

English 3201 Grading Standards June 2009

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 from the list of examinable terms.

Poetry: The poem was fair and was clearly understood based on students' responses

Prose: The prose selection was fair for this grade level. The questions were both content and language-based.

Comparative Study: The comparative study question was fair. Extensive knowledge of prescribed longer plays and other texts was needed.

Personal Response: The topic was easy to relate to, and write about, for students.

POST-MARKING REPORT

Organization and Procedure

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

Marking Standards and Consistency

There was one chief marker and one associate chief marker. These markers were responsible for ongoing consistency checks. The chief marker was responsible for consistency checks of all short answer questions. The associate chief marker was responsible for all consistency checks for the major essay questions.

To maintain the accuracy of consistency checks, 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. The two major essay questions were constantly monitored by the associate chief marker. Sixty exams were chosen for consistency checks. After an initial training session using strategically chosen exemplars, consistency checks were conducted on all exam items. A variety of ways were utilized including sheet marking, individual checks, cross marker checks, and table scoring.

Consistency Checks for Questions 27 and 28

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 100 marks available. Consequently, additional exams were circulated to ensure consistency with initial training. The Comparative Essay Scoring Scale and the Personal Response Scoring Scale currently in use for English 3201 were used to score each question.

Section A: Sight Passages (60%)

Part I Visual – 6 %

Value

6%

5. Explain how the theme of this visual is developed using the two visual elements of balance and contrast.

Key Points:

- Acceptance of differences
- Working together despite differences
- Key words- open-mindedness, equality, cooperation, individuality, equality, stereotyping, tolerance, acceptance
- Balance- and meeting in middle, equal arm length
- Contrast – tattoos and business suit

Grading Key:

- 2 marks for statement of theme
- 2 marks for explanation of balance
- 2 marks for explanation of contrast

Strengths:

Students

- understood the intent of the visual.
- demonstrated a knowledge of the visual elements.

Weaknesses:

Students

- used their own elements and disregarded the two elements referenced in the question.
- did not write a statement of theme.

Excellent 6 / 6
Example # 1

Value

6%

5. Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

The visual featuring a comfortable and friendly handshake between an unlikely pair uses balance and contrast to develop a theme of camaradery without judgement or prejudice. Balance is simply created by placing the focal point, conjoined hands, in the direct middle, ^{using bright lighting,} and both forearms of equal length extending to the ends of the visual. The balance creates an easy feel, friendly tone, and is what gives the impression that the handshake ^{is between} friends or co-workers, and is without harsh feelings. The contrast ^{is between} of a suited arm, representing the business class, and a tattooed arm, representing the 'racker, live-life-to-the-fullest, I-don't-care-what-people-think' class. Being that these 'classes' are complete opposites in today's society, and are yet shaking hands, ^{it} shouts a clear message that it is without judgement or prejudice, regardless of how they may be stereotyped. No matter how you are placed in society, it is possible to love and share any kind of relationship with fellow man, regardless of their individual 'placing' in society. This relationship can be with judgement and prejudice when differences are forgotten. It is this theme that is so clearly portrayed in the visual because of the balance and contrast elements used.

Excellent 6/6
Example # 2

Value

6%

5. Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

The theme of the visual, or the overall message conveyed, is that, although this people may appear to be different, they can still get along and work together. This theme is effectively achieved through the use of balance and contrast. Balance is achieved through the use and placement of the two human hands. They are centered, creating a focal point, which leads the viewer to go directly to them. There are no tattoos or clothing items on the hands so the viewer gets a feeling that the people are civil and working together. Contrast is used to develop the theme through the arms of the two people. One of the ^{men} ~~people~~ has an arm cloaked in tattoos, which is the complete opposite of the man in the black jacket. The ~~two~~ ~~discrepancy~~ ~~discrepancy~~ contrast between the two is uncanny. ~~The~~ viewer's would often gain a sense of hostility between the two due to their outward appearance, however, this does not hold true as there is actually a feeling of acceptance. Outward appearances are not always what they seem, which is evident in the visual through the use of ~~a~~ balance and contrast.

Excellent 6/6
Example # 3

Value

6% 5.

Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

The theme of the visual is made very clear with the elements of balance and contrast. The theme of the visual is that opposites in society don't always have to be against each other. Balance is used to show this since the arms on both sides are almost symmetrical and lead us to the focal point of the visual, which is the handshake. The completely balanced visual shows no tension and shows that the two people, no matter who they are, can get along. Contrast is also used to show the same theme. There is a major contrast between the two arms. One arm is completely tattooed, like you would see on a young, big man or somebody ~~who~~ who, stereotypically, has a lot of attitude. ~~Then~~ The other arm is however on a suit, like a proper businessman or politician. As the image shows this huge difference through contrast, we also see in the focal point that the hands are strangely alike, which clearly shows the main idea that any people in society can get along. This is how the theme of the visual is shown through the elements of balance and contrast.

Good 4 /6
Example # 1

Value
6%

5. Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

The theme of the visual is that we can all come together for the betterment of the society we live in. Despite our differences, there is no reason we shouldn't all get along. ✓

4
6
The balance in the visual is achieved through the placement of the hands. Meeting in the centre they both have an equal amount of arm showing on each side. This helps portray the theme that if we meet each other half way, differences can be settled and we can come together. ✓

The contrast in the visual is very low, the ~~print~~ picture is gray. This helps support the theme that we are all equal and the same inside. That there is no judgement between characters (the man in the suite and the man with the tattoos), ~~but~~ they are agreeing on a cause that will hopefully ~~lead~~ better the society we live in. ✓

Good 4 / 6
Example # 2

Value
6%

5.

Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

There are two visual elements that help provide a theme in this visual. The first visual element is the ~~contrast~~ contrast of the arms. There is one arm, that is full of tattoos that portrays the sense of a rebel or carefree character. Then there is the arm that is fitted with a tailored suit, showing a more responsible, well rounded character. They contrast in the matter because they are shaking hands and it is something you wouldn't normally see. The other visual element is balance. Everything in this photograph is symmetrical. There is an arm coming from the right and the left, and both arms meet in the centre to form a handshake. The balance of this visual is very important because we see two very different characteristics of arms coming together respectively to form a handshake. Something you don't normally see.

Poor 2.5 / 6
Example # 1

Value

6%

5.

Explain how the theme of the visual is developed using the two visual elements of balance and contrast.

The theme in this visual is developed using texture and greyscale. Turning the picture black and white made everything closer together. There is less difference in the hands. The texture is different as the hand on the left has his arm sleeved with tattoos while the hand on the right looks to be in a business sleeve. The grayscale of the picture balances out the differences. Meanwhile the tattoos create a contrast between the two arms. The hand shake also puts things closer together and shows that there possibly isn't as much of a difference than what you would normally think right off the bat when looking at the picture.

Poor 2 / 6
Example # 2

Theme is the main message of a short story, poem or visual. The message of this visual is good, such that the handshake looks reassuring and at the same time giving meaning to the quote "It is what is on the inside that matters most". This visual helps to create balance in that the tattooed arm balances itself out with the background, almost giving the feeling of that is where the man spends most of his time to. Just because of this it does not necessarily mean in a negative way, ~~because~~ because everyone is the same, you just got to look on the inside of them.

Along with balance, this visual also creates contrast between the tattooed arm and suited man, ~~and~~ In doing this it helps to show the differences in lives that both these men share. By giving this visual balance and contrast it helps to bring out that we are equal, just one has to learn that and give everyone the fighting chance that they deserve in this lifetime.

Part II Prose – 12%

Value

6%

14. State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

Key Points:

Purpose may include:

- to inform, explain, educate
- to entertain
- to share a point of view
- to explore cultural assumptions
- to mock
- to emphasize a point
- to create humour
- to satirize

Grading Key:

- 2 marks for statement of purpose
- 2 marks for reference to sarcasm
- 2 marks for explanation of sarcasm

Strengths:

Students

- generally understood the essay's purpose.

Weaknesses:

Students

- did not give a clear statement of purpose.
- gave general references and wrote a general discussion.
- gave references not appropriate to purpose.
- assumed a literal interpretation of the essay.

Excellent 6 / 6
Example # 1

Value

- 6% 14. State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

A very moving and explosive essay by Drew Hayden Taylor, 'Calling the Weir' has a very bold and socially needed purpose: to convey 'the idiosyncrasy and redundancy of cultural assumptions and a misinformed populace, particularly regarding the Aboriginal population of Canada in connection with his experience as an artistic director. The tone is very much sarcastic in conveying his thoughts, and in all cases it is an extremely effective literary device. Take the line "it is a little known fact that Native Culture Performing Arts is the focal point for all native people of North America." Obviously this is a hyperbolic statement, but with this false exaggeration he conveys that the general population appears to believe that this small performing art community, because of their Aboriginal qualifications, represents this enormous group of people. This sarcastic comment of cultural grouping conveys perfectly the outrageous nature of cultural assumptions

Excellent 6 / 6
Example # 2

Value
6% 14. State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

What?! "There's no sarcasm in this... (sarcasm) But really, the author of this method of sarcasm like a ~~pro~~ The purpose he is trying to relay is that they are nothing more than an aboriginal theatre company. Nothing more. He makes it quite clear that he does not want anyone asking him useless native trivia. For instance, when he writes, "I guess ~~that~~ you can say call ~~us~~ slaves to conformity. We did try having seats face the back of the theatre but audience reaction, shall we say, was not that favorable," in response to an honest question, a dumb question, but an honest one, you can taste the sarcasm it's so evident. He lets the reader know, that now it's gotten to the point where it's annoying, and they might as well have some fun with it. Personally, I found it quite amusing hearing these responses. I was intrigued to hear how he was going to humiliate someone next!

Excellent 6 / 6
Example # 3

Value

6%

14.

State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose. 2

Sarcasm is often used as an effective and humorous literary device, and it is used substantially by the author to emphasize the purpose of this essay. The author's purpose in this essay is to show the reader how people often make cultural assumptions. Drew Hayden Taylor writes about an array of wacky questions, and uses sarcasm to emphasize the ridiculous nature of various Aboriginal inquiries. This use of sarcasm is seen many times in the piece with Taylor's irony-filled responses to the public's questions. One example is when somebody inquires about "ceremonies or spiritual things of that nature that would help us with healing and matters like that". In response, Taylor quips "We are not 'Ceremonies 'R' US'". This one example shows how people often make assumptions about the Aboriginals, assuming they are all experts on ceremonies, while also showcasing how sarcasm can address this stereotype by pointing out the ridiculous assumptions being made.

Excellent 6 / 6
Example # 4

Value

6%

14.

State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

6
The author's purpose in the essay "Call of the Weird" was to create a sort of "collection" of ridiculous questions he, and his office staff, had been asked through phone conversations, and to humor them. The simple fact that an aboriginal theatre company would be addressed with every kind of matter relevant to being aboriginal is comedic as it is, but with the author's use of sarcasm in response to these matters, the piece becomes an uproar. An excellent example would be his response to a request of an aboriginal actor, that needed to be very ^{appealing} ~~good~~ to the eye, he says "Yeah, most of the women in my office are looking for him too. What do you want me to do about it? The line starts behind them." Of course, in actual fact he does try and appease these people, but it is fun, ^{and effective,} for readers to know and understand what he is thinking when receives a foolish question or request. The author definitely achieved his purpose by be as witty as possible, and created ~~an~~ a hilarious collection of ridiculous phone calls.

Good 4.5 / 6

Value

6%

14.

State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

4 1/2

The general purpose of Drew Hayden Taylor's Sarcastic essay *Call of the Wild* is to call out all the stereotyping and generalization of today in an effective, yet entertaining way. Satire is often used effectively in comedy and it is of no exception here. One example of the literary device is in paragraph sixteen, the reply to the German man named Herman asking the theatre group about the Bear clan. "Sorry, we have yet to update our database and cross-reference our membership, actors, directors, stage managers and others by clan affiliation. We're awaiting the software to come out for Windows." This little quip of sarcasm is very effective in letting the reader know in a comedic way that people of Native descent don't appreciate being viewed as just Natives with no other identity or personal or professional life.

