

SECTION A - SIGHT PASSAGES (60%)

Suggested Time: 90 minutes

PART I (VISUAL)

(Value: 12%)

Examine the visual and answer the questions that follow.



Shade the letter of the correct or best response on the computer-scorable answer sheet.

1. What is best illustrated by the graphics on the baby?
 - (A) logo
 - (B) motif
 - (C) sticker
 - (D) tattoo
2. What purpose does the background serve?
 - (A) to create atmosphere
 - (B) to develop texture
 - (C) to establish perspective
 - (D) to provide contrast
3. What is the figurative purpose of the adult hands in the visual?
 - (A) to demonstrate how much children cost their parents to raise
 - (B) to illustrate children need adults in their lives
 - (C) to position the baby in the photograph
 - (D) to show how parents accept the commercialization of their children

Read the prose and answer the questions that follow.

Advertising and Image

Do advertisements influence our self image and our self esteem?

Center for the Study of Commercialism

- 1 Some critics accuse marketers of systematically creating anxiety, promoting envy, and fostering feelings of inadequacy and insecurity to sell us their products. Marketers respond that advertising does nothing more than mirror society's values, alert people to new products and bargains, or motivate people to switch brands. At the very worst, they say, it bores or annoys.
- 2 Of course, some ads provide information useful to consumers. And advertising clearly plays a valid role in an economy based on a system of free enterprise. The question is not whether advertising is valid; clearly, it is.
- 3 The concern discussed here is the relationship between the images presented in ads and our sense of self. Can ads influence what we perceive as valid roles for ourselves in our society? And can our self-image and self-esteem be influenced by advertising?
- 4 What are the images that ads present? Everywhere we turn, advertisements tell us what it means to be a desirable man or woman. Ads paint limited images of what men and women can be. Because ads are everywhere in our society, these limited images sink into our conscious and unconscious minds. In this way, ads help limit our understanding of our worth and our full potential.
- 5 Ads tend to present women in limited roles. Girls and women in ads show concern about their bodies, their clothes, their homes, and the need to attract a boy or man. Seldom are women shown in work settings, business roles, or positions of responsibility and authority. Our society recognizes many valid roles for women, but this isn't always reflected in ads.
- 6 Also, the girls and women in ads are presented as "beautiful." But ads offer a very limited, narrow image of beauty. The advertising industry favors models with facial features that look Anglo, even if the model is Black or Hispanic.
- 7 Ads also present a very thin body type as though it were the most common or most desirable body type. Researchers have found that girls and women who work as models weigh 23% less than the average female their age. And the hips of an average department store mannequin measure six inches less than that of the average young woman.
- 8 Girls, women, boys, and men seeing these commercial images may be influenced to think of an ultra-thin female body as more normal or desirable than one of average weight. The extreme preoccupation with weight fostered by advertising images is reflected in the fact that 80% of 10-year-old girls report having dieted and that eight million American women suffer from anorexia or bulimia, two potentially life-threatening eating disorders.
- 9 In reality, many different kinds of facial features and body types are beautiful. Besides, the flawless appearance of women in ads isn't even real. It's an illusion created by makeup artists, photographers, and photo re-touchers. Each image is carefully worked over. Blemishes, wrinkles, and stray hairs are airbrushed away. Teeth and eyeballs are bleached white. In some cases, the picture you see is actually made of several photos. The face of one model may be combined with the body of a second model and the legs of a third.

- 10 So many of the pictures we see are artificial, manufactured images. What happens when a girl or woman compares her real self with this narrow, unreal image of "perfection"? She may feel unattractive. When her self-image suffers, often her self-esteem is damaged too. She then looks for ways to improve her image and self-esteem.
- 11 Ads also present an image of the "ideal" male. Although ads targeting boys and men do not present as narrow an imaginary physical ideal as do ads targeting girls and women, they still present a very limited view of masculinity. For girls and women, body image is emphasized in most ads. For boys and men, the image emphasized is an image of attitude. Boys and young men in ads typically play the part of someone who is cool and confident, independent, even a rebel. Men in ads tend to have an aura of power, physical strength, confidence, dominance, and detachment. The implied message for the viewer is that this is the way to be cool, this is the way a young man should act.
- 12 The male image shown in ads almost never includes such traits as sensitivity, vulnerability, or compassion. This may discourage boys and men from displaying these natural and desirable human traits. Ads may thus limit a boy or man's sense of what he can or should be.
- 13 The actors in ads tend to be handsome, with clear complexions and hair that is perfectly combed or perfectly windblown. They are also almost always athletic. Physical or even sexual prowess is suggested in scenes of physically challenging, dangerous, or aggressive sports. The self-image of boys and men who do not exhibit these traits for example, who have normal complexions, are not athletic, and don't feel cool and confident, may suffer when they watch these ads. Negative feelings about oneself, whether related to appearance or anything else, can be followed by lower self-esteem.
- 14 Ads offer to sell a new self-image.
- 15 Of course, the ads that injure our self-image and self-esteem don't stop there. They conveniently offer to sell a product that will solve our newly imagined "problem."
- 16 Consider this quote from Nancy Shalek, president of an advertising agency: "Advertising at its best is making people feel that without their product, you're a loser. Kids are very sensitive to that. If you tell them to buy something, they are resistant. But if you tell them they'll be a dork if they don't, you've got their attention. You open up emotional vulnerabilities and it's very easy to do with kids because they're the most emotionally vulnerable." Another person involved in marketing, Charles Kettering, said that selling new products is about "the organized creation of dissatisfaction."
- 17 Many commonly accepted ideas about appearance - for example, that skin should be blemish free and teeth bright white - are not absolute truths. These expectations were artificially created over a period of years by those who wanted to sell certain kinds of products and promoted the idea that we needed those products if our physical appearance was to be acceptable.
- 18 Let's take a closer look at this emphasis on appearance.
- 19 Ads tend to convey the idea that appearance is all-important. They teach us to be self-conscious about how we look. When we grow up surrounded by ads, intense self-scrutiny may seem normal.
- 20 Of course, all cultures have their own ideas about the traits that make a boy or man and a girl or woman attractive. Often these ideas are very, very different than our own. Rather, it is the level of concern with physical appearance that makes modern Americans unique. The intense concern with appearance that is so common in our culture has not been the norm in most cultures. It is an artificial concern that we have acquired from living immersed in a society dominated by commercialism.

