

“Time Passes” Quiz

Select one prompt and write a thesis-driven response.

1. Compare and contrast how Woolf manipulates the passage of time in “The Window” and in “Time Passes.”
2. Compare and contrast Woolf’s use of parenthesis and square brackets in *To The Lighthouse*.
3. Compare and contrast Woolf’s portrayal of ‘the help’ in “The Window” and in “Time Passes.”
4. Compare and contrast Woolf’s use of the shawl image in “The Window” and in “Time Passes.”
5. Analyze how “Time Passes” advances the künstlerroman Woolf establishes in “The Window.”
6. To what extent does “Time Passes” advance the lighthouse image Woolf establishes in “The Window”?
7. Compare and contrast the function of James and Cam in *To The Lighthouse*.

“Time Passes” Quiz Scoring Notes

- Your writing must be guided by a unique, insightful literary thesis statement
- You must analyze quoted evidence from *To The Lighthouse* to support your thesis
- Scoring Guide: 40 culminating points possible
- Paper 1 Comparative Rubric

- **Your organization score depends on you intentionally selecting a comparative structure for your response**
- **5:** The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development.

COMPARATIVE ESSAY FORMATS: BLOCK OR POINT-BY-POINT

Comparative essays typically follow one of these structures. Make sure you cover both similarities AND differences.



INTRO/THESIS

- A thesis for a comparative essay focuses the paper on the concept being addressed and makes an argument about **HOW both** texts address the concept.
- Clearly state your argument / answer to the prompt or question
- In the thesis, include your argument about the effect(s) of both the similarities **AND** differences between the texts that you will examine in the body of the paper.



BLOCK STYLE BODY ¶s

- ① BT making point(s) about ONE of your two texts.
- ② Transition + context + quoted support (or a series of short quoted supports) + (citation).
- ③ commentary explaining how the support proves your BT
- ④ More support and commentary until you are through
- ⑤ Wrap up your point &/or transition into your next BT.



- ① BT making point(s) about THE OTHER of your two works compared to point(s) made in previous ¶.
- ② Transition + context + quoted support (or a series of short quoted supports) + (citation).
- ③ commentary explaining how the support illustrates your point, with additional observations hearkening back to similarities &/or differences to points made in previous section ¶. *Thus, this commentary will always be more developed than in the last section ¶*.
- ④ More support and commentary until you are through
- ⑤ Wrap up your point &/or transition into your next BT.



POINT-BY-POINT BODY ¶s

- ① BT making point (similarity or difference) about BOTH works.
- ② Support from one of the pair: Transition + context + quoted support (or a series of short quoted supports) + (citation).
- ③ commentary explaining how the support proves your BT
- ④ Support from the other of the pair with commentary hearkening back to points made after previous support. *Thus, this commentary will always be more developed than those in previous section*.
- ⑤ Wrap up your point &/or transition into your next BT.



- ① BT making a different point (similarity or difference) about BOTH works.
- ② Support from one of the pair: Transition + context + quoted support (or a series of short quoted supports) + (citation).
- ③ commentary explaining how the support proves your BT
- ④ Support from the other of the pair with commentary hearkening back to points made after previous support.
- ⑤ Wrap up your point &/or transition into your next BT.



CONCLUSION

Criterion	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
<p>A: Understanding and Comparison of the Texts <i>To what extent does the analysis show the similarities and differences between the texts? To what extent does the analysis show an understanding of the texts, their type and purpose, and their possible contexts (for example, cultural, temporal, relation to the audience)? Are the comments supported by well-chosen references to the text?</i></p>	There is little understanding of the context and purpose of the texts and their similarities or differences; summary predominates and observations are rarely supported by references to the texts.	There is some understanding of the context and purpose of the texts, and the similarities or differences between them; observations are generally supported by references to the texts.	There is adequate understanding of the texts, their possible context and purpose, and the similarities and differences between them; comments are included, as well as observations that are generally supported by references to the texts.	There is good understanding of the texts, their content and purpose, and the similarities and differences between them; comments are mostly supported by well-chosen references to the texts.	There is excellent understanding of the texts, their content and purpose, and the similarities and differences between them, comments are fully supported by well-chosen references to the texts.
<p>B: Understanding of the use and the effect of stylistic features <i>To what extent does the comparative analysis show awareness of how stylistic features of the texts, such as language, structure, tone, technique, and style are used to construct meaning? To what extent does the comparative analysis show appreciation of the effects of stylistic features (including the features of visual texts) on the reader?</i></p>	There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader.	There is some awareness of the use of stylistic features, with a few references illustrating their effects on the reader.	There is adequate awareness of stylistic features and understanding of their effects on the reader.	There is good awareness of stylistic features and detailed understanding of their effects on the reader.	There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader.
<p>C: Organization and Development <i>How well organized and coherent is the comparative analysis? How balanced?</i></p>	Little organization is apparent, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment of the other.	Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial.	The comparative analysis is generally structured in a coherent way. There is a sense of balance and adequate development.	The comparative analysis well organized and balanced. The structure is mostly coherent and there is a good sense of development.	The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development.
<p>D: Language <i>How clear, varied, and accurate is the language? How appropriate is the choice of register*, style and terminology?</i></p>	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary, and sentence construction and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary, and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary, and sentence construction; register and style are mostly appropriate to the task.	Language is clear and carefully chosen with a good degree of accuracy in grammar, vocabulary, and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen, and precise, with a high degree of accuracy in grammar, vocabulary, and sentence construction; register and style are effective and appropriate to the task.

*Register refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure, and terminology appropriate to the task.