Value

6%

14.

State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

3

~~Often~~ In literature, authors use literary devices to effectively achieve their purpose. In this essay, sarcasm is used. Sarcasm refers to comical reference to the truth and nowadays everyone uses it. Drew Hayden Taylor uses sarcasm to achieve her purpose that they are an arts theatre and don't know 'everything' about the native culture. ~~The author~~ One reference when the author uses sarcasm is when he uses the example of the woman looking for a tall, lean native man. Then she replies that everyone in her office is looking for him too. This example, with the use of sarcasm, helps to portray the purpose of the essay.

Poor 0 / 6
Example #1

Value
6%

14. State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

0 The author's purpose in this essay is to state that the Aborigines are slowly disappearing. He does this by trying to find them all over the world from different tribes but can't find any. Also, the use of sarcasm in the last paragraph, where he ~~says~~ says about the Mirivishes getting calls about a Jewish Song, is just as hard as finding an Aborigine.

Poor 0 / 6
Example # 2

Value

6%

14. State the author's purpose in this essay and, with one specific reference, explain how sarcasm is used to achieve this purpose.

The authors purpose of this essay/ Sam Apple don't like to work hard. The authour uses sarcasm by "I guess you can call us slave of conformity." because all the people in the story is doing is writing native plays and besides that it does not seem like there working so for sure they are slaves.

Value

6%

15. With two specific references, show how the author effectively uses coherence in this prose selection.

Key Points:

- use of transitional words/phrases
- repetition of key words or their synonyms
- use of parallelism
- use of pronoun reference
- use of closing by return
- use question and answer as form of logical arrangement

Grading Key:

- 2 marks for method of identification
- 2 marks for references
- 2 marks for explanation

Strengths:

Students

- understood the concept of coherence and the methods of creating coherence.

Weaknesses:

Students

- understood the concept of coherence, but could not apply the methods.
- labeled references with incorrect method of achieving coherence.
- confused unity with coherence.
- confused coherence with chronological order.
- gave general references as support.
- did not understand the concept of coherence.

Value

6%

15.

With two specific references, show how the author effectively uses coherence in this prose selection.

Coherence is used in a piece of writing in order to create unity and balance in a selection. If a piece of writing is not coherent, the message is poorly delivered and the selection is difficult understand and read. In order to create coherence in this selection, "Fall to the united", the author uses pronoun reference, parallel structure, repetition and transition devices. An example of parallel structure used in this selection is "... cross-reference our membership, actors, stage managers..." This parallel structure helps to create coherence within the prose, making it easier for the reader to understand. Another device used to make the piece of work more coherent was pronoun reference. The author uses pronoun reference to refer back to the subject of the paragraph, opposed to continuously naming the theater company. For example, "We are a Theater Company. That is what we do. We produce plays by and about Native people check it out. It's in our mandate!"

Value

6%

15.

With two specific references, show how the author effectively uses coherence in this prose selection.

Coherence refers to helping the author have a smooth carry over between phrases or paragraphs. In "Call of the Wild", the author Drew Hayden Taylor effectively uses coherence in many different ways. One example of how Taylor effectively uses coherence is by the use of temporal referents. Temporal referents refers to time words. Taylor uses this in paragraph 18, when he says, "while that is a noble cause...". This is used effectively because it is showing that they have moved on from one topic and is going to speak about another. Another example of coherence that is effectively used is by the use of repetition. In paragraph 3, the use of the word "we" is presented many times. For example, Taylor says, "we are a theatre company. That is what we do. We produce plays by and about Native people." This is very effective because it puts a lot of emphasizes on the word "we", as in the theatre company.

3 The author effectively uses coherence, or unity, throughout this piece to ~~entertain~~ improve it. The coherence of the constant, back and fourth dialogue, keeps the readers attention throughout the essay. For example, the cat says, "Do you know where I can get my hands on some clout...", to which the ~~an~~ author ~~replies~~ replies, "...We do not condone violence..." The coherence of this back and fourth dialogue is effective throughout, and really demands the readers attention. This brings the whole essay together and makes it coherent. The spaces between each persons dialogue helps achieve this ~~coher~~ as well. Humour is used consistently by the author as well. The constant sarcasm and humour, such as, "we are not Ceramoni ^{R us} ~~as~~", unifies the whole essay. This is another effective use of coherence in the essay.

Poor 0 /6

Value	
6%	15. With two specific references, show how the author effectively uses coherence in this prose selection.
0	<p>Two references on how the author effectively uses coherence in the essay "Call of the Weir" are, "we did try having the seats face the back of the theatre but audience, shall we say, was not that favourable."</p>

Part III Poetry – 12%

Value

6%

24. In your own words, explain the meaning of the following lines:

3%

(a) “But the thing worth doing well done has a shape that satisfies, clean and evident.” (Lines 20-21)

Key Points:

- a job well done, anything worth doing is worth doing right
- a job well done will lead to a sense of satisfaction, accomplishment, personal satisfaction

Grading Key:

- 1 ½ marks for explanation of “But the thing worth doing well”
- 1 ½ marks for explanation of “has a shape that satisfies, clean and evident”

Strengths:

Students

- demonstrated an understanding of the quote and explained some of the key points noted above.

Weaknesses:

Students

- interpreted the line as meaning the quality of work takes time.
- thought it referred to the importance of doing the “right” things in life.

Excellent 3 / 3
Example # 1

3% (a) "But the thing worth doing well done has a shape that satisfies, clean and evident." (Lines 20-21)

This line "But the thing.... and evident." is highlighting the idea that work which gives your life meaning, has a clarity that only you can see. It means to say that if you find work that you love and enjoy you will know right away that you love it and it will be worth anything for you to be able to continue that work. Meaningful work, once found will always stay in your mind. 3

Excellent 3 / 3
Example # 2

Value

24. In your own words, explain the meaning of the lines:

3% (a) "But the thing worth doing well done has a shape that satisfies, clean and evident." (Lines 20-21)

The line "But the thing worth doing well done has a shape that satisfies, clean and evident." means that the things that are most worth doing and working for end up being the most satisfying. While we may work ^{hard} at doing something the things that are worth doing are the things that will give us a sense of satisfaction when it's all done.

Excellent 3 / 3
Example # 3

3% (a) "But the thing worth doing well done has a shape that satisfies, clean and evident." (Lines 20-21)

The lines "But the thing worth doing well done has a shape that satisfies, clean and evident" means that work that is worth the time, energy and work, in the end is work that is significant to the person who created it, therefore satisfying the person. The author uses this line to express the importance of working on what you believe in and is important to you.

Good 2.5 / 3

3% (a) "But the thing worth doing well done has a shape that satisfies, clean and evident." (Lines 20-21)

2 1/2

The meaning of lines 20-21 of the poem "To Be of Use" by Marge Piercy is perhaps to convey to the reader that anything that is worth doing well has a very pleasing or satisfying purpose. One that may be looked highly upon, or thought of as meaningful.

Poor 1.5 / 3

3% (a) "But the thing worth doing well done has a shape that satisfies, clean and evident." (Lines 20-21)

The above line means that something that is worth being done well "satisfies" and it is "clean and evident" which could mean clear. Figuratively, this line could mean to live your life and make it worth living. The choices you make should be to do what you want out of life. Also, to make your decisions to do what you think is right, without doubting yourself as the choice that you make. This is what this line means.

1 1/2
✓

- 3% 24. (b) “The pitcher cries for water to carry and a person for work that is real.” (Lines 25-26)

Key Points:

- A higher end question that asked students to make a connection or show the analogy between pitchers and people (both want to fulfill a purpose).

Grading Key:

- 1 mark for interpretation of “the pitcher cries for water to carry”
- 1 mark for interpretation of “a person for work”
- 1 mark for interpretation of “that is real”

Strengths:

Students

- expressed good comments on the value of work.

Weaknesses:

Students

- focused on the aboriginal material in the essay.
- viewed the pitcher as crying for a person who’s willing to work and carry water as opposed to drawing a comparison.
- omitted the quote “work that is real”.

Excellent 3 / 3

Example # 1

3% (b) "The pitcher cries for water to carry and a person for work that is real." (Lines 25-26)

The line "The pitcher cries for water to carry and a person for work that is real" simply means that by the same notion that a pitcher would be useless without water, a person without meaningful work will feel useless as well. 3

Excellent 3 / 3
Example # 2

3% (b) "The pitcher cries for water to carry and a person for work that is real." (Lines 25-26)

The line "The pitcher cries for water to carry and a person for work that is real" means that people crave real work, hard work that will be satisfying in the end. A pitcher cries for water, because it is meant to be full and a person cries for work that is real because we are meant to work hard, that is what the author is trying to convey in the above line. 3

Excellent 3 / 3
Example # 3

3% (b) "The pitcher cries for water to carry and a person for work that is real." (Lines 25-26)

The purpose of a pitcher is, clearly, to carry water. Likewise, in analogy, a person's purpose is to do "work that is real." But what is "real" work? As the author says, it may be defined in countless ways. It may be arduous physical labor, "in the mud and the muck". It may be a more artistic effort, like the Greek amphoras or Hopi vases. It may be sport, science, teaching - anything at all: what matters is the way we approach our work. A heart full of the desire & determination to bring an admirable quality to the world, by doing your best and achieving to your highest ability: that is "work that is real".

Poor 1 / 3

3% (b) "The pitcher cries for water to carry and a person for work that is real." (Lines 25-26)

1 The line "The Pitcher cries for water to carry and a person for work that is real" means that the pitcher was made to be used not made to be put in a museum to be viewed.

Value

6%

25. Identify two examples of figurative language from stanzas 1, 2, or 3, and explain how each is used effectively in the poem.

Key Points:

Metaphors: “field deserters and field deserters”
“jump into work...”
“natives of that elements”
“ox to a heavy cart”

Similes: “bouncing like half-submerged balls”
“pull like water buffalo”
“common as mud”

Personification: “a pitcher cries for water”

Hyperbole: “jump into work”

Grading Key:

- 1 mark for identify the specific type of figurative language
- 2 marks for identify and explaining how the figurative language was used in the poem (theme, tone, and atmosphere)

Strengths:

Students

- who performed well understood the concept figurative language.

Weaknesses:

Students

- had difficulty explaining the use or effectiveness of figurative language.
- discussed the meaning of the examples, rather than effectiveness.
- picked alliteration, repetition, and imagery instead of figurative language.

Excellent 6 / 6
Example # 1

Value
6%

25. Identify two examples of figurative language from stanzas 1, 2, or 3 and explain how each is used effectively in the poem.

Metaphor and simile are used in Marge Piercy's "To Be of Use" to develop the theme of the poem. One metaphor is the comparison in stanza 1 of work to water and good workers to purposeful swimmers. These people "jump into work head first and swim off with sure strokes". ^{poem} The metaphorical "plunge" expresses the idea that willingness to fully engage in one's work is admirable and desirable. By "swimming off with sure strokes" and "not dallying" the swimmers gain the speaker's respect and "love". ^{unhesitating} Simile is used in stanza 2, in the line "who pull like water buffalo, with massive patience." The comparison to water buffalo serves to illustrate a good worker's willingness to persevere and continue; to use "massive patience" to work and keep working until the task is complete. ^{people} Metaphor and simile in the poem help the author reveal the theme that ~~workers~~ ^{people} should engage completely ~~or~~ with their work and persevere until they have done what is needed. ₆

Excellent 6 / 6
Example # 2

Value

6%

25.

Identify two examples of figurative language from stanzas 1, 2, or 3 and explain how each is used effectively in the poem.

