

English 3201 Grading Standards June 2006

PRE-MARKING APPRAISAL

The exam was found to be fair in terms of length, content, level of language and outcomes measured.

Listening: Passage was timely and linked to the personal experience of the student.

Visual: Combination of written text and visual images worked well.

Poetry: Clearly understood poem.

Prose: Well presented. Footnoted vocabulary was appropriate.

Comparative Study: Extensive knowledge of selections was needed.

Personal Response: Topic was easy to relate to and write about for students.

Organization and Procedure

Markers were assigned specific questions. Answer keys were discussed and an appropriate marking scheme was agreed upon by the markers. The essay answers were scored using the scales found at the conclusion of this document.

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 ongoing during the marking process.

SECTION A - LISTENING

Value 10 %

Value

6%

6. The speaker states that Canadians prize freedom above all. Using one example from the speech and one from personal experience, explain why freedom is so precious to you as a Canadian.

Possible references from selection:

- “draped in barbed wire”
- “dictatorship”
- “ancestors were slaves”
- “a country not afraid to tear down walls of prejudice:”
- “would defy anyone who would try to take it [freedom] away”
- “standard bearers”[youth]

(other possible legitimate references)

Possible examples from personal experience:

- traveled
- met someone
- read about it
- reviewed on TV

(other possible legitimate experiences)

Commentary on Response:

Generally, students gave examples from the speech and from personal experiences. Some students were able to link the quote and explanation with their personal experiences.

Students:

- referred only to personal experiences.
- dealt with the text but did not provide a personal experience.
- did not use realistic examples when relating personal experiences.
- only gave vague personal examples.

SECTION B: THE SIGHT PASSAGES (50%)
PART 1: Visual - 10%

Instructions: Complete all constructed-response questions in this section.

Value

- 6% 11. State a possible message for the visual. Using one specific reference to the written text and one specific reference to the visual images, explain how the artist has used each element to promote this message.

Possible themes:

- Allow players to play the game.
- Enjoy the beauty of the game.
- People play the game for different reasons
- There are a number of things to make the game work.
- Hockey is dreams, money, and rules.
- Respect the different points of view represented in the game.
- Pressure and blame take the fun out of hockey.

(other possible legitimate themes)

Marking Key:

- 1 mark for theme
- 2 marks for references
- 3 marks for explanation

Students:

- failed to integrate all elements of the visual to relay a message. They actually “fragmented” the text, by looking at one aspect only.
- failed, when specific references were provided, to explain how the references connected to, or supported, the message.

Exemplars

Value

6%

11. State a possible message for the visual. Using one specific reference to the written text and one specific reference to the visual images, explain how the artist has used each element to promote this message.

The message of this visual is to enjoy and take pride in what you do, whatever it may be. This visual refers to playing hockey, but it is a message carried universally. This message is achieved through contrast. On the left side of the visual there is a hockey player who is following his dreams for the love of the sport. In contrast, there is a hockey player on the right side of the visual who is just doing it for the money. It's obvious that these two hockey players are against one another, showing that there is often a conflict between following your dreams and doing something because you love to do it, or doing something just to make money. The referee is placed in the middle of the two hockey players in the visual to be neutral and break up any battles between the dream team and the money team. He reinforces the message of the visual as he calls on anything done unfairly and tries to get both teams to enjoy the game. The visual also satirizes the concept of the love of the sport, stating that "Hockey's too important to take seriously. This satirizes how serious people take the sport and how coaches put so much pressure on their players.

Value
Value
6%

11. State a possible message for the visual. Using one specific reference to the written text and one specific reference to the visual images, explain how the artist has used each element to promote this message.

In this visual, the artist is attempting to convey a message concerning how fans of Hockey should be more supportive of their athletes, rather than being so critical. The artist shows this message through a combination of written text and visual imagery. The text states "Players and refs need your support, not your pressures." This clearly indicates that the artist is trying to tell the viewer to be more supportive of hockey and not so critical. If you take that line of text and apply it to the visual, the message becomes more clear. The three individuals all contain added words in their shirts, their displacement drawing attention to them. If you apply the text, it becomes clear the artist wants you to support their dreams, not to pressure them, and so forth. The lack of other objects draws attention only to the three people, so the message is not confused. The combination of this plain text, and this picture of two hockey players and this ref (to draw a particular audience), together promote the artists message of needed support for those involved with Hockey.

fun not money, ~~not for the money but for the fun~~
~~and would be a message to fans~~
as here in Canada (bottom right corner) we play
for enjoyment.

Value

6%

11. State a possible message for the visual. Using one specific reference to the written text and one specific reference to the visual images, explain how the artist has used each element to promote this message.

A plausible theme for this visual would be that sometimes Canadian hockey fans take the game too seriously. This theme is expressed through the visual's text and through its images.

3/2 The text in this visual states three points. The first point, "Players and refs need your support, not your pressures." which means that fans put too much pressure on them and don't show their support. Next point, "Let them enjoy their game." which means that they play to have fun and they can't enjoy it while the fans are putting pressure on them. Lastly, "Hockey's too important to take seriously." which means that hockey is important to Canada's identity and that it shouldn't be taken so literally.

The images in the visual show a balance between the two players and the ref between them. One player stands for the dreams of Canadians and the other for the money that the players make, the ref is the scapegoat (an escape). This refers to Canadians because there's a Canadian flag in the bottom right corner of the image.

"Hockey's too important to take seriously." It should just be enjoyed.

Value

6%

11. State a possible message for the visual. Using one specific reference to the written text and one specific reference to the visual images, explain how the artist has used each element to promote this message.

A possible message for this visual is that people should be more supportive of each others' dreams and finances. This message is conveyed well in the visual.

The text in the visual states that "Players and refs need your support." This conveys the meaning that the "game" (life) works better when people support each other.

3 The image itself contains two hockey players (representing dreams and money) as well as a referee (labeled "scapegoat"). In conjunction with the aforementioned text, this presents the idea that people should support each other financially, as well as supporting each others' dreams. This will result in life being much more enjoyable than when people are serious and selfish.

This visual presents the message that people should support each others' dreams and finances. This message is well conveyed through the combination of the text and the image.

PART 11: Poetry - 11%

Value

- 5% 17. Explain how the poet's use of diction is effective in the line:

“Our fiercest loves, and great desires
are in our souls, our inner fires.” (Lines 15, 16)

Possible Answers:

- Discuss specific words, e.g. “fiercest loves”, “great desires”, “inner fires” and show how these affect the meanings of loves, desires, fires, (i.e. add strength to description).
- Show how diction reinforces theme, author's purpose, and creates strong images.

Marking Key:

- 3.5 marks for explanation of the use of words : “fiercest loves”, “great desires”, “inner fires”
- 1.5 marks for discussing to what “diction” refers.

Commentary on Response:

This question was not answered well. Students continue to have trouble with diction. Many did not know what it is and just explained the meaning of the lines.

Students:

- referred to rhyme and rhythm as a means to answer a “diction” question.
- discussed “theme” as opposed to diction.
- did not use specific references when answering the question.

Exemplars

17. Explain how the poet's use of diction is effective in the lines:

"Our fiercest loves, and great desires
are in our souls, our inner fires." (Lines 15, 16)

5

K/3

The poet's use of diction is very effective in these lines. This effectiveness is achieved by the choice of words that underscore the importance of dreams, of love, of desire. The use of "fiercest" in "Our fiercest loves" amplifies the importance, the strength, of these loves, these dreams everyone has. The use of "great" to describe the desires (again, the wants, the dreams of people) again does the same thing. "Our inner fires" is, of course, our passion. The passion and strength we hold and pursue our dreams with. This use of diction is most effective in how it serves to help prove the theme of the poem, that being the importance of having, keeping, and ever following our dreams. By using words that connote passion, strength, and power to reinforce the dreams and how they ought to be pursued, she very effectively proves her theme.

