

SESSION TWO

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ENGLISH

E

Friday, June 17, 2005—9:15 am. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

The following procedures are to be used for rating papers in the Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Comprehensive Examination in English*.

Scoring of Multiple-Choice Questions

Indicate by means of a check mark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

<p>Session Two Correct Answers</p>
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<p>Part A</p>

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| <p>(1) 2</p> <p>(2) 4</p> <p>(3) 1</p> <p>(4) 3</p> <p>(5) 2</p> <p>(6) 2</p> <p>(7) 1</p> <p>(8) 4</p> <p>(9) 1</p> <p>(10) 3</p> |
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Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary
(**Note:** Anchor papers are ordered from high to low within each score level.)

Practice scoring individually—

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located on the Department's web site should be used for determining the final examination score.

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound interpretation, and analysis of the task and text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

For a youth in our society, the world is a place of expectations. Nearly all the people we meet in our lives, from teachers to employers to even friends, will have some plan that they wish us to fulfill. Perhaps the most influential of all of these are parental expectations. Parents, through their special bond with their children, will try to pass on the truths they've learned from their successes and failures in the hope that their children will benefit from this knowledge. Others desire to live vicariously through their children, believing that in doing so they will redeem themselves for past mistakes. In both cases, parents exhibit the common goal of bettering their children's lives, yet often, they are blinded by expectations to their children's own ambitions, and the children may be subsequently damaged. Fegley and Fegley's father in Passage I, and the father in Passage II all help to demonstrate the goals that parents hold for their children, and the problems and conflicts that can arise from these expectations.

The first passage describes two generations of parental expectations, and shows how neither was achieved by the children. Fegley's father, from the beginning of his son's pursuit of a career in art, stood stalwartly against it. He implored his son to "get a solid trade", yet Fegley ignored him. His father's words, however, would later cause Fegley to lose appreciation for the life he had chosen. His father, by trying to squelch his son's ambitions, had left Fegley with no love for creativity. Fegley would later repeat his father's mistake; he spent

his parenthood trying to keep his children from the pathways of art; but in all four his efforts eventually failed. This shows the problem that can be caused when parental expectations do not account for the child's own ambitions.

The author of this passage used several literary techniques to relay his message. The most effective is flashback; almost the entire passage is a memory of Fegley's life, in which a huge span of time, from his childhood through adulthood, is detailed. This allows the author to show the similarities in expectations over two generations. Another important technique is situational irony, which is used throughout the passage. Both Fegley and his father tried to keep their children from pursuing an artistic career, and yet neither was successful. Even more ironic is the fact that Fegley, a very wealthy artist whose life shows the tangible benefits of creativity, desires to keep his children from following in his footsteps. Again, this helps to show the folly of some parental expectations.

Passage II tells a similar story; a father wants his son to follow in his footsteps and take a job at C. Loth Inc. The son, however, cannot see himself working at such a place for reasons that are not made entirely clear. The son is able to see the benefits of working at such a place, but ultimately refuses. It could be inferred that the son has a more creative mind, like Fegley, from the line "explore deep and/or nonsensical

themes"; this would help to explain his desire to avoid a job at such a place where creativity may not be allowed to thrive. He sees and understands his father's good intentions, but simply does not accept C. Loth as a possible career choice.

The author of Passage II also makes good use of literary techniques. The most obvious is personification; the narrator keeps referring to C. Loth as a person, one who he loves for making his father so happy, but one who he could never "think of staying with." Imagery is also a major element; the passage describes an office setting, complete with typewriters clicking and secretaries exchanging memoranda. This serves to emphasize the reason the narrator could never work there, despite his father's expectations.

There is nothing wrong or immoral about parental expectations; indeed, countless children have met with success in life as a result of their parents' nudges.

However, parents must remember to take into account the child's natural talents and ambitions when molding their expectations, or conflict and resentment will invariably result.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>Fegley and Fegley’s father in Passage I, and the father in Passage II ... help to demonstrate the goals ... and the problems and conflicts that can arise from these expectations</i>). The response makes insightful connections between the controlling idea and Passage I (<i>in all four his efforts eventually failed</i>) and Passage II (<i>It could be inferred that the son has a more creative mind</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence. The response incorporates the literary elements of flashback and situational irony in the discussion of the excerpt. Personification (<i>one who he loves for making his father so happy, but one who he could never “think of staying with”</i>) and imagery (<i>typewriters clicking</i>) are used in discussion of the poem.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>the most influential of all of these are parental expectations</i>). The response exhibits a coherent structure through the skillful use of appropriate devices and transitions (<i>Another important technique, Passage II tells a similar story, the author of Passage II also makes good use of literary techniques</i>).</p>
Language Use	<p>Uses language that is stylistically sophisticated (<i>to live vicariously through their children, helps to show the folly, molding their expectations</i>). The response varies sentence structure and length to enhance meaning (<i>In both cases, parents exhibit the common goal ... and the children may be subsequently damaged</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Sometimes in life the expectations that parents have for their children can be interrupted by circumstance or the power of dreams. The two passages relate the expectations that parents have for their children and how these dreams might interfere with the dreams of these children. The parents in each passage convey feelings of concern for the futures of their children. One man, a renowned artist and sculptor, struggles with his fear that his children may have as difficult time realizing ~~his~~ their dreams as he did. The father in the poem has hopes that his son may follow in his footsteps. Each man shares a desire for his children's success.

Passage I is a story which relates the early and present life of a ~~great~~ famous artist. When he was a young boy, his father scoffed at his dream, and now with children of his own, he finds himself wishing that they would choose other careers. The author uses strong characterization to demonstrate how a man who had success with his dream could become a man who questions the dreams of his children. He ~~is~~ becomes depressed with their "artsy-craftsy stuff." He understands that his father may have been right to encourage him to learn a trade. Through irony, the author shows the reader how Fegley's children are much the same as he was as a child. ~~He~~ Fegley works diligently to encourage his two boys to become involved with other activities, and he worries about his two artistic daughters. As time passes, Fegley finds that his older son has quit sports and discovered film studies. The irony continues to grow as even his younger son, his last hope, discovers an artistic passion.

The theme present in the story is also found in the poem. The father owns a store that has been his life for years. He hopes that his son will one day run the business. This time, a contrast emerges between the two pieces as this father wishes his son to follow in ~~the~~ his footsteps. In this passage, it is the child who has ever-growing dreams and aspirations. His father's store seems to symbolize a certain fear felt by the young boy that he may remain forever within the prison walls of C. Loth Inc. As a grown man, the author looks back and realizes he was in an emotional tug-of-war. He could love what his father had done, but he could never be part of it.

A parent may have great expectations for the future of his/her children. Many times, a father wishes that his son would become like himself. Other times, a father wishes that his son would seek a different road to success and become what he was never able to be. The expectations of parents may not always match a child's dreams. There must always be the chance to chase the dream and fulfill it.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of both texts by establishing the controlling idea that <i>expectations that parents have for their children</i> may not coincide with their children’s dreams. The response makes insightful connections between the texts and the controlling idea by describing Fegley’s frustration with his children’s dreams in Passage I and the speaker’s realization that the dreams of his father do not match his own in Passage II.
Development	Develops ideas clearly and consistently with reference to relevant and specific evidence and appropriate literary elements from both texts. The response interweaves the authors’ use of irony and contrast (<i>strong characterization, Through irony, theme present in the story, a contrast emerges, seems to symbolize</i>) to develop the controlling idea.
Organization	Maintains the focus established by the controlling idea on the conflict between parental expectations and children’s dreams. The response logically discusses each passage as it relates to the controlling idea and skillfully unites the two in the conclusion (<i>Many times, a father ... like himself</i>). Effective transitions are used throughout (<i>When he was, Through irony, is also found</i>).
Language Use	Uses language that is engaging, with a notable sense of voice (<i>power of dreams, father scoffed, artistic passion, an emotional tug-of-war</i>) and awareness of audience and purpose, though generalities detract from precision. Sentences of varying lengths are skillfully used to enhance meaning (<i>His father’s store ... of C. Loth Inc.</i>).
Conventions	Demonstrates control of the conventions.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.	

over the years, parents have taken on their role as the "adult figure" to try to help influence their child's life in the future. In the first Passage, Fegley is a father who wants his sons to grow up away from the arts and into the math and sciences. In Passage Two, the narrator talks of how his father wanted him to come work at ^{the} factory he worked at. Both passages deal with the sense of parental expectations, and ^{it's interesting to see} how their children, grateful for the help and advice, ~~that~~ end up in the future.

In the first passage, Fegley describes how he wanted to raise his kids away from the, "artsy - ^(line 22) crafty stuff" and focus them on science. Fegley himself, grew up with an "artsy" mother and would end up being a well-known sculpturer himself. Fegley's own father however did not want his son involved in that sort of thing, and even, "begged the boy, ~~to~~ 'Get a solid trade and then you can fool around ^(line 23) with this artsy-crafty stuff.'" Fegley in turn, raised his 2 boys ~~with~~ ~~to~~ by piling them with lots of math and science materials and toys. Fegley hoped to influence his boys ^{with} enough sciences to make them forget about art. His daughters, however, followed their mother's roots and went into serious art, painting whenever possible (even while tanning) and wrote poems, like haikus on "pebble boards". Fegley felt that art depressed

him too much, and didn't want his sons to feel that way.

As in ~~Passio~~ Passage Two, the narrator describes how his father worked in a factory and how it made his father happy. The father wanted the narrator to come work there too, so that he could follow in his footsteps on the way to success in the factory. However the narrator, as much as he would loved to work the people there, he could never see himself working at that place. The narrator feels the place made people happy, but not him. The narrator believed that he, "might go crazy @ in the job," (Line 66) and just left the city to get away from it all.

In both passages, the main characters telling the story are people who believe they can influence their children's lives, or are someone who was ~~tr~~ attempted to be influenced and it didn't work. Sometimes being influenced too much by a parent can cause the child to pull away from whatever they were tried to be influenced in. In the first passage, Fegley's two sons who were not involved in the arts at all as youngsters due to Fegley's persistence, ended up doing something in the art field. His oldest son went into film work and is currently struggling for work. His other son ended up going into sculpting and created mobiles. Despite Fegley's determination to not ~~hit~~ his sons of all arts, his sons ended up going into the arts anyways.

The narrator of the second passage was influenced by his father to go work in the same business he worked in. The narrator, however, was not interested and didn't feel that he could handle working there (and that he might go a bit insane if he did). Despite his father trying to help his son move into the same business, the narrator didn't want the job and left town.

~~The author of the~~

There were a few literary elements and techniques used by the authors to focus on a central idea.

The author of the first passage used irony in his piece to show how ~~he~~ he wanted to influence his children. Fegley did not want his sons to grow up around any arts and influenced them with a lot of science and math. However, this was ironic since Fegley himself was an artist and his ex-wife was an artist as well. The author also used characterization to show how each of his sons grew up apart from art, but then fell into pursuing art as a profession.

The author of the second passage used ~~a lot of~~ point of view to convey his point. The author told the story from the child being forced into a life he didn't want and how the child felt. The narrator of the ~~novel~~ passage felt that he'd go crazy ~~staying~~ working at the same place as his father, so, he left and never worked there.

Throughout a child's life, his/her's parents will try to influence ~~how~~ what the child should do as a career and how to live their lives. This technique doesn't always work. Many children end up not wanting to pursue a career in the way their parents want to. Fegley, from Passage 1 wanted his sons to grow up away from the arts and into sciences. Fegley's sons ended up pursuing a career in film and sculpting. The narrator from Passage 2 had a father who wanted him to follow his footsteps into the business he was in. The narrator ended up not wanting to pursue a career there and left the town to go off into another field. ~~The~~ Trying to tell people what they should or shouldn't do ~~at~~ when their older doesn't usually work. The child needs to think for ~~th~~ themselves and do what they want to do in their lives; no one should be able to control that.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (<i>parents have taken on their role as the “adult figure” to ... influence their child’s future</i>) that reveals a thorough understanding of both texts. The response makes explicit connections between the controlling idea and Passage I (<i>a father who wants his sons to grow ... into the math and sciences</i>) and Passage II (<i>his father wanted him to ... work at the factory</i>).</p>
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts to discuss <i>parental expectations</i> . Literary elements of irony, characterization, and point of view elaborate the discussion.
Organization	Maintains the focus established by the controlling idea that <i>parents will try to influence what the child should do as a career</i> . The response exhibits a logical sequence of ideas, discussing Passage I and II followed by a separate discussion of literary elements for each passage. Appropriate transitional phrases (<i>In the first passage, As in Passage Two, In both passages</i>) are incorporated into the response.
Language Use	Uses language that is generally fluent and original, with evident awareness of audience and purpose (<i>a few literary elements ... used by the authors to focus on a central idea</i>). The response varies sentence structure and length to control rhythm and pacing (<i>The author ... used characterization to show how each of his sons grew up apart from art, but then fell into ... art as a profession</i>) though some attempts at complexity result in ambiguity.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>anyways, persuing, sculpturer</i>), punctuation (<i>however did, haiku’s, However the, her’s</i>), grammar and usage (<i>went ... painting ... wrote, oldest, child ... themself ... they ... their lives</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Parents have different expectations for their children. Some parents expect their children to walk in their footsteps because to them it is the best way to go. Other parents who have ^{experienced hardships} failed when trying to pursue their dreams do not want their children to follow their dreams but to be a success in a field or career that is solid, not based on "hopeless ambitions." Passage one and two both established a controlling idea about parental expectations. Both authors use specific literary elements and techniques to convey ^{this} that idea.

Passage one is an excerpt about the life of a man named Tegley who started his career as a junk sculptor ^{when} young. His father disapproved of his son's career because it was not a solid trade ~~and~~ based on a solid foundation and could collapse easily unlike learning a trade. While growing up Tegley noticed the more and more how his father seemed to be right. So to protect his son's, Tegley tried to influence his ^{son's} career choices by providing ~~hobby~~ ^{forms of} them with science equipment instead of art as a hobby. Fortunately, Tegley's children followed their dreams and pursued their dreams in artistic areas, ~~such as~~ such as making "purch pots" and mobiles.