6
In the poem, "To Be Of Use," poet Mary Percy establishes her message that to work is to live through the use of vivid figurative language. Figurative language is language which makes connections between ideas beyond the literal level; it utilizes simile, metaphor and personification to do so. One example of figurative language in this poem is in stanza two where the author states "who pull, like the water buffalo, with massive patience." Here the simile between the humans and the water buffalo is important because it connects the idea that work for humans is a natural thing, part of their living nature. This is effective because it enforces an innate notion that work is purposeful and natural. Another example of figurative language is a stronger one where the poet says "browsing like half-submerged bulls." Here the simile is referring to the "black sleek heads of seals" and further to the "people I ^{love} the best." By extending the metaphor from humans to animals to inanimate objects, the poet is able to depict the universality of her message: the natural role of a person is to work, just as the role of a bull is to browse. All in all, the poet's use of figurative language helps to emphasize her message and portrays its universal and innate implications.

Excellent 6 / 6
Example # 3

Value

6%

25. Identify two examples of figurative language from stanzas 1, 2, or 3 and explain how each is used effectively in the poem.

In the poem, "To Be of Use," by Marge Piercy, the author explores the idea of which people like to feel that they are needed. One example of figurative language from this poem is when it reads, "Jump into water head first without dallying in the shallows and swim off with sure strokes almost out of sight." This is an example of a metaphor because it is comparing two unlike things, swimming and work. Another example of figurative language used effectively in the poem would be when it reads, "who pull like water buffalo." This is the use of a simile because it compares these people to water buffalo, using the word like. These two devices are both used effectively in exploring the theme that people like to feel that they are needed. By using this metaphor of "Jump into water head first without dallying in the shallows and swim off with sure strokes almost out of sight," and the simile, "who pull like water buffalo," shows how people who work hard, feel good about themselves and others as well.

Value

6%

25. Identify two examples of figurative language from stanzas 1, 2, or 3 and explain how each is used effectively in the poem.

In the poem "To be of use" by Marge Piercy two examples of figurative language are a simile, and a metaphor. The simile is in stanza 2 and it is "who pull like water buffalo". This is used effectively because the poem is about how the author loves people who do hard work. It is said right after the poet says "I love people who harness themselves". The second example of figurative language is a metaphor and is found in stanza three. "Who are not parlour generals, and field deserters." This metaphor is used effectively because the poet compares people that work as a parlour general, which is a general that is nowhere near the battle field, and a field deserter is a soldier who flees the battle field, and how she doesn't ^{like} ~~want~~ people like that. ✓

Good, Fair 4 / 6

Value

6%

25.

Identify two examples of figurative language from stanzas 1, 2, or 3 and explain how each is used effectively in the poem.

Figurative language is a way of expressing ideas or feelings. An example of figurative language is alliteration. Alliteration shows emphasis to an idea the author is making. For example, "Swim off with sure strokes almost out of sight" this brings emphasis to the idea of how working hard and being strong can be a beautiful thing. Also, another example of figurative language is a metaphor. This also brings emphasis to the author's ideas. For example, "an ox to a heavy cart" emphasizes the author's idea of hard work. The perseverance of an ox is compared to a person who works hard to get done what they need to do. This is how examples of figurative language such as alliterations and metaphors are effectively used to bring emphasis to the author's ideas and beliefs.

4

Part IV Connections – 10%

Value

10%

26. Identify the tone present in the essay, “Call of the Weird” and the poem “To Be of Use.” Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

Key Points:

- Tone - Prose: sarcasm, anger, frustration, annoyance, humourous, impatience
- Tone - Poetry: hopeful, admiration, appreciation, optimistic, serious, reflective, sincere, gratitude
- Development – Prose : diction, sarcastic responses, examples, humour, hyperbole,
- Development – Poetry: diction, imagery, figurative language

Grading Key:

- 2 marks for tone identification
- 2 marks for method of development
- 2 marks for applicable quote
- 2 marks for explanation of quote/tone
- 2 marks for comparison or contrast

Strengths:

Students

- demonstrated an understanding of tone.
- used specific references and explained them.

Weaknesses:

Students

- made connections that did not relate to tone.
- wrote ineffective introductory paragraphs.
- provided quotes that did not support tone.
- used multiple tones for a selection.

Excellent 10 /10
Example # 1

Value
 10% 26. Identify the tone present in the essay "Call of the Weird" and the poem "To Be of Use." Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

The tone in both the essay "Call of the Weird" and the poem "To Be of Use" are completely different. The tone in the essay "Call of the Weird" is very sarcastic whereas the tone of the poem "To Be of Use" is very serious. In the fact that the poet takes work very seriously. Both of these tones, however, are developed through the use of examples and illustration. In the case of "Call of the Weird" are all literal, actual examples, whereas in the case of "To Be of Use" the examples are figurative. An example of how the examples and illustration is used in the essay "Call of the Weird" would be found in paragraphs 19-20: "Do you know where we can get my hands on some chicken throat surgery?" "As a Native organization we do not condone violence against the dumb." This is an example of a call received by the author of the essay, and is an obvious sarcastic remark made by the author on the question, creating a tone of sarcasm in the piece. More examples of calls the author received and the sarcastic remarks made are found throughout the entire essay. Similarly, the tone of seriousness and ambition is developed through examples and illustration on how people should be living their lives - as hard workers. An example of this can be found in stanza 2, lines 8-9: "I love people who harness themselves, on or to a heavy cart, who pull like water buffalo, with passion patience." While these examples of hard work are figurative, this is exactly how the poet feels on the topic of work. The poet feels work should be done with many sense of strength and patience in a person. This helps present the tone of the poem, one that is serious and ambitious, just how they feel work should be done. While both pieces of writing deal with work, both seem to take the topic differently. Though words and illustration however, they develop these very different tones the same way.

Excellent 10 / 10
Example # 2

Value 10% 26. Identify the tone present in the essay "Call of the Weird" and the poem "To Be of Use." Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

excited using vivid imagery + metaphors

Tone is the way a writer expresses his/her piece of work. It is developed through diction, word choice used, and the atmosphere created contributes also. In the essay, "Call of the Weird" by Drew Hayden Taylor, the tone is ~~no~~ sarcastic. In the poem, "To Be of Use" by Marge Piercy, the tone is excited. Both authors use specific and appropriate literary devices and methods of essay development to develop their tone.

The sarcastic tone of "Call of the Weird" is developed, obviously using sarcasm, and through the use of example and illustration. The essay's purpose is to explain frustration, and she does this by providing the reader with numerous examples of questions that have been asked, and then responding with very sarcastic remarks proving the stupidity of the question. Her sarcastic tone shines through in this way, and the reader knows exactly how the author feels about the topic as a result. For example, it is stated, "Do all the seats face the stage?" ~~And this (example)~~ is followed by a sarcastic remark, "I guess you can call us slaves to conformity..." Obviously, they are not slaves to conformity, because it is perfectly normal to have the seats of a theatre face the stage, in fact it would be ludicrous to have them facing any other way. This response effectively develops her tone through using sarcasm to vent her message.

The tone of "To Be of Use" is rather excited. The narrator has a passion for hard-workers, which is evident in the poem, as it is the main message or purpose of writing. However, the narrator does not simply state that she loves hard working people, she enthusiastically describes in detail exactly

*see attached sheet please

26

how much she loves them and why, specifically, using a great deal of vivid imagery and metaphors/similes. While reading the poem, it is evident to the reader that the narrator is excited about the topic of which she speaks and she enthusiastically explains why. For example, rather than simply stating, "I love people who honor themselves," she uses diction and word choice to further this point and create a metaphor, stating "... on or to a heavy cart." She then uses numerous metaphors (and similes, such as "like water buffalo") used throughout this poem; the narrator never simply states, she describes in enthusiastic detail with these comparisons. Imagery, another technique effectively used such as in the line, "who strain in the mud and the muck" also greatly helps develop the tone. This diction forces the reader to visualize the action, creating a great emphasis. Her excited and enthusiastic tone shines through her techniques used, to effectively show the reader how much the narrator loves hard-working people; to effectively deliver the message of the poem.

Although the tones of these two pieces of literature are quite different, ~~the~~ both authors use great diction and literary devices to develop their respective tones.

10

Excellent
Example # 3

Value 10% 26. Identify the tone present in the essay "Call of the Weird" and the poem "To Be of Use." Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

~~Though~~ Though both works discuss the role of labour in our society, they go about it in extremely different ways. The ~~these~~ sentiments of the writer of the essay "Call of the Weird" are made evident with the use of a mocking, decisive tone, while those of the poet who wrote "To Be of Use" are conveyed through the use of an earnest, sentimental tone.

The essay's tone is developed primarily through the author's use of sarcasm. He introduces questions that have been asked of him ~~in~~ in a dry, point-blank tone, then seeks to ridicule them by answering in ~~an~~ an equally dry, sarcastic way, as when he says "We did try ~~to~~ having the seals face the back of the theatre". By answering sarcastically, he is mocking those people who misinterpret his company's role in society. In doing so, he illustrates how limited he believes his job to be.

The poet takes an entirely different approach in discussing work. She speaks of it with reverence ~~as~~ as an honest ~~and~~ means to happiness and fulfillment. She does so with her repeated use of the word "love", which creates a sentimental tone, and her use of adjectives such as "clean and evident", which portrays her tone as earnest and well-meaning.

Through these very different tones, the ~~multifaceted~~ multifaceted nature of our society's views on work are revealed.

Good 9/10
Example # 1

Tone is the feelings of the author towards the text. The essay; "Call of the Weird" & the poem; "To be of use" have to very different tones. The tone of "Call of the Weird" is very informal and relaxed. The main means of portraying this tone is through sarcasm and satire. An example of this is at paragraph nine when the question is asked of the "Apache Wedding Prayer". The speaker responds by saying "I chuckled. Sorry... Mohawk secret handshake". Thus sarcasm and satire pokes fun at the question and mocks it quite humorously. This response creates a very relaxed, and informal tone.

As a contrast or juxtaposition the the essay the poem as a much more serious tone. The tone is that of inspiration and is almost stern. An example of this serious ~~and~~ inspired tone is "Who does what has to be done, again, and again." By adding the line "Again, and again" to this ~~the~~ quote the author creates emphasis on the point of getting the job done. This quote shows the stern and serious tone of the author and her strong feelings towards this subject.

As shown at several points in both works, these essay and this poem have very different tones. The relaxed, informal tone of "Call of the Weird" is portrayed through it's sarcasm while "To be of use" uses emphasis of key words & phrases to create a more serious and stern yet inspired tone.

Good 9/10
Example # 2

Both literary pieces provide an insight into the author. We can get an idea of how the author feels about their work through their diction and the way their work is presented.

In the poem "Call of the Wild" the tone of the author is very sarcastic and bitter towards the people who torment him at his work station by posing him with very absurd questions and requests. This tone is very well developed by the author's diction. He often uses more complex words and sentences to make his statements more believable and confusing for his ignorant callers. For example he uses words such as; "bureaucratic", "clandestine", "non-appearance", etc. These words make his stories seem more believable and harder to understand for the caller. This further develops his sarcastic tone. Most of the ways he responds to the callers is by creating word stories or by bluntly dismissing anything the person says with sarcasm.

In the poem "To Be of Use" the tone the author uses is very optimistic. "You can see in her diction as well that she truly admires hard working individuals. She often uses the word "love" to show how she feels about hard work and dedication. For example "I love people who harness themselves, on or to a heavy coat." "The people I love best jump into work head first." The tone of admiration is clear through her word choice and analogies. She often compares people to animals to show their power and will to move forward and do more.

As we can see both authors word choice accredits to their tone. It is very easy to see how each of them feels about their own subject. Key words in each piece are effectively used throughout and make it easy even for the reader feel the same way which the authors do.

Good 8 / 10
Example # 3

Value
10% 26. Identify the tone present in the essay "Call of the Weird" and the poem "To Be of Use." Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

Tone is the author's attitude toward his or her subject. The tone of the essay "Call of the Weird" is disbelief of how many cultural assumptions & stereotypes exist. The author uses sarcasm to get his point across, but overall he cannot seem to believe how many ridiculous questions he gets about natives & aboriginals. He says, "The number of times I've seen heads, with telephones attached, shaking in amazement, makes me wonder about the logical processes of people's minds". All of the sarcastic remarks the author makes proves that he is amazed at what people think about native people. The tone of the poem "To Be of Use" is admiration. The author admires people who work hard and aren't afraid to "jump into work head first". The author says, "I love people who harness themselves, an ox to a heavy cart, who pull like water buffalo, with massive patience". She admires people that do good, honorable, real work. She wants to be around people like that, & she gives these people a lot of recognition for their work. The tone is also developed by how the author repeats, "I love", in the poem. This puts emphasis on her admiration for hard-working people.

