

English 3201 Grading Standards

June 2007

Pre-Marking Appraisal

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

Visual: Straightforward visual. It was clear and connected to the visual elements on the list of examinable terms.

Prose: A challenging piece but appropriate. Footnoted vocabulary was appropriate. The questions were both content and language based.

Poetry: Poem was fair and related to the visual and prose piece. Questions were appropriate.

Comparative Study: Extensive knowledge of selections was needed.

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

Post Marking Report

Marking Standard and Consistency

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.

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.

Consistency Checks for Questions 27 & 28

The Comparative Essay Scoring Scale and the Personal Response Scoring Scale currently in use for English 3201 were used to score each question.

Training Session:

Markers for each question were brought together for a training session in the morning of Day 1. During this session, the questions were clarified and markers identified key points students needed to address in answering Questions 27 and 28. Exemplars, representing a cross section of student writing, had been chosen in advance of the training session. These had been photocopied, discussed by the chief markers, and had been assigned a score prior to the training session. Markers familiarized themselves with the new scoring scale by marking a sample of the exemplars. The first sample was discussed and given a table score. Following this, each marker was provided a copy of more selections and asked to score the pieces individually. All scores were then recorded on the chalkboard. Four individual pieces were scored. This enabled the markers to discuss the scoring scale and to reach common ground in marking papers. Once the discussion and training were completed, the markers worked through 50 exams and arrived at a consensus for those grades. Markers acknowledged that these were demand pieces produced by students and it was essential that this was recognized while marking.

During the training session, the following decisions were undertaken by the group:

Question 27:

Characters often encounter difficulties when their desires come into conflict with their responsibilities. " With reference to one longer play and one prescribed text from the list below, explain this statement in a well-developed multi-paragraph essay.

- Students must choose a character from each text. (Some students chose more than one character, but this was fine if well-developed).
- Students must focus on at least one major desire.
- Students must link the discussion of desire with internal conflict.
- Students must discuss responsibilities.
- There must be solid references made to both texts. (This did not necessarily mean quotes, but references must be specific enough to demonstrate a clear understanding).
- There must be a good introduction and a good conclusion as structure is important.
- There must be a smooth transition from discussion of one text to another.
- If students only gave a well-written plot summary, they would be given a maximum of 12.5 marks.
- Markers were asked to be cognizant of the fact that this is not a process piece and thus, one cannot expect flawless essays.

Question 28:

Write an expository essay addressing the effects of stereotyping on your life or the life of someone you know.

- Students must write an expository essay.
- Minimum of one illustration would suffice if two effects of stereotyping given.
- Must be a personal response (could not be 3rd person).
- Must be believable

Reliability Checks

It was essential that consistency checks were undertaken for Questions 27 and 28 as these were key questions on the English 3201 exam, comprising 40 of the possible 100 marks available. These consistency checks took place on a regular basis.

SECTION A: THE SIGHT PASSAGES (60%)

PART I: Visual - 13%

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

Value

- 6% 8. What is the message of this visual? Using two visual elements to support your answer, explain how each element is effective in supporting this message.

Answers include:

Message:

- attempt to eliminate racism
- promote equality among the races, etc.

Personal Connection/Call to Action:

- everyone needs to do their part if we are to attain the goal of eliminating racism.
- this requires that individuals question their own views.

Visual Elements:

- balance between large and small font and the black and white colours
- text allowed for a wider audience as opposed to using images which might alienate some viewers.
- lack of colour indicated that the issue is clearly “black or white” - you’re either racist or not.
- underlining the word “you” forces the viewer to reflect on his/her own views.
- the focal point is developed through the use of font, scale, proportion, and colour.
- the use of the Government of Canada logo demonstrates that this is a widespread problem that needs to be addressed.

Grading Key

- 2 marks for theme/connection/call to action
- 2 mark for visual elements
- 2 marks for explanation of the effectiveness of the visual elements

STRENGTHS:**Students:**

- were able to identify the call to action and make connections.
- recognized key visual elements and explained their relevance to the visual/theme.
- quickly identified the theme of racism and its effects and were able to expand upon it.

WEAKNESSES:**Students:**

- did not make a personal connection with what we as individuals can do to help to eliminate this problem.
- tended to provide two examples of text as opposed to two visual elements. Text is an example of a visual element.
- demonstrated some confusion in correctly defining some visual elements.

Exemplars

Excellent: 6/6

✓

The message of the visual would be to stop racism. We know this because the visual states that "understanding is the key to eliminating racism." It also says, "Help stop racism." These two statements both use words such as "eliminating" and "stop" associated around the word "racism". Also, the visual uses the contrast of black and white. Both of these shades are very powerful when it comes to a visual such as this because it could also have a deeper meaning than making the words stand out. The shades of black and white could represent the difference between black and white people. This visual could be showing how black and white work beautifully along side of one another. ✓ The visual is also targeting the reader by underlining the word "you". In this way the visual is trying to say that helping stop racism begins with you and when you stop and think about it, it really does. ✓

The message of this visual is to eliminate racism, but ~~to add to~~ that it also calls people to start to understand people of different races than your own. The first visual element which reveals this message is the contrast between the black letters on the white background and the white letters on the black background. To the audience, the contrast draws their attention and emphasizes the words. However, on a symbolic level, the contrast speaks volumes. The white letters are portrayed ~~over~~ over a black background. One could interpret this as a white point of view coming from a black background. The message is emphasized here because the white is speaking from a black perspective and also the black ends up speaking from a white perspective. If we were to give these colours races then the message becomes clear. In order to defeat racism, we must speak from a perspective other than our own race and truly understand them. The second element which supports the message that understanding is the way to stop racism is in the underlining of the word "you". Not only does this emphasize the word, but it also makes you think about yourself as a part of racism. The visual uses the word "they" initially which makes you think of a different race, but the emphasis and impact of the word "you" allows you to visualize and understand victims of racism. This visual does use many more elements to support their message that understanding different races will help end racism, but these two examples provide great support for the message.