The author of passage one used the literary technique irony to support the idea of parental expectations. Irony is surprising or amusing events

that turn out in an unexpected way. Tegley's attitude toward his children's becoming artists is ironic because he is an successful artist. Also Tegley knew how awful it felt for his father to want him to develop realistic expectations instead of pursuing his artistic talent but then as an adult he treats his children the same way. By the author using irony as a literary technique it supports the idea of parents' expectations for their children shows how parents ~~also~~ expect only the best for children and ~~th~~ like Tegley don't want them to experience the obstacles and put-downs ^{they experienced when following} of pursuing their dreams.

Passage two is about a young man whose father wants him to follow in his footsteps ~~as~~ at a furniture store called C. Loth & Co. The author uses the literary element, setting, to support the idea of parental expectations. The setting is described in the passage as a furniture store occupied with customers, ^{employees, and} secretaries with Smith Corona typewriters. The character uses the setting to ^{described} ~~prove~~ why he doesn't want to be employed at C. Loth & Co. In passage two, the character states, "secretaries pound out invoices on antique typewriters ... While my father is on the dark hardwood floor ... need for customers and the economy don't go away." "I thought I might go crazy in the job staying in you..." By the author using setting to support the main idea

it shows that even though his father's ^{expectations} ~~wanted~~ his son to follow in his steps ^{was} ~~were~~ to see his son work at C. Roth Inc., the son had different expectations for himself.

In conclusion many parents have ~~the~~ expectations for their children. In passage one the author uses the literary technique, irony, to convey the idea that ^{some} parents ~~too~~ expect their children to be stable in a solid career, and ~~to~~ and want to protect their children from the hardships of following dreams. In passage two the author uses setting to convey the idea that some parents want their ~~parent~~ children to follow in their footsteps. In the end, even though parents have expectations for their children, the children have ^{as well} expectation for themselves and just like in the two passages the children decide to follow their heart.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (<i>Parents have different expectations for their children</i>) that reveals a thorough understanding of both texts. The response connects the controlling idea clearly to Passage I (<i>Fegley tried to influence his sons’ career choices by providing ... science equipment</i>) and less so to Passage II (<i>a young man who’es father wants him to follow in his footsteps at a furniture store</i>).</p>
Development	<p>Develops some ideas more fully than others. While the expectations of the fathers are developed (<i>it was not based on a solid foundation ... unlike learning a trade and follow in his footsteps at, C. Loth Inc.</i>), the obstacles and put-downs of Passage I and the different expectations of Passage II are undeveloped. Appropriate literary elements of irony and setting are used to elaborate the discussion.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>parents have expectations for their children</i>). The response exhibits a logical sequence of ideas, discussing Passage I followed by a separate discussion of literary elements. The discussion of Passage II integrates both elements. Appropriate transitions (<i>Other parents, Both, So</i>) are used in the response.</p>
Language Use	<p>Uses language that is fluent and original (<i>parents ... want to protect their children from the hardships of following dreams</i>), with some awareness of audience and purpose (<i>The author ... used the literary technique irony</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Other parents who have experienced hardships when trying to pursue their dreams do not want their children to follow their dreams but to be a success</i>) with varied success.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>who’es</i>), punctuation (<i>while growing up Fegley</i> and <i>In conclusion many</i>), and grammar (<i>his father’s expectations was</i> and <i>like</i> for “as”).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

There have been many struggles between parents and their children. There are many topics to disagree on, but the children's career choice is one of the biggest. Parents have expectations for their children, whether the children agree with them or not. In order to show that struggle, the authors of passages one and two use literary devices, such as characterization, setting, and point-of view.

Characterization is an important way to demonstrate a problem through literature. The characterization of Fegley and his son in the first passage and the boy's (Kenny) father shows that struggle. Fegley is an artist who keeps his family away from art as possible. "He did not encourage his children to visit him there, and even had his subscription of Artnews directed to that address." Fegley's youngest son had never shown any interest in art, and he hoped it would be the one son he would not have to worry about becoming an artist. "Here at last, Fegley had thought, was my practical, down-to-earth child." (76/77). Fegley turned into his own father, who also discouraged him from becoming an artist, and tried to steer his children away from art. In passage II, the father tells Kenny, "Some day you'll work in the store." (25). Those expectations showed the unrealistic expectations of parents can have for their children.

The setting is another device that is used to demonstrate the expectations that parents, ^{who} ~~meaning~~ well, can have for their children. The setting in passage I is a man on the phone, talking about his younger son, at his work place. The fact that he is at work shows ~~the~~ what the differences ~~of~~ ^{of} opinion are between the man and his son. The man, a successful artist, does not want his youngest son, the least likely to become anything related to art, an artist or make mobiles. "This left uncontaminated by creativity only the younger son" (72/73) were the thoughts of Fegley while talking about his children and their chosen professions. The setting in the second passage is a little boy and his father at the father's work place. The father brings him to work and says, "someday you'll work in the store." (25). The boy, however, does not want to work there, and in his mind replies, "But I felt "never more" or "never ever" (26). The boy also observes his father and says that, "Looking at my daddy/who is proud of but feels unsure about / Some aspects of his little laddie" (18, 19, 20). Later, the boy is grown and says, "I thought I might go crazy in the job / Staying in you" (66, 67). By using the setting of the workplace the problems and expectations of the parents are illustrated.

Lastly, Point-of view is key to understanding the expectations of parents. The best way to understand is by looking at it through the perspective of

a parent, as ^{done} in passage one, and looking at it through a child's, as done in passage two's point-of view. The father tries to save his children from heartbreak and defeat. As demonstrated in lines 22-24 in passage one, "Feagley, shortly before going off to ~~the~~^a New York art school, overheard his father confide to his mother downstairs, 'They'll just break his heart.'" On the ~~opposite~~ opposite side of the point-of view, the child in passage two says, "Staying in you / You whom I could love / But not be part of" (67-69). The son loves his father, but he did not want to ~~be~~ work with his father, even though that was what his father expected of him. Point-of view is very important in writing to demonstrate the issue the author wants to be expressed.

Parents, trying to help their children, set goals and expectations that are sometimes hard to live up to. By using characterization, point-of view and setting, the problems with those expectations are brought to life. Parents try to do the best they can, the best way they know, but no one is perfect, and no one should be expected to be either. Parental expectations is one of the many struggles between parents and their children.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Parents have expectations for their children whether the children agree with them or not</i>). The response makes clear and explicit connections between the controlling idea and the ideas in each text to show <i>that struggle</i> .
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts. The response draws upon the authors' use of character (<i>Fegley turned into his own father</i>) and point of view (<i>The father tries to save his children from heartbreak</i>), but the use of setting (<i>someday you'll work in the store</i>) to show the parent-child struggle is weak. The response includes frequent quotes from the text to develop ideas.
Organization	Maintains the focus established by the controlling idea (<i>In order to show that struggle, the authors ... use literary devices</i>). The response is organized around how <i>characterization, setting, and point-of view</i> are used to discuss parental expectations.
Language Use	Uses appropriate language that is sometimes inaccurate (<i>The setting in passage 1 is a man and no how</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>Those expectations showed the unrealistic expectations a parent can have for their children</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>intrest, shortly, oppisite</i>), grammar (<i>youngest, passage two point-of view, expectations is</i>), and word omissions (<i>art as possible</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use.	

Compromise and acceptance are controlling factors in the relationship between a parent and child. These elements also effect - for better or for worse - parental expectations. The literary elements and techniques in the passages provided help the reader understand and realize the presence of compromise and acceptance in such a situation.

Passage I is a ~~father's~~ father's flashback of his childhood as well as ~~his~~ ^{his} experiences ~~in~~ ~~raising~~ ^{raising} his own children.

Sparked by news of his younger son from his ex-wife, Fegley reaccounts the past. He had pursued a career in art as a ~~young~~ young man, and had silently urged his own children not to follow in his footsteps. Fegley's two sons grew to be avid athletes. However, one ~~son~~ son forgot his future in football and went into film studies while the other began sculpting mobiles. His daughters, too, became artists. With this, the passage presents irony. An entire family of artists is opposite of the expected. Characterization also contributes to the passage. One description of Fegley's father states that he " ~~wrings~~ wrung his hands to think of his son's wasting his life on hopeless

ambitions." Fegley's ex-wife, Sarah, who he had met at art school is a painter who abandons her work before it is completed. In this first passage, Fegley's expectations are not successful. It can be drawn from the passage that compromise and acceptance were not contributing factors in his childhood. Because of this, he struggles to maintain this balance in his own family.

Passage II provides a poem about a father and his child. Throughout the poem, the author uses repetition of "you" to represent the admiration (and distance) of the child to his father. In the last lines of the poem, repetition of the word "I" is used. "I didn't get the job... I didn't think that I could do the job... I thought I might go crazy in the job". This hints at the adult son's feeling of not successfully fulfilling his father's expectations. The author uses irony in the lines, "Staying in you... you whom I could love... But not be a part of". The poem initially represents the distances between the father and son - Leo and Kenney - and the lack of compromise and acceptance in their relationship.

Both passages focus of the struggles between parents and children, and parents' expectations. Controlling aspects - compromise and acceptance - are absent elements from these passages. As a result, the children struggle to find and fulfill expectations.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea about the role of <i>compromise and acceptance</i> in the struggles between parents and children, and parents' expectations that shows a basic understanding of both texts. The response makes implicit connections between the controlling idea and Passage I (<i>man ... had silently urged his own children not to follow in his footsteps</i>) and Passage II (<i>This hints at the adult son's feeling of not successfully fulfilling his father's expectations</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts. Irony and characterization are identified and discussed briefly in Passage I. Point of view is more fully developed in Passage II (<i>repetition of "you" to represent and the word "I" is used</i>).</p>
Organization	<p>Maintains a clear and appropriate focus established by the controlling idea (<i>the children struggle to find and fulfill expectations</i>). The response exhibits a logical sequence of ideas by discussing each work separately, incorporating internal transitions in the discussion of the literary elements (<i>Characterization also contributes, One description, Throughout the poem</i>).</p>
Language Use	<p>Uses generally appropriate language, with some awareness of audience and purpose (<i>elements and techniques ... help the reader understand ... the presence of compromise and acceptance</i>). The response occasionally makes effective use of sentence structure (<i>Sparked by news of his younger son from his ex-wife, Fegley reaccounts the past</i>), but is sometimes imprecise (<i>effect for "affect", where for "were", of for "on"</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>reaccounts, persued, atheletes, abandones</i>), punctuation (<i>childhood as-well-as, studies while, school is</i>), and grammar (<i>who he</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

All parents have expectations for their children whether they directly express them or not. Often, parental expectations cause children to rebel and embrace the opposite. Other times, children appreciate their parents' dreams for them and thus work harder to achieve them. In Passage I and Passage II the fathers have specific expectations that are not met. However, the mother has looser ambitions for her children, ~~and~~ and so they are achieved.

Passage one is a cycle of expectations emerging from the father. ~~At every occasion where expectations are set, it is because these are only made because the father cares for his child(ren) and wants him/them to succeed in life. The father does not want Fegley to pursue art because it will just "break his heart" (Passage I line 24). After hearing this, Fegley was determined to prove his father wrong. Thus, he rebelled against ~~the~~ his father's wishes of ~~necessarily~~ ~~being~~ pursuing a ~~a~~ sound trade. Instead, Fegley became a successful artist.~~

All along, the mother's expectations were that her child, Fegley, could do whatever he wanted. Thus by encouraging him, her expectations were met.

~~Therefore~~ Therefore, it is ironic when Fegley sets expectations for his children. It is especially

strong irony ~~and~~ because his expectations are so similar to his father's. He wants his children to become scientists, ^{not artists}. Furthermore, the author of the passage uses foreshadow to express that in painting and in her expectations, ~~the~~ ~~reference~~ "there was something wrong with the perspective" of ~~the~~ ^{Fegley's} wife. She encouraged her children to become artists. In the end, the children did all ~~become~~ pursue careers in some art form ranging from film to writing. ~~Several~~ Many times it is not what a parent SAYS that a child follows, but rather what he DOES that the child embraces.

In passage II, the "father" is introduced as "unsure" about ~~some~~ his son's future. His expectations are that the son will one day follow in his footsteps to work in "the store" for the company C. Loth Inc. Interestingly, the author of the poem personifies the company and says that loved it and could have ~~cared~~ cared for him. ~~It~~ is more the tone of the piece that personifies the company and makes it tangible. Using simile the author says the company is like "Balboa the conqueror." However, the son ~~does~~ ^{does} not think he can do the job. Despite the fact that he loves his father and the company, he believes he would go crazy doing that job. Thus, his father's expectations are not met.

Anchor Paper – Part A—Level 4 – B

In parenting, one must not impose overly harsh expectations, or else they are bound never to be met. Encouraging love and aid is the best way to ensure a child's success. No matter what the parents says or does, the child will end up doing as he wishes anyway. Therefore parents must prepare themselves to face disappointment or bliss. It all depends on how high the expectations were.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>parental expectations cause children to rebel and embrace the opposite</i>) that shows a basic understanding of both texts. The response makes implicit connections between this idea and the ideas in Passage I (<i>Fegley was determined to prove his father wrong</i>) and in Passage II (<i>he believes he would go crazy doing that job</i>).
Development	Develops some ideas more fully than others with reference to specific evidence from both texts. The discussion of Passage I incorporates the expectations of all adult characters (<i>a cycle of expectations</i>) as well as the elements of irony and foreshadowing. The discussion of Passage II is less complete and references to literary elements are sometimes unelaborated (<i>similie ... "Balboa the conqueror"</i>).
Organization	Maintains a clear and appropriate focus on <i>parental expectations</i> . The response exhibits a logical sequence of ideas but lacks internal consistency, jumping from <i>thus by encouraging him</i> to <i>therefore, it is ironic</i> , and ending with an unjustified conclusion.
Language Use	Uses appropriate language, with some awareness of audience. The response makes effective use of sentence structure, including strong declarative statements (<i>Instead, Fegley became a successful artist</i>) to control rhythm and pacing.
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>tangeable</i> and <i>similie</i>), grammar (<i>parents says or does</i>), and usage (<i>child(ren) ... him/them</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Anchor Paper – Part A—Level 4 – C

Expectations set by parents are usually never met by their children causing disappointment and often anger. As adults watch their children grow up they sometimes begin to plan early for them and set their life up. This almost usually never works out and the children follow their own path leaving their parents disappointed. In both passage one and passage two the authors use certain literary elements and techniques to show the true effect of expectations.