Good 7/10
Example # 4

Value
10% 26. Identify the tone present in the essay "Call of the Weird" and the poem "To Be of Use." Compare how the tone of each selection is developed. Support your answer with one specific reference to each work.

The tone in a piece of literature is a form of the mood set by the author. Tone is the overall feeling evoked in a literary work, created by literary devices and the apparent voice in the piece of work. The tone in the essay "Call of the Weird" is extremely sarcastic or witty. The author of the essay is very opinionated and seems to have a 'little to no tolerance' policy for the ignorance of the general public. When he receives an inquiry about the seats facing the stage, his sarcastic response is "call us slaves to conformity... but the audience reaction, shall we say, was not that favorable." The author's voice is very apparent in this line, and allows a reader to really understand his witty nature. The tone of "Call of the Weird" is developed very strongly through the author's wit, which shines through as his voice is so apparent. In the poem, "To Be of Use", the tone is very stern, and the author shows that through her little tolerance in the world of work. Again, voice is used within the poem to exaggerate the tone, and make it evident that the author is serious. The poem starts with, "The people, I love the best jump into work head first without dallying in the shadows", showing that she only has an appreciation for people who are serious and committed. As soon as the poet begins, she gets down to business in showing her dissatisfaction for the lazy members of the world of work. Without the author's voice being present, the emotional connection would not be apparent, and the stern serious tone would not be present. The poet wants it known loud and clear that she doesn't approve of a lack of motivation, but her voice in the poem certainly does not lack motivation. The tone within a poem can often be hard to spot or describe in one word, but with the use of a strong voice and a great opinion, it can be clearly spotted.

Section B – Comparative Study (25%)

Value

25%

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.

27. With reference to one longer play and one work from the prescribed texts below, show how a character has gained valuable insights into his/her experiences.

Key Points:

- Students must choose a character from each text.
- Students must focus on at least *two* major insights per character.
- Students must discuss how the character gained these insights with *specific* references to the prescribed texts.
- Students must make solid references to both texts. (This did not necessarily mean quotes, but references must be specific enough to demonstrate a clear understanding).
- Students must use a good introduction and a good conclusion as essay structure is an important language component.
- Students must use a smooth transition from discussion of one text to another.
- If students only provided an extremely well-written plot summary, they could only receive a maximum of 12.5 marks.
- This was not a process piece, and based on the scoring rubric excellent essays are not flawless

A holistic grading scale was used to grade this response.

See English Scoring Scale Criteria (Table 1)

Strengths:**Students**

- wrote clear introductions and conclusions.
- understood what the question required.
- integrated quotes and specific references.

Weaknesses:**Students**

- used vague generalizations about the selections.
- wrote plot summaries.
- used side-by-side but provided no links or transitions to create coherence.
- wrote a comparison of character traits rather than insights.
- chose characters for which little insights were gained (inappropriate choice of characters for the question posed).

The insights gained by Creon and Gene

In both the Theban play Antigone and the novel A Separate Peace, a character gains valuable insight from his experiences. In Antigone, the character Creon gains valuable insight toward his own character ~~after~~ as he allows his hubris to cloud his judgement in his encounters with Antigone, Haemon, and Teiresias and eventually cause the suffering of himself, his kingdom, and his loved ones. In the novel A Separate Peace, the character Gene gains valuable insight towards his own character as well as his encounters with Phineas, Brinker, and Leper force him to come to terms with the darker sides of himself.

When Polynices betrays his kingdom, Creon refuses to offer a proper burial and instead mistreats his body as an example. Antigone's attempt to give her brother a proper burial ~~enrages~~ enrages Creon as not only did Antigone betray his orders but she is also a woman and believed to be beneath him. Antigone's faith in her actions allow her to declare, ~~that she~~ "I did not think your edicts strong enough to overrule the unwritten, unalterable laws of god and heaven, you being only a man." This declaration causes Creon to order Antigone's death as his pride and arrogance refuse to acknowledge any truth to her statement. His power as King allows his hubris to grow and the once noble Creon is behaving unjustly towards Antigone and Polynices.

Later in the play, Haemon, Creon's son, attempts to talk his father into changing his mind regarding Antigone as the public is on her side, declaring her ordered death is cruel and unjust. Haemon's attempts to advise his father fail as Creon's arrogance does not allow him to take advice from someone inferior in age and ranking to himself. Instead of ~~considering~~ considering Haemon's warnings, Creon reacts furiously and

demands that Haemon watch Antigone die only to watch his son leave in anger. This cruel treatment of Creon's own son displays how far Creon has fallen in regard to how noble he once was and how arrogant and ~~vengeful~~ cruel he now is.

Creon's encounter with Teiresias is what allows him to gain the most insight into his own character. Teiresias informs Creon that his ill treatment of Polynices has angered the gods and the result will be Haemon's death. This news allows Creon to finally look past his own pride and arrogance and see what he has done to his kingdom and loved ones. However, Creon's insight comes too late as Antigone has already died and Haemon has killed himself. These deaths are believed to be on Creon's hands and as a result Creon must now live with the guilt of what he has done to his family. His kingdom now on the ~~to~~ brink of war, Creon's insight has come too late. The result is Creon's own suffering and that of his son Haemon, his wife, and Antigone. ~~Creon's insight~~

In the novel A Separate Peace Gene's relationship with his best friend Phineas causes him to learn a lot about the dark side of his own personality. Gene's admiration and love for Phineas turns to envy and hatred as the novel progresses. Gene thinks Phineas is secretly resenting Gene for his academic success but the opposite is true. Gene feels inferior to Phineas and as a result this dark side of Gene becomes more and more dominant. Through Phineas' injury and death Gene learns about himself and at the end of the novel, as a result of his relationship with Phineas, is able to come to terms with the dark sides of his own personality and become a better

person for it.

Gene's encounter with Leper forces him to come to terms with the dark sides of himself brought out by his envy of Phineas. When Gene goes to Leper's house after he "escapes" from the army, Leper brings up Phineas' injury which he believes to be caused by Gene and says he always knew Gene was a savage. That he was a great guy until all the chips were down. Leper's brutal declaration hits too close to the truth and Gene's dark side arises again and he briefly attacks Leper. Leper's confrontation causes Gene to reflect upon his words and consider how close to the truth they are.

Brinker and Gene's friendship allows Gene to come to many insights regarding himself, Phineas, and the war. Brinker and his role in the "inquiry" directly ^{contributes to} ~~contributes to~~ Phineas' death, an event that leads Gene on a path to self discovery. Also, Brinker's opposite views regarding war directly contrast to Phineas' views forcing Gene to adopt his own resulting in him realizing he had no war to fight as he was his own worst enemy.

Gene's insight was that he was his own worst enemy, that he had a dark side of himself that he had to overcome. This insight was the result of his experiences with Phineas, Leper, and Brinker. Creon had a similar insight, that his arrogance directly resulted in the death and suffering of those around him. This insight was the result of his experiences with Antigone, Haemon, and Teiresias.

often in literature, authors use characters that gain valuable insight from their experiences to develop their theme. In William Shakespeare's timeless play "Macbeth," the character of Macbeth gains valuable knowledge due to his ambitious behaviour to portray the theme, "one must be aware of the consequences when they disregard responsibility." This parallels the use of character to develop a main message in J.D. Salinger's classic novel *The Catcher in the Rye*, as the ^{main} character Holden reaches an epiphany regarding maturity and relationships. This insight develops Salinger's main theme, "human's need relationships and socialization to healthy lives." Although the two ~~author~~ works portray different themes, there are several links between these characters and the method of theme development.

In the play, "Macbeth," Macbeth's character experiences a drastic change as the possibility of fame, wealth and power overwhelms the noble character. In the beginning of the play, Macbeth is portrayed as and declared "Brave Macbeth" and "Noble Macbeth - for well he deserves that name," by friends, peers and kings alike, proving his earned respect. However, as the three witches tempt Macbeth, by declaring he will be the King, his true ambitious nature is revealed. ~~He becomes obvious that~~ Macbeth initially states that the thought of committing murder in order to obtain the title of power, "doth unfix my hair." However through conflict with his wife Lady Macbeth as well as an intense internal struggle, it becomes obvious that his desires may overcome his responsibilities and that he may not be "too full of the milk of human kindness," as his power thirsty wife suggests. Macbeth later admits that he has no reason to murder King Duncan, except for his "vaulting ambition," which proves to conquer his noble character as he commits the murder, earning him the title as promised by the witches. However, through his complete disregard of responsibilities as he becomes blinded by ambition, Macbeth experiences harsh consequences.

including alienation from society. It is only through these consequences that Macbeth gains valuable insight.

Macbeth became isolated due to the crimes he commits and the ruthless murders he is responsible for. His once virtuous disposition changes as he becomes labelled as a "tyrant". Society now fears and loathes Macbeth, even as King and he loses all relationships with, and respect from, his one-time friends. It is this form of alienation that allows Macbeth to realize that ambition and desires must not triumph over responsibility, thus developing Shakespeare's main message. His character realizes the harsh consequence he must now endure is not due to jealousy, but a pure hatred due to his acts inspired by his quest for power. Macbeth declares that he, "wish the state of the world were now undone," which is his first sign of remorse and evidence of his gained insight. His realization that there are consequences to be faced as he followed desire rather than responsibility convey the theme of the play.

Similarly, Holden, the main character of the novel *The Catcher in the Rye*, develops throughout the piece which eventually leads to a gain in valuable insight. In the beginning of the novel, Holden is portrayed as insecure, cynical and immature. He is unable to form true and meaningful relationships due to his inability to relate, communicate and show compassion for others, which is caused by his underlying internal struggle. His peers recognize this immaturity, and urge him to "grow-up," however his fear of maturity and adulthood cause him to isolate himself from society. It is obvious to the reader that Holden's immaturities and insecurities are the main reason for his isolation. Holden finds himself on the edge of childhood, however he does not want to bridge the gap ^{to adulthood} due to his fear of maturity. He labels everyone as "phony," stating that "he was surrounded by phonies," which he uses as a reason for his lack of socialization and relationships. However his use of the word has a much deeper meaning.

He was afraid of making a real connection, and ran from every opportunity of creating a genuine relationship including from his school, his teacher Mr Antolini and sister Phoebe.

"When I was all set to go... I got to hell out," directly shows Holden's insecurities as he could not face his troubles academically, nor socially at his school. His new ambition becomes to be completely isolated.

Holden's isolation from society leads to his epiphany and gain in valuable ~~new~~ insight. He finds himself alone, with no ~~one~~ to run away from, but more depressingly, none to run to. However, his sadness only exaggerates his loneliness, as he becomes determined to completely alienate himself, and pretend he was "a deaf-mute" to ensure he would experience no relations with anyone.

Although he is admittedly lonely, he does not want to face his hardships, rather he plans to do what he finds easiest, to run away from his problems. It is his interaction with his sister Phoebe that causes his epiphany, as she is determined to run ^{away} with Holden, ~~not~~ ^{meaning} ~~entirely~~ he would no longer be alone. Initially Holden claims, "you're not going... I'm going alone," however he allows himself to build a connection with his sibling, his first true relationship. After Phoebe shows compassion for Holden, he can not help to ~~add~~ feel compassion and a sense of self-worth. He sees the value of relationships, and the importance to live a healthy, rewarding life. Even on the verge of a mental breakdown, he allows himself to feel what he had needed to experience for a long time, love. It is this epiphany and gain in knowledge that conveys Salinger's main message, the importance of relationships to live healthy lives.