PART II (PROSE) - 20%

Value

- 6% 17. With references to the selection, explain two ways in which the writer achieved coherence in the selection.

Answers

Parallel Structure:

- “the Dutch, the Danes, and the British”
- “the racism, the waste, the gutless politicians, the greed”

Effectiveness: brings emphasis to those involved in slavery, as well as emphasis to the problems in Canada.

Order of Development (Transitional Phrases/Words):

Spatial:

- “nearby”
- “from a distance”
- “High up”

Chronological:

- “In 1959”
- “5 years later”
- “after”
- “Then”

Effectiveness: Provides for smooth orderly flow in thought, to maintain the reader’s focus on the area being described and the sequence of points being made. It enables understanding.

Repetition:

- repetition of the question and the answer. (“Where are you from”...”Oh Canada. Fine country.”
- repetition of the word “choice”.
- “year after year after year”

Effectiveness: Used to emphasize to the speaker that Canada is a fine country.

Pronoun Reference:

- “my husband, my infant daughter, and I” is replaced with “we” later in the selection.

Effectiveness: Signals to the reader that “the family” is being affected by this experience. Avoids needless repetition and makes selection more interesting.

(other possible legitimate references)

Grading Key

- 1 mark for stating method 1; 1 mark for reference; 1 mark for explanation of effectiveness for a total of 3 marks.
- 1 mark for stating method 2; 1 mark for reference; 1 mark for explanation of effectiveness for a total of 3 marks

Students

- had little or no concept of coherence
- made reference to diction, imagery, figurative language, point of view, comparison and contrast
- confused/interchanged coherence with unity
- answers were well-developed with references, but totally missed the point with regards to the meaning of and explaining of coherence
- who scored full marks answered the question with two ways to achieve coherence, which were referenced and explained (see exemplars)

Exemplars

Excellent: 6/6

The use of coherence is critical in achieving both unity as well as flow within a piece of writing. In the selection "Slave Castles and a Chosen Land," the author effectively creates coherence through the use of parallel structure as well as through the repetition of key words and phrases. Parallel structure is an effective method of creating a list of linked ideas that sounds appealing to the reader because of the creation of unity. "I got so discouraged about the racism, the waste, the gutless politicians, the greed," is an example of parallel structure where the author lists the negative aspects about living in Canada in a way which is uniform and fluent in the writing. Secondly, repetition is used for the principle purpose of emphasizing or stressing important aspects of the selection. A key phrase which is repeated numerous times in this selection is "Get Oh, Canada, fine country." This phrase is repeated to emphasize the reader's appreciative tone that she is so thankful to be a Canadian citizen.

Value 6% 18. Using two references to the selection, explain why the narrator is proud to sing.

There are many ways to achieve coherence in a piece of writing. In the selection, Slave Castles and a Chosen Land, by Audrey Thomas, the author achieves coherence in many ways. One way in which the author achieves coherence is by using parallel structure, like in the sentence "the racism, the waste, the gutless politicians, the greed", where the list all follows the same structure. Another way in which the writer achieved coherence in the selection is transitional words such as, "Get", "Then", "Alas", "When", and "After". These words help to ease the transition between thought ideas, creating a sense of flowing and coherence.

coherence is very important when writing a piece of literature. In the story "Slave Castles and a Chosen Land" ~~reke~~ by Audrey Thomas, coherence is achieved by the use of parallel structure and closing by return. First of all, using parallel structure creates coherence because ~~when the author was talking about it~~ it creates ~~order~~ when the author is speaking. In the lines "I get so discouraged about the racism, the waste, the gutless politicians, the greed" parallel structure is effective in organizing her thoughts and ^{emphasizing} clearly conveying her disappointment with racism and greed. Also, the author uses the technique of closing by return to create coherence. At the beginning she talks about when she moved to ~~Canada~~ this "fine country" and then at the end she ^{restates} ~~says~~ that Canada is a great place. This creates coherence because it unifies the text, and the story comes full circle. The whole story is related together, and the reader understands the message better.

Value

60%

18. Using two references to the selection, explain why the narrator is proud to sing.

Fair: 3/6

Two ways in which the writer achieved coherence are she emphasized certain phrases such as "Year after year after year". It makes us understand that slavery went on for such a long time and freedom was never achieved until later when it should have been done sooner. Another way in which the author, Audrey Thomas, achieved coherence is how she describes and explains certain things. For example, she explains of how Ghana is "still ~~red lent~~ with sorrow and fear". Her word choice and storyline makes this piece very coherent.

