

**AP® ENGLISH LITERATURE AND COMPOSITION 2017 STUDENT SAMPLES AND
SCORING GUIDELINES -Version 1.0**

Question 1: Rachel M. Harper, "The Myth of Music"

Sample A

The speaker creates one of the best comparisons of her family memories to music. The speaker begins this passage with a simile, saying "If music can be passed on like brown eyes or a strong left hook, ..." (lines 1-3). Music is represented as traits or characteristics that can be transferred through inheritance. As her brother deals the cards from the deck, she relates this family moment as a "collective memory cut in rough-textured tones" (line 18-19). A tone represents a certain level or pitch of sound within music, and the speaker believes that is a certain moment in her lifetime.

The imagery of the speaker carrying a radiator on her back reveals the endless love and compassion of her mother. The mother's love created a feeling of warmth in her children, even during the times they felt cold of loneliness and sadness. The tone of the third paragraph creates a mellow and peaceful mood. The speaker's statement of, "The timeless notes of jazz" (line 41) allows the readers to imagine the peaceful sound of jazz, as it soothes your mind with calm and melodic sounds. **1** (186 words)

2-1 These essays compound the weaknesses of the papers in the 4-3 range. Although some attempt has been made to respond to the prompt, the writer's assertions are presented with little clarity, organization, or support from the poem. These essays may contain serious errors in grammar and mechanics. They may offer a complete misreading or be unacceptably brief. Essays scored a one (1) contain little coherent discussion of the poem.

Sample B

In this poem, the narrator reconstructs her past memories related to music as her heritage and family. She uses vivid imagery and a simplistic, yet formal tone. Music practically runs through her blood and is very special to her. Regardless of different situations, it was said that music would remain.

It is easy to imagine a family playing cards on the floor. At a moment in time, a person realizes the definition of family. It is more than blood: it is about the connections that are made, like the narrator does in the poem. Her connection with music is as a declaration of love. She values music and even goes abroad to say "songs without lyrics can still be sung."

She compares jazz and rhythm to secrets kept that can be revealed through the songs played through a saxophone. Just as family is unique, so is music. These are sensitive subjects for the narrator and she has her own song. Jazz relates to her and it is not universal to her. She responds by proclaiming that she will only share the air (or music) with assumedly her father. This shows the depth and role of music through her life. No one has the exact same fingerprint and the same goes for music. It is seen as giving life, delicate to the touch, and as breath in which one breathes. **2** (229 words)

Sample C

The author, Rachel M. Harper, uses elements such as imagery, form, and tone to depict the relationship between music and the complex memories of her family.

One of the memories Harper includes is of her and her brother playing a card game and realized this is what family is all about. She describes this memory as a "collective memory cut in rough-textured tones." In which she relates music, something she's passionate about and something she believes is a sign post of her life, it's something she can fully understand and interpret and uses it to define

memories of her family which she can't readily describe because they are so complex. The author also talks about her mother in the poem in which she uses imagery and tone to describe the memory of her mother making music while she sat and watched. Harper describes her mother's music as "multiphonics disguised as chords in a distant room," and talks about how her home was filled with music in which her mother was represented through. The tone here is light and once can tell through the author's tone that she admired her mother's music and how comfortable she was when around it. The author uses detailed imagery to describe this memory because she could easily recall this moment in her life. It as a moment in which she was happy and comfortable and although the memories that she had of her family are complex, she can describe and understand them in her own way, music. **3** (252 words)

4-3 These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or may ignore the relationship between music and memory or Harper's use of elements. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a three (3) may contain significant misreading and/or demonstrate inept writing.

Sample D

Rachel M. Harper strategically uses elements such as imagery and tone to help the reader understand her personal connection with a song and its relation to the complex memories of her family. Visual imagery in this poem helps the reader visualize memories she shared with her brother, mother, and father. Furthermore, the tone of the poem is nostalgic since she is reflecting on her childhood. These elements together are used to explain the significance of each memory.

Harper uses visual imagery along with auditory imagery to recount her memories. The poem starts out with a metaphor where she compares a certain song to her genes. She describes some of her features like brown eyes to show how the song is like her looks and is genetic. She then moves on to describe a time where she used to play with her brother – they would sit on hardwood and play with an incomplete deck. Another memory she shares is that her mother is living 2000 miles away and how she will soon forget some of the times they shared. Finally, she connects all these memories back to this one specific song. Although her memories are fading this song will remain and some memories will then come to life. Imagery is used to depict the complex times she shared with her family. A Tone of nostalgia is used to explain the significance of the song to her since the song assists in remembering her childhood memories. Harper reflects on comforting times that seem to have disappeared now. For example, she no longer has the security of her mother's footsteps or the warmth of the radiator. Consequently, while reflecting she reveals to the audience that this song brings out her childhood. Locked in the rhythm is her old life. She is very reminescent and shows how music ties into the complex memories of her family.

Rachel M. Harper uses the elements of imagery and tone to describe the narrators memories in detail and furthermore reveal her feelings of nostalgia and how this one melody reminds her of it all. This song is something that holds a lot of value to her because her memories are trapped in the melody. Through the use of both elements the reader understands the complex memories and relations of her family. **4** (384 words)

Sample E

Music touches the lives of people in many personal ways. We make connections to them, reminding us of a time when were happy, sad, angry and any other feelings. In the poem the author connects

music with the memories of her family and portrays the love intertwined in the music and her loved ones.

In the beginning of the poem the author compares music to something being “passed on like brown eyes or a strong left hook” or an inheritance passed down from generation to generation. Music is important in the lives of this family and the author displays this by comparing genes that are passed down to music being passed down, emphasizing that music contains a deeper meaning than notes and sounds. The author also remembers a memory of her “brother dealing cards from an incomplete deck” this descriptive imagery is used to show while this memory may seem insignificant, it was the “definition of family”, all while jazz music plays in the background. This music brings the author back to a time of happiness and closeness she felt with her family. In the last line of the first paragraph, the author makes a contradicting statement saying “songs without lyrics/ can still be sung” meaning although the memories she has may seem insignificant, they mean a great deal to her and contain an aspect of importance.

In the second paragraph the author sets a tone of sadness and mournfulness after her mother leaves and debates whether to come home. Through this hard time the author’s father tries to console his children through music as being fathers “declaration of love” this may be the only way her father knows how to express his love. Music is his form of communication. The author throughout the poem uses similes to compare music in a personal way. The author claims “the notes like fingerprints, as delicate as breath” to show how unique music is only to her and her father. Nothing will ever compare to this bond between them.

Music connects the author and her father the way nothing else can. They show this deep love for each other through music that only they can understand. The author contradicts a common saying that “music is universal” but to her the only people who can understand this song is her and her father. 5 (389 words)

5 These essays respond to the assigned task with a plausible analysis of how the relationship between music and the speaker's complex memories of her family is conveyed through elements such as imagery, form, and tone, but tend to be superficial or pedestrian in their analysis of the relationship and the use of elements. They often rely on paraphrase, which may contain some analysis, implicit or explicit Their analysis of the relationship between music and memory or of Harper's use of such elements as imagery, form, and tone may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These writers demonstrate some control of language, but their essays may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7-6 essays.

Sample F

Music can bring one back to a distinct memory of the past, linking former moments to the present. Most people have some level of connection to music, and in “The Myth of Music”, by Rachel M. Harper, music is tied to memories of the speaker’s family. Music is the constant throughout the speaker’s life, even as her family life is complicated.

Harper employs imagery of her family life to show how music has always been in the background throughout her life. The speaker states that she sits on, “hardwood floors of a damp November, my brother dealing cards from an incomplete deck” which paints a picture in the reader’s mind of a normal day. She goes on to recall it as “collective memory cut in rough-textured tones, the voice of a horn so familiar,” which conveys how she ties these memories to music and its constant presence, even in the earlier years of her life. The speaker also states that her father had the “speakers set on high to fill the whole house with your spirit, your call as a declaration of love.” The imagery of the house being full of

sound is connected to the speaker's father's way of expressing his love. The speaker reveals that her mother has left the household, but that the "music will remain," with "notes like fingerprints as delicate as breath." This lyrical imagery of music reveals the speaker's sensitivity to music and the depth of her connection to it through complex family issues. The imagery of the sounds and feeling the speaker experiences, "warmth of a radiator on my back ... you present in the sound of typing your own accompaniment" shows that the speaker has a deep connection between her father and music.

The poem is written in free form with each stanza achieving a different purpose to reveal the speaker's connections to music. The first stanza sets up a vignette of the speaker's childhood family experience. In a short statement, she states music is the only myth she knows, meaning that its tied to her history. The first stanza sets up the speaker's "definition of family" which she ties strongly to music subconsciously "I don't know I'm listening, don't know I'm singing, a child's improvisation." The second stanza makes use of long free form lyrical structure which when read is melodious and rhythmic just as music. The successive clauses in lines 31-40 are in succession as if they are the lines of a song. In the last stanza, the speaker uses a short line "But the music will remain" to emphasize how music is and will always be constant throughout her life, something special shared between her and her dad. The last three lines are broken up into shorter lines again for emphasis, the last one being "but you" to underscore how exclusive and important the speaker sees her relationship with her father to music.

The tone of the poem is reflective and shows how the reader has come to realize the importance of music to her as she reflects on her family. She states that she does not "realize that this moment is the definition of family" when she recalls a memory, but shows that she retrospectively sees it now as a picture of her family. She ties her reflections to descriptions of music as the collective memory is "cut in rough-textured tones." She uses music to understand her family, as she describes it as "rough" though it is still music regardless. The tone in the last poem is melancholy, as the "memories fading like the words of a lullaby" but they "come to life in a saxophones blow." The speaker uses music to express the complexity of her familial relationships as she takes on a reflective and pensive tone, looking back at her past.

Music is something the speaker cherishes, evident through the way she ties it to her memories of her family. Though her family relationships might have been complex, through imagery of her childhood and reflection the speaker conveys how music has been there for her through it all. **6** (682 words)

7-6 These essays offer a reasonable analysis of how the relationship between music and the speaker's complex memories of her family is conveyed through elements such as imagery, form, and tone. They are less thorough or less precise in their discussion of how the relationship between music and the speaker's complex memories of her family is conveyed through elements such as imagery, form, and tone. Their analysis of the relationship and the use of elements is less thorough or convincing. These essays demonstrate the writer's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9-8 papers. Essays scored a seven (7) present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a six (6).

Sample G

Music seems just to be sound, a collection of notes, but as everyone knows, it is also deeply personal. Rachel M. Harper describes this personal aspect of music, specifically jazz, in her poem "The Myth of Music" where she uses striking auditory imagery and shifts in tone to reflect on how music can evoke memories of childhood.

