

**2006 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.)

The following passage is an excerpt from *Lady Windermere's Fan*, a play by Oscar Wilde, produced in 1892. Read the passage carefully. Then write a well-organized essay in which you analyze how the playwright reveals the values of the characters and the nature of their society.

DUCHESS OF BERWICK (*shaking hands*). Dear Margaret, I am so pleased to see you. You remember Agatha,¹ don't you? How do you do, Lord Darlington? I won't let you know my daughter, you are far too wicked.

Line 5 LORD DARLINGTON. Don't say that, Duchess. As a wicked man I am a complete failure. Why, there are lots of people who say I have never really done anything wrong in the whole course of my life. Of course they only say it behind my back.

DUCHESS OF BERWICK. Isn't he dreadful? Agatha, this is Lord Darlington. Mind you don't believe a word he says. No, no tea, thank you, dear. (Sits on sofa.) We have just had tea at Lady Markby's. Such bad tea, too. It was quite undrinkable. I wasn't at all surprised. Her own son-in-law supplies it. Agatha is looking forward so much to your ball tonight, dear Margaret.

20 LADY WINDERMERE (*seated*). Oh, you musn't think it is going to be a ball, Duchess. It is only a dance in honour of my birthday. A small and early.

LORD DARLINGTON (*standing*). Very small, very early, and very select, Duchess.

DUCHESS OF BERWICK. Of course it's going to be select. But we know *that*, dear Margaret, about your house. It is really one of the few houses in London where I can take Agatha, and where I feel perfectly secure about dear Berwick. I don't know what society is coming to. The most dreadful people seem to go everywhere. They certainly come to my parties—the men get quite furious if one doesn't ask them. Really, some one should make a stand against it.

35 LADY WINDERMERE. I will, Duchess. I will have no one in my house about whom there is any scandal.

LORD DARLINGTON. Oh, don't say that, Lady Windermere. I should never be admitted. (*Sitting*.)

¹ the Duchess's daughter

DUCHESS OF BERWICK. Oh, men don't matter. 40 With women it is different. We're good. Some of us are, at least. But we are positively getting elbowed into the corner. Our husbands would really forget our existence if we didn't nag at them from time to time, just to remind them that we have a perfect legal right to do so.

LORD DARLINGTON. It's a curious thing, Duchess, about the game of marriage—a game, by the way, that is going out of fashion—the wives hold all the honours² and invariably lose the odd trick.³

50 DUCHESS OF BERWICK. The odd trick? Is that the husband, Lord Darlington?

LORD DARLINGTON. It would be rather a good name for the modern husband.

DUCHESS OF BERWICK. Dear Lord Darlington, 55 how thoroughly depraved you are!

LADY WINDERMERE. Lord Darlington is trivial.

LORD DARLINGTON. Ah, don't say that, Lady Windermere.

LADY WINDERMERE. Why do you talk so trivially about life, then?

LORD DARLINGTON. Because I think that life is far too important a thing ever to talk seriously about it.

DUCHESS OF BERWICK. What does he mean? 60 Do, as a concession to my poor wits, Lord Darlington, just explain to me what you really mean.

LORD DARLINGTON. I think I had better not, Duchess. Nowadays to be intelligible is to be found out. Good-bye! (*Shakes hands with DUCHESS*.) And

70 now—Lady Windermere, good-bye. I may come tonight, mayn't I? Do let me come.

LADY WINDERMERE. Yes, certainly. But you are not to say foolish, insincere things to people.

LORD DARLINGTON (*smiling*). Ah! you are 75 beginning to reform me. It is a dangerous thing to reform any one, Lady Windermere. (*Bows and exit*).

² high cards

³ round of a card game

**2006 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.)

Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole. Do not merely summarize the plot.

You may choose a work from the list below or another appropriate novel or play of similar literary merit.

<i>Adam Bede</i>	<i>The Grapes of Wrath</i>
<i>Adventures of Huckleberry Finn</i>	<i>House Made of Dawn</i>
<i>All the Pretty Horses</i>	<i>King Lear</i>
<i>Anna Karenina</i>	<i>Madame Bovary</i>
<i>As I Lay Dying</i>	<i>Mansfield Park</i>
<i>As You Like It</i>	<i>A Midsummer Night's Dream</i>
<i>The Bear</i>	<i>Obasan</i>
<i>Black Boy</i>	<i>O Pioneers!</i>
<i>Bless Me, Ultima</i>	<i>Out of Africa</i>
<i>The Bonesetter's Daughter</i>	<i>The Scarlet Letter</i>
<i>Ceremony</i>	<i>Tess of the D'Urbervilles</i>
<i>The Cherry Orchard</i>	<i>Their Eyes Were Watching God</i>
<i>David Copperfield</i>	<i>A Thousand Acres</i>
<i>Don Quixote</i>	<i>Tom Jones</i>
<i>East of Eden</i>	<i>The Vicar of Wakefield</i>
<i>Ethan Frome</i>	<i>The Way We Live Now</i>
<i>For Whom the Bell Tolls</i>	<i>The Winter's Tale</i>
<i>Frankenstein</i>	<i>Wuthering Heights</i>

STOP

END OF EXAM

**AP® ENGLISH LITERATURE AND COMPOSITION
2006 SCORING GUIDELINES**

Question 2

(Oscar Wilde's *Lady Windermere's Fan*)

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 playwright reveals the values of the characters and the nature of their society. The students make a strong case for their interpretation of character and situation, developing the relationship between language and values. The students consider literary and dramatic elements such as characterization, diction, and tone, engaging 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 playwright reveals the values of the characters and the nature of their society. The students provide a sustained, competent reading of the passage, with attention to literary and dramatic elements such as 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 playwright reveals the values of the characters and the nature of their society. While exhibiting some analysis of the passage, implicit or explicit, the discussion of how literary elements contribute to the author's purpose 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 playwright reveals the values of the characters and the nature of their society. Often relying on summary or paraphrase, the students may fail to articulate a convincing basis for understanding the relationship between language and the values of the characters and the nature of their society. They may misread the passage or may present an unfocused or repetitive reading characterized by 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 an attempt has been made to respond to the prompt, the students' ideas are presented with little clarity, organization, or support from the passage. Essays scored a 1 are especially inept or incoherent.
- 0** These essays make no more than a reference to the task.
- These essays are either left blank or are completely off topic.