Value

- 6% 18. Using two references to the selection, explain why the narrator is proud to sing, "Our home and chosen land" on Canada Day.

Answers

References had to be to a direct quotation other than to the quote given in the question.

- "Oh Canada fine country (par.2/par.10).
- "We stood in dungeons where the slaves...lie down." (Par. 8)
- "'Canada' because I couldn't say 'United States in such a place.'" (par. 11)
- "After we returned to Canada ... comfortable in North America." (Par. 13)
- "too many choices; I was overwhelmed" (p. 13).
- option of choosing "such a good place. Such a "fine country". Par. 12).

(other possible legitimate answers)

Grading Key

- First Reference to why proud: 1 mark; 2 marks for explanation for a total of 3 marks.
- Second Reference to why proud: 1 mark; 2 marks for explanation for a total of 3 marks.

Students:

- who scored full marks provided references and well-developed explanations (see exemplars)
- had comprehension problems (i.e. slavery still going on in Ghana; others thought Canada is where slavery took place in this selection)
- made points, explained them, but made no supporting references
- gave references, but did not explain them fully

Exemplars

Excellent: 6/6

The narrator is very proud to sing "our home and chosen land" on Canada Day because she is happy she lives in a country that is full of choice. This is evident when she says, "I realize today how lucky we were to ~~have~~ have the option of choosing such a good place such a fine country." She is proud of what Canada is, a country where people have choice and do not live in fear that they will be locked in dungeons and sold like legs or coconuts. Another example of ~~how~~ ^{why} to a narrator is proud to sing is she has now begun to understand what being Canadian means. At the beginning she said, "I felt uneasy laying claim to Canada, and I was at a loss to say what being Canadian meant" However, during her trip to Gabna she has realized that Canada is freedom and choice and she is happy and proud to be a part of it.

(2)

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and she is glad she lives in a country where she will never find herself in such a situation.

and "bursts into tears" from emotion.

In "Slave Castles and a Chosen Land", the narrator is proud to ring, "Our home and chosen land" on Canada Day because she is happy that she has the freedom to live in a country where she is permitted to make her own choices. This sense of pride is evident when she ~~refers to~~ ^{refers to} her time spent in Ghana. Although the country was visually beautiful, the narrator states that the ~~place~~ ^{15th century} "place was redolent with fear and sorrow". She imagines the slaves brought by European nations to their "claustrophobic ~~and~~ antechamber", ready to be traded or sold to the next bidder. The people in these slave castles "had no choice at all". In fact, the narrator compares these poor slaves to mere "goods" to be sold on a whim. This was not ~~the kind of~~ ^{the kind of} life the narrator ~~wanted~~ ^{wants} for herself. On her return ~~to Canada~~ ^{home}, the narrator is struck by the array of choices with which she is presented, particularly when she goes to the local Super Value. Although she ~~says~~ ^{says} that "Canada is far from a perfect country", it is one that she can be proud of because she is free to make her own choices, no matter how big or small. For her, Canada is indeed a "fine" country.

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PART III (SIGHT PASSAGES-CONNECTIONS)

Value

- 10% 19. In two well-developed paragraphs, compare and contrast how the prose selection “Slave Castles and a Chosen Land” and the visual “They’re All the Same,” illustrate how choices affect our lives and the lives of others. Support your answer with one reference to “Slave Castles and a Chosen Land” and one reference to the visual “They’re All the Same”.

Answers

Prose

- the narrator’s choice to visit Ghana affected her life by making her more aware of racism in the world.
- the narrator’s choice of Canada affected her life and that of her family by making them realize how much choice they had (i.e. buying products in the Super Value) in comparison with citizens of other countries, many of whom lack not only choice but basic freedoms.
- the choice of European colonialists to practice slavery adversely affected the lives of the slaves by removing their choices.

Visual

- Viewers are asked to make a choice to “help stop racism”. In the questions “Are They? Are You?” in response to the “They’re All the Same.” Hypothetically, the choice by the viewer to “put [him or herself] into the other person’s shoes could change the life of minorities for the better by promoting better interracial understanding and affecting the life of the viewer by making Canada a more tolerant place in which to live.

Comparison of the two:

Similarities:

- both suggest that Canada has work to do in order to promote understanding of all citizens from different backgrounds.
- both suggest that Canadians have legal/constitutional freedom of choice lacked by citizens of other countries.

Differences:

- the prose suggested the idea of choice indirectly, while the visual constituted a direct appeal (a call to action) to citizens of Canada to make the right choices
- the prose and the visual differed in tone. Whereas the prose was generally positive, though cautioning (including as it does with the narrator proudly singing the anthem), the visual, with its stark black and white composition and terse diction, is far more serious and business like

Students

- fared rather poorly, with marks generally falling in the 4-6 range
- wrote mini-essays on the topic, or wasted a paragraph with general introductory considerations
- considered how choices affected lives in each selection, with little or no discussion of comparison and contrast between the pieces

Exemplars

Excellent: 10/10

In both the prose selection "Slave Castles and a Chosen Land" and the visual "They're All the Same" the idea of the freedom to choose how one ^{lives} ~~lives~~ is presented. In "Slave Castles and a Chosen Land" the ~~speaker~~ narrator reveals how being able to choose where she and her family lived was significant in her life. ~~After~~ After seeing how millions of African slaves were treated during the slave trade, something as simple as grocery shopping leaves her to tears because "there were too many choices". In "They're All the Same" the choice ~~is still there~~ is still there, the speaker is just asking the audience to make it. The line "Put yourself in the other person's shoes" is asking the audience to consider how others feel before making a choice or how to act.

