

Separate Peace / Dead Poets Society Analysis

Note to students: On the English Literature and Composition Exam, students are given an open free-response question and a list of possible works from which to choose in answering the question. It is important for students to understand that, on the actual exam, a student's choice would not be restricted to a given work.

Choose ONE of the following three prompts and develop an organized response.

1. Analyze the author's use of setting in developing a theme in EITHER A Separate Peace OR The Dead Poets Society. When discussing setting, remember that it can function on multiple levels: physical, historical, and psychological, etc.
2. Analyze the use of symbols in developing a theme in EITHER A Separate Peace OR The Dead Poets Society.
3. Compare and analyze the use of setting AND/OR symbols in developing a common theme shared between A Separate Peace AND The Dead Poets Society.

<p>Top Scores</p> <p style="text-align: center;">9-8</p> <p style="text-align: center;">93-100</p>	<ul style="list-style-type: none"> • These are well-written papers which respond fully to the question asked. • The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. • Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. • The writing need not be without flaws, but it should reveal the writer's ability to choose from and control a wide range of elements of effective writing.
<p>Upper Scores</p> <p style="text-align: center;">7-6</p> <p style="text-align: center;">92-83</p>	<ul style="list-style-type: none"> • These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. • Their discussion may be less thorough and less specific. • These essays are well-written in an appropriate style but reveal less maturity than the top papers. • They do make use of textual evidence to support their points. • Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.
<p>Middle Score</p> <p style="text-align: center;">5</p> <p style="text-align: center;">82-77</p>	<ul style="list-style-type: none"> • These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. • These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. • Organization is attempted, but it may not be fully realized or particularly effective.
<p>Lower Scores</p> <p style="text-align: center;">4-3</p> <p style="text-align: center;">76-70</p>	<ul style="list-style-type: none"> • These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. • They may show some misunderstanding or omit pertinent analysis. • The writing can convey the writer's ideas, but it reveals weak control over diction, syntax, organization. • These essays may contain excessive and distracting spelling and grammatical errors. • Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.
<p>Lowest Scores</p> <p style="text-align: center;">2-1</p> <p style="text-align: center;">69-60</p>	<ul style="list-style-type: none"> • These essays fail to respond adequately to the question. • They may reveal misunderstanding or may distort the interpretation. • They compound the problems of the Lower Score papers. • Generally these essays are unacceptably brief or poorly written. • Although some attempts to answer the question may be indicated, the writer's view has little clarity and only slight, if any, evidence in its support.