

**English 3201  
Grading Standards  
June 2008**

## **Pre- Marking Appraisal**

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

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

**Prose:** A fair selection for this grade level. The questions were both content and language based.

**Poetry:** The poem was fair and related to the prose selection. As well, the questions were appropriate.

**Comparative Study:** Extensive knowledge of longer plays and prescribed texts was needed.

**Personal Response:** Students could easily relate to the topic and develop specific examples from their lives.

## **Post Marking Report**

### **Marking Standards: Consistency and Reliability Checks**

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

There was one chief marker and two associate chief markers. These markers were responsible for ongoing consistency checks as well as some scoring duties.

Consistency checks were conducted in a variety of ways. All markers used their initials on the exams they graded. This served as an identification point for re-scoring. Markers were asked to grade at least five pieces in order to check the reliability of the answer keys. Fifty exams were also randomly drawn from all of the English 3201 exams and marked before the formal provincial scoring began. These exams were then placed back into circulation and corrected again. Other reliability checks included sheet marking, individual checks, cross marker checks and table scoring.

## **Section A: Sight Passages (60%)**

### **Part I Visual – 12%**

#### **Value**

**6%**

- 7. With specific references, explain how two visual elements contribute to the overall message of the visual.**

#### **Key Points:**

- The message of the visual is to encourage young people to volunteer.
- Volunteering is undertaken for a variety of reasons.
- Visual elements could include:
  - the hand in the visual which tells the viewer to stop and think about the importance of the message.
  - the focal point on the hand; the word “because.”
  - the word “because” implies there are many reasons for volunteering.
  - the young person with the phrase “I volunteer.”
- Other visual elements that could be referenced and explained include position, background, facial features, purpose, medium, balance and contrast.

#### **Grading Key:**

- 2 marks for identification of visual elements
- 2 marks for explanation / supporting evidence
- 2 marks for development of idea(s) / message

#### **Strengths**

#### **Students**

- Provided references and discussed the visual / technical elements correctly.
- Used the selected response questions to correctly analyze and discuss the visual.
- Demonstrated the strong use of transitions.

## **Weaknesses**

### **Students**

- Did not discuss the message of visual.
- Vaguely stated the message of the visual.
- Were unfamiliar with terms associated with viewing.
- Discussed the purpose rather than the message of the visual.
- Incorrectly used the selected response questions to analyze and discuss the visual.

The focal point of this image, prominently placed in the foreground of the piece, is the volunteer's hand, with the word "because" written across the palm. An extended hand with an open palm symbolizes a helping-hand, symbolizes friendship and reaching out. The word "because" being written on her hand emphasizes that she has personal reasons for volunteering; that it's a part of her. The text at the top of the image is balanced. "I" is given its own line; and the letters are bold. The emphasis of the "I" gets across that it is a personal statement, but the overall impression given by the appearance of the text is pride. "I volunteer" and the person is proud to say it. The visual is telling us, through these elements and more, that volunteering is a personal thing, it is a positive thing to be proud of, and there are many reasons to do it.



## Exemplar

Good

4/6

Two visual elements that contribute to the overall message of the visual are balance and text. By placing the girl's hand out in front, in a clear view, it balances out the picture. Both the written text and the hand stand out in front from the girl, which achieves balance in the visual. Text is another element that contributes to the message. By the girl having written words on her hand, it makes it seem more realistic. It is like she has written the words to let everyone see them from her view, and let us decide why we should volunteer.

## **Part II Prose – 21%**

**Value**  
**6%**

**17. Has the experience described in “Going Home” changed the narrator? Support your position using two examples from the selection.**

### **Key Points:**

- “I just went home.” ---Words cannot explain how s/he feels. S/he is lost in thought and is reflective. He has been transfixed/ transformed by what he has seen, felt and learned.
- “She came and took me home and I forgot about it;” and, “When I came out, he was gone. I just went home.” “I forgot about it” is dropped in the second line because the narrator has not been able to “forget about it” as s/he once did.
- Answers that suggested that no change had transpired were also accepted if supported.

### **Grading Key:**

- 2 marks for identification of examples
- 2 marks for evidence to support position
- 2 marks for development of idea(s)

### **Strengths**

#### **Students**

- Used appropriate examples from the passage to support the position taken.
- Developed their idea(s).
- Distinguished between empathy and sympathy.

### **Weaknesses**

#### **Students**

- Lacked examples and references.
- Did not clearly show if a change took place.