The auditory imagery used in the poem is both musical and mundane, intermixed to convey how music and memory are connected to each other. The speaker begins her description of her childhood memory by describing her "brother dealing cards," which although not an exclusively auditory action,

does have an associated sound. Later she adds that the memory is “cut in rough-textured tones” – which may refer to the tone of music rather than a visual tone. She continues by describing “the voice of a horn” and her own “singing, a child’s improvisation,” before adding the sounds of her parents: her mother’s footsteps, her father’s typing. By mixing musical sounds with common household noises such as footsteps and typing, Harper conveys how a particular moment in her memory becomes associated with a genre of music – jazz – and a particular album or song. The household sounds in her memory become part of the music as well, the shuffle of cards and hum of the radiator are inextricable from the jazz. Thus music becomes a device to help the narrator remember the past.

Music also becomes a source of comfort to the narrator, as evidenced by shifts in tone between the first, second, and third stanzas. The tone of first stanza is positive, if somewhat wistful, as the speaker recalls what seems to be a happy childhood moment with music involved. The second stanza abruptly shifts in tone – suddenly the speaker’s mother is “2,000 miles away, deciding if she wants to come home,” and the speaker has “forgotten” the good, warm memories of her mother, brother, and father when the family was whole. In particular, she has forgotten her father’s “declaration of love.” The family is split; the children are affected. The tone is worrying. But in the third stanza, the speaker seems to rediscover her happy memories with the rediscovery of jazz. Her memories “come to life in a saxophone’s blow” and she realizes that this music is deeply personal to her – as personal as her fingerprints. Poignantly, she also remembers her father’s love and shares her own love – “this air” of music – with him; the poem is dedicated to him. So music has led the speaker’s rediscovery of her past.

Like jazz, the speaker’s memories are delicate, with many different elements of sound. Like her memories, jazz is very personal to the speaker. Music and memory are so close in her mind that the recollection of one leads to the recollection of the other. That is the myth of music that she knows. **7** (485 words)

Sample H

According to recent neurological studies, the two senses connected most directly to the amygdala (responsible for memory storage) are smell and hearing. However, as Rachel M. Harper’s poem “The Myth of Magic” can attest, humans have been implicitly aware of the line between memory and familiar sounds for decades. Through her use of comparative metaphorical language and auditory imagery, Harper conveys the timeless and uniquely personal nature of music in its ability to evoke the emotionality of her childhood to her father.

In the poem Harper uses metaphorical comparison in order to introduce and explicate the part that music plays in her familial history. Her initial supposition – “if music can be passed on ... this melody is my inheritance” associates music with genetics through a metaphorical comparison. This serves to convey the inherent, almost ingrained importance of music to Harper’s family and primes the reader for Harper’s strong emotional connection to it. The further explications of music as “lineage tracked through a title track” and “oral history taught on a record player” make further use of metaphorical language in order to emphasize the initial point, and continue intertwining the relevance of familial history and musical themes, as indicated by the comparison to traditionally musical objects like the tracks and record player. The second stanza continues to incorporate metaphorical comparison in regarding “the sound of [her father’s] typing” as his “own accompaniment, multiphonics disguised as chords.” It is particularly meaningful that Harper chose to use musical comparisons to introduce her father because he is the intended audience of this poem, as indicated by the dedication “for my father.” This comparison extends throughout the stanza, where she regards the “speaker set on high” as “fill[ing] the house with [her fathers] spirit, [his] call as a declaration of love.” In past comparisons, Harper used music as a means of accessing the emotions of her lineage – in this stanza she specifically extends it to mean a demonstration of her father’s love and spirit. Once again, Harper is able to compare the mundane – “typing,” “speakers” – to the musical and therefore to the personal. Clearly, Harper’s use of

metaphorical comparison serves to define and link the importance of music to the concrete happenings and entities of her childhood.

In regards to imagery, Harper uses extensive auditory imagery to link the music of her childhood to the emotions and nostalgia. The first stanza is heavier on the introductory metaphorical language than the more analytical imagery, but it does include a reference to “collective memory cut in rough textured tones”. This description is in line with the previous references to “hardwood floors in a damp November” and “an incomplete deck”, and serves to both more clearly evoke the haphazard hominess of Harper’s childhood as well as an initial connection to the jazzy music that is the focus of the poem. The second stanza uses a subtler form of auditory imagery, combining the homey “security of [her mother’s] footsteps” and “sound of typing” with the “speakers set on high” and “multiphonics disguised as chords.” By describing all of these aspects of sound in her childhood memories, Harper manages to incorporate the reader into her own childhood and further solidify the connection between her childhood and her music. However, it is the subtle but impactful imagery of the last stanza that most contributes to Harper’s portrayal of the relationship between music and her childhood. The stanza is peppered with more overt auditory references, such as “the timeless notes of jazz”, which directly reflect the impact that music has and will always have on Harper’s memory. Equally relevant are the subtler references which weave together and solidify the auditory sensations of Harper’s mixed home life and jazz music. This is particularly visible in her phrases “rhythm of childhood”, which evokes nostalgic bumps and crashes of childhood, or the phrases “words of a lullaby” and “saxophone’s blow”, which link the most common musical element of childhood – a lullaby – to Harper’s more specific form of childhood music – a saxophone. Harper ends the poem with the auditory imagery of a “[delicate breath]”, which she finally brings back to the main audience of her father by sharing her inclination to “not share that air with anyone but [him]”.

Clearly, Harper’s use of metaphorical language serves to clearly introduce and explicate on how Harper’s life was linked to and impacted music, while her auditory imagery emphasized that connection in a more emotionally relevant way to the reader and specified the main audience of the poems as her father. By incorporating both these literary techniques, Harper conveys the ability of music to recall her childhood memories and provides a fitting address to the father who brought her that association. **8** (790 words)

9-8 These essays offer a persuasive analysis of how the relationship between music and the speaker's complex memories of her family is conveyed through elements such as imagery, form, and tone. The writers of these essays offer a range of interpretations; they provide convincing readings of the relationship between music and the speaker's complex memories and Harper's use of elements such as imagery, form, and tone. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of a nine (9) essay, especially persuasive.

Sample I

In “The Myth of Music”, Rachel M. Harper weaves together a narrative of her childhood and of her heritage as a whole – how music was and is entwined with black history and every aspect of her own life. Using detailed metaphors of various musical tools and elements, Harper creates the elaborate memory of a musically enhanced childhood with her family. Furthermore, she combines such images or metaphors with more specific anecdotes or memories to create a poem with a form of continuous time and music – one that binds memory and music together. Harper’s tone, ranging from bittersweet,

reflective, and resolute, ultimately illustrates the combined impact of her memories and of music, through the use of both long and abrupt sentence structure.

Harper begins the poem with lengthy descriptions of musical tools, utilizing metaphors to create imagery that convinces readers of the deep connection between her familial memories and music. In line 4, she writes that of her “lineage traced/through a title track,/ displayed on an album cover/ that you pin to the wall ...,” deftly using the image of a tracklist to compare to events or progressions of her black history. Furthermore, the image of the album cover represents major developments in both her personal life and black heritage as a whole; the cover is a symbol of pride or “art” or even a watershed event in black heritage. Clearly, as jazz and the blues have been a vital piece of black culture and development, creative black work, be it music or otherwise, would have an extreme impact on Harper’s childhood memories. This is emphasized in line 16, when she writes of a strong, warm memory that “... [was] the definition/ of family, collective memory cut in rough-textured tones,/ voice of the horn so familiar” Creating a metaphor of how music “was” her family and that musical tools were the tools of her family’s expression or communication, Harper weaves music into her memory. She combines the fragility or background prevalence of music with a distant feeling in her past, making the relationship between music and her memories of family reflective of a collective black experience as a whole.

The form of “the Myth of Music” consists of musical metaphors coupled with memories of indefinite time. Often, it is unclear if Harper is remembering a single memory or a recurrence of a commonplace event, making the impression that music was an integrated part of her familial interactions. In one such “event”, Harper describes the “warmth/ of a radiator on my back and you/ present in the sound of typing your own accompaniment;/ multiphonics disguised as chords ... to fill the whole house ...” This displays a warmly pervasive presence of music in a timeless past, making the form of the poem that combined timeless anecdote with equally timeless musical metaphor one that could deftly illustrate the music echoing in the background of each of Harper’s memory or her current mind.

Ultimately, Harper demonstrates how music blends with her memories of family with her establishment of a complex, pervasive tone of bittersweetness, reflection, and resolution. The bittersweetness of tone is seen in line 27, where she describes her mother’s distance from them. In this paragraph, she describes through long, drawn-out sentences of the loss of her mother’s presence as well as the comfort of music in the house – the loss of music was equivalent to the pain of losing her mother. Harper uses similar long sentences in lines 41-47, describing how “... jazz [was]/ too personal to play out loud” and that music was “locked to the rhythm of her childhood .../ coming to life in a saxophone’s blow.” Her tone, reflecting on the finiteness of that pleasant past, is pensive and once again bittersweet, with powerful words such as “locked,” and “fading exemplifying her willingness to cling to the precious memories of both music and family. Still, Harper’s last words are deeply resolute, ending in an abrupt sentence in which she declares that she “will not share this air/ with anyone/ but you.” The relationship of music and her memories is something deeply embedded in her identity, and was one thing that gave her strength. With this, Harper grasps her memory of the entwined nature between music and memory, and declares it as part of her very being. 9 (724 words)

Scores: I - 9, H - 8, G - 7, F - 6, E - 5, D - 4, C - 3, B - 2, A - 1

Sample Identifier: I Score: 9

this sophisticated, graceful essay presents a highly persuasive analysis of the interplay between music and the speaker's complex memories of her family

the introduction embeds the means by which the essay will evidence its claims: "Harper creates the elaborate memory of a musically-enhanced childhood with her familycornbin[ing] such images or metaphors with more specific anecdotes or memories to create a poem with a form of continuous time and music-one that binds memory and music together"

tightly focused successive paragraphs follow through on this promise, referencing even small details that give insight into the significance of music for the speaker, e.g., "the image of the album cover represents major developments in ... her personal life"

uses numerous apt and specific textual references as the basis for rich, nuanced analysis, e.g., "Creating a metaphor of how music 'was' her family and that musical tools were the tools of her family's expression or communication, Harper weaves music into her memory"

links form and time together skillfully, first noting that the speaker's memories are of an "indefinite time" and gradually building to the powerful conclusion that "the warmly pervasive presence of music in a timeless past [makes] the form of the poem that combined [*sic*] timeless anecdote with equally timeless musical metaphor one that could deftly illustrate the music echoing in the background of each of Harper's memory [*sic*] or her current mind"

exhibits a complex understanding of tone and tonal shifts in the poem: demonstrates how the speaker's reflections on her past are by turns, and sometimes simultaneously, "bittersweet," "pensive," painful, fond, and "resolute [*sic*]"

deftly interweaves the discussion of tone with that of the syntax of the poem, arguing persuasively that the speaker uses sentence length and variety to convey the speaker's changing state of mind

draws on evidence from the entire poem to build a strong argument that the relationship between music and memory is "deeply embedded [*sic*] in [the speaker's] identity"

while this essay is not error free, it is perceptive in its analysis and demonstrates writing that is clear and sophisticated