In Passage I the narrator is a semi famous artist with four children, two boys and two girls. He sets up their lives with hobbies of his interest, such as chemistry and mathematical puzzles, hoping his children would ^{not} grow to be an artist like himself. The first element that the author uses is characterization. Each child is characterized different from each other. The older son is a jock "The older went off to college determined to make football varsity, having been a spectacular shiftly tight end for his boarding school." His two daughter began to follow in his steps but drifted into their own genres "one was in northern California making Arch Pots ..., and the other was editing a Journal of genealogy". The youngest son was the simplicit, only 19 and showed signs carpentry. By characterizing each child different it shows that the expectations set by parents are rarely followed. The next element that we see is point of view. Fegley helps his wife out with developing her work but uses his techniques and standards. The point of view can be seen in lines 48 through 45 "There were usually something wrong with the perspective, though the colors were remarkable true. He sometimes blame^d himself in their years together, for not encouraging her more." This shows that he thinks that only his expectations matter which eventually forces the children to go their own way.

Anchor Paper – Part A—Level 4 – C

The last element that we see used is theme. The theme for this passage can be The expectations parents set for their children are usually never met so let the child develop on their own.

In the second passage a father brings his son to his work hoping that he will follow in his father's footsteps. The first element that we see used is setting. The setting is established in the very beginning in lines 1-7. The setting is a cluttered area filled with business. As a child kids most likely would not find fun in that place causing them to not follow their parents. The next element we see is point of view. The point of view is of the child expressing how he does not ~~want~~ want to follow his father. "Kenny he said, 'Some day you'll work in the store but I felt "nevermore" or "nevernever"."

The last element that we see used is theme. The theme is setting expectations for your child may not always work, He thought his son would follow him if he brought him into it early but all I did was drive him away from the business.

Children rarely even grow up to follow their parents' expectations. This causes some disappointment and even anger between the two but nothing that cannot be settled. Parents should let the children develop on their own but provide some guidance.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>Expectations set by parents are usually never met by their children</i>). The response makes implicit connections between this idea and the texts (<i>By characterizing each child differently it shows that the expectations set by parents are rarely followed</i>) but some connections are superficial.
Development	Develops some ideas more fully than others. The response elaborates on characterization (<i>The older son is a Jock and His two daughter ... drifted into their own genre's</i>) and point of view (<i>only his expectations matter</i>) in Passage I, but discussions of setting and point of view in Passage II and theme in both passages are briefly developed. Some references are unjustified (<i>Fegley helps his wife out</i>).
Organization	Maintains an appropriate focus on the effect of <i>expectations</i> . The organization relies primarily on the authors' use of <i>certain literary elements</i> . The response lacks internal consistency combining discussions of literary elements for no apparent reason.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>The last element that we see used is theme</i>), although some inaccuracy occurs (<i>almost usually never</i> and <i>As a child kids most likely</i>). Attempts to vary sentence structure are occasionally successful (<i>He sets up ... like himself</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>children, dissapointment, mathematical puzzels, buisness, setteled</i>) and punctuation (<i>up they, out and, Jock" the, passage a</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

From the moment a child is born, to the day of high school graduation, the parent(s) know what it is the expectations for that child will be. Every parent thrives on the success of their child. Sometimes that want for success, hides the desire for a child's happiness.

Fegley, a successful artist, father of four, portrays a great example of this. ~~From~~ Starting at a young age, Fegley showered his children with telescopes, microscopes, chemistry sets and books of mathematical puzzles. He wanted his 2 boys to become scientists. He soon learned that his children followed, and pursued their own wants and ideas of success. His last hope, his youngest son proved he was no different. Though he may or may not have been proud of his children, it is never stated that they were indeed unsuccessful, or successful. (Passage I)

Like all fathers of a son, dreams of their sons taking over a ~~to~~ family business, ^{or to follow in Fegley's footsteps} are held high with expectations.

Passage II, a poem of a boy and his father, and an office of some

sort, where the boy is ~~out~~ with his father, as ~~the boy's~~ father talks to the boy about ~~one~~ "one day working in the store. The boy, though has other dreams of for his life. * Yet he has trouble telling his father that.

At many points in every persons life, there will be let downs, and disapointments. Every person holds a sort of expectation for themselves, and those ~~are~~ ground them. When those expectations are ignored, or not followed, that person holding the expectation may feel like they failed. People are and will be who they desire to be, and if someone steps in they way of their dream, it will make them work harder and reach their goals. Dont do to others, what you dont/didnt want done to you! *

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea (parental desire for successful children may come at the expense of the child’s happiness) that shows a basic understanding of the texts. The response makes few connections between the controlling idea and the texts, briefly describing Fegley’s dreams for his sons in Passage I and the hopes of a father to one day leave his business to his son in Passage II.
Development	Develops ideas briefly, using some evidence from the texts. The response relies on a few plot details (<i>Fegley showered his ... mathematical puzzles and a poem of a boy and his father</i>) to develop the controlling idea. The response makes no specific mention of literary elements.
Organization	Establishes, but fails to maintain, an appropriate focus on parents thriving on their children’s success (<i>if someone steps in they way of their dream, it will make them work harder</i>). The response exhibits a rudimentary structure, discussing each passage in separate paragraphs; however, ideas in the conclusion are either inconsistent with the response (<i>Every person holds ... expectation for themselves</i>) or irrelevant (<i>Dont do to others what you dont/didnt want done to you!</i>).
Language Use	Relies on basic vocabulary that is at times imprecise (<i>want for success and office of some sort</i>) or unsuitable for the audience (<i>a sort of expectation for themselves</i>). The response exhibits uneven success in varying sentence structure (<i>Though he may ... or successful and Passage II, a poem ... in the store</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>childs happiness; followed, and; Yet he; persons life</i>), grammar (<i>Every parent ... their</i>), and usage (<i>Starting at a young age</i>) which do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

What do parents want? Parents expect a lot of things from their child. These things are called "parental expectations". Authors from the short story of passage one and the poem of passage two both use specific literary elements, details, and examples to portray these "expectations".

In passage one the author has grown into an adult looking back on childhood. He uses flashback to tell what his father expected from him. As a young boy he wanted to become an artist like his mother was. His dad was afraid of him getting let down because his paintings ~~wasn't~~ weren't good enough to be in an art show. His father told him to learn a trade before he gets himself into something that wouldn't come true. That so he won't get his hopes up and get them trashed because of someone saying no. The author also uses his tone of the story to portray this. He is concerned for his child, growing up not knowing what profession to go out for. He also has appreciation of his child, taking a profession and getting a job. ~~and~~ In lines 14 through 18 the author uses imagery to paint the picture of him and his mother coloring on the floor in my mind.

The poem of the second passage is about a young boy and his father. His father wants him to follow his foot steps in the store like he did. In lines 16 through 20, the author uses imagery to paint the picture of the boy sitting on the desk, looking at his daddy. In lines 54 through 60, the author uses imagery to paint a picture of a pamphlet 8 to 12 pages long with the words of "P.S. He got the job" in my mind. This poem is also a flash back of a young boy grown up looking back on childhood.

Authors use many techniques to paint pictures, tell stories to people and keep them interested in it. Both of these examples are good examples to use. They both have good literary elements and points of flash back.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Parents expect alot ... from thier child</i>). Connections between the controlling idea and the texts are superficial (<i>His dad was afraid of him getting let down because his paintings earn't good enough to be in a art show and the author uses imagry ... of the boy sitting on the desk, Looking at his daddy</i>).</p>
Development	Develops ideas briefly, using some evidence from Passage I (<i>As a young boy he wanted to become an artist</i>). However, the response relies on a simple and partially inaccurate plot summary for Passage II. The response alludes to literary elements but does not fully explain their use.
Organization	Establishes an appropriate focus on <i>parental expectations</i> . The response displays a rudimentary structure, consisting of an introduction, two body paragraphs, and a conclusion, but lack of internal transitions detracts from coherence.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>He is con cerned for his child ... not knowing what profesion to go out for</i>), with little awareness of audience and purpose (<i>Authors from ... passage one and ... passage two both use specific literary elements ... to portray these "expectations"</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>That so he won't get his hopes up and get them trashed because of someone saying no</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>thier, earn't, profetion, pasage, technequis</i>) and grammar (<i>him getting let down, a art show, like he did</i>) that may hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

As you grow up your parents are always there to help + support you in any thing you need. Feegley is simply try to guide his children into a better life than he has made for himself as an artist. He saw what it got his wife + he doesn't want his children to end up with many unfinished pieces of their life, such as her paintings. He buys them numerous things in order to persuade them not to be artists, but if their heart desires that job, they just may, but parents will always help you do what's best.

In Passage II, the author is doing the something as passage I. He is trying to ~~force~~ get his child a job with him, so he can support his own family, + when he has kids. His son Kenny doesn't want a job with his dad + doesn't want to do what he does. But being a parent he keeps trying to coax him into working with him.

Children always go the opposite way as their parents, + in this case they are doing just that. Even though the parents are aware of what they are getting their children into, and know what's best for them, the kids

insist on being right, & won't listen to the parents.

In conclusion, parents know what is best, even though they try as hard as they do, children will always go their own way.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts, stating that <i>parents are always there to help & support you</i> . The response makes few superficial connections between the controlling idea and the ideas in the text (<i>He buys them numerous things and so he can support his own family & when he has kids</i>).
Development	Is largely undeveloped, hinting at ideas. The response makes only vague references to the texts (<i>Fegley is simply try to guide his children into a better life then he has made for himself and He is trying to get his child a job with him</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on parental support. The response exhibits a rudimentary structure with the first sentence serving as an introduction. The passages are discussed in the first two paragraphs followed by a general conclusion which is inconsistent with the previous discussion.
Language Use	Relies on basic vocabulary, with little awareness of audience (<i>As you grow up</i>). The response attempts to vary sentence structure, but with uneven success (<i>to pursuay them ...but if their heard desires that job, they just may, but parents will always help you do whats best</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>pursuay, heard, auther</i>), punctuation (<i>doesnt, whats, case they</i>), paragraphing, grammar (<i>is simply try</i>), and usage (<i>he keeps trying to coax him into working with him</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

In both of the passages (I, II) they talk and rely on parental expectations. Each passage has its own technique to show parental expectations. I will be showing in my essay what parental expectations are and how we can use it.

According to passage I, His mom was encouraging her boy to be creative. Feyley's ^{mother} ~~mother~~ ~~mother~~ was amazed to the child that she, sitting opposite him, could color upside down as well as with such even, gentle strokes, which never strayed outside the printed outlines. Also he made a mobiles, which are sculptures, with parts that can be set in motion by air currents. He also had a brother, they both were awesome at sports. But the older one went sports to go into film studies, which are college courses.

In passage II, is a poem which tells about Kenny and his life. It's about his different occupation that he wants to do.

In conclusion the two (2) passages were ~~me~~ about parental expectations.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts by attempting to establish a controlling idea about <i>what parental expectation is and how we can use it</i> . The response makes few connections to the texts, mentioning Fegley’s mother encouraging his creativity for Passage I and Kenny’s <i>different occupation</i> for Passage II.
Development	Is incomplete and largely undeveloped. The response relies on references that are vague (<i>Kenny and his life</i>) and irrelevant material copied from the text (<i>mobiles, which are ... by air currents</i>).
Organization	Suggests a focus on <i>parental expectations</i> . The response suggests organization with an introductory paragraph, separate paragraphs for each passage, and a one sentence conclusion.
Language Use	Relies on language that is imprecise (<i>they talk, they both where, occupation that he wants to do</i>) showing little awareness of audience (<i>in my essay</i>). The response reveals little awareness of how to use sentences effectively (<i>In Passage II is ... and his life</i>).
Conventions	Demonstrates emerging control of the conventions, exhibiting occasional errors in spelling (<i>relie</i> and <i>awsome</i>), punctuation (<i>brother, they</i> and <i>conclusion the</i>), and capitalization (<i>His</i>) that sometimes hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Both these passages have a lot to do with parental differences. Fegley kinda forced his children to do chemistry so they wouldn't go down the same path as he did. And with Leo and his son was he tried to force him to grow up and be just like him. The problem with parents is that they don't want you to be who you want to be, they want you to make something out of yourself. They want you to learn from their mistakes and not make any yourself. They usually set their expectations way too high for the kids, so when they don't succeed they are told they didn't try hard enough or they didn't want it as bad as they acted like they wanted it.

Fegley tried to influence his children too much which forced them to start to hate

the chemistry things. And started to go into art like ~~the~~ their old Pap!

