

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	6	5	4	3	2	1
	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, 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 insightful analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

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

Even a casual observer of life can recognize the truth of Edmund Burke's statement that "the greater the power, the more dangerous the abuse." Burke is undoubtedly referring to the observable fact that the more power some people attain, rightly or wrongly, the greater their potential for destructive behavior, especially toward other people around them.

This very valid idea is often an important theme in literature. Two works of literature that demonstrate the drastic effects great power can have on others are To Kill A Mockingbird, by Harper Lee, and Julius Caesar, by Shakespeare.

In To Kill A Mockingbird, we see how abuse of power exacts its toll on the innocent. Lee uses first person point-of-view, as events in the story unfold through the mind and developing character of a child, Scout Finch. Scout is a young girl who lives in the Southern town of Maycomb, Alabama, during the 1930's. It is a time of hardship for all because of the Great Depression; it is also a time of prejudice and racism for the black community. Scout's father, Atticus, has tried to raise Scout and her brother, Jem, without racial prejudice. When she is about six years old, Atticus, who is a lawyer, decides to take the case of Tom Robinson, a black man wrongly accused of raping a white woman, Mayella Ewell. Scout is, at this time, a naive child who does not yet comprehend the injustices of her society. She sees her father toil to defend Tom and comes to realize he is innocent. She witnesses the trial and recognizes most of the men on the jury as fellow townspeople. What she does not recognize is the racist attitudes of the majority

of these men, who are too afraid to go against the beliefs of their society to find Tom innocent of a white woman's accusation. Tom is unfairly found guilty by the majority of this jury, which abuses its collective legal power and acts in their own interests instead of making the morally correct decision to find Tom innocent. The ramifications are quick. Tom, depressed and dispirited by the verdict, tries to climb an eight-foot fence to escape prison, knowing full well that he would be shot. Jem, who fully realizes the injustice that has been committed by his fellow townspeople, becomes angry at the world; Scout, who is no longer innocent, struggles to make sense of her town and its people.

This theme of abuse of power and its ramifications is also portrayed in Julius Caesar through the use of characterization. After Caesar vanquishes the forces of two armies that threatened Rome, Cassius and Brutus, who actually loves Caesar, discuss their concerns about Caesar's leadership. Brutus is afraid that Caesar, after his great military victory, will have himself crowned king, thereby destroying the Roman Republic. To encourage Brutus's doubts about Caesar, Cassius describes Caesar as weak and impulsive, flattering Brutus by saying that Brutus, a Roman Senator, would make a better leader for Rome. To convince Brutus, he tells him a story about when Caesar challenged Cassius to a race across a river, during which Caesar nearly drowned. Cassius says he had to save Caesar, exemplifying Caesar's weakness and impulsiveness. Cassius uses this story to begin his manipulation of Brutus to

to convince him to join a conspiracy against Caesar. Cassius takes advantage of Brutus's Hamartia, his pride, as Brutus believes only he can save the Roman Republic. In reality, as Caesar perceptively observes upon seeing Cassius, Cassius had "a ~~lean~~ lean and hungry look." Cassius is shrewd. He does not like Caesar's power with the people and plans to destroy it so as to take some of it for himself.

Eventually, Cassius convinces Brutus to join ~~the~~ ^{the} conspiracy of men that all stab Caesar, who looks at his previously loving friend and says in disbelief, "Et tu, Brute?" These actions leave Caesar dead, his wife a widow, Caesar's adopted son Octavius enraged, and Rome in the middle of a revolution.

These two pieces of literature portray how corruption and abuse of power can lead to negative outcomes for others. Whether the source of the corrupt power is wielded by a society as in To Kill A Mockingbird, or by an individual, as in Julius Caesar, the consequences affect countless others who are often innocent victims.

