

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT B  
MODULE 4**

**THURSDAY, MAY 18, 2006**

**RATING GUIDE**

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

Quality	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<p><b>Meaning:</b> the extent to which the response exhibits sound understanding, interpretations, and analysis of the task and text(s)</p>	<p>—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>	<p>—provide a reasonable interpretation of the critical lens that establishes the criteria for analysis —make implicit connections between criteria and the chosen text</p>	<p>—provide a simple or incomplete interpretation of the critical lens —allude to the critical lens, making superficial connections to analyze the chosen text</p>	<p>—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>
<p><b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>—develop ideas clearly and fully, making effective use of relevant and specific evidence and appropriate literary elements from the text</p>	<p>—develop some ideas more fully than others, with some references to specific and relevant evidence and appropriate literary elements from the text</p>	<p>—develop ideas briefly, using some evidence from the text —may rely primarily on plot summary</p>	<p>—show minimal or no evidence of development</p>
<p><b>Organization:</b> the extent to which the response exhibits direction, shape, and coherence</p>	<p>—maintain the focus established by the critical lens —exhibit a logical and coherent structure through use of appropriate devices and transitions</p>	<p>—maintain a clear and appropriate focus —exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>—lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization</p>	<p>—show minimal or no focus or organization</p>
<p><b>Language Use:</b> 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>—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>	<p>—use appropriate language, with some awareness of audience and purpose —occasionally make effective use of sentence structure or length</p>	<p>—use language that is basic or unsuitable, with little awareness of audience or purpose —attempt to vary sentence structure, with little success</p>	<p>—use language that is minimal, incoherent, or inappropriate</p>
<p><b>Conventions:</b> the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>—demonstrate control of conventions, exhibiting only occasional errors</p>	<p>—demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension</p>	<p>—demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult</p>	<p>—are minimal, making assessment of conventions unreliable —may be illegible or not recognizable as English</p>

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:**

“Literature is the question, minus the answer.” Roland Barthes

**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

All literature allows the reader to question, and the answer can only be found through the reader's imagination. Roland Barthes once wrote, "literature is the question, minus the answer." The beauty of literature is that two people can read the same literary work, mull over the same questions posed by the author, but arrive at different answers to these questions.

In F. Scott Fitzgerald's The Great Gatsby, the central theme of "the American dream" seems prevalent. In this novel, the main character, Jay Gatsby, attempts to change his identity in order to win back the heart of his beloved, Daisy. By changing his ~~social~~ status from son of a poor farmer to wealthy businessman and party host, he felt Daisy would be impressed. Wealth. Adoration. Could this be "the American dream"?

Fitzgerald lets the story of Jay Gatsby unfold in a way to allow the reader to question the reality of "the American dream". Can it truly be fulfilled? Again, two people can recognize this very question, but have totally different points of view about the answer.

Although Gatsby became extremely wealthy, his status still

remained as "new money". He was never <sup>fully</sup> accepted by the upper class because of his <sup>mysterious</sup> methods in obtaining his wealth. Gatsby was a rumored bootlegger, amongst other corrupt dealings. The rest of wealthy society were respected among their peers since they were born into wealth. ~~For example, things~~ Despite hosting grand, alcohol-filled parties at his mansion, Gatsby could not rid himself of the stigma of being an outsider. In other words, the material things and going through the motions cannot change preconceived notions. Because of others' perceptions, Gatsby failed to change his true identity, and thus, could not fulfill the "American dream".

On the other hand, Gatsby could also be characterized as a person who truly did achieve the "American dream". Technically, Gatsby earned great wealth, despite whatever shady dealings helped him gain it. He succeeded in changing his economic status, going from lower-middle class, to upper class. Farmer's son to millionaire. If part of Gatsby's "American dream" was to get Daisy to notice him by achieving this economic status, it

worked. Daisy, mother and wife to her philandering husband Tom, was flattered by Gatsby's attention. So not only did Gatsby acquire wealth that includes a beautiful mansion with a pool and throw luxurious parties, but he attracted the attention of his beloved. True, it all fell through for Gatsby (murdered by one of Tom's lover's husbands by mistake; a funeral with poor attendance follows), but for a time, Jay Gatsby became a new man and accomplished the "American dream."