Leo didn't really appreciate his father's job nor did he want to follow ~~it~~ in his footsteps.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the texts. The response attempts to establish a controlling idea (<i>parnets ... don't want you to be who you want to be</i>), but makes few connections to this idea, mentioning Fegley (<i>forced his children to do chemistry</i>) and incorrectly identifying Leo (<i>didn't relly apprecate his fathers job</i>).
Development	Is incomplete and largely undeveloped. The response contains personal response and references to the text that are unjustified (<i>Fegley tried to influence his children too much</i> and <i>Leo didn't really apprecate his fathers job</i>).
Organization	Suggests a focus on parents who want their children to succeed. The response suggests some organization with an introductory paragraph and brief statements about each passage.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>alot, kinda, there old Pop</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>And with Leo and his son was he... just like him</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>diffrences, parnets, sucseed</i>), punctuation (<i>chemistry so, enough or, fathers job</i>), and usage (<i>he tried to force him to ... be jzst like him</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

These two passages are about how the parent wants the kids to follow in their footsteps.

Fogley decides he wants to be an artist and his dad tells him no to be. He follows his dream and it fails. When he has kids he teaches them signs of a good career. When they want to be artist he decides to support them.

He wants his son Kenny to work at his place of employment. Kenny does not like working there and decides that he would rather go to war. This bothers his father but he lets him do it anyway. In the first passage there is irony because Fogley had kids that do the same things he did when he was a kid and he acts like his father when he's a dad. In the second passage there is foreshadowing because Kenny makes statements about the war and ends up leaving work to fight in the war.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Conveys an confused understanding of the texts. While the response attempts to establish a controlling idea (<i>parents wants the kids to follow in thrir footsteps</i>), it incorrectly states that Fegley supports his <i>kids</i> being artists, and Kenny <i>ends up leaving work to fight in the war</i>.</p>
Development	Is incomplete and largely undeveloped, making references that are unjustified (<i>He fallowes his dream and It faills</i> and <i>When they want to be artist he decids to support them</i>) though a reference to irony is lucid.
Organization	Suggests a focus in the first sentence and suggests some organization through paragraphing.
Language Use	Uses language that is imprecise for the audience (<i>no to be</i> and <i>acks like his father be when hes a dad</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>fallowes, carrer, decids, dose, acks</i>), punctuation (<i>father but</i> and <i>hes a dad</i>), capitalization (<i>and It faills</i> and <i>Irony</i>), grammar (<i>they want be artist</i>), and usage that make comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

In the passage I just read there was a lot of parent control and there was a lot shown. A lot of people have got it easy but they think it's hard because they never learned what hard is!

My Parents idea of having parent control is to tell me where I can & can not go what time I have to be back and if I'm going out to run late call so they don't wait up. Although if I need a ride back from a friends house or whatever or where ever, they'll give it to me. There is a fine line in between people, you have to push it a little and hopefully you don't push it over the edge.

With our Parents giving leeway but yet still putting rules down is a good thing although some people just don't care and it's very sad for something like that.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding. The response exhibits only personal observations (<i>A lot of people have got it easy</i>).
Development	Is incomplete and largely undeveloped. The response refers to neither text and relies on personal observations which are irrelevant (<i>Although if I need ... they'll give it to me</i>).
Organization	Lacks an appropriate focus beyond the idea of <i>parent Control</i> but suggests some organization with an introduction, body, and conclusion.
Language Use	Relies on basic vocabulary that is imprecise and unsuitable for the audience and purpose (<i>alot, got it easy, whatever</i>). The response reveals little awareness of how to use sentences effectively (<i>My Parents idea ... Donot wait up</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in punctuation (<i>read there, Parents idea, go what</i>) and capitalization (<i>But, Time, Line</i>) that sometimes hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to either text.	

How would you feel if your dad didn't want you to follow in his footsteps? After reading passage 1 and 2 I've come to the conclusion that both passage relates to parental expectations.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. The response makes only a general reference to <i>Passage 1 and 2</i> .
Development	Is minimal, providing only two complete sentences.
Organization	Suggests a focus but presents too little material to evaluate organization.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

We all know the feeling of our parents trying to get us to go in one direction. Some parents want their kids to become scientists others want their kids to become repairmen. Some times parental expectations are hard to live up to and others not so hard. One general statement one can make about parental expectations is that they are not always what the parents want for their children. This can be shown in Passage I and Passage II. The authors use several literary devices ^{and techniques} to show this, some of which are theme and irony.

The first Passage that shows this statement true is Passage I. Passage I is about a man named Fegley and his life. Fegley's mother wanted him to become an artist. But his father wanted him to ~~become an~~ ^{get a realistic} expectation and not to go for all of this "artsy-craftsy stuff." Later on in Fegley's life he becomes an internationally known junk sculptor. This is important because it shows that Fegley wanted to become an artist and so he went against his father's will to do so. The author uses several literary devices, some of which are theme and irony. He used theme when he wants the reader to know that nothing is what it seems. This is shown when Fegley's son Warren left several jobs and can not choose where to work. Another literary technique is irony. The author uses irony when Fegley is an successful artist and he doesn't want his children ~~follow~~ ^{following} in his foot steps. This is important because it shows that even though parents want something for their kids they may want something different for them-selves.

The second Passage that helps describe this statement is Passage II. Passage II is an poem about a guy named Leo brings his son ^{Kenny} to work. Leo wants his son to work and take

Part A — Practice Paper — A

the family business over when he retires but Kenny doesn't like all the typewriters and noise. The author uses several literary devices to show this some of which are theme and irony.

He uses theme because he wants the reader to learn that you should never hope for anything to go the way it is planned this is shown when Leo wants his son to take over the family business. The author uses irony when Leo wants his son to follow him but his son moves to Kentucky to get out of the way. This is important because it shows that a parent may want something for his child but he may not want it for himself.

This statement is true even through modern life. People may say this because children start their own jobs and don't follow what their fathers want them to.

As a parent, do you have great expectations for your child? Ask yourself do you want the best for your child? That answer should be yes. Well just about all parents want their children to succeed greatly in life. In part A, passages I and II provide great evidence that parental expectations occur.

~~IA Passage~~

The summarization one is mainly about the fact that Fegley (main character, narrator) wants the best for his four children. He even bribed them as young children with buying them mathematical puzzles, telescopes, and other mind rating things. When Fegley finds out that his younger son will be doing something other than what his current wife set ~~up~~ for him, he becomes concerned, asking him questions about what he will be doing.

The plot summary of passage II is about a father wanting his son to follow in his footsteps and work in a store that he works at. The boy's father pushes him into doing things even though he doesn't want to.

It is often that parents push their children into doing things.

That is only due to them having
great expectations of their child.
Passages I and II provide great evidence
of this.

As children begin to grow into adulthood, parents inevitably formulate certain expectations which they hope they will achieve. Sometimes the parent encourages them to pursue a specific career, perhaps one which the parent has entered, while at other times parents may wish their children to steer clear and do something entirely different with their lives. It is clear, however, that children ultimately tend to choose their own life path, sometimes clashing with the well-intentioned suggestions of their parents.

In Passage I, young Fegley was pressured by his father to do something "solid" and less "arty-crafty" with his life. Fegley did not listen because he loved art and wanted to build his life around it. When Fegley started his own family years later, he realized what his father had meant about ambitions to go further in life. In this passage parental expectations are taken to the next level because we see children being pushed to pursue something they do not really want to do. Fegley tried to persuade his children not to become artists. He urged them to become scientists. In this passage the author uses flashbacks to describe how Fegley suggested that his children steer clear of the world of art. We also see his last son constructing mobiles, which in this context become quite symbolic. They symbolize the different segments of his life and how

each of his offspring had different goals, mostly art-related. They also symbolize how each of the children's lives, as well as their father's, turn out as they were supposed to. Being an artist also symbolizes how life was going to be, and it expressed emotions that they were all feeling. One might also detect the author's use of irony in the passage because Fegley himself had chosen a career in art.

In Passage II the parental expectations are both similar and dissimilar to those in Passage I. In this passage a father was excited to bring his son to work because of he wanted him to follow in his footsteps. Even though the son appreciated ~~that~~^{the} job that his father did, he had other plans for his own life. He had goals that he wanted to fulfill, but he did not wish to hurt his father's feelings. His father thought that it would be the best for his son. The author uses symbolism by alluding to "Youngstown Needle and Thread." This symbolizes children being sewn together by "needle and thread" to be the best that they can be in the parent's eye. It also suggests that when something is sewn together, a perfectly hand-crafted design emerges. The design in this case might be the son following in his father's footsteps. Then in lines 41-49 the author describes how very

proud the son is to have his father cherish his job so highly. The author expresses how "A sense of balance, compromise and acceptance" is fine for the father, but not for the son. Toward the end of the poem the flashback shows how the son never actually takes the job: "I didn't get the job, I didn't think that I could do the job, I thought I might go crazy in the job." This expresses clearly how the son had other plans for his life and was determined to pursue them.

Parental expectations are established because parents desire the best for their children. Sometimes parental desires clash with those of their children. Parents do not intend to ruin their children's lives, but to improve them. They realize their children's capabilities and expect their children to do their best. Frequently they have aspirations for their offspring to fulfill all of their dreams. Children, however, will ultimately select their own path in life and, hopefully, with continued parental encouragement and support they will achieve their goals.

Both passages establish a good controlling idea about parental expectations.

Both of these passages illustrate the need for parental guidance for youth to help them get a good understanding about what they need to do in the future.

In the first passage, Fegley is talking to Lison about what he needs to do to get a good job in today's world. In passage two, Leo also talks to his son about all the things he had to do to get the job he has known. Both fathers try to give these kids a good understanding about what the text is about.

Both passages establish a controlling idea about parental expectations. Both authors use different techniques to try and convey that idea. The main idea for both passages was to show that kids need to be ~~aware~~ aware of what they need to do to get ahead in life.

Two of the most important and influential people in a child's life are their parents. Every parent just wants the best for their child; they want them to be happy. Sometimes what the parents want for the child and what the child wants are two totally different things. Sometimes the child doesn't want to work in the same place the parent does, while other times, the adult doesn't want the child pursuing that career. Both passage I and II are good examples of this.

~~For~~ Passage one is about a man who wishes he had listen to his father about a career and now is trying to stop his children. The man, Fegley, goes into a flashback while talking to his ex-wife about his youngest son, who he called "my practical, down-to-earth child," had taken up art. Fegley remembers his father's thoughts when he first started art, "to think of his son's wasting his life on hopeless ambitions. 'Learn a trade, and then you can fool around with

this artsy-craftsy stuff.' ... he proved the old man wrong. Yet the older that Fegley himself grew, the more it seemed his father had been essentially right." He doesn't want his children, who like he did, all took up art, to make the same mistake he made. When they were little he gave them different hobbies to focus on, hoping they would get careers based on those hobbies.

A literary element presented in this passage is flashback,

Through most of ^{the} ~~the~~ passage, Fegley reflects on his past. ~~It~~ ~~It~~ focuses on his parents' reaction ~~to~~ to him wanting to become an artist, which ironically, ~~is~~ ~~is~~ Fegley's view on his children's careers is much like his father's view on his choice of career, while Fegley's ex-wife supports the children just like Fegley's mother had supported him.

Passage two is a poem about a father who takes his son to his job. The father wants the son to work in the same place he works in but the child doesn't want to. "Kenny,

he says, some day you'll work in the store. But I felt 'never more' or 'never ever'... All of these saved me from you." As the Boy, who now is now a man looks back, he sees ~~of~~ all of things he could have gained from working at the store but he doesn't regret not working there saying "I can see the virtues now that could come from being in you... I didn't get the job I didn't think that I could do the job I thought I might go crazy in the job staying in you you whom I could love but not be part of".

A literary element in this poem is personification. Through the whole poem the man refers to the store as "you". ~~At~~ He makes the store seem like a person he is talking to by using "you".

What parents want for their child and what the child wants for themselves can be two totally different things. A parent wants to protect the child from the mistakes they made when they were younger. The child just

wants its independence, ~~its~~ ~~their~~
they want to just be able to
think for themselves, ^{and} make their own
choices. ~~The parents are too scared~~

Practice Paper A–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning.

Practice Paper B–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.

Practice Paper C–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper D–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.

Practice Paper E–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.

"In this world goodness is destined to be defeated." This quote from Walker Percy means that in the classic, ongoing battle between good and evil, evil will always win in the end. However, I disagree with this quote. It is not good, but evil that is foreshorn to failure, time and time again. The two novels A Seperate Peace by John Knowles and The Catcher in the Rye by J. D. Salinger, both support my idea of good's ultimate triumph.

At first glance, it seems that A Seperate Peace supports the quote's relentless pessimism. The main character, Gene, is practically the poster child for evil. His characterization as a very introverted, quiet, jealous, and conniving all serve to enhance the reader's dim view of him. When he engineers Finny's fall from the tree (a symbol of the fall from grace in the Bible), he does it in a fit of rage. His destiny as an evil, self-serving young man seems assured. And yet, some spark of light burned within his soul. When Finny dies, after the trial, Gene's sins are finally cleansed. Finny is a symbol of life, energy, and the Savior, and his death is symbolic of Christ's death on the Cross. Gene is not inherently evil — rather, he symbolizes the possibility for any chance for redemption. Despite Finny's death, Gene's inner good resurfaced and triumphed in the end. Despite the death of one carpenter from Bethlehem, humanity can revel in the blessings of the light.

This theme of "darkest before the dawn" recurs in The Catcher in the Rye. At the start of the book, Holden's character is quite possibly the most annoying and pessimistic in all of literature. He is sarcastic and antisocial, with a penchant for irritating people either by accident or by design. However, as the novel progresses, the reader sees Holden in a new light. Like the psychiatrist, we dig through the barriers and shields Holden has woven around himself over the years, and we see the truth. Holden spirals down very quickly, as his attempts to reach out to anyone and make a connection are spurned time and again. The darkness without inexorably seeps into his spirit, leaching away the very will that keeps him alive. He even contemplates suicide, and almost goes through with it a couple of times! However, Holden was never lost, not truly. As long as he had his hunting hat, the symbol of his search for connection, his search would continue. When Phoebe gives him that connection, the spark of life yet remaining flares to full brightness again, and his will to live is restored. When he wanders the streets, fearing his own disappearance, he invokes Allie's name to save him. This scene is a powerful symbol indeed for many of us. How often do we invoke the names of loved ones or deities for protection? Holden's evils are dispelled when he calls for Allie, for life. For, life is inherently good, and in the end, it wins out over death and the darkness which

threatened to consume Holden. He understands his folly and is saved from it.