In both novels, the characters are able to gain crucial insight through their alienation from society. They face the struggles of being alone, and through their hardships they are able to learn powerful lessons. Although both characters ~~and~~ possess different traits, their experiences contain similarities. These experiences allow for the theme development in both pieces of work and show the indispensable use of character in literature.

~~Some people will gain insight or learn a lesson through tragedy. It takes a major traumatic event for them to realise their mistakes and learn from them. In the Theban play "Antigone", Creon the king learns too late the consequences that follow excessive pride. In the novel, A Separate Peace, Gene ~~finally forgives himself for a friend's death after fifteen years of living with the guilt.~~ Through their experiences, these characters both gained valuable insights about their lives, and both their lives were changed dramatically because of this.~~

Sophocles, the author of The Theban plays, wrote ~~with~~ with a purpose of teaching the audience a lesson through the mistakes of his characters. In the play "Antigone", he succeeded. Creon was a newly appointed king, therefore he felt the need to prove himself. ~~When the traitor, Polynices was dead, Creon declared that he was not allowed to have a proper funeral. He had attacked the city, so Creon decided he did not deserve to be respected when he was dead. Creon's excessive pride was his downfall. When Antigone, Polynices' sister, gave him a funeral and buried him, she was sentenced to death. Creon was too stubborn to give the girl a second chance. He wanted to prove he was a good king who stood behind his own laws, and he realized too late that he was making a mistake. His one bad decision led to the suicide of Antigone, the suicide of his son Haemon (who happened to be Antigone's fiancé) and the suicide of his wife, Eurydice, who was stricken with ~~grief~~ ^{grief} when her son died. He didn't listen to anyone's warnings, not even Tiresias, the ~~prophet~~ prophet, who's predictions "proved to always be true". Creon learned the hard way that ~~there is nothing to be ashamed of to admit when you are wrong, and that having too much pride is never a good quality.~~~~

Everyone feels jealous of someone at one point or another, but when that jealousy takes over and it is all you ever think about, it becomes a problem. The novel, *A Separate Peace*, is about Gene and Finny two "friends" who attend ~~Finny's~~ a boarding school together. Gene always saw Finny as "perfect". He was good at sports, good-looking, charming, and could get away with anything. Gene was constantly comparing himself to Finny, wanting to be just like him. A point in the book when Gene's jealousy is very obvious is when Finny wears ~~the school's tie as a~~ the school's tie as a belt to the headmaster's tea, and Gene is positive that this time Finny will finally get in trouble. He somehow manages to avoid punishment again, and Gene is secretly disappointed. Gene's rage, resentment, and jealousy continue to build towards Finny, until he can't control his emotions any longer. When they are both standing on a high branch of a tree, Gene loses control and jostles the branch, causing Finny to fall and break his leg, which later leads to his death. Gene struggled with Finny's death for fifteen years, still stuck in the same jealous state, always comparing himself to others. He finally realises after all those years that he "killed all his enemies" while he was at school. His enemy wasn't Finny, it was jealousy. It was never feeling good enough. ~~Finny's death symbolized the death of Gene's insecurity.~~ Finny's death symbolized the death of Gene's insecurity. After fifteen years, he finally knew this, and he realised it was time to "come in out of the rain", and stop dwelling on the past.

Creon and Gene, though ~~very~~ very different characters from two completely different ~~stories~~ stories both ~~had similar outcomes through their experiences;~~ had similar outcomes through their experiences; learning lessons and gaining insight. Just like

- Gene realised too much jealousy can be destructive, Creon ~~was~~ learned that too much pride can also be destructive. Creon ~~was~~ realised ^{this} almost immediately after his ~~own~~ tragedy, whereas Gene took fifteen years to come to terms with his realisation. Both of the characters' flaws caused deaths. ~~There is no evidence of which character was affected more, because they were each affected in different ways. The deaths Creon experienced were more personal, because they were those of his family, but Finny's death took longer for Gene to cope with because of what it symbolized, the death of his "enemies". Though written in different times, ~~the~~ ^{the} ~~pieces~~ ^{pieces} had similar lessons.~~

Although it ~~is~~ causes extreme grief, a tragedy is often times necessary for someone to see the error of their ways. Learning "the hard way" is sometimes the only way for some people to learn. ~~Even though Creon supposedly lived thousands of years ago and Gene lived in the middle of the 20th century, they had similar experiences when it comes to learning life lessons and gaining insight. Their outlook on life has changed for the better, even though it took a traumatic thing, like a death, for it to happen. Gaining insight and learning life lessons is an ^{important} part of life.~~

In William Shakespeare's Macbeth and Jeffrey Archer's A Matter of Honour, like all ~~great~~ ^{great} fictional works, the main characters undergo many events which change their methods as well as their way of thinking. The term "valuable" is very broad though; the value of something learned while fighting a very agitated Scottish man is debatable. If we look past that however, both characters learn many things that give them a different perspective, no matter how negative that perspective may be. The characters both are relatively innocent at the beginning of the novel, but due to certain circumstances that may or may not be in their control, they learn valuable lessons due to what they witness, or what they do themselves.

Macbeth's innocence is not an innocence from combat, but an innocence from corruption and evil. In the first couple of scenes, Macbeth is a honorable fighter for King Duncan, something that you would think would already have given Macbeth valuable insights into life and combat. Insights that should have included not giving up your safety and honor because of three old witches who happened to play on your confirmation bias. However, these were ignored for the most part. The one chance that Macbeth has to rationally go over the situation when he mentions that he doesn't want to oversteer the horse of ambition that he is trying to ride on, is prematurely ended by Lady Macbeth. The downfall of his character is the result of his ignorance of valuable lessons.

Ignorance isn't a big problem of Adam Scott's. No reasonable person would think that a painting left in a will given by a Nazi war criminal would contain a copy of a deed to an American state (I guess it is an airport novel). In retrospect, a lesson learned by Adam is that anything is possible.

His background in the military gave him a sense of honor and a courageous attitude which he displayed while being tortured earlier by the Chinese. By the time the novel begins, however, he has lost much of this behind and has returned to being a naive civilian. It was not his fault when Romanov killed Heidi, but it taught Adam a valuable lesson, that he had to be suspicious of people, and that "Romanov" was a dangerous man.

Macbeth's reign of terror taught him a valuable lesson in totalitarian government. As Stalin so romantically put "Death solves all problems. No man, no problem". Macbeth learned this lesson fine, he just executed it with such utter recklessness that it ensured that he would be overthrown. Had he seen to that both Bengus and Florence were killed, it would have nullified the prophecy and Macbeth would not have worried about Macduff's origin of birth during the final battle. However, Macbeth also lost in sight as the pressure from his wife to continue with their plan slowly drove him insane.

Adam's biggest change in A Matter of Honor is when he is talking to Robin and she mentions how he shouldn't even trust Lawrence and the Foreign office anymore. This is valuable in that only he should know exactly what he is doing and it probably saves his life, since Mender was in the D4 as well. The increasing difficulty in escaping Romanov caused Scott to become adept at manipulating people and using civilian camouflage for his advantage. The moment he loses his advantage is when he lets his guard down and allows himself to be taken by what would seem to be British officers. This reinforces his belief that he can't trust any one.

By the end of Macbeth, the titular character has turned into a raving lunatic and has thrown all concepts of logic down the windows. Beginning

with the murder of Macduff's family, Macbeth begins to lose more and more of the honour and talent that made him such a good fighter. Hand to hand combat is still a strength, but tactically he falls apart. Instead of investigating the morning watch, he freezes while remembering the prophecy given by the apparition. He is unaware of how much he has given up until his final battle with Macduff, where after realizing that all is lost, he keeps fighting out of spite, knowing that what he did didn't work. In that little moment in time, he reclaimed all the lessons that he had forgotten, and still rejected them, thus ensuring his defeat.

Unlike Macbeth, Adam did not create his own downfall, or even fall himself. On the contrary, he became much more confident in his abilities. During the torture, Adam learned something very valuable about himself; that he had the mental fortitude to get through torture without saying anything. Once that was ascertained for him, he could focus on a possible escape. He had to learn to trust people again in order to get to where he needed to go, but he also stay vigilant, which he demonstrated by telling the teenagers to beat up the jail that Lawrence sent to follow him. In the end, his greater confidence gave him the opportunity ~~not~~ to kill Romanov and taught him that he could do anything, as he had a strong enough will.

The acceptance of important lessons is one thing that separates successful people from unsuccessful people. In the cases of Macbeth and Adam Scott, it separates living from dying. The fate of Macbeth was tied to his ignorance, and the success of Adam was due in part to his ability to adapt to his surroundings. The lessons that were taught were used to his advantage. These important aspects of the novel differentiate the two characters.

Excellent 25 / 25
Example # 5

Characters sometimes gain valuable insights from their experiences throughout a novel. In *Antigone* by Sophocles and *Dracula* by Bram Stoker, both strong and weak characters demonstrate this. They learn that power is not absolute, rationalization is not always appropriate, and sometimes ~~things are~~ ^{things are} worth doing the unthinkable.

Power has great influence but it is not absolute. In *Antigone*, Creon had power. "... he cannot keep me from my own." Because Creon had so much power, he ~~was~~ assumed the rules of death and the divine did not apply to him. Thus, he let his power corrupt him into doing Heiman's things such as refusing to give a man a proper burial. This quote by Antigone represents her determination to prove to Creon that there is a higher power than him. She refuses to let him sentence her brother to eternal damnation. Creon experiences the death of his wife and learns that although he has power, he needs to learn to feel empathy ^{for} those who do not and use his power wisely. Instead, he used it simply for his own gain.

Similar to Creon, Dracula from *Dracula* has power as well. "He is finite, though he is powerful." Because Dracula had power, he made the mistake of thinking he could not be defeated. Thus, he carelessly preyed on whom he wanted without considering the consequences. Van Helsing, however, shows in ~~in~~ ^{this} quote that Dracula can be destroyed even though he is very powerful. Jonathan, Arthur, Mina, ~~and~~ Van Helsing, and Seward all band together and prove to Dracula that power is not everything. If still alive, this experience

would have taught Dracula that just because ~~of~~ one can harm ~~to~~ and control the weak, does not mean one should.

Rationalization is not always appropriate. ~~for~~ Antigone, Creon rationalizes her choice to refuse to help bury her brother. "... the laws are stronger than we are." Antigone feels it is wrong to bury one brother but not the other. She believes so strongly in this, she is willing to do anything to ensure righteousness. Her sister, Ismene feels, however, that going against the law would be inappropriate. She feels they are women and women have no right to interfere with the law. Antigone struggles against the attitudes of the society she lives in and even dies for her cause. From this experience, Creon learned that some things are worth standing up for, though dying is perhaps a bit extreme.

Similar to Antigone's Creon, Jurg rationalizes her constant weakness. "~~Creon~~" "... voices from it knew not where that command me to do or know not what." Rather than stoop to believing in the supernatural and go against society, Jurg continues to blame her weakness on other effects. There is much proof around her that something odd is clearly happening. ~~For~~ The mysterious holes in her neck and the voices from her windows are just two examples. Like ~~Creon~~ ^{Creon}, Jurg's experience of finding of the powerful gives her an insight that survival excludes nothing.

Some things are worth doing the unthinkable. ~~for~~ Antigone goes against the ~~proportions~~ preference of society. "We have only a little time to please the living but all eternity to love the dead." Antigone loves her brother very much and wants him to have peace in the afterlife. However, this cannot happen if he is not

properly buried. Antigone tries to make Creon understand. By combating law and authority, she breaks the stereotype that women are weak. ~~and~~ In the end, Antigone dies for her cause. Her experience taught her that things are worth standing up for ~~but not necessarily~~ ^{and perhaps} even dying.

Similar to Antigone, Van Helsing goes against the norms of society. "Through them, you and others shall yet be mine." In ~~the~~ the 19th century minds, the supernatural was a ridiculous, unbelievable concept. This is a large reason why no one figured out ~~earlier~~ that Dracula is taking Lucy's blood until it is too late. Van Helsing slowly begins making the supernatural a possible ~~situation~~ dilemma and introduces possible solutions like garlic. Through his vigilance, the others start believing in the supernatural as well. In the end, Dracula is defeated and Van Helsing learns, like Antigone, going against society sometimes results in positive ways.