In conclusion, F. Scott Fitzgerald's The Great Gatsby allows the reader to use his/her imagination in order to answer the debatable arguments caused by the question of whether or not a person has the ability to achieve "the American dream." Gatsby's life, in this case, is the question Barthes spoke of. It's up to you, the reader, to supply the ~~the~~ answer.

**Component B – Module 4 – Anchor Paper – Level 4 - A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the Barthes quote (<i>All literature allows the reader to question, and the answer can only be found through the reader’s imagination</i>) and clearly establishes the criteria for analysis of <i>The Great Gatsby</i> (<i>two people can read the same literary work, mull over the same questions...but arrive at different answers</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully making effective use of the literary element of theme (<i>the American dream</i>) with specific text evidence supporting the idea of opposing interpretations of Gatsby’s <i>American dream</i> (<i>Despite hosting grand, alcohol-filled parties at his mansion, Gatsby could not rid himself of the stigma of being an outsider and not only did Gatsby acquire wealth that includes a beautiful mansion...but he attracted the attention of his beloved</i>).</p>
<b>Organization</b>	<p>Maintains a focus on how <i>the reality of the American dream</i> in <i>The Great Gatsby</i> can be questioned and debated by readers. The response exhibits a logical and coherent structure, interpreting the critical lens, analyzing the theme and how it can be questioned by the reader, interpreting opposing points of view of the theme, and summarizing in a conclusion. Transitions and the device of analyzing two points of view are effectively demonstrated.</p>
<b>Language Use</b>	<p>Uses language that is precise (<i>central theme of “the American dream” seems prevalent and the stigma of being an outsider</i>), with a sense of voice (<i>Wealth. Adoration. Could this be “the American dream”</i>). The response varies sentence structure and length to enhance meaning (<i>He succeeded in changing his economic status, going from lower-middle class, to upper class. Farmer’s son to millionaire.</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors in spelling (<i>debateable</i>), punctuation (misuse of a comma), and usage (<i>one</i> for “on”).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

The quote, "Literature is the question, minus the answer" by Ronald Barthes, means that literature requires some thought. When reading a work of literature, it is implied that the writer is trying to send a message to you through their writing. It is your job as the reader to figure out the answer to their question. I agree with this statement because a good writer always keeps the reader thinking.

In the novel, *Where the Heart is*, the main character, Novalee, is pregnant. The title of the book is stated within the first few pages to entice the reader and make them wonder what meaning really stands behind the title. As the reader reads on they realize that Novalee

wants her boyfriend to feel their baby's heart and when she presses his hand against her belly she says "that's where the heart is." That line becomes a key part in the novel and is a huge part to the end of the novel when Novalee meets up with her former boyfriend.

The reader finds out that her former boyfriend has been hearing those words, her words, ringing through his ears for years. The theme of the novel helps to set the question and the answer for the reader. The characters also help the reader feel what they are feeling.

In the end, a good writer can project a question to the reader and at the same time answer that question

for them. It is up to the reader to pay close attention to the details and to interpret the question as best they can. Learning how to analyze literature works is a good tool to help answer questions. Analyzing helps the reader recognize the question and the clues to help them find the answer. A good reader must pay close attention and be interested in the work of literature they are reading in order to understand it.

**Component B – Module 4 – Anchor Paper – Level 3 - A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, explaining that <i>the writer is trying to send a message to you through their writing. It is your job as the reader to figure out the answer to their question.</i> The response makes implicit connections between the criteria and <i>Where the Heart Is</i> (<i>The title of the book is stated within the first few pages to entice the reader and make them wonder what meaning really stands behind the title.</i>)</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with some specific references to the text that support the literary element of theme (<i>when she presses his hand against her belly she says “..that’s where the heart is.” and her former boyfriend has been hearing those words, her words, ringing through his ears for years</i>). The literary element of character is mentioned but not developed (<i>The characters also help the reader feel what they are feeling</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that <i>a good writer can project a question to the reader and it is up to the reader to pay attention to the details and to interpret the question as best they can.</i> The response exhibits a logical sequence of ideas, explaining that the theme of <i>Where the Heart Is</i> can be found by questioning the meaning of the title. In the conclusion, the idea that analyzing literature helps determine questions and answers is repetitious and shows a lack of internal consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>The theme of the novel helps to set the question and the answer for the reader</i>). The response occasionally makes effective use of sentence structure and length (<i>The reader finds out that her former boyfriend has been hearing those words, her words, ringing through his ears for years</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>intice</i> and <i>intrested</i>), punctuation (misused and missing commas), and usage (<i>literature works</i> for “literary works”).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Roland Barthes once said, "Literature is the question, minus the answer." I agree with this perspective on literature because it states that literature is speculative and it provides an idea and speculates; it leaves room for the reader to imagine and ~~conclude~~ find a conclusion to the presented idea. Hamlet written by the English genius William Shakespeare proves this quote to be accurate.