Constructed Response

Value: 5%

17. Explain how the poet's use of diction is effective in the lines:

"Our fiercest loves, and great desires
are in our souls, our inner fires." (Lines 15, 16)

5 Diction is the use of specific word choice to help the overall mood or message of the poem. The use of diction is effective in these lines, in that they are strong words that represent burning passions. The use of "fiercest loves" ~~conveys~~ conveys that it is an enormous, fighting love, because to be fierce is ~~like~~ like a tiger - to be strong, courageous, and ~~powerful~~ powerful. The words "great desires" emphasizes the desires because this word is already full of impact - it is what someone wants the most - is to desire something. A "great desire" - "great" denotes once again power - like a king or someone of high standings. Finally the use of "our inner fires" as a metaphor for our souls demonstrates ~~once~~ once again passion. Fire, hot, burning, and red, all represent passion - so our souls are burning ~~up~~ means that ~~they~~ they are

17. Explain how the poet's use of diction is effective in the lines:

"Our fiercest loves, and great desires
are in our souls, our inner fires." (Lines 15, 16)

X The poet portrays an effective use of diction in the lines "Our fiercest loves, and great desires are in our souls, our inner fires". The word choice the author uses bring forward figurative language. The poet feels that everyone should keep their abilities within themselves and cherish them forever. By "fiercest loves and great desires", the poet means our abilities and such things we do for example "If you love must learn to play". By "are in our souls, our inner fires" the author means that this abilities will stay with us forever as the fire of these memories will 'burn' inside of use of ever. This example of a metaphor brings out the message of the poem as the poet is telling us to let our dreams soar and to live life to the fullest. She tells us to "learn to keep our treasures near" which gives the impression that she has never opened herself up to learn a 'treasure' and now regrets it.

PART 111 (SIGHT PASSAGES-CONNECTIONS)

Value

- 10% 18. In two well-developed paragraphs, contrast the two views of achievement conveyed in the poem “Live Your Dreams” and the visual. Support your answer with one specific reference to the poem and one specific reference to the visual.

Poem:

- achievement means making your dreams come true
- achievement and hard work will pay off
- achievement means different things at different ages
- do what you love
- stay true to yourself

(other legitimate responses)

Visual:

- achievement in hockey should be fun
- achievement may mean “big” salary
- achievement in hockey involves dreams
- hockey takes hard work

(other legitimate responses)

Commentary on Response:

This question was answered adequately. Contrast was generally understood. Connections were good and references adequate.

Students:

- did not use “specific references”.
- did not sufficiently develop ideas/points.
- gave both “similarities and differences”.
- wrote one paragraph, using personal references versus references to the selection.
- wrote two separate paragraphs and did not make a transition between the poem and visual.

Exemplars

18. In two well-developed paragraphs, contrast the two views of achievement conveyed in the poem "Live Your Dreams" and the visual. Support your answer with one specific reference to the poem and one specific reference to the visual.

The poem "Live Your Dreams" and the visual are at opposite ends of the spectrum when it comes to their views on achievement. One tells you to chase your dream saying if you good at something, do it. The other says that added pressures can kill a once love dream into just some hobby that you one did.

By this I mean the visual shows that a simple game is made complicated and competitive with added "pressures" and lack of "support". Dreams which is on one players back get crushed by pressure to excel at a furious rate. It's like as soon as your first lace up your skates you should be able do to figures eight around every one. Not to mention the booming cost, "\$" competition sports are now placed with. Sometimes it is almost impossible to plays on sports team unless you have deep pockets.

The poem "Live your Dreams" by Katie Hays first discusses how "talent squandered, forgotten dreams" that people lose interest or disregard once loved hobbies or admirations. But her main purpose is if your good at something, do it. If you love to do something, do it. ~~What better way to live than to follow your dream?~~ "What better way to live than to follow your dream?" you have the dream to do, once it's found, keep it with you.

So basically the poem say do what you love where as the visual shows that it's difficult to do so when there is so much pressure.

and the visual are contrasted because in the poem it tells us "You can do it" but the visual says "we need to get back to reality and remember what our dreams first were."

PART III (SIGHT PASSAGES-CONNECTIONS)

(Value 10%)

18. In two well-developed paragraphs, contrast the two views of achievement conveyed in the poem "Live Your Dreams" and the visual. Support your answer with one specific reference to the poem and one specific reference to the visual.

In the visual achievement is conveyed ~~as~~ by one of the players as something that will make him money and by the other as being able to enjoy the game. The visual can portray the wrong view of what some people think of achievement. Some people may see it as something that will make you look good and make you rich, such as going to the NHL like many boys are pressured into by their parents. This isn't an achievement within oneself, it is an achievement by the public eye, to be able to look good by other people and make money doing it.

The view of achievement in "Live Your Dreams" is opposite. It agrees more with the "Dreams" player in the visual. Instead of being pressured into fame and money, the poem is encouraging people to pursue their own dreams. For example, "If you love music, learn to play," and, "you can do it if you try." These words are encouraging people to pursue what they are fond of and what they do best. It suggests that dreams are in our soul and are our inner fires that would keep someone going. This creates a feeling of self achievement rather than being pressured into fame and money.

18. In two well-developed paragraphs, contrast the two views of achievement conveyed in the poem "Live Your Dreams" and the visual. Support your answer with one specific reference to the poem and one specific reference to the visual.

~~XXXXXXXXXX~~
The view of achievement conveyed in the poem "Live Your Dreams" is that if you like or desire something then why not chase it or persuade it. There will be rough spots, but eventually you will get pass them. You just have to ~~push at something~~ keep working because ~~practice makes~~ practice makes improvement, you can only get better at something, if you keep doing it. In the poem lines 21 and 22 clearly state "You'll meet with failure and stop to cry, but you can do it if you try." ~~This is an example~~

6 1/2
2 The visual is ~~trying~~ trying to convey a message that if you keep pressuring the players and refs then you are ~~ruining~~ ruining their dreams. Whereas if you were to just let them play hockey and persuade their dreams, then their life, and game would be a lot more enjoyable and fun. Fans get too involved now a days with why a player is off his game and for all the money ~~he~~ he is getting paid he should be having a better game or ~~scoring~~ scoring record than this. Hockey players are people just like us and do not like to be picked ~~on~~ on or judged ~~they~~ they are humans too! In the visual it supports ~~my~~ my answer because it clearly states "Players and refs need your support, not your pressores," and there are two players from ~~opposite~~ opposite teams that are wearing jerseys with dreams written on one and a dollar sign on the other.

18. In two well-developed paragraphs, contrast the two views of achievement conveyed in the poem "Live Your Dreams" and the visual. Support your answer with one specific reference to the poem and one specific reference to the visual.

In both "Live Your Dreams" and the visual both deal with dreams and achievement.

In life we are faced so many decisions and challenges that the things we loved and enjoyed take on a new role or not even used at all. From the youngest the child to the oldest adult we all have goals we want to accomplish but not everything works out how we want them to and later may regret are decisions.

In the visual there are people playing hockey, they have dreams and goals of maybe becoming the next top hockey player. They all have dreams and plan to accomplish them but people may bring them down, think they aren't good enough. The player who wins may be proud of winning but the next player of a team may be put down for his loss. When pressure is put upon us it's not fun, something we enjoy anymore. Are parents might want us to be the greatest hockey player but we might have another dream in mind.

In the poem "Live Your Dreams", it shows us how many people have face with there dreams. We may give up on one dream believing it could never happen only to find out in the end that you regret your decision. It says, "If you love music, learn to play!" The speaker is trying to tell us that whatever we enjoy, love or dream to do, we can do it if we just put our mind to it.

In conclusion, whatever we dream of doing we can put in reality, we just need to listen to our hearts and do what we believe is right. If we want to be a famous hockey player or a musician, it doesn't matter we can do it. We need to learn to avoid the negativity.

PART IV (PROSE)

Value

- 8% 25. The author uses chronological order to develop this essay. With two references to the selection, identify the author's purpose and comment on the effectiveness of using chronological order to establish the purpose.

Possible Answers:

- quotations from two different parts of prose to show passing of time, linked to author's purpose, to show that "Excavating Rachel's Room" involved more than simply getting rid of the "junk"; it was a rite of passage for the parents
- References could show that the moving through the stuff in the room, the passage of time and how Rachel grew up.

Possible references may include:

- Specific references to time: paragraph 1 "eighteenth birthday", paragraph 2 "We take a few days off", paragraph 7 "The first few hours are easy", paragraph 22 "The weeks go by", paragraph 30 "autumn comes"
- Paragraph 1, to establish the time, "With her eighteenth birthday near, Rachel has moved to Boston leaving her room and the cleaning of it to us..."
- Paragraph 3, "The room - well - undulates. It stands as a shrine to questionable taste...." to show the present state of the room.
- Paragraph 9, to show how the parents are changing, "Moving down the layers, we begin to undergo a transformation." Then paragraph 10. to reinforce the change and the author's purpose, "Slowly, we change from rough-and-tumble scavengers to gentle archeologists."
- Examples of toys for the various stages of Rachel's childhood, paragraph 14, "Barbie", paragraph 15, "Twister"... then pictures and keepsakes, paragraph 16.
- Paragraph 24, acceptance by the parents reinforcing author's purpose, "Order has replaced life", also paragraph 28 "Regrets? A few...", paragraph 29 "Victories? A few..."
- Paragraph 32

(other possible legitimate references)

Students:

- did not provide appropriate references and/or did not link to thesis/argument.
- were confused with theme, point of view, chronological order with coherence.
- often provided the meaning of the quotes, but did not say how they were effective.
- were “unaware” of effective concluding sentences.

