

2023

AP[®]



AP[®] English Literature and Composition

Sample Student Responses and Scoring Commentary Set 1

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ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

3 Questions

Question 1

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

In Alice Cary’s poem “Autumn,” published in 1874, the speaker contemplates the onset of autumn. Read the poem carefully. Then, in a well-written essay, analyze how Cary uses literary elements and techniques to convey the speaker’s complex response to the changing seasons.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Autumn

Shorter and shorter now the twilight clips
 The days, as though the sunset gates they crowd,
 And Summer from her golden collar slips
Line And strays through stubble-fields, and moans aloud,

5 Save when by fits the warmer air deceives,
 And, stealing hopeful to some sheltered bower,¹
 She lies on pillows of the yellow leaves,
 And tries the old tunes over for an hour.

The wind, whose tender whisper in the May
10 Set all the young blooms listening through th’ grove,
 Sits rustling in the faded boughs to-day
 And makes his cold and unsuccessful love.

The rose has taken off her tire² of red—
 The mullein-stalk³ its yellow stars have lost,
15 And the proud meadow-pink⁴ hangs down her head
 Against earth’s chilly bosom, witched with frost.

The robin, that was busy all the June,
 Before the sun had kissed the topmost bough,
 Catching our hearts up in his golden tune,
20 Has given place to the brown cricket now.

The very cock crows lonesomely at morn—
 Each flag⁵ and fern the shrinking stream divides—
 Uneasy cattle low,⁶ and lambs forlorn
 Creep to their strawy sheds with nettled sides.

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25 Shut up the door: who loves me must not look
Upon the withered world, but haste to bring
His lighted candle, and his story-book,
And live with me the poetry of Spring.

¹ a spot in a garden shaded by a covering of vines or branches

² attire

³ stem of a woolly-leaved plant

⁴ slender plant with pink flowers

⁵ plant with long tapering leaves

⁶ moo

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 1: Poetry Analysis**6 points**

In Alice Cary’s poem “Autumn,” published in 1874, the speaker contemplates the onset of autumn. Read the poem carefully. Then, in a well-written essay, analyze how Cary uses literary elements and techniques to convey the speaker’s complex response to the changing seasons.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible interpretation of the poem.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the poem that doesn't respond to the prompt. • Describe the poem or features of the poem rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation of the speaker's complex response to the changing seasons.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"Cary uses various literary elements to convey the speaker's response to the onset of autumn."</i> <p>Do not relate to the prompt</p> <ul style="list-style-type: none"> • <i>"Fall is a time when leaves change and decay is all around us."</i> <p>Describe the poem or features of the poem</p> <ul style="list-style-type: none"> • <i>"In the poem 'Autumn,' the speaker describes how flowers, birds, and even temperatures react to the changing of summer into fall. They lose their colors, migrate, and turn colder."</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"While autumn makes the speaker's surroundings less hospitable, the speaker takes comfort in the memories of summer and the promise of spring's future arrival."</i> • <i>"The personification of nature reveals the speaker's sense of loss at summer's ending and of dread at autumn's arrival."</i> • <i>"Cary uses a predictable rhyme scheme and four-line stanzas to highlight how the predictable seasonal cycle eases the speaker's otherwise melancholy reaction to autumn's arrival."</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the poem must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0-4 points)</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one literary element or technique in the poem contributes to its meaning.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the poem contribute to its meaning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a poem rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the poem. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the poem. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0-1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the poem could be said to...</i>”). • Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation. • Oversimplify complexities in the poem. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the poem. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the poem. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

Romantic and hyperbolic imagery is used to illustrate the speaker's unenthusiastic opinion of the coming of autumn, which conveys Cary's idea that change is difficult to accept but necessary for growth.

Romantic imagery is utilized to demonstrate the speaker's warm regard for the season of summer and emphasize her regretfulness for autumn's coming, conveying the uncomfortable change away from idyllic familiarity. Summer, is portrayed in the image of a woman who "from her golden collar slips/and strays through stubble fields/and moans aloud". Associated with sensuality and wealth, the speaker implies the interconnection between a season and bounty, comfort, and pleasure. Yet, this romantic view is dismantled by autumn, causing Summer to "slip" and "stray through stubble fields". Thus, the coming of real change dethrones a constructed, romantic personification of summer, conveying the speaker's reluctance for her ideal season to be dethroned by something much less decorated and adored. Summer, "she lies on pillows of the yellow leaves,/ And tries the old tunes for over an hour", is contrasted with bright imagery of fallen leaves. The juxtaposition between Summer's character and the setting provides insight to the positivity of change--the yellow leaves--by its contrast with the failures of attempting to sustain old habits or practices,"old tunes". "She lies on pillows" creates a sympathetic, passive image of summer in reaction to the coming of Autumn, contrasting her failures to sustain "old tunes" According to this, it is understood that the speaker recognizes the foolishness of attempting to prevent what is to come, but her wishfulness to counter the natural progression of time.

Hyperbolic imagery displays the discrepancies between unrealistic, exaggerated perceptions of change and the reality of progress, continuing the perpetuation of Cary's idea that change must be embraced rather than rejected. "Shorter and shorter now the twilight clips/The days, as though the sunset gates they crowd", syntax and diction are used to literally separate different aspects of the progression of time. In an ironic parallel to the literal language, the action of twilight's "clip" and the subject, "the days", are cut off from each-other into two different lines, emphasizing a sense of jarring and discomfort. Sunset, and Twilight are named, made into distinct entities from the day, dramaticizing the shortening of night-time into fall. The dramatic, sudden implications of the change bring to mind the switch between summer and winter, rather than a transitional season like fall--emphasizing the Speaker's perspective rather than a factual narration of the experience. She says "the proud meadow-pink hangs down her head/Against the earth's chilly bosom, witched with frost". Implying pride and defeat, and the word "witched", the speaker brings a sense of conflict, morality, and even good versus evil into the transition between seasons. Rather than a smooth, welcome change, the speaker is practically against the coming of fall. The hyperbole present in the poem serves to illustrate the Speaker's perspective and ideas on the coming of fall, which are characterized by reluctance and hostility to change from comfort.

The topic of this poem, Fall--a season characterized by change and the deconstruction of the spring and summer landscape--is juxtaposed with the final line which evokes the season of Spring. From this, it is clear that the speaker appreciates beautiful and blossoming change, but resents that which destroys familiar paradigms and norms. Fall, seen as the death of summer, is characterized as a regression, though the turning of seasons is a product of the literal passage of time. Utilizing romantic imagery and hyperbole to shape the Speaker's perspective, Cary emphasizes the need to embrace change though it is difficult, because growth is not possible without hardship or discomfort.

Cary used techniques such as personification, contrast, and word choice in order to show that the change from summer to winter is unfortunate and destructive but inevitable.

The first technique that Cary used in her poem was personification, which she used when describing summer and the wind. In the first stanza of the poem, the author capitalizes the word Summer and refers to it as her. In the second stanza, Cary describes how Summer "lies on pillows of the yellow leaves, And tries the old tunes over an hour." Cary personifies Summer in this part of the stanza and continues doing so in the rest of the poem. By describing Summer as lying in the pillow of yellow leaves and listening to music, it reminds the reader of a peaceful summer day and creates a warm and happy mood, much like the feelings that accompany the summer. This makes the reader think of the Summer as a positive character who brings warmth and life to the world. Later in the poem, Cary refers to the wind as "he" and describes him as bringing "cold and unsuccessful love." These words give a negative feeling to the physical wind and also to the character who is wind. By personifying the characters, Cary is able to give descriptions of the seasons as if they were people and is able to put a sort of blame on the seasons' characters.

The second technique that Cary used in her poem was contrast. There is a great contrast between the descriptions being used from the first to second stanza and the rest of the poem. The beginning of the poem begins by describing the warmth and kind Summer, which in the rest of the poem the author described how the wind, which represents Autumn, brings cold and uneasiness to the world. An example of this is how the author describes Summer with words like "golden" and "warmer" and how the Autumn is described as "cold" and bringing "frost" to the earth. This contrast shows that the author believes that the change from summer to autumn is one of cold and darkness. A second instance of contrast is that from the description of Autumn to the last stanza. In the last stanza, the author tells the readers to "live with me the poetry of Spring." By telling the readers this, the author goes from grieving the change from summer to Autumn to recognizing that it is inevitable and that spring will come once again before the summer returns. By using contrast, the author was able to show the unfortunate grieving that comes upon the arrival of the Autumn while recognizing that it is inevitable and that the seasons will continue changing.

Another technique that the author used was word choice to describe the effects of the changing seasons. For example, the author used words such as "golden collar slips" to describe the Summer. By using these words to describe the Summer the author creates a positive feeling to associate the summer with. Another example of word choice being used was when describing a flower as "proud" before the cold reached it and used the words "hang down her head" to describe it after the cold reached it. By using these words the author shows how the cold that comes with the change of seasons is something that nature is hurt by. This shows that the author thinks that the Autumn brings unfortunate change.

In Alice Cary's poem "Autumn," Cary uses precise diction to create contrasting imagery and the shift of the poem to show her simultaneous dislike and appreciation of Winter, and her appreciation of the warmer seasons.

Throughout the poem, word choice creates the difference between the seasons. In stanza one, "twilight," "sunset," and "golden" depict the visuals of summer; this is continued in stanza two with words like "warmer." The transition from Summer to Fall comes in one phrase: "yellow leaves" (line seven) which depicts imagery of leaves changing color as they do in Fall, but the switch is foreshadowed in the phrase "warmer air deceives". The words used to describe Summer and Fall all have a positive connotation: "Golden" suggests a regal nature to Summer, "sunset" is often associated with beauty, and "yellow" is a warm color, and is often associated with joy or kindness.