Sample Identifier: H Score:8

this essay begins by introducing a somewhat general comment about neurological studies concerning the senses and moves from this point to a persuasive analysis of metaphor and imagery; it treats each of these figures substantively in its argument about the relationship between music and the speaker's complex memories of her family

clearly establishes a metaphorical link between music and memory in the poem and then develops this idea--summoning Harper's opening lines as evidence--to argue the "inherent, almost ingrained importance of music to Harper's family"

insightful in its identification of the speaker's two audiences: the speaker's father and the reader of the poem

analyzes the father's emotional impact on the speaker through the analogical link between the keys of the father's typewriter and the music filling the speaker's childhood house; adds the insight that

Harper uses "music as a means of accessing the emotions of her lineage"

references small and specific domestic details from the poem that create nostalgia for the childhood house, e.g., invoking "the homey 'security of [her mother's] footsteps'" to argue that "a subtler form of auditory imagery" both allows the reader to access the childhood experience and serves to "solidify the connection" between memory and sound

analysis of auditory imagery is multi-faceted and rich; argues that auditory imagery forms the "'rhythm of childhood,' which evokes nostalgic bumps and crashes of childhood" and that the poem "link[s] the most common musical element of childhood-a lullaby-to Harper's more specific form of childhood music-a saxophone"

while this essay convincingly demonstrates the role of music in recalling memories in the poem, its language is sometimes uneven (e.g., "continue intertwining the relevance of familial history and musical themes" and the wording of the last paragraph) and its argument is less persuasive than the essay scored 9

Sample Identifier: G Score:7

offers a reasonable analysis of how the relationship between music and the speaker's complex memories of her family are conveyed through poetic elements

demonstrates effective control of the elements of composition throughout

shows insight early on in observing that "the auditory imagery used in the poem is both musical and mundane"

develops this claim convincingly through textual references to the "'voice of a horn'" and the "'child's improvisation'" to argue that "by mixing musical sounds with common household noises such as footsteps and typing, Harper conveys how a particular moment in her memory becomes associated with a genre of music"

offers insightful analysis of the form of the poem in noting tonal shifts from the first to the second stanza and the second stanza to the third

makes a reasonable argument that these tonal shifts mark the speaker's changing feelings about her past: the speaker's tone is "positive, if somewhat wistful" as she remembers childhood music in the first stanza; "worrying" in the second because she has forgotten her father's music and her mother is far away; poignant in the third as "[h]er memories 'come to life in a saxophone's blow'"

while this essay offers a reasonable analysis of the connections between music and memory, it does not develop these connections thoroughly and convincingly and, despite its astute observations about form, is less precise in its discussion of tonal nuance

rather than marshaling the preceding insights to render a deeper insight in the conclusion, concludes with overly general statements, e.g., "[l]ike jazz, the speaker's memories are delicate, with many different elements of sound" and "[m]usic and memory are so close in her mind that the recollection of

one leads to the recollection of the other" and so is not as thoroughly convincing as the essays in the top range of the scoring guide

Sample Identifier: F Score: 6

this essay is reasonable in its claim that music is "a constant throughout the speaker's life," suggesting that music offers the speaker comfort "even as [sic] her family life is complicated"

returns to this claim using both paraphrase and some explicit analysis to support it, e.g., when the speaker recalls her brother playing with an incomplete deck and the sound of the horn, this "conveys how she ties these moments to music and its constant presence"

while it references the poem to support its reasonable claim, and offers suitable evidence to support the claim, it does not develop a thoroughly convincing argument

is well organized and uses three separate paragraphs dealing with the three poetic elements, imagery, form and tone, given in the prompt

comments on imagery, e.g., "house being full of sound," "the warmth of a radiator" and the "sound of typing," but is imprecise in analyzing this imagery, saying simply that it is "connected to the speaker's father's way of expressing his love" and "shows that the speaker has a deep connection between her father and music," rather than exploring the nature of that connection

makes claims about form, "each stanza achieving a different purpose"-the first "sets up the speakers [sic] definition of family," the second "makes use of long, free form lyrical structure which when read is melodious and rhythmic just as music [sic], "and the third uses shorter lines to emphasize music's connection to her relationship with her father-but the contribution of form to the interplay between music and family is not developed fully

observations about tone are less precise than those about form; but identifies the speaker's reflective tone and the uneven tenor of family life and comes to the conclusion that the end of the poem is melancholy, reflective and pensive

the essay offers some insight and understands that "[m]usic is something the speaker cherishes"; its analysis remains reasonable rather than persuasive because it does not analyze its evidence as convincingly as the essays in the top range of the scoring guide

the writing is clear and controlled

Sample Identifier: E Score: 5

this essay responds to the prompt with a plausible analysis of the relationship between music and the speaker's memories of her family, but the essay does not reach the level of a reasonable analysis because it tends to rely heavily on summary and this reliance results in superficiality

opens with the rather formulaic statement that "Music touches the lives of people in many personal ways"; the analysis that follows remains generalized rather than delving into the specific ways in which music functions in the speaker's relationships

uses considerable paraphrase and summary that nevertheless contains some analysis, e.g., "music is important in the lives of this family and the author displays this by comparing genes that are passed down to music being passed down"

assertions (e.g., "This music brings the author back to a time of happiness and closeness she felt with her family") are sometimes pedestrian and, supported more through paraphrase than through analysis, less convincing than they might otherwise be

where there is analysis, it is rendered in language that is largely controlled, but with some lapses, e.g., "descriptive imagery is used to show while this memory may seem insignificant, it was the 'definition of family,'" and "She compares music as being fathers [*sic*] 'declaration of love'"

although the essay references poetic elements, specifically figures, it accomplishes superficial analysis rather than detailing how those figures help to articulate the relationship between music and the speaker's memories of her family (e.g., "The author throughout the poem uses similes to compare music in a personal way")

like the introduction, the conclusion relies on a vague statement, "music connects the author and her father the way nothing else can," to convey a superficial point

Sample Identifier: D Score:4

this brief, repetitive essay renders a partial and inadequate analysis of the poem

claims that visual imagery and a "[t]one of nostalgia" help to "explain the significance [*sic*] of each memory" but offers limited textual reference in support of this claim and does not explore textual references adequately enough to support the claim

references the speaker's "personal connection with a song," and "memories [of] ... one specific song," rather than recognizing how the broader metaphor of music is used in the poem to convey the speaker's complex memories of her family

identifies poetic elements (metaphor, auditory imagery, and visual imagery), but the analysis of these is partial and does not explore what they communicate about memory, music, and the connections of each of these to the speaker's family

by focusing on the mother's absence, misses the central importance and complexity of the speaker's memories of her father and his legacy of music and so offers only a partial analysis

the writing is comprehensible and demonstrates some control over the conventions of composition, but it primarily echoes the prompt, and when coupled with thin analysis, the inadequacies of analysis and writing combine to earn this essay a score of 4

Sample Identifier: C Score: 3

this poorly written and unconvincing essay fails to offer an adequate analysis of the poem

contains significant and persistent misreading, evident in such statements as "she uses imagery and tone to describe the memory of her mother making music"; much of the essay depends on this misreading

claims are vague and unsupported

the writing is inept, exhibiting poor command of the elements of composition: sentences are often long, unwieldy fragments that pay little attention to usage and grammar rules

in place of analysis, makes overly general statements about the speaker's understanding of, passion for, and ability to interpret music and states that these "define memories of her family" without offering supporting evidence

omits any mention of the speaker's relationship with her father (to whom the poem is dedicated and addressed); this omission makes the analysis partial

Sample Identifier: B Score:2

while the reference to tone in the first paragraph of this essay suggests it will attempt to respond to the prompt, the essay does not mention or analyze tone at all; it compounds the weaknesses of essays in the 4-3 range of the scoring guide in being partial and compositionally inept

the essay contains numerous serious grammatical, syntactical, and usage errors, e.g., "She responds by proclaiming that she will only share the air (of music) with assumedly her father," "It is more than blood: it's about the connections that are made, like the narrator does in the poem," and "It is seen as giving life, delicate to the touch, and as breath in which one breathes"

while the ideas are not entirely incomprehensible, they are presented with little clarity, organization or support from the poem

this essay, with its brevity, weak assertions, inept writing and inadequate development of ideas, compounds the weaknesses of the essays in the 4-3 range

Sample Identifier: A Score: 1

compounds the weaknesses of the essays in the 4-3 range

while this essay attempts to engage the prompt, it accomplishes little coherent discussion of the poem

the essay is disorganized and replete with serious compositional errors

there are numerous misreadings, e.g., "[t]he imagery of the speaker carrying a radiator on her back"

refers to tone and mood and offers no support for the thin claim that "the tone of the third paragraph creates a mellow and peaceful mood"

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Question 2: Tobias Smollett, *The Adventures of Peregrine Pickle*

Sample H

In the presence of a personal matter, it becomes easy for one to lose his head. However, in a world dictated by proper conduct and the status quo, one feels restrained, not fully able to express his emotions – thus, he must swallow his feelings and act in a manner that befits social norms. In Tobias Smollett’s book *The Adventures of Peregrine Pickle*, **1** (63 words)

2-1 These essays compound the weaknesses of the essays in the 4-3 range. They may persistently misread the passage or be unacceptably brief. They may contain pervasive errors that interfere with understanding. Although some attempt has been made to respond to the prompt, the ideas are presented with little clarity, organization, or support from the passage. Essays scored a 1 contain little coherent discussion of the passage.

Sample B

In “The Adventures of Peregrine Pickle (TAPP), Mr. Pickle and Godfrey Gauntlet were faced with personal emotions that they had to hold on to due to the fact that society would criticize them for how they felt especially if they were to act upon it.

At the beginning of the passage there was a lot of hostility coming from Gauntlet due to the fact that Mr. Pickle was his sister lover. Gauntlet was very concerned for their families honor and reputation. They soon were bickering and that turned into anger. The soldier’s conscious poverty added fuel to the wrath he felt towards Mr. Pickle. His inner confidence led to them dueling. Gauntlet ended up winning the fight.

Though the two men had their differences, a fight wasn’t necessarily wanted on both ends but due to social properties they ended up dueling. **2** (141 words)

Sample G

In the passage *The Adventures of Peregrine Pickle* by Tobias Smollett, Mr. Pickle and Godfrey Gauntlet confront each other and resolve an issue. Mr. Pickle struggles to accept Gauntlet and Gauntlet struggles with Mr. Pickle’s sense of tyrannicalness.

The author uses the way they organize this passage to reflect the feud and connect it to social propriety. In the beginning, the reader is presented with dialogue of the oral feud. The dialogue serves to show a raw image of the encounter. It lets the reader analyze each character according to their responses. Later, the reader is presented with narration of the physical feud which can be interpreted as social propriety. The author’s choice to do this allows to portray the sword feud as a more civil feud, where the soldier, Gauntlet, and Mr. Pickle are in even and fair ground.

