

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT B
MODULE 5**

WEDNESDAY, MAY 12, 2010

RATING GUIDE

Reading and Writing for Critical Analysis (Component B: Modules 4 and 5)

Quality	4	3	2	1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —provide an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis —use the criteria to make a clear and reasoned analysis of the chosen text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —provide a reasonable interpretation of the critical lens that establishes the criteria for analysis —make implicit connections between criteria and the chosen text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —provide a simple or incomplete interpretation of the critical lens —allude to the critical lens, making superficial connections to analyze the chosen text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —provide a confused interpretation of the critical lens or do not refer to the critical lens —reflect minimal or no analysis of the chosen text
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —develop ideas clearly and fully, making effective use of relevant and specific evidence and appropriate literary elements from the text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —develop some ideas more fully than others, with some references to specific and relevant evidence and appropriate literary elements from the text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —develop ideas briefly, using some evidence from the text —may rely primarily on plot summary 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —show minimal or no evidence of development
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —maintain the focus established by the critical lens —exhibit a logical and coherent structure through use of appropriate devices and transitions 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —maintain a clear and appropriate focus —exhibit a logical sequence of ideas but may lack internal consistency 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —show minimal or no focus or organization
<p>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</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —use language that is precise, with a sense of voice and evident awareness of audience and purpose —vary structure and length of sentences to enhance meaning 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —use appropriate language, with some awareness of audience and purpose —occasionally make effective use of sentence structure or length 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —use language that is basic or unsuitable, with little awareness of audience or purpose —attempt to vary sentence structure, with little success 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —use language that is minimal, incoherent, or inappropriate
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —demonstrate control of conventions, exhibiting only occasional errors 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable —may be illegible or not recognizable as English

A response that is only a personal response and makes no reference to the text(s) can be scored no higher than a 1.

A response totally unrelated to the topic, illegible, incoherent, or blank should be scored a 0.

A response totally copied from the text(s) with no original student writing should be scored a 0.

Your Task: Write a critical essay in which you discuss *one* work of literature you have read from the particular perspective of the statement provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the literary work you have selected. **You only need to submit a first draft of the essay.** Write your response in the space provided in your answer booklet.

Critical Lens:

“Courage is as contagious as fear.” Susan Sontag

Guidelines:

Be sure to:

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis
- Indicate whether you agree *or* disagree with the statement as you have interpreted it
- Choose *one* work you have read that you believe best supports your opinion
- Use the criteria suggested by the critical lens to analyze the work you have chosen
- Avoid plot summary. Instead, use specific references to appropriate literary elements (for example, theme, characterization, setting, point of view) to develop your analysis
- Organize your ideas in a unified and coherent manner
- Specify the title and author of the literary work you have chosen
- Follow the conventions of standard written English

"Courage is as contagious as fear" is a quote by Susan Sontag. This quote means that courage and fear are closely related and a person can become courageous or afraid after witnessing another person do the same. In my opinion, this quote is invalid because one can easily become afraid after seeing others afraid, in a catastrophe or during chaos, for example. Being courageous, on the other hand is hard to do, just by seeing others be courageous.

In Night by Elie Wiesel, Elie and his father are captured by the Nazis and taken to a concentration camp. The Nazis' brutality and disregard for human life as well as the horrors of the concentration camp make all the

victims extremely terrified, including Elie and his father. He and his father constantly witness horrifying things and are constantly fighting for their lives. They must fight hunger, disease, and being beaten by Nazis. Furthermore, they see what seems to be an endless supply of corpses being burned. Throughout this adversity, Elie somehow finds courage within himself and decides to keep fighting.

During their stay at the concentration camp, Elie and his father are fed almost nothing and are treated worse than dogs. Elie's father becomes ill and quickly loses courage and hope. Elie, on the other hand, remains determined and optimistic, and encourages his father.

to keep fighting and not lose hope.

Although Elie is brave and courageous,

his father stays weak and afraid,

and eventually dies. This proves that

courage is not as contagious as fear.

This is also ironic because Elie, the son

stays strong and is leading his father

to strength. Usually, a parent would stay

determined and tell their child to stay

positive.

In Night by Elie Wiesel, Elie

stays strong through adversities while his

father remains weak. Elie keeps pushing on,

while his father quickly loses hope.