After the shift of the poem in stanza four, the imagery made by word choice changes to something of dislike toward Winter. Words with negative connotations like "red," "lost," and "frost" coupled with the contrast within line fifteen between "proud" and "hangs down her head" creates a tonal contrast with earlier depiction of Summer and Fall with Winter being more negative. Lines eighteen through twenty depict the loss of the robin's song, which is described as "golden" (positive connotation), to the "brown cricket;" in contrast with gold, brown is associated with dirt and uncleanliness which suggests that Cary isn't happy that the robin's song was lost because of winter.

In the final stanza of the poem, Cary implies that even though Winter creates a "withered world," she still appreciates it because it precedes Spring, hence the final line of the poem. Ultimately, Cary's diction and the contrast it creates between the seasons illustrates her complex attitude toward the warm and cold times of a year.

In "Autumn" by Alice Cary, the Speaker mentions the woe of summer coming to an end and life being drained from the beauty of nature. They wish for spring to hasten its arrival to bring back life to their surroundings. The Speaker feels the onset of autumn akin to the joy of life withering away.

In lines nine through fifteen, the speaker mentions the creation in spring, eventually culminating in the fading of its vibrant colors in the fall. They say that it is akin to the feeling of an unsuccessful love leaving a morbid sense in your heart (9-15). Likewise, the Speaker feels as though the browns and greys as autumn comes to an end mimic the bitter feeling of leaving a loved one behind.

In lines twenty-five through twenty-eight, the Speaker says that those who love the world must not look upon its withered form but instead wait and view the poetry of spring (25-28). Through the Speaker's comparison of spring to poetry and autumn to the world withering away, we can tell that the speaker feels that the autumn season is similar to the death of the world and, through the poetry of spring, can it be brought back.

Through Alice Cary's masterful use of language, the Speaker can accurately convey the feeling of morbidity when the bright colors of spring and summer transition into the browns and greys of winter.

In "Autumn," Cary employs repetition and imagery in order to convey the speaker's complex response to the changing seasons, ultimately demonstrating the distinct details that make each season their own.

Many sentences of this poem begin with the word "And." "And Summer from her golden collar slips....," "And, stealing hopeful to some sheltered bower..." The repetition of the word "And" is used to describe each season. Since each season consists of something different, repetition as well as imagery are incorporated to describe the difference between them. "The rose has taken off her tire of red- The mullein-stalk it's yellow stars have lost..." This quote utilizes imagery in order to demonstrate a season change from spring to winter. You are able to grasp this season change from the imagery of the roses dying and the stars gone. Since winter takes flowers away and creates a dim sky, the new season change would be winter.

In closing, all of the seasons have their differences and the complexity of seasons changing is well demonstrated throughout this poem through repetition and imagery.

Question 1 – Poetry Analysis

Sample Identifier: A

Score: 1-4-1

A. Thesis (0-1 points): 1

- This insightful and perceptive essay presents a thorough analysis of the speaker’s complex response to the shift from summer to autumn as portrayed in Alice Cary’s poem, “Autumn.”
- The thesis comprises the first paragraph of the essay. The defensible thesis, “Romantic and hyperbolic imagery is used to illustrate the speaker’s unenthusiastic opinion of the coming of autumn, which conveys Cary’s idea that change is difficult to accept but necessary for growth,” earned the point in Row A.

B. Evidence and Commentary (0-4 points): 4

- This essay directs attention to specific evidence in each body paragraph of the essay and then connects that evidence to the line of reasoning which focuses on the speaker’s unhappiness about the arrival of fall. Paragraph 2 closely examines Cary’s use of “Romantic imagery” and points out that “Summer, is portrayed in the image of a woman who ‘from her golden collar slips/and strays through stubble fields/and moans aloud.’” The astute commentary that follows argues that “Associated with sensuality and wealth, the speaker implies the interconnection between a season and bounty, comfort, and pleasure.” Later in the paragraph, the essay explains the significance of the line, “she lies on pillows of the yellow leaves,/ And tries the old tunes for over an hour” as creating “a sympathetic, passive image of summer in reaction to the coming of Autumn.” This combination of relevant evidence and compelling commentary clearly develops the line of reasoning.
- The response considers “Hyperbolic imagery” in paragraph 3 and contends that it “displays the discrepancies between unrealistic, exaggerated perceptions of change and the reality of progress.” The response presents the line “the proud meadow-pink hangs down her head/Against the earth’s chilly bosom, witched with frost” and follows with the commentary, “Implying pride and defeat, and the word ‘witched’, the speaker brings a sense of conflict, morality, and even good versus evil into the transition between seasons.” The line of reasoning is thoroughly supported through the seamless blending of evidence and commentary.
- The response explains how multiple literary elements in the poem contribute to its meaning. In addition to its in-depth analysis of imagery, the essay considers juxtaposition (“The juxtaposition between Summer’s character and the setting provides insight to the positivity of change--the yellow leaves--by its contrast with the failures of attempting to sustain old habits or practices, ‘old tunes’”) as a means of effectively explaining the poem’s many complexities. The essay also considers the effect of enjambment in the lines, “the action of twilight’s ‘clip’ and the subject, ‘the days’, are cut off from each-other into two different lines, emphasizing a sense of jarring and discomfort.” The literary device is not named, nor is it necessary to do so. The entirety of the response supports the thesis, constituting a line of reasoning with successive and multiple claims and contributing to the student’s cogent interpretation of the poem. The essay earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- The response develops a complex literary argument about the passing of summer into autumn by identifying and exploring the poem’s tensions and contrasts (described as juxtapositions) in each block of evidence and commentary and through its in-depth look at the different forms of imagery.

- The response also employs a style that is consistently vivid and persuasive. For example, at the beginning of paragraph 2: “Romantic imagery is utilized to demonstrate the speaker’s warm regard for the season of summer and emphasize her regretfulness for autumn’s coming, conveying the uncomfortable change away from idyllic familiarity.” In paragraph 3, the sophisticated style can be seen in the line, “The hyperbole present in the poem serves to illustrate the Speaker’s perspective and ideas on the coming of fall, which are characterized by reluctance and hostility to change from comfort.” This essay earned 1 point in Row C.

Sample Identifier: B

Score: 1-4-0

A. Thesis (0-1 points): 1

- This response effectively analyzes how Alice Cary uses specific literary elements to convey the speaker’s complex reaction to the changing seasons in “Autumn.”
- The essay responds to the prompt with a clearly stated and defensible thesis that appears in the introduction: “Cary used techniques such as personification, contrast, and word choice in order to show that the change from summer to winter is unfortunate and destructive but inevitable.” The response earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The essay uses specific evidence from the poem and coherent commentary to support the thesis and develop the line of reasoning which focuses on the lamentable change from summer to autumn. The response considers the literary elements personification, contrast, and word choice and develops a separate paragraph to discuss each one. In the examination of the role of personification in contributing to the meaning of the poem, the essay focuses on the personification of summer and wind: “By describing Summer as lying in the pillow of yellow leaves and listening to music, it reminds the reader of a peaceful summer day and creates a warm and happy mood, much like the feelings that accompany the summer” and “Cary refers to the wind as ‘he’ and describes him as bringing ‘cold and unsuccessful love.’” The commentary provided, “This makes the reader think of the Summer as a positive character who brings warmth and life to the world” and “These words give a negative feeling to the physical wind,” serves to juxtapose the two aspects of nature.
- The analysis of contrast within the poem is continued in paragraph 3 where the essay compares summer and autumn: “An example of this is how the author describes Summer with words like ‘golden’ and ‘warmer’ and how the Autumn is described as ‘cold’ and bringing ‘frost’ to the earth.” The commentary that follows, “shows that the author believes that the change from summer to autumn is one of cold and darkness” directly connects the evidence to the line of reasoning and explains how contrast contributes to the meaning of the poem.
- In the final paragraph, the essay looks at specific examples of diction and the role they play in creating the complexity of emotions. Using the evidence of both “proud” and “hang down her head,” the essay goes on to argue “the author shows how the cold that comes with the change of seasons is something that nature is hurt by.” Each of the body paragraphs supports the thesis, constituting a line of reasoning with each paragraph tracking the thesis’s focus on the seasonal change being “unfortunate and destructive but inevitable.” This essay earned 4 points in Row B.

C. Sophistication (0-1 points): 0

- The response does not meet the criteria to earn a point in Row C because it does not sustain sophistication of thought or develop a complex literary argument. While the response aptly

marshals evidence and thoroughly explains the significance of the evidence in commentary, the response does not explore the complexities of the poem or demonstrate sophistication of thought. The essay earned a score of 0 in Row C.