Anchor Level 6 – 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 and clearly establishes the criteria for analysis (<i>the more power some people attain, rightly or wrongly, the greater their potential for destructive behavior, especially toward other people around them</i>). The response uses the criteria to make insightful analysis of <i>To Kill A Mockingbird</i> (<i>Tom is unfairly found guilty by the majority of this jury, which abuses its collective legal power and acts in their own interests instead of making the morally correct decision to find Tom innocent</i>) and <i>Julius Caesar</i> (<i>To encourage Brutus’s doubts about Caesar, Cassius describes Caesar as weak and impulsive, flattering Brutus by saying that Brutus, a Roman Senator, would make a better leader for Rome</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>To Kill A Mockingbird</i> to describe how abuse of power exacts its toll on the innocent (<i>What she does not recognize is the racist attitudes of the majority of these men, who are too afraid to go against the beliefs of their society to find Tom innocent of a white woman’s accusation</i>) and from <i>Julius Caesar</i> to explain Cassius’s abuse of power and its ramifications (<i>To convince Brutus, he tells him a story about when Caesar challenged Cassius to a race across a river, during which Caesar nearly drowned ... to begin his manipulation of Brutus</i>). The response incorporates appropriate literary elements, discussing point of view, theme and characterization.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>These two pieces of literature portray how corruption and abuse of power can lead to negative outcomes for others</i>). The response exhibits a logical and coherent structure by first interpreting and agreeing with the lens, then presenting information about <i>the drastic effects great power can have on others</i>, ending with a summary conclusion that reiterates the lens. The response makes skillful use of appropriate devices and transitions (<i>The ramifications are quick, thereby destroying the Roman Republic, Whether the source ... is wielded by a society ... or by an individual</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Scout is, at this time, a naive child who does not yet comprehend the injustices of her society and These actions leave Caesar dead, his wife a widow, Caesar’s adopted son Octavius enraged, and Rome in the middle of a revolution</i>), with a notable sense of voice and awareness of audience and purpose (<i>Lee uses first person point-of-view, as events in the story unfold through the mind and developing character of a child, Scout Finch</i>). The response varies structure and length of sentences to enhance meaning (<i>It is a time of hardship for all because of the Great Depression; it is also a time of prejudice and racism for the black community and Cassius is shrewd</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Edmund Burke once stated "the greater the power, the more dangerous the abuse." I believe Burke is referring to the fact that individuals in high positions of authority in a society often abuse their power and mistreat people subject to them. I agree with this quote and believe it is especially true when an individual has attained their power illegitimately. This idea is proven true in George Orwell's novel, Animal Farm, and William Shakespeare's play Macbeth. Through the use of characterization, the brutal and egotistical natures of both main characters, Napoleon and Macbeth, are exposed.

In the first example, Orwell's allegory, Animal Farm, uses a pig named Napoleon to represent the rise to power of the corrupt communist dictator, Joseph Stalin, during the aftermath of the Russian Revolution. The novel's main purpose is to expose the corrupt treatment of the Russian working class, represented by the animals in the novel, at the hands of the elite leaders of the Russian Communist party, represented by the pigs in the novel. For example in the beginning of the novel, Napoleon trains the farm puppies to be his vicious attack dogs. He uses them to chase his political opponent, Snowball, off the farm, so that he, himself, has complete control. At this point, Napoleon's ~~is~~ ^{tyranny} begins. He works the animals to the point of exhaustion in the fields, keeping them brainwashed with propaganda, so that they would not revolt. His selfish, egotistical nature is further shown when he takes most of the food for the pigs, leaving the other animals

with scraps. He claims that the pigs need the food more to fuel their superior brains. The ignorant animals accept this lie. Napoleon continues his abuse by cutting the hen's rations when they protest the sale of their eggs. Although the hens do not want to be exploited, Napoleon starves them until they comply with his demands, nonetheless, many hens die.

Another example of Napoleon's brutal, egotistical nature is the slaughter of Boxer, the faithful, hard-working horse. One day, Boxer injures himself on the job. Although his spirit is willing, his body is no longer able to work the fields. Napoleon sees no value in the horse's life. He only sees value in the work he does. Napoleon has a truck from the glue factory come to the farm to bring the horse to ~~the slaughterhouse~~^{slaughterhouse}, showing ~~his~~^{his} complete lack of empathy for anyone but himself.

Similar to Napoleon, Macbeth's ~~ambition~~^{powerlust} caused him to act in brutal, egotistical ways. For example, in the beginning of the play, Macbeth murders King Duncan in his sleep. Macbeth does so because three witches, in a prophecy, told him that he would become ~~king~~^{thane} of Cawdor and, eventually, King of Scotland. When the first prophecy comes true, Macbeth's ego, along with his wife's encouragement, motivates him to kill King Duncan. After becoming King, Macbeth goes on a killing spree. He kills his best friends, Banquo, murdered out of fear that another prophecy would come true: Banquo's descendants will be king. Another example of Macbeth's ego and brutality is the murder of Macduff's entire

family and servants because Macduff has ~~left~~ ^{fled} Scotland to join Malcolm, King Duncan's son and rightful heir, in raising an army against Macbeth. He longs to take his anger out on Macduff, the man foretold to defeat Macbeth. Since he cannot murder Macduff himself, Macbeth releases his wrath on Macduff's family. Similar to Napoleon, Macbeth's unchecked power and ego enables him to unleash brutal consequences on those around him.