In Hamlet, like in many other <sup>of</sup> Shakespeare's plays, all the characters are introduced in the first act. ~~as well as the plot~~ ~~is~~ ~~also~~ in the first act the setting is established. Then tension and conflict builds up between the characters during the next three

acts. By the time it reaches the conclusive, final, fifth act the plot is as complicated as can be. This complication between characters ~~are~~ is the question Barthes <sup>talks</sup> ~~talked~~ about. An answer to the question is never provided by the author, who wishes that the reader come up with his own conclusion. By the time the fifth act starts in Hamlet, ~~&~~ all the characters are in a mess that can only end in a major number of deaths. ~~The reason~~ A solution to the problem is unknown because literature doesn't provide the answer to the question it wishes to speculate. The reader now has the freedom to imagine the answer. Shakespeare leaves

so many ~~are~~ <sup>was</sup> unanswered questions in Hamlet: ~~Is~~ Hamlet crazy or is he a genius? ~~Was~~ <sup>It was</sup> the Ghost of his father real? Was Hamlet's mom a coward? Were Hamlet's friends loyal? At the end of the story many questions stay unanswered and that's why the play ends with the death of almost all present and a new beginning proceeds the conclusion to Hamlet's ~~life~~ journey through life.

An author's perspective is seen in a story because it's told through his eyes. When a reader reads it he has a different perspective. Every reader has a different experience and so the author can only provide an idea and let the reader explore it and find their own creative and original answer, one not provided by literature.

**Component B – Module 4 – Anchor Paper – Level 3 - B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, explaining that <i>literature is speculative</i> and that <i>it leaves room for the reader to imagine and find a conclusion to the presented idea</i>. The response makes implicit connections between the criteria and <i>Hamlet</i> (<i>Shakespeare leaves so many unanswered questions in Hamlet</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response explains that there are no solutions to the problems faced by the characters in <i>Hamlet</i>, and uses some evidence from the text (<i>Was Hamlet crazy or is he a genius? Was the Ghost of his father real?, Was Hamlet's mom a coward?, Were Hamlet's friends loyal?</i>) and also references some appropriate literary elements (character and plot).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that <i>the author can only provide an idea and let the reader explore it and find their own creative and original answer</i>. The response exhibits a logical sequence of ideas, interpreting the critical lens, discussing how <i>Hamlet</i> poses unanswerable questions, and summarizing in a conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language (<i>By the time it reaches the conclusive, final, fifth act</i>), with evident awareness of audience and purpose (<i>This complication between characters is the question Barthes talks about</i>). The response occasionally makes effective use of sentence structure and length (<i>By the time the fifth act starts in <u>Hamlet</u>, all the characters are in a mess that can only end in a major number of deaths</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (missing and misuse of commas), capitalization (<i>the Ghost</i>), and grammar (<i>many unanswered questions</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Roland Barthes once said "Literature is the question, minus the answer." This quote means that literature is something to make you think and find the answer by exploring the world of literature. I agree with this quote, because this quote relates to the main character in the book "The Great Gatsby"

The characterization of Jay Gatsby relates to the quote because Gatsby like to find an answer from everything. For example Gatsby always wanted to know that if Daisy really still love him after she's married with Tom. He doesn't want to assume, Gatsby want the answer, therefore he searches for the answer from Daisy.