At one point, they were both afraid, but

when it came to being courageous,

Elie prevailed, while his father failed.

Component B – Module 5 – Anchor Paper – Level 4 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides an interpretation of the critical lens that is faithful to the complexity of the statement by disagreeing with the quote (<i>this quote is invalid because one can easily become afraid after seeing others afraid ... Being courageous ... is hard to do, just by seeing others be courageous</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Night</i> (<i>Elie and his father are captured by the Nazis ... constantly witness horrifying things ... Elie somehow finds courage within himself ... to keep fighting and Although Elie is brave and courageous, his father stays weak and afraid ... proves that courage is not as contagious as fear</i>).</p>
Development	<p>Develops ideas clearly and fully, explaining how Elie’s father did not benefit from his son’s courage but languished in spite of it. The response makes effective use of relevant and specific evidence from the text (<i>They must fight hunger, disease, and being beaten by Nazis ... they see ... corpses being burned; Elie and his father are fed almost nothing and are treated worse than dogs; Elie keeps pushing on, while his father quickly loses hope</i>). The literary element of irony (<i>the son stays strong and is leading his father to strength. Usually, a parent would stay determined and tell their child to stay positive</i>) is discussed.</p>
Organization	<p>Maintains the focus established by the critical lens that, while fear can quickly spread from one person to another, courage is not so easily inspired. The response exhibits a logical and coherent structure, interpreting and disagreeing with the critical lens, describing Elie’s courage and his father’s fear during extreme hardship, and summarizing in a conclusion. Use of appropriate transitions is effectively demonstrated (<i>In my opinion, for example, on the other hand</i>).</p>
Language Use	<p>Uses language that is precise, with a sense of voice and evident awareness of audience and purpose (<i>In <u>Night</u> by Elie Wiesel, Elie stays strong through adversities while his father remains weak</i>). The response varies structure of sentences to enhance meaning (<i>Elie, on the other hand, remains determined and optimistic, and encourages his father to keep fighting and not lose hope</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors in spelling (<i>extremly</i>), punctuation (<i>hand is; do, just; <u>Night</u> by; son stays; prevailed, while</i>), and grammar (<i>constantly witness ... are constantly fighting and a parent ... their child</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

The quote "Courage is as contagious as fear." by: Susan Sontag is extremely truthful. You see it in movies, the 1 hero preaches to the others and somehow they are all pumped up. This statement is true because when there is one courageous person in a sticky situation, the courage sort of rubs off on the others and makes them courageous as well. They say it is like fear because when someone is scared, that paranoia sets in for everyone else. You see this in many different works of literature.

One work of literature that is a clear example of this quote

is "Too Sir, with love" by: E. R. Brathwait.
In this novel about a black teacher that has come to a new school to teach bad children, there is a display on how the courage of someone can spread as fast as the paranoia feeling derived from fear. The kids were always mean to him, but at the end of the book, Sally, the 1 girl that had respect, asked the class to please join in on a gift for Mr. Brathwait. She inspired the rest of the class to contribute. It shows that one person can change everything for the better.

The literary element of theme, shows us how that

if a person is willing to step out on a limb and risk it all to do what is right, then most likely others will come to their senses and follow you. It's not too hard to persuade people when you are backed by courage.

The quote "courage is as contagious as fear" by Susan Sontag is correct in the aspects of many situations. The Novel "Too Sir, with love" by E.R. Brathwait is a perfect example of this. There are far more examples of this in many different books and real life.

