

"The greater the power, the more dangerous the abuse"-Edmund Burke. I do not believe this quote is always true because even though a certain social standing in a society can give a person power, that situation does not guarantee a person will use his power to abuse others. Often, people use their power to help. In "The Scarlet Letter" by Hawthorne, the Reverend ignores his status to help another person.

The Reverend is characterized as minister in a Puritan society who is struggling over his sin of adultery with a woman, Hester. The Reverend does not want to hurt the Puritan's faith in their minister by confessing his sin. He also does not want to destroy his own reputation, he is guilty of a very serious sin. He has to decide - use his status to continue his silence; or confess and share the terrible consequences of his action. Finally when he sees how horrible Hester is treated and he sees how much courage she has, he abandons his status, he admits his sin. He does not let his power in the community to silence him. He could not let her continue to suffer alone.

Some people with power and prestige abuse others. Many do not. The Reverend could not continue to let Hester suffer alone. He used his position of power and prestige to bring justice to a suffering community.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis by disagreeing with it (<i>even though a certain social standing in a society can give a person power, that situation does not guarantee a person will use this power to abuse others</i>). The response makes implicit connections between the criteria and <i>The Scarlet Letter</i> (<i>the Reverend ignores his status to help another person</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>The Scarlet Letter</i> (<i>Finally when he sees how horrible Hester is treated and he sees how much courage she has, he abandons his status, he admits his sin</i>). The response makes reference to characterization in <i>The Scarlet Letter</i> (<i>The Reverend is characterized as minister in a Puritan society who is struggling over his sin of adultery with a woman, Hester</i>) but does not refer to a second text.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>some people with power and prestige abuse others. Many do not</i>. The response exhibits a logical sequence of ideas, first interpreting the lens, then discussing the reverend’s dilemma of how to use his power (<i>He has to decide – use his status to continue his silence; or confess and share the terrible consequences of his action</i>), and concluding with a paraphrase of the initial established criterion, but lacks consistency by stating in the introduction that <i>the Reverend ignores his status</i>, and stating elsewhere that <i>he used his position in order to help Hester</i>.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>He used his position of power and prestige to bring justice to a suffering community</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>He also does not want to destroy his own reputation, he is guilty of a very serious sin</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>“The Scarlet Letter”</i>; <i>the Puritan’s faith in their minister; his status, he admits</i>) and grammar (<i>how horrible Hester is treated and the community to silence him</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4. However, since the response addresses only one text, it can be scored no higher than a 3.</p>	

This quote is stating that the more control someone has over something the more harm you can cause. Both books *Of Mice and Men* by John Steinbeck and *Othello* by William Shakespeare support this quote. I agree with this quote, because a very powerful person could easily abuse the power that they are given.

In *Of Mice and Men* by John Steinbeck the author uses the literary device of man vs. man to show this idea. Lennie was a large, strong man with a mental disability who was taken care of by a man named George. Lennie would get in trouble and not understand what he did wrong so when he got to the ranch and the boss's son Curley started picking on him, Lennie had no power. Curley had all the power because he was the boss's son and could get Lennie fired if he wanted to because Lennie was afraid of not getting his rabbits if he got fired. Curley held all the power and could treat Lennie really bad.

In *Othello* by William Shakespeare the author uses the example of the power given to Iago. Iago wanted to be a lieutenant but when he does not get this job he is angry and wants revenge on Othello. When everyone gets mad about Othello secretly marrying Desdemona and accuses him of getting her through witchcraft, Iago keeps his hatred secret so he can manipulate him more. He was a very selfish person. He knew getting close enough to Othello meant he can manipulate his life without Othello knowing. This power let him destroy a lot of people's lives.