While both the prose and the visual are asking their audience to make a choice, they do it in different ways. The selection from "Slave Castles and a Chosen Land" illustrates how choosing where to live and how to treat others affects an individual. The narrator in "Slave Castles and a Chosen Land" states that there should be a "moral burden" on anyone who "lives a comfortable life". In the visual "They're All the Same" the speaker is calling individuals into action. By saying things like "Understanding is the key to eliminating racism" the speaker is asking the audience to take time to understand other people before making a choice about how to treat them. While both selections present their messages in different ways the idea is the same - society needs to make careful and informed choices in order to have as positive an effect as possible on individuals.

In today's society in the Western world, the vast majority of us have the ability to make choices and decisions regarding our lives. Both selections, Slave Castles and a Chosen Land, along with the visual "They're All The Same," show us the impact of our choices. In Slave Castles and a Chosen Land, the narrator has the choice of saying which country she belongs to, "my husband asked me later whether I had said 'Canada' because I couldn't say 'United States' in such a place." The narrator grows to appreciate the fact that she has a choice as to what free land she can call home, however the slaves only had the choice of listing their masters; they would never have a home. The visual "They're All The Same," echoes the speaker's opinions by showing that no one is greater than anyone else. "Understanding is the key to eliminating racism," is reflected by the narrator's thoughts after her trip to Ghana. She understands what the slaves went through and can relate to their experience. Due to this understanding, her views as a humanitarian have been forever changed, like the visual ^{into put herself in the other person's shoes} says, she has been able to

Good: 8/10

The Prose selection "Slave Castles and a Chosen Land" and the visual "They're All The Same", both illustrate how choices affect our lives and the lives of others. "Slave castles and a Chosen Land" illustrates how choices affect our lives because ~~is~~ the narrator and her family had to move to America ~~was~~ where slavery was (used to be) ^{allowed} ~~prohibited~~ instead of Canada then they wouldn't have as many choices offered to them as their rather than if they lived in Canada. A reference from the selection is, "There were too many choices, I was overwhelmed". On a larger scale this meant that ~~by~~ moving to Canada there were so many more choices offered than if they moved to a country where slavery was going on. They would have no choice's if they decided to move to a place other than Canada. P.

The visual "They're All The Same" illustrates how choices affect our lives and the lives of others ~~the~~ ~~about~~ because by saying "They are all the same" ~~means that~~ is a racist comment ~~etc~~. Everyone is different and by saying "They are All The Same" they may feel as though they are being stereotyped. Whereas they know that they are different and unique in their own way. Also once the racist realised that what they once said was ~~a~~ very offensive then they may feel guilty for saying this to an individual. This all ~~has~~ has to do with "understanding" that racism could have been eliminated ~~or~~ if ~~the~~ the racist only understood the concept of racism a bit better.

PART IV: Poetry - 17%

Value

- 6% 25. With two references to the text, explain why “Geography Lesson” is an effective title for this poem.

Answers

Literal:

- Best discussion of literal meaning of title would deal with the lessons learned at altitude regarding the way humans have reacted to the geography of the land.
- Best supported in lines 2-3, 10-12, 14, 18-19

Figurative:

- Best discussion of figurative meaning of the title would deal with what the speaker is unable to explain at altitude. He/she learns that geography doesn’t explain conflict in the world.
- This is best supported in lines 20-24.

*Some students approached the question by discussing the word “geography” on the literal side, and “lesson” on the figurative side; this was done well in some cases.

Grading Key

- 1 mark for each reference for a total of 2 marks.
- 2 marks for discussion of first reference.
- 2 marks for discussion of second reference.

Students

- attempted some general discussion, with no relation to the question asked. This suggests a lack of understanding of the question, and more specifically, the word *effectiveness*
- looked at the literal interpretation of the title, but not the figurative

Exemplars

Excellent: 6/6

"Geography Lesson" is a very effective title for Zulfikar Ghose's poem. It literally describes what the earth looks like at each height from the jet and the population patterns of man. "When the jet reached ten thousand feet, it was clear why the country had cities where rivers ran and why the valleys were populated. The logic of geography...", it literally gives us a geography lesson. However, it also shows us another type of lesson; a symbolic lesson. Each new height symbolizes a new perspective on man's existence; "But it was difficult to understand that the men on the earth found causes to hate each other, to build walls across cities and to kill.", this places the flaws of mankind in simple terms, and gives the reader a symbolic Geography Lesson. This title is effective in both a literal and figurative sense.

Value

6%

26

With two references to the text, explain how repetition is used effectively in the poem.

Answers

- Repetition is found in the first and last lines of stanzas one and two. In these two stanzas this repetition serves to emphasize the content within each stanza as it relates to the observations of the speaker at each altitude. The changing perspective is the focus here. (References: lines 1 and 8; lines 9 and 16).
- The word “clear” or the phrase “it was clear” is repeated in lines 2, 10, and 18. This repetition emphasizes the sense of enlightenment that the speaker experiences as altitude increases. However, and more importantly, the break in this repetition with “it was not clear” (line 24) contrasts this sense of enlightenment with feelings of bewilderment.

