NEW YORK STATE
COMPONENT RETEST

ENGLISH
COMPONENT B
MODULE 4

MONDAY, APRIL 29, 2002

RATING GUIDE

READING AND WRITING FOR CRITICAL ANALYSIS RUBRIC

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

ρIf the student writes only a personal response and makes no reference to the text(s) the response can be scored no higher than a 1.
ρResponses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
ρA 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 submit a first draft of the essay.** Write your response in the space provided in your answer booklet.

Critical Lens:

"Books are the carriers of civilization." Barbara Tuchman

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.

Barbara Tuchman has insightfully said, "Books are the carriers of civilization." In this quote she means that a society without literature is doomed, because people cannot think for themselves without the creativity and freedom of expression as well as the wealth of knowledge found in books. Fahrenheit 451 by Ray Bradbury clearly illustrates this truth.

The world of Fahrenheit 451 is a future world in which books are illegal, people amuse themselves through endless parties and 5-minute TV shows on wall-size screens, and society spirals ever downward. There is no individuality because people have never learned to think for themselves; they neither know nor care about the state of the world. Faber recognizes the problem and Montag learns of it through him, so that Montag can escape with a fraction of civilization- a line from the Bible- embedded in his memory when nuclear war inevitably breaks out. In a world with no literature, there is no thought; in Fahrenheit 451 it was only a matter of time before

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civilization destroyed itself.

Tuchman's profound quote about the human condition echoes Bradbury's theme in Fahrenheit 451. Books are essential to free thought, and free thought is essential for a continuing human civilization.

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

Quality	Commentary **The response:**
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the lens and clearly establishes the criteria for analysis *(a society without literature is doomed . . . people cannot think for themselves),* but connections to the chosen text, *Fahrenheit 451*, are implicit (*books are illegal*), vague (*the problem*), or repeat the interpretation (*people have learned to think for themselves*).
Development	Develops ideas broadly connecting characters from *Fahrenheit 451* to generalizations *(Faber recognizes the problem and Montag learns it*). Literary elements are not mentioned though theme and character are implied.
Organization	Maintains a focus on a society without thought, exhibiting a logical and coherent structure of an introduction which sets the focus, a body a body which discusses *Fahrenheit 451*, and a conclusion which reinforces the focus (*books are essential to free thought*).
Language Use	Uses appropriate language with a sense of voice (*society spirals ever downward)* and evident sense of audience and purpose (*Barbara Tuchman has insightfully said* and *Ray Bradbury clearly illustrates*). Sentence structures vary to enhance meaning as in paragraph 1.
Conventions	Demonstrates control of conventions, exhibiting virtually no errors and correctly punctuating complex constructions.
Conclusion:	Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning and development.

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Barbara Tuchman stated, "Books are the carriers of civilization." She was saying that books teach us of the past, present, and they may guide or tell us of the near future. Not only is her quote true, but it can be compared to the story Farenheight 451.

In Farenheight 451, Books were forbidden. Instead of firemen putting out fires, the set them to burn the books. This is an example of our civilization falling apart. Without books, most of the past will be forgotten. It may live within people's minds, but even they things are changed and no one knows the truth. Without the knowledge of the past, humans are inclined to make the same mistakes. Of course, they may not know they are making mistakes that have already been made if they had no knowledge of the mistakes which had occured before their time.

In the story, television had played a big part in people's lives. They even refered to the day time soaps as "their families". Television could have caused the downfall of books. Yet, mabey the government didn't want the nation to know too much. Either way, the loss of books in the world at that time may have brought on the war that was being faught.

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Mabey Farenheight 451 is an example of Barbara's quote. The story may be a warning of what is to come. In the past, now in the present, and hopefully in the future, "Books are the carriers of civilization."