The order in which the narrator describes the physical feud also allows the reader to understand the complexity between emotions. Gauntlet “attacked his adversary with equal ferocity and address as the youth returned such strike. **3** (175 words)

4-3 These lower-half essays fail to offer an adequate analysis of the passage. The analysis may be partial, unconvincing, or irrelevant; the essays may ignore the interplay between emotions and social

propriety and/or the use of literary techniques. These essays may be characterized by an unfocused or repetitive presentation of ideas or an accumulation of errors. Evidence from the passage may be slight or misconstrued, or the essays may rely on summary or paraphrase only. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

Sample A

In Tobias Smollett's The Adventures of Peregrine Pickle, Smollett attempts to explore the complex result of intense emotion while functioning in societal norms.

Smollett describes an event of uncontrollable emotion between a lover and a woman's brother. The woman's brother, Mr. Godfrey portrays a tone of curiosity when he inquires about the relationship between his sister and Mr. Pickle. In response to Godfrey's questioning, Mr. Pickle's tone portrays annoyance and can be considered sarcastic and snarky. By using two strong and conflicting emotions, Smollett then examines the result of a conflict that would be socially accepted. Smollett describes Mr. Pickle to be bitter towards Godfrey and portrays a duel between them.

Smollett's narrative pace in lines 35-65 increases in order to align with the idea that a duel is taking place between the two men. This scene also shifts from dialogue into a narrative description of the duel in line 24. Even though the men felt great disdain and bitterness toward each other, they continued to abide by social norms in proceeding with a sword duel. By doing this, Smollett is revealing that there is a complex relationship between societal expectations and the emotional actions taken by people in society.

Overall, Smollett creates a situation between two emotionally driven men, yet they remain faithful to societies expectations. Through this narrative, readers are able to recognize and understand that societal norms hold a high influence on the actions of people. 4 (239 words)

Sample D

In this passage from The Adventures of Peregrine Pickle, by Tobias Smollett, Smollett explores the complex interplay between emotions and social propriety using a passive aggressive dialogue between two men, repetition of certain words or phrases within the dialogue, and elevated diction and respectful vocabulary – thus creating irony and a comical and humorous tone.

Within the dialogue between Mr. Pickle and Gauntlet, the two characters interchangeably repeat each others phrases. When Gauntlet states that he "... should be glad to know the nature of [his relationship with his sister]", Pickle replies by beginning with that [he] should be glad to know what title [Gauntlet] ha[s] to demand that satisfaction". Also, the repeated use of "sir", when the men adress each other is also evident in this passage. This repetition is humorous to the reader because it creates a passive aggressive dialogue within the reader's head, as the two men argue one another, but with seemingly gentle tones, in a cyclical motion that has no end. This plays into the irony of two distinguished men, attempting to stay sophisticated in their manners realistically arguing in a petty disagreement.

The usage of the men's vocabulary is also significant. For example, Pickle's statement to Gauntlet that he is "... not at present disposed to appeal to [Gauntlet's] opinion for the rectitude of [his] intentions (lines 9-11), demenstrate's Pickle's use of elevated diction and sophisticated vocabulary. Gauntlet's usage of this extensive vocabulary is also evident throughout the dialogue. Smollett uses such dictions for his characters, to display the irony of their situation. Their attempts of demenstrating themselves in a sophisticated manner within this petty argument, will eventually become an even more petty physical

altercation, with Pickle the loser. The men attempt to maintain their image and social propriety, but eventually let their heated emotions overtake their altercation, thus leading to a sword fight. **5** (309 words)

5 These essays respond to the assigned task with a plausible reading of the passage, but they tend to be superficial or thin in their analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. They often rely on summary or paraphrase, which may contain some analysis, implicit or explicit. The analysis of the interplay between emotions and social propriety and/or the use of literary techniques may be slight. While these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7-6 essays.

Sample I

Within this excerpt from The Adventures of Peregrine Pickle by Tobias Smollett, we read an account of the protagonist, Peregrine Pickle, engaged in a heated dispute with his lover's brother, Godfrey Gauntlet. Although the rising tension of their argument eventually breaks into a full-fledged sword fight, the demeanor of both men remains bound to the proper gentlemanly etiquette of the time, forcing the author to rely on subtle clues of diction and quick-paced narration to suggest the two men's anger.

We see within the first paragraph a dialogue of anger and insults cautiously restrained. Although Gauntlet is resolutely stubborn in defending "his own honour" and "his sister's reputation," he avoids overtly degrading Pickle until the next paragraph, relying instead on assertive commands such as "I demand" or "you will not refuse" to make clear his hostility. Pickle, as well, displays a degree of restraint while still suggesting his own anger, stating that he is "not at present disposed to appeal to [Gauntlet's] opinion" and that Gauntlet "dare[s] not apply" the word "chastise" to him.

Even after the explosion of insults opening the second paragraph, such as "presumptuous boy" and "insolent upstart," and the escalation to a duel between the two men, both remain well-mannered while still displaying clearly their rage. For instance, both men "help to pull off each other's boots" and make sure to neatly lay out their clothes before fighting. Despite this, though, their anger remains overt, seen for instance in Pickle's rejection of Gauntlet's proposal to duel with pistols in an effort at fair play and even more so in Pickle's suggestion that he'll "order his man to punish [Gauntlet's] audacity with horsewhip."

Once the duel has finished, this same theme of anger yet restraint continues, again relying on diction and narration to be understood. With Pickle's sword broken, Gauntlet has won, but he shows honorable restraint by sparing Pickle's life and anger by telling Pickle that his sword is "not to be trusted with a man's life." Although both men hold themselves more or less to a gentleman's standard throughout the excerpt, the insulting diction and rapid pace of the narration illustrate two men submitting to the explosive nature of escalating rage. **6** (366 words)

7-6 These essays offer a reasonable analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. While writers may consider a variety of literary techniques, they provide a sustained, competent reading of the passage. Although these essays may not be error-free and are less perceptive or less convincing than 9-8 essays, the ideas are presented with clarity and control and refer to the text for support. Essays scored a

7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

Sample C

From a young age children are taught the rules of society by which they must abide by to be viewed as respectful. The qualifications for what constitutes appropriate behavior have changed throughout time as people change with them. In The Adventures of Peregrine Pickle by Tobias Smollett, Mr. Pickle and Godfrey Gauntlet share a tense encounter in which their self control is tested. In this scene the two men confront their controlled emotions while they attempt to abide by social norms. Through the use of dialogue between the two characters, a tense rising tone, and an increase in narrative pace, Smollett conveys the complex interplay between emotions and social propriety.

To begin with, the passage introduces the two characters directly through their dialogue. Mr. Gauntlet, Emilia's brother, begins the conversation through his question of Mr. Pickle's intentions for his sister. The diction in his opening statement "I should be glad to know the nature of [your correspondence]" reveals a formal relationship between the two characters. They repeatedly, in their conversation, address each other as "Sir" even though they do not have positive views of the other. Mr. Pickle, when telling Gauntlet he "assumes a little too much importance," continues to respectfully address his as sir, as he does not wish to stray from 18th century social norms. It is revealed in the dialogue that both men consider themselves gentlemen, but do not consider the other as such. However, instead of directly telling Gauntlet he does not believe Pickle is a true gentleman, he ironically repeats "Gentleman, God wot! a very pretty gentleman, truly!" With this statement Smollett presents the setting as that of polite correspondence even in tense situations. The formal vocabulary reveals that the characters attempt to resolve conflict in the most respectful way possible, adhering to the society they are in and what it expects of them.

In addition to including direct dialogue in the passage, the tonal shift from the first paragraph to the second switches from a tense, yet controlled banter, to an aggressive and violent dispute. As mentioned before, the dialogue the passage is introduced in is characterized by a respectful disagreement between two men. However, as the men slowly become angrier, they stop addressing each other as "Sir" and let their bitterness overcome them. A formal challenge passes between them and they decide to settle their quarrel "by the sword." The tone in these actions begins to rise with tension and discomfort. However, despite the obvious increase in rage between the two men, Gauntlet does not forget to mention to his opponent that he is an expert swordsman, and Pickle may use a pistol to have an advantage. This statement indicates his view of himself as superior to Pickle, and politely (yet tauntingly) offering him to use a more powerful weapon to make it equal. He is abiding to social norms that a fight is only fair when both opponents have same qualifications. The tone reaches a climax as Pickle attacks "with equal ferocity and address." Although Gauntlet is only superficially cut, he suddenly is "transported with rage at the sight of his own blood". This encounter maxes on aggression and violence, a sharp contrast from the polite and slightly tense banter of the dialogue in the introduction. However, despite their physical violence, they continued to make an attempt at an equal fight of fair virtue. Finally, when Mr. Pickle's sword snaps and he is helpless, Gauntlet reveals his true virtue when he refuses to fight him. He advises him, superiorly, that he should treat a gentleman in distress with more respect. He then lets him go and retreats back to the inn. With this gesture, he states that he will not hurt him, as he has won the battle. His reserve is a result of the social propriety he is surrounded with, and he makes a statement that he is above resolving a dispute with injuries to a helpless opponent.

In conclusion, the encounter between Pickle and Gauntlet in this passage depicts the effects of social propriety on character's actions and their views of their identity. Through tone, diction, and dialogue, Smollett reveals the complex interplay between emotions and society. **7** (697 words)

Sample E

In this excerpt from The Adventures of Peregrine Pickle by Tobias Smollett, Mr. Pickle and Godfrey Gauntlet struggle to remain polite and properly mannerly in a contentious conversation about Pickle's romantic intentions with Gauntlet's sister, Emily. The character's internal thoughts and subtle behaviors – noted by Smollett's narration, the way Pickle and Gauntlet address each other, and the procedure preceding and following their duel demonstrates the push and pull between propriety and impulse. However, due their stifling of honest emotions in conversation and the context surrounding their duel, it is clear that propriety and social validation wins out over genuine expression.

Though both men are incredibly proper on the surface level, there is some conveying of emotion in their initial dialogue. In lines 16 and 17, Smollett writes that Pickle "cried [...] with indignation in his looks". This shows that, though he tries to maintain a stoic, proper exterior, Pickle cannot suppress his anger and frustration towards Gauntlet's words, and he reveals his true feelings with an indignant look. Next, Pickle judges and mocks Gauntlet for being less wealthy than himself. Pickle "[looks] contemptuously at [Gauntlet's] equipage [...] 'a very pretty gentleman, surely'" after Gauntlet refers to himself as a gentleman (Lines 21-23). His elitism is blatant and mocking of Gauntlet, and Pickle intentionally insults him. Though these examples support the idea that emotion can overcome, propriety, the volume of emotion-stifling social graces in other points in the dialogue and duel itself begs to differ.