Component B – Module 5 – Anchor Paper – Level 3 - A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, explaining that an individual’s display of fear or courage in a difficult situation can influence the way others react. The response makes implicit connections between the criteria and <i>To Sir, With Love</i> (<i>there is a display on how the courage of someone can spread as fast as ... fear and it shows that one person can change everything for the better</i>).</p>
Development	<p>Develops some ideas (when one person makes the courageous choice, others will follow) more fully than others (Sally’s choice to do the right thing), with some references to specific and relevant evidence from the text (<i>a black teacher ... has come to a new school to teach bad children, The kids were always mean to him, Sally ... asked the class to please Join in on a gift</i>). The literary element of theme (<i>the ... theme shows us how that if a person is willing to step out on a limb and risk it all to do what is right ... others will ... follow</i>) is discussed.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>when there is one coragous person in a sticky sitution, the courage ... rubs off on the others</i>. The response exhibits a logical sequence of ideas, interpreting the critical lens, describing Sally’s courageous act, addressing the theme of the novel, and summarizing in a conclusion.</p>
Language Use	<p>Uses appropriate language that is occasionally imprecise (<i>I</i> for “one,” <i>Too</i> for “To,” <i>that</i> for “who,” <i>display on how</i>), with some awareness of audience and purpose (<i>One work of literature that is a clear example of this quote is “Too sir, with love”</i>). The response occasionally makes effective use of sentence structure and length (<i>They say it is like fear because when someone is scared, that paranoia sets in for everyone else</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>extremly, preeches, sitution</i>), punctuation (<i>movies, the; theme, shows; quote “courage ... fear” by; The Novel “Too sir, with love” by</i>), grammar (<i>a person ... you</i>), and capitalization (<i>sir, with love; Join; she</i>) that may make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

In the book "The Pact" three young men overcome all the obstacles of living in the hood. The authors of this book are George Jenkins, Rameck Hunt, and Sampson Davis. "Courage is as contagious as fear" is a true quote that people should believe in. These three boys contagated each other with courage and helped each other make something of their lives.

George, Rameck, and Sam lived in a neighborhood where not much ~~was~~ was expected from them. Their friends and maybe even themselves drank beer and used and sold illegal drugs. They were in school and one day George decided that he wanted to be a dentist. He told Sam and Rameck about his plan and they ~~was~~ decided they wanted to be doctors also. All ~~the~~ three boys made a pact saying that when one of them fell down the other two would come and help that one to get back on his feet. The three boys went through with their plans and

went to college.

Courage is contagious because the courage and relief of George got to Sam and Rameck and made them courageous and with something to look forward to. Sam and Rameck were the ones who were always getting into trouble by the law but George helped them realize that there is more to life than hanging out with your friends. The courage of George and eventually the courage of Sam and Rameck made these three boys into doctors who are making very good money. And now they are trying to get kids to have the same courage they did by speaking to them and telling them their life stories. They are trying to contagion kids with their courage.

This ~~route~~ route is very true because if your friends do something you also want to do it to fit in. So if someone has courage you will also have courage to fit in with your crew.

Component B – Module 5 – Anchor Paper – Level 3 - B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, explaining that individuals can inspire courage in one another through their actions and support. The response makes implicit connections between the criteria and <i>The Pact</i> (<i>These three boy's cotaged each other with courage and helped each other make something of their lives and the courage ... of George got to Sam and Rameck and made them couragious</i>).</p>
Development	<p>Develops some ideas (the shared courage of the three men in the story) more fully than others (negative influences), with some references to specific and relevant evidence from the text (<i>Their freinds and maybe even themselves drank beer and used and sold ilegal drugs, one day George decided that he wanted to be a dentist, the three boy's went threw with their plans and went to college</i>). The literary elements of setting (<i>George, Rameck, and Sam lived in a neighborhood were not much was expected from them</i>) and conflict (<i>Sam and Rameck were the ones who were alway's getting into trouble by the law but George helped them</i>) are implied.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that the <i>courage of George and eventually the courage of Sam and Rameck made these three boys into doctors</i>. The response exhibits a logical sequence of ideas, interpreting the critical lens, describing how the men relied on each other's strength to persevere in a difficult environment, and summarizing in a conclusion.</p>
Language Use	<p>Uses language that is basic (<i>were</i> for "where," <i>threw</i> for "through," <i>by the law, their</i> for "there," <i>contage</i>), with little awareness of audience and purpose. The response attempts to vary sentence structure, with little success (<i>This qoute is very true because if your freinds do something you also want to do it to fit in</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>freinds, ilegal, couragious, qoute</i>) and punctuation (<i>In the book "The Pact" three, boy's, alway's, and eventually the</i>) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.</p>	

"Courage is as contagious as fear" is quoted from Susan Sontag and it is a very true observation. It is evident that when somebody performs a courageous act his comrades could be inspired, while fearfulness can spread like wildfire. In The Grapes of Wrath by John Steinbeck the contagiousness of fear and courage is portrayed throughout the novel by the Joad family.