The power of good to overcome evil is absolute. It is the irresistible force that drives us all to live on and reach higher than ever before. The darkness may threaten and attack. It would be lying to say that nobody succumbs to it. Despite evil's advances and temptations, it cannot win unless it is allowed to. Evil has only that power we give it, and if denied, that power cannot win. However, it does take will power to resist and fight against it.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>It is not good, but evil that is foresworn to failure, time and time again</i>). The response uses the criteria to make insightful analysis of <i>A Separate Peace</i> (<i>Gene is not inherently evil—rather, he symbolizes the possibility for any chance for redemption</i>) and <i>The Catcher in the Rye</i> (<i>For, life is inherently good, and in the end, it wins out over death and the darkness which threatened to consume Holden</i>).
Development	Develops ideas clearly and consistently. The response makes reference to relevant evidence from both texts (<i>Despite Finny's death, Gene's inner good resurfaced and triumphed in the end and However, Holden was never lost, not truly</i>). The response integrates literary elements (<i>Finny is a symbol of life, energy, and the Savior, and his death is symbolic of Christ's death on the Cross and This theme of "darkest before the dawn" recurs in The Catcher in the Rye</i>) into the discussion.
Organization	Maintains the focus established by the critical lens on <i>good's ultimate triumph</i> . The response exhibits a logical and coherent structure, with references in each paragraph to the struggles that the characters undergo, followed by the triumph of good over evil. Coherence is further strengthened through the use of appropriate transitions (<i>However, At first glance, And yet</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>His characterization as very introverted, quiet, jealous, and conniving all serve to enhance the reader's dim view of him</i>). The response varies structure of sentences to enhance meaning (<i>How often do we invoke the names of loved ones or deities for protection?</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.	

"In this world, goodness is destined to be defeated," according to Walter Percy. This suggests that all goodness will inevitably be conquered and the remaining evil will reign. Percy's statement, unfortunately, is accurate. Through William Golding's Lord of the Flies and Elie Wiesel's Night, the defeat of goodness and the dominant control of evil is apparent.

Lord of the Flies demonstrates a classic example of good versus evil. Struggles are revealed within characters, between characters and thematically, through resolution. Evidently, all three struggles end with evil as the victor. The setting, an isolated island, represents a miniature world. The characters are stranded on the island as a result of enemy hostility during war. The children were traveling to safe havens away from war, but were unfortunately attacked. This savage attack on children indicates evil's first victory.

As the story progresses, tension on the island intensifies among protagonists Ralph, Piggy and Simon, and antagonist Jack. Jack represents crude evil through his sadistic behaviors. Ralph, Piggy and Simon exhibit qualities of goodness. Ralph the originally elected leader, loses his role to Jack. Evil triumphed over goodness. The intellectual Piggy is savagely smashed to death by Roger, one of Jack's followers. The fact that evil had spread to other children and had taken the life of their peer suggests the gradual defeat of goodness. Simon, a character defined by his religious nature, was murdered by all of the children. This act showed that everyone has the

capabilities of evil. The goodness of Piggy and Ralph was tarnished. Finally, Ralph's own internal conflicts complete the destruction of any goodness that was left on the island. The Lord of the Flies, the symbol of evil, convinced Ralph to accept chaos or die. Additionally, Ralph's enthusiasm during a hunt suggests the forceful influence that evil already had on him.

The resolution of the novel is the rescue of the children. Ironically, they are saved by a naval officer in a battleship. Although saved from the mayhem on the island, the children will return to a world of more disorder and demoralizing violence. As the novel concludes, the reader is reminded that the island was a microcosm of the entire world, and the children merely touched the qualities of pure evil. Ultimately, Golding reveals the defeat of goodness.

Elie Wiesel's night takes place during a time of hate and evil dictatorship. Hitler persecuted six million Jews. Wiesel uses plot, theme and resolution to effectively prove that "goodness is destined to be defeated."

Eliezer, a young and observant Jewish boy, is sent to a concentration camp. During his imprisonment, he experiences the nature of evil. His father's assault, the public execution of prisoners, the abandonment of family for survival and the questioning of God's existence indicate the growth of evil. Eliezer is internally destroyed by this series of events. He once was devout but

then questioned his faith. Slowly he is desensitized emotionally. After he is finally freed, he gazes numbly at his reflection. Staring back is a skeleton. The Nazis, despite losing the war, were able to even dehumanize the future lives of the survivors. Wiesel describes death as the inability to feel or think. Although Eliezer survived, his body lacked the spirituality and emotion that compose life. This internal death, accomplished by evil, shows the defeat of goodness and the victory of evil. Finally, Wiesel's message is the awareness of omnipotent evil. The novel's purpose is to remind others of humanity's evil capabilities while indicating that the Holocaust was rather recent. Wiesel urges readers not to forget. His message is necessary because it stimulates people to resist evil.

Both novels, sadly, reveal the truth of good versus evil. Through Golding's and Wiesel's literary works, goodness is conquered. Conflicts, theme, plot and resolution in Lord of the Flies and Night show the inevitable destruction of goodness and the superiority of evil.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>all goodness will inevitably be conquered</i>). The response uses the criteria to make a clear and reasoned analysis of the chosen texts (<i>Through William Golding's <u>Lord of the Flies</u> and Elie Wiesel's <u>Night</u>, the defeat of goodness and the dominant control of evil is apparent</i>).</p>
Development	<p>Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence from both texts to discuss the <i>defeat of goodness</i> (<i>The intellectual Piggy is savagely smashed to death by Roger and Although Eliezer survived, his body lacked the spirituality and emotion that compose life</i>). The response integrates references to literary elements (<i>the symbol of evil, convinced Ralph to accept chaos or die</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on evil's dominating influence. The response exhibits a logical and coherent structure with references in each paragraph to the savagery humans can inflict on one another. Coherence is further strengthened through skillful use of transitions (<i>Evidently, Ironically, Ultimately</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Slowly he is desensitized emotionally</i>). The response varies sentence length (<i>After he is finally freed, he gazes numbly at his reflection. Staring back is a skeleton</i>) to enhance meaning.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>minature</i>), only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning.</p>	

"In this world goodness is destined to be defeated." This quote, poignantly verbalized by Walker Percy, is a true description of much Western literature. I wholeheartedly agree with Percy's assessment of the world through this quote. It is pertinent because most Western literature has strong influences from the first great piece of Western literature, the Bible. Many tragic characters created by Western writers follow the story of Jesus, the first tragic hero. Both One Flew Over the Cuckoo's Nest by Ken Kesey and A Prayer for Owen Meany by John Irving use overt references and images of Christ to create the typically good character, who is destined throughout the story to be defeated.

Randall Patrick McMurphy in Cuckoo's Nest came to the asylum and changed the lives of all the inmates. His goodness is created by references to him changing the monotonous life of the inmates. He takes them on a fishing trip and even introduces them to his girlfriends. He is the single challenger to Nurse Ratched, the plague of the lives of many of the men. He instills the men with confidence and becomes their leader. Christ imagery is used heavily to create the situation of his downfall. When Randall is given electric shock therapy, he is described as being "crucified" and the reason he was given therapy is because he was defending a man who was placed in an uncomfortable situation. The Christ allusion is further propagated by Billy Bibbit being the Judas character. After a night of sexual enlightenment, Billy Bibbit flames the detachment on Randall to avoid getting in trouble with his mother.

This leads to Randall becoming lobotomized and his eventual death at the hands of the chief.

In A Prayer for Owen Meany, Owen's character is painted as good from the very beginning of the novel. He is the main character's best friend, even after accidentally killing his mother. Owen is very small, but very in control, and would never hurt a fly. The Christ imagery in this novel is much more overt than in Luckoo's Nest. Owen plays the baby Jesus in the annual Christmas pageant, and from there it really doesn't say. We find out Owen feels it is his destiny to die saving children, and he is prepared and does nothing to stop it. After Owen's death, we learn that his parents believe he was a "virgin birth," just as Jesus was. Owen was calm throughout the whole book, even in the face of death. He is a good and honest character, and always supports John in many different ways, even cutting off John's finger so he will not be joining Owen in death. Owen believed it was his destiny to die because of his recurring dream. This agrees with the quote "goodness is destined to be defeated." Owen's death, although tragic, brings with it a glimmer of hope, and Owen's "ghost" shows up in John's future, once again reinforcing the theme of Jesus.

In conclusion, most Western literature has very strong ties to the Bible story, especially the New Testament. Tragic heroes on the model of Jesus are very abundant, and their downfalls, although sad, can bring

hope for a better future. In *A Prayer for Owen Meany* and *Cuckoo's Nest*, the heroes are "destined to be defeated."

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis by agreeing with the quote using <i>the first great piece of Western literature, the Bible, and Jesus, the first tragic hero</i> to make a clear and reasoned analysis of the chosen texts (<i>Both <u>One Flew Over the Cuckoo's Nest</u>... and <u>A Prayer for Owen Meany</u>... use overt references and images of Christ to create the typically good character, who is destined throughout the story to be defeated</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts (<i>Billy Bibbit being the Judas character and his parents believe Owen was a "virgin birth"</i>). The response uses imagery implying the literary elements of characterization and theme (<i>when Randall is given electric shock therapy, he is described as being "crucified," Owen plays the baby Jesus in the annual Christmas pageant, Owen feels it is his destiny to die saving children</i>).</p>
Organization	<p>Maintains the focus established in the critical lens that McMurphy and Meany are tragic heroes modeling Jesus. The response exhibits a logical and coherent structure, skillfully drawing parallels showing how McMurphy helped others and then died, explaining how Meany did so, and concluding that <i>tragic heroes on the model of Jesus ... can bring hope for a better future</i>. The response skillfully uses comparisons (<i>the Christ imagery in this novel is much more overt than</i>) and transitions (<i>The Christ allusion is further propagated</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>He instills the men with confidence and Owen's character is painted</i>), with evident awareness of audience and purpose (<i>I wholeheartedly agree, We find out, we learn</i>). The response varies sentence structure to control rhythm and pacing (<i>Randall ... came to the asylum and changed the lives of all the inmates</i>).</p>
Conventions	<p>Demonstrates control of conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat higher in organization and conventions.</p>	

Walker Percy once said, "In this world goodness is destined to be defeated." This grim outlook on life, though unfortunate, can be proven to be true. Almost anything in life, when broken down into its simplest parts, can be seen as either good or evil. In both Lord of the Flies, by William Golding, and To Kill a Mockingbird, by Harper Lee, the good is defeated.

In his book, Lord of the Flies William Golding uses powerful symbols and characterization to portray goodness' demise. Throughout the novel, the boys' chief, Ralph, is characterized as the model of civilization, order, and lawfulness. His opposite, the yin to Ralph's yang, is Jack, the wild symbol of unbound chaos. Ralph and Jack struggle for power, Ralph prioritizing rescue, shelter and fire, and Jack promoting hunting and having fun. Ralph, and civilization, is the good represented in the book, and Jack's savageness is evil. It becomes clear that in this case, good is destined to lose. The fire is not often lit, the shelters are rickety, and even though the boys are rescued it is not by their conscious efforts. The conch is by far the most prevalent symbol in the book. It is used to maintain order and civility in meetings, and keeps the boys in line. Late in the book, however, Jack's tribe of savages shatter the conch with a giant rock. The shattered shell becomes like a physical gravestone for civilization and goodness.

Harper Lee's novel, To Kill a Mockingbird, shows the flaws in mankind and good's losing battle. Again, characterization best portrays the defeat of goodness. The representative character of good is the wise, kind, and intelligent Atticus Finch. In the court case that the book's second half is centered around,

Atticus the lawyer for Tom Robinson, who is accused of the rape of a white girl, not a good situation in 1930's Alabama. The father of the girl who was supposedly raped, Bob Ewell, is characterized as the evil, representing humanities flaws, most outstandingly blind ignorance and stupidity. After the evidence and testimony, it is clear to the reader that Tom is innocent of the charges. However, the jury declares him guilty, sending him to prison, where he is shot for trying to escape. Good is defeated.

"In this world goodness is destined to be defeated," said Walker Percy. In Lord of the Flies, by William Golding, and To Kill a Mockingbird, by Harper Lee, this is true. Jack's savagery overcomes Ralph's civilization, and the conch is destroyed. An unfair and biased court sends an innocent man to prison, and his death. Through Percy's, Lee's, and Golding's eyes, the world is a dark place that is growing darker.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis by first agreeing with the lens (<i>This ... can be proven to be true</i>), and eventually pointing out that <i>the world is a dark place</i>. The response makes a clear and reasoned analysis of <i>Lord of the Flies</i> (<i>Ralph, and civilization, is the good represented in the book, and Jack's savageness is evil</i>) and <i>To Kill A Mockingbird</i> (<i>shows the flaws in mankind and good's losing battle</i>).</p>
Development	<p>Develops ideas clearly and consistently to support the dominance of evil in both works (<i>the fire is often not lit and Tom is innocent</i>). The response uses appropriate literary elements from both texts (<i>The conch is by far the most prevalent symbol and The representative character of good is the wise, kind, and intelligent Atticus Finch</i>).</p>
Organization	<p>Maintains the focus on the <i>grim outlook on life</i> established in the introduction. The response exhibits a logical and coherent structure through skillful use of contrast in each text, with parallel examples (Jack/Ralph, Atticus/Ewell, broken conch/biased trial), strong topic sentences, and appropriate transitions (<i>Again, characterization best portrays the defeat and After the evidence and testimony, it is clear to the reader</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>His opposite, the yin to Ralph's yang, is Jack, the wild symbol of unbound chaos</i>), with evident awareness of audience and purpose (<i>Through Percy's, Lee's, and Golding's eyes, the world is a dark place that is growing darker</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Good is defeated</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>courtcase</i>), punctuation (<i>humanities flaws</i>), and grammar (<i>tribe ... shatter</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.</p>	

According to Walker Percy, "In this world goodness is destined to be defeated."

