many days following the trip, and I ~~was~~ felt as though I never wanted to see another tree for as long as I lived. BUT, a few weeks later, something dawned on me: I had learned a valuable lesson from this experience. First of all, I had learned ~~that~~ what to bring with me if I ever went on another hike: more water, better ~~footwear~~ ^{footwear}, etc. Most importantly, though, this experience made me realize that I should get in shape. I knew at that moment that I wanted to be physically fit in time for the Silver hike.

So, last summer I took up jogging. I went out every day and built up my stamina. That first hike taught me an important life lesson: take care of your body if you want it to take care of you. Today, I am proud to say that I have successfully completed the Silver, two-night hike for the Duke of Edinburgh's Award.

English Scoring Scale						
Criteria						
Literature			Score	Language		Score
<ul style="list-style-type: none">content displays an outstanding knowledge of subject matterchoice of content is consistently clear, specific and serves to answer the questionselections are consistently supported with detailed references that relate to the task (quotes...)			9 - 10	<ul style="list-style-type: none">introduction is compellingconclusion reinforces unity in a compelling waystructure (response is nearly flawless with ideas that are logically sequenced and developed)mechanics (response is almost error-free)		9 - 10
<ul style="list-style-type: none">content displays a strong knowledge of subject matterchoice of content is usually clear, specific and serves to answer the questionselections are strongly supported with references that relate to the task (quotes...)			7 - 8	<ul style="list-style-type: none">introduction is strongconclusion is strong, clear, and unifiedstructure (response is strong with ideas that are logically sequenced and developed despite some evidence of disunity)mechanics (strong grasp of conventions with some errors present)		7 - 8
<ul style="list-style-type: none">content displays a satisfactory knowledge of subject matterchoice of content is frequently clear, specific and serves to answer the questionselections are sometimes supported with references			5 - 6	<ul style="list-style-type: none">introduction has a general sense of directionconclusion reinforces unity but tends to be routinestructure (response is generally focused with flow sometimes interrupted)mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained)		
<ul style="list-style-type: none">content displays a limited knowledge of subject matterchoice of content is sometimes clear, specific and serves to answer the questionselections are rarely supported with references			3 - 4	<ul style="list-style-type: none">introduction is not always clear and has little directionconclusion, although present, is limited and does little to tie the piece togetherstructure (response is limited and coherence falters frequently)an organized summary is provided and is somewhat connected to the taskmechanics (errors are frequent and beginning to affect readability)		3 - 4
<ul style="list-style-type: none">content displays an unclear knowledge of subject matterchoice of content is rarely clear, specific and serves to answer the questionselections are never supported with references			0 - 2	<ul style="list-style-type: none">introduction is unclear and has no directionconclusion is unconnected or does not existstructure (there is no flow and coherence)a summary is presented but has no connection to the taskmechanics (errors are making readability impossible)		0 - 2
15%			10%			
3 4.5	5.5 8	8 12	3 3	5.5 5.5	8 8	
3.5 5	6 9	8.5 12.5	3.5 3.5	6 6	8.5 8.5	
4 6	6.5 9.5	9 13.5	4 4	6.5 6.5	9 9	
4.5 6.5	7 10.5	9.5 14	4.5 4.5	7 7	9.5 9.5	
5 7.5	7.5 11	10 15	5 5	7.5 7.5	10 10	
TOTAL (25 %) - Literature + Language						
Literature (15 %)			Language (10 %)			

Personal Response Scoring Scale		
Criteria		Score
<ul style="list-style-type: none"> format displays an outstanding knowledge of the writing form outstanding awareness of audience, purpose and tone are present voice is clearly apparent and compelling mechanics (response is almost error-free) content is relevant and outstanding (appropriate supporting evidence is present and develops the ideas relating to the task) organization and structure are displayed in an outstanding manner 		9 - 10
<ul style="list-style-type: none"> format displays a strong knowledge of the writing form strong awareness of audience, purpose and tone are present voice is usually apparent and strong mechanics (strong grasp of conventions with some errors present) content is relevant and strong (appropriate supporting evidence is usually present and develops the ideas relating to the task) organization and structure are displayed in a strong manner 		7 - 8
<ul style="list-style-type: none"> format displays a satisfactory knowledge of the writing form general awareness of audience, purpose and tone are present voice is frequently apparent and is sometimes compelling mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained) content is frequently relevant and satisfactory (appropriate supporting evidence is frequently present and usually develops the ideas relating to the task) organization and structure are displayed in a satisfactory manner 		5 - 6
<ul style="list-style-type: none"> format displays a limited knowledge of the writing form limited awareness of audience, purpose and tone are present voice is sometimes apparent and is occasionally compelling mechanics (errors are frequent and beginning to affect readability) content is sometimes relevant and somewhat satisfactory (appropriate supporting evidence is sometimes present and sometimes develops the ideas relating to the task) organization and structure are displayed in a limited manner 		3 - 4
<ul style="list-style-type: none"> format displays a very limited knowledge of the writing form very limited awareness of audience, purpose and tone are present voice is rarely apparent and is not compelling mechanics (errors are making readability impossible) content is rarely relevant and not satisfactory (appropriate supporting evidence is rarely present and rarely develops the ideas relating to the task) organization and structure are displayed in a very limited manner 		0 - 2
15 %		
3 4.5	5.5 8	8 12
3.5 5	6 9	8.5 12.5
4 6	6.5 9.5	9 13.5
4.5 6.5	7 10.5	9.5 14
5 7.5	7.5 11	10 15

**ENGLISH 3201
ITEM ANALYSIS
SELECTED - RESPONSE (PART I)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	A	90.7	8.6	0.1	0.5
2	D	27.2	4.0	6.5	62.2
3	A	70.1	14.1	14.8	0.9
4	A	52.7	10.9	28.2	7.6
5	C	0.4	16.3	81.1	2.1
7	A	67.4	1.4	27.0	4.0
8	D	9.5	33.5	14.1	42.3
9	C	4.1	2.5	92.5	0.6
10	B	5.5	57.8	0.8	35.7
12	B	10.0	40.2	33.1	16.0
13	C	22.1	25.7	44.4	7.1
14	A	76.1	8.0	4.8	10.5
15	C	2.5	6.7	81.2	9.2
16	B	2.0	76.0	10.6	10.9
17	A	92.8	0.5	5.1	1.0
20	C	3.1	1.5	87.9	6.6
21	A	97.2	0.9	0.1	1.1
22	A	42.0	30.2	22.8	4.2
23	C	40.6	11.8	40.0	6.9
24	D	0.9	5.8	16.1	76.3

**ENGLISH 3201
ITEM ANALYSIS
CONSTRUCTED - RESPONSE (PART II)**

Item	Students Completing Item	Value	Average
6.	4527	5	3.1
11.	4527	6	4.4
18.	4527	6	3.9
19.	4527	6	2.7
25.	4527	7	3.9
26.	4527	10	5.5
27.	4527	25	14.7
28.	4527	15	9.6

**English 3201
Provincial Results
June 2005**