During the story the Great Depression is the fear that spreads out over the country, and forces the people from their homes and farms forcing them West to California. The fear is brought with the "OKies" to California where the locals dread the newcomers presence. This fear ~~is~~ encompasses the whole story but through it glimpses of courage and reform poke through.

The courage of each family that was uprooted to put their whole lives onto the highway moving towards California just for a glimmer of hope that they can support themselves is astonishing. The bravery of Tom Joad and the preacher

Courage to stand ~~to~~ up against their oppressors to defend themselves and their kin was inspiring, and all the hardships that the migrant workers had to endure proves that ~~the~~ even when fear was as contagious as it was at the time, the courage was equally ~~was~~ powerful in balance.

Indeed fear is contagious but to counteract it courage is equally so. Steinbeck realized this and stresses it in *The Grapes of Wrath*.

Component B – Module 5 – Anchor Paper – Level 3 - C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>when somebody performs a courageous act his comrades could be inspired, while fearfulness can spread like wildfire</i>). The response makes implicit connections between the criteria and <i>The Grapes of Wrath</i> (<i>fear encompasses the whole story but through it glimpses of courage and reform poke through and The courage of each family that was uprooted ... is astonishing</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the text (<i>the Great Depression is the fear that spreads ... and forces the people from their homes and farms forcing them West and The bravery of Tom Joad and the preacher Casy to stand up against their oppressors ... was inspiring</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>even when fear was as contagious as it was at the time, the courage was equally powerful in balance</i>. The response exhibits a logical sequence of ideas, interpreting the critical lens, discussing the fear generated by the Great Depression and the courage displayed by those it affected, and summarizing in a brief conclusion.</p>
Language Use	<p>Uses appropriate language (<i>The fear is brought with the “Okies” to California where the locals dread the new comers presence</i>), with some awareness of audience and purpose (<i>In The Grapes of Wrath by John Steinbeck the contagiousness of fear and courage is portrayed throughout the novel by the Joad family</i>). The response occasionally makes effective use of sentence structure (<i>Indeed fear is contagious but to counteract it courage is equally so</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>corageous, comrades, Depression, presense, encompasses</i>), punctuation (missing commas and <i>new comers</i>), and capitalization (<i>West</i>) that may make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and conventions.</p>	

Susan Sontag once said, "Courage is as contagious as fear." I disagree with this quote because I've noticed that fear spreads much easier and is far more contagious than courage. The novel "Into the Wild" by author Jon Krakauer disproves Susan Sontag's quote as well.

Just by living life I have noticed that it is far easier to be fearful than it is to be courageous. I've also noticed that fear is much more contagious than courage is. In the novel "Into The Wild" it is obvious that the main character's, Chris McCandless', courage and confidence is not absorbed by the other characters he interacts with. Even though Chris is never fearful when he meets people, he is actually very confident and is constantly courageous, the people are usually fearful for him and do not share his confidence. This disproves

Susan Sontag's quote, "Courage is as contagious as fear" because Chris McCandless' courage is not absorbed. The people he tells his plans to second guess them and are very fearful of what might happen to Chris McCandless if he actually goes through with his plans.

Component B – Module 5 – Anchor Paper – Level 2 - A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens by disagreeing with the quote (<i>I disagree with this quote because I've noticed that fear spreads much easier and is for more contagious than courage</i>). The response makes a superficial connection to analyze <i>Into the Wild</i> (the main character's, Chris McCandless', courage and confidence is not absorbed by the other characters he interacts with).
Development	Develops ideas briefly, using some evidence from the text (<i>Chris is never fearful when he meets people ... the people are usually fearful for him and ... people he tells his plans to ... are very fearful of what might happen to Chris</i>).
Organization	Suggests a focus that Chris' courage does not spread to the other characters in his story. The response suggests organization through paragraphing.
Language Use	Uses appropriate language (<i>Just by living life I have noticed that it is far easier to be fearful than it is to be courageous</i>) that is occasionally imprecise (for for "far"), with some awareness of audience and purpose (<i>The novel "Into the Wild" by author Jon Krakauer disproves Susan Sontag's quote as well</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>couragious</i> and <i>constently</i>) and punctuation (<i>novel "Into the Wild" by, life I, novel "Into the Wild" it</i>) that may hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

The critical lens "Courage is as contagious

← as fear" means courage is easy to obtain

← like fear. I agree with this statement because

← when you are put in a position where courage

← is needed then courage just comes to you.