Despite the impending evil that can be prevalent in society, the natural goodness will remain in the end; the original good in nature (society, the world), however small it may appear, cannot be defeated by evil. I disagree with the original quote, although the evil may prevail in some instances, the good that is left will never be destroyed, making those who embrace the lasting good, stronger. Two pieces of literature that can be used to disprove this quote are The Scarlet Letter and The Great Gatsby. Hester pushed on in her struggles for love, despite the ~~the~~ cold hearted Chillingworth ^{and traditional society} that tried to destroy her and shun her ways. Similar to Hester, Gatsby fought for his love Daisy, despite the pressures and constraints of society.

In The Scarlet Letter, a growing conflict of man vs. society can be ^{seen} noted. Hester is enveloped in an on-going struggle against society to pursue her natural emotions of love. Society ridicules her for her efforts, hence becoming ^{one of} the "evil" forces that tries to destroy her. One example of this is in the very beginning when Hester is receiving her sentence for adultery. Although the town is attempting to destroy her emotionally, her natural love for Dimmesdale keeps her strong. In the end her natural goodness and original intent for love is not defeated by the growing animosity of society.

Similar to Hester's struggles are Gatsby's own personal situations and hardships. Gatsby, a bright young man, had fallen in love with a capricious dame who focused

on nothing but money. However, Gatsby did not recognize the falsity of her "love" and fell into a deadly trap. Yet from the beginning it seemed impossible for these two characters to make it together due to social differences; she was rich and he was a lower middle class soldier. ~~Society~~ Society and Daisy herself would not allow for such relations to proceed. Yet, Gatsby's love and fervor pushed him forward to pursue his ~~desires~~ ^{desires}; the growing ~~evil~~ ^{resistance} in society did not stop him.

Like conflict, the characterization of both Hester and Gatsby can be used to disprove this quote. Both had an undying love and ~~real~~ desire that is only natural in human nature. Such natural goodness and purity has incredible strength as compared to evil and despondence in society. Hester loved Dimmesdale and refused to allow any one person or large force ~~stop~~ that. Gatsby, too, refused to accept society's wants ~~tried~~ anyway to win Daisy's love. Both refused to be conquered by evil.

Although goodness may appear scarce sometimes, it's always there. The strength of goodness can grow and develop when nurtured under the right conditions. This may mean getting involved with the inevitable evil in society.

Both Hester and Gatsby fought for themselves and the ones they loved, ultimately denying their opponents ^{they} refused to be defeated.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis by disagreeing with the quote (<i>Although the evil may prevail in some instances, the good that is left will never be destroyed</i>). The response uses the criteria to make a clear and reasoned analysis of Hester Prynne from <i>The Scarlet Letter</i> and Jay Gatsby from <i>The Great Gatsby</i> (<i>they refused to be defeated</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses the literary elements of conflict (<i>man vs. society</i>) and characterization (<i>Both had an undying love and desire that is only natural in human nature</i>) to support a discussion that love represents goodness and will surpass evil. Discussion of the outcomes of love’s pursuit for these characters is less developed (<i>Gatsby, too, refused to accept society’s wants tried anyway to win Daisy’s love</i>).</p>
Organization	<p>Maintains the focus established by rejecting the critical lens (<i>the original good in nature ... cannot be defeated by evil</i>). The response exhibits a logical sequence of ideas, first explaining Hester Prynne’s struggles, and then Gatsby’s. The response makes skillful use of repetition (<i>Both had</i> and <i>Both refused</i>) and transitions (<i>Similar to</i> and <i>Like conflict, the characterization</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Hester is enveloped in an ongoing struggle</i>). The response varies sentence structure to control rhythm and pacing (<i>However, Gatsby did not recognize the falsity of her “love” and fell into a deadly trap</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>prevelant</i>), punctuation (<i>Society and Daisy herself would not allow</i>), and grammar (<i>goodness and purity has</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

"In this world goodness is destined to be defeated," ^{said} Walker Percy. ~~is~~ In other words, he is saying that no matter what, good things are always going to be ruled over by bad. I disagree with this quote because many good things happen in this world that are never defeated. Yes, some bad things may fall in your path, but not every good thing is destined or will be defeated. The Secret Life of Bees and The Adventures of Huckleberry Finn are two examples of literature that support my opinion.

The Secret Life of Bees, written by Sue Monk Kidd, is a heart-warming story about a girl's rite of passage. Throughout the entire story she is trying to find a loving, enjoyable, and welcoming environment to live in. In the beginning she had some troubles at home, but she did what she needed to escape she ends up living with three wonderful black women. For once in her life she was finally happy and something good happened to her. She was allowed to live her life with these three women instead of with her abusive father. This supports my opinion of the quote because Lily Owens' goodness was not defeated and was in no means destined to be.

The Adventures of Huckleberry Finn is another example of literature that supports my opinion of the quote. Huck had a rough life.

His father was a drunk, very unreliable, and was just always mad about something. As Huck set out on his journey you could tell that he was looking for adventure, fun, and a better life. Huck escaping his abusive home-life was probably one of the best things that ever happened to him. At the end, Huck and Tom were reunited which was great thing for both of them and it was not destined to be defeated because Huck and Tom knew they would always be there for each other no matter what happened. Another good thing that ~~was~~ would never be destroyed was Jim being set free. He could now go back to his family, get a real job, and never have to worry about being controlled ever ~~any~~ again.

As you can see, both of these novels prove that, "In this world goodness is destined to be defeated," ~~is~~ is a false statement. Many good things happen to Huck and Lij Owens and also in the real world and they are not all destined to be defeated. You may not live a perfect, mistake-free life, but good things are destined to happen and they won't all be defeated.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, paraphrasing the lens (<i>no matter what, good things are always going to be ruled over by bad</i>) and then disagreeing. The response makes implicit connections between the criteria and <i>The Secret Life of Bees</i> (<i>she had some troubles at home, but she did what she needed to escape</i>) and <i>The Adventures of Huckleberry Finn</i> (<i>Huck escaping his abusive home-life was probably one of the best things that ever happened to him</i>).</p>
Development	<p>Develops some ideas more fully than others. Discussions of characterization (<i>father was a drunk, very unreliable, and ... always mad about something</i>) are more specific for <i>Huckleberry Finn</i> than for <i>The Secret Life of Bees</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>good things ... destined to happen that won't all be defeated</i>. The response exhibits a logical sequence of ideas (<i>In the beginning</i> and <i>As you can see</i>) with frequent references to the critical lens but occasionally lacks internal consistency (<i>Jim being set free</i>).</p>
Language Use	<p>Uses appropriate language (<i>heart-warming story</i> and <i>rite of passage</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>She was allowed to live her life with these three women instead of with her abusive father</i>) or length (<i>Huck had a rough life</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>enviroment</i>) and punctuation (<i>great thing for both of them and it was not destined ... for each other no matter what happened</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Yes I agree with the quote "In this world goodness is destined to be defeated." What this means is that some point of time good will lose. Two books that prove ~~that~~ this to be true is Night by Elie Wiesel and Of Mice and Men. In Night by Elie Wiesel, good lost because the Nazis had killed so many Jews.

The setting of Night primarily takes place at different concentration camps. One of the most famous that Elie was sent to was Auschwitz. The Nazis took over a good portion of Europe. They gather as many Jews and other ethnic groups that they didn't like. From there they sent them out to concentration camps. At this time concentration camps was one of the worst places on Earth. Elie tells about the horrific sights that he saw and experienced. The Nazis wanted to kill as many of these people as they can and as quick as they can do it. One of their motto's was kill two Jews with one bullet. Elie's main goal was to get out of the concentration camps alive. This ~~only~~ is the reason why he left the hospital with his broken leg to go on the death march. He thought if he stayed they would just kill him and the others there. Ironically the hospital was liberated after the march started. Elie Wiesel used many literary elements when he wrote this novel.

Among these was theme and imagery. One of the main themes was good versus evil. There is two good examples of this from the Night. One is the U.S. and Russians which would be the "good" against the Nazis which would be the "evil." Another way it showed good versus evil was how the Jews acted. The "good Jews" would help each other out so everybody would survive. The "bad Jews" would take what they need so they were sure they would survive. Elie used imagery in many places in the novel. The main one I remember was when he described the big dark clouds of ash coming out the chimneys. Later

as he would learn that the ash was actual human ash. Of Mice and Men also shows how good eventually loses.

Of Mice and Men mainly takes place on a farm. The two main characters and also best friends are George and Lennie. Lennie is a little slow but can work like an ox. George realize this and decides to take Lennie under his wing. Lennie has a history of liking soft objects to touch. Most of these times the objects are animals such as mice, cats and dogs. One day Lennie was touching a little girls dress that was soft. When Lennie wouldn't let go the girl screamed for help and all of a sudden Lennie was a wanted man. This is why George and Lennie move to the other farm. This farm was going good for them. There was plenty of food, and work. One of their co-workers even gave Lennie a puppy. One day he was too rough with the puppy and he killed it. When this happened Curley's wife walked in. at first they started talking until Lennie started to feel her hair. She wanted him to stop but he wouldn't and she started to scream. In his attempts to quiet her he suffocates her on accident. Once again Lennie is a wanted man. So as him and George are running away from Curley and his men George know's what he must do. George shot Lennie in the head. This is when "good" finally lost. Lennie represented innocence and the good in people. The author also used many forms of literary elements for Of Mice and Men. Among these was characterization and theme. The author used characterization by describing Lennie. He described him as a big strong man with not a lot of brains. He used this by showing how he would only do something if George told him to. For example when Curley was punching him. Lennie didn't use his strength to cuff George told him to. When this happened George grabbed Curley's hand and crushed it. A major theme in this novel is distrust. Lennie trusted George

Anchor Paper – Part B—Level 4 – B

with his life. Ironically George was the one who killed Lenne. This is how distrust ~~is~~ is a theme Of Mice and Men. For all these reasons is why Of Mice and Men prove the quote to be true.

In conclusion the two novels Of Mice and Men and Night by Elie Wiesel, prove the quote "In this world goodness is destined to be defeated," ~~is~~ to be true.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>What this means is that some point of time good will lose</i>). The response makes implicit connections between the criteria and <i>Night</i> (<i>good lost because the Nazi's had killed so many Jews</i>) and <i>Of Mice and Men</i> (<i>Lenne represented innocence and the good in people</i>).
Development	Develops some ideas more fully than others. The response develops the elements of theme (<i>good versus evil</i>), setting (<i>Aushwitz and a farm</i>), imagery (<i>the big dark clouds of ash coming out the chimnies</i>), and characterization (<i>Lenne is a little slow and George ... decides to take Lenne under his wig</i>) more fully than plot (<i>At this time concentration camps was one of the worst places on Earth</i>).
Organization	Maintains a clear and appropriate focus, defending the idea that evil will prevail. The response exhibits a logical sequence of ideas, first presenting the evil events, then examining the literary elements, and ending each paragraph with a sentence introducing the next paragraph's topic. Consistent use of transitions further strengthens the response (<i>Among these, Once again, For example</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Elie tells about the horrific sights that he saw and experienced</i>). The response occasionally makes effective use of sentence structure (<i>Elie's main goal was to get out of the concentration camps alive</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>qoute, moto's, suffercates</i>), punctuation (<i>Yes I agree, Nazi's, Ironically the hospital was</i>), grammar (<i>Two books ... is and as him and George are running</i>), and usage (<i>help eachother</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Walker Percy once stated that "In this world goodness is destined to be defeated" I agree with Percy's statement ~~that~~ because every time someone or something great happens it ~~is~~ seems that it is always defeated. Two novels that clearly reinforce Percy's idea are, The Crucible by Arthur Miller and To Kill a Mocking Bird by Harper Lee.

In The Crucible the town of Salem ~~is~~ is a nice quiet town without problems. Until ~~that~~ a young girl Abigail and her friends claim the Devil came to them. John Proctor was loved by Abigail so she did what she could to get him from his wife Elizabeth. Abigail and her friends accused many people of witchcraft so Abigail could have John. Many people including John ~~who~~ who were good people were hung and killed due to a very greedy person. This novel used the literary element of irony because it was ironic that all that Abigail wanted was John for her self but in the end he ended up being accused of witchcraft and dead because of it. ~~That~~ ~~is~~ Percy's idea that "In this world goodness is destined to be defeated" is greatly reinforced in ~~the novel~~ The Crucible.

Another work of literature that clearly reinforces Percy's idea is To Kill a Mocking Bird by Harper Lee. This is shown when Atticus Finch ~~tries~~ tries to help defend an innocent black man ~~in~~

during the time when blacks were discriminated against. Tom Robinson was clearly innocent when he was accused of raping and beating up on a woman. The literary element of characterization shows how great of a character Atticus Finch was. He defended a black man knowing he was not going to win the case. The goodness of Atticus Finch clearly reshows ~~the~~ Percy's idea ~~of~~ that "In this world goodness is destined to be defeated."