The theme of the Great Gatsby is related to the quote. The ~~book~~ ~~makes~~ ~~the~~ theme of the book makes reader question themselves. Why would a man still love a woman that is already married and have a child? Why he want to break up that woman's family? These questions make us think of the answer, what can the

What answer be?

Anything that has a start will also have  
a end to it. ~~The~~ Every question has an answer,  
but some ~~of~~ question has a different answer to it.  
Different people come up with different answers.

**Component B – Module 4 – Anchor Paper – Level 3 - C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, explaining that <i>Literature is something to make you think and find the answer by exploring the world of literature</i>. The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>The theme of the book makes reader question themselves and These questions make us think of the answer</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the text (<i>Gatsby always wanted to know that if Daisy really still love him after she’s married with Tom and Why would a man still love a woman that is already married and have a child</i>).</p>
<b>Organization</b>	<p>Maintains a focus that readers question literature and that <i>every question has an answer</i>. The response exhibits a logical sequence of ideas, interpreting the critical lens, discussing how theme relates to the quote, and summarizing in a conclusion. The discussion of characterization shows a lack of internal consistency since the focus shifts from the reader questioning literature to a specific character seeking answers (<i>Gatsby like to find an answer from everything</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate, although occasionally imprecise (<i>some question has a different answer to it</i>). The response shows some awareness of audience and purpose and occasionally makes effective use of sentence structure and length (<i>Anything that has a start will also have a end to it and Different people come up with different answers</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>answer</i>) and capitalization (<i>Literature and the Great Gatsby</i>) and frequent errors in punctuation (misused and missing commas, including comma splices), grammar (<i>Gatsby like, if Daisy really still love him, Gatsby want, reader question themselves, have a child, a end, some question has</i>), usage (<i>from everything</i> for “for everything”), and word omission (<i>Why he want to break up</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and conventions.</p>	

The quote "Literature is the question, minus the answer." by Roland Barthes means that literature is interpreted in many different ways or <sup>in</sup> different perspectives from ~~aspects~~ one's ~~sets~~ point of view. This quote can be proven by the novel Lord of the Flies by

In the novel Lord of the Flies, the author uses foreshadowing and symbolism to create the mood and setting. The mood ~~was~~ in the novel was filled with suspense. The author uses symbolism for the conch which symbolized "civilization." And the disagreement between Jack and Ralph foreshadowed what was going to happen later on the island. Later on when Jack and Ralph make different groups, there's hostility between them. While Piggy & Ralph, with the conch is brought to Castle Rock, it was shattered by the boulder. This represents the end of civilization on the island.

The quote "Literature is the question, minus the answer" by Roland Barthes can be proven by the novel The Lord of the Flies. By the usage of foreshadowing and symbolism, it proves the quote. Because others may have viewed the foreshadowing or symbolism differently. This allows the reader to use their imagination and thoughts to find the answer to the question which is the literature.

**Component B – Module 4 – Anchor Paper – Level 2 - A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens ( <i>literature is interpreted in many different ways or in different perspectives from one's point of view</i> ). The response makes superficial connections between the criteria and <i>Lord of the Flies</i> .
<b>Development</b>	Develops ideas briefly. The response refers explicitly to symbolism, but the explanation that <i>the conch...symbolized "civilization"</i> does not support the interpretation of the critical lens. The response relies heavily on plot summary ( <i>Later on when Jack and Ralph make different groups, there's hostility between them</i> ).
<b>Organization</b>	Suggests a focus that literary elements such as symbolism can be interpreted differently by readers. The response suggests organization by providing an introduction, body, and conclusion.
<b>Language Use</b>	Uses generally appropriate language. The response attempts to vary sentence structure, with little success ( <i>While Piggy &amp; Ralph, with the conch is brought to Castle Rock, it was Shattered by the boulder and Because others may have viewed the foreshadowing or symbolism differently</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>usage</i> ) and capitalization ( <i>Lord of the flies</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

There are many works of literature that leave people thinking, about life, about love, about society. All the literature does is raise about questions, but it gives no answers. That's all that's being said in the quote "Literature is the question, minus the answer" by Roland Barthes.