In both of these novels, the idea of corrupt power existed, which was a great example of the

quote provided. Both of the characters mentioned used their power for the wrong purpose and corrupted the lives of others through this. Once you give someone too much power you never know what they are capable of.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>the more control someone has over something the more harm you can cause</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>the bosses son Curley started picking on him ... Curley had all the power</i>) and <i>Othello</i> (<i>This power let Iago destroy a lot of peoples lives</i>).
Development	Develops ideas briefly, using some evidence from both <i>Of Mice and Men</i> (<i>Curley ... was the bosses son and could get Lennie fired if he wanted to</i>) and <i>Othello</i> (<i>Iago wanted to be a liettenant ... he is angry and wants revenge and Iago keeps his hatred secret so he can manipulate him more</i>). The response relies primarily on plot summary.
Organization	Establishes, but fails to maintain, an appropriate focus. The response introduces and concludes with the concept of the <i>abuse of the power</i> that is <i>given</i> to someone, but the discussions of <i>Of Mice and Men</i> and of <i>Othello</i> shift the focus to powers that are already possessed. The response exhibits a rudimentary structure of an introduction, a body paragraph for each selected text, and a conclusion.
Language Use	Relies on basic vocabulary (<i>devise</i> for “device” and <i>lifes</i> for “lives”), with little awareness of audience or purpose (<i>Curley ... could treat Lennie really bad and getting her through Whichcraft</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Curley had all the power ... and could get Lennie fired ... Lennie was afraid of not getting his rabbits ... Curley ... could treat Lennie really bad</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>mentle, liettenant, whichcraft</i>), punctuation (<i>something the more; quote, because; bosses</i>), grammar (<i>a very powerful person ... they and He knew ... he can</i>), and usage (<i>Both of the characters mentioned</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

In the quote "The greater the power, the more dangerous the abuse," means a lot of people who have great power abuse it, and do terrible things. I agree with this quote. This quote relates to the play "The Crucible" and the novel "Night" in many ways.

In the Crucible the quote "The greater the power, the more dangerous the abuse," relates to the ~~crucible~~ Crucible in many different ways. One way is Abby (the antagonist) in the ~~story~~ play had an affair with John Proctor, and John Proctor ended the affair, because of his wife, Abby doesn't care with it and doesn't care for Elizabeth because of it. Her and all the girls have the power to convict people of being witches. So they convict John Proctor's wife Elizabeth. By having so much power they get the power to kill John and his wife. In the novel Night The Germans and Hitler ruled over the Jews. They had so much power that the ~~crucible~~ Germans killed so many Jewish people, also they put so

many threw to light. ~~the~~
 all in all that is how
 the quote "The greater the
 power, the more dangerous the
 abuse". relates to both the
 Curceible & Night in many
 different ways.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis, stating that <i>alot of people who have great power abuse it, and do terrible things</i> . The response makes superficial connections between the criteria and <i>The Crucible</i> (<i>Abby doesnt agree with it and doesnt care for elizabeth because of it</i>) and <i>Night</i> (<i>They had so much power that the Germans killed so many Jewish people</i>).
Development	Develops ideas briefly, using some evidence from <i>The Crucible</i> [<i>abby (The antagonist) in the play had an affair with john proctor and the girls have the power to convict people of being witches</i>]. The response relies primarily on brief plot summaries and provides few specifics from <i>Night</i> .
Organization	Establishes, but fails to maintain, an appropriate focus on the quote and how it relates to both texts <i>in many different ways</i> . The response exhibits a rudimentary structure, first introducing and interpreting the lens and agreeing with the interpretation, followed by a paragraph which combines a discussion of both texts, and concluding with one-sentence that suggests an agreement with the quote.
Language Use	Relies on basic vocabulary (<i>do terrible things</i> and <i>threw</i> for "through"), with little awareness of audience or purpose (<i>curceible & night</i>). The response exhibits some attempt to vary sentence structure or length for an effect, but with uneven success.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Curceible</i> and <i>tourte</i>), punctuation (<i>abuse."</i> means; " <i>Night</i> "; <i>doesnt</i> ; <i>proctors</i> ; <i>wife elizabeth</i>), and capitalization (<i>Dangerous</i> and <i>elizabeth</i>) that sometimes make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

The stronger an individual is a broader range of control. I agree with this quote because often times leaders are mentors have the authority to stretch their powers. So what they verbally or physically present to you has a greater affect on you.