As they speak, it is notable that Gauntlet and Pickle, for the vast majority of the conversation, refer to each other with deference and respect. They address each other as "Sir", even though neither one truly holds the other in high esteem. They question each other's authority through politely passive aggression and formalities. Gauntlet starts the conversation by saying he would be "glad to know the nature of" Pickle's relationship with his sister, Emily; but by this he is truly asserting his suspicion and disapproval of Pickle's honorability (Lines 2-3). To this, Pickle replies "what title [do] you have to demand that satisfaction", by which he firstly undermines Gauntlet's authority and asserts himself as the superior (Lines 4-5). Gauntlet and Pickle disguise their own true feelings of contempt towards each other by using social graces and interacting politely while they actually feel quite hostile.

This shroud of propriety continues into the duel. Before they begin their face-off they "helped to pull off each other's boots, and laid aside their coats and waistcoats" (Lines 32-33). This shows that, even when they are about to physically fight, the social codes of behavior are still prioritized – they do not just jump into a sword duel guns blazing (in this case, literally – Pickle refuses Gauntlet's – polite – offer to fight with pistols). The procedural nature of their duel reflects their adherence to the regulations of propriety. During the fight, Gauntlet offers him mercy and gets him medical attention. Smollett describes Gauntlet as "far from making an insolent use of his victory" because, as the proper gentleman he is, Gauntlet refuses to take advantage of Pickle's misfortune, and walks out as the better man with "sullen dignity" (Lines 57-58 and 64-65). Gauntlet is comforted by the fact that he maintains his propriety and diplomacy in his skirmish with Pickle.

This passage by Smollett demonstrates the battle between propriety and emotional authenticity, and in the 18th century European world, maintaining adherences to social norms and regulating codes wins,

and Pickle and Gauntlet's confrontation demonstrates the reserved and backhanded nature of this strict adherence. 8 (595 words)

9-8 These essays offer a persuasive analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. The essays make a strong case for their interpretation of how the interplay works in this passage. While writers may consider a variety of literary techniques, they engage the text through apt and specific references. Although these essays may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

Sample F

In this passage from The Adventures of Peregrine Pickle, an 18th century work by Tobias Smollet, Mr. Pickle happens on an encounter with the soldier Godfrey Gauntlet, who wishes to know about Mr. Pickle's relationship with his sister. This culminates in tense emotions firing between the pair of them and a physical duel, yet all the while Smollet shows how such tension and emotions were in part kept in check by an element of honor, dignity, and respect that was expected from two men as per the social norms of the time.

Smollett makes clear the hostile nature of confrontation between the two men, as tensions and anger between the two flare, with fiery exchanges shot back and forth. Mr. Pickle, upon confrontation by Mr. Gauntlet, immediately retorts with an effrontery targeted towards his social standing and lack of wealth – instead of answering Mr. Gauntlet's question, he responds by asking "what title [Mr. Gauntlet] has" (4-5) to demand an answer of him. Mr. Pickle later makes a similar remark, targeting his social standing, as he "looks contemptuously at [Mr. Gauntlet's] equipage" (21) and scoffs at calling himself a gentleman. Mr. Gauntlet also thinks himself superior to Mr. Pickle, saying that he would act "to chastise [anyone] if [he] thinks he acts amiss" (15-16). Moreover, when Mr. Gauntlet was made to feel "conscious [of his] poverty" (25-26) when he was mocked by Mr. Pickle, his "wrath was inflamed" (24) and called him a variety of names, from "presumptuous boy" to "insolent upstart" (27), before challenging him to a duel. The rapid pace at which their encounter proceeds is indicative of the high-tension emotions that fierily are on display during their conflict, which proceeds from a polite, respectful greeting, to action at the sword in a matter of lines. Thus, by highlighting the personal relationship between the two men (ie one being the brother of another's beloved), Smollett demonstrates the conflict that exists between the two men.

Yet this passage also takes into account the role of societal norms and expectations, from chivalrous values such as honor and dignity to the foundation of their insults on social hierarchy – this illustrates the idea that even though tensions in this conflict are running high between the two individuals, the idea of social norms holds them in check and keeps them focused on maintaining these standards. As aforementioned, many of Mr. Pickle's insults are based on the poverty and poor appearance of Mr. Gauntlet, which he believes does not befit a gentleman. The fact that his insults are targeted towards the social standing of his opponent illustrates the high priority that this maintenance of social hierarchy is for him. Moreover, instead of proceeding to blows and lowly insults, they continue to address each other as "Sir" (4, 5, 9, 13), which serves to illustrate how even with such conflict, both parties strive to maintain the sense of dignity and honor associated with being gentlemen. Again, the fact that Mr. Gauntlet insults Mr. Pickle by calling him a "presumptuous boy" (27), causing him to "retort with great

bitterness" (28), serves to show that the insults are again aimed at the social standing and honor of the opponent. Ironically despite the two gentlemen bitterly despising each other, they choose to resolve their struggle through "a formal challenge" (29). The formality of the duel shows what a large role social standards play in their lives, as instead of proceeding to blows, they opt for a formal, respectable conflict. Ironically again, even as they are preparing themselves for the fight, they "helped to pull off each other's boots" (32-33), as treating with respect and honor was a high priority for them, even if it was helping someone you hated and were just about to fight in the coming minutes. Mr. Gauntlet insults Mr. Pickle's swordplay abilities, and he offers a pistol fight, but Mr. Pickle "was too confident of his own skill to relish the other's proposal (40-41); thus, even though he may have a better chance with different weapons, he refuses the opportunity on account of his honor. During the fight itself, Mr. Pickle received a blow from the sword. Although "the wound was superficial, he was transported with rage at the sight of his own blood" (49-51). Mr. Pickle is thus less worried about the fact that he could be hurt by such wounds, and instead is angry because he believes that Mr. Gauntlet has shamed his honor by making him look bad. Finally when the soldier Mr. Gauntlet claims victory, he insults Mr. Pickle's blade to insult his honor, and then advises "the owner to treat a gentleman in distress with more respect" (62-63). What is amusing and ironic about this conclusion to the encounter between the two is that the conflict started on account of Mr. Gauntlet's sister, but he was never informed by Mr. Pickle of their relationship as he had desired to know, despite why. What began as a conflict over a genuine cause turned and escalated into a conflict over honor and dignity of the two men. Thus, this illustrates that while many may view the conflict of relationship as more important, the two men were more concerned about the dishonor, highlighting the indispensable influence of social norms on their beliefs and actions.

Although the conflict between Mr. Pickle and Mr. Gauntlet began as a confrontation over a relationship with Godfrey Gauntlet's sister, tensions between the two inflamed due to their insults directed at honor and dignity of the men. They resolved their disagreements with a formal duel, yet the respect they treated each other with and the evolving nature of their conflict to be more centered on their social standings and honor serves to illustrate the deep underlying influence of social norm and its predisposition on emotions and other aspects of daily life during this time period. 9 (979 words)

Scores: F - 9, E - 8, C - 7, I - 6, D - 5, A - 4, G - 3, B - 2, H - 1

Sample Identifier: F Score: 9

this sophisticated, well-organized, and persuasive essay fully analyzes the complex interplay between the characters' emotions and their desire to adhere to social propriety

identifies the duel as the logical corollary of the two men's "fiery exchanges" and traces the progression from one to the other by referencing the dialogue and analyzing the escalating emotions in their rejoinders

uses apt and specific textual evidence to analyze the irony that although Pickle's undisclosed *association* with Gauntlet's sister precipitates the conflict, it is Gauntlet's attack of Pickle's *status* as a gentleman that brings matters to the crescendo marked by the duel

offers perceptive analysis of irony in the passage: "even as they are preparing themselves for the fight, they 'helped to pull off each other's boots,'" and elsewhere details how irony gives rise to humor

offers nuanced analysis of the characters' words and actions throughout, e.g., in noting how Gauntlet's offer to switch to pistols "insults Mr. Pickle's swordplay abilities" and thus insults his honor

this essay is well-written and exhibits sophisticated, even elegant, language and diction, e.g., "many of Mr. Pickle's insults are based on the poverty and poor appearance of Mr. Gauntlet, which he believes does not befit a gentleman"

Sample Identifier: E Score: 8

this persuasive and substantive essay perceptively claims that, in the "push and pull between propriety and impulse," "propriety and social validation wins [sic] out over genuine expression"

analyzes the characters' inner conflicts over social and emotional imperatives using apt and specific references to nonverbal indicators such as the "'indignation in [Pickle's] looks'" and his sneering reflection, "'a very pretty gentleman, surely [sic].'" on Gauntlet's equipage

analyzes the dialogue, especially the repetition of the word "Sir," with subtlety

identifies the contrast between what is *said* and what is *meant* by Pickle and Gauntlet and analyzes the implications of this: even though they address one another "with deference and respect," this is a superficial courtesy, for "neither [man] truly holds the other in high esteem"

recognizes that the verbal confrontation is the antecedent to the physical confrontation and that the duel literalizes the latent hostilities of the dialogue

purposefully references the characters' exaggerated courtesy, their "subtle behaviors" (Gauntlet's offer to fight with pistols to mitigate his own advantage; this offer of mercy when Pickle is wounded), to support the claim that "[t]he procedural nature of their duel reflects their adherence to the regulations of propriety"

makes a strong case for its interpretations, building toward the conclusion that, while the men adhere to "social norms" on the surface, their "confrontation demonstrates the reserved and backhanded nature of this strict adherence" and that there is a "battle between propriety and emotional authenticity" that dramatizes 18th century notions of social propriety

while the writing is clear and controlled, and the argument nuanced and well supported, the essay is not as thoroughly developed or as well organized as an essay at the very top of the guide

Sample Identifier: C Score: 7

this essay offers a reasonable and sustained analysis of the interplay between emotions and social propriety and traces how the characters' emotions rise as the passage progresses

insightfully argues that while the characters' initial word choices "revea[l] a formal relationship," the repetition of the word "Sir" reveals the irony of this utterance: "they do not have positive views of one another" and are trying to adhere to "18 th century social norms"

follows the plot of the passage and observes the shift away from dialogue in its second paragraph; argues that the shift from dialogue also marks a tonal shift from "a tense, yet controlled banter, to an aggressive [*sic*] and violent dispute" in which "tension and discomfort" escalate

insightfully analyzes Gauntlet's apparent courtesy in offering Pickle the option to use pistols to mitigate his own advantage as a swordsman: "this statement indicates [Gauntlet's] view of himself as superior to Pickle, and politely (yet tauntingly) offering him to use a more powerful weapon to make it equal" and so demonstrates a sound grasp of the tone of the interchange

analyzes the implications of disingenuous courtesy in the passage: when Gauntlet curtails the duel upon Pickle's being injured, he "makes a statement that he is above resolving a dispute with injuries to helpless opponent"

while the essay offers a competent analysis of the interplay between emotions and social propriety in the passage, and considers a variety of literary devices as part of that analysis, its insights are not quite as perceptive and not developed as fully as one would expect to see in essays in the top range of the scoring guide

the essay contains a few usage errors and poorly-phrased sentences; while these do not detract from the perceptiveness of the essay, they do show less consistent control of the elements of effective composition than the essays in the top range