Both Antigone and Dracula contain characters that gain valuable insights from their experiences. Both Creon and Dracula learned power does not exempt ~~you~~ ^{one} from defeat. Creon and Lucy learned rationalization can sometimes prevent one's survival and destroy their morals. Lastly, Antigone and Van Helsing learned ~~the~~ society's views are not always correct. The insights learned proved valuable and add to the message of both the play and novel.

25

AB

Within all works of literature messages are portrayed to the audience. Most often this is accomplished through the protagonists' adventures and conflicts. The protagonist gains insight through these adventures and conflicts and presents the themes. ~~"Huckleberry Finn"~~ "The Adventures of Huckleberry Finn," by Mark Twain and "Antigone" by Sophocles present main characters which, throughout each story, gain insight and learn lessons from their experience. "Huck" learns lessons through his interaction with Jim, the Wilks episode and the two illustrations: the Duke and Dauphin as for Queen in "Antigone" he learns lessons through his own ignorance and wrong decisions, from denying advice, defying superior forces and his loyalty.

Throughout Mark Twain's famous novel, Huckleberry Finn (Huck) is plagued by one major ~~conflict~~ internal conflict. This inner conflict is regarding his new friend, a runaway slave named Jim. Huck is torn between society and his emotions. When Huck sits down to write a letter after his stop in Pikesville, this conflict is resolved. Huck is unable to write a message to Widow Douglas explaining where Jim is. Huck's greater emotions prevail and he tears off the letter stating "All right, Ma, I'll go to hell." This shows Huck's maturity and he learns that what is said to be the correct thing to do is not always the right thing to do.

Another lesson Huck learns is that honesty will always prevail. When the Duke and Dauphin pretend to be the brothers of the dead father of the Wilks family in order to inherit all of the money, Huck is again thrust into emotional turmoil. Huck knows what is going on and feels bad for it. Huck is plagued by his ~~own~~ thoughts and eventually succumbs into telling one of the Wilks sisters about the phony brothers.

Huck feels better after this confession and learns the honest is a noble quality and will always work out for the better. This is shown in that the Duke and Dauphin escape with no money.

A third lesson Huck learns through his experiences is mainly the theme of the novel and is stated by Huck himself. When Huck arrives at Tom Sawyer's aunt Sally's house, Huck witnesses the mutilated bodies of the Duke and Dauphin, fared and strung up. Huck's incredible passion provokes him to state that "Human beings can be awful cruel to one another." This quote is proof of Huck's unimpaired maturation and without realizing it Huck defines the problem of his corrupt society of slavery.

As well as Huck, "Amalgamated" protagonist, Crean, also learns lessons, however they are at the expense of everything he cares for. In Crean's opening speech to the people of Thelma he declares that "A King whose life one sealed by fire, unwilling to seek advice, is damned." Crean does not take his own advice to heart and learns it's truth ~~the~~ at great expense. Crean creates irony in this statement when he denies the advice of Teiresias. Teiresias attempts to give Crean advice but Crean's arrogance prevents him from taking it.

While conversing with Teiresias another lesson is made prevalent. Teiresias mentions that "The Gods" are upset with Crean and that he must obey or meet his demise. Crean does not take this lesson either and defies his superior forces which leads him to his own destruction.

A third lesson Crean initially refuses to heed is that empathy ~~is~~ is a quality of success. Haemon attempts to bring this message to Crean when he states that the people of Thelma are angry about the

disillusionment of a funeral for Polyxena. Green's "wrong-headedness" prevents himself to regard things from other people's perspective and ~~then~~ blocks him from hearing Haemon's true meaning in the lines "If she dies, she does not die alone."

All three of these lessons are brought to the forefront of Green when all he cares for is lost. Green realizes too late that the advice given to him was advice of intelligence. Green also learns that his defense of "The Gods" will is what lead to the destruction and that his sympathy blinded him from the truth. Green admits to these lessons and his wrong-doings in order to create pity.

In conclusion, the most of the insight that is gained ~~from~~ throughout a protagonist's experience or conflict defines the theme or message of the piece of work. As such, in "The Adventure of Huckleberry Finn" Huck learns that sometimes what is said to be just is not always correct, through his experience with Jim, also that honesty is a quality of ~~the~~ the story, through his words episode experience and that "Human beings can be awful cruel to one another" through his experience with the Duke and Dauphin. Green learns that he must always listen to advice, ~~through his own ignorance and death of his loved ones~~ understand what other people are thinking/empathy and that superior forces must be stayed at all times, through his own ignorance and the death of his loved ones.

25

Good 23/25
Example # 1

It is often said that wisdom comes from experience. Each mistake made is a lesson learned, each tear shed another piece of character established. Within the works "Macbeth" and "The Catcher in the Rye", Shakespeare and Salinger create two characters in particular that seem to embody poor judgement and significant flaws within one's character. Lady Macbeth becomes an accessory to murder and drives herself mad with guilt, and Holden Caulfield goes on a rampage of teen angst and exploration. Through the decisions of these two characters, they both learn valuable lessons and gain insight from their experience. It becomes clear that it is easy to become self-destructive and hurt others along the way of self-indulgence.

Although he seems oblivious, Holden Caulfield spends the course of the novel attempting to figure out himself and those around him. This novel has gained a cult following of sorts as many identify with the narration of a troubled mind. Holden falls out of multiple schools despite being intelligent. This is one piece of evidence of the self-destruction he puts upon himself. One professor, Mr. Spencer, would attempt to help Holden in any way he could. He still flunked out of Pencey, writing nonsense on all of his exams. When he leaves Pencey school, his adventure in New York begins a tale of self-discovery even though he refuses to look at his faults.

While alone in the city, Holden questions everything and everyone. One example of an attempt to understand life was when he met with the prostitute, Sunny. Before this, Holden explains to the reader that he is "probably the biggest sex maniac you will ever meet". However, he contradicts himself saying "I really don't understand sex, I swear to God I don't". One minute he is one person, the next minute giving a contradictory statement to his character. When Sunny takes off her dress and sits on his lap, Holden asks her to leave and gives her \$5.00. Maurice, the guy who set him up with the hooker, punches him in the stomach and takes more money. This experience in the hotel is an experience of self-destruction, and he proceeds to further deteriorate his mind simply through the startling power of his mental instability. He goes on to gain insight from these experiences during his stay at a mental hospital.

In conjunction with the juvenile Caulfield, Lady Macbeth, a reputable member of Scottish society, goes through the same personal deterioration as her younger counterpart. Upon hearing the prophecy that she may become wife of the King of Scotland, Lady Macbeth proceeds to do everything in her power to convince her husband to kill the existing king. She is malicious,

cunning and manipulative as she challenges her husband's ~~own~~ honorable character. She urges Macbeth to become a murderer; "Be the innocent flower, but be the serpent under it" is a well known example of the Lady's power over her husband. She urges him to find the evil within him.

Thinking that Macbeth will not kill Duncan, she attempts the deed herself - failing miserably because the man resembled her father. Thus began the spiral of guilt on behalf of the powerful woman. Her and Macbeth ever indulged in dreams of absolute power and killed many people in their reign once becoming King and Queen.

Not only present in 17 year old teen rebels, mental instability played a big part in the decline of Lady Macbeth. She began drinking and was paranoid of others finding out their acts of murder one alone. This change in character yielded a weaker ~~and~~ woman.

She began sleep walking and spilled her secrets to those in presence.

At one point she expressed remorse for the death of Macduff's wife:

"The Thane of Fife had a wife - where is she now?" during a nightmarish state. She was ill from grief. It overcame her mind and body and she would gain insight only to realize what a terrible person she was.

Unfortunately, Holden and Lady Macbeth both go on to severely damage their psyches due to their actions, thoughts and decisions.

Holden refers to everyone as a phony; a person to be hated by real people like him. He spends so much time criticizing others he doesn't realize that he is alienating himself as he hates his peers. He lies to everyone, even those closest to him such as Mr. Spencer. However, he forms very close attachments with people such as Phoebe and any girl he sees. This moment of realization becomes evident to the reader as he cautions "never tell anyone anything - you'll end up missing everyone". He has learned that if you try and get close to anyone, and in Holden's world this means hurting them emotionally, you will end up alienated. His psyche doesn't let him truly realize who or what he is, but he gained valuable insight into his character as he realizes he is a compulsive liar and that he hurts everyone he gets close to.

In comparison to Holden, Lady Macbeth hurts herself in a much more drastic way. She kills herself as Macbeth sets off for battle with those wanting him out of power. However, it is not just herself that her decision of killing Duncan has harmed. Banquo, Duncan, the Macduff family, are only some of those who died as a result of her pushing

her husband to commit evil. Eventually her own love dies when Macbeth's head is triumphantly carried across the battlements. Her insight comes at a much earlier time than Holden's; Lady Macbeth felt nothing but guilt for her actions which led to her not sleeping and losing her mind. She cries out at one point, "All the perfumes of Arabia will not sweeten this hand", referring to her guilt in Duncan's murder. Also the famous "Out, damned spot! Out, I say!" reveals that she is a guilt-ridden conscience and is completely at unrest because of her actions. Upon looking at her actions, Lady Macbeth realized that she is an evil woman and kills herself when she is able to bear it no longer. Such is life.

Evidently, Holden Caulfield and Lady Macbeth are two extremely different people from different times, yet they share a similar mental breakdown. Holden never fully admits to his character but realizes he does nothing but hurt people, despite wanting to protect them. Lady Macbeth realizes that she is responsible for the deaths of many and cannot cope with the guilt any longer. Obviously, gaining insight and coming out of the abyss is dangerous business. Losing a life or losing one's mind is the cost of acting upon impulse - and acting upon insight.

Good 22 / 25
Example # 2

Our experiences teach us a lot about life; they teach us what to do and what not to do. They also give us great insight into things we may have thought differently about before. Experiences teach us many life changing things and will affect your life in ways you never thought possible. Such is true for Holden in Catcher in the Rye, and for Creon in "Antigone".

Holden has many experiences in his life; some that are subtle and some that have a huge impact on who he becomes. Holden had a brother who he lost to leukemia. His brother was a very outgoing, well rounded person. Holden could not come to terms with why his life would be cut so short. This was where the idea of an unjust society began. Holden went through his life believing that society was not fair and therefore, he did not want to be a part of it. He frequently tried to escape by not allowing himself to become close to others and by physically wanting to escape and live in the woods by himself. Another experience that supported his ideas of an unfair society was the ducks in the pond. Holden was very curious as to where the ducks went in winter and frequently asked people about them. No one ever gave him an answer, which made him even more curious. Holden learned that, like a lot of people, the ducks were left alone and forgotten about. From these experiences Holden learned that society isn't fair and that the way people are treated depends on their social status.

Holden has the privilege of knowing a man named Mr. Antolini. During his journey to finding himself, Holden gets to spend some time with him and learns some very interesting things. Mr. Antolini tells Holden that "society is a game" and that you have to "play by the rules. He also tells Holden that he is dying for a cause, but in order to really make a difference, you have to live for a cause. Holden learns that you may not be able to change everyone, but by changing yourself, you are making a world of difference.

Another person that helps shape Holden is his sister, Pheobe. Holden is set on becoming a "catcher in the rye". He believes the notion that all children are innocent and that society has a corrupting power on them. He wants to protect them from society. While in Central Park, Pheobe convinces Holden to let her ride the carousel. While on the carousel, Holden observes Pheobe reaching for the golden ring. It is at this point that Holden gains the most insight. He learns that you cannot live your life in fear of what might happen; you must take chances in order to reach your goals.

Through many of his experiences Holden goes from trying to escape an unfair, unjust society, to learning that he cannot change everyone. Finally, he gains great insight and understanding that life cannot be lived in fear, but in the willingness to take risks in order to reach an ultimate goal. Holden is a wonderful example of how people gain insight from their life experiences.