Sample Identifier: C

Score: 1-3-0

A. Thesis (0-1 points): 1

- This essay analyzes how Alice Cary conveys the speaker’s complex response to the changing seasons in her poem “Autumn.”
- The defensible thesis is presented here in the introductory paragraph: “In Alice Cary’s poem ‘Autumn,’ Cary uses precise diction to create contrasting imagery and the shift of the poem to show her simultaneous dislike and appreciation of Winter, and her appreciation of the warmer seasons.” This response earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 3

- The response relies heavily on examples of specific words and phrases from the poem as its primary form of evidence. In paragraph 2, the writer considers how “word choice creates the difference between the seasons” and looks specifically at words such as “twilight,” “sunset,” “golden,” “warmer,” and “yellow leaves.” The commentary that accompanies the evidence focuses on the “positive connotation” of these words: “‘Golden’ suggests a regal nature to Summer, ‘sunset’ is often associated with beauty, and ‘yellow’ is a warm color, and is often associated with joy or kindness.” This analysis explains the speaker’s “appreciation of the warmer seasons.”
- In paragraph 3, the essay turns its attention to the “imagery made by word choice” and looks specifically with words with negative connotations. The evidence provided, “Lines eighteen through twenty depict the loss of the robin’s song, which is described as ‘golden’ (positive connotation), to the the ‘brown cricket’” helps to build the line of reasoning that characterizes summer as positive and autumn as negative.
- While the essay has built a clear line of reasoning, the response does not consistently explain how all the evidence supports the line of reasoning. For example, in the third paragraph of the response, the observation is made that some specific evidence “creates a tonal contrast with earlier depiction of Summer and Fall with Winter being more negative.” The idea of “tonal contrast” is not developed adequately and is not part of a logical sequence of multiple supporting claims. This response earned 3 points in Row B.

C. Sophistication (0-1 points): 0

- Because this essay does not demonstrate sustained sophistication of thought or develop a complex literary argument, it does not meet the criteria for a point in Row C. It earned a score of 0 in Row C.

Sample Identifier: D

Score: 1-2-0

A. Thesis (0-1 points): 1

- This essay considers how Alice Cary conveys the speaker’s complex response to the changing seasons.
- The thesis of this response is found in three sentences of the introduction: “In ‘Autumn’ by Alice Cary, the Speaker mentions the woe of summer coming to an end and life being drained from the beauty of nature. They wish for spring to hasten its arrival to bring back life to their surroundings. The Speaker feels the onset of autumn akin to the joy of life withering away.” Because the thesis responds to the prompt with a defensible interpretation of the poem, it earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 2

- The response provides some specific relevant evidence to support its thesis, but the evidence is provided merely by paraphrasing a section of lines and then citing the line numbers from which they were derived. The evidence is somewhat diluted by this practice because the paraphrase oversimplifies what the speaker is saying in the poem. The commentary provided (“Through the Speaker’s comparison of spring to poetry and autumn to the world withering away, we can tell that the speaker feels that the autumn season is similar to the death of the world and, through the poetry of spring, can it be brought back”) does not consistently explain how the evidence supports the thesis, and so no line of reasoning is created.
- The response does not include any mention of specific or implied literary elements or techniques beyond “masterful use of language.” This response earned 2 points in Row B.

C. Sophistication (0-1 points): 0

- The response oversimplifies the complexities of the poem rather than exploring them in any sustained manner. It does not demonstrate sophistication of thought or develop a complex literary argument; therefore, it earned a score of 0 in Row C.

Sample Identifier: E

Score: 1-1-0

A. Thesis (0-1 points): 1

- This essay attempts to analyze how Alice Cary conveys the speaker’s reaction to the changing of seasons as described in the poem, “Autumn.”
- The response earned 1 point in Row A for a defensible thesis found in the introductory paragraph: “In ‘Autumn,’ Cary employs repetition and imagery in order to convey the speaker’s complex response to the changing seasons, ultimately demonstrating the distinct details that make each season their own.”

B. Evidence and Commentary (0-4 points): 1

- The evidence provided in the essay is mostly general. For example, it discusses repetition by providing two quotations that begin with “And.” The commentary that follows: “repetition of the word ‘And’ is used to describe each season,” does not explain how the repetition contributes to the meaning of the poem. Additionally, the essay provides two examples of imagery (“The

rose has taken off her tire of red- The mullein-stalk it's yellow stars have lost...”), but the commentary (“You are able to grasp this season change from the imagery of the roses dying and the stars gone”) does not explain the significance of the imagery or connect it to the thesis. Although specific literary terms are mentioned, a minimal amount of explanation of their effect is offered. No line of reasoning is established within the essay. This response earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- The response oversimplifies the speaker’s response to the changing seasons with its observation that “all of the seasons have their differences.” The response does not explore the complexity of the speaker’s response and did not earn the point in Row C.

Question 2

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

The following excerpt is from Nisi Shawl’s novel *Everfair*, published in 2016. In this passage, the narrator describes the experience of a young woman, Lisette, as she rides her bicycle through the French countryside in July 1889. Read the passage carefully. Then, in a well-written essay, analyze how Shawl uses literary elements and techniques to portray Lisette’s complex response to her experience of riding her bicycle.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Line Lisette Toutournier sighed. She breathed in again,
out, in, the marvelous air smelling of crushed stems,
green blood bruised and roused by her progress along
this narrow forest path. Her progress, and that of her
5 new mechanical friend. Commencing to walk again,
she pushed it along through underbrush and creepers,
woodbine and fern giving way before its wheels. Oh,
how the insects buzzed about her exposed skin, her
face and hands and wrists and ankles, waiting to bite.
10 And the vexing heat bid fair to stifle her as she
climbed the hillside slowly—but the
scent—intoxicating! And soon, so soon, all this effort
would be repaid.

15 There! The crest came in sight, the washed-out
summer sky showing itself through the beech trees’
old silver trunks. Now her path connected with the
road, stony, rutted, but still better suited for riding.
She stood a moment admiring the view: the valley, the
blurred rows of cultivation curving away smaller and
20 smaller in the bluing distance, the sky pale overhead,
the perfect foil for the dark-leaved woods behind her
and by her sides. Not far off a redwing sang, cold
water trickling uphill.

25 She had the way of it now: gripping the rubber
molded around the machine’s metal handlebars, she
leaned it toward her and swung one skirted leg over
the drop frame. Upright again, she walked it a few
more steps forward, aiming straight along the lane, the
yellow-brown dust bright in the sun. The machine’s
30 glossy paint shone. Within the wheel’s front rim its
spokes were a revolving web of intricacy, shadows
and light chasing one another. Tiny puffs of dust
spurted from beneath the black rubber tires.

35 She raised her eyes. The vista opened wider, wider.
The road laid itself down before her.

Up on the creaking leather seat. Legs drawn high,
boots searching, scraping, finding their places . . . and
pedal! Push! Feet turning circles like her machine’s
wheels, *with* those wheels. It was, at first, work. She
40 pedaled and steered, wobbling just once and catching
herself. Then going faster, faster! Flying! Freedom!

Saplings, walls, and vines whipped by, flashes of
greenbrowngreengrey as Lisette on her machine sped
down the road, down the hill. Wind rushed into her
45 face, whistled in her ears, filled her nose, her lungs,
tore her hair loose of its pins to stream behind her.
She was a wild thing, laughing, jouncing over dry
watercourses, hanging on for dear, dear life. Lower,
now, and some few trees arched above, alternately
50 blocking the hot glare and exposing her to it
coolwarmcoolwarm, currents of sun and shade
splashing over her as she careened by. Coasting, at
last, spilling all velocity till she and the machine came
to rest beside the river.

55 The river. The comforting smell and sound of it
rushing away. Out on the Yonne’s broad darkness a
barge sailed, bound perhaps for Paris, the Seine, the
sea beyond,¹ carrying casks of wine and other
valuables. Flushed from her ride, Lisette blushed yet
60 more deeply, suddenly conscious of the curious stares
of those around her: Mademoiselle Carduner, the
schoolmistress; and Monsieur Lutterayne, the
chemist,² out for a promenade during his dinner hour
or on some errand, seizing a chance to vacate his
65 stuffy shop. Flustered, she attempted to restrain her
hair into a proper chignon,³ but at only sixteen and
with many pins missing, this was beyond her skill.
She began furiously to plait⁴ her thick blond curls,
and the others moved away.

70 At last she was alone on the riverbank with her

mechanical friend. She tied her plaits together, though she knew that momentarily they would slither apart. She stroked the machine's still-gleaming handlebars, then leaned to fit her forehead at their center, so.

75 “Dear one,” whispered Lisette. “How can you ever know how much you mean to me? Who would not give all they could, everything they had, in exchange for such happiness as I have found with you?”

¹ The Yonne River in France is a tributary of the Seine River, which passes through the city of Paris toward the Atlantic Ocean.

² pharmacist

³ a hairstyle in which the hair is pinned into a knot at the nape of the neck or at the back of the head

⁴ braid

Everfair by Nisi Shawl. © 2016, Nisi Shawl.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 2: Prose Fiction Analysis**6 points**

The following excerpt is from Nisi Shawl’s novel *Everfair*, published in 2016. In this passage, the narrator describes the experience of a young woman, Lisette, as she rides her bicycle through the French countryside in July 1889. Read the passage carefully. Then, in a well-written essay, analyze how Shawl uses literary elements and techniques to portray Lisette’s complex response to her experience of riding her bicycle.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible interpretation of the passage.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the passage that doesn't respond to the prompt. Describe the passage or features of the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation of Lisette's complex response to her experience of riding her bicycle.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>"Lisette has a complex experience riding her bike through the French countryside."</i> <p>Do not respond to the prompt but make a generalized comment</p> <ul style="list-style-type: none"> <i>"Riding a bicycle is a skill people often pick up in childhood."</i> <p>Describe the passage or features of the passage</p> <ul style="list-style-type: none"> <i>"This passage includes a lot of vivid description to depict Lisette's experience."</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> <i>"Lisette seems to love her bicycle because it gives her freedom and happiness—unlike her usual life."</i> <i>"The freedom Lisette experiences riding her bicycle through the countryside is mildly interrupted by a nervousness of others' judging her, but that worry is not enough to hinder her enjoyment."</i> <i>"The formal diction and rich details convey a scene far more meaningful than a simple bike ride through the countryside. Rather, Lisette's experience suggests a shift in her life toward unrestrained joy."</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
Row B Evidence AND Commentary (0-4 points)	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.	2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one literary element or technique in the passage contributes to its meaning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the passage contribute to its meaning.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques. Mention literary elements, devices, or techniques with little or no explanation. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an interpretation. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an interpretation. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage.
Additional Notes: <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the passage. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the passage could be said to...</i>”). • Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation. • Oversimplify complexities in the passage. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 		<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the passage. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the passage. 4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

In Nisi Shawl's *Everfair*, Lisette's enjoyment of the freedom and speed of her bike is shown to be liberating, but also undermined by her self-consciousness of how society views her love for it; this is portrayed through dynamic syntax and a shift in the mood of the poem.

