

2. The following excerpt is from Jeannette Haien's novel *The All of It*, published in 1986. In this passage, Father Declan, an Irish priest, is driving home after a successful fishing trip. Read the passage carefully. Then, in a well-written essay, analyze how Haien uses literary elements and techniques to develop a complex portrayal of Father Declan.

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.

- Par.*
- 1 Nothing exaggerates a sense of lonely solitude so much as a long night drive through thrashing rain and dense, culprit fog.
- 2 Crouched over the steering-wheel of the old Ford, his head thrust forward, turtle-like, out of his collar, the only sound the sidelong loping strokes of the windshield wipers, he peered ahead through the car lights' gauzy beam at the narrow, winding road which kept vanishing and reappearing like a dark ribbon in a magician's hand, seen now, now not, depending on the shift of the fog....
- 3 It was terrible the way his splendid excitement had vanished almost the instant he'd left the Castle and started the homeward journey, the lilt and thrill of his great adventure draining from him suddenly, to be as suddenly replaced by a violent flush of self-pity caused (admit it) by the sorrowful fact that at the end of the long night drive there would be nought for him but the bulk emptiness of the bleak parish-house, its outside walls bleeding with damp, its windows dark, its high, cold rooms devoid of life except as he would enter them only to encounter, going before him in the chilly chambers, the exhaled, ghostly haze of his own breath; that...deadliness, juxtaposed to the powerful vividness of its imagined opposite: anticipation—of a lit window, of a waiting presence, of a voice asking those simple, linking, engaging questions which absence inspires: "How are you?" "How did you fare?" "What was it like?"
- 4 Oh, the blanknesses of solitude....
- 5 He ought to get a dog, a lively, sensitive puppy he could rear to companionable habits; one that would accompany him on walks and ride beside him in the car, that would sleep next to his bed and wag him awake of a morning, a warm, affectionate, entertaining little dog. He pictured the creature: a smallish terrier, a brindled,<sup>1</sup> charming cairn or smoothcoated brown-and-white Jack Russell,<sup>2</sup> all spiff and prance and independence but ready ever for a petting. "Father Declan's little dog," mothers would say of it in a recommending way, meaning it wouldn't snap when their children stooped to pat it. "Tis Father Declan's": assurance that it wouldn't forget itself and spot the carpet.... Was there anything written against a priest having a dog? For sure the Bishop didn't have one. Could he think of a sixtyish priest he knew who did? He couldn't; though Father Patrick Joyce in Galway kept a toothless, stiff, off-putting thing of a cat, a feature of parish-house life you'd be less surprised by in Galway than in Roonatellin, priests in Galway being laws unto themselves.... And of course, there was the obstacle of Mrs. Duggin, who "did" for him as hasty morning-cleaner and washer and (hastier) cook. (He'd try again hinting to her how much he'd appreciate a bit of noontime meat or fish not fried to the consistency of cement, or a veg not boiled to a rag's limpness.) Mrs. Duggin wouldn't take to a dog.... He could hear

her: “I’m hoovering<sup>3</sup> hairs, Father, *dog* hairs,” tousling the thin of her own, her mouth dropped disapprovingly. “It’s not that I’m complaining of the work, the amount of it, but *dog* hairs—”

6 But must he forever give in to the Mrs. Duggins of the world? forever keep sublimating wishes? as he was this instant sublimating (*burying*, or trying to) the wish (he struck the word *desire*) to share with someone this singular-in-his-life, brilliantly prodigious, gallimaufry<sup>4</sup> twenty-four-pound-ten-ounce day, the bodily fact of it residing in the car’s boot,<sup>5</sup> causing now that worrisome, unhealthy, grinding sound the engine was making (or so, in his angler’s<sup>6</sup> pride, he fancied the source of the noise to be)....

7 Innocent, the mere wishing of a mere wish.

From *The All of It* by Jeannette Haien. Copyright © 1986 by Jeannette Haien. Used by permission of HarperCollins Publishers.

**1:** brownish or tawny, with streaks of color

**2:** Cairn and Jack Russell are both breeds of terrier.

**3:** vacuuming

**4:** chaotic

**5:** trunk

**6:** fisher’s

- 
3. Many works of literature feature a character who holds a secret that can have broader implications for that character or other characters. For example, such secrets may create conflict, provide a source of consolation, protect characters from reality, or allow one character to manipulate other characters.

Either from your own reading or from the list below, choose a work of fiction in which an important character holds a secret that affects that character's relationship with one or more other characters. Then, in a well-written essay, analyze how the effect of the character's secret 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.

*American Spy*  
*Angels in America*  
*Another Country*  
*As I Lay Dying*  
*Atonement*  
*The Awakening*  
*Behold the Dreamers*  
*The Color Purple*  
*A Doll's House*  
*East of Eden*  
*The English Patient*  
*Fabulation, or the Re-Education of Undine*  
*Frankenstein*  
*Great Expectations*  
*The Great Gatsby*  
*Homegoing*  
*Jane Eyre*  
*The Joy Luck Club*  
*The Kite Runner*

*Like Water for Chocolate*  
*Little Fires Everywhere*  
*Macbeth*  
*The Memory Keeper's Daughter*  
*The Namesake*  
*Passing*  
*People of the Whale*  
*The Picture of Dorian Gray*  
*Pride and Prejudice*  
*Rebecca*  
*The Remains of the Day*  
*The Scarlet Letter*  
*Song of Solomon*  
*The Sound of a Voice*  
*Sula*  
*Twelfth Night*  
*Washington Black*  
*The Women of Brewster Place*

**STOP**  
**END OF EXAM**

## Question 2: Prose Fiction Analysis

6 points

The following excerpt is from Jeannette Haien’s novel *The All of It*, published in 1986. In this passage, Father Declan, an Irish priest, is driving home after a successful fishing trip. Read the passage carefully. Then, in a well-written essay, analyze how Haien uses literary elements and techniques to develop a complex portrayal of Father Declan.

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 passage.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Make a generalized comment about the passage that doesn't respond to the prompt.</li> <li>• Describe the passage or features of the passage rather than making a claim that requires a defense.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>• “<i>The portrayal of Father Declan is constructed through the author’s use of literary elements and techniques.</i>”</li> </ul> <p><b>Do not respond to the prompt but make a generalized comment</b></p> <ul style="list-style-type: none"> <li>• “<i>Loneliness can be a heavy burden for many people, but a pet can make life less lonely.</i>”</li> </ul> <p><b>Describe the passage or features of the passage</b></p> <ul style="list-style-type: none"> <li>• “<i>The passage shows Father Declan’s thoughts about his life as a priest.</i>”</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a defensible interpretation of the complex portrayal of Father Declan.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Provide a defensible interpretation</b></p> <ul style="list-style-type: none"> <li>• “<i>Haien uses Father Declan’s drive home to reveal how his loneliness is affecting him. Even the happiness of a successful fishing trip is not enough to overcome his feeling of being alone and bound to living according to others’ expectations.</i>”</li> <li>• “<i>Jeannette Haien uses ellipses, asides, and questions to convey how Father Declan’s thoughts wander and are easily shot down by his anticipation of another’s disapproval.</i>”</li> <li>• “<i>In <i>The All of It</i>, Father Declan’s detailed daydream of getting a dog reveals the extent of his dissatisfaction with having no one to share his day-to-day life with.</i>”</li> </ul>
<p><b>Additional Notes:</b></p> <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 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.</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 AND Commentary (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>					