

A) Writers often depict acts of betrayal, perhaps towards another person or perhaps towards one's own values. Discuss how two OIB writers have dealt with betrayal in their works.

In our species, almost everybody has sexual attractions of some form. To some people, sexuality is nothing but an action that doesn't hold any deeper meaning, however many people consider it to be something that always has importance. Society puts a lot of implications with sex. Many forms of art explore the significance of sexuality, and stories are only one form of expression. In many of the books studied on the OIB syllabus, heterosexual and homosexual intercourse is used with deeper implications. In Intimate Apparel and The Handmaid's Tale, coitus hold a somewhat important part. This essay will look deeper into how Margaret Atwood and Lynn Nottage use sex as an act of rebellion and betrayal towards rules, moral and people.

Commenté [1]: occupies an important role

Commenté [2]: No! this is a Frenchism. Do not announce what you will do, just do it.

Commenté [3]: Solid, interesting thesis.

In both stories, the authors creates characters that betray social rules through intimacy. For example, in Intimate Apparel, the character of Mayme is one that goes against all common rules, and she is aware that her job is one that is looked down upon: "You don't approve of me, Ester" the directness of her speech shows that although her job is stigmatized, she doesn't feel attacked by it because Lynn Nottage uses this character to show that an individual is more than their actions by betraying all traditional social rules. Another character who refuses the boundaries set by society through sexual acts is Offred. for a long time, she wishes to escape, but her sexuality allows her to flee the bounds that she lives in: "The fact is that I no longer want to leave, escape, cross the border to freedom. I want to be here, with Nick, where I can get at him." she feels that her acts of betrayal with Nick allow her to rebel enough that she doesn't need to physically leave Gilead, because she feels that by refusing to take on all the moral limitations, she is free of the societal hold on her. In both of these examples, the writers attempt to demonstrate that sexuality is in one case a way to break free from general boundaries and in the other case a way to rebel from these barriers, in order to be more than a simple act.

Commenté [4]: create

Commenté [5]: Good observation that clearly links both works

Commenté [6]: Good introduction/context to quote

Commenté [7]: Thorough explanation

in these same two books, the authors create sexual interactions that betray abandon the morals of their context or society to shed light on the limitations of these principles. For instance, in The Handmaid's Tale, even though the entire society of Gilead is child-centric and men can be hanged for "gender treachery", women at Jezebels' entertain men through sexual intercourse with one-another. the fact that homosexual behavior is considered a treason, and is worthy of a death sentence in this if it is between two men, but it is accepted between two women if it is to please men, shows how this society betrays moral bases in order to please the elite. However, in opposition to this forbidden attractions that are slightly hypocritical, Lynn Nottage creates an unspoken sexual tension between Mr.

Commenté [8]: reject?

Commenté [9]: And also how they are hypocritical! The fact that Jezebels even exists proves that!

Marks and Ester to argue that romantic and sexual interest betrays all moral rules, and goes beyond the limitations of skin color or religion. they share “an awkward moment, fraught with the unspoken attraction that lies between them”, and although this attraction is against Mr. Marks religious beliefs and Esther's moral standards. but they understand that they cannot act on it because it would go against all societal morals. These two examples are opposite in the manner that in one occurrence, people embrace what is forbidden and in the other, the people run away from what they aren't allowed to do, but both show how some limitations are fruitless, and more problematic than anything.

Another way that sexuality in these novels is created, is to betray people. In Intimate Apparel, the relationship between Mayme and George is created for the only purpose to betray Ester, since it not only creates a stab in the friendship between Mayme and Ester, but it also destroys all of the latter's hopes for any love with her husband. and this character, accepts this in the same scene that she discovers it. and when he arrives, to see Mayme, the one that was the most hurt is the one strong enough to refuse it, in this interaction:

“MAYME. He George. And maybe I known all along. (...) you are grand Ester. And i ain't worthy of your forgiveness, nor will forget what you done for me. you ain't never treat me like a whore. Ever.(...)”

ESTER. LET HIM GO! (...) Let him go. He ain't real, he a duppy, a spirit. We be chasing him for ever.”

This is Lynn Nottage's way of saying that acceptance of troubles and the forgiveness of those who cause that trouble is incredibly important. That beyond the sexuality and the betrayal, the feelings of friendship should hold more importance in the decisions made.