One work that best supports the statement

is *The Crucible* by Arthur Miller. A character

in the book who shows courage is John

Proctor. He shows courage by going against

the court and suggesting he'd rather be

hanged than have his reputation ruined.

The book *The Crucible* was a good

example for the critical lens. The character

in the book shows absolute courage in

a position where fear is expected.

Component B – Module 5 – Anchor Paper – Level 2 - B

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens (<i>courage is easy to obtain like fear</i>). The response makes a superficial connection to analyze <i>The Crucible</i> (A character in the book who shows courage is John proctor).
Development	Develops ideas briefly, using some evidence from the text (<i>He shows courage by going against the court and suggesting he'd rather be hanged then have his reputation ruined</i>).
Organization	Lacks an appropriate focus, but suggests organization through paragraphing.
Language Use	Uses appropriate language that is occasionally imprecise (<i>then</i> for “than”), with some awareness of audience and purpose (<i>One work that best supports the statement is <u>The Crucible</u> by Arthur Miller</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (<i>is needed then</i>) and capitalization (<i>proctor</i>) that may hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

"Courage is as contagious as fear." Susan Sontag. In other words if one person shows courage then others will follow. Just as if one starts to scream and panic other will as well. This is proven in the story Night by Elie Wiesel with his father.

In the story Night Elie's dad showed no fear no matter what happened. He did not show fear so Elie got strength from it. His dad's courage and fearlessness rubbed off on Elie. Though Elie's dad started dying and getting scared it happened to Elie. Even though at the end he got scared Elie's dad's courage kept Elie from showing fear.

If one person shows courage other will follow him just as if one person panics and screams other will too.

Component B – Module 5 – Anchor Paper – Level 2 - C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>if one person shows courage then others will follow Just as if one starts to scream and panic other will as well</i>). The response misinterprets the text, making a superficial connection to analyze <i>Night</i> (<i>Eile dad showed no fear no matter what ... so Eile got sengrath from it</i>).
Development	Develops ideas briefly, using some evidence from the text (<i>His dad's courage and fearlessness rubbed off on Eile ... Eile's dad started dying and getting scared ... Eile dad's courage keep Eile from showing fear</i>).
Organization	Suggests a focus that Elie gained strength from his father's courage. The response suggests organization through paragraphing.
Language Use	Uses language that is basic (<i>to</i> for "too"), with little awareness of audience or purpose. The response attempts to vary sentence structure, with little success (<i>Though Eile's dad started dying and getting scared it happened to Eile</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>sengrath, courage, fearlessness, rubbed</i>), punctuation (<i>In other words if, follow Just, In the story Night Eile, Eile dad, show fear so</i>), capitalization (<i>Just</i>), and grammar (<i>courage keep Eile and If one ... other will</i>) that may make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

To be courageous is a very good thing. ^{as} If you want to go far in life you have to take chances. You also have to believe you can do it.

In the book one thousand pieces of gold the little girl had to be very brave and try to save her life.

She tried and tried but it really wasn't working out like she wanted it to. Because she never got to go back and see her family.

That's why you need to be courageous. If you're not you probably won't go far in life.

Component B – Module 5 – Anchor Paper – Level 1 - A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>If you want to go far in life you have to take chances</i>). The response reflects minimal analysis of <i>One Thousand Pieces of Gold</i> (<i>the little girl had to be very brave</i>).
Development	Is minimal. The response selects <i>One Thousand Pieces of Gold</i> but provides minimal evidence of development (<i>She tried and tried but ... she never got to go back and see her family</i>).
Organization	Lacks an appropriate focus, but suggests organization through paragraphing.
Language Use	Uses language that is basic (<i>your</i> for “you’re”), with little awareness of audience or purpose. The response attempts to vary sentence structure, with little success (<i>To be coragius is a very good thing</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization and language use.	