The experience described by the narrator in "Going Home" does not seem to have changed the narrator, which emphasizes the author's message in the passage. She is showing how the more fortunate in society do not care or feel for those like the homeless man described at the end. Firstly, ~~the narrator~~ after being picked up, the narrator says "She came and - took me home, and I forgot about it". This shows how, in the comfort of her life, the narrator is unconcerned with what her experience showed. The lack of influence the experience had on the narrator is further emphasized at the end of the passage. When she sees the homeless man, ~~for~~ although she remembers the similarity to her cold afternoon, the narrator just goes into the library. It then says "When I came out, he was gone. I just went home". This shows how the narrator does nothing about the homeless man, which indicates how she was not affected by her experience in the least.

Often times, it takes a great deal of personal experience to promote awareness and change. Such was the case for the narrator, as his experience opened his eyes to the less fortunate, and the ridicule that they face. As he walked along the road, the author remarked, "I caught glances from people driving home and wondered what they thought of me." This awareness of how people are looked down upon made the narrator consider his own life. He felt the need to justify his societal position by ~~remarking~~ stating that he came from "an upper-middle-class family with enough money to send (him) to private school." This illustrated how the narrator realized how others are ridiculed, and how he didn't want to experience their pain. The main example of this realization is in the last part of the story when ~~the~~ ~~he~~ he emphatically describes the situation of the homeless man, and how "no one was going to pick him up and give him something to eat." This illustrates change in the narrator, and how it sometimes takes experience to promote change.

**Value****6%**

**18. Using two specific references, explain how the author’s diction reveals the narrator’s character.**

**Key Points:**

- The character at the beginning considered himself to be privileged or protected from the cruelties of the world.
- For example, reference was made to “my normal world.”
- “Normal world” is a protected world. A protection from the worries that other people who are less fortunate than the narrator’s family has.
- For example, “of course she came” could show the characteristics of being too over confident, too self assured, and spoiled.
- Other examples of diction include:
  - “...elitist...”
  - “...what they thought of me”
  - “Dejected, alone and abandoned, I hung up the phone.”
  - “... upper middle class family...”
  - “...money to send me to private school.”
  - “...two and a half bathrooms ...three computers ...forty dollar jeans”
  - “... carefully selected matching angora sweater...worn once.”

**Grading Key:**

- 1 mark for 1<sup>st</sup> reference
- 2 marks for explanation and development of idea(s)
- 1 mark for 2<sup>nd</sup> reference
- 2 marks for explanation and development of idea(s)

**Strengths****Students**

- Integrated appropriate references in their answers.
- Explained and developed their idea(s) using appropriate references.

## **Weaknesses**

### **Students**

- Did not address the author's diction.
- Failed to reference the story.
- Didn't address the question.

In the essay "Going Home", the author uses diction, or word choice to help develop the narrator's character, and more specifically, to illustrate the narrator's initial naivety. ~~This~~ This sense of innocence is shown as the author uses words like "powerless and frustrated" and "dejected, alone, and abandoned" to describe the narrator's feelings when she is locked out of her house. The narrator even begins to feel "detached from my normal world", simply after waiting to go home for some hours. These words, "abandoned," "detached," and "powerless" are very powerful words, that one would usually associate with extreme and dire situations. However, the author has used them in this essay to describe what is really a minor incident (being locked out of one's house for an afternoon). By ~~using~~ ~~using~~ having the narrator use this diction to describe such a minor event, it also shows that the narrator has led a privileged life, and that she has a sense of innocence about the real difficulties that exist in the world. In this way, the diction and choice of words also helps to show the narrator's more naive and innocent character traits.

The Authors diction reveals the Narrator's character by showing that he is in a middle class society that is looked upon by people to emphasize the difference in society and show that he is a kid who thinks outside the box like most of us kids should do today.



### **Part III Poetry – 17%**

**Value**  
**6%**

**24. Using two specific references, explain what mood is evoked in this poem.**

#### **Key Points:**

- Possible examples of mood include: indifference, fear, discomfort and uneasiness.
- "...my luck was all bad luck" connotes that meeting this person is considered to be a negative, unfortunate incident.
- "... will watch her die...." The city will watch her die and will not do anything to help, assist or rescue.

#### **Grading Key:**

- 1 mark for the 1<sup>st</sup> reference
- 2 marks for explanation and development of idea(s)
- 1 mark for 2<sup>nd</sup> reference
- 2 marks for explanation and development of idea(s)

#### **Strengths**

##### **Students**

- Linked mood to reference.
- Explained and developed idea(s).

#### **Weaknesses**

##### **Students**

- Used no specific references.
- Didn't fully understand the concept of mood.
- Provided a list of moods with no references.
- Mixed up the concepts of "author" and "voice."

The tone of the poem 'Bad Luck' by Raymond Souster is that of sadness or melancholy verging on apathy or indifference. These moods are evoked by the description such as "beautiful indifference" and "cursing this city that bore her". The contrast between the anger of the old woman and the solemn avoidance described by the speaker emphasizes how indifferent society can act towards such a large problem. Comparing the woman to a "mouse" represents how small she is, her level of importance in society's eyes. She is insignificant and being destroyed by a greater predator while people simply look on. This shows a level of sadness for the woman, but also for the people who stand by or avoid it.