In this world greatness is determined to be overcome and beaten by a cruel force. This is reinforced by many books, stories, and literary elements. Percy's statement will always be true and will never change the way people act or think ~~two~~ towards other people.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that when <i>someone or something great happens ... it is always defeated and this will always be true</i> . The response makes implicit connections between the criteria and <i>The Crucible</i> (<i>good people were hung and killed</i>) and <i>To Kill a Mockingbird</i> (<i>Atticus Finch tries to help defend an innocent black man</i>).
Development	Develops some ideas more fully than others. The response specifically refers to characterization (<i>Abigail is a very greedy person</i> and <i>Atticus Finch defended a black man knowing he was not going to win the case</i>), irony (<i>Abigail wanted ... John for her self but ... he ended up being accused ... and dead</i>), and setting (<i>Salem is a nice quiet town and during the time when blacks were discriminated against</i>). The discussion of plot is less specific.
Organization	Maintains a clear and appropriate focus on good people who are defeated. The response exhibits a logical sequence of ideas with a discussion of characters and situations from each text. The response uses appropriate transitions (<i>In The Crucible, Another, In this world</i>) between paragraphs and refers to the critical lens to conclude each paragraph.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>I agree with Percy's statement</i>). The response occasionally makes effective use of sentence structure or length (<i>The goodness of Atticus Finch clearly re shows Percy's idea that "In this world goodness is destined to be defeated"</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Untill, Abigal, liturature</i>) and punctuation (<i>Many people including John who and her self but in the end</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

I agree with Walker Percy's quote, "In this world goodness is destined to be defeated." Works of literature like The Chocolate War and Romeo and Juliet. Both books are people doing good things, but fail.

In Chocolate War the main character Jerry tried to be his own person by not doing what everyone else is. It started out as an assignment from the Vigils, but he then ~~that~~ started to think for himself. People like Leon and Archie didn't like Jerry was doing. They used the power they had over the school to make Jerry hated by everyone. The poster in his locker that said, "Do it dare go against the universe," gave him an idea of what is happening to him. He continued to do what he thought was good to be beaten up in the end.

In Romeo and Juliet to people fall in love despite the war between their families. By the goodness of love they have for each other. One problem after another try to come ~~between~~ between them, but their loves still stood strong. When Juliet pretended to kill ~~herself~~ herself and Romeo's over ~~an~~ exaggeration led to his down fall and he killed himself. After his death Juliet awoke from her dead-like sleep to find her lover dead and she soon after killed herself. By their love did they go against all odds and ~~by~~ by their love did they die.

"In this world goodness is destined to be defeated."
The people from these works of literature support the quote written by Walker Percy. They did things which seem to be good but were defeated due to their cause.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Both books are people doing good things, but fail</i>). The response makes superficial connections between the criteria and the characters in the chosen texts, <i>The Chocolate War</i> (<i>He continued to do what he though was good to be beaten up in the end</i>) and <i>Romeo and Juliet</i> (<i>By their love did they go against all odds and by their love did they die</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts. The response refers to the difficulties Jerry and Romeo and Juliet experience (<i>They used the power they had over the school to make Jerry hated by everyone and One problem after another try to come between them, but their love still stood strong</i>), but relies primarily on plot summary.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on the struggle faced by the characters. The response exhibits a rudimentary structure but the conclusion is inconsistent (<i>They did things which seem to be good but were defeated due to their cause</i>).</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience and purpose (<i>The people from these works of literature support the quote written by Walker Percy</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>By the goodness of love they have for each other</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>though</i> for “thought”, <i>to people, dispite</i>), grammar (<i>The poster ... gave him an idea of what is happening to him</i>), and word omission (<i>didn't like Jerry was doing</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

In the world, the goodness is far away to be defeated. I agree with this statement, because in the world there is always good and evil, however in most cases good defeats evil. The Crucible by A. Miller and Bless me Ultima by R. both support my opinion.

The Crucible by A.M. is a perfect example of goodness. It is destined to be defeated. The protagonist of this story accuses many good people of being evil and practicing witchcraft. However, the characters who were accused didn't want to be defeated. One of the main themes in this story was that the people who were accused, rather than die than confess that they ~~the~~ practiced witchcraft. They believed that if they confessed then the evil will defeat good, and because of that they gave their lives to make sure that goodness is not defeated.

Bless me Ultima by R. also supports the statement. One of the main characters Ultima was very religious person and she strongly believed in good and evil. In this story she had to face many evil forces, some tried to kill her because she had the ability to ~~the~~ goodness for everyone and help the sick. (and

~~once~~ when she killed ~~the~~ One of the characters who was an evil person tried to kill her, however when she fought to save her and her family she killed him and afterward she passed away too. In addition, this shows that ~~when~~ when someone is trying to defeat evil and do goodness for others it's away of showing that evil will never be able to win.

In the world there are many things that are very hard to overcome and there is always something good and something bad in everything. However it is just a question of who will be able to survive at the end. All of us try our best to see good always win and defeat evil.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens, first stating <i>the goodness is far away to be defeated</i>, then <i>I agree</i>, and then <i>however in most cases good defeats evil</i>. The response makes superficial connections between the critical lens and <i>The Crucible</i> and <i>Bless Me, Ultima</i> (<i>it is just a question of who will be able to survive at the end</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts, mentioning theme (<i>the people who were accused, rather than die then confess that they practiced witchcraft</i>) in <i>The Crucible</i> and characterization in <i>Bless Me, Ultima</i> (<i>Ultima was very religious person and she strongly believed in good and evil</i>). The response relies primarily on plot summary.</p>
Organization	<p>Establishes, but fails to maintain an appropriate focus. The response exhibits a rudimentary structure, including inconsistencies between the two body paragraphs, which agree with the critical lens, and the introductory and concluding paragraphs, which disagree.</p>
Language Use	<p>Relies on basic vocabulary, with some awareness of purpose (<i>All of us try our best</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>One of the characters ... tried to kill her, however when she fought save her and her family she killed him and afterward she passed away too</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Crusabl, Blass, practicing</i>), punctuation (<i>forces, some and its</i> for “it’s”), grammar, and usage (<i>who were accused, the evil will defeat good, had the ability to the goodness</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Good v. Evil is a conflict that exists. Many works of literature often take a side, and portray it well with the literary elements that the author chooses. Walker Percy has once said, "In this world goodness is destined to be defeated," many works of literature would support that.

Evil is always trying to find a way to come out on top. In the play *Antigone*, written by Sophocles, Creon tries to eliminate goodness, so that he can be a powerful leader. He wants people to fear him and respect him. Creon wants praise. Antigone is a sweet girl who wants to do what should've rightfully been done in the first place. Creon, the King, claims her to have been a traitor, and sentences her to death. Creon is ultimately trying to conquer good. He also breaks up a couple, and sentences his own son to death. Creon has no remorse for mankind.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Evil is always trying to find a way to come out on top</i>). The response makes few connections between the criteria and the chosen text (<i>In the play Antigone, written by Sophocles, Creon tries to eliminate goodness, so that he can be a powerful leader</i>).</p>
Development	Is incomplete. References to the text are vague (<i>Creon wants praise and Antigone is a sweet girl who wants to do what should've rightfully been done in the first place</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on how <i>evil is always trying to find a way to come out on top</i> . The response exhibits a rudimentary structure, beginning with a brief interpretation of the critical lens, and ending with a paragraph devoted to Creon's actions.
Language Use	Relies on basic vocabulary, with some awareness of audience and purpose (<i>Many works of literature would support that</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Creon, the King, claims her to have been a trader, and sentences her to death</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Walker Percy has once said, "In this world goodness is destined to be defeated," Many works of literature</i>) that do not hinder comprehension.
<p>Conclusion: Although the response fits criteria for Levels 2, 3 and 4, it remains at Level 3 because the response addresses only one text.</p>	

"In this world goodness is destined to be defeated.

The two books I chose to use for this essay is Nilda by Nicholasa Mohr and The Cool World by.

The set of Nilda is in 1960's Bronx. The characterization of Nilda is that she is a very nice girl. The mood is sad because her family does not have enough money to support each other and they are trying to get ~~wealthy~~ but it's hard to because her father is getting ~~old~~ because he is saying he could work but he can't.

The set of the Cool World is Central Park Brooklyn 1960's-1970's and the characterization is that Duke is in a gang called the crocodiles and he wants ~~everyone~~ to respect him. The

problem is that he wants to buy a gun to kill his enemy and a ~~cool~~ gang leader.

The mood of this story is that he doesn't get to buy the gun but he still kills ~~and~~ by stabbing him.

This is my critical ~~but~~ way proving the quote "In this world goodness is destined to be defeated by ~~wealthy~~ people"

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens. The response alludes to the lens (<i>proving the quote</i>) but does not use it to analyze <i>Nilda</i> and <i>The Cool World</i> .
Development	Is largely undeveloped, hinting at the importance of characterization (<i>a very Nice girl</i>), mood (<i>sad</i>), and setting (<i>1960's Bronx</i>) in <i>Nilda</i> . The response includes vague references to the setting (<i>set of the cool world ... brooklyn 1960's - 1970's</i>) and plot of <i>The Cool World</i> (<i>he doesn't get to buy the gun but he still kills angel by stabbing him</i>).
Organization	Lacks an appropriate focus but suggests some organization. The response restates the lens and explains the problems faced by Nilda, whose <i>family does not have enough money to Support each other</i> , and Duke, who <i>wants everyone to respect him</i> . A concluding sentence restates the critical lens.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>set</i> and <i>get to buy</i>). The response exhibits some attempt to vary sentences for effect, but with uneven success (<i>The mood is sad because ... and ... but ... because ... because ... but</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>its</i> for “it’s”, <i>gun but</i> , <i>quote “In this world ... be defeated by walker percy</i>) and capitalization (<i>brooklyn, duke, He</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

In this world goodness is destined to be defeated. It's not true. In the word evil wins most of the time but in the long run good always comes out on top. Like in the books Macbeth and The Scarlet letter.

The book Macbeth took places in the midevil times. With kings, knights, nobel ren, peasants. Most of the time it was cold, dark, ~~glum~~ glumy, and rainy. Its kinda the setting for evil. Throught out the book evil wins, but loses in the long run. Macbeth represented good in very begging, but became ~~ext~~ corrupted by the three witches. In the end goed trumps over evil. Macboth was killed.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens (<i>In the word evil wins most of the time but in the long run good always comes out on top</i>). The response makes superficial connections between the lens and <i>Macbeth</i> and mentions <i>The Scarlet Letter</i> in the opening paragraph.
Development	Is largely undeveloped, hinting at ideas (<i>Macbeth represented good in very begging, but became corrupted by the three witches</i>). The response makes vague references to only one text (<i>Most of the time it was cold, dark, glumy, and rainy</i>) as the setting for evil.
Organization	Suggests a focus on evil defeating goodness and suggests organization with an introduction followed by a body paragraph which contains concluding sentences (<i>In the end goed trumps over evil. Macbeth was killed</i>).
Language Use	Uses language that is imprecise and unsuitable for audience and purpose (<i>kinda</i> and <i>trumps</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Like in the books Macbeth and The Scarlet letter</i>).
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>midevil, nobel ren, peasants, Throught out</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

Walker Percy mine the world is being destroyed. I agree with the statement. Because I read "Nithg" of "Elsa". The problems started as a simple discrimination against Religious Peoples. "Maise and mane" of "Thona Stanbeck" they into a persecution only for disability of a person.

The world conflicts have than the wall being of peoples across the world I "maise and mane" all start with two brothers that ~~then~~ had become the only family that they had.

They ~~was~~ got in to a persecution because ~~was~~ a one of them ~~to~~ had disability problems and other peoples discriminated him and persecut him until they kill him.

other complex become a world war or disappointed, in "Nithg" the conflict start because religious issues and discrimination the Jews are taken to a concentration camp and are made to work as animals just to support the thoughts of a person

Anchor Paper – Part B—Level 2 – C

The world is being destroy because
 in the world exist peoples that know
 the power to start a conflict and
 destroy the goodness of the world

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the lens, first stating <i>the world is being destroyed</i>, and later adding the idea that some people have the power to <i>destroy the goodness of the world</i>. The response alludes to the critical lens, citing <i>discrimination in Night</i> and <i>persecution in Of Mice and Men</i>, but does not use it to analyze the texts.</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas (<i>one of them had disability problems and other peoples discriminate him and other conflict become a world war</i>), but references to the text are vague (<i>religious issues and discrimination the jews are taken to a concentration camp</i>).</p>
Organization	<p>Suggests a focus on evil destroying the world. The response exhibits a rudimentary structure, referring to each work in a separate paragraph, defining the conflict in each case, and stating in the final paragraph that evil people can destroy goodness.</p>
Language Use	<p>Uses language that is imprecise (<i>desapointed</i>) and occasionally incoherent (<i>Because I roud "Nithg" of "Elie"</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>they into a persecution only for disability of a person</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>mine, Maise, Mane, soport</i>), punctuation, and grammar (<i>I "Maise and Mane" all start with twoo brothas</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

"In this world goodness is destined to be defeated," Walker Percy attempts to describe the world today. I believe that his quote has many meanings but I can only think of one.

I believe that what Walker was trying to say is that the ~~world~~ world has to have a balance, a balance of good and evil, a balance of cats and dogs. ~~It~~ With a balanced world people can learn for themselves the lessons for life. If there was just good then everyone would ~~have~~ have the same memories of the

Past. ~~When you lose a loved one~~ People might lose a loved one but the lost one is still there in your mind and heart.

A world with no balance would be like a ~~pet~~ pet with no owners. At times it might be great to not have anyone but then there are times when they get very lonely.

I agree, in a way, with Walker. I do because the good is defeated by the bad in this world but the bad is also defeated by the good. If there wasn't a

balance people would not be able to remember the good and bad memories they have had with their loved ones. With some people memories are all they have, such as people going away to camps and not knowing if they are going to see their loved ones again.