Sample Identifier: I Score: 6

this well-written essay is clear and succinct

it offers reasonable analysis, noting from the outset that though the characters' "argument eventually breaks into a full-fledged sword fight" they nevertheless remain "bound to the proper gentlemanly etiquette of the time"

identifies a tonal shift in the first paragraph from a "dialogue of anger and insults cautiously restrained" to "assertive comments such as 'I demand' or 'you will not refuse'" to convey the character's "hostility"

offers reasonable analysis of the implications of particular actions, e.g., "Pickle's rejection of Gauntlet's proposal to duel with pistols in an effort at fair play" and his "suggestion that he'll 'order his man to punish [Gauntlet's] audacity with horsewhip [*sic*],'" and how this contributes to the complex interplay between emotions and social propriety, but does not fully explore this interplay

provides abundant examples from the text to support the assertion that the characters continue to be polite to one another despite their latent hostility

interweaves textual references into the writing skillfully but does not present a convincing analysis of how such references evidence claims

while the final claims-that "Gauntlet has won" once Pickle's sword is broken, "both men hold themselves more or less to a gentleman's standard," and "the insulting diction and rapid pace of the narration illustrate two men submitting to the explosive nature of escalating rage"-are all reasonable, the analysis in support of those claims is not fully developed

Sample Identifier: D Score: 5

this essay offers a plausible reading of the passage and contains some moments of insight, but its analysis of the interplay between emotions and social propriety is superficial

the essay's early identification of the characters' interchange as "passive aggressive [*sic*]" is promising, but this promise is not fulfilled as the essay moves swiftly to summary

relies on summary, albeit summary that contains some slight analysis, e.g., about "the irony of two distinguished men, attempting to stay sophisticated in their manners, realistically [*sic*] arguing in a petty disagreement"

makes the plausible claim that repetition of the word "Sir" and the contrast between the men's "seemingly gentle tones" and what they are saying generates humor, but does not explain *how* these generate humor or how humor contributes to the reader's understanding of the interplay between social mores and individual emotions

while the essay offers some textual references and some analysis, it resorts to repetition of its claims rather than developing those claims by analyzing textual references

the essay demonstrates adequate control of the elements of composition; compositional missteps such as "the two characters interchangeably repeat each others phrases" and "the usage of the mens' vocabulary" do not materially interfere with the communication of ideas

Sample Identifier: A Score: 4

this short essay makes some attempt to explore the passage and notes that there are "societal norms" and "intense emotion" but fails to offer an adequate analysis of the interplay between these

summarizes the passage, noting the "conflicting emotions" of the two characters, but moves on to narrative pace without developing this observation

the two body paragraphs of the essay provide slight textual evidence

claims are unconvincing (e.g., "Mr. Pickle's tone portrays annoyance and can be considered sarcastic and snarky") because they are not supported with textual evidence

the essay relies on imprecise paraphrase and summary, e.g., where it attempts (in the essay's third paragraph) to discuss narrative pace

while the essay notes the shift in the passage from dialogue to narrative, it does not make use of this sound observation to analyze the passage

does not recognize complexity in the conflict or the characters' struggle to confront their uncontrolled emotions; simply states that "the two men remain faithful to society's expectations" rather than showing how and where in the passage they remain true to those expectations

while the essay does contain some awkward constructions such as "Smollett attempts to explore the complex result of intense emotion while functioning in societal norms" that reduce its clarity, the writing is not inept

Sample Identifier: G Score: 3

this partial essay fails to offer an adequate analysis of the passage

the scant two-sentence introduction claims that the characters in the passage "resolve an issue" - a significant misreading in that the characters do not resolve the initial issue of Pickle's intentions toward Gauntlet's sister

attempts to explore the passage, noting "social propriety," the "oral feud," and the "physical feud," but accomplishes only limited and disjointed paraphrase instead of analysis

claims that the "sword feud [is] a more civil feud, where [the characters] are in [sic] even and fair ground," but this claim is supported only by summary rather than by specific reference

the essay is characterized by inept writing, including errors in grammar, diction and syntax that make it difficult to comprehend, e.g., "Mr. Pickles sense of tyrantness [sic]"; "the reader is presented with narration of the physical feud which can be interpreted as social propriety"; "the order in which the narrator describes the physical feud also allows the reader to understand the complexity between emotions"

Sample Identifier: B Score: 2

this unacceptably brief essay makes some attempts to analyze the passage but its very inadequate assertions about Gauntlet's motivations are slight and unsupported; the essay contains little more than an incomplete summary

offers no textual support for such imprecise points as "the soldier's conscious poverty also added fuel to the wrath he felt towards Mr. Pickle" and Gauntlet's "inner confidence led to them dueling"

although the essay follows the sequence of events in the passage, it does so in a disjointed series of assertions, presenting its ideas with little clarity

Sample Identifier: H Score: 1

while this scant essay does not exhibit pervasive errors and its language is clear, it is unacceptably brief and so contains little coherent discussion of the passage

contains only general comments about how it is "easy for one to lose his [sic] head" and does little more than reiterate the situation described in the prompt

does not offer specific analysis of the passage or textual support

AP® ENGLISH LITERATURE AND COMPOSITION 2017 SCORING GUIDELINES -Version 1.0
AND STUDENT SAMPLES
Question 3: Mysterious Origins

Sample B

Mice of Men had a few characters whose origins were unusual and mysterious. The character who gets killed at the end was very mysterious and weird. This shaped the character because he needed to be weird to make the novel better. The character wanted to be killed by a specific person instead of the person who wanted to kill him just to not give that person the satisfaction of killing him. **1** (71 words)

2-1 Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The writers' remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a one (1) contain little coherent discussion of the text.

Sample C

In Diana Gabaldon's novel, "Outlander", a woman accidentally falls through time into 1742. Unable to explain her arrival, and entirely stuck there, she attempts to adjust to her new life in the Scottish highlands.

Going from 1947 to 1742, Claire Beauchamp is understandably discombobulated. Unable to explain her unusual arrival, or past life to the superstitious Scots that she finds herself surrounded by, she must lie and deceive to gain the trust and help of the people around her.

Having foreknowledge of the Jacobite Rising of '45, she attempts to save the clans from decimation. People become skeptical and suspicious of her knowing things that are not possible, as a result she gains many enemies. **2** (115 words)

Sample D

In the Great Gatsby, the main character Jay Gatsby has criminal-like origins that are mysterious. Gatsby came into his money later in life than the people in East Egg. The characters in East Egg, Tom and Daisy, are from old money and are considered the best. The people from West Egg, Nick and Gatsby are the new money generation. They were thought to be not important.

In order to win the love of his life Gatsby must be rich. Gatsby is a secret boot-legger, and this is how he is able to buy the massive mansion of a house. The house lies right across from Daisy's house. Nobody knows how Gatsby was acquitted with all this money. With this money, he was able to throw the most extravagant parties. And at one of his parties he meets Nick.

Nick is a cousin of Daisy, which Gatsby is intrigued by because Daisy is his lost love. All throughout this story Gatsby has mysterious phone calls that Nick is alarmed about. Nick asks around about Gatsby, but nobody seems to know him, even though they were at his parties. People just told Nick things they have heard about Gatsby. Nobody seems to know the true origin of Gatsby.

Despite all his efforts of selling and providing alcohol it is not enough to win Daisy's heart. At the end of the story Gatsby dies an unrightful death when Daisy was the one in the wrong. Only Nick was the one who saw Gatsby's true colors and knew he did not do it. No one shows up at Gatsby's funeral, except Nick and his Dad, because nobody really knew the real Gatsby or where he came from. **3** (283 words)

4-3 These lower-half essays fail to offer an adequate analysis of how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. The analysis may be partial, unconvincing, or irrelevant; the essays may reflect an incomplete or oversimplified understanding of the character's origins. These essays may be characterized by an unfocused or repetitive presentation of ideas or an accumulation of errors; they may lack control over the elements of college-level composition. Evidence from the text may be slight or misconstrued, or the essays may rely on plot summary only. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

Sample E

In Herman Melville's "Moby Dick", the origins of Ahab are mysterious in order to explicate how fate is unknown. The physical features of Ahab enhance how peculiar he is. The scar that travels along his body are said to originate from worshipping fire in the past. Also one of his legs is completely gone because it was bitten off by Moby Dick. Throughout the novel Ahab's history with the whale drive his crew into quest for revenge. This demonstrates how Ahab's past, encounters with his present in order to solve his dues with the whale. In this novel Ahab allows his revenge to drive him to his death. The relationships he establishes with the crew of the Pequod are negative, he converts his crew into a seek revenge group to kill the whale. Ahab sacrifices his crew to try to arrive to his justice, and completely fail against the white whale.

At the beginning of the novel, the reader learns about Ahab in a bad situation. Melville builds tension by not allowing the reader to get to know Ahab until the middle of the novel. The description of Ahab is known as strict and demanding. Although, the reader learns very few details about Ahab's past, Melville shows the outcome of his unanswered goals revive in the present. Throughout the novel, Ahab spends a lot of time inside his cabin away from everyone else. He does not show any signs of happiness. The revenge that he wants to conduct against Moby Dick consumes his spirit. This demonstrates that his drive to kill can lead him into bitterness and despair. The anger he feels against the whale blind him from continuing his present.

His crew follows his guidance and also become vengeful. Ahab conducts a ceremony that seals their fate to kill Moby Dick. In the novel there is numerous imagery of fire and hell. Melville does this to symbolize how their quest will end bad. His past follows Ahab and deteriorates his relationships with his family. Towards the end of the novel, we learn that Ahab gave up his wife and his son to get revenge. Ahab does not give up his quest and keeps going until he finds Moby Dick. At the end he cannot save himself from his fate and dies along with the rest of his crew. Melville shows how tragic and empty revenge can be. **4** (398 words)

Sample F

In the Greek tragedy Antigone the character Antigone is one of four children born from the result of sexual relations between her father and his mother. The author Sophocles uses this unusual relationship between Antigone's father and Grandmother as a source of explanation to most of, if not all, the events that take place in Antigone's life. Being born from such unusual circumstances shapes Antigone to being forced to deal with a life of judgement and tragedy. Such unusual relations resulting in the birth of Antigone affect both her relationship with her family and her relationship with lovers by causing there to be an amount of disconnection. The author's decision to bring upon the life of Antigone in such a matter as he has allows him to use all of the embarrassment, betrayal and longing for death that comes with Antigone's birth to help contribute to the story he is trying to get across to his reader.