In the novel ~~Of Mice and Men~~ Of mice and man by John Steinbeck Two men George and Lenny had to travel to find work taken place during the time of the great depression. The lander an opportunity on a plantation. The son of the plantation owner was named curly he whom caused many conflict between the ^{two} men. Lenny had a mental disfunction so often times he would laugh undarming and curly would belittle Lenny by acting as an ~~greatest~~ due to his authority as the plantation owner's son. He feels he can instill fear into the working men.

In the novel

Hamlet written by William Shakespeare
 King hamlet was killed by his
 envious brother Claudius in vengeance
 and Jealousy. Claudius wanted
 to be in control also ~~to~~ obtain
 The love of the queen

Anchor Level 2 – A

Quality	Commentary
Meaning	Provides a confused interpretation of the critical lens (<i>The stronger an individual is a broader range of control</i>). The response alludes to the critical lens in its discussion of <i>Of Mice and Men</i> (<i>Curly feels he can instill fear into the working men</i>) but does not use it to analyze <i>Hamlet</i> .
Development	Develops ideas briefly, using some evidence from <i>Of Mice and Men</i> (<i>Curly would be little lenny by acting as an aggressor due to his authority as the plantation owners son</i>). The brief discussion of <i>Hamlet</i> , however, relies primarily on plot summary.
Organization	Lacks an appropriate focus by first referring to leaders as <i>mentors</i> who <i>have the authority to stretch their powers</i> and then going on to provide brief summaries of the texts with an allusion to Curly's tendency to cause <i>many conflict</i> . The response suggests some organization by including an introduction and two body paragraphs, each discussing one text. However, the response lacks a conclusion.
Language Use	Uses language that is imprecise (<i>Of mice and man, The landed an oppurtunitie on a plantation, he whom caused, In the novel Hamlet</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Cladius wanted to be in control also obtain The love of the queen</i>).
Conventions	Demonstrates a lack of control, exhibiting indiscriminate use of capitalization throughout, frequent errors in spelling (<i>in-dividual, controol, physically, oppurtunitie, Jealosity</i>), punctuation (<i>their powers. So What; In the novel ... on a plantation; Hamlet written by William Shaksphere King hamlet</i>), and grammar (<i>Taken place and controol also obtain</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in development.	

Edmund Burke spoke the words "the greater the power the more dangerous the abuse" and I disagree with it. I disagree with it because it doesn't make sense: when you read the Harry Potters and the Hungar Games. The main ~~the~~ people in each of those stories are good people and do good things to stop bad people.

Catnis and Harry both stop the people (Snow and Voldermorte) from hurting his friends. And when he's in charge themselves they make things better for every one. Like when Harry has the powerful wand and uses it to stop Voldermorte and breaks it because its too important and he doesn't want another bad person to get it. That's why it doesn't make any sense.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens by disagreeing with the lens (<i>I disagree with it because it doesn't make sense</i>). The response alludes to the interpretation of the lens (<i>The main people in each of those stories are good people and do good things to stop bad people</i>) but does not use it to analyze <i>The Hunger Games</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague [<i>Catnis and Harry both stop the people (Snow and Voldermorte) from hurting his friends and breaks it because its too important and he doesn't want another bad person to get it</i>].
Organization	Suggests a focus on the critical lens (<i>they make things better for every one</i>), but lacks organization by introducing both texts and mentioning characters from each in the opening line of the second paragraph but only discussing <i>Harry Potter</i> and concluding with a single sentence that reiterates the idea that <i>it doesn't make any sense</i> .
Language Use	Uses language that is imprecise (<i>And when he's in charge themselves they make things better, Like when, its</i> for "it's") for the audience and purpose (<i>when you read the Harry Potters and the Hungar Games</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Hungar</i> and <i>every one</i>), punctuation (<i>words "the; sense: when; one. Like</i>), and grammar (<i>both stop ... from hurting his and he's in charge themselves</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2.	