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

Quality	Commentary **The response:**
Meaning	Provides a reasonable interpretation of the critical lens *(books teach us of the past, present and they may guide or tell us of the near future).* Implicit connections are made between the lens and *Fahrenheit 451*. The past is linked to a discussion of knowledge and mistakes, and the present and future to a discussion of how the situation in the novel evolved.
Development	Develops some ideas more fully than others. The discussion of the past is weakened by the vagueness and wordiness *(Without the knowledge of the past, humans are inclined to make the same mistakes. Of course, they may not know they are making mistakes that have already been made if they had no knowledge of the mistakes which had occurred before their time).* The connection between the future in the lens and the text is more fully developed *(Either way, the loss of the books in the world at that time may have brought on the war that was being faught* and *The story may be a warning of what is to come).* The literary element of theme is implied.
Organization	Maintains a clear and appropriate focus on books helping us to understand the past, present, and possible future. The response exhibits a logical sequence of ideas, although the chronology could have been clearer. The vague discussion of mistakes and knowledge also weakens the flow of ideas. The response uses some appropriate transitions *(Of course, yet, Either way).*
Language Use	Generally uses appropriate language, with some awareness of audience and purpose *(The story may be a warning of what is to come. In the past, now in the present, and hopefully in the future, "Books are the carriers of civilization").* Complex sentences are occasionally interspersed in the response, *(Either way, the loss of books in the world at that time may have brought on the war that was being faught).*
Conventions	Demonstrates control of conventions, exhibiting occasional errors in spelling (mabey and *faught*) Capitalization (*Books*), and usage (*the set them* and *even they things*).
Conclusion:	Overall, the response best fits the criteria for Level 3.

6 or 11

Knowledge is the center of our society. We use it to learn, educate, and teach others. Without it our people would be lost, and forms of history could repeat itself. Relying so heavily on books, it could be said "Books are the coffers of civilation," a quote by Barbara Tuchman. This statement can be agreed with, based upon the book Schindler's List.

Schindler's List is a powerful book that allows us to look back on history to see how corrupt and evil people could be. During the Holocaust in the 1940's in Germany, Adolf Hitler and the Nazis ran society. They blamed Jews for the previous depression that hit, and the fall of the country. Jews were sent to concentration camps and death chambers to be killed. Oscar Schindler was a man who owned a producing warehouse. He hid Jews in the factory for his own selfish outcome, if they would produce items. However, when the US. won WWII in 1945, he was sent to jail for using the Jews for his own selfish needs. He later passed on, but was a sacred memory to the lives of the Jewish victims he saved.

Schindler's List summarizes and gives vivid details of what it was like to live during the Holocaust. As a generation fifty years later we can only read and can't picture none the less, live during this period. We can all show grattitude for the book being written. It allows us to view our society as a whole, and take all precautions necessary to make sure that this does not reoccur, and we can value our people, whom this country rely on to carry it, for what's in their heart and not their race.

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

Quality	Commentary **The response:**
Meaning	Provides a reasonable interpretation of the critical lens, equating books to knowledge, and defining the purpose of knowledge *(Knowledge is the center of our society. We use it to learn, educate, and teach others. Without it our people would be lost, and forms of history could repeat itself).* The response then connects this interpretation to *Schindler's List.*
Development	Develops some ideas more fully than others. The discussion of *Schindler's List as (a powerful book that allows us to look back on history to see how corrupt and evil people could be*), lapses into some plot summary. The character of Schindler is unclear. At first it seems Schindler is selfish and guilty of evil, until the last phrase of the section *(but was a sacred memory to the lives of the Jewish victims he saved).* The idea *(Schindlers List summarizes and gives vivid details of what it was like to live during the Holocaust)* is connected to the interpretation of the critical lens, but is supported by little specific evidence from the text.
Organization	Maintains a clear focus on the idea of learning from the past. The response exhibits a logical sequence of ideas, with only occasional inconsistencies.
Language Use	Uses appropriate language, with some awareness of audience and purpose *(We can all show gratitude for the book being written).* Sentences are generally varied in structure and length, though occasionally the attempt at complexity is ineffective *(It allows us to view our society as a whole, and take all precautions necessary to make sure that this does not reoccur, and we can value our people, whom this country rely on to carry it, for what's in their heart and not their race).*
Conventions	Demonstrates control of conventions, exhibiting only occasional errors *(can't, picture, live, none the less* and *rely).*
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and somewhat stronger in conventions.	

6 or 11

Many things are learned about an ancient civilization by reading a book written in that era. I agree with the statement by Barbara Tuchman that "books are the carriers of civilization." One book, in particular, that I have read, The Crucible, portrays this saying.

