

## ENGLISH LITERATURE AND COMPOSITION

## SECTION II

Total time—2 hours

3 Questions

## Question 1

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

In George Moses Horton’s poem “On Summer,” published in 1829, the author describes multiple aspects of summer in a rural area. Read the poem carefully. Then, in a well-written essay, analyze how Horton uses literary elements and techniques to develop a complex portrayal of the setting.

In your response you should do the following:

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

## On Summer

<p>Esteville<sup>1</sup> fire begins to burn; The auburn fields of harvest rise; The torrid flames again return, <i>Line</i> And thunders roll along the skies.</p> <p>5 Perspiring Cancer<sup>2</sup> lifts his head, And roars terrific from on high; Whose voice the timid creatures dread; From which they strive with awe to fly.</p> <p>The night-hawk ventures from his cell, <i>10</i> And starts his note in evening air; He feels the heat his bosom swell, Which drives away the gloom of fear.</p> <p>Thou noisy insect, start thy drum; Rise lamp-like bugs to light the train; <i>15</i> And bid sweet Philomela<sup>3</sup> come, And sound in front the nightly strain.</p> <p>The bee begins her ceaseless hum, And doth with sweet exertions rise; And with delight she stores her comb, <i>20</i> And well her rising stock supplies.</p>	<p>Let sportive children well beware, While sprightly frisking o’er the green; And carefully avoid the snare, Which lurks beneath the smiling scene.</p> <p>25 The mistress bird assumes her nest, And broods in silence on the tree, Her note to cease, her wings at rest, She patient waits her young to see.</p> <p>The farmer hastens from the heat; <i>30</i> The weary plough-horse droops his head; The cattle all at noon retreat; And ruminates beneath the shade.</p> <p>The burdened ox with dauntless rage, Flies heedless to the liquid flood, <i>35</i> From which he quaffs,<sup>4</sup> devoid of gauge,<sup>5</sup> Regardless of his driver’s rod.</p> <p>Pomaceous<sup>6</sup> orchards now expand Their laden branches o’er the lea; And with their bounty fill the land, <i>40</i> While plenty smiles on every tree.</p>
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On fertile borders, near the stream,  
Now gaze with pleasure and delight;  
See loaded vines with melons teem—  
'Tis paradise to human sight.

- 45 With rapture view the smiling fields,  
Adorn the mountain and the plain,  
Each, on the eve of Autumn, yields  
A large supply of golden grain.

<sup>1</sup> a town in North Carolina

<sup>2</sup> zodiac constellation associated with midsummer

<sup>3</sup> a character in Greek mythology who was transformed  
into a nightingale

<sup>4</sup> drinks

<sup>5</sup> measure

<sup>6</sup> of or relating to apples

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

## Question 2

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

The following excerpt is from Jane Urquhart’s novel *The Night Stages*, published in 2015. In this passage, an artist named Kenneth is finishing a mural for a new airline terminal using the long-established medium of egg tempera, a paint made of egg yolk, pigment, and water. He thinks about the influences on his work and how his mural may be received. Read the passage carefully. Then, in a well-written essay, analyze how Urquhart uses literary elements and techniques to convey Kenneth’s complex perspective as he completes his mural.

In your response you should do the following:

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

Line It had taken him three months to complete the  
thirty-six four-by-six-foot panels that would join  
together, like a huge puzzle, to form the immense  
mural. The last thing he painted, on the final morning,  
5 was a third apple—airborne—tossed by a child  
 juggler. The apples were like tiny planets, and the  
 child, otherwise small and unexceptional, gained  
 power through his manipulation of them. Kenneth had  
 to break one last egg to paint this, and as he passed it  
10 from hand to hand, letting the white drain to the floor,  
 and allowing the clean yolk to settle in his palm, he  
 looked at this boy—his serene, confident expression,  
 the three apples aloft, the face calm with the  
 knowledge that they would be kept in the air  
15 indefinitely. While Kenneth mixed the yolk with the  
 warm shades of ground pigment, he remembered the  
 critic telling him to keep things on the picture plane  
 flat, two-dimensional, and he smiled as the apple  
 became spherical under his brush. When he could  
20 imagine the weight of it in his hand, he knew he was  
 finished. Then he began to toss brushes, palettes, and  
 pigments down to the floor below. There was a drill  
 shrieking somewhere in the building. The clatter his  
 tools made on landing must have been drowned out by  
25 its noise.