As stated by Edmund Burke, "the greater the power, the more dangerous the abuse." This quote is proven true in Animal Farm and Macbeth. Both main characters acquire power and then become selfish and despicable, abusing and murdering others in their immoral ~~quest~~ ^{quest} to maintain that power.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis, stating that <i>individuals in high positions of authority in a society often abuse their power and mistreat people subject to them ... especially true when an individual has attained their power illegitimately</i>. The response uses the criteria to make insightful analysis of George Orwell’s <i>Animal Farm</i> (<i>The novel’s main purpose is to expose the unjust treatment of the Russian working class ... at the hands of the elite leaders of the Russian Communist party</i>) and of Shakespeare’s <i>Macbeth</i> (<i>Similar to Napoleon, Macbeth’s unchecked power and ego enables him to unleash brutal consequences on those around him</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>Animal Farm</i> to support a discussion of <i>Napoleon’s tyranny</i> (<i>he trains the farm puppies to be his vicious attack dogs ... to chase his political opponent, Snowball, off the farm; He works the animals to the point of exhaustion; he takes most of the food for the pigs, leaving the other animals with scraps</i>) and from <i>Macbeth</i> to support a discussion of <i>Macbeth’s powerlust</i> (<i>Macbeth murders King Duncan; He kills his best friend, Banquo; Macbeth murders Macduff’s entire family and servants</i>). Appropriate literary elements of characterization and allegory are integrated into the discussion of both texts.</p>
Organization	<p>Maintains the focus established by the critical lens on <i>characters who acquire power and then become selfish and despicable ... in their immoral quest to maintain that power</i>. The response exhibits a logical and coherent structure, first stating, interpreting, and agreeing with the lens, moving to examples of abuses of power and resultant consequences for each work, followed by a conclusion that refocuses on the lens. Transitions are skillfully used (<i>This idea is proven true; so that he, himself, has complete control; Similar to Napoleon</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>In the first example, Orwell’s allegory, <u>Animal Farm</u>, uses a pig named Napoleon to represent the rise to power of the corrupt communist dictator, Joseph Stalin, during the aftermath of the Russian Revolution</i>), with a notable sense of voice (<i>He longs to take his anger out on Macduff, the man foretold to defeat Macbeth</i>) and awareness of audience and purpose (<i>Through the use of characterization, the brutal and egotistical natures of both main characters ... are exposed</i>). The response varies structure and length of sentences to enhance meaning (<i>Although the hens do not want to be exploited, Napoleon starves them until they comply with his demands; nonetheless, many hens die</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>referring</i> and <i>illegitimately</i>) and grammar (<i>an individual ... their</i> and <i>power and ego enables</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Edmund Burke once said "... the greater the power, the more dangerous the abuse."

Although this statement may be applicable in certain situations, I disagree with it because frequently one who may be characterized as weak and lacking in power over anything other than personal decisions has the potential to cause strong and negative hardships on others. Also, one's power does not dictate the severity of the "abuse" which they produce. In both Edith Wharton's novel, Ethan Frome, and Tennessee Williams' play The Glass Menagerie, the protagonists, Ethan and Tom, lack power, but produce, through weak decisions, negative results on the lives of their families.

Ethan Frome is set in the cold, desolate town of Starkfield, home to Ethan, his wife, Zeena, and her cousin, Mattie. Ethan can be characterized as weak because of his inability to accept and to face the results and consequences of the decisions he makes, including his own marriage. Although it was not what he truly desired, driven by his loneliness after his mother's death, he asks Zeena to marry him. This decision resulted in extreme unhappiness for Ethan as Zeena is old, unattractive and quarrellsome. ¶ With the introduction of

Mattie Silver, Zeena's cousin, Ethan begins to fall in love. However, Ethan's marriage prohibits his pursuit, bestowing upon him the realization that as long as he remains with Zeena, he will never be able to be with Mattie. This promotes the couple's decision to commit suicide together. The immorality of Ethan's decision shows his true weakness, as he does not acknowledge his wrongdoing because of his insatiable desire for love. Ethan and Mattie enter the sleigh, putting their plan into action. Suddenly Ethan becomes blinded by his guilt and is overwhelmed and unable to accept the consequences of his own decision. All he can envision is Zeena's face as he swerves, crashing into a tree and leaving both himself and Mattie handicapped. Zeena must now care for them both. Ethan's weakness and inability to suppress his emotions lead to an extreme negative impact on his wife as she must now care for not only the man who betrayed her, but the woman he loves. Although Ethan lacks power over anything other than himself and his own decisions, he is still able to inflict abuse upon Zeena through his actions and poor decisions.

In The Glass Menagerie, Tom

Wingfield, along with his mother, Amanda, and sister, Laura, are struggling because of the absence of their father. Under these circumstances, Tom has become the man of the house, leaving him to provide an income for his family. Because he cannot endure the dull and unchanging routine that his life has become, he is desperate to satisfy his desire for adventure and experience. Tom's weakness is seen through his selfishness, as he often places his own desires above the needs of the family whom he dutifully supports.