The theme of The Crucible is an example of what life was like for the author Henry Miller was dealing with and what America as a nation was trying to solve. The theme was that one cannot condemn another without certain cause otherwise chaos will ensue. The Crucible was written about the Salem Witch Trials and the chaos and frenzy that became of the girls of the town hiding their sins by saying they were possessed by witches. During the time Miller wrote this novel, the United States was dealing with the repercussions of WWII. Miller himself was dealing with court cases associating himself with communism.

By reading The Crucible and knowing the background of the time he was writing, one can learn not only of the Salem Witch Trials, but also of the personal struggles of Henry Miller

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

Quality	Commentary **The response:**
Meaning	Provides a reasonable interpretation of the critical lens *(Many things are learned about an a ancient civilization by reading a book written in that era).* The response uses this criteria to compare the Salem Witch Trials to the time during which *The Crucible* was written.
Development	Develops one idea fully using a literary element (The *theme was that one cannot condemn another without certain cause otherwise chaos will ensue).* The analysis of *The Crucible* lacks specific support.
Organization	Maintains a clear and appropriate focus *(the Salem Witch Trials the personal struggles of Arthur Muller).* The response exhibits a logical sequence of ideas, although transition between the development on the Salem Witch Trials and the brief discussion of Miller's personal experience is weak.
Language Use	Uses appropriate language *(chaos will ensue, frenzy, reprecussions of WWII).* Generally, sentences are varied effectively *(The theme of The Crucible is an example of what life was like for the author Henry Miller was dealing with and what America as a nation was trying to solve)*, though occasionally unsuccessfully *(During the time Miller wrote this novel, the United States was dealing with the reprecussions of WWII).*
Conventions	Demonstrates control of conventions, exhibiting only occasional errors.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and somewhat stronger in conventions.	

6 or 11

In books, Some people think books carry civilization. I think thats correct to a certain extent. When I think of the statement "books carry civilization", I think of books that talked about real happenings and real custums that people may have had.

Moby Dick written by Herman Melville in the 1940's is a good example. They brought up issues that had to do with cultures or custums. For example Queaqueg's religion involved using stones to predict the future, and that one time when the stones said death was near, he sat down and waited to die, he just sat and stared.

Another analogy is the whaling back in the 1940's was a big deal because the whales oil in those days was not only expensive, but Their was also a great demand for it.

Books to me are everyone's diary from the past. They talk about how we got here, and how we live today is based on the past, the past makes the future no matter who are everything you do will be for you or against you in the long run.

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

Quality	Commentary **The response:**
Meaning	Provides a simple interpretation of the critical lens *(books that talked about real happenings and real custums that people may have had).* The response then alludes to a religious custom described in *Moby Dick*, but does not use the critical lens to analyze text.
Development	Develops two ideas briefly, Quequeg's religious use of stones as a religion, and the cost and demand for whale oil. The response includes *(whaling back in the 1940s)* and irrelevant information *(he sat down and waited to die, he just sat and stared).*
Organization	Lacks an appropriate focus though suggests some loose organization through paragraphing. Paragraph 3 attempts to give a *real happening* but seems unconnected to either paragraph 2 or 4.
Language Use	Uses language that is basic with little sense of voice or purpose (*a big deal*). Some sentence structures are flawed, verging on incoherence *(They talk about how we got here, and how we live today is based on the past, the past makes the future no matter who are everything you do will be for you or against you in the long run).*
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*custums* and *drary*), punctuation (*that's correct* and *For example Quequeg's*), and usage (*Their was*) most of which do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it may be somewhat stronger in conventions.	

6 or 11

I have read "The crucible", the story was written by Author Miller. " Books are the ~~barrier~~ carriers of civilization." Barbara Tuchman. What she has ~~com~~ said totally means what books are about, especially the crucible. It goes in the past and shows us what thinks were like back then the way people were treated.

John Proctor, (the one Abigail secretly Loves and then kind've stabs him in the back". and they had an affair. w/ John Proctor. being married and all.) Elizabeth Proctor- (John Proctor's (wife). They were key roles in the story. Their was a servant girl Mary Warren, that came quite fond w/ the Proctor House. she did things to help Elizabeth Proctor. Many innocent people died ~~is~~ during ~~the~~ this time period. Some were treaty w/ greatness, for others peoples stupidity for believing liars, such as Abigail Williams.