Kenneth figured he had broken five thousand eggs,  
 more or less, in the making of the mural, and each  
 time he broke the shell, he thought of the critic’s head,  
 the smooth baldness of the top of it. Humpty-  
30 Dumpty,<sup>1</sup> he thought, this wall, and the wall of  
 cultural fashion that could keep you out, for a while,  
 until the great fall. By now he knew that fashion  
 always fell, it failed and fell. He was happy to be free  
 of it. And as he used the shell to separate the white

35 from the yolk, he thought about Harding,<sup>2</sup> a man who  
 had never made use of egg tempera. He wondered  
 what had become of him. And the woman Harding  
 had loved, whether she had ever painted again, and  
 whether or not he himself would ever come across a  
40 painting by Gentleman.<sup>3</sup> The girl in Germany, the  
 couple in Italy,<sup>4</sup> floated by, a sense of them here and  
 there in the mural. These narratives fought for space  
 in his mind. But the mural itself, he knew, was  
 divorced from narrative. As it should be, he whispered  
45 to himself, as it should be. *Flight and Its Allegories*.<sup>5</sup>

Once he was on the ground, he rifled through a  
 canvas sack until he found the camera he was looking  
 for, a Brownie Starflex, with six exposures still  
 available. He shot the mural from left to right. Then  
50 he walked across the full length of the half-tiled floor.  
 This was the last exposure and it would make the  
 mural look incredibly small, like a two-inch-long  
 piece of ribbon with an unreadable pattern on it. But  
 he wanted to show its proportions to a friend and, in  
55 any case, the more professional pictures would be  
 taken later, after he was gone, when the mural had  
 begun to live its own independent life in the presence  
 of an audience.

For months now there had been noise, the  
60 workmen’s power tools and, in the odd moments  
 when those were silent, the roar of the planes arriving  
 and departing at the old, soon-to-be abandoned  
 terminal. He had seen the passengers, through the  
 plate glass of the windows, rivers of them, pouring  
65 down the steps that were pushed up to airliners, then  
 flowing darkly across the tarmac. What would they  
 make of *Flight and Its Allegories*? Would they be  
 struck by it? Or would they simply pass it by,

## Question 1: Poetry Analysis

6 points

In George Moses Horton’s poem “On Summer,” published in 1829, the author describes multiple aspects of summer in a rural area. Read the poem carefully. Then, in a well-written essay, analyze how Horton uses literary elements and techniques to develop a complex portrayal of the setting.

In your response you should do the following:

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

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a thesis that presents a defensible interpretation of the poem.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Make a generalized comment about the poem that doesn't respond to the prompt.</li> <li>Describe the poem or features of the poem rather than making a claim that requires a defense.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a defensible interpretation of the complex portrayal of the setting.</li> </ul>
	<b>Examples that do not earn this point:</b> <b>Restate the prompt</b> <ul style="list-style-type: none"> <li><i>"The poet describes through various literary elements the complexity of summer in the country."</i></li> <li><i>"In the poem 'On Summer,' the poet develops a complex portrayal of a summer setting."</i></li> </ul> <b>Do not relate to the prompt</b> <ul style="list-style-type: none"> <li><i>"We all have a favorite season, a time of year in which we are happiest and look forward to the most."</i></li> </ul> <b>Describe the poem or features of the poem</b> <ul style="list-style-type: none"> <li><i>"Over the course of the poem, the speaker describes scenes from both nature and the human world during summer. We see how the farmer and children react to the summer setting as well as how creatures such as insects, birds, and farm animals react. In addition, the speaker also vividly describes how the natural world around them appears in summer."</i></li> </ul>	<b>Examples that earn this point:</b> <b>Provide a defensible interpretation</b> <ul style="list-style-type: none"> <li><i>"The speaker in 'On Summer' presents both the negative and positive aspects of summer in the country. These aspects come together to form a complete portrayal of the season as a sort of paradox."</i></li> <li><i>"In this poem, the poet uses description to point out that the heat of summer is helpful for some, but difficult for others."</i></li> <li><i>"Throughout the poem 'On Summer,' the poet employs literary elements such as personification, vivid descriptions, rhyme, and classical references to convey a complex setting that is fearsome, playful, challenging, and restful in the summer months."</i></li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>For a thesis to be defensible, the poem must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</li> <li>The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point.</li> <li>A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

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

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

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