

2018 AP[®] ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

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.)

Carefully read Olive Senior's 2005 poem "Plants." Then, in a well-organized essay, analyze how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. You may wish to consider the author's use of such literary techniques as syntax, diction, and figurative language.

Plants

	Plants are deceptive. You see them there looking as if once rooted they know their places; not like animals, like us always running around, leaving traces.	airborne traffic dropping in. And what about those special agents called flowers? Dressed, perfumed, and made-up for romancing insects, bats, birds, bees, even you—
Line		
5	Yet from the way they breed (excuse me!) and twine, from their exhibitionist and rather prolific nature, we must infer a sinister not to say imperialistic	25 —don't deny it, my dear, I've seen you sniff and exclaim. Believe me, Innocent, that sweet fruit, that berry, is nothing more than ovary, the instrument to seduce
	grand design. Perhaps you've regarded, 10 as beneath your notice, armies of mangrove on the march, roots in the air, clinging tendrils anchoring themselves everywhere?	30 you into scattering plant progeny. Part of a vast cosmic program that once set in motion cannot be undone though we become plant food and earth wind down.
	The world is full of shoots bent on conquest, invasive seedlings seeking wide open spaces, 15 matériel gathered for explosive dispersal in capsules and seed cases.	35 They'll outlast us, they were always there one step ahead of us: plants gone to seed, generating the original profligate, extravagant, reckless, improvident, weed.
	Maybe you haven't quite taken in the colonizing ambitions of hitchhiking burrs on your sweater, surf-riding nuts 20 bobbing on ocean, parachuting seeds and other	Originally published in <i>Gardening in the Tropics</i> by Olive Senior; published by Insomniac Press.

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Question 2

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

The following interchange, excerpted from an 1852 novel by Nathaniel Hawthorne, occurs when two characters who have been living on the Blithedale farm—a community designed to promote an ideal of equality achieved through communal rural living—are about to part ways. Read the passage carefully. In a well-written essay, analyze how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques.

Her manner bewildered me. Literally, moreover, I was dazzled by the brilliancy of the room. A chandelier hung down in the centre, glowing with I know not how many lights; there were separate lamps, also, on two or three tables, and on marble brackets, adding their white radiance to that of the chandelier. The furniture was exceedingly rich. Fresh from our old farm-house, with its homely board and benches in the dining-room, and a few wicker chairs in the best parlor, it struck me that here was the fulfillment of every fantasy of an imagination, revelling in various methods of costly self-indulgence and splendid ease. Pictures, marbles, vases; in brief, more shapes of luxury than there could be any object in enumerating, except for an auctioneer’s advertisement—and the whole repeated and doubled by the reflection of a great mirror, which showed me Zenobia’s proud figure, likewise, and my own. It cost me, I acknowledge, a bitter sense of shame, to perceive in myself a positive effort to bear up against the effect which Zenobia sought to impose on me. I reasoned against her, in my secret mind, and strove so to keep my footing. In the gorgeousness with which she had surrounded herself—in the redundancy of personal ornament, which the largeness of her physical nature and the rich type of her beauty caused to seem so suitable—I malevolently beheld the true character of the woman, passionate, luxurious, lacking simplicity, not deeply refined, incapable of pure and perfect taste. But, the next instant, she was too powerful for all my opposing struggles. I saw how fit it was that she should make herself as gorgeous as she pleased, and should do a thousand things that would have been ridiculous in the poor, thin, weakly characters of other women. To this day, however, I hardly know whether I then beheld Zenobia in her truest attitude, or whether that were the truer one in which she had presented herself at Blithedale. In both, there was something like the illusion which a great actress flings around her.

“Have you given up Blithedale forever?” I inquired.

“Why should you think so?” asked she.

“I cannot tell,” answered I; “except that it appears all like a dream that we were ever there together.”

“It is not so to me,” said Zenobia. “I should think it

a poor and meagre nature, that is capable of but one set of forms, and must convert all the past into a dream, merely because the present happens to be unlike it. Why should we be content with our homely life of a few months past, to the exclusion of all other modes? It was good; but there are other lives as good or better. Not, you will understand, that I condemn those who give themselves up to it more entirely than I, for myself, should deem it wise to do.”

It irritated me, this self-complacent, condescending, qualified approval and criticism of a system to which many individuals—perhaps as highly endowed as our gorgeous Zenobia—had contributed their all of earthly endeavor, and their loftiest aspirations. I determined to make proof if there were any spell that would exorcise her out of the part which she seemed to be acting. She should be compelled to give me a glimpse of something true; some nature, some passion, no matter whether right or wrong, provided it were real.

“Your allusion to that class of circumscribed characters, who can live in only one mode of life,” remarked I, coolly, “reminds me of our poor friend Hollingsworth.* Possibly, he was in your thoughts, when you spoke thus. Poor fellow! It is a pity that, by the fault of a narrow education, he should have so completely immolated himself to that one idea of his; especially as the slightest modicum of common-sense would teach him its utter impracticability. Now that I have returned into the world, and can look at his project from a distance, it requires quite all my real regard for this respectable and well-intentioned man to prevent me laughing at him—as, I find, society at large does!”

Zenobia’s eyes darted lightning; her cheeks flushed; the vividness of her expression was like the effect of a powerful light, flaming up suddenly within her. My experiment had fully succeeded. She had shown me the true flesh and blood of her heart, by thus involuntarily resenting my slight, pitying, half-kind, half-scornful mention of the man who was all in all with her. She herself, probably, felt this; for it was hardly a moment before she tranquillized her uneven breath, and seemed as proud and self-possessed as ever.

* a charismatic member of the Blithedale community who assumes a leadership position

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2018 SCORING GUIDELINES

Question 1: Olive Senior, “Plants”

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students for what they do well.** The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

9–8 These essays offer a persuasive analysis of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. Using apt and specific textual support, they demonstrate consistent and effective control over the elements of composition in language appropriate to the discussion of poetry. Although these well-focused essays may not be error-free, they are perceptive in their analysis and demonstrate writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

7–6 These essays offer a reasonable analysis of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. Using textual support, they are organized and demonstrate control over the elements of composition in language appropriate to the discussion of poetry. These focused essays show insight in their analysis, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent control of organization and language.

5 These essays respond to the assigned task with a plausible discussion of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life, but the analysis may be superficial and thinly developed. They often rely on paraphrase or general textual support that includes some analysis, implicit or explicit. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

4–3 These lower-half essays fail to offer an adequate analysis of the poem. The analysis of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life may be partial, unconvincing, oversimplified, or irrelevant. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate 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 3 may contain significant misreading and/or demonstrate inept writing.

2–1 These essays compound several writing weaknesses. Although these essays make some attempt to respond to the prompt, they are often unacceptably brief or incoherent in presenting their ideas. The essays may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. The ideas may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.

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.