Shade the letter of the correct or best response on the computer-scorable answer sheet.

8. Which best describes this type of essay?
- (A) argumentative
 - (B) descriptive
 - (C) narrative
 - (D) persuasive
9. Which best describes the author's tone?
- (A) emotional
 - (B) literal
 - (C) logical
 - (D) satirical
10. Which best defines the words in quotation marks in paragraphs 10 and 11?
- (A) accurate
 - (B) colloquial
 - (C) inaccurate
 - (D) metaphorical
11. How does the author create an effective introduction in paragraphs 1-3?
- (A) by clearly stating a thesis
 - (B) by implying a thesis
 - (C) using authority and statistical evidence
 - (D) using definitions and rhetorical questions
12. In the context of paragraph 13, what does the word "prowess" mean?
- (A) attractiveness
 - (B) presentation
 - (C) skill
 - (D) weakness
13. Which best describes the author's attitude towards the media's use of image?
- (A) critical
 - (B) resentful
 - (C) respectful
 - (D) sympathetic
14. What is the primary type of evidence used in paragraph 8?
- (A) expert opinion
 - (B) personal experience narrative
 - (C) rhetorical questions
 - (D) statistical
15. What literary device is used in "perfectly windblown" in paragraph 13?
- (A) allusion
 - (B) irony
 - (C) personification
 - (D) simile

Read the poem and answer the questions that follow.

Identity Crisis

by
Monica Holliday

You said to be beautiful,
I had to be thin.
You said to wear that dress,
I needed perfect curves
5 (Whatever that meant).
You said to drive that car,
I had to have gorgeous eyes.
You said to wear that scent,
I needed flawless skin.
10 You said in order to get that man,
I had to have long, luscious lashes.
You said to get that job,
I needed big, pouting lips.
You said to succeed in life,
15 I had to be perfect.
You said to be happy,
I had to conform to all your obsessions.
And now as I lay here,
With my living breath departed,
20 Looking beautiful against
The creaseless silk of
My eternal bed,
I ask you why you do this,
Why I died this way,
25 Trying to exemplify¹
Perfect.

Exemplify¹ - to serve as an example of

Shade the letter of the correct or best response on the computer-scorable answer sheet.

18. What literary device is used in line 11?
- (A) alliteration
 - (B) allusion
 - (C) analogy
 - (D) assonance
19. What best describes the form of this poem?
- (A) blank verse
 - (B) free verse
 - (C) haiku
 - (D) ode

SECTION B - COMPARATIVE STUDY (25%)
(Suggested Time: 60 minutes)

Responses 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. Students should use the provided space for written responses only as a rough guideline for the length.

27. *Challenging or difficult situations can sometimes reveal the best or the worst in individuals.*

With reference to one longer play and one prescribed text from the list below, show how the creation of one such character from each work contributes to the development of this theme. Use specific references from both works.

Longer Plays

Macbeth	Othello	The Theban Plays
----------------	----------------	-------------------------

Prescribed Texts

Waiting for Time	The Stone Angel
Huckleberry Finn	The Fellowship of the Ring
Away	A Separate Peace
Catcher in the Rye	In the Hands of the Living God
A Matter of Honour	Dracula
Schindler's List	Baltimore's Mansion

PLANNING SPACE
For Planning and Organization Only - Will Not Be Evaluated

SECTION C - PERSONAL RESPONSE WRITING (15%)
(Suggested Time: 30 minutes)

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. *“Pretty is something you’re born with. Beautiful is something anyone can become.”*

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

PLANNING SPACE
For Planning and Organization Only - Will Not Be Evaluated