However, a

- a. Nick and offred having sex which could be considered a betrayal toward the commander who is supposed to father offred's child & could be seen as cheating on luke

In conclusion, these two books use sexuality as a way to make their characters betray one another and their principles, to show the vast number of possibility that different relationships and experiences can affect people in unexpected ways, often in a positive manner. A similar theory is expressed by Stefan Zweig in his Biography of Marie Antoinette. He theorized that all important historical events have begun in the bed of important historical characters, such as how the sexual incapacities of Louis XVI increased the childish and frivolous behavior of Marie Antoinette which in turn caused the French Revolution.

Really great work!! Your writing (“prose”) is smooth, and your argumentation logical and adequately developed. You make the links between the two works very clear with your organization/structure.

Try to finish developing your essay and also you need to integrate some commentary on “style” in order to get full OIB points (devices, narration, writers’ choices).

**ASSESSMENT RUBRIC FOR OIB AMERICAN OPTION WRITTEN EXAMINATION:
ESSAY**

N.B. A short response may require assessment to be lowered.

Category	Below Level -0.5 or more at the discretion of the examiner	Level 0	Level 1 + 0.5	Level 2 + 1.0	Level 3 +1.5	Level 4 +2.0
Knowledge & Understanding	No true understanding or first-hand knowledge shown. Factual inaccuracies void argument.	Some understanding but superficial. Learned response replaces first-hand knowledge. Factual inaccuracies affect argument.	Satisfactory understanding and knowledge. Development may be limited with some inadvertent or minor factual inaccuracies.	Good overall understanding. Knowledge is full and developed.	Very good and thorough understanding, including some subtlety. Levels of meaning are apparent.	Excellent understanding, including some subtlety. Levels of meaning are apparent. Detailed and pertinent knowledge.
Response to the Question	Off-subject or no clear response discernible. Observation, commentary or opinion may be present but no attempt to form an argument.	Response is partial or muddled. Argument is directed at the question but may be confused or superficial.	A satisfactory response to the main implications of the question. Some aspects of the question may be ignored.	A good response. Argument addresses the question but may need more development.	A very good response. Argument is complete and well-targeted, and the question is well-understood.	An excellent response. Argument demonstrates original thought and addresses the question with clarity and depth.
Analysis & Depth (Includes discussion of style at Level 2 and above)	Plot summary or generalizations dominate. No successful attempt at analysis.	Plot summary or generalizations frequent. Little or unsuccessful analysis.	Inconsistent analysis that does not always address important elements. Analysis may be uneven or lacking in depth.	Good analysis that appropriately addresses important elements. Generally appropriate analysis of style illustrated by relevant examples.	Very good analysis. Thoughtful, pertinent analysis of style.	Excellent analysis and argumentation. Insightful, sophisticated and coherent analysis of style.
Organization of the Essay & Integration of Evidence	No logical sequence of ideas. Chronological confusion. Development is so inadequate that clarity is in danger of dissolving completely.	Weak or mechanical structure. Development is barely adequate and examples are either impertinent or lack clear connection to the argument.	Satisfactory structure and development. Sequence of ideas generally logical. Examples not always pertinent and integration may be awkward.	Good structure with some transitions. Sequence of ideas logical. Examples are generally pertinent and most often integrated appropriately.	Very good essay structure with solid transitions. Clear development throughout and good integration of supporting evidence.	Excellent essay structure with clear transitions. Carefully planned, persuasive development throughout. Sophisticated integration of

						supporting evidence.
Expression	Meaning often cannot be surmised. The essay is very difficult to read.	Prose can be read and its meaning surmised even if hampered by weak control (or French interference).	Prose conveys the writer's ideas adequately. Vocabulary is sufficient and notions of good English usage are evident if sometimes inconsistently applied.	Prose shows evidence of good writing skills. Lapses are minor and do not impede understanding. Some care is shown in word choice and register.	Prose is clear and coherent. A rare lapse does not mar ideas or flow. Effective use of vocabulary and register.	Prose is articulate, fluid, and displays an excellent command of written language. Sophisticated use of vocabulary and register.
Totals						

17/20!!