

2007 AP® ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

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

Read carefully the following passage from Dalton Trumbo's novel *Johnny Got His Gun* (1939). Then write a well-organized essay in which you analyze how Trumbo uses such techniques as point of view, selection of detail, and syntax to characterize the relationship between the young man and his father.

The campfire was built in front of a tent and the tent was under an enormous pine. When you slept inside the tent it seemed always that it was raining outside because the needles from the pine kept falling.
Line 5 Sitting across from him and staring into the fire was his father. Each summer they came to this place which was nine thousand feet high and covered with pine trees and dotted with lakes. They fished in the lakes and when they slept at night the roar of water
10 from the streams which connected the lakes sounded in their ears all night long.

They had been coming to this place ever since he was seven. Now he was fifteen and Bill Harper was going to come tomorrow. He sat in front of the fire
15 and looked across at his father and wondered just how he was going to tell him. It was a very serious thing. Tomorrow for the first time in all their trips together he wanted to go fishing with someone other than his father. On previous trips the idea had never occurred to him. His father had always preferred his company to that of men and he had always preferred his father's company to that of the other guys. But now Bill Harper was coming up tomorrow and he wanted to go fishing with him. He knew it was something that
20 had to happen sometime. Yet he also knew that it was the end of something. It was an ending and a beginning and he wondered just how he should tell his father about it.

So he told him very casually. He said Bill Harper's coming up tomorrow and I thought maybe I'd go out with him. He said Bill Harper doesn't know very much about fishing and I do so I think if you don't

mind I'll get up early in the morning and meet Harper and he and I will go fishing.

35 For a little while his father didn't say a thing. Then he said why sure go along Joe. And then a little later his father said has Bill Harper got a rod? He told his father no Bill hasn't a rod. Well said his father why don't you take my rod and let Bill use yours? I don't
40 want to go fishing tomorrow anyhow. I'm tired and I think I'll rest all day. So you use my rod and let Bill use yours.

It was as simple as that and yet he knew it was a great thing. His father's rod was a very valuable one.

45 It was perhaps the only extravagance his father had had in his whole life. It had amber leaders and beautiful silk windings. Each spring his father sent the rod away to a man in Colorado Springs who was an expert on rods. The man in Colorado Springs
50 carefully scraped the varnish off the rod and rewound it and revarnished it and it came back glistening new each year. There was nothing his father treasured more. He felt a little lump in his throat as he thought that even as he was deserting his father for Bill
55 Harper his father had volunteered the rod.

They went to sleep that night in the bed which lay against a floor of pine needles. They had scooped the needles out to make a little hollow place for their hips. He lay awake quite a while thinking about tomorrow
60 and his father who slept beside him. Then he fell asleep. At six o'clock Bill Harper whispered to him through the tent flap. He got up and gave Bill his rod and took his father's for himself and they went off without awakening his father.

2007 AP® ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 3

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

In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel or play in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character’s relationship to the past contributes to the meaning of the work as a whole.

You may choose a work from the list below or another appropriate novel or play of similar literary merit. Do not merely summarize the plot.

Absalom, Absalom!
All the King’s Men
The American
Atonement
The Awakening
Beloved
The Blind Assassin
The Bonesetter’s Daughter
The Cherry Orchard
Cry, the Beloved Country
Death of a Salesman
An Enemy of the People
Ethan Frome
Fifth Business
The Fixer
Great Expectations
The Great Gatsby
The House of Mirth
Jane Eyre
The Kite Runner

Long Day’s Journey into Night
Lord Jim
Middlemarch
Moby-Dick
The Moor’s Last Sigh
Mrs. Dalloway
Native Speaker
Obasan
A Passage to India
Persuasion
The Piano Lesson
Ragtime
A Separate Peace
A Streetcar Named Desire
The Tempest
Tess of the D’Urbervilles
Their Eyes Were Watching God
Who’s Afraid of Virginia Woolf?
Wuthering Heights

STOP

END OF EXAM

**AP® ENGLISH LITERATURE AND COMPOSITION
2007 SCORING GUIDELINES**

Question 2

(Dalton Trumbo's *Johnny Got His Gun*)

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded 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 author uses literary techniques to characterize the relationship between the young man and his father. The students make a strong case for their interpretation of the passage. They explore possibilities of character and situation; consider techniques such as point of view, selection of detail, syntax, characterization, diction, and tone; and 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, precise, and effectively organized. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.
- 7–6** These essays offer a reasonable analysis of how the author uses literary techniques to characterize the relationship between the young man and his father. The students provide a sustained, competent reading of the passage, with attention to techniques such as point of view, selection of detail, syntax, characterization, diction, and tone. Although these essays may not be error-free and may be less perceptive or less convincing than 9–8 essays, the students present their ideas with clarity and control and refer to the text for support. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of the passage but tend to be superficial or undeveloped in their treatment of how the author uses literary techniques to characterize the relationship between the young man and his father. While exhibiting some analysis of the passage, implicit or explicit, the discussion of how literary techniques contribute to the author's characterization of the relationship may be slight, and support from the passage may be thin or tend toward paraphrase. While these students demonstrate adequate control of language, their essays may be marred by surface errors. Generally, essays scored a 5 lack the more effective organization and the more sustained development characteristic of 7–6 papers.
- 4–3** These essays offer a less than thorough understanding of the task or a less than adequate treatment of how the author uses literary techniques to characterize the relationship between the young man and his father. Often relying on plot summary or paraphrase, the students may fail to articulate a convincing basis for understanding situation and character, or they may misread the passage. These papers may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors. Generally, essays scored a 4 exhibit better control over the elements of composition than those scored a 3.
- 2–1** These essays compound the weaknesses of the papers 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 that are especially inept or incoherent are scored a 1.
- 0** These essays make no more than a reference to the task.
- These essays are either left blank or are completely off topic.