Grading Key

- 1 mark for each reference for a total of 2 marks.
- 2 marks for discussion of first reference.
- 2 marks for discussion of second reference.

Students

- looked at one example of repetition only
- had some general discussion with relation to the question asked which suggests a lack of understanding of the question, and more specifically, the word “effectiveness”
- applied the general theme of the exam (i.e. racism) to the poem, which does not really apply

The poem "Geography Lesson" shows the effective use of repetition throughout the poem. This is demonstrated through the repetition of the phrase "it was clear" throughout the poem. At each new height, or perspective, all of man's choices were clear; why they settled by rivers and valleys, how cities were arranged. It was emphasized how everything "was clear". However, in the last stanza something "is not clear"; why men found reasons to hate and kill each other. The repetition of "it was clear" is used to show contrast in the poem at the last stanza. ✓
~~Another~~ Another repetitive phrase was "When the jet", which represented a new perspective at each height; a broader perspective. At first it was low, and looked at cities, then countries, and then the whole world; which revealed the global concern of man's hatred. It is through these select ~~one~~ phrases that ~~no~~ repetition is effectively used throughout the poem.

SECTION B - COMPARATIVE STUDY

- 25% 27. “Characters often encounter difficulties when their desires come into conflict with their responsibilities.” With reference to one longer play and one prescribed text from the list below, explain this statement in a well-developed multi-paragraph essay.

Answers

A holistic scoring scale was used to grade this response.

Commentary on Response

This question was answered better than in previous years. Students are writing more and their knowledge of language conventions and essay structure is improving. However, many students focused on the word “conflict” in the prompt and their essays tended to discuss the types of conflict rather than the conflict which arises from the character’s “desires” and “responsibilities”.

Students

- wrote essays which were plot heavy with little depth of analysis
- used key words from the question - *desire, conflict, responsibility* - which was good
- had trouble dealing with the word “*difficulties*” from the prompt
- treated the question as a thematic statement
- were not effective in supporting the idea and the analysis when using quotes and references
- had introductions and conclusions that were weak
- had trouble meeting the “outstanding” and “strong” and “compelling” levels of the scoring scale
- who used the side-by-side method of development generally did not score high because transitions were lacking
- appeared to have not read the text. They were not being specific in their references to the text and hence, their answers were not convincing.

Everyone is at war with themselves to remain faithful to their responsibilities. Often times, the deepest forbidden desires breach the surface of our minds and are able to obtain the better of us. This is evident in the character Macbeth in the play Macbeth and within Gene Forster in the novel A Separate Peace. Each character struggled and failed to remain true to their responsibilities.

The play Macbeth revolves around Macbeth and his internal struggle of good versus evil. It is evident that Macbeth holds the title of "brave Macbeth" an honoured and valiant individual. However, the words and trickery of the three witches make him power hungry. He is unable to hold his noble ways even though he has "no spur to prick the sides of my intent, only vaulting ambition". This leads him to murder Duncan, even though Duncan has done nothing to him, his thirst for power overrides all that is right. Lady Macbeth also adds to his pressures, pushing him to "look like the innocent flower, but be the serpent under it". Her evil ways and "direst cruelty" makes

her a prime factor in the change of Macbeth. ✓
Macbeth himself even feels guilty of his thoughts, he does not want anyone to know what he is thinking, he states "Stars hide your fires, let not light see my dark and deep desires". Even though he is battling with an enormous internal struggle he continues towards his ambitions "The greatest is behind". His eyes become shielded by power and pure evil he no longer cringes to the sound of suffering screams. He slaughters the innocent Lady Macduff and children because he sees Macduff as his only barrier between him and the title of King. With every known force combined from the witches apparitions, to truly

evil wife, Macbeth is consumed by evil. His struggles with himself have diminished because he has "stepped in blood so far" there is no turning back. This is a prime example of how unworthy desires are sometimes able to override an individual's responsibilities.

Although A Separate Peace is nowhere near as dramatic as Macbeth, it still contains the elements which allow the mind to shield us from what is right. Gene Forrester is an average student at the private school Devon. His best friend Phineas (Finn) is easy going and loved by all who know him. Finn's personality could help him talk his way out of any trouble bound situation. The abilities and magnetic personality that Finn withheld made Gene extremely envious. It is ironic that Gene would say "wars are created by the ignorance of the heart" when he himself was jealous of Finn. He had created a war with himself towards his responsibilities of remaining a loving friend. Like Macbeth, Gene had

In both "Macbeth" by William Shakespeare and "Schindler's List" by Thomas Keneally the idea of characters encountering difficulties because of the dichotomy between their desires and responsibilities is integral.