Exemplars

Value

8%

25. The author uses chronological order to develop this essay. With two references to the selection, identify the author's purpose and comment on the effectiveness of using chronological order to establish the purpose.

The purpose of chronological order in this essay is to show how the life of Rachel has progressed, and therefore changing the feelings of the parents as the clean-up progresses.

The order of events that take place in this essay are reversed, causing the parents to go back in time through a cascade of memories.

At first they are presented with teenaged Rachel, of whom they know now. Upon removing layers, they find games and Barbies and a violin, all reminders of the girl she once was. This causes the parents to slow down the clean-up, and to reflect upon Rachel's life. This reflection helps them to realize exactly how they raised her and if they've succeeded.

The second purpose of this chronological order is to show the reader that they now realize the things they miss as parents to Rachel.

The writer says, "And you know what I miss?"

Coming home and hearing her say, "Looking pretty good."

The effectiveness of this order is through the presented emotions of the parents, and shows us to not take things (such as memories) for granted.

Value

8%

25.

The author uses chronological order to develop this essay. With two references to the selection, identify the author's purpose and comment on the effectiveness of using chronological order to establish the purpose.

The purpose is to show that things change and knowing you can't really stop things from changing, but you can always move forward in your life and make new journeys for yourself. 2

"We holdays ~~treasures~~ treasures and call each other. "Look at this, do you remember...?" This shows the father looking through old things remembering the time he had with his daughter. 2

He says "Regrets? A few. I wish I had walked ~~more~~ more in the woods with her. I wish I had gotten mad less and laughed longer. Maybe we could have kept the horse another year." this shows him growing as a father knowing that she may be gone but he still has the memories of her. 2

In conclusion the father has to deal with the changes and has to grow as a person himself. by the use of chronological order the writer shows this growth as a person. 1

Value

8%

25. The author uses chronological order to develop this essay. With two references to the selection, identify the author's purpose and comment on the effectiveness of using chronological order to establish the purpose.

The author uses chronological order to show emphasis on the two atmospheres that are being set. For example when he talks about ~~throwing~~ throwing away his daughters junk "The cruncher on the truck grinds hair curlers and Twister and junk jewelry and broken stuffed animals - and some small part of me" This goes from one extreme to the next. The talk of the garbage and then to some of the childhood memories that along with the garbage she will forget about ~~her~~ some of ~~his~~ her memories of her father as well. Another example would be "Her room has been turned into a den. A computer replaces curling irons and other clutter on her desk" this goes from her old room to what her room is ~~turn~~ now in the present time. This shows how it has been replaced, all of her ~~mem~~ memories erased and now changed into a new world where new memories will be created.

Value

8%

25. The author uses chronological order to develop this essay. With two references to the selection, identify the author's purpose and comment on the effectiveness of using chronological order to establish the purpose.

In this selection, the author uses chronological order to develop the essay. This is effective because it shows the feelings of the speaker as everything occurs.

"My god look at this stuff, let's toss it all" as they are cleaning the room, it all looks like garbage, but as they go through each piece, it has sentimental value to it, it is priceless. It shows the phases that the girl went through, from hair straighteners to barbers barbie's to horses, it all shows a different time in her life.

"Order has replaced life" this quote is significant because when the room is completely clean, it is changed to a den. Eighteen years of Rachel's life has been thrown out, now order has finally taken it over. This establishes the purpose because it goes through her whole life in one room, from when she was a kid to when she moved out.

Value

- 10% 26. Using two specific references, show how the speaker's feelings changed from the beginning to the end of the selection.

Possible answers may include:

- Paragraph 5, "Trash bag in hand, we start at the door and work inward, tough-minded." shows the parents' determination and single-mindedness to that task of cleaning the room
- Paragraph 7, "The first few hours are easy". Again the parents are focused on the task
- Paragraph 9, "we undergo a transformation" begins to show how the parents' feeling are starting to change, then paragraph 10, "Slowly, we change from rough-and-tumble scavengers to gentle archaeologist."
- Paragraph 11, the parents acknowledge their change in feelings, "Tough-mindedness has turned to drippy sentimentality."
- Paragraph 19, "I have strange feeling though."
- Paragraph 28, "regrets? A few. I wish..." the father acknowledges the things he would have done better, and more often.
- Paragraph 29, "Victories? A few.": The father talks about the things he is proud about. The prose ends with sentimental advice, "Go well, Rachel Elizabeth, my daughter..."

Students:

- sometimes used too much summary.
- used inappropriate quotes.
- identified the speaker as the mother or a sibling instead of the father.
- incorrectly thought the speaker was happy that his daughter was gone and that they had a really bad relationship.

Exemplars

- 6% 26. Using two specific references, show how the speaker's feelings changed from the beginning to the end of the selection.

6

From the beginning to the end of this short prose passage the feelings of speaker change from tough minded to get the job done, to caring and passionate. "Slowly, we changed from rough-and-tumble scavengers to gentle archaeologists." This quote taken from paragraph 10 allows for us to become more aware of the feeling/attitude change in the speaker. This is the point in the passage where the tone shifts. In the beginning the speaker is very sarcastic, hyperbolic, and careless; "I suggest flame throwers coupled with a front-end loader." This feeling is contrasted toward the end when the speaker says, "The cracker on the truck grinds hair curlers, and twister and junk jewelry and broken stuffed animals - and some small part of me."

Value
6%

26. Using two specific references, show how the speaker's feelings changed from the beginning to the end of the selection.

6

"The ~~first~~ ^{first} few hours are easy," was what the speaker stated at first when going through the items of less importance or on the top layer. The speaker thought the whole time he was doing this it would be easy, he figured going through his daughter's old things were going to be a piece of cake. At that point in time he had only been going through recent things. The speaker then began to get to the things of greater importance "Slowly, we change from rough-and-tumble scavengers to gentle ~~archeo~~ archaeologists." These things were of when the daughter was a child and were the things that began to spark great memories. This was when he began to realize all the fond memories they had shared together. At the end of the essay he begins to show feelings of sadness that she is gone, he keeps some ~~fond~~ things that hold great value to him like the snopy doll, and the baseball glove. At the very beginning it is as if the speaker cannot wait to clean out the room, but in the end it is as if he feels throwing out those things meant erasing memories, and forgetting them. He realizes the important things, and looks back on the things he had wished he had done with his daughter. He then realizes how fast time had went.

26. Using two specific references, show how the speaker's feelings changed from the beginning to the end of the selection.

At the Beginning of the essay the speaker is all for Rachel leaving, he can't wait to get all of her "junk" out of there, "I suggest flame throwers coupled with a front end loader" But as it moves on you can tell that he is a little unsure on what he is doing, "I have strange feelings, though. Have we sorted carefully enough", he is aside of throwing away some stuff memories of her. He manages to save some of it But even when the junk gets crushed, he feels crushed as well, "The Cruncher on the truck grinds hair curlers and twister and junk jewelry and Broken stuffed animals - and some small part of me. From this point on he really misses her, he starts to regret the things he never did and the things he did do.

6%

26. Using two specific references, show how the speaker's feelings changed from the beginning to the end of the selection.

4

The speaker's feeling changed from the beginning of the selection to the end because at first they were going into Rachel's room for one reason and one reason only, to clean it up. Once they got in there and sorting things out, they realise a lot of things. That they were throwing away her childhood memories, "The tailings of one quarter of a life stacked up in three dozen bags." Also there came to realise their regrets. "I wish I had walked in the woods ^{more} with her. I ~~please~~ wish I had gotten mad less and laughed longer." So once everything was all said and done, they decided to let her go, they came to peace about her leaving.

SECTION C - COMPARATIVE STUDY

- 25% 27. A character's goals and ambitions often come into conflict with those around him/her. With reference to one longer play and one novel from the prescribed list below, show how a major character from each selection experiences conflict with society because of his/her goals and ambitions.

A holistic scoring scale was used to grade this response.

Commentary on Response:

This question was answered adequately. The basic essay format and the using of quotes was observed in the majority of responses. Generally, students wrote more than in previous years.

Students:

- were unfamiliar with the details of the texts; they cited general references.
- essays lacked appropriate structure and connectedness between the works. Mechanical and grammatical errors were present in much of the writing.