Shawl highlights Lisette's intense euphoria when she rides her bike through the intense syntax that accompanies it. Through the quick-paced and frantic structure of sentences in the descriptions of her riding her bike, it is evident that Lisette is positively overjoyed by the rush she gets when riding. She passes nearby trees, homes, and roads in a flurry of "greenbrowngreengrey" and flickers through patches of sunlight and shade, switching between "coolwarmcoolwarm". Shawl mashes together these words to depict the speedy velocity at which Lisette is whipping by the world around her. The world seems to contort to a blur, just as multiple words are contorted into one. This portrays the vivacious sensory experience Lisette has as she is riding her bike and recreates the sense of freedom one gets when moving very fast. When riding her bike, Lisette feels free of the confines of her daily life and can simply enjoy what she is experiencing in the moment. Additionally, Shawl's frequent use of commas and long sentences symbolize the long distance Lisette travels on her bike and the multitude of things she feels at once. Gusts of wind "rushed into her face, whistled in her ears, filled her nose, tore her hair loose". The wind adds to Lisette's sensation that she is traveling very fast and increases her happiness all the more. The wind is often shown to be force untethered by any restrictions, and its control over Lisette can symbolize her feelings of no boundaries or limits to what she can feel. Lisette's loose hair can also imply that she is able to lose herself while riding the bike and give into her own joy.

An evident shift in Lisette's emotions from excited and gleeful to embarrassed and self-conscious shows how her free spirited ride was looked down upon by onlookers. As Lisette notices the people watching her joyride on her bike, she begins to recognize individuals such as "Mademoiselle Carduner, the schoolmistress" and "Monsieur Lutterayne, the chemist", both upstanding figures of French society. Shawl's inclusion of their formal names emphasizes their sense of dignity and importance. They are portrayed to be of superior social class to Lisette, and are suggested to be disapproving of her lack of restraint on her bike. Because of this, Lisette begins to feel guilty, creating a sense of contrast to her bright and lively attitude when she was on her bike. Additionally, Shawl uses the shift in the excerpt to clarify that Lisette is sixteen years old and cannot even fasten her hair up again in front of others because "this was beyond her skill". Lisette, being a young teenage girl in nineteenth century French society, must have been subjected to traditional class and gender roles throughout her life. Therefore, her actions such as riding her bike and failing to tie her hair up again must have been looked down upon by others. It can be deduced that the pressures of society dictate that young women like Lisette always compose themselves and resort to more feminine activities that do not include such levels of exertion as riding a bike. Shawl uses this shift to clarify that despite Lisette's feelings of freedom when riding, she is not completely free in the society she lives in.

In Nisi Shawl's novel *Everfair*, the author shifts the tone between Lisette feeling free with just her bike and then having to act normal when she is not alone along with the difference in the environment when she is on her own in order to show the reader how differently she feels when in town versus out in nature.

In the first half of the story, Lisette is riding her bike along the French countryside. The passage states, "Then going... dear life. (Paragraph 5-6)" This moment in the novel describes her senses when on the ride. The wind blows through her body and the whistling as if she were a bird, often associated with freedom, flying. Her hair was tied back but then loosened when in the ride. The hair being tied back is a metaphor of her feeling restrained, then feeling liberated when the hair is also free from its restraints. Lisette is said to act wild and laughing during this, actions that she did not at all do when she arrived at the town.

When Lisette arrives to the town, her behavior and surroundings change. The text states, "The comforting... moved away." (Paragraph 7)" The passage directly tells us that the smell and sound of nature was fleeting when she came to the town. The author used some of the senses to describe the decreasing feeling of freedom. Not only that, but the people around her had not viewed her in an approving manner. Lisette gets self-conscious about her wild actions and starts to calm down. The other characters that saw her, Carduner and Lutterayne, are adults who are said to be likely partaking in dull errands of the day. This contrasts with Lisette's recent bike ride that can be seen as childish and wild to the adults. Lisette then tries to tie her hair again, representing how she must assimilate with her surroundings and try to act on what is socially acceptable around her. The fact that she furiously struggles with tying her hair shows that she begrudgingly conforms to the norms around her at this time. She does not at all behave excitedly and wildly as she did when on the bike ride

When she went to go on her own in the riverbank, she clearly proclaims her feeling of freedom and joy from riding her bike. Once again similar to the beginning of the passage, her bike is described to be her "mechanical friend." Lisette talks to the bike as if it really were a friend that she can truly be herself with. Before this, she had to move away from the town otherwise she would seem peculiar in front of the townspeople.

While the author clearly describes Lisette's feeling of freedom and happiness during the bike ride in contrast to being in town, many subtle descriptions in the passage still enhance the imagery of her feelings through experiences and actions along with direct statements.

In a time where women were expected to remain at home devoted to their husbands and children, many women utilized any means to have an active life in the community in order to fully experience the world around them. In this excerpt from the novel *Everfair*, by Nisi Shawl, Lisette is described riding her bike in the countryside through the use of third person narration, unique diction and syntax in order to create a vivid experience of how small moments can matter deeply to an individual.

Lisette's story is told through a third person narration. This type of writing creates a separate character beyond the central character. The narrator experiences the countryside sharing the excitement of "intoxicating" scents around Lisette. This shared excitement allows readers to picture themselves as the narrator and get a true portrayal of what emotions Lisette is experiencing. The efforts of riding her bike are described through her "boots..finding their places". This high energy moment, which could only have spanned for a few seconds in real life, was described in detail as chosen to by Shawl. This leads readers to come to the conclusion that life is made up by small moments however trivial, deserve to be appreciated.

The diction and syntax of this excerpt, is unique in how it adds to the sense of urgency and quick moments, yet further explores the emotions tied to this small experience. While preparing for her journey the flying insects around Lisette has "her face and her hands and her wrists and her ankles" all exposed to the nature around them. This repetition of the phrase "and her..." follows the thought process any excited individual could have when preparing for an anticipated journey. The view that Lisette has upon her bike is one that is quickly passing by due to the speed of her bike. This is further added to by the quick changing colors that pass by of "greenbrowngreengrey" creating a sense of excitement and wonder that Lisette and the reader experience together.

By diving into small detail about this bike riding experience it is inferred that Lisette truly appreciative of the autonomy that her bike grants when living in a patriarchal society. This sense of female empowerment is all done through the use of third person narration, diction, and syntax.

In the novel, *Everfair* written by Nisi Shawl, composes a passage about a young woman on this journey on her bicycle, the author uses literary elements and techniques to create the meaning of this scene.

Lisette Totournier, is on this journey with her bicycle, with the help of imagery, "crushed stems, green blood bruised," (line 2) signifies that Lisette is in a setting of a forest and small details of her body, shows how she as done this before so it's probably not her first time. In the first stanza, it shows that Lisette was having issues with her bicycle she had to find another way to get around the area. In a setting like hers it seems seems that anything can happen because of how much is going on with her, like how some parts of her body are exposed that insects want to bite on it, the first stanza has much use of figurative language.

After some time being it looks like Lisette has found her way around her situation and nand is now trying to her path of destination. The author uses very clear details to make the reading a bit more helpful with how they worded their passage, so Lisette is on this hunt of place that she's been trying to go but challenges has came her way. The author is straightforward with their work, everything is step-by-step, clear and very detailed. Now Lisette is on her way to go, the setting and the important object of the passage, the bicycle. It's demonstrating the experiences Lisette has with her bicycle, it's something that she values very much. There is not one single moment where Lisette is without her bicycle, which is her friend.

Towards the sixth stanza, the author begins to describe the things around Lisette and the way it feels against her, "Wind rushed into her face, whistled in her ears, filled her nose, her lungs, tore her hair loose of its pins to stream behind her," (line 28-29) shows this moment where Lisette is going fast on this road and how the author uses her choice of words to describe, in the momeny Lisette is feeling. It sort of feels like a wind of breeze for Lisette riding on her bicycle. These moments are very special for Lisette because she is with an object that means a lot to her, in the eighth stanza, Lisette quotes, "How can you ever know how much you mean to me? Who would not give all they could, everything they had, in exchange for such happpiness as I have found with you?" (line 47-49) signifies about much this object means to her. She states that she has found happiness and enjoys what she does on a day like this.

Nisi Shawl uses lots of details for her passage, in *Everfair*. The the she strutures her passage is unquie and different, for a reader to read this won't lose track of what is happening. The author uses literary elements and techniques to portray Lisette's experiences with her mechanical friend.

In Nisi Shawl's novel *Everfair*, readers go through an excerpt about the main character, Lisette Toutournier, and her jovial experience in her bike ride. Shawl utilizes a variety of interesting literary devices in order to best describe Lisette's precise feelings and thoughts throughout.