"Schindler's List" expounds greatly on the conflict with reference to desire and responsibility. Oskar Schindler, a one-time Nazi sympathizer struggles throughout the novel with what's easy, what's morally justified, and where his responsibilities lie. A German who felt responsible to the contribution of Germany during the war would be expected to do their part, however, rather than be a "model" German citizen Oskar constantly makes trouble for the regime out of an unexplainable moral righteousness. He ensures the safety of over a thousand Jews in his factory, quite contrary to party doctrine. His desire to be responsible to the Jews comes in conflict with his obligation and responsibility to the party and country he was "loyal" to. He

ensured the Jews safety through outrageous
bribes and a heavy deal of lubrication from
liquor, making sure they did not end up dead
in a concentration camp. As his advisor and
friend Itzhak Stern quoted from the Talmud
"He who saves a single soul saves the entire world"
a principle which Schindler worked vigorously
towards, circumventing SS policy of extermination
of the Jews. Even to hasten the defeat of
his own country during world war II and to
hasten the downfall of the regime installed
herein. For Schindler appropriated funds
to the dispersion of partisan and Zionist
groups. As well, his factory in ~~Brinnitz~~ Brinnitz

was said "not to produce a single shell or working ammunition", Oskar used technicians to mystify and confound Nazi officials when his factory was not working at all. Oskar put his faith in his desire for a greater good and it was out against whatever responsibility might've been owed to party and country.

In "Macbeth", the eponymous character Macbeth stands in the center of a tangled web of responsibilities, desires and ambitions. The play begins with Macbeth proving himself to "good King Duncan" on the battlefield by winning great honour in a civil war; being a subject to the king he proved his responsibility by literally eviscerating a man two. However, rather than respect his duty to the king, Macbeth, urged on by Lady Macbeth and cajoled through the prophesying of the witches, forsakes his responsibility in favour of his own desire for power. Macbeth deliberates in private over the matter

Macbeth decides to honour his responsibility to the King, but is quickly persuaded by his lady because she questions his manhood. With the great deal of responsibility owed to King Duncan who made Macbeth Thane of Cawdor. In recognition of his achievements, Macbeth is instead trapped by his desire and murders the King as a guest in his own home. With the rampant dissolve of his moral fortitude, Macbeth falls prey to hallucinations, insomnia or "Macbeth does murder sleep" and finally a paranoid insanity. The great juxtaposition of his desire for power proves his undoing as he is unable to deal with the scism between it and his responsibility.

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Characters often encounter difficulties when their desires come into conflict with their responsibilities. They often are forced to choose between doing what they have to do and doing what they want to do. ~~This can cause conflict~~ In both "Macbeth" by William Shakespeare and J.D. Salinger's "Catcher in the Rye," this becomes evident. The character often encounters ~~the~~ downfall as a result of ~~the~~ the choice they make.

In "Macbeth", the main character, Macbeth, is known for being a great soldier and a loyal subject to the king. However, he meets a group of witches who ~~for prophesy~~ say he will become the Thane of Glamis, Thane of Cawdor, and eventually the king of Scotland. He disbelieves them at first, until the first two prophecies come true. After this, the thought of becoming king occupies his mind. He eventually comes to the decision to kill his beloved King Duncan, in hopes that he will be made king. He had no hatred or any feelings other than love or loyalty for Duncan, but killed him because of his desire to be king himself. He states, "I have no spur to prick the sides of my intent, only ~~vanishing~~ ambition which overleaps itself and burts on the other." ~~after~~

After Macbeth becomes king, he becomes obsessed with gaining power. He becomes a ruthless tyrant, killing anyone who stands in his way. ✓ Eventually, he stops considering the consequences before killing, saying, "let the firstlings of my heart be the firstlings of my hand," meaning he ~~was~~ no longer hesitates to kill. This desire to become an all-powerful ruler comes into direct conflict with his responsibilities as king, being to care for the people of Scotland. He tends to either kill them or force them into fleeing the country rather than being concerned for their well-being. This ruthless quest for power left Macbeth alone at the top, with nowhere to go but down. With false security instilled by another of the witches' prophecies, he goes to battle with Macduff, who is the only ~~man~~ man standing in Macbeth's way. Macbeth's foolish search for greatness led to his great downfall, being left alone and killed as he killed so many others.

J.D. Salinger's "Catcher in the Rye" presents a ~~little~~ different set of circumstances. The main character, Holden Caulfield, feels difficulty fitting in ~~in~~ with society. He feels all those who conform to society's standards are "phony" and he dislikes them. ~~Holden's great desire is to protect~~ Holden admires children because of their innocence and the fact that they neither know nor care ~~about~~ what society ~~is~~ expects from them.

He feels a desire to protect children from society's benchmarks; to guard their innocence. He feels that once somebody has grown up, they lose their innocence and become "phony" just like everyone else by complying to what is socially expected from them. He imagines his dream job as being a catcher in the rye, where he would "be on top of this crazy cliff," where there are children playing in the rye field, and he would "catch them if they started going over the cliff." This metaphorical cliff represents Holden's idea of the transition from childhood to maturity. He sees it as a great downfall, making the cliff an appropriate analogy.

However, Holden experiences conflict concerning his desire to protect the innocent. He is encouraged by his family, friends, classmates, and teachers to grow up. They feel he needs to become responsible for his actions, and to be more mature. However, when he is confronted with these suggestions, he tends to run from the problem, in a portrayal of a very childlike action. Eventually, his desire to remain an innocent, carefree child clashes with society's pushing expectations for him to grow up and conform, and he buckles under the pressure. He becomes almost completely discouraged, and again ~~he~~ talks of running from his problems and going out west to live by ~~himself~~ himself. He speaks of suicide and fantasizes of talking to his deceased brother, Allie. He ~~seems~~ loses touch with reality almost completely, ending up in a ~~psychiatric~~ psychiatric institution.