25

~~... of the adventures of Huckleberry~~
 Finn by Mark Twain and Shakespeare's play Macbeth tell two very different stories. While The Adventures of Huckleberry Finn tells of a boy's journey down the Mississippi River, Macbeth describes a tyrant's king's dramatic rise to and fall from power. Although these pieces are so different, they both contain a similar conflict or struggle against some opposing force. In both pieces, the main character experiences conflict with society because of his goals and ambitions.

The first major character to experience conflict with society because of his ambition is Macbeth himself. Due to ~~an~~ a conversation with the three witches early in the play, Macbeth's desire to become "King of ~~So~~ Scotland" is spurred. However, to make this dream become a reality, he must murder the present King of Scotland. Yet despite his own self-recognized "vaulting ambition," Macbeth is not particularly willing to murder his kinsman whom he has sworn fealty to. Macbeth's moral conflict with himself ~~however~~ seems to ~~be~~ be for not however, for his ambitions and attacks on his ~~masculine~~ masculinity made by his wife get the better of him and he decides to murder Duncan. From the moment he states "Here it not Duncan, for it is a knell ~~that~~ That summons the to heaven or to hell,"

conflict with society.

Upon ascending to the throne, Macbeth's kingship rule quickly takes a turn for the worse. "To be thus (king)" is no longer ~~even~~ enough. He decides he must be "safely thus". His desire to remain safely king results in his murdering of his cousin and best friend, and the massacre of countless innocents, including the Macduffs. Scotland has become so bad that the Scottish can no longer call it their "mother, but [their] grave." As a result, Macbeth is thrown into a bloody conflict with those who oppose his kingship, and who wish to bring Malcolm to the throne, "from whom this tyrant holds the due of birth." Macbeth's overzealous ambition has ~~changed~~ turned him from when he was once hailed as "Brave Macbeth" to the despicable title of "Hell-hound." His desires have pitted ~~him~~ him against the people who deeply revered him in a violent conflict.

Although not a violent conflict, the main character in The Adventures of Huckleberry Finn is also brought into a conflict with society, and more specifically, its views. Early in the novel, after escaping his ruthless father, Huck is faced with a major moral dilemma. He is faced with the decision of helping the runaway slave Jim escape, or

conflict with society begins. Huck has been raised in a society where he has been taught that it is the absolute necessity of the white man to enslave ~~blacks~~ blacks. He sees freeing another human being as almost an evil thing, and does not want to be bestowed the title of "low-down abolitionist." ~~As result~~ Huck However, being "the best friend old Jim ever had in the whole world," Huck rejects the "morals" put forth by his society and sets out to bring Jim to freedom. However, his desire to free the man whom he gains a new respect for only pushes him further into a conflict with the morals of society.

Although Huck has vowed to free Jim, he still feels that what he is doing is wrong. Huck undergoes his biggest conflict with society and its morals when Jim is sold by the King and the Duke and put into captivity on the farm of Tom Sawyer's aunt and uncle. Huck can no longer decide what to do. He feels that he has actually done Miss Watson harm because he has helped her "runaway nigger" to escape. He is still chained to the idea that freeing slaves is a bad thing. Huck decides that by not admitting what he's done to Miss Watson, "I'll go

(see blank pages in back)

~~he is doing the wrong thing~~ and decides "[he] would go to work and steal Tim out of slavery again."

However, he still sees it as doing something evil because he decides "if [he] could think up anything worse, [he] would do that too." After his continuous conflict with the morals of society*, Huck finally rejects their views, even though he does not understand that he is doing the right thing.

In conclusion, although these two pieces tell very different stories, they both share a surprisingly similar aspect. Both piece demonstrates a character's conflict with society due to his desire or ambition. This type of conflict is able to ~~be found in~~ ^{transcend} all genres and is present in many, if not most, literary works.

* due to his desire to free Tim

The play Macbeth by William Shakespeare and the novel The Adventures of Huckleberry Finn by Mark Twain are comparable in that they both involve a major character who has found faults or vices in society, and because of differing ambitions, seek to separate themselves. The ambitious Scottish nobleman Macbeth, at the centre of Macbeth's action and Huckleberry Finn's protagonist Huckleberry, or Huck, both undergo a transformation leading to their experiencing a conflict with the society around them. Macbeth's ambition, which also serves as his tragic flaw, and Huck's goodness of character serve as ~~comparable~~ comparable examples of causes for a character's conflict with society.

The influences on Macbeth's ambition cause the action of the play and are similarly responsible for Macbeth's downfall and disgrace as a leader at the end of the play. The manipulation of his wife, Lady Macbeth, a character with goals and ambitions of her own; and the prophecies made by the equivocating Weird Sisters, that instill in Macbeth a false sense of security, both serve to trigger the ambition that was present in Macbeth's noble, but fatally flawed character. Macbeth recognizes this ambition in himself, as shown in the following quotation; "I have no spur to prick the sides of my intent, but ^{only} vaulting ambition, which overleaps itself and falls on the other." Macbeth's ambition leads to his decision to murder the King of Scotland, securing himself the throne, and setting in motion the events that will lead to his own disgrace as a leader, and transformation into a ruthless tyrant King.

Macbeth's conflict with society begins immediately after King Duncan's murder. As guilt and paranoia plague him, Macbeth finds himself with an evil intent to hide. Macbeth, in order to feel secure in his role as King, discovers he must commit more and more murders, including that of his friend Banquo, and the brutal slaughter of his rival's

family. Macbeth's bloodthirstiness is ~~shown~~^{conveyed} in the following quotation, "I am in blood, stepped in so far that, should I wade no more, returning were as tedious as go over." His ruthlessness is ~~is~~ shown in this speech, as it conveys his belief that to stop his tyrant reign over Scotland would just as difficult as continuing it. Macbeth has transformed from being praised as a valiant cousin by the King, to a man who is cursed, hated, and feared. The action in the latter part of the ~~part~~^{play}, after Macbeth has undergone his hideous transformation, deals with the rightful heir to the throne, Malcolm, mustering support to remove Macbeth ~~from the throne~~^{as King}, and to bring peace and prosperity to Scotland, which has been suffering under Macbeth's rule as though from a disease. Macbeth's ^{death and} downfall is brought about shortly after these events; in this case, society is the victor, and the goals and ambitions of one of the worst fiends and butchers literature has ever seen, are crushed.

Though the play Macbeth and the novel The Adventures of Huckleberry Finn differ in their subject matter, both involve characters who undergo conflicts with the society of the era because of their goals, ambitions, or values. Similar to the character of Macbeth, Huckleberry Finn finds himself disagreeing ~~and~~ and entering in direct conflict with ~~a~~^{the} society that surrounds him. Unlike Macbeth, however, it is ~~Huck~~ who is fighting ^{for} what ~~he~~ he knows to be right, despite what society has taught him.

The Adventures of Huckleberry Finn deals with the ~~adventure~~ journey that a young boy and a runaway ^{slave} undertake down the Mississippi river. The society of the time has instilled in ~~the~~ the young and impressionable Huck the belief that slavery and racism is acceptable, and it is this aspect of society Huck finds himself entering into conflict with, among others. Throughout his journey, Huck

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encounters many characters who allow him to observe the vices of society that extend beyond racism. At the start of their journey, Huck is unable to view the runaway slave, Jim, as anything other than someone's property. The following quotation clearly states this view, "Here was this nigger, which I had as good as helped to run away, coming out flat-footed and saying that he would steal his children - children that belonged to a man I didn't even know, a man that hadn't ever done me no harm." Though Huck possesses a good heart, he is unable to see past the racist values society has imposed on him. However, as Huck's relationship with Jim develops, and Jim proves himself to be a far better father figure to Huck than his own father was, Huck begins to struggle with the deformed conscience society has created in him. Huck also enters into conflict with society after observing the actions of several of its members, most notably the two con men, who go by the name of the King and the Duke. Watching the two partake in their ridiculous cons, Huck feels "ashamed of the human race", and learns that society is hypocritical, gullible, and full of other vices.

Huck's conflict with society is also a conflict with himself. As the novel progresses, Huck ~~is~~ struggles between doing what he knows to be right, and what society has taught him is right; "I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it..." Huck is stuck between his choice of helping Jim escape, or turning him in, which would bring him back to a life of slavery. Huck decides, "All right, then, I'll go to hell."; he decides to go with what his heart tells him is right in letting Jim free. Huck's decision to do what is right is a deeper comment on society by the author. With Huck's decision, he turns his back on society

See last page of booklet
↳

is a critical view of society by the author, and the events of the time is a deeper issue explored by the author in the novel's events.