Shawl primarily uses positive diction to exemplify Lisette's feelings, in the first paragraph. Words such as marvelous, friend, and intoxicating are primarily used to show good in a situation and Shawl uses them flawlessly. Shawl also uses some negative diction such as crushed, bruised, and creepers but alas she uses contradictive literary devices to flip the negative into positive.

Throughout the excerpt we see many varying literary devices being used to show just how powerful she feels about her new bike.

Question 2 – Prose Fiction Analysis

Sample Identifier: A

Score: 1-4-1

A. Thesis (0-1 points): 1

- This essay astutely analyzes Nisi Shawl’s use of literary techniques to portray both the exhilaration and awkwardness Lisette experiences while riding a bicycle in the French countryside as depicted in *Everfair*.
- The essay responds to the prompt with a defensible thesis which is located in the introduction. The thesis, “In Nisi Shawl’s *Everfair*, Lisette’s enjoyment of the freedom and speed of her bike is shown to be liberating, but also undermined by her self-consciousness of how society views her love for it; this is portrayed through dynamic syntax and a shift in the mood of the poem.” The misidentification of the genre of the work does not take away from the insight offered in the thesis, and it earned the score of 1 point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The response provides specific evidence and compelling commentary to develop its line of reasoning that characterizes Lisette’s experience riding her bicycle to be both “liberating” and “undermined by her self-consciousness.” Paragraph 2 focuses on how the diction of the passage conveys “Lisette’s intense euphoria when she rides her bike.” The response points out the evidence of “greenbrowngreengrey” and “coolwarmcoolwarm” and follows with the commentary, “Shawl mashes together these words to depict the speedy velocity at which Lisette is whipping by the world around her. The world seems to contort to a blur, just as multiple words are contorted into one.” In the same paragraph, the essay presents an example of Shawl’s syntax by examining the phrase “Gusts of wind ‘rushed into her face, whistled in her ears, filled her nose, tore her hair loose.” Again, the commentary clearly connects this specific evidence to the thesis with its observation that the wind “is often shown to be force untethered by any restrictions and its control over Lisette can symbolizes her feelings of no boundaries or limits to what she can feel.” The response consistently uses the evidence and provides cogent commentary to support its line of reasoning.
- In paragraph 3, the response examines the significance of the “shift in Lisette’s emotions from excited and gleeful to embarrassed and self-conscious.” The essay considers the effect of the introduction of the characters “Mademoiselle Carduner, the schoolmistress” and “Monsieur Lutterayne, the chemist” and notes that “Shawl’s inclusion of their formal names emphasizes their sense of dignity and importance.” This attention to detail serves to strengthen the support of the claim. The essay also considers the importance of Lisette’s age and her struggle to “fasten her hair up again in front of others because ‘this was beyond her skill.” The commentary moves beyond the mere description of the bike ride to offer the interpretation that “It can be deduced that the pressures of society dictate that young women like Lisette always compose themselves and resort to more feminine activities that do not include such levels of exertion as riding a bike.” This supporting claim strengthens the argument.
- The response thoroughly explains how the writer’s use of multiple devices contributes to the meaning of the passage. For example, in discussing the shift that occurs with the appearance of Mademoiselle Carduner and Monsieur Lutterayne, the commentary suggests “Lisette begins to feel guilty, creating a sense of contrast to her bright and lively attitude when she was on her bike.” By consistently offering evidence to support the claims and supporting a line of reasoning composed of multiple supporting claims, the essay fully explores the student’s interpretation of the passage. This response earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- The essay sustains a sophisticated and insightful exploration of the tension between Lisette’s exhilarated sense of freedom that riding the bicycle provides and her recognition of the social constraints she faces. The final sentence of the essay (“Shawl uses this shift to clarify that despite Lisette’s feelings of freedom when riding, she is not completely free in the society she lives in”) drives home this point that has been developed throughout the response.
- The response consistently demonstrates vivid and persuasive writing as evidenced in the statement in paragraph 2 “Through the quick-paced and frantic structure of sentences in the descriptions of her riding her bike, it is evident that Lisette is positively overjoyed by the rush she gets when riding” and “It can be deduced that the pressures of society dictate that young women like Lisette always compose themselves and resort to more feminine activities that do not include such levels of exertion as riding a bike” (paragraph 3). This essay earned 1 point in Row C.

Sample Identifier: B

Score: 1-4-0

A. Thesis (0-1 points): 1

- This essay clearly analyzes Nisi Shawl’s portrayal of Lisette’s complex response to her bicycle riding adventure in *Everfair*.
- The essay provides a defensible interpretation of the passage with a thesis that is located in the introductory paragraph: “In Nisi Shawl’s novel *Everfair*, the author shifts the tone between Lisette feeling free with just her bike and then having to act normal when she is not alone along with the difference in the environment when she is on her own in order to show the reader how differently she feels when in town versus out in nature.” This thesis earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The essay builds a line of reasoning that focuses on the contrast between Lisette’s thoughts in behavior in the two environments: “in town versus out in nature.” This line of reasoning is supported by specific evidence and convincing commentary. The sense of freedom described in paragraph 2 occurs when “Lisette is riding her bike along the French countryside.” While the essay provides textual evidence with ellipsis, the evidence is clearly explained within the essay as in the example, “The passage states, “Then going... dear life. (Paragraph 5-6)’ This moment in the novel describes her senses when on the ride.” The commentary that follows connects the evidence to the line of reasoning: “The wind blows through her body and the whistling as if she were a bird, often associated with freedom, flying.” Later in paragraph 2, the essay considers the significance of Lisette’s hair and argues, “The hair being tied back is a metaphor of her feeling restrained, then feeling liberated when the hair is also free from its restraints.” This combination of evidence and commentary effectively advances the argument in the line of reasoning.
- Paragraph 3 focuses on the shift in Lisette’s behavior when she “arrives to the town.” The essay points out “the smell and sound of nature was fleeting when she came to the town” and “the people around her had not viewed her in an approving manner.” As a result of the change in scenery, “Lisette gets self-conscious about her wild actions and starts to calm down.” Later in the same paragraph, the essay returns to an observation about Lisette’s hair: “Lisette then tries to tie her hair again, representing how she must assimilate with her surroundings and try to act on what is socially acceptable around her. The fact that she furiously struggles with tying her hair shows that she begrudgingly conforms to the norms around her at this time.” This commentary clearly explains the evidence and supports the line of reasoning.

- In paragraph four, the essay considers Lisette’s view of her bicycle as her “mechanical friend” and suggests that Lisette “talks to the bike as if it really were a friend that she can truly be herself with.” This focus on the importance of this specific detail helps to build the interpretation. Because the response provides specific evidence throughout the essay, clarifies how that evidence supports the line of reasoning, and explains how multiple literary techniques contribute to its meaning, it earned 4 points in Row B.

C. Sophistication (0-1 points): 0

- While the essay methodically provides relevant evidence to support its claim, it does not situate this evidence within a broader context. The response also observes some tensions within the passage (“The fact that she furiously struggles with tying her hair shows that she begrudgingly conforms to the norms around her at this time”), but it does not specify what these “norms” might be, nor develop a literary argument about why 16-year-old Lisette finds them so restrictive. This essay did not earn the sophistication point in Row C.

Sample Identifier: C

Score: 1-3-0

A. Thesis (0-1 points): 1

- This essay considers the experiences of Lisette and her complex response to her experience of riding her bicycle as described by Nisi Shawl in *Everfair*.
- The essay responds to the prompt with a thesis that appears as the final sentence of the introductory paragraph: “In this excerpt from the novel *Everfair*, by Nisi Shawl, Lisette is described riding her bike in the countryside through the use of third person narration, unique diction and syntax in order to create a vivid experience of how small moments can matter deeply to an individual.” Because the thesis presents a defensible interpretation of the passage, it earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 3

- The essay establishes a line of reasoning that focuses on the joy that small moments can bring and Lisette’s appreciation of these moments. The essay notes the use of “a third person narration.” The response also provides examples of evidence such as the “intoxicating” scents and her “boots..finding their places” describing Lisette’s experience on the bike in paragraph 2. The commentary that follows, “This high energy moment, which could only have spanned for a few seconds in real life, was described in detail as chosen to by Shawl” supports the argument that the small moments in life are significant.
- Paragraph 3 focuses on the diction and syntax of the passage and advances the argument that these devices contribute “to the sense of urgency and quick moments, yet further explores the emotions tied to this small experience.” The essay considers the significance of Shawl’s use of “greenbrowngreengrey” to describe the “quick changing colors,” and goes on to comment that the phrase creates “a sense of excitement and wonder that Lisette and the reader experience together.” This combination of evidence and commentary work together to support the line of reasoning.
- The commentary offered, however, fails to integrate some of the evidence. In paragraph 3, the essay offers the example of “the flying insects around Lisette has ‘her face and her hands and her wrists and her ankles’ all exposed to the nature around them.” The commentary that follows focuses on the repetition of “and her” but does not connect the evidence to the line of reasoning. This essay, therefore, earned 3 points in Row B.

C. Sophistication (0-1 points): 0

- Although the response places the passage within “a patriarchal society” and suggests that Lisette finds “autonomy” through her bike (paragraph 4), it does not integrate the broader context of the argument in a sustained way. The essay also does not thoroughly explore the complexities of the passage, account for an alternative interpretation, or employ a style that is consistently vivid and persuasive. It did not earn the sophistication point in Row C.