**Exemplar****Good****4 / 6**

The mood is the overall feeling that is created within the readers of a text. The mood in "Bad Luck" by Raymond Souster is satirical. The poet indicates that it is he who has the bad luck, because he has to see the homeless women. By taking this egocentric point of view, he is actually emphasizing the bad luck the women have and society's ridiculous way of coping with them - avoidance. To make this message clear, and fully create the mood of the poem, the poet changes from a first person point of view to a second person point of view at the end to generalize and relate this situation to the reader.

The mood evoked in the poem "Bad Luck" is the mood of sympathy.

The author explains that the poverty is just terrible, and that he tries to avoid certain streets because he feels guilty when he walks past the homeless.

The fact that the woman with the limp and the crazy look carries all of her belongings is a terrible thought when you think about everything we have.

**Value**  
**6%**

**25. Evaluate the effectiveness of the title “Bad Luck” by making two specific references to the poem.**

**Key Points:**

- One reference which supports the effectiveness of the title “Bad Luck” may include: “This week my luck was all bad.” The narrator thinks s/he is the one with the bad luck; whereas, the woman “with the limp” is the one who had a worse situation.
- A second possible reference to the title “Bad Luck” is “...this city that bore her and will watch her die.”

**Grading Key:**

- 1 mark for 1<sup>st</sup> reference
- 2 marks for evaluation of effectiveness and development of idea(s)
- 1 mark for 2<sup>nd</sup> reference
- 2 marks for evaluation of effectiveness and development of idea(s)

**Strengths**

**Students**

- Focused on the title and used appropriate references.
- Sometimes used arguments to show that the title was not effective.

**Weaknesses**

**Students**

- Didn’t understand how to address the “effectiveness” portion of the question.
- Did not focus on the title when developing their answers with appropriate references.
- Did not provide references.

The title "Bad Luck" is effective because it achieves its purpose of describing ~~the~~ both ~~the situation of the speaker~~ and ~~the figurative situation~~ juxtaposed situations. It describes the speaker's feeling and the woman's situation. The speaker opens by claiming ~~that~~ that "this week [his] luck was all bad." Indeed, the title describes this claim. However, what makes the title so effective is that it not only describes the speaker's attitude at the beginning, but it also describes the "bad luck" the "women with the limp" experiences. While the city watches with "beautiful indifference" while the woman dies. That, indeed, is bad luck. ~~Therefore, however,~~ ~~the women~~ As such, the poem's title not only reflects the speaker's "bad luck," but also reflects the ~~poor~~ greater "bad luck" of the woman presented in comparison. ~~both~~ Thus, the poem's title is both literal and figurative.

The title "Bad Luck" is a very appropriate title for this poem. The narrator reveals his/her bad luck as the simple fact that they had met a homeless lady on the streets of a city. The term bad luck is loosely used by the narrator and it involves many everyday common aspects of life. If meeting the homeless woman is considered bad luck to the narrator, then what would the fact of being homeless be considered in the eyes of the woman? From the poem we see how people look at things on different levels. The narrator sees bad luck in many common aspects of life while the homeless woman would see bad luck on a much smaller scale seeing how she probably doesn't know what good luck feels like. The title applies to both character in the poem and causes the reader to actually who is really experiencing the "bad luck".

## **Part IV Connections – 10%**

**Value**  
**10%**

- 26. In a two paragraph response, compare and contrast the attitudes reflected in the prose selection “Going Home” and the poem “Bad Luck.” Use one specific reference from each selection to show comparison and one specific reference from each selection to show contrast.**

### **Key Points:**

- Two possible references of comparison include: “He was only sitting, by himself, alone.” “The women who walks carrying all the belongings, talking to herself.” These references support the indifferent attitudes toward those less fortunate.
- Two possible examples of contrast: “He felt what I’d felt, if not worse, hour after hour, day after day, and year after year.” “... just because you don’t want to meet the woman with the limp.” One reference demonstrates possible empathy; whereas, the other shows indifference.

### **Grading Key:**

- 2 marks for references to 1<sup>st</sup> selection
- 2 marks for references to 2<sup>nd</sup> selection
- 3 marks for development of idea(s) regarding comparison
- 3 marks for development of idea(s) regarding contrast

### **Strengths**

#### **Students**

- Demonstrated strong organization and appropriate transitions.
- Clearly developed attitudes for both comparison and contrast.

### **Weaknesses**

#### **Students**

- Compared or contrasted but did not do both.
- Did not state the attitude clearly.
- Did not provide references to support the attitudes.
- Cited references that did not support the attitudes.
- Provided plot summaries.