Both Huck and Macbeth undergo ~~and~~^a struggle with society, and essentially with themselves, though for differing reasons. In Macbeth and The Adventures of Huckleberry Finn, these struggles lend a deeper meaning to these two pieces of literature. A comparison of the two is possible because of the transformations and conflicts experienced by their respective protagonists.

in order to live out a life, we must all live for something. It is either a specific purpose or a general goal, but ~~in~~ in any case it is the force that drives us, keeps us motivated, keeps us living.

But in some cases, our goals and ambitions is what can sometime's lead us astray. Throughout the time of great literary works, characters who are goal-oriented and ambitious are very prominent and two distinct examples of these types of characters could be MacBeth from the Shakespearean play "MacBeth" as well as Holden Caulfield from the book "Catcher in the Rye" by J.S. Salinger.

To look at these characters more closely, MacBeth's actions and thoughts as well as Holden's can be discussed. Mac Beth can be described as one of the most dimensional characters of Shakespearean works based on a variety of traits. From the beginning of the play, with MacBeth bearing the title as "Brave MacBeth, ~~and~~^{thou} dost well deserve that name", to just after MacBeth met with the three witches who informed him what he was, is, and will be, we see his goals and ambitions start to appear, ~~and~~ ~~and~~ ~~and~~ MacBeth possessed much self doubt, as well as fear stating "Present fears are less than

proleptic mind fears what will come, but what is happening is tolerable, and we see that MacBeth isn't even sure of what he himself wants. But with influence from his power seeking wife, Lady MacBeth, ~~where~~ his goal becomes to gain the power of the country and end up doing whatever it takes to obtain that power. MacBeth's ambitions become so saturated that he states "Strange things in head that will to hand, which must be acted ere they may be scanned", and now MacBeth's "black and deep desires" begin to control him. This creates so much conflict with everyone around him, his wife dies from an abundance of guilt, the country turns on him for his crude, selfish ^{reigning} ~~reigning~~, and ultimately he is killed by MacDuff, whose family was all murdered under MacBeth's command. Ambition and goals seemed to drive MacBeth to his death, is sort of giving him a reason to live.

In another example, Holden also possessed a sense of ambition and it further conflicted him with the people around him. Holden could also be described as a dimensional character having personality traits that conflict with one another. He could be considered very critical towards other people, judging practically everyone ~~as~~ he ~~interacts~~ interacts with as "phonies" or hypocrites.

continued → But in both examples, these characters possess something that they live for. Although, it conflicts them with others and sometimes even themselves they still fight for their ambition until it is achieved, and this in itself, is a good lesson to live by.

hand, Holden's most particular goal in life has to do with caring about people, trying to save them before they fall into the world of hypocrisy and "phoniness". When asked by his kid sister ~~in ~~the~~ ~~present~~~~^{Phoebe} what he wants to do with his life, Holden illustrates a picture by saying "I'm standing on the edge of this crazy cliff. What I do, I would catch everybody who starts to go over the cliff, I mean if they are running and they don't look where they are going, I come out from somewhere or something and catch them. That's what I would do all day, just be the catcher in the rye is all", and by this statement we can see that Holden cares about others and their well being. His over criticising mind, however, disturbs his relations with anyone else, but his underlying ambition still exist and he feels he is meant to save the people who haven't already "fallen" yet. Ambition in Holden's case seems to have a positive impact in his complex personality and his decisions, as well as his views on society.

And that is where both MacBeth and Holden contrast one another. They both have goals or dreams in their life, but MacBeth's dreams seem to bring him to a fatal end, while

Holden's dreams could foreshadow hope since he has elements of caring about others. ~~that when we have goals, we sometimes make it and sometimes we don't~~

often turns into a bad thing. For Macbeth, in Macbeth, and Gene ~~and~~ A Separate Peace, goals and ambition ~~and goals~~ quickly became their downfall. ~~Both~~ Both deal with their ambition in different ways, but both are scared from their lack of control over it. Both want to be the best, and ~~both~~ at the end, both regret ever wanting it at all. Their ambition causes conflict within themselves, and society.

Macbeth at the beginning of the story is a kind, decent man. But when he ~~he~~ recognizes the opportunity to become Thane of Cawdor, Glamis, and to be king, the seed of ambition is planted in him. The witches tell Macbeth that he will have those titles, and that "no man born of a woman shall harm Macbeth". From this, Macbeth gains a confidence he never had, and it just waters his seed of ambition. Lady Macbeth devises a plan for them to kill Duncan, so the crown will be Macbeth's faster - here Macbeth is weak. He is not fully committed to evil, as he could not complete the plan. But following his first killing, Macbeth gains the momentum to drive him forward for the rest of the play. "Stars hide your fires. Let not light see my black and deep desires;" his ambition is enormous, his goals to become king seems within arms reach. He disclodes Lady Macbeth from his plans, kills Banquo, kills Macduff's family - why? Because all this makes the road to his goal that much shorter. And because now he is only living to complete this, his transition to evil is complete. However, the ambition that Macbeth had to lead him to his goal eventually became

securing the spot in the witches prophecies was soon regrettable. He was overconfident that no one could harm him - until it is made known that Macduff was born of Caesarian section, therefore not born of a woman at all, but of a doctor! Macduff comes to kill Macbeth, and Macbeth realizes now that he has been tricked, and accepts the fact that there was nothing left he could do. His ambition made him leave his wife out of his plans, caused his people to lose respect for him, caused death, and eventually caused his own death. It definitely conflicted with his life and society.

Gene and Finny share a room at Devon ~~at~~ school, where they each have their own strengths. Gene is the academic leader, and Finny is the athletic leader. They are the best of friends, but Gene has a severe underlying jealousy and hostility for Finny. He believes Finny has the same for him, but that is just paranoia. Gene wants to be better than Finny. He hates how Finny can get away with everything he wants. Gene's ambition and his goal have very serious implications. He comes to ~~grasp~~ grips with ~~the~~ the situation: "you and Phineas are even already. Even in enmity. Both coldly driving forward for yourselves alone." The only thing was, Finny was never jealous of Gene. He was his best friend, after all.

One day when the boys were outside, Finny climbed up the regular tree ready to take a scary plunge into the lake below, Gene's

perhaps, Gene shook the tree, sending Finny plummeting to the ground, breaking ~~the~~ his leg, and consequently ending any athletic future he may have had. Gene couldn't understand even why he did it. His ambition to be better than Finny grew so big he could not contain it. Later, during surgery for his leg, Finny died. Gene was left now only with the guilt of the death of his best friend. He had no hatred, no ambition left. And he never had it ever again - it died with Finny. It ~~was~~ was Gene's major internal conflict, one that he would finally rid himself of 15 years later when he revisited Devon School and ~~he~~ realized that "anyone could see it was time to come in out of the rain."

The goals and ambitions of both Macbeth and Gene create conflict within themselves, and within the society around them. It ~~drives~~ ^{drove} them forward blindly, ruins the lives of those around them. Soon, their goals and ambitions consume them, becoming the most important aspect of their lives. Neither got what they wanted - Macbeth never held the crown, and his thrones for Cawdor and Glamis were very temporary. Gene was never ~~not~~ better than Finny, in fact, he was much less than him at the peak of his ambition.

Too much of a good thing most often turns into a bad thing - this ~~is~~ ^{is exemplified by} Macbeth and Gene, who learn all too soon the tragedies that can come from an uncontrollable ambitious nature.

Conflict, many characters both major and minor throughout the books and plays we have read through over the past year have used it, or because of it, become or experienced it to grow as a character. Two characters however that have experienced conflict with society because of their goals and ambitions are named. Though the seemingly unrelated characters of Macbeth and Huckleberry Finn have gone through this.

With Macbeth his ambitions were obvious. To rule Scotland and have the power of an absolute monarch. Ordinarily this would generate conflict among the people from the start, but the sequence of events throughout the play would prove to be the major conflict and downfall of Macbeth.

18.5

Huckleberry Finn

However, Huckleberry's goals and ambitions generated conflict all most ~~immediately~~ instantly. To be emancipated from his father, take a runaway slave up river to the free north, live his life how he wanted to in a "civilized world" Though ultimately Huck would triumph over his obstacles and achieve his goals.