What the quote means by saying that "Courage is as contagious as fear" it means that if someone decides to stand up for what they think is right it can make other people feel courageous just like if someone was showing that they were afraid it tends to make other people afraid to I do agree with this statement because if someone is afraid other people start to worry and if someone decides to be courageous it gives courage to others.

Component B – Module 5 – Anchor Paper – Level 1 - B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>if someone decides to stand up for what they think is right it can make other people feel courageous</i>). The response fails to identify a text for analysis.
Development	Is minimal.
Organization	Shows minimal focus and organization.
Language Use	Is minimal, providing only two original sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	

PRACTICE SET

"Courage is as contagious as fear", is an intelligent and insightful quote ^{written} by Susan Sontag. ~~She believes that if there is more courage than fear will be necessary for a person, and~~

~~visually~~ If one person is courageous then he/she will be likely to pass down his/her ^{positive} affiliations ^{down} towards ^{other people} ~~other people~~.

In the same token, ~~if~~ if one person is fearful of a particular item/person then his/her fear will trickle down unto others. Susan Sontag believes that both feelings are "contagious."

The ^{famous} piece of literature entitled, Huckleberry Finn by ^{Mark} Twain, exemplifies the provided quote nicely. The Adventures of Huckleberry Finn centers itself around a young boy who is faced with the difficult decision of choosing between ~~what~~ what society has taught him to what he believes is ~~truly~~ truly right.

Huckleberry Finn develops ~~a~~ a deep and meaningful relationship with a black man. This type of relationship is frowned upon during this time period

because black people were deemed as mere property. Huck had the courage to fight against what society had wrongfully taught him, ~~so he could~~ ~~run away with Jim~~ ~~Jim and Huck fed off~~ ~~of~~ ~~each other's~~ ~~courage~~. If either Jim or Huck ^{happened to} ~~was~~ ^{be} fearful or cautious to leave the town where they lived, then the other would feel the same way. Fear, in that case, would be contagious.

Huck, for the most part, stayed courageous and willing to take risks. This type of attitude assured Jim to feel more confident and courageous. The two fed off of each other's ~~feelings~~ feelings and emotions in order to keep from growing weak.

An example of this could be when Huck first talked to Jim about running away with him. If Jim didn't sense the courage and assurance ~~that~~ that existed in Huck's voice, then he probably

would have been too timid to leave. Huck's strong leadership in this case, helped make Jim calm and trustful of Huck.

The provided quote is valid because it can be seen and observed ^{using} through a plethora of famous literary works. The Adventures of Huckleberry Finn is just a minor example. ~~Jim~~ Jim and Huck's beautiful relationship could be compared to a rollercoaster in that Huck went through many transitions of feeling that what he was doing was right to feeling that what he was doing was ^{very} wrong. Courage will be passed down to others just as fear will be passed down to others.

The quote "courage is as contagious as fear" relates to the book the color purple. In the book Celie is blinded by fear but at the end of the book she finds courage. Courage is mostly set behind fear. In the book there was only two girls that put courage first. There was Sophia and there was Shug Avery. A lot of people have courage in them it just takes fear to bring it out. Celie used to get beat all the time and bossed around. Then she got passed all the fear and got courageous. She broke free from Harpo and left with Shug. I think the quote can be used in a lot of different works of literature. The quote is in my eyes that a lot of people need to see fear to be courageous. It is a basis for what some people live off of. Some stay in fear and others are courageous and that's when leaders arise.

The quote "Courage is as contagious as fear," by Susan Sontag has various meanings to it. What I really believe she is trying to say is that just as people can instill fear inside of other people, they can do the same with courage. I definitely agree with what Susan is trying to convey ^{through} ~~with~~ this quote. One work of literature I have read that supports my opinion is the novel "My Sister's Keeper."

In this novel, a young couple gives birth to a baby girl. This girl is diagnosed with a rare form of leukemia. The doctors tell the couple that throughout her young life she will need many transplants and surgeries. Many of

the transplants she needs, the parents cannot give to her for differences in blood types or DNA, etc. Being that they want to keep her alive, they have another child who is almost like a clone of the first child. The second child is able to give away from her own body and blood to keep her sister alive.