Exemplar  
Excellent  
10 / 10

In the prose selection "Going Home" by Clare Disalvo and the poem "Bad Luck" by Raymond Souster the attitudes reflected in each are both similar and different. In both these pieces of work there ~~are~~ <sup>are</sup> no signs of wanting to help ~~the~~ <sup>people</sup> homeless ~~person~~. In "Going Home" the narrator does not even think to help the old man, "I just went home". That's how the prose ends with the narrator not even showing a helping hand. Similarly the ~~author~~ <sup>Poet</sup> of "Bad Luck". In this poem the ~~poet~~ character in the poem just talks about the homeless ~~woman~~ <sup>woman</sup> but shows no sign of helping her, he just avoids her "you can't keep walking around day after day just because you don't want to meet the woman with the limp." In both the prose and poem ~~now~~ <sup>now</sup> one shows a sign of kindness towards the homeless person.

Although in these two pieces we see ~~a~~ different attitudes coming through. In "Going Home" we see the narrator relate to the homeless ~~man~~ and we almost see a bit of ~~empathy~~ <sup>empathy</sup>. "He was in the exact same situation that I'd been in on that cold afternoon - but permanently". The narrator is relating to the homeless man's situation whereas in the poem "Bad Luck" we don't see the character relate in any way to the homeless woman. He doesn't even try and shows a little empathy. "the woman with the limp, the woman with the crazy look" All the poet does is ~~comment~~ <sup>comment</sup> negatively on this homeless woman.

In both, "Going Home" and "Bad Luck" they portrait a homeless person, So both the short story "Going Home" and the Poem "Bad Luck", however homeless people in them. However there is a major difference in both of them, the way in which both main characters think about the homeless people which they see.

In "Going Home", the young girl meets the homeless man sitting on the bench where she sat when she got locked out of her house in the rain. She developed a sense of compassion and she showed empathy and remorse for this poor man with no shelter or food. She stood there before going into the library thinking how it must feel to be stuck in the cold, or caught in the rain all the time. Ex: Paragraphs 15

However, Even though "Bad Luck" was also about a homeless person the thoughts and actions of the narrator could not be any more different. The narrator in "Bad Luck" thought he had bad luck for running in to her twice and even thought about avoiding streets just so he won't meet her again. Ex: Lines 1-5

To compare the two selections, first of all they are both about homeless people and how not many people pays ~~not~~ of attention ~~to~~ to trying to change poverty rates. In the selection Going Home the last line states "when I came out, he was gone. I just went home" and in the poem Bad Luck kind of a similar attitude "I should stay away from those streets" both didn't care much about it because they were not the ones having to live it, so they both never payed much ~~at~~tion and didn't do anything about either situation.

The contrast it pretty much each piece in the essay ~~Bad Luck~~ Going Home there is only ~~one~~ <sup>two</sup> short paragraphs about the homeless person and that was it (paragraphs 14+15) out of that long 16 paragraph essay and the poem ~~even though~~ ~~it~~ talked about poverty throughout the whole thing.

## Section B – Comparative Study (25%)

**Value**  
**25%**

- 27. Response are marked on the basis of the arguments presented, the specific references to works (content) , the organization of the ideas as well as conventions, voice, sentence fluency, and word choice.**

*Authors often choose to create characters that become alienated or isolated from society.*

**With reference to one longer play and one prescribed text from the list below, show how the development of alienated or isolated characters contribute to the development of theme in each selection . Use specific references from both works.**

### **Answers:**

A holistic grading scale was used to grade this response.

**See English Scoring Scale Criteria (Table 1)**

### **Strengths**

#### **Students**

- Provided strong examples of isolation and alienation.
- Used references effectively.
- Had well structured answers which focused on theme development.

### **Weaknesses**

#### **Students**

- Failed to identify and discuss theme.
- Theme identified did not relate to the topic of alienation / isolation.
- Used vague generalizations about the selections rather than specific references to illustrate knowledge of the texts.
- Used a statement of topic rather than thematic statements.
- Emphasized one work “at the expense” of the other.
- Mixed up characters and novels.
- Gave a plot summary.
- Lacked coherence / transition between paragraphs.

In the play Macbeth by Shakespeare, and the novel The Catcher in the Rye by J.D. Salinger, the authors use the development of an alienated or isolated character to develop a theme. In Macbeth, the character Macbeth starts out as unisolated. He is seen as a brave and honourable man, and put in high regard by even his king. However, Macbeth becomes isolated after he commits many evil deeds and loses all the good qualities people once saw in him. In The Catcher in the Rye, Macbeth's isolation supports the theme that actions have consequences. In The Catcher in the Rye, the character Holden starts out isolated. Though he wants to connect with people, he gets ~~un~~ scared when they get too close and runs away, continuing his isolation. However, Holden becomes unisolated in the end when he finally opens up and connects with his little sister Phoebe. The development of Holden's isolation supports the theme that humans are social creatures that cannot live in ~~isole~~ isolation. The play Macbeth uses the development of Macbeth's isolation to develop the theme that actions have consequences, and the novel The Catcher in the Rye uses the development of Holden's unisolation to develop the theme that human beings are social creatures who can not live in isolation.