The play Macbeth begins with Macbeth receiving a second title due to his valourous deeds in battle. Upon his throne he hears three witches prophecy that he will be king. This sets off a chain of events, that includes the murder of the true King King by Macbeth that leads to Macbeth becoming King King. At this point conflict begins. Because of his ambitious nature and suspicious circumstances surrounding his crowning Macduff does not swear allegiance to him. As the play moves forward Macbeth, who was once humbled by power and the awesome power of his title begins to become ~~more and more ambitious~~ more and more power hungry. Driven by the witches prophecy that he is invincible in battle. Conflicts at this time are what you would expect. Macduff has left for England promising to rid Scotland of it's tyrant king ~~with~~ by force with English help. Civil disorder breaks out as Macbeth attempts to tighten his hold on the general populace of Scotland.

Public support nos wance due to his ~~infectious~~ ~~story~~

Those who stay at his side or then out of fear and necessity. They've no where else to go. The final major ~~conflict~~ conflict in his life due to his ambitions is the encirclement of his fort by English forces with McDuff and the ensuing battle in which Macbeth is killed. Because of his ambitious nature and the conflict this created with those around him, ~~Mac~~ Macbeth is ultimately killed by those who once followed him.

Huckleberry Finn's adventure is much more uplifting and generally good. Huck is your average teenage boy living in the deep south in the late 18~~th~~ ~~th~~ Eighties - hundreds. He doesn't ~~have~~ have much schooling, ^{he} ~~couldn't~~ ^{can} write a little and hates being told what to do. The conflict in his story begins when his last adventure ended off. With him receiving a large amount of money for the capture of criminals his life is fine until his father ~~returns~~ and returns and demands the money. The first major conflict with society comes when his two guardians at the time attempt to adopt him. The judge at the time believes that to split up a family would be worse than Huck getting beaten every so often. Huck now runs away where he meets up with a runaway slave Jim. They now embark on a series of adventures that would see Huck deal with many big issues at the time. Such as Racial differences, how can a man such as Huck's real father be better than Jim? A man who Huck learns more from in a few weeks than years on his own and with his father. How can a society that is "civilized" own slaves, and make slaves out of good people such as Jim? Or justice in a society where a rich man can gun down a man in the streets in cold blood and get away with it? In the end when given the choice of go back to "civilization" or stick it out on his own. Huck picks the latter. Citing he can't stand the thought of being civilized anymore.

Though both very different in both character and storylines The Adventures of Huckleberry Finn and Macbeth

ones own ambitions create conflict with those around them as well as within themselves. In both the Shakespearean play Macbeth as well as J.D Salinger's novel "The Catcher in the Rye", the protagonists experience an inner struggle which leads to a mental deterioration.

In the play Macbeth the character in question ~~expresses~~ is conflicted with the growing desire of power and authority. Through the progression of the play, Macbeth illustrates that he will achieve this power through any means necessary.

Macbeth was not always driven for absolute power. At the beginning of the play he is "filled with 'the milk of human kindness'". It is not until his encounter with the three witches ~~that~~ that Macbeth is told of a prophecy in which he will become Thane of Cawdor and eventually King. Macbeth is not immediately intrigued, however, ~~and~~ and does not wish to be "dressed in borrowed robes". This quickly changes when Macbeth learns of the Thanes death and the audience, as well as the characters in the play, begin to see a change in Macbeth.

Lady Macbeth contributes greatly to her husband's pursuit of power. Without hesitation she states that "Glamis thou art, and Cawdor. And shalt be what thou art promised." Despite hearing the prophecies, Lady Macbeth decides that Macbeth is

king. ("What! thou wouldst / highly, that wouldst / thou holily... wouldst not play false yet / wouldst wrongly win.") From this point on, Lady Macbeth shows great desire to see her husband become king, even going as far as putting the daggers in Macbeth's hands to kill ^{king} Duncan in his sleep.

After killing Duncan, Macbeth begins a downward spiral in which his pursuit of power spins out of control. When a close ally ~~becomes~~ becomes suspicious in the eyes of Macbeth, the once-noble king begins to conspire with murderers and agrees to have him killed. Macbeth later hires men to kill Banquo's wife and children, showing no emotion or remorse for his actions. Macbeth not only becomes cold and calculating but also begins to lose touch with reality, hallucinating and hearing voices.

~~Macbeth's~~ ^{Duncan's} king's sons, Donalbain and Malcolm, are able to see "the daggers" in Macbeth's "Smile" and eventually ally against the power-hungry king. Macbeth, who has become so arrogant to think that he cannot be killed, is slain in the end of the play. At this point, Lady Macbeth has already killed herself and Macbeth is left not only with conflict among his people, but a conflict within himself over all the horrible things he has done.

In JD Salinger's "A Separate Piece", Holden Caulfield

connect with those around him. Holden builds and surrounds himself with a wall of superiority in which no one can enter. He uses the concept of "phoniness" as a catch-all phrase for all that is hypocritical and unjust in his post-WWII society. Holden is repelled by all of the "phony" adults that surround him yet neglect to realize that they even are phony. Despite this deep resentment, Holden himself is considered to be ^{phony} ~~phony~~ in even his concept of the term. Holden constantly talks about sex, with the reader and with those around him; yet states that he really doesn't "know what ^[sex] ~~sex~~ all about - I really don't".

Holden often fears and confuses relationships, like the ^{experience} ~~experience~~ with his teacher petting his hair as he slept. This inability to relate and connect is a great source of distress. Jane Gallagher is yet another example of this. Throughout the novel Holden longs for the relationship he had with Jane yet never ^{once} makes a move or takes the initiative to reach her.

Holden mistakes the lyrics of a song and comes up with the idea that he wants to ^{be a} catcher in the rye. He visualizes catching playing children who fall from a ledge of a field of rye, protecting them from all that is adult and "phony". The irony is that Holden thinks so much of himself ^{and little of everyone else} yet wants to ^{save} the children from becoming like he is.

In both Macbeth and "Catcher in the Rye" the lead characters experience a conflict with society and those around them while pursuing their goals and ambitions.

conflict with those around them. This is true in many cases. ~~It is what makes a~~ Conflict is what makes a novel or a play interesting and if it's a complex conflict such as ~~ambitions getting~~ society getting in the way of ambition then it becomes slightly more ~~intriguing~~ intriguing (sp?). Examples of this type of conflict are found ~~in~~ particularly in The Theban Plays as well as the catcher in the Rye, Two very interesting books, both with slightly screwed up main characters.

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The main characters in the Theban plays are Oedipus and Jocasta. In the beginning the play explains how Jocasta and her husband have been wanting a child and have finally got one. The down side to this is The ~~prophesy~~ prophesy states that this boy will grow up, kill his father and marry his mother, having children of their own. To rid themselves of this curse they decide to kill the baby, however instead of doing it themselves they trust some shepherd to carry him up the mountain and leave him there, which the man cannot do, therefore he gives the baby to another guy who gives him to the king and queen of another town who adopt him as their own. Oedipus then grows up into a man and hears the prophesy. He then leaves town so it would never come true. The irony of this event is that he hasn't been told of his adoption and while on the road he kills a man. Afterwards he becomes king and marries the Queen. Neither of them aware of the others involvement. Society gets in the way of Jocasta's goal because the man couldn't kill the baby, leaving the goal failed and the opposite happening, giving proof that if you wish something to be done then you must do it yourself. Society also interrupted Oedipus'

1 father. Society consists of the two men who brought him from his real parents to his supposed parents and also his adopted parents who denied he was not their son. By doing this society turned Oedipus' goal in the opposite direction. Instead of avoiding the disturbing curse he ran towards it. Not realizing any of it had happened until it was much too late.

The main character in the Catcher in the Rye is a 17 year old boy named Holden Caulfield. as he tells the events of his life a year earlier. Holden's main goal in life is to not grow up. He ~~is~~ believes that all adults are phonies and he never wants to become one, even though at sixteen years old adulthood is closing in. Holden is childlike in many ways. Throughout the book he asks people about the ducks in the central park lagoon and he idolizes his younger sister Phoebe, who is at that age that he wishes to be again. He talks a lot about the Museum of Natural History, as a place he went to as a kid. ~~Everything changes~~ "everything is the same inside, the only thing that changes is you." he states, as a reason why he loves it but also as a reason why he's afraid to go in, but doesn't mention this. ~~So~~

Society plays a big role in conflicting with Holden's goal of being a kid forever. First his younger brother died, which Holden thought was a pile of crap, and made him grow up a little more, which death always causes kids to do, because they have to learn to accept it and know that death happens all the time. Also Holden has failed and been kicked out of many schools over the last couple years. They expect him to grow up and are trying to help him in the journey, which is partly the point of school, but he doesn't want

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to grow up as he was ruffling himself at all and keeps failing. Society is also in his way here because he's going to have to grow up sometime soon, he can't stay in high school for the rest of his life. Also, in his childlike but older manner he accepts the invitation of a prostitute, named Sunny to come up to his room. Holden then becomes too scared to go through with it and asks to talk. Later he pays what he was told it cost and she left. ~~the~~ Soon after the pimp comes up demanding the rest of the money. With his childlike innocence he won't pay the extra money because it's wrong, but ~~see~~ Society in the form of this big man destroys Holden's goal of what's right by beating him up and taking the extra five dollars.