Antigone's unusual cause of origin shapes her very character. She is alive because her father had sexual relations with his own mother. Then after the birth of her and her three siblings, her mother hung herself and her father removed his own eyes. She has had to deal with tragedies from the day she was born and much more during the continuation of her life. This shapes her to be strong in all aspects of her life regardless of all obstacles thrown at her.

When constantly having to deal with the embarrassment that comes with her own birth, Antigone's relationships with her family and lovers are questioned. Antigone and Ismene (Antigone's sister) have been through a lot together, but when another tragedy enters their lives, the bond between Antigone and Ismene falls apart. The cause of Antigone's origins causes a clear disconnect between her and her Uncle Creon, who is at fault for the damage to Antigone's and Ismene's relationship. Creon causes the very tragedy that destroys the relationship between Antigone and her soon to be husband because of his disgustment with Antigone's reasons for life.

Sophocles uses the relationship between Antigones father and mother as an origin of all the pain and tragedies he wants Antigone to go through. Without her birth being a result of unusual actions, and bringing with it the tragedies it did, could you still place Antigone with the characteristics Sophocles intended. Antigones origin had to be apart of the tragedie so that Antigone herself could become one.

In conclusion the greek tragedy Antigone features the character Antigone along with her siblings whose origins are unusual. Antigones cause of birth shapes her to be strong in all aspects of her life but also affects the relation ship between family members who were close to her and her relation ship with her fiance. This very origin greatly contributes to the tragedy the Sophocles needed to complete and place meaning to his work Antigone. 5 (487 words)

5 These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the writers attempt to analyze how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the significance of the origins, and support from the text may be too general. While these writers demonstrate adequate control of language, their essays may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7-6 essays.

Sample G

The origin of a character, just as often the origin of people that we experience in life, affects greatly the composition of ones' character and personality. Often it even dictates the actions of individuals, driving the plot in works of literature. One such example of the affects that ones' origins can place on an individual and the relationships they have from others can be found in the quintessential gothic novel, Frankenstein. An integral character in the novel is Frankenstein's Monster, whose origin is perhaps the very spirit of unusual incarnate.

Throughout the novel, Shelley tells a story of a beast created outside of the natural order and whose very existence is an affront to God. Perhaps a reader can see how this creation will experience adverse consequences of his origin just from that. The Monster's introduction into this world of men was entirely the responsibility of Victor Frankenstein. As it is with all people, the Monster had no affect on the situation, or the means, to which he was conceived. This greatly affects his actions and his story. He is no different from any man or woman in that he did not choose to be created, yet unlike most individuals his existence proved to be repulsive and shocking. This, understandably, created the perfect storm for his vile actions. Frankenstein's Monster's very existence in a way pre-determines his outcome. It cannot be proven that one's upbringing is universally responsible for their actions in life, however. The Monster is simply dealt a bad hand

Any person that has been told that they just aren't someone's type, or that they aren't wealthy enough, or that their face just doesn't look right will know that one's origin can greatly affect their relationships (or lack thereof). Specifically to Frankenstein's Monster's life, this is never more evident than in his relationship with Frankenstein himself. When faced with his creation, Frankenstein reacts in disgust and fear, marginalizing his unnatural son and sentencing him to a life apart. The psychological impact of this abadonment explicitly affected the creation and greatly contributed to his decision to fly into a murderous and bloodthirsty massacre of everyone that Victor loves. Poor guy. The climax of the novel would not have been possible if the Creation's creation had not caused such a spiteful relationship with Victor.

Perhaps the greatest lesson that one can find from origin stories such as this is that choices are made that affect one's life far greater than their origin ever could. Although, as previously stated, the Monster's origin had a great influence on his course of action, he still made the choice to become

educated, to murder the Frankensteins, and to cry havoc and let slip the dogs of war to end Victor's happiness in revenge. From every scholar in Harlem, to every President in classrooms right now, to even the educator scoring this essay now these is a truth that links all of our stories to the Monster's: It is not the origin of a person that ultimately decides their fate or affects their happiness, rather it is what we do with the blessing and opportunity of life that matters. As with Frankenstein and his Monster, we are the sum of our choices in life. **6** (539 words)

7-6 These essays offer a reasonable analysis of how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. While these papers have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9-8 essays. Essays scored a seven (7) present better developed analysis and more consistent command of the elements of effective composition than do essays scored a six (6).

Sample H

Aldous Huxley's futuristic novel "Brave New World" illustrates dystopian society in which the people are born from scientific process not birthed & brainwashed from infants to obey the laws & rules of one's own societal standing, and whose people are not at liberty to speak, or think freely but are merely blind puppets of the government. This can be seen as unusual circumstances for the characters of the novel already. These circumstances greatly impact each character and their relationships with each other in order to convey Huxley's beliefs that humans must use the free will they've been given to think & act for themselves.

Lenina & Bernard are some of the first characters in the story, born like everyone else into a life of monotony & obedience. They are committed to their ignorance, focusing on pointless matters, & filling their time with things that would matter to the most shallow & self centered beings. They are content in giving up their individuality to the tyrannical, oppressive government the "world state". Lenina is addicted to a drug called "soma" which sends the user into a lustful daze where she often takes part in rampant sexual acts under its influence. This over-sexualization, while remaining desensitized to the beauty & love that is involved demonstrates Huxley's warning to reality to continue with one's values and moral virtues or society will descend into a desensitized and emotionless society. In these characters' inability to form independent thoughts details Huxley's caution for humanity to keep its individuality & never to give in to an oppressive government.

The character John represents everything that this dystopian society is against. He was birthed from a mother, thinks for himself, practices religion & faith, and does not give into worldly desires. He escaped brainwashing as a child and is able to form complex thoughts having to do with morality, love, & emotion, things all but outlawed in this world of oppression.

John lives on a reservation for a large portion of his life & once he meets Lenina and sees the atrocities of his reality is somewhat unable to cope with the lack of virtue. In the end he ends up killing himself after finally giving in and having an soma-induced orgy with Lenina in front of a crowd of people. These events could reflect the author's heed that once the free will of humanity is relinquished, there may be no getting it back no matter how pure the soul. John killed himself because he himself had broken under the pressure of society, despite his strong resolve, perhaps indicating that no one is immune to the ravages of societal expectation and normality.

Huxley also made a comment on class structure in his novel. From birth, or creation, humans are put into classes specifically outlining the limits of what a person in this reality can do. No matter what class one is born into, Alphas, Betas, Epsilons, etc. that is what one is assigned for life. In the real world one is usually able to break out of their lot in life and find eventual success & happiness in something greater. However, in this story everyone is conditioned to be content with where they are, which is a

contradiction of human nature demonstrating the rampant dehumanization the government in the novel contains.

The origins of the story's characters illustrated that humans must never let those things that make them human get thrown away. The endall goal of the "World State" is stability & happiness of the populace but they sacrificed all humanity in the process. **7** (594 words)

Sample I

"There's no place like home." Concurrently, there is no place like the point at which one originates. The point of origin from which an individual spawns is of utmost importance to the unfolding of said individual's future. For prestige, wealth, and societal ranking all depend greatly upon where, and under what circumstances, a person is born. Take the plight of Oscar Wilde's Jack (Ernest) Worthing as a prime example. Through his humorous construction of his nineteenth-century satire, The Importance of Being Earnest, Wilde utilizes Jack Worthing's mysterious origins in order to inexplicitly bash superficial Victorian society.

The exact characteristics of Worthing's origination are questionable. As an abandoned baby, Worthing was discovered and adopted by a wealthy Victorian aristocrat. As he grew, "Jack" was raised in the superficial, hypocritical folds of late-nineteenth-century Victorian society. Concurrently, Jack is corrupted by the societal filth in which he is nurtured. Superficial deceit, living a double-life, and assuming a false alias are only a few of the deplorable traits Jack develops while in England. This is exactly what Wilde wanted his satire to relay to his audience: Victorian superficiality is an infectious contagion that will afflict any who choose to come in contact with it. Worthing, though he initially came from meager beginnings, would grow to become a selfish, deceitful Victorian who cares for none other than himself.

Worthing's (and therefore all nineteenth-century Victorian society's) selfishness is evident in how he treats those around him. Upon reaching the city, where he goes by the false alias "Ernest," Jack proposes to his coveted Gwendolen. Interestingly, however, Jack simultaneously has an eighteen-year old ward, named Cecily, at his home in the country. Cecily refers to Worthing as "Uncle Jack," not "Ernest." In short, Jack "Ernest" Worthing is living a double-life; he is "Jack" in the country, and "Ernest" in the city. Worthing does not care what he has to do – lie – cheat – steal – in order to acquire the coveted goals for which he lusts after. It does not matter to the Victorian whether he harms, degrades, or utterly devastates those who he comes in contact with; he wants what he wants, and he intends to seize what he desires, regardless of any possible ramifications that may adversely affect his neighbors. Wilde acknowledged this horrific, white-washed characteristic of Victorian society through the actions of Worthing. And so, Wilde reiterates the harmful, corruptive qualities of 1800s British society. From rags to riches, Worthing possessed the means to humanistically improve himself and the world around him. Rather, despite his uncomely origins, Worthing chose to squander his potential in pursuit of self-gratification, just like every other Victorian Englishman.

In the end, Worthing comes to terms with the circumstances of his origination. Found in a handbag, Worthing was most likely an illegitimate child whose upper-class parents sought to abandon in an attempt to cover-up their scandalous connection. Although Wilde does not explicitly say that this is the case, it is implied that Worthing's conception and birth were of scandalous promiscuity. Overall, Jack (Ernest) Worthing's entire existence, from birth to the culmination of Oscar Wilde's play, is a satirical accentuation and concurrent deridding of superficial, hypocritical Victorian society. **8** (529 words)

9-8 These essays offer a well-focused and persuasive analysis of how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how unusual or mysterious origins affect the character, his or her relationships, and the meaning of the work as a whole. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with

significant insight and understanding. Essays scored a nine (9) reveal more sophisticated analysis and more effective control of language than do essays scored an eight (8).

Sample BB

In our world today, the fear of people who do not look, act, or talk like us is crippling. We, as a whole, do not easily accept or assimilate those who have been otherized into our communities. Throughout various works of literature, though, it is evident that characters whose origins are unusual or mysterious are able to fully participate in the societies in which they appear. Toni Morrison's Beloved presents one such situation. When the spirit of Sethe's late baby materializes at her doorstep, the lives of Sethe, Denver, Paul D, and Beloved are changed forever. Because of Beloved's unusual origins, she has trouble formulating a meaningful self-identity, the family is polarized because of her unexpected arrival, and the novel as a whole is able to better communicate the message that humans have a distinct and deep ability to adapt to new environments.