Anchor Paper – Question 28 – Level 2 – C

"The greater the power, the more dangerous the abuse." by Edmund Burke states that the greater power people have, will make people think more and cause more problems. The power may cause people become selfish because they have to learn how to save themselves in the dangrous situation that brings by the power. the power not only makes people can control more things but also puts people in more problems. Macbeth ~~and the Lord of Fries~~ uses irony and the Lord of Fries uses imagery to show that people will be in dangrous when they get more powers

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>the greater power people have, will make people think more and cause more problems</i>). The response reflects minimal analysis of <i>Macbeth</i> and <i>Lord of the Flies</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas. The single reference to the texts is vague (<i>Macbeth uses irony and the Lord of Fries uses imagery to show that people will be in dangrous when they get more powers</i>).
Organization	Suggests a focus on the critical lens (<i>The power not only makes people can control more things but also puts people in more problems</i>), but lacks organization. The one-paragraph response consists of three sentences relating loosely to the idea of <i>power</i> followed by one sentence that briefly mentions the texts.
Language Use	Uses language that is imprecise for the audience and purpose (<i>that brings by the power, puts people in more problems, Fries for "Flies", people will be in dangrous</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>the greater power people have, will make people think more</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>dangrous</i>), punctuation (<i>abuse." by</i>), capitalization (<i>the Lord of Fries</i>), and grammar (<i>cause people become and makes people can control</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning.	

The Greater the Power the
 more dangerous abuse.

Snape shows us this is true
 when he gained power as
 headmaster at Hogwarts
 and went crazy with his
 power.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens (<i>Snape shows us this is true</i>). The response reflects minimal analysis of the chosen text (<i>When he gained power as headmaster at Hogwarts and went crazy with his power</i>).
Development	Minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	

Anchor Paper – Question 28 – Level 1 – B

Edmond Becku must be a
great man, with common
sense

Anchor Level 1 – B

Quality	Commentary
The response:	
Meaning	Does not refer to the critical lens and reflects no analysis of any texts.
Development	Is minimal, with no evidence of development, consisting only of a brief personal response.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Edmund Burke was once quoted saying "... the greater the power, the more dangerous the abuse." In simpler terms, Edmund is saying that ~~the more powerful a person is~~ ^{the more powerful a person is} the greater ~~the~~ harm that person can do ~~if~~ if they are not careful. I agree with this quote because once a person is in absolute power, they are ~~able to~~ ^{easily} corrupted and can ~~ruin many lives~~ ^{ruin many lives}. Two books that ~~show~~ support this quote is ~~Macbeth~~ ^{"Macbeth"} and "The Crucible". In the book "Macbeth" by William Shakespear, Macbeth is characterized as a brave and noble man, until he is corrupted with the promise of power. In the book "The Crucible," by Arthur Miller, the ^a theme of the church having too much power. ~~is~~

"Macbeth" by William Shakespear ^{is}, is a good source of evidence to ~~show~~ ^{support} this quote. When Macbeth was just a warrior with little power, the cost of his action only had an effect on him. As Macbeth rose in the rankings, ~~his actions began to affect~~ ^{his actions began to affect} more and more people. When Macbeth became king, he was a very paranoid and lacked the skill to be a good king. The people were not happy under his rule so they joined up with a revolt against him. Their rebel army had 10,000 men strong to get the kingdom back from Macbeth. This supports the quote because, had Macbeth not been so high up in power, the result of his negative actions would not have been as great.

"The Crucible," by Arthur Miller is another good example to support this quote. The theme of power being owned by incapable people is used in this story. The girls that "witness" these

acts of witchcraft have the power to ~~decide~~^{choose} who lives and who dies. They have fooled the towns people into believing there are witches and dark magic in the town. The judges of the town are also to blame. These men have too much power and they decide who lives and dies. Their abuse of their power ~~causes~~^{causes} fear to spread throughout the town and also the death of innocent people.