Sample Identifier: D

Score: 1-2-0

A. Thesis (0-1 points): 1

- This essay attempts to analyze how Nisi Shawl uses literary elements to depict Lisette’s complex response to riding her bicycle as described in *Everfair*.
- The thesis for this essay is located in the third paragraph of the essay: “Lisette is on this hunt of place that she’s been trying to go but challenges has come her way.” The thesis provides a defensible interpretation; therefore, the essay earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 2

- Although the essay attempts to connect the setting to the thesis, no clear line of reasoning is established. The evidence offered in paragraph 2 (“crushed stems, green blood bruised”) is followed by the commentary “signifies that Lisette is in a setting of a forest.” The significance of the setting is not developed. Other evidence in the paragraph consists of broad generalities: “In a setting like hers it seems seems that anything can happen because of how much is going on with her.” The essay points out “the first stanza has much use of figurative language,” but the lack of specific examples or thoughtful commentary weakens the argument.
- Paragraph 3 suggests that Shawl “uses very clear details,” but no evidence of these is offered. The essay goes on to point out that “There is not one single moment where Lisette is without her bicycle, which is her friend,” but the significance of this observation is not explained. The observation about the importance of the bicycle to Lisette is repeated in paragraph 4 where the bicycle is described as “an object that means a lot to her.” Although Lisette’s questions (“How can you ever know how much you mean to me? Who would not give all they could, everything they had, in exchange for such happiness as I have found with you?”) are presented as evidence, the commentary offered is simply a paraphrase of the evidence: “She states that she has found happiness and enjoys what she does on a day like this.” The simplistic and repetitive explanations weaken the argument.
- Paragraph 4 points to the evidence of the physical experience Lisette has while riding the bike: “Wind rushed into her face, whistled in her ears, filled her nose, her lungs, tore her hair loose of its pins to stream behind her,” but the commentary that follows, “It sort of feels like a wind of breeze for Lisette riding on her bicycle,” oversimplifies the experience. This essay earned 2 points in Row B.

C. Sophistication (0-1 points): 0

- The essay does not demonstrate sophistication of thought or develop a complex literary argument; therefore, it did not earn the point in Row C.

Sample Identifier: E

Score: 1-1-0

A. Thesis (0-1 points): 1

- This brief essay makes an effort to analyze how Nisi Shawl portrays Lisette’s complex response to her experience of riding a bicycle.
- The essay responds to the prompt with a defensible thesis contained in the opening paragraph: “Shawl utilizes a variety of interesting literary devices in order to best describe Lisette’s precise feelings and thoughts throughout” the bike ride, which is characterized in the previous sentence as a “jovial experience.” This essay earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 1

- The response considers the “positive” and “negative” diction found throughout the passage and offers specific evidence by listing the words “marvelous, friend, and intoxicating” and “crushed, bruised, and creepers,” but the commentary that follows (“she uses contradictive literary devices to flip the negative into positive”) is unclear. Despite the essay’s contention that Shawl uses diction “flawlessly,” no line of reasoning about the connection between diction and the argument presented in the thesis is established. The final sentence of the essay, “Throughout the excerpt we see many varying literary devices being used to show just how powerful she feels about her new bike” does not support the idea that Lisette’s experience was “jovial” as argued in the thesis. This essay earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- This underdeveloped essay oversimplifies the complexities of the passage and does not demonstrate sophistication of thought. It did not earn the sophistication point in Row C.

Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character’s reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

The Autobiography of an Ex-Colored Man

The Awakening

Brooklyn

By the Way . . . Meet Vera Stark

Ceremony

The Color Purple

The Count of Monte Cristo

Disgrace

Fahrenheit 451

Fences

Great Expectations

A House for Mr. Biswas

The House of the Spirits

The Hummingbird’s Daughter

Jane Eyre

Jasmine

The Joy Luck Club

Kindred

Kiss of the Spider Woman

The Known World

The Last of the Menu Girls

Lila

Little Fires Everywhere

Lucy

The Mayor of Casterbridge

Middlesex

The Miraculous Day of Amalia Gómez

The Nickel Boys

Orlando

Passing

The Poisonwood Bible

Sophie’s Choice

The Strange Case of Dr. Jekyll and Mr. Hyde

Surfacing

The Taming of the Shrew

The Tenant of Wildfell Hall

Their Eyes Were Watching God

There There

Vanity Fair

Washington Black

Wuthering Heights

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 3: Literary Argument**6 points**

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character's reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the selected work that doesn't respond to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation of a character's reinvention in the selected work. <p>OR</p> <ul style="list-style-type: none"> • Make a claim about how a character's reinvention contributes to an interpretation of the work as a whole.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"Literary characters often choose to reinvent themselves for significant reasons. These reasons vary but may stem from a desire to separate from a previous identity, gain access to a different community, hide from hostile forces, or express a more authentic sense of self."</i> <p>Do not respond to the prompt but make a generalized comment about the selected work</p> <ul style="list-style-type: none"> • <i>"Great Expectations follows the story of a character who reinvents himself."</i> • <i>"Shakespeare's The Taming of the Shrew has become an increasingly controversial play in modern times."</i> 		<p>Examples that earn this point:</p> <p>Provides a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"Gatsby reinvents himself as a wealthy, high-class man in order to win back Daisy's love. This reinvention brings about the tragedy of the novel."</i> • <i>"In The House Behind the Cedars, Rena, a biracial woman, chooses to represent herself as white when moving to a new city. The anxiety she feels due to this decision reflects the nation's identity crisis following the Civil War."</i> • <i>"Through the character of Mia Warren, Celeste Ng illustrates in Little Fires Everywhere that while reinvention is possible, one can never expect to completely escape the actions of the past."</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • A thesis that offers a defensible claim about the character's reinvention in the selected work may earn the point; any reasonable student interpretation of a "character's reinvention" is acceptable. • For a thesis to be defensible, the selected work must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0-4 points)</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points EVIDENCE: Provides some specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the text could be said to...</i>”). • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

In William Golding's imaginative dystopia wherein a group of young boys are stranded and left to fend for themselves, many of said boys must undergo a transformation in order to preserve not only their lives, but also their learned morality and social behavior. Specifically, Jack Meridew intentionally adopts a new identity to prove himself and carry his weight on the island. Jack Meridew's desire to transform himself in *The Lord of the Flies* illustrates the destruction and downfall of mankind when left to their own devices (original sin), as well as the inherent evil that resides in man.

Jack's original reinvention into an avid hunter is solely to support the others and himself. He is courageous and wants to help out and "be good" by stepping up and taking a critical role in their island survival, but it is clear to the audience that these actions are not without their own ulterior motives. Jack's failure to kill a simple animal leaves him questioning his abilities (and masculinity), as well as resulting in group disappointment from wasted effort and resource, but he quickly undergoes a transformation to combat this. Jack's new identity kills first and questions later. He transforms from a young boy hesitant and unable to kill a small creature to a hunter with excessive and aggressive hunting procedures. His treatment of the mother pig shows his abandonment of learned social behavior to be well-mannered and "good", as he exhibits overkill with phallic interpretations toward a maternal figure. Instead of a timid and hesitant young boy, Jack has devolved into someone relying solely on primal instinct of man to hurt others for self gain.

Not only does Jack transform, but he becomes the leader of a new regime. His tribe rebels against the original attempt at civilization, in which Jack and his hunters provide food, but rather Jack distinguishes himself separately from Piggy, Ralph, and Simon. As a physical indicator of a transformation, the hunters start wearing tribal "makeup" on their skin; not to protect from harsh light and other jungle conditions, but rather to declare a new identity. Jack and the hunters care less for practicality and civility, and more for danger, cruelty, and their primitive nature. Body paint symbolizes their regression and embracing of their primitive thoughts and ideas that they become compelled to act on. Jack and hunters kill Simon without much of a second thought and little to remorse in the aftermath because they have fully embraced their regression into the "evil" side that man is born with.

In the final act, with the boys at war and Jack leading the charge, he is ready to spear Ralph in order to gain full control of an island he has embraced as his new home. Ralph, being the personification and symbolism of democracy and learned good moral behavior within the group of boys, has no option left but to get chased and eventually maimed by Jack, whose new identity becomes the symbol of innate human evil. Golding contrasts between Jack's original character and Jack's new identity in the final hunt as an illustration of mankind's regression from learned good to innate evil. It is not until rescue men come to save the boys that Jack realizes the scope of his actions, which begs the question: Was Jack's new identity truly a new reinvention of his character or was it hiding underneath the surface of learned goodness?

Jack Meridew intentionally creates a new identity in *The Lord of the Flies* to free himself from cowardice and insecurity he feels, but Golding ultimately uses him as a vessel to demonstrate the regression of man from learned good to an innate evil.

When growing up in poverty and corruption, it is common to dream of achieving bigger and better things-- even when we are repeatedly told by others or our environment that such things are far beyond reality. Such are the themes explored in Aravind Adiga's *The White Tiger*, a novel following Balram Halwai as he goes from what he calls the darkness of his hometown, Laxmanghar, to the light of Delhi and Bangalore. As Balram discovers himself and his identity, transforming from a lower class worker to eventually the owner of his own company, we find ourselves able to analyze how he was able to get to where he is today despite the many obstacles he faced. In Balram's reinvention of his identity to the White Tiger, we see that in an environment shrouded by corruption and inequality, the only way to stop oneself from being victimized and move up in society is to embrace this corruption ourselves-- however, in doing so, our ending position will be unstable at best.