In Shakespeare's Macbeth, the character Macbeth is not isolated at the beginning of the play. Macbeth is seen as a brave and honourable man. He has just finished fighting in a great war, from which he is seen as a hero, after fighting two back-to-back battles and killing the leaders of the opposing armies. The king of Scotland, Duncan, holds Macbeth in high regard, calling him "valient cousin, worthy gentleman." Duncan even rewards Macbeth for his heroic acts, making him Thane of Cawdor after the first one became a traitor. Also, Macbeth has a very close relationship with his wife, Lady Macbeth. He proves this by sending her a letter to tell her of the witches' prophecy, even before seeing his king. Macbeth sees his wife as his equal, and discusses everything with her. Macbeth is not an isolated character at this point, but a connected one. He is well loved by the king of Scotland, as well as its people, and he has a very close relationship with his wife. His honour and bravery keeps him connected with others and not isolated.

However, as the play continues, Macbeth begins to become more and more isolated. After hearing the witches' ~~prophecy~~ prophecy that he will be king, and with a little push from his wife, Macbeth lets his ambition take over. With help from Lady Macbeth, he ~~plans~~ <sup>murders</sup> Scotland's current and good king, Duncan. Fearing for their own lives, Duncan's sons Malcolm and Donalbain flee the country, which leaves Macbeth to take the crown and accomplish his wish. However, Macbeth soon finds that he is not content, for he fears his friend Banquo, who also heard the witches' prophecy, will tell reveal this information and point the blame of Duncan's murder on Macbeth (instead of Duncan's sons, who are accused because of rumours Macbeth started). "To be thus is nothing, but to be safely thus." Macbeth expresses his feelings and fears. It means nothing to be king, if you must live in constant fear. So, Macbeth hires murderers to kill Banquo, but it doesn't end there. He puts spies in the household of every Thane, and kills whoever he sees as a threat. "Each new day, new widows, new orphans cry..." one Thane, Macduff, comments, speaking of all the murders in Scotland. ~~His~~ Macbeth's evil deeds turn the people of Scotland against him. The men they once saw as <sup>honourable</sup> ~~honourable~~, now bring only fear and dishonour. Thanes begin to desert Macbeth, as the battle to take him down draws near, and Macbeth comments that he now has nothing to look forward to but a friendless life and nasty comments. Also, Macbeth is now isolated from his wife, for he pushed her away, and now she's gone mad from all her guilt. Macbeth has now become an isolated character. He has no one to connect with or love him. This supports the theme that actions have consequences. Macbeth was once an unisolated man, loved by all, but after he committed many evil deeds, he was punished by the loss of this love and the isolation he gains.

In ~~the~~ J.D. Salinger's The Catcher in the Rye, the character Holden starts out as an isolated character. At the very beginning of the novel, Holden is being kicked out of his school for bad grades and wants to feel "some kind of good bye", to connect. So he goes to see his history teacher, Spencer, trying to connect with him. However, when Spencer begins to get too close, trying to give him advice about life, he runs away. Holden does this again when he goes to see his sister Phoebe. He wants to connect with the girl, but Phoebe starts telling him off about flunking out of school, telling him their dad's going to kill him, and won't let Holden use the excuse that he didn't like his school, telling him "You don't like anything..." Again, Holden wants to connect with Phoebe, but when she starts getting too close and personal, he runs away. This leads Holden to go see his old English teacher, Mr. Antolini. Again, trying to connect, Holden lets Mr. Antolini

give him a talk on life, and enjoys the man's company. However, Holden ~~finds~~<sup>soon</sup> finds Mr. Antolini getting too close. He wakes up to find the man patting his head, and the kind gesture is too much for Holden, and he again runs away. Though Holden tries to connect with people and stop his isolation, once people get too close, he gets scared and runs. He is still an isolated character.