Ultimately, Tom decides to abandon his family in order to pursue his desires, but is never able to truly escape the life that he loathed as he is haunted by the guilt of leaving Laura. His lack of power over his own mind shows his emotional weakness, and it is his unsuppressed guilt that prevents his true escape. Tom's lack of power leads to the "abuse" ~~which~~ he inflicts upon Amanda and Laura. It is not physical, but through his selfish desire to pursue adventure, he harms them both mentally and financially.

In both Ethan Frome and The Glass Menagerie, Edmund Burke's quotation is proven to be false as both Tom and

Ethan are emotionally weak. They are characters who make poor decisions, which have extreme negative impacts on their families. Both Ethan and Tom lack power or control over anyone other than themselves and in many instances they lack power to control their own emotions. Their true weakness is shown in their inability to realize or to cope with the results of their own actions. They inflict their abuse through the unfortunate consequences that result from their irrational decisions.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis by disagreeing with it (<i>I disagree with it because frequently one who may be characterized as weak and lacking in power ... has the potential to cause strong and negative hardships on others</i>). The response uses the criteria to make an insightful analysis of <i>Ethan Frome</i> (<i>Although Ethan lacks power over anything other than himself and his own decisions, he is still able to inflict abuse upon Zeena through his actions and poor decisions</i>) and <i>The Glass Menagerie</i> (<i>Tom's lack of power leads to the "abuse" he inflicts upon Amanda and Laura</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence to discuss how <i>the protagonists ... lack power, but produce, through weak decisions, negative results on the lives of their families</i>. The response discusses how <i>Ethan can be characterized as weak because of his inability to accept and to face the results and consequences of the decisions he makes, including his own marriage and how Tom's weakness is seen ... as he often places his own desires above the needs of the family whom he dutifully supports</i>. The appropriate use of the literary elements of setting in <i>Ethan Frome</i> (<i>the cold, desolate town of Starkfield</i>) and internal conflict in both works (<i>Ethan becomes blinded by his guilt and it is his unsuppressed guilt</i>) help to further enhance the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens on characters who are <i>emotionally weak and make poor decisions, which have extreme negative impacts on their families</i>. The response exhibits a logical sequence of ideas by first disagreeing with the critical lens, then presenting the situations faced by the characters in each work that lead to <i>their irrational decisions</i>, that translated into a form of abuse of family members, and concluding with a summation. Transitions are appropriately used (<i>Although it was not, This decision resulted, Under these circumstances, Ultimately</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>one's power does not dictate the severity and never able to truly escape the life that he loathed as he is haunted by the guilt</i>), with evident awareness of audience and purpose (<i>Edmund Burke's quotation is proven to be false</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>However, Ethan's marriage prohibits his pursuit, bestowing upon him the realization that as long as he remains with Zeena, he will never be able to be with Mattie</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>quarrellsome</i> and <i>acknowledge</i>) and punctuation (<i>Suddenly Ethan and and in many instances they</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning.</p>	

Edmund Burke once said, "... the greater the power the more dangerous the abuse". In other words, when a person is given a great amount of power, it is much easier for them to use it. Sometimes people abuse this power and use it for the wrong reasons, hurting the people around them. Both Macbeth and Victor Frankenstein obtain a ~~very~~ vast amount of power and control over others. As they grow in greed and arrogance, they use this power to inflict harm. In Macbeth by William ~~Shakespeare~~ Shakespeare and Frankenstein by Mary Shelley, the two main characters have power, which they use to ~~inflict~~ inflict pain on the person or people they control. In both instances their hunger and overuse of this power leads to their downfall.

In Macbeth by William Shakespeare, Macbeth is told that he would one day be king of Scotland. In order to achieve this, he does immoral things, including ~~the~~ ^{the} killing of the previous king. However, he is eventually given the title. Using characterization, it is made clear that Macbeth's greed and hunger for control lead him to abuse his power as king. In those times, a king was a monarch; he had full control over almost everyone and everything, no questions asked. This control should be used in a positive manner, but in Macbeth's case, it isn't. For example,

~~When~~ he orders ~~the~~ the killing of Banquo and his son Fleance. When hearing that Banquo's son ~~was~~ a threat to Macbeth's title, he orders ~~him~~ killed, even though ~~they~~ ~~are~~ ~~innocent~~. Macbeth's desire to contain his power drives him to have innocents slain. Another example is with Macduff's family. Macbeth also is told in prophecy that he only has to fear Macduff. So, he orders his knights to execute all women, children and servants in Macduff's castle, when he is away. In doing this Macbeth is fully abusing his great power by using it to end lives of people who have done him no wrongs.