I totally agree what the statement is in the critical lens. Thats how-us- look at times back then because we had no knowledge as to what went on back then. John Proctor went through allot, but not as much emotion and ~~so~~ frightfullness. Abigail just would live w/ regret and feeling guilty and like a burden →

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around. ~~The~~

The Theme of a ~~Crusi~~ "Crucible" was witchcraft. They seen the girls dancing around a fire singing burning stuff and they had idea some girls in town where cultivating witchcraft. So they ~~Needed to a~~

In conclusion, this story showed there was no democratic say what they said goes. (Judges) and everyone had to keep there mouths shut. most of the people in the courtroom listening were the liars themselves. So how things have changed so rapidly now, it just goes to show you how ignorant people were back then. Abigail shouldn't have been w/ John Proctor anyway she was only 17. and Proctor is married anyway.

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

Quality	Commentary **The response:**
Meaning	Provides a simple interpretation of the critical lens, *(books . . . . show us what thinks were like back then the way people were treated)*, alluding to the critical lens and making superficial connections to *The Crucible (Many innocent people died during this time period. Some were treaty w/ greatness, for other people's stupidity for believing liars, such as Abigail Williams).*
Development	Develops ideas briefly by referring to various characters this treatment or feelings. The response refers to a literary element *(The Theme of a "Crucible" was witchcraft)*, but this idea is only vaguely connected to the critical lens or analysis of the text.
Organization	Suggests a focus on how books reveal the past, but lacks organization, making comprehension difficult (Paragraph 2).
Language Use	Uses language that is basic *(John Proctor, (the one Abigail secretly loves and then kind've stabs him in the back"*) with little awareness of audience or purpose. Attempts at varying sentence structure *(Abigail just would live with regret and feeling guilty and like a burden around* and *In conclusion, this story showed there was no democratic say what they said goes. (Judges) and everyone had to keep there mouths shut)* are unsuccessful.
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (*Author* and *allot*), punctuation, word omissions (*agree what*), inappropriate contractions (*w/*), grammar (*that's how us*), and usage (*Their was, like a burden around, there mouths*) that make comprehension difficult.
Conclusion:	Overall, the response best fits the criteria for Level 2 in all qualities.

6 or 11

"Books are carriers of civilization" Barbara Tuchman had once wrote and I agree that she couldn't of said it better. In Author Millers story "The Crucible" it helps interpret Barbara Tuchman statement that through books history is carried on for our knowledge today.

In Author Millers story "The Crucible" he sets the feeling of how life was lived in Salem Massechusets in the 1600's. Religion was very important and practiced on a regular basis. Thus if anyone committed a sin they were tolerated in the least and many times hung. Consequently people who were unhappy with their marriage or spouse had to remain intact, divorce or affair was unheard of.

In fact, through learning of the difficulties that were faced in the 1600's in helped individuals today.

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

Quality	Commentary **The response:**
Meaning	Provides a simple interpretation of the critical lens *(through books history is carried on for our knowledge today)*. However, the only connection between the critical lens and *The Crucible* is vague, confusing, and superficial *(In fact, through learning of the difficulties that were faced in 1600's in helped individuals today).*
Development	Develops one idea *(he sets the feeling of how life was lived in Salem Massechuet in the 1600's)*. There is no further direct evidence from the text.
Organization	Lacks an appropriate focus, but suggests some organization through paragraphing in the discussion of religion in the 1600's *(Religion was important; Thus; Consequently).*
Language Use	Uses language that is basic *(sets the feeling* and *they were tolerated in the least)*. Attempts to vary sentence structure are unsuccessful *(Consequently people who were unhappy with their marage or spouse had to remain intact, divorce or affair was unheard of).*
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (*Auther, masage*), punctuation (*Millers story* and *Salem Massachusetts*), grammar (*had… wrote* and *anyone…they*), and usage (*couldn't of, The Crucible it, in helped*) that may hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

6 or 11

The House on mango Street by Sandra Cisneros. It was book about Esperanze life on mango street how the mexican were sterotype. She was embarrased were she lived how she lived. She keeps talking about how she going to move out of the neighborhood to make a better life of herself, but she would never forget were she came from.