A character's goals and ambitions often come into conflict with those around them. Proof of this statement is in both The Theban Plays where both Jocasta's and Oedipus' goal were blown completely off track, and also in The Catcher in the Rye where Holden's dream ~~of~~ ^{of} being young forever is diminished as he gets older.

conflict around them and with society. In A Separate Peace one of the major characters, Gene is involved ~~in~~ⁱⁿ a fight with himself, and the people around him. In the play Macbeth, the main character, Macbeth is a tragic hero, which results in a conflict against everyone, including himself. These two works of art revolve around major conflicts which are with society and with themselves.

In A Separate Peace, the main character, Gene undergoes conflict with himself and society because of his goals and ambitions. Gene is a perfectionist and wants to be known as the best at everything. Finny, his best friend, is a remarkable athlete, and a sweet talker, where Gene is school smart, a bad athlete and bad at communicating. Gene, being a perfectionist is extremely jealous of Finny as he is much better at certain things. This jealousy of Finny grows bigger and bigger, until he decides to bounce a tree, ~~and~~^{which results in} Finny falling to the ground, which ruins Finny's ambitions to be in the olympics. Gene's ambition to be the best at everything crushes his best friend's dreams. All is fine until the conflict between Gene and society starts when a court hearing is held to try and prosecute Gene for causing the "accident". Therefore, the goals of Gene ultimately, kill his best friend, makes him have a conflict with society and a conflict with himself for feeling guilty about his friend.

A second major conflict in A separate peace is the one Gene has with himself when he realises

Gene, throughout the novel ~~and~~ secretly wants to be Finny, and wants to be as athletic as him, which causes Gene to undergo a sort of conflict with himself as he is competing his best friend. After Finny has broken his leg, he tells Gene that he must compete in the Olympics now. Of course Gene follows, because he is trying to prove to himself and to everyone that ~~he~~ he is an amazing athlete also. As this happens, Gene's goal to be more like Finny is actually happening. Therefore, the goal and ambition of Gene to be the best and his internal conflict happens.

The play Macbeth is revolved around the conflict that the ^{main} character, Macbeth undergoes. Macbeth is a "Tragic Hero", which means he is on all around good guy, is born noble birth, is trusted by most, but has one major character flaw which brings about ~~his~~ ~~his~~ downfall. Macbeth has great goals and ambition to be king, and this leaves him with a choice to kill the ~~the~~ current king, and he ~~will~~ will be next in line to receive the honor of being king. His wife, Lady Macbeth convinces him to do the deed, and after the deed has been completed the full weight of the deed hits him, and he is involved in an internal conflict as he says "The water of the ocean will not wash this blood off my hands." His goals and ambitions result in him having a conflict with himself and with the society, and he needs to keep what he has done a secret. Therefore, Macbeth's goals and ambitions cause the conflict that he goes through throughout the play.

major flaw which results in his death.

15 In conclusion, the goals and ambitions in the novel A Separate Peace and in the play Macbeth are the main causes of conflict, be it internal or external conflict. In A Separate Peace Gene's ~~the~~ goals and ambitions cause a conflict with all of the characters, including himself. In Macbeth the main character, Macbeth is a tragic hero and has a major flaw which ultimately brings about his downfall. Therefore, the goals and ambitions in these works cause conflict with both society and themselves.

SECTION D - PERSONAL RESPONSE WRITING (15%)

- 15% 28. *“The future belongs to those who believe in the beauty of their dreams.”* -Eleanor Roosevelt.

Write an expository essay in which you explain and illustrate the truth behind this statement.

A holistic scoring scale was used to grade this response.

Students:

- did not write in essay format. Many wrote one paragraph pieces.
- responses were often repetitive explanations instead of using variation with examples.

Exemplars

in the beauty of their ~~own~~ dreams "has been proven in today's society. The words of Eleanor Roosevelt ring true despite the ~~own~~ conflicts and problems that ~~hang~~ over today's world. Events, from the small-scale to the large, have given this statement backbones.

A little boy was recently given acclaim in the media for his actions to save thousands of homeless and displaced animals. He is an example to those far older than him, for he has made his dream come through by believing in his cause and putting a lot of work and effort into it. Similarly, an ~~small~~ event that can start off small can become greater and become a fulfilled dream if it is worked towards, concerning the top soldier in Canada, General Rick Hillier. He has recently fought to get a Tim Hortons outlet in the war-torn area that his soldiers ~~now~~ are defending. The existence of this restaurant may seem inconsequential, but it is only one of many of Hillier's actions to help improve the Canadian military and the army's morale. He is working towards his dreams of peace and helps others, but only through his persistence in accomplishing these goals. The futures that these people are attempting to create is only possible through belief in their goals.

It is this same belief that allowed gay couples the right to legally marry, one which is still being contested and argued to this day. The traditional view of marriage is a union between a man and a woman, but homosexual rights groups have ~~ambushed~~ fought to gain the same recognition

people. This is another instance where the future is shown to belong to those who believe in the beauty of their own dreams - laws were changed and a step towards equality for all people has been made.

In conclusion, Eleanor Roosevelt's words are proven by recent ~~events~~ events. Those who do believe in their dreams and work towards them have been shown to make their mark by achieving their goals.

"The future belongs to those who believe in the beauty of their dreams" - Eleanor Roosevelt.

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Eleanor Roosevelt former first wife of the United States of America spoke some of the most truest words ever spoke among man. People who believe in their dreams will do wonders for the future of yourself and the future of man. Everybody has a dream, whether it be something small or something huge, everybody has one. People who persevere with their dreams and succeed make the future a beautiful thing.

My dream in life is to become a fire fighter, my dad always wanted to be one but chose the police force instead. It doesn't require a great education so I don't need to be a honor student, thank god. It requires minimum high school and physical requirements that I can handle. So I pass these exams I will pursue my goal to become a fire fighter. That is the beauty of my dream.

When Eleanor Roosevelt said this beautiful quote, I think she meant that I can be free forever. What I mean by that is, I can have my own things, like my house, car, food, my own loving family and my independence. I can travel the world with no regrets of not doing something I always wanted to do. Regrets is something I do not want to leave this world with. I want to do everything I always

It's not just being a fire fighter
my only dream. I have many, many
dreams I want to accomplish. I want to travel
to Europe and Asia. I want to see a NASCAR
race, a hockey game, and a basket-ball game.
I want to fall in love and raise a family
in my own house and get on the highway
and drive.

Eleanor Roosevelt husband had a dream and
the future belonged to him. And I have
a dream also and I want the future to
belong to me. Dreams are the most important
things in life next to our freedom. So
while these words inspire me to move on
in my life I will thank people like Eleanor
Roosevelt for what she inspired me to do
with my future. "The future belongs to those
who believe in the beauty of their dreams".
- Eleanor Roosevelt.

Future belongs to those who believe in the beauty of their dreams, "how sweet and true those words are. There are those of us now who will lead this world some day. Children, teenagers, and we all have dreams. Some of us will follow those dreams and some of us will not. Those of us who do not, well we may have a successful future but we will never be complete. Those of us who do will have a bright, successful and happy future ahead of us. We also have those to look to. Those who made this day, their future.

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Take for example myself, I dream of some day becoming a doctor. I plan to hold onto this dream, and someday I will become a doctor. I hope to help children who are sick from around the globe. This is my future and it is looking bright.

Next take for example the girl, who dreams of writing novels and plays. People may criticize her, say what she wants is only a pipe dream. But, what if her books or plays change the literary future. If this girl did not hold onto her dreams her future would hold no light for her, she never truly would be happy.

Now take into account a great person

beauty of their dreams" was said by Eleanor Roosevelt. She knew that when people stick to their dream and wish to accomplish them, they will get it done. Dr. Martin Luther King Jr. had a dream for an America free of racism and prejudice. He worked to this dream and it became a reality, sadly dying before he could see it. Humans had a dream to reach and put people on the moon. It was said to be impossible, but in 1969, they did it. Then there's just you and me and the dreams we have in ourselves.

