

Question 2

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

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

In your response you should do the following:

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

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

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

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

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

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

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

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

70 At last she was alone on the riverbank with her

Question 3

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

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

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

In your response you should do the following:

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

<i>The Autobiography of an Ex-Colored Man</i>	<i>Lila</i>
<i>The Awakening</i>	<i>Little Fires Everywhere</i>
<i>Brooklyn</i>	<i>Lucy</i>
<i>By the Way . . . Meet Vera Stark</i>	<i>The Mayor of Casterbridge</i>
<i>Ceremony</i>	<i>Middlesex</i>
<i>The Color Purple</i>	<i>The Miraculous Day of Amalia Gómez</i>
<i>The Count of Monte Cristo</i>	<i>The Nickel Boys</i>
<i>Disgrace</i>	<i>Orlando</i>
<i>Fahrenheit 451</i>	<i>Passing</i>
<i>Fences</i>	<i>The Poisonwood Bible</i>
<i>Great Expectations</i>	<i>Sophie’s Choice</i>
<i>A House for Mr. Biswas</i>	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>
<i>The House of the Spirits</i>	<i>Surfacing</i>
<i>The Hummingbird’s Daughter</i>	<i>The Taming of the Shrew</i>
<i>Jane Eyre</i>	<i>The Tenant of Wildfell Hall</i>
<i>Jasmine</i>	<i>Their Eyes Were Watching God</i>
<i>The Joy Luck Club</i>	<i>There There</i>
<i>Kindred</i>	<i>Vanity Fair</i>
<i>Kiss of the Spider Woman</i>	<i>Washington Black</i>
<i>The Known World</i>	<i>Wuthering Heights</i>
<i>The Last of the Menu Girls</i>	

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

Question 2: Prose Fiction Analysis

6 points

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

In your response you should do the following:

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

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

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