In Frankenstein by Mary Shelley, Victor Frankenstein, too, is given a large amount of power, which he only uses negatively. Unlike Macbeth, this power is not over a kingdom, but over a "creature". Victor is a scientist whose main goal is to create life. By use of characterization it is evident that ~~Victor's~~ ^{Victor's} arrogance leads him to use his power of creation to create a monster. Victor wants the creature to be powerful and strong, so he gives him all the biggest and "best" features. By doing so he makes the creature look unapproachable and one that everyone fears. He has the power, essentially, to make someone, but due to his arrogance and want

For success in the scientific world, he makes a monster. Victor does not only hurt the monster by allowing him to feel unloved and isolated, he also hurts many of his loved ones. Since the creature is so large, ~~and~~ strong, and, of course, full of vengeance against Victor, it kills many people close to Victor, including his love Elizabeth.

→ In both the novel Frankenstein by Mary Shelley and the play Macbeth by William Shakespeare, Macbeth and Dr. Frankenstein abuse the power they obtain and harm others. Although Macbeth rules a kingdom and Frankenstein ~~express~~ an experiment, their greed and arrogance lead them to make poor decisions, which only have negative outcomes for themselves and the people around them.

Edmund Burke once said, "...the greater the power, the more dangerous the abuse". This means that the more power a person is given, the more harm they can inflict with it.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>Sometimes people abuse this power and use it for the wrong reasons, hurting the people around them</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>Macbeth’s greed and hunger for control lead him to abuse his power as king</i>) and <i>Frankenstein</i> (<i>Victor Frankenstein, too, is given a large amount of power, which he only uses negativley</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>Macbeth</i> to explain the <i>immoral things</i> Macbeth does (<i>When hearing that Banquo’s son was a threat to Macbeth’s title, he orders him killed, even though he is innocent and he orders his knights to execute all women, children and servants in Macduff’s castle</i>) and from <i>Frankenstein</i> to explain <i>Victor’s arrogance</i> (<i>he uses his power ... to create a monster and he gives him all the biggest and “best” features so that the creature looks unapproachable</i>). The response incorporates a discussion of characterization for both texts.</p>
Organization	<p>Maintains the focus established by the critical lens, on the idea that <i>the more power a person is given, the more harm they can inflict with it</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens and agreeing with it, then presenting evidence from each text to support the interpretation, and concluding with a conclusion that restates the lens and its interpretation. The response uses appropriate transitions (<i>In other words, However, For example</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Although Macbeth rules a kingdom and Frankenstein an experiment, their greed and arrogance lead them to make poor decisions, which only have negative outcomes for themselves and the people around them</i>), with evident awareness of audience and purpose (<i>In both the novel ... and the play ... Macbeth and Dr. Frankenstein abuse the power they obtain and harm others</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>As they grow in greed and arrogance, they use this power to inflict harm</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>Shakespere</i> and <i>negativley</i>) and punctuation (<i>asked this and castle, when</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

The more power given to a single person or to a group ^{often} results in destruction and abuse for those without that power. Edmund Burke once said ".... the greater the power the more dangerous the abuse". This quote is valid. The quote explains that the more power someone or a group is given, the more harm they can cause. Two novels that help prove this quote to be true are Night by Elie Wiesel and To Kill a Mockingbird. Night is a memoir about the Holocaust and Elie Wiesel's personal experience, while To Kill a Mockingbird is about a man and his family who go against the ideas and beliefs of their ^{area's} southern town.

In Night, the protagonist Elie is taken from his family and home several times. ~~First~~ They were first crowded into the ghettos by their own Hungarian police and then moved to the concentration camp. ~~But~~ In the memoir Elie shares several atrocities that he witnessed, one being a young boy, Pipel, being hung. This changes Elie's views, ~~and~~ he once had been a very religious boy, ^{at the age of 12} he wanted to study the Talmud. ^{this act makes him doubt God.} The German officers had the power to ~~commit~~ ^{and used it in a harmful way,} commit these atrocities ~~because they had the power to~~. Another example of how this power resulted in abuse of the Jews is how they were treated ^{the Jews} like animals. They had been put in cattle cars, 80 people each, ^{with} and only a barred window. They also had been forced to run several miles, and if they were not able to

Keep up, they were threatened to be shot like dogs. While in cattle cars, workmen had also thrown food^(bread) at them and watched the ~~people~~ Jews fight each other for pieces of ~~bread~~^{bread}. As one can see, because the Germans had the power to commit such vulgar acts, people were abused and, as a result, ~~subsequently~~^{an unnecessary amount} died. Another factor that is important to the book and the quote is the setting. If ~~Elie~~ Elie had not been in Germany, he would never have seen such acts, and if it ~~had~~^{would} been another country, more ~~different~~ actions from others might have been made.