In the mid part of the 19th century, a man arose with a dream. He had a dream where people would not be judged by the color of their skin, but by their character. That man was Dr. Martin Luther King Jr., and he worked for his dream. He held protests, rallies & gave speeches to get the word out that something needed to be done. Sadly, he died before he saw the realization of his dream, but it didn't die. It lived on and now we see an America where people aren't judged by how they look, but by who they are, ~~as dream brought the future~~ The future belonged to that man's dream.

In the 1960's the people had another dream, put a man on the moon. It was said to be impossible. The dream was

1.10.1, someone put a man on the moon.

They had a dream that would change the future, a big dream. They worked hard though and achieved that dream, and so doing, changed the world.

In each and every person, there is a dream. Some want to be doctors, photo social workers or teachers. Each dream takes work, and each dream can change our own futures, but those of the lives we touch. There is no greater satisfaction than reaching our life's goal, and to do that, our dreams will have to change our futures.

~~The~~ The ways in which ~~dreams~~ the future belongs to those who believe in their dreams, and each way, lives were impacted. The dreams we have change lives, so it's time to work for them to change if not our futures, but of those our dreams touch.

If you believe in yourself, anything can be possible. Eleanor Roosevelt once said that "The future belongs to those who believe in the beauty of their dreams". This quote holds true for us all because having confidence in yourself and having the will to succeed will ^{undoubtedly} brighten ^{our} ~~your~~ futures.

Everyone has a dream, whether it be becoming a big star, discovering the cure for a deadly disease, or just living happily and raising a family. The importance of the dream is believing in your capabilities and knowing you have what it takes to make your dreams come true.

Someone I admire for making her dream come true is Joanne Rowling. This woman was poor and on welfare, while trying to support a child. She wrote in cafes in the daytimes to fulfill her dream of writing a great series for kids. It was hard work for her and she went through some really tough times, but because she believed in her dream and knew she was capable she created a fantastic best-selling series for kids. She got kids that hated reading to love it through her meticulous and exciting plot. Now she's famous and rich, and loving her life because she dared to make the leap to pursue her aspirations.

I haven't found my passion in life yet and I have no idea what the future holds for me. But I do know that once I discover what I

Eleanor Roosevelt once said "The future belongs to those who believe in the beauty of their dreams." This sentence, this expression, this enlightenment is powerful and ~~inspiring~~ inspirational to everyone everywhere.

Just look at the statement word by word. "The future belongs..." this means that you can achieve anything you set your mind to. "... those who believe..." ~~relates~~ relates to anybody that can accomplish ~~something~~ something, ~~which~~ which is anyone. "the beauty of their dreams." This means that everyone's dreams are worth chasing. Put it altogether and see the whole meaning "The future belongs to those who believe in the beauty of their dreams." This as a whole means that people who grasp their dreams by the horns and run with them will succeed and accomplish anything they want.

This was said by Eleanor Roosevelt ~~trying~~ trying to encourage youth around the world to believe in their dreams, and with that faith, they would succeed, hence "the future belongs..." It was designed at the time to be an inspiration and continues to do the same today to youth and adult alike all around the world.

Many people have practiced what she has preached. Bill gates for example has built Microsoft into a multi-billion dollar company, all because of a dream he had. Another example of some one who has succeeded is that student that has made sunscreen out of tea leaves. That is now a multi-million dollar business he has made because of a dream he has had.

An Easy way to explain Eleanor Roosevelt's statement is using the old saying 'if at first you don't succeed, try, try, and try again'. Therefore if you have a dream that you believe in, run with it and you can accomplish anything.

Without dreams, goals and aspirations there is no reason to live. Everyone has dreams, but only those who believe they can accomplish these dreams, will accomplish them. That is why "The future belongs to those who believe in the beauty of their dreams". Because there are the people who will be powerful in the future. People who believe in themselves and their dreams are the most world leaders, doctors, scientists and politicians. The only way to achieve great things is to set high goals.

There is no better example of this than Nelson Mandela. After spending several years in prison on account of his beliefs, he kept dreaming and working to set things straight and to free the black South African people. He was elected President of South Africa after spending over 20 years of torture in South African prison.

Whether you sitting in an South African prison or a classroom in Newfoundland, no goal is too high, no dream too far fetched, as long as you believe in the beauty of it.

"The future belongs to those who believe in the beauty of their dreams." This inspirational quote said by Eleanor Roosevelt is very true to me as, I define a ~~to~~ dream as a goal or ambition I want to achieve in life. Through dreams individuals get to be adventurous, ambitious & explore their inner selves.

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For people who dream big & use their imagination & ~~create~~ goals & ambitions they want to overcome in life, they should have a bright future. It's up to every human being what they do with their life, but knowing that world is full of opportunities, no one should settle for less than their best. ~~the~~ Dreams let people be adventurous as they can set any goal in life. The bigger the better when you dealing with your dreams.

Secondly through ambitions you want to reach in life, you will portray your strengths & weaknesses trying to succeed. But there is no point in giving up if you ~~the~~ ~~one~~ meet with failure. It will just make you work harder to reach your goal and once you overcome the ambition you will be proud of

ward to achieve it. In reference to the quote your future can be whatever you want it to be just believe in your dreams.

Lastly individuals should explore their inner selves when dreaming. figure out your ~~interests~~ interests but also your strengths + weaknesses. If you enjoy doing something then keep at it, but you can still work on ~~it~~ ~~your~~ some of your weak points as there is always room for improvement. In conclusion I think any individual can overcome any future endeavors if they believe in your dreams. People just have to use their imagination, set big goals + explore their inner talents. As Eleanor Roosevelt said, "The future belongs to those who believe in the beauty of their dreams."

English Scoring Scale			
Criteria			
Literature	Score	Language	Score
<ul style="list-style-type: none"> content displays an outstanding knowledge of subject matter choice of content is consistently clear, specific and serves to answer the question selections are consistently supported with detailed references that relate to the task (quotes...) 	9 - 10	<ul style="list-style-type: none"> introduction is compelling conclusion reinforces unity in a compelling way structure (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 matter choice of content is usually clear, specific and serves to answer the question selections are strongly supported with references that relate to the task (quotes...) 	7 - 8	<ul style="list-style-type: none"> 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) mechanics (strong grasp of conventions with some errors present) 	7 - 8
<ul style="list-style-type: none"> content displays a satisfactory knowledge of subject matter choice of content is frequently clear, specific and serves to answer the question selections are sometimes supported with references 	5 - 6	<ul style="list-style-type: none"> introduction has a general sense of direction conclusion reinforces unity but tends to be routine structure (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 matter choice of content is sometimes clear, specific and serves to answer the question selections are rarely supported with references 	3 - 4	<ul style="list-style-type: none"> 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) an organized summary is provided and is somewhat connected to the task mechanics (errors are frequent and beginning to affect readability) 	3 - 4
<ul style="list-style-type: none"> content displays an unclear knowledge of subject matter choice of content is rarely clear, specific and serves to answer the question selections are never supported with references 	0 - 2	<ul style="list-style-type: none"> introduction is unclear and has no direction conclusion is unconnected or does not exist structure (there is no flow and coherence) a summary is presented but has no connection to the task mechanics (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

TABLE 1
ENGLISH 3201 ITEM ANALYSIS
SELECTED-RESPONSE (PART I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	D	6.3	10.3	4.8	78.1
2	C	0.9	0.7	89.0	9.1
3	C	5.7	4.2	87.8	2.0
4	A	54.7	18.5	10.5	15.7
5	B	0.8	96.0	1.5	1.4
7	D	6.7	56.5	4.6	32.1
8	A	44.2	22.7	29.5	3.2
9	D	13.4	20.7	4.5	60.9
10	C	16.5	14.5	49.0	19.4
12	C	7.7	2.2	85.1	4.5
13	C	27.8	17.1	35.0	19.5
14	A	94.5	1.0	0.8	3.4
15	C	2.0	14.1	54.5	29.1
16	B	2.0	85.1	9.0	3.4
19	D	5.2	2.1	20.7	71.4
20	A	88.0	1.2	10.2	0.3
21	C	14.6	13.4	64.1	7.4
22	A	81.2	6.3	1.5	10.6
23	B	19.0	61.3	8.3	11.0
24	B	9.6	65.7	17.3	6.9

TABLE 2
ENGLISH 3201 ITEM ANALYSIS
CONSTRUCTED RESPONSE (PART II)

Item	Students Completing Item	Value	Average
6	4524	5	3.0
11	4524	6	3.0
17	4524	5	2.3
18	4524	10	6.2
25	4524	8	5.3
26	4524	6	5.0
27	4524	25	14.0
28	4524	15	8.3