Holden doesn't become ~~un~~unisolated until the end of the novel. He plans on running away and pretending to be a deaf-mute so he won't have to talk to anyone. He wants to totally isolate himself. However, Holden tries one last time to connect with someone when he goes to say good-bye to his little sister Phoebe. He finds the little girl with suitcase in hand, ready to run away with him. Holden tells Phoebe she can't run away with him because she has to be in a Christmas play. Phoebe gets very upset with Holden. This hurts Holden a lot, so he brings her to the zoo and then to the carousel for a ride. Phoebe is not so mad at Holden now, so she talks to him and asks him to stay. Holden tells her that he will stay, but doesn't actually decide for sure until Phoebe gives him a kiss ~~and~~. Holden has finally connected with someone, and for the first time, is not running away when someone gets too close. Holden loves his little sister and really wants to connect with her and make her happy. This brings him out of his isolation. This develops the theme that human beings are naturally social creatures who cannot live in isolation. Holden was an isolated character who tried to connect with people, but he ~~was~~<sup>is</sup> also scared of being too close to people, so when it came to that, he ran. However, Holden is human, so his want to not be isolated does prevail, and he connects with his little sister and doesn't run when she gets close to him.

In the play Macbeth by Shakespeare, and the novel The Catcher in the Rye by J.D. Salinger, the development ~~of~~<sup>the</sup> of the isolation of the characters Macbeth and Holden help develop the themes that actions have consequences and human beings are naturally social creatures who can not live in isolation. Macbeth starts out as an unisolated character, well loved by all, but after he commits many evil deeds, ~~the~~ people's hatred towards him isolates him. Macbeth's actions (killing many innocent people) has ~~the~~<sup>had</sup> great consequences (his isolation). Holden starts as an isolated character, wanting to connect with others, but running away when people get too close. He becomes unisolated when he decides not to run away and stay with his sister Phoebe. This supports the theme that human beings can not live in isolation, for all Holden's want to be isolated, he can not help but connect with the little sister who loves him. Both Shakespeare and J.D. Salinger use the development of isolated characters to develop a theme, to the fullest extent.

Often, characters are created by authors to show ~~show~~ alienation or isolation from society. Two examples of such characters are Creon from the Theban play "Antigone" and Holden Caulfield, the narrator of J.D. Salinger's *The Catcher in the Rye*. Both characters suffer from isolation from outside society; however, their situations are slightly different. The authors of both selections show the theme that characters are often isolated from society through the characters' experiences, both within themselves and with society.

Creon, the king of the city of Thebes in "Antigone", believes that a king should act for public welfare and make laws for the people. Upon the death of his nephew Polynices in battle, who was believed to be a traitor, Creon ignores the divine law that all dead must be buried. He makes a law that Polynices must not be given a proper burial. His niece and Polynices' sister Antigone does not agree with this rule and buries her brother. She is found out and brought before Creon. They get into an argument about the laws of man and those of the gods. "That order did not come from God. Justice that / Dwells with the gods below, knows no such law". Creon does not listen and banishes her to a cave. Before being taken away, Antigone says, "Go I, his prisoner, because I honoured / Those things to which honour truly belongs." Haemon, Antigone's betrothed and Creon's son, goes to his father and asks him to release Antigone. Creon, overtaken still by stubborn pride (*hubris*), will not pay attention to his son, who is on Antigone's side. "Am I to take lessons at my time of life from a fellow of his age?" By the time Creon finally realizes Antigone was right, buries Polynices and goes to release her, she is already dead from committing suicide. Because of this, Haemon kills himself and his mother Eurydice follows suit. Creon is overtaken by guilt and shame, and is left alone. "My head is bowed / With fate too heavy for me". Creon's actions because of his stubborn pride (*hubris*) leave him alone, guilty, and ashamed. He is isolated and an outcast.



"I ~~am~~ nothing. I have no life. Dead me away..." Creon's actions cost him his dignity, respect, and society's respect for him.

Although the selections "Antigone" and "Catcher in the Rye" are similar in that the characters suffer from isolation from society, the situations of Creon and Holden are slightly different. Creon suffers from stubborn pride, and is therefore left a broken man, isolated and alone. Holden, however, suffers from his pessimistic views of the outside world.

Holden Caulfield is 16 years old. He is a lonely boy but pushes away any potential friends he could have. He is overtaken by the belief that everyone around him is a "phony". For example, there is an ex-girlfriend of his brother D.B., Lillian, whom he meets in a bar. She begins chatting with him in an excited manner. However, "She was trying to get in good with me, you could tell. So I'd tell D.B. about it". Another example is Stradlater, his roommate at Pencey Prep. "He always looked good when he was finished fixing himself up, but he was a secret slob anyway, if you knew him the way I did". Another reason Holden is isolated from society is because he can't handle things changing. This is due to the fact that he couldn't grieve properly for his deceased brother Allie. When Holden tried to cry punching out the windows in the garage, he was sent away, feeling isolated by his parents. Because of this, he prefers things to stay the same and not change. This is mirrored when he recalls the days of going to the museum with his class: "The best thing though, is that museum was that everything always stayed right where it was". Near the end of the story, Holden's need for things not to change is shown while watching his sister ride the carousel. "That's the nice thing about carousels, they always play the same song". It is this, his negative views of society, his belief that everyone is a "phony", and his inability to handle change that leaves Holden isolated and cast out from the outside world. He pushes almost everyone away, but the more he does this,

the more alone, insecure and isolated he feels.