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

Quality	Commentary **The response:**
Meaning	Does not refer to the critical lens. The response reflects minimal analysis of *The House on Mango Street*.
Development	Provides minimal development making one point *(about esperanze life on mango street how the mexican were sterotype).*
Organization	Shows no focus, but minimal organization in the attempt to describe the plot.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1in all qualities.	

6 or 11

THE STATEMENT "BOOKS ARE THE CARRIERS OF CIVILIZATION". I AGREE ~~WITH~~ IS TRUE. THIS STATEMENT AS FAR AS HISTORY IS INVOLVED. IN THE PAST WE'VE LEARNED MANY THINGS ABOUT WHAT WENT ON AND HOW THINGS WORKED.

THE only WAY we KNOW FOR A FACT THAT THESE THINGS are TRUE ABOUT THAT TIME. THE only WAY is Physical Evidence AND WHAT is Down in WRITING. THE SAME will be FOR THE FUTURE. except they will have a little more Knowledge than writing. Everything thats written in RECORDS we learn about 'cause of these records or BOOKS.

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

Quality	Commentary **The response:**
Meaning	Provides only personal response to the critical lens. No text is chosen.
Development	Is minimal, providing no evidence of development from a text.
Organization	Suggests a focus. Paragraphing suggests some organization.
Language Use	Uses language that is basic *(In the past we've learned Many Things About what went on and How Things Worked)*. Most sentences are flawed *(This statement as far as history is involved* and *The only way we know for a fact that these things are true about that time).*
Conventions	Demonstrates emerging control, exhibiting frequent errors.
Conclusion: Though the response fits the criteria for Level 1 and 2, it remains at Level 1 because it is only a personal response.	

PRACTICE

SET

The statement "Books are carriers of civilization" by Barbra Tuchman, means to me that all books are from different parts of history or relate to things in the past. I aggree with this statement, Weither it be that in the Structure or style. Most books have a sense of history or civilization. One of the many examples of this is Shakespeare's Romeo & Juilet.

Romeo and Juilet by William Shakespeare, Carries parts of the civilization and time the play was written. One example of this is the structure of writing, Old english, "Romeo, Romeo where art thou Romeo..... and if thou art wilt not be but sworn by my love ...." (Romeo & Juilet scene 4). Wich was the way people commonly spoke in the 15 and 1600's. Courtly love was also a part in early 1600's, wich were twisted, but nonethe less portayed in Romeo & Juilet. One rule of courly love is do as your partner would do onto you. That rule is portrayed at the end in the Death scene. When Juilet awakes from her fake death to see romeo dead by her side & then she kills herself.

This style of courtship you don't see today, and there for relate to an earlier time.

In Conclusion "Books are Carriers of civilization." Barbra Tuchman. They carry insight to the past No matter where your looking for it. ~~I very much agree with the statement of Barbra Tuchman and also believe~~ Weither it be in the Structure, Style, Symbol or just the Story itself, you can look at what another life would be like or how one was

Barbara Tuchman once said, "Books are the carriers of civilization." Literature provides insight into history; culture and society come to life through written work. Books illustrate way of life capturing a certain time of the 1920's. The booming society, struggles between class levels, and the journey of self discovery are all displayed in Scott Fitzgerald's The Great Gatsby through point of view, setting, and theme.

The first person point of view allows the reader to delve into the book; this helps one understand emotions and characters. Nick is the story's narrator. By being a character in the book, he gives the reader a look at his interaction with other characters, but at the same time his own thoughts and emotions are shared with the reader. The hardships Nick faces when he moves into a new city evolve, and his own thoughts show the reader the way of life in the 1920s.

The setting of the book also provides

a window into understanding the culture and society of the era. Descriptions from the high society parties to the less expensive apartments show the gap that existed between class levels. The vivid writing develops the pressure of the 1920s.

Along with point of view and setting, theme captures the way people lived in The Great Gatsby. Appearance vs. reality is present throughout the play. Nick struggles with the theme of appearance vs. reality when chasing the woman he loves, Daisy. Daisy is married to Tom and lives in the wealthy part of town. She appears innocent and perfect to Nick; however, her innocence is not the truth. The parties Nick attends in hopes of attracting Daisy provide him with a glimpse into the real way of life for the wealthy high society of the 1920s. He witnesses the superficial attitudes of the people he meets and learns the definite divisions of class levels. Appearance vs. reality aids

in providing the reader with knowledge of the 1920s.