I do believe that the quote Edmund Burke said is true. Macbeth would have not been ~~in~~ as much danger if ~~he~~ he was a simple warrior rather than a king. Many innocent lives would have been spared in "The Crucible" had it not been for the girls and the judges abuse of their power. It is in human nature to abuse power when it is given, everyone given the ~~chance~~^{chance} to ~~take~~ order people around without consciences will do it.

The quote "in the greater the power, the more dangerous the abuse." once said by Edmund Burke is proven true between these two works of literature, All But My Life by Gerda Wessmann Klein and Julius Caesar by William Shakespeare.

This quote is proven true in Gerda Wessman Klein's novel All But My Life by characterization because she became braver throughout the story as the conditions got worse. The more dangerous she got, the more brave she got and gained.

The quote is also proven true in William Shakespeare's play Julius Caesar. by the setting because Caesar was about to be crowned King but the people wanted to take all his power away and it got more dangerous because they plotted to kill him and Julius Caesar was murdered.

These two works of literature, All But My Life by Gerda Wessmann Klein and Julius Caesar by William Shakespeare proved the quote "in the greater the power, the more dangerous the abuse." is proven to be true.

Edmund Burke once said "the greater the power, the more dangerous the abuse." This means that power is unlimited, the more power you have the more dangerous you are because you're going to let all that power get to you and then start abusing it. I disagree with the quote because just because you have power doesn't mean you're going to go crazy from it. There are leaders around the world with power and don't abuse it. There are ~~two books~~ ^{one book and a play} that prove this "The Outsiders" and "Hamlet".

The Outsiders prove this because of a gang in the book called the "Solicias". The Solicias are a rich gang with fancy clothes and cars. They think they're all tough because of all the money they have. There's the rival of the gang called the "Greasers". Just because the Solicias have all this money doesn't mean they're dangerous because in the book they try to be the bigger gang but fail, because the Greasers always fight back. They try to abuse their power on two members but fail when one stabs one ~~out~~ of them and ends up killing him. Just because you have money doesn't mean you're invincible.

~~Another book~~ ^{A play} that helps ~~with~~ prove that the quote isn't true is "Hamlet" by William Shakespeare. The reason why this ~~is~~ ^{book} ~~proves~~ shows that people aren't dangerous when they have power is by the character King Claudius. King Claudius

is King who killed his own brother to be King and lived about it. A step father to the main character Hamlet and a husband to ~~her~~ Show's that just because you have power doesn't mean you're dangerous by abusing it. Throughout the whole play King Claudius doesn't show him abusing his power. He wasn't dangerous at all. The most dangerous person was Hamlet and ~~he~~ he ended up killing him. He killed his brother to be King but did nothing with his power. This shows that power doesn't make you dangerous.

Edmund Burke once said "the greater the power, the more dangerous the abuse." I don't agree because yes power gives you strength and more control of things but ~~that~~ not everybody is going to abuse it. There are many leaders in the world that have power but don't abuse it. You abuse power when you let it get to you, think you can do anything but at the end you're left with nothing. So you can have all the power you want you just have to know what you ~~use~~ want to do with it.

Edmund Burke once said "...the greater the power, the more dangerous the abuse." In other words, the more power a person has, the more likely they are to take advantage of their power. I disagree with this quote, ~~as~~ while it may prove true in some cases I believe many times the people that have power have earned it and are responsible with it. Two pieces of literature that disprove this quote are William Golding's Lord of The Flies and To Kill a Mockingbird by Harper Lee.

Atticus Finch is a main character in To Kill a Mockingbird. He is a well-known and liked lawyer in the small town of Maycomb, Alabama. When he is faced with a highly controversial case, Atticus uses his power to do the right thing. Tom Robinson is a black man who has been wrongfully accused of raping a white woman. ~~Now~~ The setting of this story is in the South during the 1930's, when racism was largely prevalent. Instead of using his power to "prove" Tom guilty, like most of his neighbors would have done, Atticus agreed to defend him to the best of his ability. The time period of this story would have made it very easy for Atticus to refuse the case, as many of the citizens of Maycomb assumed Tom is guilty because of his race. Instead, though, Atticus doesn't abuse his power to avoid conflict with his friends and family, but he ~~o~~ makes the right choice. This choice, ~~that~~ leading to struggles and hardships for him

and his family.