In many cases I can agree with the quote, in fact in many cases I can agree with it. In many works of literature that capture the mind you wonder what would have happened if the person had or hadn't done something. In a lot of cases literature brings up questions of life, makes you think about causes and effects of people's actions.

A work of literature that raises about these sort of questions is Huck Finn by Mark Twain. Huck and his black friend Jim went out on an adventure, at that time racism was very

strong in the world every time the 2 would  
make a stop somewhere Jim was in a bad  
situation and had many racist white slave owners  
trying to control him and make him free.

This work of literature brings up many  
questions, but people are unable to answer  
them by just reading the work of literature.

The only way these questions can be answered  
is if society comes together as one and faces  
the problems the work of literature puts before them.

**Component B – Module 4 – Anchor Paper – Level 2 - B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens ( <i>There are many works of literature that leave People thinking, about life, About love, about Society. All the literature does Is raise about questions, but It Gives no answers</i> ). The response only makes superficial connections to <i>The Adventures of Huckleberry Finn</i> ( <i>This work of literature bring's up many question's, but People are unable to answer them by Just reading the work of literature</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the text ( <i>Huck and his black friend Jim went out on an advanture</i> ), but the response relies primarily on plot summary.
<b>Organization</b>	Suggests a focus that literature brings up questions that people should try to answer. The response suggests some organization, beginning with an interpretation of the critical lens followed by a brief plot summary, concluding that <i>Society needs to come's together to confront problem's the work of literature Put's before them</i> .
<b>Language Use</b>	Uses language that is basic ( <i>All the literature does Is raise about questions</i> ), with some awareness of audience and purpose ( <i>In many work's of literature that capture the mind you wonder what would have happened If the person had or hadn't done Some thing</i> ). The response attempts to vary sentence structure, with little success ( <i>A work of literature that raises about these Sort of question's Is Huck Finn by Marc Twaine Huck and his black friend Jim went out on an advanture</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>alot</i> and <i>advanture</i> ), and frequent errors in punctuation (misusing and missing commas, including comma splices and misusing apostrophes), capitalization (many words inappropriately capitalized), and usage ( <i>some thing, affect's</i> for “effects”, <i>theres</i> for “theirs”) that may make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Roland Barthes stated, "Literature is the question, minus the answer." This can be true in many ways; for example, Edgar Allan Poe's piece of literature, "The Raven"

Edgar Allen poe uses many literary techniques to make people (readers) wonder where he gets things. Repetition is used along with imagery. These literary techniques are Poe's writing styles, although they are extremely weird, it makes people wonder if this guy is sane. His setting is dark and quiet, sometimes weiry. Due to different + opinions of certain Author's which also differ from the reader the question of literature is never exactly answered.

Literature could not be interesting if it is not about what humans or the reader wonder. What helps the reader remember that book is the question that is never really answered.

**Component B – Module 4 – Anchor Paper – Level 2 - C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a simple interpretation of the critical lens (<i>Literature could not be interesting if it is not about what humans or the reader wonder. What helps the reader remember that book is the question that is never really answered</i>). The response reflects minimal analysis of <i>The Raven</i> (<i>it makes people wonder if this guy is sane</i>).</p>
<b>Development</b>	<p>Is minimal. The response chooses <i>The Raven</i> and discusses some literary elements (repetition, imagery, and setting), but provides no details from the text.</p>
<b>Organization</b>	<p>Lacks an appropriate focus, but suggests organization by providing an introduction, body, and conclusion.</p>
<b>Language Use</b>	<p>Uses language that is basic and occasionally imprecise (<i>although they are extremely weird and if it is not about what humans or the reader wonder</i>). The response occasionally makes effective use of sentence structure (<i>This can be true in many ways; for example, Edgar Allen Poe's piece of literature, "The Raven"</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>weiry</i>), punctuation (missing commas), capitalization (<i>po</i>e and <i>Author's</i>), and usage (<i>or</i> for "on") that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions and somewhat weaker in development.</p>	

ROLAND BARTHES ONCE SAID THAT "LITERATURE IS THE QUESTION, MINUS THE ANSWER." THIS IS A POWERFUL AND MEANINGFUL ~~QUOTE~~ STATEMENT WHICH, IN MY OPINION, MEANS THAT ALL ~~LITERATURE~~ LITERARY WORKS HOLD A QUESTION WITHIN, AND IT IS THE READERS JOB TO BRING A CONCLUSION OR "ANSWER" TO THE QUESTION. IN PAST READING EXPERIENCES, I HAVE FOUND THIS STATEMENT TO HOLD TRUE AND I HIGHLY AGREE. "THE MOST DANGEROUS GAME" IS A SHORT STORY BY RICHARD CONNELL WHICH EMPOWERS ITS READERS TO BE IMAGINATIVE ALL THROUGHOUT.