Like Holden, Creon from the play "Antigone" learns through his experiences. Creon is the King and orders one of Antigone's brothers to be honored and buried, while the other is left to be eaten by the birds. Antigone, out of love for her brothers, disobeys Creon's orders and buries both of them. In

return, Creon orders that Antigone herself be put to death. Even though everyone else tells him that Antigone had done the right thing by burying both of her brothers, Creon believes that he is always right and has too much pride to go against his word; Antigone is killed. His son is in love with Antigone and cannot bear the thought of living without her, so he kills himself. Creon's wife also kills herself because of her son's death. In the end, Creon finally gains the insight he was in much need of. He accepts the fact that he was wrong. He understands that Antigone disobeyed his rules, only to follow the rules of a much higher order. His lesson is learned too late, and because of his stubbornness, he is left alone with no one to rely on. He becomes very insightful because of the things that he experienced.

A person's experiences greatly affect how they see the world and how they see themselves. Whether it be too late or just on time, we learn from everything we do. Experiences are a great way of gaining insight and teaching us the lessons we need to live life to the fullest.

Learn from your mistakes people always say. Well that is exactly what Dracula by Bram Stokes and "Antigone" by Sophocles teach us. Characters often gain valuable insight from their experiences, such as Van Helsing knowing how to defeat the Count and Creon realizing you should never go against the will of the Gods. Whether this insight is too late or not it is always valuable.

Looking at the character of Van Helsing in Stokes's novel we see an excellent example of how you can gain insight from your experiences. Helsing is from a different generation than all the other characters which proves to be at his advantage. His mind works in contrary to the other characters like Harker ~~and Seward~~ ^{and Seward}. Seward being of the new generation, ^{often} says "there must be some rational explanation", when Van Helsing tells them, "My thesis is this; I want you to believe." All of Van Helsing's knowledge comes from studying science ^{for} so long and having an "open mind". He is able to inform the others how to defeat the Count which saved the lives of Mina and possibly Harker and Seward, as well.

Another piece of literature we can look at when talking about how you can gain valuable insight from experiences is "Antigone". Creon makes a law preventing Antigone from burying her brother Polynices. She goes against this law ~~desp~~ despite Creon's orders saying "I will bury my brother and if I die

for it, what happiness!" Creon's orders were that any violators would be "stoned" to death but instead she is locked in a cave and left to die. Creon believes that the people of Thebes are on his side but as stated by Antigone, "fear locks their lips". Creon thinks he is above the Gods and does not have to obey their rules but in the end he only hurts himself because he ends up losing his wife and son, and the throne. The insight Creon gains is that you cannot go against the will of the Gods and as we can see he certainly pays the price for doing so.

As we have seen, both Van Helsing and Creon gain insight from their experiences. Helsing gains the valuable insight from having an open mind and being willing to accept that there is not always an answer for everything. Creon gain his valuable insight by disobeying the Gods and in the end he pays the price for doing so. ~~THE~~ The difference between the two characters is that Van Helsing's insight comes in time for them to defeat the Count but on the other hand, Creon's insight is too late and he loses everything before he can take back the things he has done and the law he has made.

Through our experiences in life we will always gain insight no matter how valuable it is or not. In the case of Stoker's Dracula we see how useful the insight can be.

Even though it is too late for Cress to
take back his ~~error~~ actions he has still
learned a valuable lesson. So even if
you don't learn from your mistakes,
other people will.

Fair, Poor 12.5 / 25

Example # 1

Throughout life, have you ever gained valuable insights from an experience? Both Shakespeare's plays "Macbeth" and "A Matter of Honor" written by Jeffery Archer have characters who ^{benefited} from their experience. Adam Scott grew to be a much stronger character ^{the same as} Macbeth ^{but} in a different way.

Adam Scott ~~is~~^A major character from "A Matter of Honor" gained ~~a lot~~^{a lot} of positive things from his experience. He cleared his father's name, proving he was innocent. This was something that kept Adams well power to carry on very high. Not only did Adam help his father out he also gained a best friend, Robin, who was very helpful to Adam along his journey, her name ~~was Robin~~. Even though Adam gained many positive things, this ~~wasn't~~^{was} not the same for ~~the~~ Shakespeares Macbeth.

Over Ambition help Macbeth down a very dark path. Just like ~~Macbeth~~ Macbeth who lost many of the important things in his life. Lack of communication is a very negative thing. Everyone needs it to ~~succeed~~ ^{succeed}. Throughout the play we ~~see~~ ^{see} a change in the communication between Macbeth and Lady Macbeth. Lack of communication arises, ~~result~~ ^{resulting} in Lady Macbeth's death. We seen that Macbeth's over ambition to become king ~~as~~ as resulted in him not caring about his wives death. "She could have waited another day" was the words spoken by macbeth, he had no time to

~~g~~ grave since he was too busy becoming king. Although both characters have different outcomes from their experience, there are some similarities.

Both ~~that~~ Adam Scott and Macbeth became stronger, both mentally and physically. ~~So~~ Adam became a much stronger character as the novel progressed. He now had the strength to carry on, unlike him at the beginning. Macbeth also became very strong, he no longer let Lady Macbeth control him. Even though both characters became stronger for different reasons it contributed to the valuable insights in which they gained.

In life the insights in which you gain are not always positive. ~~The~~ Adam gained positive values, ~~where~~ Macbeths ~~where~~ more negative. Not every experience in life is positive, but you learn from them.

Poor 10 / 25
Example # 2

Most times in literature, characters gain valuable insights from their experiences. Two pieces of writing that are examples of this are Macbeth, a play by William Shakespeare, and The Stone Angel, a novel by Margaret Lawrence.

In Macbeth, the main character Macbeth started off as a noble man. People referred to him as "noble Macbeth", and he deserved that name. Soon however he gained more power and did anything to keep it, including murder. Now people turned on him, calling him "black Macbeth." He eventually, after seeing the error of his ways, met his end.

In The Stone Angel, the main character Hagar Shipley was a stubborn old woman with too much pride to admit she couldn't take care of herself. Her son Marvin and his wife wanted her to go in a retirement home. At one point the minister came to talk to her, but she wouldn't have it. Hagar ran away to an old house near the ocean, then to a fish plant. Hagar got sick after this and went to the hospital where the minister came to her again. This time she asked him to sing her a hymn. She died in the hospital. She wasn't afraid to die, she was less stubborn.

Both Macbeth and The Stone Angel have characters that learn from their experiences and mistakes and both changed how they acted.

Poor 7 / 25
Example # 3

Comparing the two works "Othello" by Shakespeare and "Dracula" in each work the characters Iago in Othello and Van Helsing learn valuable insights from his experiences. Iago learns that he can make Othello believe that Cassio and Desdemona are having an affair. Van Helsing learns that with taking Wina along with them they can ~~track~~ track Dracula more easily.

First of all, one example of characters learning ^{valuable} ~~insight~~ insights, Iago learns that he can make Othello do what he wants to ~~reproduce~~ reproduce his career as a Moor by making him think Cassio and Desdemona are having an affair by leaving ~~the~~ Desdemona's handkerchief around Cassio's room where Othello can see it. In the end of the play Othello orders to have Cassio killed and he himself kills Desdemona because he's jealous and doesn't believe her when she says that she wasn't cheating on him.

Second, another example of a character learning valuable insight is, Van Helsing when he considers leaving Wina behind because she's weakening where Dracula has bitten her. When he learns that she can hear what Dracula hears and decides to take her along they get closer and closer to catching him where as if he had to leave Wina behind they wouldn't have known where he was.

Conclusion, both characters accomplish what they were trying to do by learning from their experiences.

7

Section C- Personal Response Writing (15%)

Value

15%

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.

28. Celebrities and sports stars deserve the special status which many in society have given them.

In a letter to the editor, agree or disagree using three examples or reasons to support your viewpoint.

Key Points:

Students

- must write a letter to the editor that included a salutation or title and a closing signature.
- must include a call to action or an implied call to action.
- must include three reasons or three examples to support the stance taken.
- explain their reasons/examples.
- show voice in their writing.

A holistic grading scale was used to grade this response.

See Personal Response Scoring Scale Criteria (Table 2)

Strengths:

Students

- related to and understood the topic.
- demonstrated good use of voice in their writing.
- knowledge of or insight into topic was evident.

Weakness:

Students

- did not use proper format (salutation or title, and closing signature).
- did not use a call to action.
- used less than three examples/reasons.
- gave examples/reasons without a supporting explanation.

Excellent 15 / 15
Example # 1

Wednesday, June 15, 2009

Dear Mr. Editor,

I am writing this letter in response to your outrageous editorial published last Tuesday, June 6 in your newspaper. This editorial praised celebrities and their "god-like status", as well as giving them further credit for their positive role in society. As if their egos needed any more praise! In my opinion, this article was horribly misinformed, as well as ridiculously one-sided.

First of all, what makes these people so special? It does not take a great amount of effort or talent to simply stand in front of a camera and smile. Well, I suppose I forgot about all the "hard work" they put into their careers. I can't imagine any job being very difficult if it only consists of travelling around the world, being waited on every minute of the day, and looking glamorous for the camera. That sounds like a vacation, not a career! These celebrities are just normal people, who are no more special than Aunt Margaret from down the road. It's such a shame to see these people being idolized like gods, while there are many more hard-working people who are worthy of admiration.

In addition to their undeserved fame and admiration, these celebrities and stars are not the people they appear to be. They may appear glamorous, but most are just deceiving their fans. So you admire their strong voice when they sing? I can guarantee that it is the result of voice altering studio equipment. And what about their stylish hair, clothes, and make up?

Again, you can bet that those are fake hair extensions, fake nails, a fake tan, and fake teeth. Not to mention that their stylist probably picked out everything from the pants to the shoelaces. These celebrities are portraying an image that is false, deceitful, and certainly not worthy of praise. 2

Not only are these celebrities lying to fans about themselves, they are also a bad influence on young people. When easily-influenced tweens and teens look at these perfect, fake celebrities, they feel inadequate in comparison. This can lead to self-esteem issues, poor confidence, and even eating disorders. Celebrities are sending a poor message to kids about what a healthy body looks like. It sure does not stop there! Celebrities are sending negative images about how to lead a successful lifestyle. If you turn on the news, it is no surprise to hear of celebrities charged with assault, driving under the influence, and even steroid use! This is certainly not setting a good example upon the easily impressionable youth of today. 2

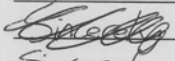

All things considered, I believe that the praise and special status given to celebrities is blown way out of proportion. There are many more hardworking people in the world worthy of admiration. I challenge everybody to find at least one person in their life who is more worthy of this admiration. It certainly won't be hard. Also, make sure you watch a celebrity or sports star, take a closer look. You might see something you did not expect.

Furthermore, these figures that captivate our imaginations and attention often use that power to do good in the world. Actors like Don Cheadle bring attention to genocide in Africa. Despite all her bizarre tabloid publicity, Angelina Jolie chooses to adopt children from the developing

world, and even serves as a UN Goodwill Ambassador. These figures have the power of public perception in their hands, and they often use it to make the world a better place.

Lastly, although it may not seem so intuitive, professional athletes and celebrities are good models for our children. A child can be inspired to be active and fit, just like David Beckham or Kobe Bryant. And while I concede that some young girls are given an unacceptable perception of proper body image by celebrity models, many actors and actresses, like Jessica Simpson and Scarlett Johansen, try to encourage young girls to think positively about themselves by doing interviews explaining that they don't starve themselves to be beautiful.

Thus, I believe that celebrities and athletes are to be admired, not admonished. They can be a great source of hope, a beacon of light in a dark sea of troubles. They can use their power to bring about change. They can be a great example to our kids. Celebrities and Athletes are extremely valuable and worthy of attention.