Another book that helps this quote to ^{proved} better is To Kill a Mockingbird. In this novel Atticus Finch, a lawyer, makes the decision to defend Robinson, an African American man, in his case. The setting is in a small town in Alabama during the times of segregation. This is important because the white men had been given the power, and they did what they pleased. Robinson was ^{fairly} accused of raping a white woman. The man who had accused Robinson had used his power and status to convict Robinson and also harass Atticus Finch and his family for Atticus' decision to defend Robinson. One example of this is when the antagonist, the man that accused Robinson, went after Atticus Finch's children, Scout and Jem. The children had been saved by Boo Radley, who was an outcast and caused many

questions and stories. Atticus had not only been brave for defending Robinson, but he also taught his children not to judge anyone, ~~that way~~. Toward the end of the novel after Robinson had been found guilty and put in jail, he tried to sneak out and was shot. This is ^{symbolic} ~~sympathetic~~ because Robinson had been innocent, and when one character said it's like the death of songbirds, he refers to the innocence of Robinson. As one can see, because of the power that the white men had in the town, it caused not only death, but also the harassment of those who tried to help the innocent.

In conclusion, this quote by Edmund Burke, "...the greater the power the more dangerous the abuse," is valid. These two novels and those both their protagonists and antagonists help prove it to be true. In both, the antagonists were given power, and they then abused that power, resulting in harm and killing of innocent people.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a thoughtful interpretation of the “critical lens” that clearly establishes the criteria for analysis, stating that <i>the more power given to a single person or to a group often results in destruction and abuse for those without that power</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Night</i> (<i>because the Germans had the power to commit such vulgar acts, people were abused and, as a result, an unimaginably amount died</i>) and <i>To Kill A Mockingbird</i> (<i>because of the power that the white men had in the town, it caused not only death, but also the harrasement of those who tried to help the innocent</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to support a discussion about the abuse of power. In <i>Night</i>, the Jews were treated <i>like animals</i> (<i>They had been put in cattle cars, 80 people each, with only a barred window and they were threatned to be shot like dogs</i>) and <i>To Kill A Mockingbird</i> (<i>a man and his family ... go against the ideas ... of their racist southern town and the antagonist used his power and status to convict Robinson and also harrass Atticus Finch and his family</i>). The response uses appropriate literary devices, referencing setting in the discussion of <i>Night</i> and setting and symbolism in the discussion of <i>To Kill a Mockingbird</i>.</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>the more power someone or a group is given, the more harm they can cause</i>. The response exhibits a logical sequence of ideas by first interpreting and agreeing with the critical lens, then presenting situations from each text that show how power created abuse and death, ending with a summary conclusion. The response uses appropriate transitions (<i>Another example, As one can see, In conclusion</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>They were first coralled into the ghettos by their own Hungarian police and then moved to the concentration camp and Atticus had not only been brave for defending Robinson, but he also taught his children not to judge anyone</i>), with evident awareness of audience and purpose (<i>These two novels and both their protagonists and antagonists help prove the quote to be true</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>In the memoir Elie shares several atrocities that he witnessed, one being a young boy, Pipel, being hung</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>coralled, threatned, falsly, accused, harrasement</i>), punctuation (<i>abuse”, This; the protagonist Elie is; he wanted to study ... this act makes him; Finch’es</i>), capitalization (<i>cabbala</i>), and usage (<i>an unimaginably amount and quote to be proved</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

"... the greater the power, the more dangerous the abuse" was once said by Edmund Burke. This means that if there is more power or authority, the potential for greater abuse of the power becomes more evident.

I do not agree with this quote because sometimes people who appear to be powerless, can prove to be even more powerful than the authority trying to control them. Two books that I have read that prove Edmund Burke's quote is not true are One Flew Over the Cuckoo's Nest by Ken Kesey and The Crucible by Arthur Miller.

One Flew Over the Cuckoo's Nest takes place in a mental institution. Nurse Ratchet was the head nurse of the ward and she made the patients life miserable. She makes them get up early and follow a strict morning schedual whether they want to or not. She dictates thair every move including what and when they can whatch or listen to on the television and radio. Nurse Ratchet abuses her power to make life easier for herself and punishes the patients when they complain or refuse to do what she asks by denying them priviledges or giving them pills or electroschock. A conflict develops when McMurphy is sent to her ward instead of prison. McMurphy doesn't like how she treats him or the other patients. He challenges her authority so he and the others can whatch the World Series and when she punishes

them by turning off the TV, he gets them all joining in with a "pretend" watch. He arranges for the patients to go fishing and gets them to start to think for themselves, though there are some bad things that happen, such as Billy's suicide. Even though McMurphy gets a lobotomy and is like a vegetable after attacking Nurse Ratchet, McMurphy still wins. Nurse Ratchet is left much less powerful and abusive and the patient. Chief Broom^{whom} ~~he~~ had become best friends with, breaks out to go and "live" rather than keep pretending to be deaf and dumb.