**Component B – Module 4 – Anchor Paper – Level 1 - A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens, ( <i>all literary works hold a question within, and it is the readers job to bring a conclusion or “answer” to the question</i> ). The response reflects minimal analysis of <i>The Most Dangerous Game</i> ( <i>empowers its readers to be imaginative</i> ).
<b>Development</b>	Is minimal. The response chooses <i>The Most Dangerous Game</i> but provides no text details.
<b>Organization</b>	Shows minimal focus and minimal organization.
<b>Language Use</b>	Is minimal, providing only three original sentences.
<b>Conventions</b>	Is minimal (based on three original sentences), making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

"Literature is the question, minus the answer."

Roland Barthes. This quote can relate to the book *The Lord of the Flies* by William Golding. It shows how you must look past the answer and focus on the question. I would agree with this quote.

**Component B – Module 4 – Anchor Paper – Level 1 - B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a confused interpretation of the critical lens and reflects minimal analysis of <i>Lord of the Flies</i> ( <i>It shows how you must look pass the answer and focus on the question</i> ).
<b>Development</b>	Is minimal. The response chooses <i>Lord of the Flies</i> but provides no text details.
<b>Organization</b>	Shows minimal focus and minimal organization.
<b>Language Use</b>	Is minimal, providing only three original sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

# **PRACTICE SET**

In a statement made by Roland Barthes, he states "Literature is the question, minus the answer." In my opinion, the statement means "Literature asks the question, but does not give any answers." I agree with this statement, because in many novels, including Lord of the Flies, even after you finish the Novel you still ask yourself many questions. A question from Lord of the Flies that I asked myself was "Why"?

Throughout the novel Lord of the Flies, I continually asked myself the question, "Why"? Why would children act in that manner? Jack had lived in a civilized place before being stranded. Why did he turn his back on his upbringing and become a savage hunter/dictator? Another boy, Ralph, seemed to want to keep order, like using the conch shell to restore order. Why did he seem to remember his upbringing while Jack did not? The author used "characterization" to make the reader think these questions.

The big question that I asked myself in the beginning of the book was "Will they be able to survive on an Island without Adults"?

That was answered. Some did. Some didn't. On the other hand the question that I had asked myself after the novel, was what evil force could drive these kids to act and act out violence the way they ~~did~~? I feel that they ~~thought~~ they had to do anything possible to survive. The conflict arose when they only wanted one leader. Ralph and Jack were in a bitter war.

Literature presents many questions, without giving answers. It is sometimes up to you to determine "why". Sometimes in literature you even sometimes have to predict the conclusion.

Component B – Module 4 – Practice Set Paper B

The quotation "Literature is the question, minus the answer" by Roland Barthes is a fantastic quote that is very true in novels. I agree with this quote because literature does leave you thinking and guessing. The literature of many great authors is to keep their audience interested so they give a problem without any answers.

In the novel Frankenstein by Mary Shelley, the author keeps the reader interested in the book by having the creature appear and reappear throughout the book. The readers keep into the book because they want to know when he will show back up.

Mary Shelley gives us the literature with the creature but the answer is never given to us. We don't know when or where he will show up. The part that really keeps everyone's mind into the book is when Victor Frankenstein makes the creature. Then, we do not know if he will come alive, die, or do

nothing at all. This is where we see that literature is the question because you can visualize what you want to happen. A question has many different answers to choose from just like a piece of literature. There can only be however one right answer. That is the way the novel will go.