Sincerely,



Dear Editor,

I am writing in a response to ~~the~~^{an} article I read in your paper last week which was titled, "The Power of Celebrity" ~~and I have to~~ (section 3c, June 2). And, I have to agree with many things that were said. I do believe that celebrities and sports stars deserve the special status which many in society have given them. ~~But, I believe that the only reason I disagree with~~ I have two reasons for this is because stars often help support great causes and are role models to children. However I do not think that this superstar status should be given to ~~the~~ people who set bad examples.

For starters, many celebrities support great causes, using their celebrity for good. One example of this is U2's Bono who has been very involved with the ^{organization} ~~group~~ Give aid. Throwing concerts in support of finding a cure to aids. People like this deserve their special status if they are going to use it for good, like curing a terrible disease.

Also, celebrities can be good for society because they can be positive role models for children. For example a kid looking up at Sydney Crosby, a great hockey player may cause the child to strive to be a hockey player in the NHL. I know that ~~was~~ when I was growing up

that I wanted to be just like Joe Sakic, my favourite hockey player.

Unfortunately, I do not believe that all celebrities and athletes deserve their superstar status. Many abuse their position and create bad examples to everyone, especially children who look up to them. A recent example of this is when the superstar swimmer, Michael Phelps was caught using drugs. I know everyone makes mistakes, but when you have superstar status you never know who will be negatively influenced by your actions.

In conclusion, I agree that most celebrities and superstar athletes deserve their superstar status, because they use their power for good. But I also believe that we should think twice about who we give this status and power to, because it can easily be abused.

Sincerely,

~~Joe Sakic~~

Excellent 15 / 15
Example # 4

Dear Editor,

I would like to express my concern on a subject that has been deeply aggrivating me for quite sometime - the unrulely idea that celebrities and sport stars deserve the special status which many in society have given them.

"I like, have a like, pink purse. Its kinda like that thing... you're hot," or "Bradgelina! Baby number 11! Who is the father?" The question we should be asking is: "Whoooo cares?" I think it is absolutely dispicable what this world is coming to. In an age where the world is still advancing, yet full of concerns of poverty, environmental disaster, war, stereotype, ETC, why are we giving the front pages of our local newspapers to Paris Hilton - that's Hot." (1)

Do you know whats reaally hawt? The Ozone layer. The fact that there are soon to be no tigers left. The fact that a kid got shot today for wearing a turban. The fact that there is a war going on, children catching rats and selling them for enough money to feed their families for 2 meals in Third World countries. The fact that our general public is burning holes in there pockets on finding out what is going on in someone else's backyard, while our own backyard's on fire. THATS whats "hawt". (2)

I could go on foreuer with my thoughts, but unfortunthly I do not have that much writing -

space, nor the years left of my life. But something must get done. Why do we worship the ground of a man who scored a goal, when doctors are scoring goals on saving lives? "Man, he can sure take a shot of that basketball, he deserves millions in dollars." What about the peacekeepers, they can sure take shots too. Don't they deserve millions?

Don't get me wrong - I love a good movie, I enjoy a good song. I appreciate beyond words those who have exceptional talents, and who make a living entertaining the public, and giving us the chance to escape our busy, hectic, and crazy lives. But there is a major difference in "escaping," and becoming "lost." When we say that these individuals deserve a more important status than doctors and their lives deserve to be on the TV screen rather than a shot down plane, or a virus epidemic, or a gang violence, or an abused child, or a drunken car CRASH or A TSUNAMI OR AN EARTHQUAKE OR A WAR OR POVERTY OR THE GOVERNMENT OR OUR LIFE - something has to be taken into deep, deep consideration.

I don't want to make people angry, Mr. or Ms. Editor, I just want to make people understand. I want to make myself understand, exactly what in the world, this world, is coming to. This subject aggravates me and makes me shake to pieces. I admit that I have sub-consciously obtained more information about Paris Hilton's dog, Tinkerbell, which I am sure we have all heard of, than my own Prime Minister of Canada. How "hawt" is that.

English 3201 June 2009

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Good 13 /15
Example # 1

Dear Editor,

"Celebrities and sports stars deserve that special status which many in society have given them." Celebrities and sports stars deserve the status that we give them because those are people that we can look up to and try and become some day.

One sport star that deserves it is the greatest hockey player Wayne Gretzky. He shows kids and even adults that you can achieve greatness if you strive towards ~~go~~ it. A quote by Wayne that inspired me growing up is "You miss 100% of the shots you never take," this quote can go along way in life. It tells us even outside the world of hockey that we should take shots in life to become greater.

Another sports star would be our home town hero Dan Cleary, first Newfoundland to ever hold the great Lord Stanley's cup. Even though he was the first Newfie to hold the cup people still want to be like him and be the second, third, even ~~first~~ one-hundredth Newfie to hold that cup. Given him such a great standard is deserved because of the greatness that he has achieved.

Finally, probably a sports star that has made a great impact on my life would be the Toronto Blue Jays, Joe Carter even though I might have only been young when

young when he brought the World Series back to Toronto in the 92' and 93' seasons, he ~~did~~ did something great. Watching the ninth inning homerun that won the world series and the excitement that it brought puts a smile on my face every time.

In our world if we didn't put as much of a status on celebrities and sports stars, there wouldn't be alot of people to look up to and inspire us in our own life. I will tell you that it would be a sad day if we took their status away because that means that we would be taking away the respect for these people we hold so high.

Your Pal,

~~XXXXXXXXXX~~

13/15

Good 11/15
Example # 2

Dear Editor,

In response to the Statement, "Celebrities and Sports Stars deserve the special status in which many in society have given them", I would like to say, that I very much agree. Celebrities and Sports Stars, for some, are idols. They have achieved their goals, and they have worked hard to get where they are.

Some may say that celebrities are ① bad influences on younger people. I do not agree with such a view. ~~celebrities~~ ~~are~~ Not only celebrities, but also Sports stars can, and are very good influences on younger people. They have achieved their goals, and have done so very successfully. This would be a good influence on younger people to set goals at a young age, and do everything they can to achieve them. Things do not come handed to you, you have to fight ^{and} work for what you want in life.

Some celebrities and Sports Stars are born to do what they do, and some have worked very hard to get where they are today. As I previously stated, things do not just come handed to you, you have to work hard for what you want and to ~~achieve~~ be successful in doing so, this statement is very true.

These celebrities and Sports Stars ② to whom we look up to, are very, very talented in what they do. They put into ~~what~~ whatever they do, time, money, and effort, and especially talent. If ~~there~~ a person has such a talent, why not be recognized? Socie

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has very much recognized these
talented people, and has given them the
praise and recognition they deserve.

This is why I completely agree with
the statement, "celebrities and sports
stars deserve the special status which
many in society have given them".

~~Disagreeing,~~

~~Disagree~~

Agreeing with you,
Anonymous.

Poor, Fair 7 / 15
Example # 1

2
2
3
7

Dear Editor,

To me in this day in age the news papers and magazines are covered with the new celebrity scandals. These celebrities then gain a new name for themselves. For example Lindsay Lohane was recently sent to rehab, Paris Hilton gets a get out of jail free card and Chris Brown's beating gets over looked. These stars deserve to get every name in the book thrown at them.

First Example! Lindsay! A young and sweet girl brought up in a broken family. In my opinion someone should tell this girl "welcome to life". Just ~~because~~ because you were raised with a abusive father doesn't mean you should be abusive with drugs. Sure I give her props for going to rehab but she shouldn't have done it in the first place. She had a successful career, great sister and mom but no that wasn't good enough for Lindsay. It all boils down to selfishness. She couldn't stay away from the camera's and the drugs and alcohol definally help this craving.

4

Second, Paris Hilton, well lets just say orange really was her colour. Hilton has that many DUI's that she could share with all of Los Angeles. Paris was let out of

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jail after so many days which was a horrible decision! This girl drives around when she is under the influence. This is a major safety concern because now that she is out of jail anyone walking the streets could be killed. Why do all these rich kids take power and use it for bad?

Last example is Chris Brown who we know did in fact beat girlfriend Rihanna. Pictures show a beautiful young girl beaten black and blue. And of course the superstar takes off. Sure he had a couple court dates but nothing really happen. We all know that if my boyfriend beat me like Chris beat Rihanna it would be jail for him. Not Chris!

As you can see the celebrities do the dumbest things and for that they do deserve every name thrown at them. These stars are role to the young people of our society and when they see them do something and get away with it then the kids are going to ~~think~~ think its okay to do it too. So to end my argument I leave with one thought why do these celebs think they don't deserve these names. Answer! ~~There~~ They are too busy getting high, driving ~~the~~ under the influence or beating their love ones to think about anything.

Poor 6 / 15
Example # 2

Dear Editor,

June 17th, 2009

"celebrities and sport stars deserve the special status that which many in society have given them." I disagree with this because they are just like me and you, fame & money, fans.

Celebrities and sport stars doesn't deserve the special status. However, they are all human beings, just because as a society see celebrities and sport stars on television, doesn't give them the right to be treated differently and to have a special status.

A lot of celebrities and sport stars enjoy the fame, and they make a great amount of money, in doing so, but that doesn't mean they should have a special status due to how much money they make, and because of who they are.

Some fans would like for their favorite celebs and sports stars to have a special status, but when it comes down to it, they all have difficulties like us, but they have special talents and skills of how they became what and

who they are today.

As one can see, celebrities and sports stars have a lot to offer to the media and society. Although from my perspective doesn't mean they deserve to have the special status which many in society have given them.

Poor 3.5 / 15
Example # 3

Dear Editor,

"Celebrities and sports stars deserve the special status which many in society have given them."

I agree that 'most' Celebrities and sports stars deserve special status. They work very hard to keep good publicity and they also put up with a lot from the Press and Paparazzi, I can see how some celebrities end up in some sort of Rehabilitation centre for emotional distress or a drug/alcohol problem. However it is no excuse, they have the choice to be doing what they are doing and half of their problems that are publicized are fake anyways. Sports stars on the otherhand deserve full respect and should be held at high regard if they are good at what they do. Although I do believe that many athletes are well over paid it has to be recognized that they have franchises backing them, multi-million if not billion dollar teams. I would love to be in the position of some of these people such as Donald Trump, Paris Hilton or star Point guard and 2009 MVP Kobe Bryant.

Table 1

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

15%			10%		
3 4.5	5.5 8	8 12	3 3	5.5 5.5	8 8
3.5 5	6 9	8.5 12.5	3.5 3.5	6 6	8.5 8.
4 6	6.5 9.5	9 13.5	4 4	6.5 6.5	9 9
4.5 6.5	7 10.5	9.5 14	4.5 4.5	7 7	9.5 9.5
5 7.5	7.5 11	10 15	5 5	7.5 7.5	10 10
TOTAL (25 %) - Literature + Language					
Literature (15 %)			Language (10 %)		

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	21.3	2.1	72.3	4.3
2	C	4.2	11.0	77.5	7.1
3	B	0.3	88.5	3.0	8.1
4	A	42.9	26.6	4.5	25.9
6	C	17.7	2.9	65.9	13.2
7	C	2.0	4.4	88.5	4.9
8	D	1.2	1.0	1.8	95.9
9	D	4.1	9.7	49.1	37.0
10	D	19.3	15.5	33.5	31.4
11	B	10.3	37.8	44.9	6.9
12	A	60.4	11.9	18.5	9.0
13	B	3.1	82.6	9.6	4.4
16	B	31.4	34.2	6.2	27.4
17	D	4.7	21.0	0.9	72.9
18	A	75.2	11.3	8.6	4.5
19	A or C	30.7	18.7	47.4	3.0
20	A	43.5	18.3	13.1	24.6
21	C	4.9	10.9	82.9	1.0
22	D	3.8	2.2	8.5	85.2
23	B	11.4	30.4	26.1	31.3

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

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

Item	Students Completing Item	Value	Average
5	4249	6	3.6
14	4249	6	4.1
15	4249	6	2.5
24 a	4249	3	2.2
24 b	4249	3	1.3
25	4249	6	3.1
26	4249	10	5.2
27	4249	25	14.9
28	4249	15	10.2

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