Responsibility and desire are the two main components that make up our actions, and ~~when they do, it is not~~ it is visible that when they clash, they do so with ferocity. They tend to leave a character broken or downstressing. ~~with very~~ The difficulties experienced from a conflict between responsibility and desire can be ~~any~~ death, mental breakdown, or anything in between.

Characters often encounter difficulties when their desires come into conflict with their responsibilities. They often are forced to choose between doing what they have to do and doing what they want to do. This can cause conflict. In both "Macbeth" by William Shakespeare and J.D. Salinger's "Catcher in the Rye," this becomes evident. The character often encounters ~~the~~ downfall as a result of ~~the~~ the choice they make.

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SECTION C - PERSONAL RESPONSE WRITING (15%)

- 15% 28. Write an expository essay addressing the effects of stereotyping on your life or the life of someone you know.

Answers

A holistic scoring scale was used to grade this response.

Students

- were familiar with essay structure
- generally understood the term “stereotyping”; however, it was sometimes confused with racism or discrimination
- had responses which were primarily narrative rather than expository; however, students did use brief narratives as a method of development in exposition.
- had responses which were often of a general nature; students either were not personal in their responses or effects were implied rather than stated. Some responses contained no effects at all.
- overused clichés and colloquialisms such as “This day and age” and “never judge a book by its cover.”
- had problems with subject-verb agreement.
- Had trouble with use of conventions (I, myself; affect/effect, cloths/clothes)
- deducted 5 marks if their responses were primarily narrative rather than expository, therefore, the top mark for this narrative would be 10/15.
- responses which were general about stereotyping instead of specific to the person or someone they knew, were deducted 4 marks. The top score would be 11/15.
- were giving unrealistic situations for exposition. This is a non-fiction task, but student chose to fictionalize their accounts in their essays.

Exemplars

Excellent: 15/15

Guys and Dolls

A boy should not be allowed to play with dolls. Dolls are for girls. This was the defining idea of my childhood, that I was less of a boy in the eyes of society. Yes, playing with dolls is not something that every ~~and~~ boy did but it was what I did and I still believe that there is nothing wrong with that.

I am gay. As I write this on paper, I am still unable to quite understand exactly what that means. I know that I am a man who is attracted to other men, but the remainder of the definition of homosexuality is unclear to me. The reasons why this is unclear to me is because society has created an image of what homosexuality is. This societal view was created by everybody whether they are homosexual or heterosexual. Basically it is this concrete definition which is creating my unclear self image.

The stereotypical gay man has dyed hair, and waxed eyebrows, pink shirts, girly mannerisms, designer clothing and consumed with the sexual aspect of life. ~~Some~~ Heterosexuals see this stereotype all the time so it is what they believe. However, this image is far from what most homosexuals are like. In fact, many homosexuals aspire to have a family, act like heterosexuals of the same gender and just want to fit into society which proves to be a difficult task. To add to the physical stereotypes of homosexuals many people believe that homosexuals are child molesters, perverted and live an unclean life. Is it even possible for a gay person to make a first impression with this stereotype? How can anybody function in society when they are automatically deemed a child predator?

In my life, I want to do everything possible to shed my stereotypical coat and allow people to really know me. In my school, I try and remain positive, helpful and fun. If more people approach me and more

people understand me than I have done my job and destroyed the stereotype which society has built in that person. My goals in life are to be successful and passionate in my work, have a family and live life without barriers. Then again, isn't that what any normal person would want?

What can we do to help end this stereotype? First, we need to introduce kids to the truths of homosexuality at a young age. If teachers and parents tell their kids that gay people are just like regular people then we can prevent them from ever being brainwashed into the close minded stereotypes of our society. Finally, love your children, love your family, and love your friends, even if they play with dolls.

I often find the term "general harmony" comical. Basically, it is an excuse for humans to go about their lives, pretending to be understanding and caring for one another, but can go on violent rampages if, heaven forbid, someone should offend them. Such can be said about the situation between Christians and Muslims in the once-noble Land of The Pharaohs.

I cannot say I have been a victim of the physical violence that sporadically erupts from this imposed harmony, but I have been affected by the potentially harmful slurs and epithets that get thrown around in the humid climate of Cairo. It sometimes angers me, and sometimes saddens me to think of the land I once called home in such a state. Not even the beautiful summer weather and jogging blondes can cheer me from this state of despair.

One hopes that upon moving to a country as understanding as Canada, you would escape the stereotypes, or any stereotypes whatsoever. But perhaps, as children, we mislabel stereotyping as curiosity, and don't see any offence in asking if your humble abode happens to be shaped like a pyramid, or if generations of genetic mutations have forced you to "walk like an Egyptian". The fact of the matter is, it is difficult to overcome such stereotypes and develop an identity of your own. You hope to God to have the ability to develop and create your own identity, not be handed one.

The best thing that appealed to me at the time was to simply "go with the flow"; laugh off all the jokes and stereotypes and develop an identity from that. I can honestly say I was successful in doing so, only to find the stereotypes of Middle Easterners to follow. It seemed to me like people had nothing better to do than to label and classify others. What was most irritating about doing that was, they automatically classify themselves as the supreme rulers; the "right ones". To them, the world revolves around their language, culture, music, ideologies and manners. Anything else is "backwards". If we are

to be thinking in that manner, perhaps I should have posed the question "which language came first; English or Arabic?". Assuming I am speaking to the most educated individual in the world, the answer would be "Arabic". Then whom, may I ask, is speaking backwards?