The Great Gatsby is a tool in grasping the culture and society of the era. This book is definitely a "carrier of civilization" through point of view, setting, and theme.

In the book To Kill a Mockingbird, [redacted] [redacted], shows how "books are the carriers of civilization. The book shows how Jem and Scat grow and become of age. The book explans how it's a carrier of civilization for many reasons. Jem and Scat are little kids that are brother and sister.

6 or 11

Barbara Tuchman once stated, "Books are the carriers of civilization." The "civilization" that Tuchman mentions is the way people live. In the past and the present also hopefully the future. People pass down books and stories of family traditions, historical events, ghost stories and myths. These books ~~pass down~~ teach us the way civilization was like in the past and how it could be in the future.

Out of the many stories William Shakespeare wrote in his life time, Hamlet passed down lessons of civilization. How we grieve over a loved ones death should not be followed by a marriage of the widow. Civilization does not accept this. Procrastination will get you in more difficult situations than intended. As in Hamlet, he does not kill his uncle at first, he tests the ghost to see if he has devilish ways to him. Hamlet has so many chances to revenge his fathers death, but he always puts it off. Until the last possible moment, when Hamlet is dying he finally completes his mission. In this process so many others die.

Barbara Tuchmans statement "Books are the carriers of civilization" is supported by

many books. Most of our civilizations are based on books of the past. We learn from our past to help us with decisions that will ~~arive~~ arrive. in our future indevors.

Since the beginning of mankind, itself, man has searched and dedicated his life for the pursuit of knowledge and truth. This knowledge, seen in the sky and in nature has established a sense of reverence and idolism of education. As Barbara Tuchman states, "Books are the carriers of civilization". An example of this is seen in The Old Man and the Sea, written by Ernest Hemmingway.

In the Old Man and the Sea, the main character, an old fisherman and elder of his villiage, faces nature at its greatest. Plagued by tempests and rain storms, dangerous sharks and starvation, he does not lose hope. He has faith in his knowledge of the sea and his survival tactics, and this keeps him alive. The quote by Barbara Tuchman is seen in this piece of literature through the morals and teachings of the story. In this case, the old man is the "carrier of civilization" in that he perseveres and does not lose hope, even in the face of adversity and certain death. Books like these give the reader a sense of courage and guidence, to live every day to its fullest and to have faith.

Although the old man, in the end of the story, loses the prize, a large fish, to nature, he gains a sense of accomplishment and self-confidence that he has relinquished and faced his fears. Through this journey the old man becomes a "carrier of civilization", teaching the readers about life and confidence and skill.

Component B – Module 4 – Practice Paper A – Level 2

Quality	Commentary **The response:**
Meaning	Provides a confused interpretation of the critical lens *(all books are from different parts of history or relate to things in the past* and *Most books have a sense of history of civilization).* The response does allude to the critical lens, making superficial connections and does little to analyze the chosen text, *Romeo and Juliet.*
Development	Develops ideas briefly, using some evidence from the text. The response supports language (Old English) as a component of civilization with examples and gives a brief description of courtly love in *Romeo and Juliet*, asserting that the *Death scene* illustrates *one rule of courly love,* that lovers must *do as your partner would do onto you.*
Organization	Suggests a focus *(Weither it be in the Structure, Style, Symbol or just the story itself, you can look at what another life would be like or how one was).* and suggests some organization *(One example of this, Courtly love was also a part* and *In conclusion).*
Language Use	Uses language that is basic *(Romeo and Juilet by William Shakespeare, carries parts of the civilization and time the play was written).* The response contains a number of sentence fragments *(When Juilet awakes from her fake dream to see romeo dead by her side & then she kills herself)* and sentence errors *(Courtly love was also a part in early 1600's, wich were twisted but nonethe less portayed in Romeo & Juilet).*
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling errors *(aggree, weither, writting, wich, there for)*, punctuation (*Shakespeares Romeo & Juliet*), capitalization (*Structure, Style, Symbol, romeo*), and usage (*do onto* and *where your looking*) that may make comprehension difficult.
Conclusion:	Overall, the response best fits the criteria for Level 2.

