

ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

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

In the following poem by Caribbean writer Derek Walcott, the speaker recalls a childhood experience of visiting an elderly woman storyteller. Read the poem carefully. Then, in a well-developed essay, discuss the speaker's recollection and analyze how Walcott uses poetic devices to convey the significance of the experience.

XIV

With the frenzy of an old snake shedding its skin, the speckled road, scored with ruts, smelling of mold, twisted on itself and reentered the forest where the dasheen¹ leaves thicken and folk stories begin.

5 Sunset would threaten us as we climbed closer to her house up the asphalt hill road, whose yam vines wrangled over gutters with the dark reek of moss, the shutters closing like the eyelids of that mimosa² called Ti-Marie; then—lucent as paper lanterns, lamplight glowed through the ribs, house after house—there was her own lamp at the black twist of the path.

10 There's childhood, and there's childhood's aftermath. She began to remember at the minute of the fireflies, to the sound of pipe water banging in kerosene tins, stories she told to my brother and myself.

15 Her leaves were the libraries of the Caribbean. The luck that was ours, those fragrant origins! Her head was magnificent, Sidone. In the gully of her voice shadows stood up and walked, her voice travels my shelves.

20 She was the lamplight in the stare of two mesmerized boys still joined in one shadow, indivisible twins.

¹ dasheen: tropical plant with large leaves

² mimosa: tropical plant whose leaves close or droop when touched or shaken

"XIV" from MIDSUMMER by Derek Walcott. Copyright © 1984 by Derek Walcott. Reprinted by permission of Farrar, Straus and Giroux, LLC and Faber and Faber Ltd.

appeal to senses

use of verbs

verbs

shift

timelessness

change not so active

What devices do you

the house on the road with fragrant physical images

journey to

interesting contrast listening in house

depression

memory culture

story teller effect

fast and present

story teller

musically of the poem.

AP[®] ENGLISH LITERATURE AND COMPOSITION

2015 SCORING GUIDELINES

Form O

Question 1: Derek Walcott, "XIV"

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole—its content, style, and mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

9-8 These essays offer a persuasive discussion of the speaker's recollection and a persuasive analysis of Walcott's use of poetic devices to convey the significance of the experience. The writers of these essays offer a range of interpretations; they provide a convincing discussion of the recollection and a convincing analysis of Walcott's use of poetic devices to convey the significance of the experience. 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.

7-6 These essays offer a reasonable discussion of the speaker's recollection and a reasonable analysis of Walcott's use of poetic devices to convey the significance of the experience. They are less thorough or less precise in their discussion of the recollection and Walcott's use of poetic devices. Their analysis of the relationship among the recollection, the devices, and the significance of the experience is less 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).

5 These essays respond to the assigned task with a plausible discussion of the speaker's recollection and a plausible analysis of Walcott's use of poetic devices to convey the significance of the experience, but tend to be superficial in their discussion and analysis. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their discussion of the speaker's recollection or the analysis of Walcott's use of poetic devices 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. *applied to all!*

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 speaker's recollection or the analysis of Walcott's use of poetic devices to convey the significance of the experience. 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.

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.

0 These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

-- These essays are entirely blank.

Version 1.0