In The Crucible Abigail Williams and her friends seem to have power over everyone in the Puritan town of Salem, Massachusetts in the 1600s. After getting caught in the woods dancing, in order to save themselves, they started blaming others in the town, saying they had put spells on them and that these townspeople were the real witches. They were so convincing that they soon became part of the court system which put them in a powerful position. Abigail tried to ~~win the case~~ get back John Proctor, a man she had an affair with, and accused his wife of witchcraft. To protect his wife, John lied to the court and was sentenced to death unless he admitted to being a witch. John wouldn't give in to the evil of the court. Even though he was killed, John left his family with a good name and let

Everyone know Abigail was a harlot. This caused a lot of people who respected John questioning their leaders and Abigail's actions, which drove Abigail out of town.

As you can see, the quote "... the greater the power, the more dangerous the abuse" isn't always true. Some times the abuse is not so great because it gets destroyed by people who are thought to be less powerful. McMurphy in One Flew Over the Cuckoo's Nest and John Proctor in The Crucible both prove this true. In each of these books, those in power, Nurse Ratchet and Abigail, went too far with their power and abuse which led to better situations overall and made them less dangerous.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>This means that if there is more power or authority, the potential for greater abuse of the power becomes more evident</i>) and then disagreeing with it (<i>I do not agree with this quote because sometimes people who appear to be powerless, can prove to be even more powerful than the authority trying to control them</i>). The response makes implicit connections between the criteria and <i>One Flew Over the Cuckoo’s Nest</i> (<i>Even though McMurphy gets a lobotomy and is like a vegetable after attacking Nurse Ratchet, McMurphy still wins</i>) and <i>The Crucible</i> (<i>Even though he was killed, John left his family with a good name and let everyone know Abigail was a harlot</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to show how the setting of <i>One Flew Over the Cuckoo’s Nest</i> (<i>takes place in a mental institution</i>) and of <i>The Crucible</i> (<i>the Puritan town of Salem, Massachusetts in the 1600s</i>) influences the central conflict in each text (<i>A conflict develops when McMurphy is sent to her ward instead of prison ... He challenges her authority and After getting caught in the woods dancing, in order to save themselves, they started blaming others in the town, saying they ... were the real witches</i>). The response incorporates appropriate use of literary elements from both texts.</p>
Organization	<p>Maintains a clear and appropriate focus (<i>In each of these books, those in power, Nurse Ratchet and Abigail, went too far with their power and abuse which led to better situations overall and made them less dangerous</i>). The response exhibits a logical sequence of ideas, first interpreting and disagreeing with the lens, then presenting separate paragraphs from each work to demonstrate how the abuse by those in power led to their downfall and to a better situation overall, and concluding with a summation. Internal consistency is somewhat weakened by a lack of transitions in the two supporting paragraphs.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>As you can see, the quote ... isn’t always true</i>). The response occasionally makes effective use of sentence structure and length (<i>They were so convincing that they soon became part of the court system which put them in a powerful position</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>schedual, whatch, priviledges</i>), punctuation and grammar (<i>patients life</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development.</p>	

Power is hard to come by, when one has an opportunity to become more powerful, one rarely declines. Power is usually allocated amongst a few smart individuals that check each other to prevent corruption. The quote "... the greater the power, the more the abuse." Stated by Edmund Burke means that when one individual dominates all the power, that power is inevitably going to be abused. I agree with this statement because it has been proved throughout history. ~~And~~ this quote is shown in Macbeth, the play by William Shakespeare and in William Golding's novel, Lord of the Flies.

In William Shakespeare's play Macbeth, the protagonist, Macbeth transforms from a noble thane to an evil king. The play begins as the noble Macbeth decapitates an enemy in battle, proving his loyalty to Scotland and King Duncan. Macbeth is awarded Thane of Cawdor for his actions and is honored. Led by a evil witches' prophecy for his future as King of Scotland, he becomes obsessed and determined to fulfill his "destiny". Once loyal to his king, Macbeth murders the innocent King Duncan to obtain his goal. As king, Macbeth is ruthless. The power he attained transformed him into an evil man.

In William Golding's novel, the Lord of the Flies, the antagonist Jack Merridew

abuses his power. JACK forced his way into leadership, similar to a dictator. JACK's strength and his ability to make others fear him is what gave him the ability to rise to leadership. JACK also promised and delivered exactly what the boys wanted—food and fun. Once JACK attained complete control over majority of the boys, he was able to manipulate them into killing not just pigs, humans as well. JACK's abuse of power and poor leadership led to the deaths of two boys on the island.