Frankenstein is a great piece of literature to verify this quote. It provides you with a question and it makes you think and guess throughout the whole book, even at the end. I believe that the quote "Literature is the question, minus the answer" can be found in many different novels,

Component B – Module 4 – Practice Set Paper C

"Literature is the question, minus the answer": by  
Edward Barthele. In this statement it means that literature  
gives you the information that lets you find all the  
answers to. I disagree with this statement. The

"legacy" by Virginia Woolf helps prove this.

Characters in novels, short stories or even  
poems help to answer questions that people  
may have.

The quote "Literature is the question, minus the answer" by Roland Barthes means that literature can be something we question but we have to find the answer. I agree with the quote by Roland Barthes because literature is always a question whether it is about life or something else. One literature work that relates to the quote is "Macbeth" by William Shakespeare. In the play of "Macbeth" he plans the death of the king with his wife and they succeed. The question in this piece of literature is how can a person go through terrible things and then go crazy because they regret it. But to me both the question and the answer are found in the play by William Shakespeare. Because at the end of the play we see how everything goes back to its normality and the people that cause all the trouble get what they deserve.

"Literature is the question, minus the answer" by Roland Barthes is stating that there are always questions to be asked but the answers are hard to say. I agree with the quote because most of the time people always have ~~question~~ questions to be asked but it's difficult to find the response towards it. The work of literature of a novel I've read used to describe the quote is "A Cat on a Hot Tin Roof" by Tennessee Williams.

In the novel "A CAT ON A HOT TIN ROOF" Tennessee Williams uses the literary element conflict to describe the quote. Brook is an alcoholic because of what happened to his best friend. He had so many questions as to why he died and what happened to him. Everytime Brook would ~~think~~ hear a phone ringing in his head ~~due~~ due to the fact that his friend was calling him when he was drunk and never picked up the phone. Brook would always drink whenever he had ~~heard~~ heard the ring in his ear. He Always had the question in his head "Why didn't I pick up the phone?"

He would always accuse himself for the death of his friend due to the reason why he didn't pick up the phone. He had all of these questions in his head but couldn't find the answer. This ~~was~~ <sup>was</sup> one ~~an~~ <sup>an</sup> explanation of the quote.

Another literary element used to <sup>explain</sup> describe the quote was characterization. Most of Tennessee Williams's characters all had questions inside them but never had the answer for it. One character that had a lot of questions was Brock's father Big Daddy. Big Daddy loved his son Brock more than everything in the world but never knew why he was a drunk and why he wouldn't ~~to~~ have children with his wife. He wanted his son to take care of all his property only if he had children. Big Daddy kept all the anger inside him and released it on his wife. Another ~~a~~ character used to describe the quote was Brock's wife and why she wouldn't want

to be intimate with her. She wouldn't move then anything in this world for Brook to have babies with her. The whole family had a tremendous amount of questions but never an answer.

In conclusion persons may have questions as to why something won't happen but never an answer to it. Tennessee Williams describes the quote perfectly due to the fact his characters all had ~~big~~ questions inside them but never found out the answer.

**Component B – Module 4 – Practice Set Paper A – Level 3**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens (<i>Literature Presents many questions, Without giving answers. It is sometimes up to you to determine “why”</i>). The response makes implicit connections between the criteria and <i>Lord of the Flies</i> (<i>Throughout the Novel...I continually asked myself the question, “Why”</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the text (<i>Ralph, seemed to want to keep order, like using the conque shell to restore order and they only wanted one leader. Ralph and Jack were in a bitter war</i>).</p>
<b>Organization</b>	<p>Maintains a focus that literature causes readers to ask questions and find their own answers. The response exhibits a logical sequence of ideas, providing some interpretation of the critical lens, discussing the questions one might ask while reading <i>Lord of the Flies</i>, and clarifying the interpretation of the critical lens in a conclusion.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate, although there are occasional flaws (<i>these kids to Act and Act out violence and Sometimes In literature you even sometimes</i>). The response shows some awareness of audience and purpose and occasionally makes effective use of sentence structure and length (<i>I asked myself... “Will they be able to survive on and Island Without Adults”? That was answered. Some did. Some didn’t</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>conque</i>), punctuation (missing and misuse of commas), capitalization (frequent examples of inappropriate capitalization), and usage (<i>and</i> for “an”).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