Beloved has not always been an outsider, but nonetheless has difficulty coming to terms with her foreign origins. She had been a third party observer as a ghost entity in the upstairs portion of Sethe's house, but when she rises out of the river and comes to actually reside in the house, she does not know where she belongs. She is not able to work because of her low threshold for mental stimulation, and she relies heavily on Sethe to care for her and to be told who she is. There is a significant aspect of the story that Beloved is missing: the opinions of the other people in the house about her. Because she has not had the chance to truly connect with Denver, Paul D, and Baby Sugs, she has no reference point for how she is thought of in their minds. It is almost impossible for her to truly live in tandem with her "family" because she does not even know her own values, mannerisms, and life outlooks.

Not only does Beloved lack a self-worth component of life because of her mysterious origin, but she also is a polarizing factor in the familiar setting she has: her home. At first, her sister Denver is willing to do anything for her, and it seems as though the two have developed an allyship. However, as Beloved demands more and more attention from Sethe, Denver becomes enraged. Denver does not understand why a foreign person, seemingly without any ties to the family, could be cared about so much by Sethe. Sethe therefore feels a duty to protect Beloved because she caused her pain in the past. Paul D is somewhere in between the two opinions of Beloved, because he wants to support Sethe's dedication, but he also needs nurturing of his own. Neither Denver nor Paul D truly understand Beloved, since she came from an unknown place and just began living with them. In these ways, Beloved tears apart the family, and her presence negatively affects her relationship to the other characters.

Finally, by having a character like Beloved live closely with others who all have definitive origins, the novel's message of the human's ability to adapt to new environments is furthered. For example, Beloved herself learns quickly what is expected of her in the household – obedience, helping with jobs around the house, and loyalty. She has to learn how a whole new world operates around her, which is a challenge. Denver, likewise, is forced to mature faster than she wants because her mother no longer has unlimited time and dedication for her. She adapts to a more independent lifestyle and gets a job. Sethe adapts to having another child to take care of and attempts to atone for her past mistakes by treating Beloved well. Even Paul D, who leaves Sethe, shows an important aspect of this message of adaptation: sometimes, the only way to adapt is to leave the environment all together and just adopt a new one. None of these character developments would have occurred had Beloved not shown up.

While it would be much easier to ignore those who are different from us so as to surround ourselves with only people who are similar to us, there is more personal growth with unfamiliar situations. Beloved shows that while this beautiful, child-like, and enigmatic character is inserted into the lives of Sethe, Denver, and Paul D, the enigma becomes her own person and works out an identity, each person in the house forms his or her own opinions on the situation, and the greater message of adaptability is

clearly evident. It is our own challenge to respect those with differing origins in order to grow and develop as human beings. 9 (767 words)

Scores: BB - 9, I - 8, H - 7, G - 6, F - 5, E - 4, D - 3, C - 2, B - 1

Sample Identifier: BB - *Beloved* Score: 9

this well-focused and persuasive essay identifies a character whose origins are at once mysterious and directly influential to the relationships among herself and other characters

clearly states its claim: "[b]ecause of Beloved's unusual origins, she has trouble formulating a meaningful self-identity, the family is polarized because of her unexpected arrival, and the novel as a whole is able to better communicate the message that humans have a distinct and deep ability to adapt to new environments"

provides specific examples of how familial relationships are influenced by Beloved's origins and details how these relationships are complex and dynamic, e.g., Denver gradually becomes jealous of Sethe's attention to Beloved, Paul D is ambivalent "because he wants to support Sethe's dedication, but he also needs nurturing of his own"

addresses all parts of the prompt and carefully intertwines the discussion of those parts, returning to its claim to create carefully layered analysis, e.g., Denver "is forced to mature faster than she wants" and "Sethe adopts [*sic*] to having another child to take care of" and "[e]ven Paul D, who leaves Sethe, shows an important aspect of this message of adaptation: sometimes the only way to adapt is to leave the environment all together [*sic*] and just adopt a new one"

embeds apt and specific references to the text to create a well-integrated analysis

while this essay is not error-free and sometimes exhibits lapses in diction and syntax, e.g., "otherized" in the second sentence, it nevertheless analyzes *Beloved* with considerable insight and makes a sophisticated, compelling, and amply-supported argument

Sample Identifier: I - *The Importance of Being Ernest* Score: 8

this well-focused essay claims from the outset that the mysterious origins of Jack Worthing are instrumental to Oscar Wilde's satire; Wilde uses Worthing's origins "to inexplicitly bash superficial Victorian society"

thoroughly develops the original claim in several well-written paragraphs

clearly identifies the importance of "societal ranking" and "circumstances" to provide a context for how these shape Worthing's character and influence his relationships with other characters

chooses apt, powerful diction and figures to convey the irony of Worthing's situation concisely: though he "initially came from meager beginnings" he is corrupted by the "infectious contagion" of "Victorian superficiality" and becomes deceitful, selfish, and superficial

while the essay is not error-free and exhibits occasional compositional lapses (e.g., "[t]he point of origin from which an individual spawns" and "Worthing does not care what he has to do . . . in order to acquire the coveted goals for which he lusts after"), it does exhibit an effective control of language

draws insightful inferences, e.g., "Worthing was most likely an illegitimate child whose upper class parents sought to abandon in an attempt to cover-up [sic] their scandalous connection" to analyze how the character's mysterious origins generate satire and thereby contribute to the meaning of the work as a whole

engages all aspects of the prompt and demonstrates insight in its claims, but does not offer as much textual evidence or the same level of detailed analysis of evidence as the essay at the very top of the scoring guide

Sample Identifier: H - *Brave New World* Score: 7

this essay posits that in *Brave New World*, "people [who] are born from scientific process not birthed" are "brainwashed" and unable to "speak or think freely"

the strong introduction claims that Huxley uses the "unusual circumstances" under which people are created to "convey [his] beliefs that humans must use the free will they've been given to think & act for themselves"; this sets a clear direction for the essay and evidences command of a key element of effective composition

the essay references two characters, Lenina and Bernard, showing how unnatural generation effects their actions and beliefs; this provides context to launch a developed discussion of a third character, John, whose natural origins enable him to "form complex [sic] thoughts having to do with morality, love, & emotion" and ultimately map the trajectory to his suicide

offers perceptive comments about Huxley's views on class structure, but this material is not fully developed and integrated into the body of the essay; the essay is not quite as well organized or as thorough in its analysis as the essays at the top range of the scoring guide

besides the occasional misstep (e.g., "the rampant dehumanization the government in the novel contains"), the essay exhibits consistent control of the elements of effective composition

Sample Identifier: G - *Frankenstein* Score: 6

this essay offers a reasonable analysis of how the creature's unusual origins shape his character but is rather dilatory in articulating how the creature's unusualness contributes to the meaning of the work as a whole

while the essay offers the provocative assertion that the creature's "very existence is an affront to God," it does not develop or evidence this assertion

rather than remaining tightly focused on the requirement of the prompt to consider how the origins of the creature shape him and his relationships, the discussion shifts to control: "the Monster [sic] had no affect [sic] on the situation, or the means, to [sic] which he was conceived"

a general statement about the creature's relationships progresses to a claim about the effects of Victor's response to him ("[t]he psychological impact of this abandonment explicitly affected the creation and greatly contributed to his decision" to commit murder), but the essay is less specific in supporting detail

the essay exhibits a good command of the elements of effective composition, but it sometimes lapses into the conversational, e.g., "created the perfect storm" and "they just aren't someone's type," in a way that detracts from the analysis

while this essay exhibits insight and understanding, it is less thorough and less specific in supporting its claims than the papers in the top range of the scoring guide and is less well developed, composed, and insightful than the paper scored 7

Sample Identifier: F - *Antigone* Score: 5

while this essay is plausible, it is also superficial in its analysis of the effects of Antigone's origins on her character and relationships

makes overgeneralized statements on the first page, referencing numerous characters without stating how this information illuminates the meaning of the work as a whole

attempts to analyze how Antigone's parentage shapes her relationships with her family but offers only the rather simplistic and unclear claim that it "caus[es] there to be an amount of disconnection [*sic*]"

the essay relies on plot summary, albeit with some interwoven analysis

the essay exhibits adequate control of language in the main, but it is marred by surface errors and sentences are sometimes unwieldy, e.g., "Creon causes the very tragedy that destroys the relationship between Antigone and her soon to be husband because of his disgustment [*sic*] with Antigones [*sic*] reasons for life"

the essay is not as well organized or conceived as the essays in the 7-6 range of the scoring guide, e.g., although it offers the insight that the tragedy in Antigone's origins "shapes her to be strong in all aspects of her life" on the second page of the essay, and again in the conclusion, it does not use the insight to adequately synthesize the disparate observations made in the body of the essay

Sample Identifier: E - *Moby Dick* Score: 4

this partial and unconvincing essay offers an inadequate analysis of how Ahab's mysterious origins shape his character and relationships and demonstrates an incomplete understanding of how these in turn contribute to the meaning of the work as a whole, concluding merely that "Melville shows how tragic and empty revenge can be"

offers details about Ahab's past that suggest an incomplete or oversimplified understanding of the prompt, focusing on details of the character's past rather than specifically his or her origins; does not manage to analyze these details convincingly or explain what specific bearing they might have on Ahab's identity and relationships

offers unfocused and fragmentary observations about the novel and fails to synthesize these into a cohesive claim or statement

where the essay broaches the character's relationships with others, it does so in a cursory way and fails to link this discussion to the character's origins, offering only that "[h]is crew follows his guidance and also become [*sic*]vengeful"

the essay contains many ungainly sentences, usage errors, and grammatical errors; it does not exhibit control over the elements of composition

Sample Identifier: D - *The Great Gatsby* Score: 3

this partial essay fails to offer an adequate analysis of how the mysterious or unusual origins of Gatsby shape him and his relationships with others or how these contribute to the meaning of the work as a whole

briefly references the text by mentioning Gatsby's background, "the people from West Egg, Nick and Gatsby are the new money generation. They were thought to be not important," but does not return to the matter of origins until the perfunctory last sentence

provides an array of irrelevant plot details which are not organized or synthesized

the writing—which features many short, underdeveloped sentences with grammatical errors as well as errors of usage and diction—is inept

Sample Identifier: C - *Outlander* Score: 2

this unacceptably short, partial essay makes an attempt to respond to the prompt but offers mostly plotsummary

the summary of the character's life focuses on her past rather than her origins *per se*; this suggests a misunderstanding of the prompt

mentions the character's motivation ("she must lie and decieve [*sic*] to gain the trust and help of the people around her") but does not explain what bearing the past has on the character's relationships

while this essay exhibits control of language , it does not render a sufficient or adequate response to the prompt

Sample Identifier: B - *Of Mice and Men* Score: 1

while this scant, one-paragraph essay attempts to respond to the prompt ("*Mice of Men* [*sic*] had a few characters whose origins were unsual [*sic*] and mysterious"), it offers little coherent discussion of the text

comprises disjointed references to an unnamed character, claiming that that character "needed to be weird to make the novelbetter"

while the writing is adequate to communicate the simple claims that the essay offers, the claims are unsupported and the details about character are inaccurate