I chose this work of literature because it shows perfectly ^{the meaning} ~~what~~ the quote is trying to get across. The second child born is fearing for her life, therefore making ^{the decision} ~~her sister~~ also ^{her sister} ~~fear~~ for hers. The parents are afraid their eldest will die because of the youngest child's objections to give away

any more blood or marrow or whatever else needed that has to be taken from her body. The child with the disease has grown so much from her experience and she is very courageous. She doesn't feel any hatred towards her younger sibling for wanting to give up what is rightfully hers. The courage from her older sister makes some sort of transformation for the youngest. She gets the courage to be strong and take the pain that came with all the operations.

In conclusion, one person's courage can set other people free. When you see someone who is worse off than you, yet they still smile and are so

brave, they give you advice. These are
the people that push weaker people
forward to do what's right. They spread
their courage and make the world
a better place.

Component B - Module 5 - Practice Set Paper D

"Courage is as contagious as fear." This ~~courage~~ quote, written by Susan Sontag, ~~that if one~~ means to me that if some one stands up for something or someone, others will react and maybe even follow the person's courageous act. A famous story can be used ~~to~~ with this quote is the Wizard of Oz.

I agree with the quote by Susan Sontag because courage can be contagious just fear. That quote is true because if your leading a group and you show alot of fear then everyone else will show fear. But if you act like nothings wrong and show courage then everyone will follow you and do the same.

The novel Mice and Men shows alot of courage because George was leading lenny and everytime something bad happens George will show his courage and act like nothings wrong, And that help lenny be brave. George is like lennys older brother and whatever George would do so will lenny.

This quote by Susan Sontag is important because no matter of whats going on you have to show courage, to help yourself and more important help people around you.

Component B – Module 5 – Practice Set Paper A – Level 4

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement (<i>If one person is courageous than he/she will be likely to pass down his/her positive affiliations down towards other people ... if one person is fearful ... fear will trickle down unto others</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Adventures of Huckleberry Finn</i> (<i>Jim and Huck fed off of eachother’s courage and Huck ... stayed courageous ... assured Jim to feel more confident and courageous</i>).</p>
Development	<p>Develops ideas clearly and fully, explaining that, by displaying courage, Huck inspired Jim to be brave and seek his freedom. The response makes effective use of specific and relevant evidence from the text (<i>Finn develops a ... relationship with a black man; Huck had the courage to fight against what society had wrongfully taught him; Huck first talked to Jim about running away with him. If Jim didn’t sense the courage ... in Huck’s voice, then he probably would have been too timid</i>). The literary elements of conflict (<i>Finn ... is faced with the difficult decision of choosing between what society has taught him to what he believes is truely right</i>) and setting (<i>This type of relationship is frowned upon during this time period</i>) are implied.</p>
Organization	<p>Maintains the focus established by the critical lens that <i>courage will be passed down to others just as fear will be passed down to others</i>. The response exhibits a logical and coherent structure, interpreting the critical lens, discussing how Huck’s courage inspired Jim to be brave and go in search of freedom, and summarizing in a conclusion. Use of appropriate transitions is effectively demonstrated (<i>in that case and for the most part</i>).</p>
Language Use	<p>Uses appropriate language (<i>If either Jim or Huck happened to be too fearful or cautious to leave the town where they lived, then the other would feel the same way</i>) that is occasionally imprecise (<i>than</i> for “then” and <i>pass down ... affiliations down towards</i>), with some awareness of audience and purpose (<i>The Adventures of Huckleberry Finn ... exemplifies the provided quote nicely ... centers itself around a young boy who is faced with the difficult decision of choosing</i>). The response occasionally makes effective use of sentence structure (<i>Huck’s strong leadership in this case, helped make Jim calm and trustful of Huck</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>truely</i> and <i>eachother’s</i>), punctuation (<i>Finn by Mark</i> and <i>leadership in</i>), grammar (<i>is frowned upon ... people were</i>), and usage (<i>to</i> for “and”).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