**Component B – Module 4 – Practice Set Paper B – Level 2**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides a simple interpretation of the critical lens (<i>literature does leave you thinking and guessing and to keep their audience interested so they gives a problem without any answers</i>). The response only makes superficial connections to <i>Frankenstein</i> (<i>the author keeps the reader interested in the book by having the creature appear and reappear throughout the book</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the text (<i>when Victor Frankenstein makes the creature</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the idea of literature as suspense. Suggests some organization through an introduction, body, and conclusion, but the response also contains some repetition (<i>they want to know when he will show back up and We don't know when or where he will show up</i>). The sequence of ideas is not always logical.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate but occasionally imprecise (<i>The readers keep into the book and That is the way the novel will go</i>). The response occasionally makes effective use of sentence structure or length (<i>In the novel <u>Frankenstein</u> by Mary Shelly, the author keeps the reader interested in the book by having the creature appear and reappear throughout the book</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (missing commas) and grammar (<i>they gives</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

**Component B – Module 4 – Practice Set Paper C – Level 1**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a confused interpretation of the critical lens ( <i>literature Gives you the inferration that lets you find all the answer to</i> ). The response provides no analysis of <i>The Legacy</i> .
<b>Development</b>	Is minimal. The response chooses <i>The Legacy</i> by Virginia Woolf, but only makes general statements about characters in literature.
<b>Organization</b>	Shows minimal organization and focus.
<b>Language Use</b>	Is minimal, providing only four original sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

**Component B – Module 4 – Practice Set Paper D – Level 2**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a simple interpretation of the critical lens (<i>literature can be something we question but we have to find the answer and literature is always a question whether it is about life or something else</i>). The response only makes superficial connections to <i>Macbeth</i> (<i>But to me both the question and the answer are found in the play by William Shakespeare</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the text (<i>how can a person go through terrible things and then go crazy because they regret it</i>) and general plot summary (<i>he plans the death of the king with his wife and they succeed</i>).</p>
<b>Organization</b>	<p>Suggests a focus that literature is something people question, and it's up to people to find the answer. The response suggests organization, beginning with some interpretation of the critical lens, a brief discussion of <i>Macbeth</i>, and ending abruptly with no real conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language, but the response attempts to vary sentence structure with little success (<i>Because at the end of the play we see how everything goes back to its normality and the people that cause all the trouble get what they deserve</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (missing commas, missing quotation marks, and a missing question mark) and capitalization (<i>roland barthes and william shakespeare</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

**Component B – Module 4 – Practice Set Paper E – Level 3**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens (<i>Most of the time people always have questions to be asked but it's difficult to find the response towards it</i>). The response makes implicit connections between the criteria and <i>Cat on a Hot Tin Roof</i> (<i>William's characters all had question's inside them but never had the answer for it</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with some specific and relevant references to characters questioning themselves (<i>why he didn't pick up the phone</i>) and others' actions (<i>why he was a drunk, and why he wouldn't have children with his wife</i>). The discussion of characterization (Big Daddy loves his son but questions his actions) is more fully developed than conflict. Brick's guilt seems more like a discussion of characterization, although, inner conflict is implied (<i>He would always accuse himself for the death of his friend</i>).</p>
<b>Organization</b>	<p>Maintains a focus on how <i>people always have questions</i> but don't always find the answers. The response exhibits a logical sequence of ideas, interpreting the lens, discussing the chosen text and how it relates to people questioning things, and summarizing in a conclusion.</p>
<b>Language Use</b>	<p>Uses language that is basic (<i>answers are hard to say and response towards it</i>) and attempts to vary sentence structure, with little success (<i>Everytime Brook would hear a phone ringing in his head due to the fact that his friend was calling him when he was drunk and never picked up the phone</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>intamate</i>) and frequent errors in punctuation (a missing question mark, a missing comma, and misuse of apostrophes), capitalization (<i>CAT On A Hot Tin Roof, He Always, the quote was Characterization</i>), grammar (<i>he had heard the ring in his ear and used to described</i>), and usage (<i>their</i> for "there", <i>bestfriend</i>, <i>Everytime</i>, <i>a</i> for "and", <i>wouldn't</i> for "wanted") that may make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use and conventions.</p>	