Component B – Module 4 – Practice Paper B – Level 3

Quality	Commentary **The response:**
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement (*Literature provides insight into history; culture and society come to life through written work*), and clearly establishes the criteria for analysis (The *booming society of the 1920's, struggles between class levels, and the journey of self discovery are all displayed*). These criteria are used to make a clear and reasonable analysis of *The Great Gatsby*.
Development	Develops ideas fully though evidence is often generalized *(The hardships Nick faces when he moves into a new city evolves, and his own thoughts show the reader the way of life in the 1920's).* Appropriate literary elements are exemplified from the text including a thorough discussion of the complex effect of *first person point of view,* a brief discussion of setting, and a longer discussion of the theme of appearance *vs. reality*. The later is slightly marred by confusion between Noah and Gatsby.
Organization	Maintains the focus established by the critical lens *(The booming society of the 1920's, struggles between class levels, and the journey of self discovery... through point of view, setting, and theme).* The response then proceeds to discuss, in order, point of view, setting, and theme, followed by a brief and insightful conclusion. Transitions between ideas are skillful *(By being a character in the book; Along with point of view and setting; however, her innocence).*
Language Use	Uses language that is appropriate with a sense of voice and evident awareness of audience and purpose *(The first person point of view allows the reader to delve into the book; this helps one understand emotions and character*). Sentence structures are varied to enhance meaning (as in paragraph 2).
Conventions	Demonstrates control of conventions, exhibiting only occasional errors. The response uses the semi-colon several times correctly, and paragraphing is clear and appropriate.
Conclusion:	Overall, the response best fits the criteria for Level 4, although it is weaker in development.

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

Quality	Commentary **The response:**
Meaning	Provides no interpretation of the critical lens, merely copying it, and making a vague statement *(The book explans how it's a carrier of civilization for many reasons)* about the chosen text *To Kill a Mockingbird.*
Development	Is minimal, providing only two brief pieces of information *(how Jem and Scout grow and become of age* and *Jem and Scout are little kids that are brother and sister).*
Organization	Shows minimal focus and organization.
Language Use	Is too minimal to assess language use.
Conventions	Is minimal making assessment of conventions unreliable.
Conclusion:	Overall, the response best fits the criteria for Level 1 in all qualities.

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

Quality	Commentary **The response:**
Meaning	Provides a simple interpretation of the critical lens by defining civilization as *(the way people live)* and a general statement *(books teach us the way civilization was like in the past and how it could be in the future).* The critical lens is alluded to in the discussion of *Hamlet* (*Hamlet passed down the lessons of civilization*).
Development	Relies primarily on plot summary except when stating that *(how we greive over a loved ones death should not be followed by a marraige of the widow. Civilization does not accept this).*
Organization	Suggests a focus. Some organization is suggested in the discussion of civilization, as well as in the plot summary of *Hamlet*
Language Use	Uses language that is (*Hamlet has so many chamnces to revenge his fathers death and Procrastination will get you in more difficult situations*). The response occasionally makes use of effective sentence structures.
Conventions	Demonstrates partial control of conventions, with frequent misspellings and punctuation errors that do not hinder comprehension that do not hinder comprehension *(marraige, storys, unkle, lesons, fallowed devilsh, finaly).*
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language and conventions.	

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

Quality	Commentary **The response:**
Meaning	Provides a vague interpretation that the critical lens has something to do with *the persuit of knowledge and truth . . . seen in the sky and nature.* The response then implies connections between this interpretation and *The Old Man and the Sea through the morals and teachings of the story.*
Development	Develops some ideas (*man vs. nature)* more fully than others (*the connection between nature and the lens*). The response uses relevant evidence from *The Old Man in the Sea* to develop conflict (*Plagued by tempests and rain storms, dangerous sharks and starvation, he does not lose hope*) though conflict and other literary elements are not mentioned.
Organization	Maintains a focus on books as carriers of civilization lessons. *The Old Man and the Sea* is discussed in logical order though internal consistency suffers when discussing the relation between the text and the critical lens (*this keeps him alive. The quote*).
Language Use	Uses language that is appropriate and occasionally precise *(a sense of reverence* and *he perseveres)*; occasionally less so (*relinquished and faced his fears* and *idolism of education*). The response varies the structure and length of sentences to enhance meaning *(the main character, an old fisherman and elder of his village, faces nature at its greatest).*
Conventions	Demonstrates control of conventions, exhibiting errors.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	