Component B – Module 5 – Practice Set Paper B – Level 2

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens (<i>a lot of people need to see fear to be courageous</i>). The response makes a superficial connection to analyze <i>The Color Purple</i> (<i>Celie is blinded by fear but at the end of the book she finds courage</i>).
Development	Develops ideas briefly, using some evidence from the text (<i>two girls that put courage first ... Sophia and ... Shug, Celie used to get beat all the time and bossed around, She broke free from Harpo and left with shug</i>).
Organization	Suggests a focus that one's inherent courage may only emerge in response to fear, but lacks organization.
Language Use	Uses language that is basic (<i>that</i> for "who," <i>their</i> for "there," <i>passed</i> for "past," <i>live off of</i>), with little awareness of audience or purpose. The response attempts to vary sentence structure, with little success (<i>Some stay in fear and others are courageous and thats when leaders arise</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>Alot, courageous, diffrent</i>), punctuation (<i>In the book Celie, fear but, courage in them it, is in my eyes that, thats,</i>), capitalization (<i>the color purple</i> and <i>shug</i>), and grammar (<i>their was only two</i> and <i>used to get beat</i>).
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Component B – Module 5 – Practice Set Paper C – Level 3

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, explaining that courage can be instilled in others as easily as fear. The response makes implicit connections between the criteria and <i>My Sister’s Keeper</i> (<i>The courage from her older sister makes some sort of transformation for the youngest. She gets the courage to be strong</i>).</p>
Development	<p>Develops some ideas (how the sick, older sister inspires courage in the younger one) more fully than others (the fear that the younger sister has), with some references to specific and relevant evidence from the text (<i>This girl is diagnosed with a rare form of leukemia ... she will need many transplants and surgeries ... The parents are afraid their eldest will die, The child with the disease ... is very courageous</i>). The literary element of conflict (<i>The second child born is fearing for her life. therefore making the decision to not help her sister and She doesn’t feel any hatred towards her younger sibling</i>) is implied.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that the courage displayed by an individual can free others from fear. The response exhibits a logical sequence of ideas, interpreting the critical lens, describing events in the story and how the older sister’s courage instilled the same in the younger, and summarizing in a conclusion.</p>
Language Use	<p>Uses appropriate language that is occasionally imprecise (<i>Being that, give away from her own body and blood, they give you advice</i>), with some awareness of audience and purpose (<i>One work of literature I have read that supports my opinion is the novel “My Sisters Keeper.”</i>). The response occasionally makes effective use of sentence structure (<i>What I really believe she is trying to say is that just as people can instill fear inside of other people, they can do the same with courage</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (<i>quote “Courage; the novel “My, Sisters; life. Therefore; whats</i>), grammar (<i>various meaning and gets the courage ... that came</i>), and word omission (<i>for wanting</i>) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Component B – Module 5 – Practice Set Paper D – Level 1

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>if someone stands up for something or someone, others will ... follow the person's courages act</i>). The response reflects no analysis of <i>The Wizard of Oz</i> .
Development	Is minimal. The response selects <i>The Wizard of Oz</i> but provides no evidence of development.
Organization	Shows minimal focus and organization.
Language Use	Is minimal, providing only two original sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	

Component B – Module 5 – Practice Set Paper E – Level 2

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>if your leading a group and you show alot of fear then everyone else will show fear. But if you ... show courage then everyone will follow you</i>). The response makes superficial connections to analyze <i>Of Mice and Men</i> (<i>everytime something bad happens George will show his courage and ... that help lenny be brave</i>).
Development	Develops ideas briefly, using some evidence from the text (<i>George was leading lenny and George is like Lennys older brother and whatever George would do so will lenny</i>).
Organization	Suggests a focus that a leader can inspire courage in others by simply behaving in a courageous manner. The response suggests organization through paragraphing.
Language Use	Uses appropriate language that is occasionally imprecise (<i>your</i> for “you’re,” <i>no matter of whats, more important</i>), with some awareness of audience and purpose (<i>The novel Mice and Men shows alot of courage</i>). The response occasionally makes effective use of sentence structure.
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>alot</i> and <i>everytime</i>), punctuation (<i>fear then; nothings; courage then; Lennys; whats; on. you</i>), capitalization (<i>lenny</i> and <i>And</i>), grammar (<i>was leading ... will show, George will ... act ... And that help, is like ... would ... so will</i>), and word omission (<i>contagious just fear</i> and <i>novel Mice and Men</i>).
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	