Balram's journey begins in Laxmanghar, where as a child he is wary of breaking the social status of his culture-- and as a result, is repeatedly shown that it is his fate to submit to others due to the power dynamics. This can be seen perhaps most immediately with his mother's death: as Balram watches the funeral pyre, he sees his mother's foot stretching towards the sky, almost as if in rebellion; however, it is quickly consumed by flames, and upon seeing this, Balram faints for the first time in his life. In this moment of significance for Balram, he is first shown that any resistance, no matter how small, is quickly crushed by forces beyond his control. This motif is continued by Balram's observations of the Ganges river, in particular on its mud. Balram sees the river as a source of impurity despite its sacredness-- and we see through his introspection that despite the value placed on cultural symbols such as these, they are what is keeping those in the "darkness" from ever escaping the lower class. Even when realizing this, Balram is still hesitant to take the power to change what he sees happening around him: we see this implicitly through his irrational fear of lizards, and his refusal to kill one despite his father's insistence. And more prominently, when Balram is first given the title of White Tiger by an inspector who comes to his school, but must eventually leave the school to work and help provide for his family, Balram does not fight very hard to find a solution that allows him to continue his education (and is consequently reduced from White Tiger to "human spider"). In other words, Balram originally has little motivation to go against the social norms he has been exposed to his entire life, and despite knowing his fate and wanting, to some extent, to escape it, is unable to as long as he plays by the rules.

However, as the novel continues and Balram begins to embrace the corruption he sees more and more, so too does his social status rise-- revealing the necessity of turning to vice in order to overcome injustices and reinvent oneself. When Balram turns to becoming a driver, finally going against cultural norms, he finds himself having to pay off an old driver to do it-- in a sense, his first form of rebellion. Then, when employed under Mr. Ashok, Balram remains the secondary driver, until he blackmails Ram Prasad, after which he becomes the primary driver and accompanies Mr. Ashok to Delhi. Even before leaving Laxmanghar physically, we see that as a result of Balram's underhanded tactics, he is able to find prosperity. This pattern continues in Delhi as well: Balram goes behind Mr. Ashok's back to make a profit, siphoning gas from his car and selling his bottles of alcohol on the black market. Thus, Balram is able to make extra money that he does not have to send back to his family. Finally, Balram makes the ultimate move: murdering Mr. Ashok, and inadvertently taking his identity. In doing so, Balram is finally able to break free from his servitude and become a free man: he has completely reinvented himself. However, doing so comes with a cost, one that we can see simply by who he has chosen to reinvent himself into. By becoming Mr. Ashok, something is taken away from Balram's true identity, and Balram implies that he is constantly paranoid that, just as he gave into the corruption around him and killed Mr. Ashok, so too could someone kill him. In other words, though Balram has reinvented himself, we realize that the corrupt means he utilized ultimately gave him a success that can only be characterized as unstable at best.

In the novel *The Kite Runner* by Khalid Hausani, the main character Amir attempts to reinvent himself when he flees to America from his home in the Middle East. He attempts to leave his past trauma behind him. Amir carries guilt and shame of not helping his childhood best friend when he was assaulted. Shortly after this event Amir and his father leave during war torn times. He attempts to separate from his previous identity once leaving his home. His, at first, inability to do so contributes to the meaning of the work as a whole that guilt dictates self identification and his later development to reinvention conveys the theme that one can not separate from their past.

When Amir moves to America and tries to reinvent himself after the traumatic event he loses his innocence and curiosity. He completely shifts his personality and is more introverted. This is all due to the guilt he experiences and his inability to forgive himself. His new self deprecating attitude dictates his relationship with his father and his romantic relationships where he is riddled with insecurity and constantly seeking validation. His faulty relationships and self identity are all on the grounds of the guilt he feels for his prior inaction to help his friend. This creates a level of irony since all Amir wanted to do was separate himself from the person he was that made him feel so guilty but he never actually changed from that moment until the end of the book. His 'reinvention' of himself was unattainable since he did not act towards any personal change and stayed statically attached to the guilt he felt.

Another thematic topic his reinvention connects to is that of past. When Amir truly reinvents himself is when he confronts his past misdoings. At the beginning of the novel he had false hope that he could escape his past through reinvention where in reality he is able to reinvent himself by confronting his past. Amir returns back to his home country and continues down a path of redemption. His failures to move forward in America were due to his delusions of being able to disguise his past. When Amir saves his childhood best friend's son from the assaulter he finds clarity in rewriting his wrongs. This action on his past and movement in his character are the reason he is able to finally reinvent himself. This adds to themes that ignoring and separating from your past will stunt personal growth.

In *The Kite Runner* Amir attempts to run from his past and hide from his guilt as a way of self reinvention. Amir is caught between true reinvention and fickle disassociation. He only finds real change when he gains redemption through action. His false reinvention to authentic reinvention and his dynamic character add to the work as a whole and the novel's message, that guilt shackles one's ability to grow and past experiences should be used to guide reinvention not attempted to be forgotten.

In the novel "Frankenstein" written by Mary Shelley, the main character Victor Frankenstein reinvents himself for the purpose of revenge. This twist in the story contributes to the plot of the story, how Victor dedicates himself to take revenge over the Creature he created and how the Creature is utilizing that drive for revenge to make Victor's life miserable.

In his childhood Victor was a happy and cheerful child he never once had experienced a feeling of sadness. That is until his mother died while taking care of Elizabeth who had gotten scarlet fever. Victor's mother was the first death Victor had to deal with. It was also the only passing that Victor didn't cause. Victor who was a fanatic of science went to college and there he became the most prominent scholar. However that love for science soon turned into an obsession. As time passed Victor spent all his time trying to create a living being. A project in which he succeeded, unfortunately the experiment didn't turn out how he'd hoped. He had created something he called horrible and an abomination, a monster. Struck by fear Victor abandoned said creature and plummeted into a state of sickness, such was the burden of his actions. The creature a being with the mind of a child, grew to understand what he was. Dreading his existence and fate to be alone for all eternity he started to resent his creator for it. As such the creature commenced his plot to make Victor as miserable as the creature is.

Victor was already brimming with guilt but once the creature started to take the lives of everyone he loved. Victor changed swearing to lead his life with only one purpose, revenge. After this Victor would pursue the Creature to basically the edge of the world in the hopes for revenge. Unfortunately for Victor he wasn't able to accomplish his goal. As his battered and tired body could not take the pressure anymore and soon before the end of the story, Victor passed.

The story of "Frankenstein" as a whole is a tragedy that is rooted in revenge. The Creature taking revenge of Victor and him doing the same. All because of his past actions and decisions coming back to hunt Victor. Victor's reinvention towards the goal of revenge brought even more tragedy into the story as it was deemed that from there moving forward Victor's life would be miserable. With his misery being caused by himself and the creature he had created.

In the novel "Beowulf" by Seamus Heaney, Heaney describes the path the Beowulf takes from being a man consumed by his own pride, to a noble leader. However, Heaney also describes how clutching onto pride despite being successful can hinder one from continuing on this path.

After a warrior by the name of Beowulf arrives at a town hall known as Heorot, he discovers the troubled townspeople following previous attacks from Grendel, a creature that has terrorized Heorot for years. Full of confidence, Beowulf agrees to defeat the creature and does so successfully. He is awarded with gifts which seem to only fuel his confidence. He is also able to successfully defeat the mother of this creature, which further develops his pride and almost persuades others into questioning his mortality. Although he defeated the creatures that had terrorized the townspeople and became the king of the Danes, he succumbs to a wound following his battle with a dragon at the end of the novel. What makes this event significant is that he chose to fight the dragon alone, despite the likelihood of not emerging victorious. Here, it becomes evident that Beowulf had successfully reinvented himself, but not completely.

Beowulf demonstrates that he is capable of being a great leader through his ability to protect, and although he had developed his abilities as the king of the Danes, he still holds onto his pride until the moment he dies. It is evident that his position as king had only made this outcome more likely, although it reveals that one's ignorance may hinder their success.

Question 3 – Literary Argument

Sample Identifier: A—*Lord of the Flies*

Score: 1-4-1

A. Thesis (0-1 points): 1

- This cogent essay analyzes how Jack Meridew, a character in William Golding's *Lord of the Flies*, reinvents himself when stranded on an island with other boys and how this transformation contributes to the meaning of the work as a whole.
- The essay responds to the prompt by offering a defensible thesis at the end of the introductory paragraph: "Jack Meridew's desire to transform himself in *The Lord of the Flies* illustrates the destruction and downfall of mankind when left to their own devices (original sin), as well as the inherent evil that resides in man." This thesis earned the point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The essay develops a line of reasoning that characterizes Jack's new identity as a move "from learned good to an innate evil." In paragraph 2, the response considers Jack's motivation for reinventing himself ("Jack's original reinvention into an avid hunter is solely to support the others and himself") and then proceeds to trace the evolution of the change within Jack. The essay presents the evidence of "Jack's failure to kill a simple animal leaves him questioning his abilities (and masculinity)" and "He transforms from a young boy hesitant and unable to kill a small creature to a hunter with excessive and aggressive hunting procedures." The commentary that follows ("Instead of a timid and hesitant young boy, Jack has devolved into someone relying solely on primal instinct of man to hurt others for self gain") directly connects this evidence to the line of reasoning and strengthens the argument.
- In paragraph 3, Jack's physical transformation is analyzed, and the essay points out "the hunters start wearing tribal 'makeup' on their skin; not to protect from harsh light and other jungle conditions, but rather to declare a new identity." The accompanying commentary argues that the boys' use of body paint "symbolizes their regression and embracing of their primitive thoughts and ideas." The evidence of Jack and the hunters killing Simon "without much of a second thought and little to remorse" further develops the claim when combined with the commentary "because they have fully embraced their regression into the 'evil' side that man is born with." The line of reasoning is clearly organized and deftly supported.
- The fourth paragraph of the essay analyzes Jack's relationship with Ralph ("being the personification and symbolism of democracy and learned good moral behavior within the group of boys"). The essay contends that in contrast to Ralph, Jack has become "the symbol of innate human evil" and that Jack's transformation at the end of the novel is "an illustration of mankind's regression from learned good to innate evil." The complexity of Jack's reinvention of himself is fully explained here, as is the significance of the transformation to the interpretation of the work as a whole. This essay earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- Sophistication is established by identifying and exploring the complexities and tensions within the text, most notably in reference to Jack's change in identity, the conflict this progression creates within the group of boys, and its symbolism of Jack's fall from good to evil.
- The response also employs a style that is consistently vivid and persuasive, as seen in "In William Golding's imaginative dystopia wherein a group of young boys are stranded and left to fend for themselves, many of said boys must undergo a transformation in order to preserve not only their lives, but also their learned morality and social behavior"(paragraph 1) and "It is not until rescue men come to save the boys that Jack realizes the scope of his actions, which begs

the question: Was Jack's new identity truly a new reinvention of his character or was it hiding underneath the surface of learned goodness?" (paragraph 4). This essay earned the point in Row C.