I believe that Walker Percy was right when he said "In this world, ~~no~~ ~~one~~ ~~is~~ ~~destined~~ ~~to~~ ~~be~~ ~~defeated!" I do because without a balance in this world there would be chaos. Others might have a different interpretation of his ~~quote~~ but I strongly believe in mine.~~

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens by first implying agreement that goodness is defeated, and later stating <i>the world has to have a balance, a balance of good and evil or a balance of cats and dogs</i>. The response makes no reference to any specific texts.</p>
Development	Is minimal, reiterating the idea that there must be balance in the world. The response provides no development from literary texts, only personal ideas.
Organization	Lacks an appropriate focus on the critical lens, but suggests some organization, supporting a personal opinion through a series of examples (<i>If there was just good then everyone would have the same memories</i> and <i>A world with no balance would be like a pet with no owner</i>), and concluding by reiterating the opening paragraph.
Language Use	Uses appropriate language, with some awareness of audience or purpose (<i>others might have a different interpretation of his quote but I strongly believe in mine</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>If there wasn't a balance people would not be able to remember the good and bad memories they have had with their loved ones</i>).
Conventions	Demonstrates partial control, exhibiting errors in punctuation (<i>I believe that his quote has many meanings but I can only think of one</i> and <i>If there was just good then</i>) and grammar (<i>At times it might be great to not have someone but then there are times when they get very lonely</i>) that do not hinder comprehension.
<p>Conclusion: Although the response fits criteria for Levels 1, 2, and 4, it remains at Level 1 because the response makes no reference to any text.</p>	

In the cemetary it was pomes
 and they were dead Without Wond-
~~ring~~ring Why. I liked the mud on
 the "Spoon" "river". 12 children in
 1 house having pikniks two many
 didnt' know or understand the.
 Sherri ff shoot a man.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens. The response reflects minimal analysis of <i>Spoon River Anthology</i> (<i>In the cemetary it was pomes and they were dead Without Wondring Why</i>).
Development	Is minimal, with no evidence of development. The response makes a vague reference to <i>Spoon River Anthology</i> (<i>I liked the mud on the "Spoon" "river"</i>).
Organization	Shows no focus or organization.
Language Use	Is minimal. The response uses language that is incoherent (<i>12 children in 1 house haveing pikniks two many didnt' know or understand the.</i>)
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

* In this world goodness is destined to be defeated" a saying stated by Walker Percy. By this he meant that everything is bad because it may be good at first but it's gonna become bad. This essay will prove this statement to be incorrect, and the two novel called "Color Purple" by Allison Walker and "Ellen Foster" written by Kaye Gibbons. Both of these books started with good living, to bad living and then to perfect lives.

In the book, Color Purple, a young girl named Celie lived with her sister and parents. She took care of her sick mother and her father used to rape her. And she got pregnant and the father gave away her baby. Then her father sold her off to another black man named Albert, and Albert used to sleep with her too. Albert had kids and the kids used to throw bricks at her. So she was having a bad life, and one time her sister, who was called Nettie, came to visit her and Albert wanted to sleep with her but he couldn't. So, he told Nettie that if she ever came back he would kill her. So, Celie and her sister were separated for a long time. And later on in the book when Celie was really old, probably late 50's, she met her 2 kids and was reunited with her sister. This proves that world. Good is not destined to be defeated.

In the book, Ellen Foster, it read about a little named Ellen, whose mother died and she lived with her alcoholic father who was very selfless

and dangerous. At first, she lived with her mom and father, but then her mom overdosed on pills. So, she was left with her father. Ellen had to go through almost getting raped by her father due to his being ~~very~~ so drunk that he believed that she was her mother. She went through many foster houses, one was very fun and she loved it, until the people lost their jobs and had to move. Then she had to move with her ~~grandparent~~ grand mother, who didn't like her and made her work on a cotton field. Then when her grand ma died, she took care of her, even though she mistreated her. And then Ellen moved into a house, where they fed her every morning, and they were as real father and she was very happy. So, goodness is not destined to be defeated.

I disagree with this saying, because there is always a good to something, and this was proven by these two novels.

No, I don't think ^{that} in this world goodness is destined to be defeated. I think that good will defeat all in the end.

For example Hitler was very evil to the Jews. He killed ~~very~~ many Jews during the Holocaust but in the end good overcame him, when Germany was defeated.

However, in book like Romeo and Juliet, Good was defeated by evil when Romeo and Juliet ~~had~~ died because of their family feud.

A constant struggle in today's world is the conflict of good versus evil. Examples of this struggle can be seen everywhere. Sometimes good wins and sometimes evil wins. Walker Percy once made a statement saying, "In this world goodness is destined to be defeated." What he's saying is that in a situation of good versus evil, good will be defeated and evil will prevail. At times this quote holds true but for several other times it does not. Several literary works show the complete opposite of this statement. They show how good wins out over evil. Two examples of literary works which show this are The Scarlet Letter, by Nathaniel Hawthorne and Night by Elie Wiesel. Both of these literary works are examples of goodness defeating evil.

In The Scarlet Letter, by Nathaniel Hawthorne, there are several literary elements used to show the prevail of good. One of those elements is theme. The theme of the novel was good versus evil.

Hester symbolized evil and sin in the novel originally. Because of this people didn't like her, she was discriminated against, and was given an unfair public persona. The people of the town who were essentially "good" were against Hester. Thus the battle between good and evil. However, Hester used this adversity to prove she was good and to gain the respect of the town. The scarlet letter "A" that she once wore as a symbol of her sin, now came

to symbolize pride and strength. Because of this, good defeated evil.

Hawthorne also used characterization to help ~~show~~ support his theme. Dimmesdale was very iconic in the town. He was a reverend so naturally people looked at him as good. He was the town's role model, and willingly accepted this role. However, Dimmesdale lived with a haunting secret and sin. He was just as guilty as Hester for the crime of adultery, but he didn't confess it. He lived with this sin, which eventually made his evil and ended up killing him. Because he couldn't own up to his actions, his sin lived with him forever and turned him into an evil person, doomed to live in hell with his sin forever.

On the opposite side of the spectrum, Hester openly admitted her sins and was essentially forgiven. This helped her prove her goodness and inner strength. In turn, this made Hester a good person. Again, this shows how good defeated evil. Dimmesdale ended up dying from his sin and Hester lived a long life, virtually sin free.

The plot of the novel also serves as a support for the good versus evil battle. The plot of the story was to uncover truths in people and punish those who are bad and reward those who are good. Ultimately Dimmesdale was the punished one, even though throughout almost the entire novel his

image was of goodness. He was punished by having to live with the guilt of his sins, eventually dying for them. This was just one more example of good, like Hester, defeating evil, like Dimmesdale.

The elements used in The Scarlet Letter are similar to those used in Night, which also shows how good defeats evil, even through great adversity.

In the novel Night by Elie Wiesel, ~~the~~ characterization, theme, and setting are all used to help support the argument of good defeating evil. Wiesel uses characterization to show the inner strength he had to survive. Elie survived one of the most tragic events in history, the Holocaust. The Holocaust was designed to kill millions of good, innocent people. Tragically, six million people were defeated by the evil doings of the Nazis. But, several others, like Elie found strength and goodness inside themselves to survive. Elie did not let the Nazis beat him down and kill him. He used everything in him to survive their brutality and prevail. This shows how good beat out evil, because many people including Elie outlasted the adversity of the Nazis to prevail.

Wiesel also used theme to support his views. The theme of the book was about surviving extreme adversity. The Nazis set out to destroy all the Jews, which would have allowed evil to prevail. However, many like Elie

Survived and faced this adversity head on, showing good winning out over evil, no matter how bad the Nazis treated them, they were not going to give up. Their desire for life was stronger than the Nazi's desire for death.

The setting of the novel also contributed to the argument of good and evil. The story is set in a concentration camp during the Holocaust. Everyday people were being killed or were dying, they were starved, beaten, and overworked. Even through this immense adversity, they survived. Their inner goodness, strength, and desire inspired them to beat out the Nazis and outlast the war in any way they could. Obviously it worked, because Wiesel lived to tell his story, and show how good does defeat evil, even through the greatest struggles and adversity.

In both The Scarlet Letter by Nathaniel Hawthorne, and Night by Elie Wiesel the principle of good defeating evil is shown. Both works use literary elements to show how a statement once made by Walker Percy was wrong. Walker Percy once said, "In this world goodness is destined to be defeated." Of course sometimes this quote holds true, but more often it does not. As shown with both of the literary works, good defeated evil no matter. Even

in society and the world, ~~more often~~ good
defeats evil more times than not.

"In this world goodness is destined to be defeated," means to me that every good to the heart person is eventually going to be defeated, either by death or some other form of defeat. I disagree with this quote for many reasons. The novels The Giver by Lois Lowery and The Great Gatsby by F. Scott Fitzgerald, gave me many details that supported my disagreement with the quote. Each book gave many literary elements and writing techniques that also helped my disagreement with the quote.

The Giver by Lois Lowery gave many details from the text that ~~the~~ ^{helped} support my disagreement with the quote. Jonas a young boy and main character of the novel, is very bright and a very good kid. His community is very ~~and~~ orderly and within the community he was selected to be the giver. The giver now is old and is going to die so Jonas receives all of his memories, and all of the memories for their community. Jonas goes through a lot getting these memories, he has to see war, death and even disease. This being difficult for him he does not give up. Eventually he ~~finds~~ ^{meets} this baby, Gabriel. Gabriel is special just like Jonas. So Jonas not wanting Gabriel to go through the same thing and even being killed, runs away with him. Jonas walks for days and days trying to find another community. It turns

into winter and he finds a hill and ~~the~~ Gabriel and himself go sledding down it to a new place where they are happy. Jonas being the protagonist and being as good to the heart as possible, lives and is not defeated in anyway possible.

Lois Lowery used many literary elements and writing techniques that helped me disagree with the quote. A major literary element used was flashback. Lowery used a lot of flashback through out the book. When Jonas recieved ~~the~~ memories from the giver they were all flashbacks into the past. Some of the flashbacks were wars and sledding down a hill. The war memories were very tough for Jonas to over come, but he defeated them very well. Theme was another literary element that Lowery used very well. The theme that a perfect community can not be reached and sustained helps prove that the good character never gets defeated. Jonas and Gabriel leave signifying the end of the perfect community. If it was a perfect community then they wouldnt have ran away.

The Great Gatsby by F. Scott Fitzgerald displays many ideas and details that support ~~the~~ ^{my} disagreement with the quote. Nick the main character is as good of a person you can have. He doesnt lie, cheat and he doesnt give up. He becomes friends with ~~the~~ Jay Gatsby, his neighbor, which hasn't had the greatest of pasts. Gatsby isn't a very

good person and lies, and cheats to be with Nick's relative Daisy. Daisy is married to Tom which is cheating on her ~~with~~ ^{Myrtle} with ~~Tom~~ Wilson, and ~~Tom~~ ^{Myrtle} Wilson is married to ~~Tom~~ ^{George} Wilson. None of those characters are good. One night Daisy and Gatsby ~~are~~ ^{were} driving. Daisy ~~is~~ ^{is} upset ^{and} hits Myrtle, George came running out and saw that it was Tom's car. George who is very mad goes and see's Tom, Tom tells him that it was Gatsby who killed Myrtle. So George goes and kills Gatsby and himself with a gun. So in the end the good person lives and the bad people die. Nick didn't even get defeated in any other way also. Gatsby, Myrtle and George are the bad people and deserve to die.

F. Scott Fitzgerald used many literary elements and writing techniques to convey that the quote is wrong. Fitzgerald used a lot of flashbacks in his novel. The whole novel is pretty much a flashback being told by Nick. So in the beginning you already know that the bad character dies and the good character is never defeated. Theme like in the other book is important also. One theme that I believe agrees with my disagreement with the quote is that wealth doesn't secure your life. Gatsby was very rich and he didn't get the girl and he died. George and Myrtle weren't not very

rich but Myrtle had Tom's money. Both of them died and Myrtle couldn't do anything about it.

Through reading the books I got many details ~~and ~~it~~ ~~was~~ ~~many~~~~ ^{that} supported my opinion ~~on~~ the quote. The Giver and The Great Gatsby gave me insight on the quote. Using literary elements and writing techniques from the novels it supported ~~my~~ disagreement very well. Both books are very good to read ~~and~~ to ~~support~~ ^{agree} or disagree with quotes.

"In this world goodness, is destined to be defeated." This critical lens statement was said by Walker Percy. This means that evil always overcomes the good in a story. I agree with this statement and it is proven in The Scarlet Letter by Nathaniel Hawthorne and in Speak by Laurie Rulise Anderson.

The setting of The Scarlet Letter by Nathaniel Hawthorne is in the 1650's in Boston Massachusetts. Evil overcomes the good in this novel when Dimmesdale confesses to adultery with Hester Prynne. There is an internal conflict in this book in that Dimmesdale is a Reverend who committed adultery but he doesn't want anyone to know this because he will lose his job working for God. Over the course of the novel Dimmesdale brutally punishes himself by whipping himself and carving an A into his chest. This is a sign of evil coming out in good Dimmesdale. In the end the evil overcomes the good in him and he confesses to his sin with Hester Prynne. Then to be fitting the theme to this novel is to be true to yourself.

In another novel that provides prove that evil overcomes good is Speak by Laurie Rulise Anderson. In this novel the setting is in recent times at the main characters high school. She is characterized as being a good girl, she is popular and has many friends throughout the school. Then one night she went to a party and Andy Evans raped her and that is

when the evil overcame her. Now since the incident she has little self esteem, no friends, and is not cool at all in school. Evil overcame Melinda in this book as well.

In conclusion, "In this world greatness, is destined to be defeated." This means that evil overcomes the good at all times. This critical lens statement can be proved in the writings of Nathaniel Hawthorne's The Scarlet Letter and Laune Husle Anderson's Speak.

Practice Paper A–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.

Practice Paper B–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.

Practice Paper C–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.

Practice Paper D–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.

Practice Paper E–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.

**Regents Comprehensive Examination in English
Map to Learning Standards**

Key Ideas	Part of Test
Listening and writing for information and understanding	Session One – Part A
Reading and writing for information and understanding	Session One – Part B
Reading and writing for literary response	Session Two – Part A
Reading and writing for critical analysis and evaluation	Session Two – Part B

The Chart for Determining the Final Examination Score for the June 2005 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Friday, June 17, 2005. Conversion charts provided for previous administrations of the Regents Examination in Comprehensive English must NOT be used to determine students' final scores for this administration.