Both of these selections, "Antigone" and "Catcher in the Rye", involve characters who suffer isolation from society. In both cases, it is because of their own actions.

However, their situations are different. Creon is overtaken by hubris (stubborn pride) leading to his downfall. Holden pushes everyone away from him, but it does not make him feel better. All in all, both these pieces of work fit the theme of isolated and outcast characters from society.

## Section C- Personal Response Writing (15%)

Value  
15%

28. Responses are marked on the basis of the organization of the ideas as well as conventions, voice, sentence fluency, and word choice. Students should use the provided space for written responses only as a rough guideline for the length.

*“If you can’t feed a hundred people, then feed just one.” - Mother Theresa*

Write a narrative essay in which you recall a time when you did some small deed that made a difference.

### Answers:

A holistic grading scale was used to grade this response.

See Personal Response Scoring Scale Criteria (Table 2)

### Strength

#### Students

- Used specific examples of how they performed a small deed which made a difference in someone’s life.
- Used appropriate conventions and word choice.
- Presented strong voice in their answers.

### Weakness

#### Students

- Failed to connect their responses to the question.
- Lacked a sense of voice.
- Misused conventions, sentence fluency and word choice.
- Wrote expository essays.
- Never emphasized the “small deeds;” rather, they focused on major life altering experiences.
- Never related the question to the Mother Theresa quote in how they made a difference in a person’s life.

"If you can't feed a hundred people, then feed just one" a very powerful quote from a woman who is remembered by many as one of the kindest women who ever lived. These words speak to the importance of even the smallest good deed and the need of everyone to do their part.

Making a difference, no matter how small, is still better than doing nothing. It is a rule of thumb which I try to follow in my everyday life. It helps me keep perspective, keeps me motivated, and lets me feel comfortable in knowing that while I might not always be able to help someone as much as I would like, I still helped them more than I would have had I done nothing. It is the good left undone which allowed many evils to permeate the world around us.

I am personally viewed by many as somewhat of an intellectual. In consequence many of my peers come to me for help with school work and other things. It would be much easier for me to tell them the answer and be done with it than it would be to explain things most of the time. The problem with simply telling someone the answer is that they learn very little of what goes into the answer. It is that fact which often leads me to choose providing an explanation over providing an answer. "If you give a man a fish he will eat for a day, if you teach a man to fish he will eat for a lifetime" is a very important lesson in my eyes.

It is in the spirit of those words which I participate in the peer tutoring program at my school. I believe that since someone took the time to teach me, I should help teach others.

One particular event comes to mind when thinking of this topic. A year ago I was tutoring a friend of mine in math, she had no idea how to do a certain type of trigonometry. As a consequence she had done terrible on her assignment and feared she was going to fail her test. I spent 20 minutes during lunch the day before the test explaining the problems to her and answering her questions and that made a lot of difference. She scored an 80% on the test and in the process surprised her teacher.

I realize I cannot take all of the credit for her success, however I like to think that by spending that small amount of time helping her I made a difference to her life. In the end that's all that matters. Even if you may not be able to help everyone, it is more important that you try to help one person than simply do nothing. After all, "Evil can only triumph when good men do nothing."

The time that I made a difference was when I helped an elder in my community make it through the winter by shoveling ~~the~~ snow. This deed was brought to me one afternoon when I ~~seen~~ read an article about respecting elders. While in the process of this deed I showed other people that respect is a main thing to consider when you may want some help with something.

During the completion of this deed for the winter I taught some younger kids that it was important to help your elders out if they cannot do it themselves. There are times in your life where you have to do things to teach yourself what is right. You may teach others to do the right thing but you may not.

Throughout the winter I shovelled snow for an elderly woman in my hometown. I showed younger kids that it is nice to show some respect to people in order to get some ~~resp~~ respect back. By the time that it was done for the winter I saw several other kids out helping other elderly people to some chores that they were unable to do. But now everytime I walk by that house I get offered a cup of coffee and a few cookies.

In the end the deed I did made a little different to some people but others just laughed and pointed. But they don't get respect like I do. When I see a elder in distress I ~~can~~ ~~see~~ lend a hand because what goes around comes around.

Doing things to help others is a great thing to do. Not only does it help others, but it makes you feel good as well. Donating blood is something that I like to do as often as I can.

The last time that I donated blood was in February. I took a friend along with me so that she could donate, too. She is afraid of needles, so I was pretty proud of her when she went through with it. It hurt a little bit, and there was a bruise afterward, but knowing that it helped people made it worth it.