If I was to think in that manner, however, I would ~~not~~ be degrading myself. But I also came to a critical conclusion about life, and what I have been doing to find my identity within that life. I realized that you will face misunderstandings and offences in life, ^{so} ~~but~~ you should always be prepared to face such offences. How, you may ask? Let not others define you, nor should you define yourself according to others; but be your own individual with your own identity. Stereotypes will come and fall, but an individual's personality and accomplishments can outlast any stereotype in the world.

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In simpler words: build an identity, don't search for one.

Stereotyping is an issue that never seems to fade. It is constantly being mentioned in school and on the news ~~always~~ and is constantly referring to different types of stereotypes. Recently on the news there was a report that addressed the ^{newly developing} stereotype that is being placed on men, especially fathers. This stereotype is that all men are possible sex abusers and it is quickly destroying the ~~with~~ stereotype that men are the protectors of families. This stereotype is not only a hot topic on news programs around the air ^{but} it is also having an ~~affecting~~ ^{effect on} the life of one of my friends. The effects of such a stereotype include the loss of trust towards men, the depiction of ~~many men's~~ ^{a man's} confidence and also a ~~lack of~~ ^{fear of using} affection towards ^{their} children.

This stereotypical issue has caused many people especially women to question men when they are with their children. Not long ago my friend was out walking with her father and was questioned by another pedestrian why he was with my friend. My friend's father quickly replied that he was her father and although very hesitant the pedestrian let it slide. This situation proved that men have been afflicted with the stereotype that they are all possible sex abusers. It is obvious from the situation above that this ~~situation~~ stereotype has caused many people to lose trust in men. It is very common for pedestrians to have a negative reaction when they see a man walking with a young girl. This lack of trust not only affects fathers ~~but also~~, like my friends, but also male teachers and coaches that are interacting with children. This lack of trust ~~has~~ caused men to be self-conscious and become

unconfident in their jobs as a father, teacher or coach.

Confidence is important when trying to ^{have} ~~make~~ an influence on children, ~~and because of~~ The increasing belief that men are dangers to society ^{has caused the} ~~the~~ influence that men have on children is ^{to diminish} ~~diminishing~~ because of a lack of confidence. Not only are the children affected but many men become depressed when they feel they cannot have a relationship with their child without being considered a child abuser. This lack of confidence has caused men to separate themselves from their families because they are afraid showing their child affection will have a negative effect on how people view them.

A lack of affection towards a child from a parent can have horrifying effects. The child may not feel loved and may end up jeopardising their future. So ironically by placing this stereotype on men we are doing to our children exactly what we wanted to stop. With the belief that men are child abusers they cannot hug their children without getting looks and potential remarks from bystanders.

This stereotype is obviously having negative affects on the good fathers of our society. The situation that occurred to my friend began my hate for this overprotective stereotype. I believe it is important to protect our society's children but by ^{questioning} ~~condemning~~ ~~their~~ any father with their child is most certainly not a way to see positive results in the protection of our children.

English Scoring Scale Criteria			
Literature <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...) 	Score 9 - 10	Language <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) 	Score 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	33	5.55.5	8..... 8
3.5.....5	6.....9	8.5 12.5	3.53.5	66	8.5..... 8.5
4.....6	6.5.....9.5	9 13.5	44	6.56.5	9..... 9
4.5.....6.5	7.....10.5	9.5 14	4.54.5	77	9.5..... 9.5
5.....7.5	7.5.....11	10 15	55	7.57.5	10..... 10
TOTAL (25 %) - Literature + Language					
Literature (15 %)			Language (10 %)		

Personal Response Scoring Scale	
Criteria	Score
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
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
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
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
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 I

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

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	D	20.3	0.9	0.2	78.6
2	D	2.2	13.8	8.5	75.1
3	B	8.1	58.5	15.9	17.3
4	A	65.2	17.3	8.9	8.3
5	A	54.6	0.9	40.0	4.4
6	D	0.6	26.9	5.7	66.7
7	A	75.5	0.6	7.5	15.9
9	C	7.5	8.0	49.3	34.6
10	D	0.8	9.0	11.4	78.6
11	D	5.3	18.2	2.6	73.6
12	B	11.0	74.8	5.6	8.3
13	D	60.9	3.7	7.3	27.9
14	B	12.9	63.6	13.7	9.5
15	B	16.0	69.5	4.9	9.3
16	B	3.3	66.2	15.5	14.5
20	A	58.5	15.0	21.1	4.3
21	A	58.7	4.3	10.1	26.1
22	D	2.4	0.2	4.1	92.7
23	D	12.7	16.5	4.4	65.6
24	B	5.4	76.2	5.4	12.0

NOTE: Percentages may not add to 100% due to multiple answers or missing values.

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

Item	Students Completing Item	Value	Average
8	4548	6	4.3
17	4548	6	1.48
18	4548	6	4.0
19	4548	10	5.24
25	4548	6	3.43
26	4548	6	2.88
27	4548	25	14.83
28	4548	15	8.41