In both *Macbeth* and *Lord of the Flies* the abuse of power leads to deaths of innocent lives. Both works clearly demonstrate how power in the wrong hands leads to destruction.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>when one individual dominates all the power, that power is inevitably going to be abused</i>). The response makes implicit connections between the criteria and <i>Macbeth</i> (<i>The power he attained transformed him into an evil man</i>) and <i>Lord of the Flies</i> (<i>Jack’s abuse of power and poor leadership led to the deaths of two boys on the island</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Macbeth</i> (<i>Once loyal to his king, Macbeth murders the innocent King Duncan to obtain his goal</i>) and <i>Lord of the Flies</i> (<i>Once Jack attained complete control over majority of the boys, he was able to manipulate them into killing not just pigs, humans as well</i>). The literary element of characterization is alluded to in both texts (<i>the protagonist, Macbeth transforms from a noble thane to an evil king and the antagonist Jack Merridew abuses his power</i>), but is not specifically developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the claim that <i>power in the wrong hands leads to destruction</i>. The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, then presenting separate paragraphs for each work to support the interpretation, ending with a summary conclusion. Internal consistency is weakened in the discussion of <i>Macbeth</i> by the focus on Macbeth’s rise to power rather than the <i>destruction</i> that ensues once his powerful position is attained.</p>
Language Use	<p>Uses language that is appropriate, with some awareness of audience and purpose (<i>Power is usually allocated amongst a few smart individuals that check each other to prevent corruption</i>), although at times inexact (<i>the more the abuse; over majority of; pigs, humans as well</i>). The response occasionally makes effective use of sentence structure and length (<i>The play begins as the noble Macbeth decapitates an enemy in battle, proving his loyalty to Scotland and King Duncan</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>oppurtunity</i> and <i>transfonmed</i>), punctuation (<i>abuse.” Stated by Edmund Burke means; the protagonist, Macbeth transforms; “destiny”.; death’s of innocent lives</i>), capitalization (<i>history. this</i>), and grammar (<i>has been proved; Macbeth is ruthless. The power he attained transformed him; antagonist Jack Merridew abuses his power. Jack forced his way</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Edmund Burke "the greater the power, the more dangerous the abuse", I disagree with this quote.

Many times people with a lot of power use that power to good. This is true in the novels; "Pride And Prejudice" by Jane Austen and "Les Miserable" by Victor Hugo. Mr. Darcy and Jean Valjean use his powers for good.

In Jane Austen novel, Mr. Darcy is characterized as proud and pompous. Elizabeth Bennet the main female character wants nothing to do with him and his money. She is nothing like him she is kind and has no money and no power, especially being a woman in the early 1800s. Mr. Darcy through does not use his power to abuse the Bennets he actually helps them a lot. He is not what Elizabeth first thought about him. While trying to win Elizabeth's love Mr Darcy helps bring back Elizabeth's younger sister who has ran away with a con-man officer. Elizabeth also learns that Mr. Darcy is generous to his own sister. Elizabeth learns he is a man who is also kind and compassionate and even though he is powerful, he does not abuse his power. His money and power does not control his personality. Which is the opposite of Burke's statement.

In Victor Hugo's "Les Miserable" the author shows how Jean Valjean does not misuses his great power by abusing others. Instead he creates jobs and raise a little orphan girl. The novel ^{taking} place during

a 1700 revolution in France, which was a time of much abuse of power. Many rich people abused the poor people until the poor people revolted. There was lots of corruption in the government. Power does not automatically mean abuse. There are a lot of examples of people who use their power to help others. Mr. Darcy and Jean Valjean are two good examples that prove Edmund Burke wrong.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>Many times people with a lot of power use that power to good</i>). The response makes implicit connections between <i>Pride and Prejudice</i> (<i>Mr. Darcy through does not use his power to abuse the Bennets</i>) and <i>Les Miserables</i> (<i>Jean Valjean does not misues his great power by abusing others</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>Pride and Prejudice</i> to discuss how, despite his <i>proud and pompus</i> characterization, <i>Mr. Darcy is also kind and compassionate and even though he is powerful, he does not abuse his power and he actually helps the Bennets bring back Elizabeth's younger sister</i> . The discussion of <i>Les Miserables</i> is less developed stating only that <i>Jean Valjean creates jobs and raise a little orphan girl</i> . The response uses the appropriate literary device of setting to help further the discussion.
Organization	Maintains a clear and appropriate focus on the idea that <i>Power does not automaticly mean abuse</i> . The response exhibits a logical sequence of ideas, first stating and disagreeing with the lens, then moving to a discussion of each work, and finally ending with a summary conclusion. Internal consistency is weakened by general statements in the discussion of <i>Les Miserables</i> (<i>Many rich people abused the poor people until the poor people revolted</i>) that shift the focus from the character of Jean Valjean to a commentary on the political characteristics of the time.
Language Use	Relies on basic vocabulary (<i>con-man officier and lots of corruption</i>) that is sometimes imprecise (<i>use that power to good and through for "though"</i>), with little awareness of audience and purpose (<i>Elizabeth ... wants nothing to do with him and his money</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Which is the opposite of Burke's statement</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>charactized, pompus, especilly, misues</i>), punctuation (<i>"Pride And Prejudice", In Jane Austen novel, Bennets he</i>), and grammar (<i>Mr. Darcy and Jean Valjean use his, has ran away, creates jobs and raise</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	