In *Lord of the Flies*, a large group of young boys become stranded on a deserted Tropical Island. Ralph is ~~chosen~~ unanimously chosen as leader of the group when the boys have their first meeting.

Jack, resents Ralph as he had wanted to be the leader. Even with all of that power, Ralph keeps a level head and focuses on getting rescued throughout the story.

Ralph tries to make sure there's a signal fire going at all times and ~~keep the boys~~ reminds the boys that the most important thing is their rescue. Ralph never abuses the power he has and always does his part on the Island.

~~But~~ Both Atticus and Ralph prove that you can have power without abusing it. Ralph is looked up to by most of the other boys and he tries his best to set a good example and do the right thing. Atticus could very well have taken the easy way out, but instead used his power to do the right thing.

According to Edmund Burke, "... the greater the power, the more dangerous the abuse." This means that the more control that one obtains, the more likely they are to use that power recklessly. The lens is valid because with more power comes more greed. This is supported in Macbeth by Shakespeare and Animal Farm by George Orwell.

In the play, Macbeth, Macbeth becomes greedy for power. It was foreshadowed by the 3 witches who said that Macbeth would become king, so in order to do that he would have to kill King Duncan. Macbeth is characterized as mentally weak in the play. This was shown when Lady Macbeth was frequently telling him to toughen up and even convinced him to kill Duncan. The theme of bloody murder continued throughout the play because whenever Macbeth felt that his power was threatened by an individual he would have them killed. As the play advanced Macbeth transformed from a weak individual who was scared of murder to a ruthless leader who would do anything to protect his power. This was shown when he had murderers kill MacDuff's family. (Wife and children) MacDuff even noted that there is no way Macbeth could be a father if committing such an act was easy for him to do. Macbeth is just one example of a character abusing their power.

Similar to Macbeth, some characters in Animal Farm also abused their power. The novella is an allegory

of the Russian Revolution. The pigs on the farm take control and a theme of corruption is present throughout most of the story. The first example of Napoleon, the head pig, becoming corrupt was when he trained a group of puppies to be his guard dogs in order to strike a fear in the other animals. Also, Napoleon's characterization of being a pig that only cares about himself enhances the plot of the story. This is shown when the Seven Commandments transform into one which states "All animals are equal, some are just more equal than others". This symbolizes the corruption in the story as well as the Russian Revolution itself. Finally, one last example of Napoleon abusing his power was when the pigs were basically the humans on the farm. This was shown when the pigs were sleeping in beds, walking upright, and drinking whiskey. This also brings the story into a complete circle. In the beginning they had a revolution in order to overthrow the human farmer, however by the end of the novella they are being controlled by an ^{even} more corrupt pig (Napoleon). "... the greater the power, the more dangerous the abuse." - Edmund Burke. This means that with power comes an extensive amount of corruption. This was clearly proven by Macbeth's ruthless murders in order to maintain his power and also Napoleon's actions taken in order to benefit himself. That is how Macbeth by Shakespeare and Animal Farm by George Orwell display the idea that with power comes abuse.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 5

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

**Regents Comprehensive Examination in English
June 2016
Map to Core Curriculum**

The table below shows which core performance indicator or standard and key idea each item is aligned to. The numbers in the table represent the question numbers of the examination.

	Core Performance Indicators	Standard 1	Standard 2	Standard 3
Listening	5, 6	2, 8	3, 7	1, 4
Reading	17, 22	15, 16, 20, 23	11, 18	9, 10, 12, 13, 14, 19, 21, 24, 25
Writing	26, 27, 28	26, 27, 28	26, 27, 28	26, 28

The *Chart for Determining the Final Examination Score for the June 2016 Regents Comprehensive Examination in English* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Comprehensive Examination in English must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.