Sample Identifier: B—*The White Tiger*

Score: 1-4-0

A. Thesis (0-1 points): 1

- This essay responds to the prompt by considering how the village boy Balram Halwai reinvents himself in *The White Tiger* by Aravind Adiga and how that transformation contributes to an interpretation of the work as a whole.
- The defensible thesis appears in the last 2 sentences of the introductory paragraph: "As Balram discovers himself and his identity, transforming from a lower class worker to eventually the owner of his own company, we find ourselves able to analyze how he was able to get to where he is today despite the many obstacles he faced. In Balram's reinvention of his identity to the White Tiger, we see that in an environment shrouded by corruption and inequality, the only way to stop oneself from being victimized and move up in society is to embrace this corruption ourselves-- however, in doing so, our ending position will be unstable at best." The thesis addresses the complexity of Balram's transformation as well as its significance; it earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The essay provides ample and specific evidence to support its claims and to establish a line of reasoning that focuses on the cost of reinventing oneself. In paragraph 2, the response focuses on Balram's life as a child when "he is wary of breaking the social status of his culture." The essay offers the example of the funeral of Balram's mother and points out that Balram's fainting at the sight of "his mother's foot stretching towards the sky, almost as if in rebellion" is significant because at this point "he is first shown that any resistance, no matter how small, is quickly crushed by forces beyond his control." The response also examines the importance of Balram's being "given the title of White Tiger by an inspector who comes to his school" and his subsequent need to "leave the school to work and help provide for his family." The commentary that follows these examples ("Balram originally has little motivation to go against the social norms he has been exposed to his entire life, and despite knowing his fate and wanting, to some extent, to escape it, is unable to as long as he plays by the rules") directly ties this evidence to the line of reasoning.
- The motivation for Balram's eventual transformation is explored in paragraph 3 as "Balram begins to embrace the corruption he sees" and recognizes "the necessity of turning to vice in order to overcome injustices and reinvent oneself." Specific details describing Balram's work as a "secondary driver" and his blackmail of Ram Prasad are clearly presented. The essay points out that through this "pattern" of "underhanded tactics," Balram "is able to find prosperity" but also considers the significance of Balram's murder of Mr. Ashok and "inadvertently taking his identity." The commentary argues that although Balram "is finally able to break free from his servitude and become a free man," the process of reinventing himself "comes with a cost." This specific evidence and consistent commentary strengthen the argument in the line of reasoning.
- The interpretation of the meaning of the work as a whole is found in the analysis of the "cost" that Balram pays by turning to a life of corruption. The essay suggest Balram "is constantly paranoid," and the success he experiences "can only be characterized as unstable at best." This insightful elucidation is supported through the evidence and commentary woven throughout the essay. This response earned 4 points in Row B.

C. Sophistication (0-1 points): 0

- Although the character’s progression to a new identity is amply described, the response lacks sophistication of thought or the complex understanding that would merit the sophistication point. This essay earned 0 points in Row C.

Sample Identifier: C—*The Kite Runner*

Score: 1-3-0

A. Thesis (0-1 points): 1

- This essay examines the transformation that occurs within Amir, a character in Khaled Hosseini’s *The Kite Runner*, as he attempts to escape from his past.
- The response earned the point in Row A by providing a defensible interpretation of the novel put forth in the introductory paragraph: “His [Amir’s], at first, inability to do so contributes to the meaning of the work as a whole that guilt dictates self identification and his later development to reinvention conveys the theme that one can not separate from their past.”

B. Evidence and Commentary (0-4 points): 3

- The response provides specific evidence that details Amir’s journey of transformation. The essay points out that “Amir carries guilt and shame of not helping his childhood best friend when he was assaulted” (paragraph 1) and the difficulties he faces when “Amir moves to America and tries to reinvent himself” (paragraph 2). Additionally, the essay suggests that “he is riddled with insecurity and constantly seeking validation.” The commentary accompanying these details argues that “all Amir wanted to do was separate himself from the person he was that made him feel so guilty but he never actually changed from that moment until the end of the book” (paragraph 2). The evidence and commentary support the line of reasoning focusing on the role of guilt as a motivator for reinvention of oneself and the need for redemption.
- Paragraph 3 directly focuses on the actions that Amir undertakes to begin his transformation and points out that it starts “when he confronts his past miss doings.” Specific details about Amir’s return visit to his home where he “continues down a path of redemption” are coupled with the commentary that he was unable to transform himself in America “due to his delusions of being able to disguise his past.” The paragraph concludes with the argument that “ignoring and separating from your past will stunt personal growth.” The evidence and the commentary work to advance the argument.
- The essay consistently combines specific evidence and convincing commentary throughout; however, the essay presents evidence that is contradictory. In paragraph 2, the response states that when “Amir moves to America,” he “completely shifts his personality and is more introverted.” Yet in the same paragraph, the response observes, “His 'reinvention' of himself was unattainable since he did not act towards any personal change and stayed statically attached to the guilt he felt.” The contradictory commentary weakens the argument, and this essay earned 3 points in Row B.

C. Sophistication (0-1 points): 0

- The response did not earn the point in Row C because the interpretation is not situated within a broader context nor does it explore the complexities within the novel. Additionally, it does not employ a style that is consistently vivid and persuasive.

Sample Identifier: D—*Frankenstein*

Score: 1-2-0

A. Thesis (0-1 points): 1

- This response attempts to analyze the reinvention that Victor Frankenstein experiences in Mary Shelley's novel, *Frankenstein*.
- The essay responds to the prompt with a defensible thesis that is presented in paragraph 1: "In the novel 'Frankenstein' written by Mary Shelley, the main character Victor Frankenstein reinvents himself for the purpose of revenge."

B. Evidence and Commentary (0-4 points): 2

- The response provides some specific and relevant evidence throughout the essay. For example, paragraph 2 focuses on Victor's work as a student: "Victor who was a fanatic of science went to college and there he became the most prominent scholar," and a line in paragraph 3 points out "the creature started to take the lives of everyone he [Victor] loved." The commentary that accompanies the evidence explains that "the experiment didn't turn out how he'd hoped" (paragraph 2) and "Victor changed swearing to lead his life with only one purpose, revenge" (paragraph 3). While this evidence and commentary focus on Victor's desire for revenge, the commentary doesn't advance the progression of the argument. No clear analysis of Victor's reinvention is offered; therefore, no clear line of reasoning is established.
- The response also consists of broad generalities, such as in paragraph 2 ("In his childhood Victor was a happy and cheerful child he never once had experienced a feeling of sadness") and oversimplifications ("Unfortunately for Victor he wasn't able to accomplish his goal") in paragraph 3. These points weaken the argument presented in the thesis. This response earned 2 points in Row B.

C. Sophistication (0-1 points): 0

- The essay does not demonstrate a sophistication of thought or develop a complex literary argument by exploring complexities within the text, nor does it use a style that is consistently vivid and persuasive; therefore, it did not earn the point in Row C.

Sample Identifier: E—*Beowulf*

Score: 1-1-0

A. Thesis (0-1 points): 1

- This response considers how the character Beowulf reinvents himself in Seamus Heaney's translation of *Beowulf*.
- The essay responds to the prompt with a defensible thesis: In the novel 'Beowulf' by Seamus Heaney, Heaney describes the path the Beowulf takes from being a man consumed by his own pride, to a noble leader. However, Heaney also describes how clutching onto pride despite being successful can hinder one from continuing on this path."

B. Evidence and Commentary (0-4 points): 1

- The essay consists largely of a retelling of the overarching narrative developments of the novel, such as Beowulf's arrival at Heorot, his success in battle against Grendel, "a creature that has terrorized Heorot for years," his becoming king, and his ultimate death. No explanation of how this evidence supports the thesis is provided.

- Scant commentary is provided at the end of paragraph 2 (“What makes this event significant is that he chose to fight the dragon alone, despite the likelihood of not emerging victorious. Here, it becomes evident that Beowulf had successfully reinvented himself, but not completely.”) The commentary does not, however, develop a line of reasoning nor does it advance the argument presented in the thesis. The final sentence of the essay, “It is evident that his position as king had only made this outcome more likely, although it reveals that one's ignorance may hinder their success” seems disjointed and does not clearly connect to the process of reinvention. This essay earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- Because the essay does not develop a complex literary argument or demonstrate sophistication of thought, it did not earn the sophistication point in Row C.