Donating blood is a great and easy thing to do. It doesn't take very long to do, and there are people there to help you. It only takes about 30 minutes, and it can help save three lives.

**Table 1**

English Scoring Scale Criteria			
<b>Literature</b> <ul style="list-style-type: none"> <li>content displays an outstanding knowledge of subject matter</li> <li>choice of content is consistently clear, specific and serves to answer the question</li> <li>selections are consistently supported with detailed references that relate to the task (quotes...)</li> </ul>	Score 9 - 10	<b>Language</b> <ul style="list-style-type: none"> <li>introduction is compelling</li> <li>conclusion reinforces unity in a compelling way</li> <li>structure (response is nearly flawless with ideas that are logically sequenced and developed)</li> <li>mechanics (response is almost error-free)</li> </ul>	Score 9 - 10
<ul style="list-style-type: none"> <li>content displays a strong knowledge of subject matter</li> <li>choice of content is usually clear, specific and serves to answer the question</li> <li>selections are strongly supported with references that relate to the task ( quotes...)</li> </ul>	7 - 8	<ul style="list-style-type: none"> <li>introduction is strong</li> <li>conclusion is strong, clear, and unified</li> <li>structure (response is strong with ideas that are logically sequenced and developed despite some evidence of disunity)</li> <li>mechanics ( strong grasp of conventions with some errors present)</li> </ul>	7 - 8
<ul style="list-style-type: none"> <li>content displays a satisfactory knowledge of subject matter</li> <li>choice of content is frequently clear, specific and serves to answer the question</li> <li>selections are sometimes supported with references</li> </ul>	5 - 6	<ul style="list-style-type: none"> <li>introduction has a general sense of direction</li> <li>conclusion reinforces unity but tends to be routine</li> <li>structure (response is generally focused with flow sometimes interrupted)</li> <li>mechanics (even though errors are present, there is a good grasp of conventions and flow is maintained)</li> </ul>	
<ul style="list-style-type: none"> <li>content displays a limited knowledge of subject matter</li> <li>choice of content is sometimes clear, specific and serves to answer the question</li> <li>selections are rarely supported with references</li> </ul>	3 - 4	<ul style="list-style-type: none"> <li>introduction is not always clear and has little direction</li> <li>conclusion, although present, is limited and does little to tie the piece together</li> <li>structure (response is limited and coherence falters frequently)</li> <li>an organized summary is provided and is somewhat connected to the task</li> <li>mechanics (errors are frequent and beginning to affect readability)</li> </ul>	3 - 4
<ul style="list-style-type: none"> <li>content displays an unclear knowledge of subject matter</li> <li>choice of content is rarely clear, specific and serves to answer the question</li> <li>selections are never supported with references</li> </ul>	0 - 2	<ul style="list-style-type: none"> <li>introduction is unclear and has no direction</li> <li>conclusion is unconnected or does not exist</li> <li>structure (there is no flow and coherence)</li> <li>a summary is presented but has no connection to the task</li> <li>mechanics ( errors are making readability impossible)</li> </ul>	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
<b>TOTAL (25 %) - Literature + Language</b>					
Literature (15 %)			Language (10 %)		



**Table 2**

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 3**  
**English 3201**  
**Item Analysis**  
**Selected Response (Part 1)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	C	3.8	19.3	72.8	3.9
2	B	0.3	93.4	0.7	5.6
3	D	0.5	1.2	0.4	97.8
4	D	0.8	1.0	0.3	97.9
5	D	20.2	0.3	2.0	77.4
6	D	0.3	0.0	14.8	84.8
8	D	7.4	11.6	20.4	60.5
9	D	9.6	7.4	27.2	55.5
10	C	14.2	4.6	65.4	15.8
11	C	1.3	31.3	61.8	5.1
12	D	5.6	3.5	6.2	84.5
13	A	74.6	2.9	7.3	15.0
14	A	94.2	1.3	2.9	1.5
15	B	2.1	78.3	3.2	16.4
16	B	3.1	94.3	0.5	1.8
19	C	4.9	11.1	80.8	2.6
20	D	15.6	11.7	5.2	67.0
21	D	1.6	6.1	3.8	88.0
22	C	16.3	11.9	66.7	4.6
23	A	66.8	19.0	8.1	4.4

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

**Table 4**  
**English 3201**  
**Item Analysis**  
**Constructed Response (Part II)**

<b>Item</b>	<b>Students Completing Item</b>	<b>Value</b>	<b>Average</b>
7	4463	6	4.8
17	4463	6	4.7
18	4463	6	3.5
24	4463	6	4.0
25	4463	6	4.2
26	4463	10	5.3
27	4463	25	12.9
28	4463	15	10.1

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