

AP[®] ENGLISH LITERATURE AND COMPOSITION

2010 SCORING GUIDELINES

Question 3

(Exile)

The score reflects the quality of the essay as a whole—its content, style and 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 well-focused and persuasive analysis of how, in a novel, play or epic, a character’s experience with exile is both alienating and enriching. Using apt and specific textual support, these essays explore the character’s complex responses to being cut off from a home or special place and analyze what the experience of exile contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. 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, in a novel, play or epic, a character’s experience with exile is both alienating and enriching. These essays explore the character’s complex response to exile and identify what the experience of exile contributes to the meaning of the work as a whole. Although these responses show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. 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, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although these responses attempt to discuss how a character’s experience with exile is both alienating and enriching and what the experience contributes to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the character or the work, and support from the text may be too general. These essays demonstrate adequate control of language but may be marred by surface errors. They are generally not as well conceived, organized or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of how, in a novel, play or epic, a character’s experience with exile is both alienating and enriching. The analysis may be partial, unsupported or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character’s experience with exile. They may not develop a response to how that experience contributes to the work as a whole, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks are presented with little clarity, organization or supporting evidence. Particularly inept, vacuous and/or incoherent essays are scored a 1.

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Question 3 (continued)

- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

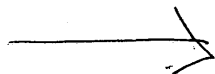
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TT1 Write in the box the number of the question you are answering on this page as it is designated in the exam.

3A
1 & 4

Edward Said has asserted that exile is both an "unhealable rift" and an "enriching experience." While these two statements seem to contradict each other, Said is correct ~~is~~ in his assumption that the two often ~~come~~ ^{go} together. In the novel ~~#~~ Things Fall Apart, Chinua Achebe ~~describes~~ illustrates this heartwrenching experience through the novel's protagonist, Okonkwo. Through his exile, Okonkwo ~~learns what is truly means to~~ ~~be a man~~, confronts firsthand the meaning of cowardice and the importance of cultural understanding.

Throughout the novel, Okonkwo demonstrates an extreme aversion to cowardice and "womanly" actions. As a leader in his tribe, he represents the epitome of manhood and strength. ~~#~~ His son, however, does not often meet the standards of manliness his father enforces. Because of this, he is an incredible disappointment to ~~his father~~ ^{Okonkwo}. In Okonkwo's tribe, strength and courage are traits prized above all else, and these traits correlate directly to manliness. The cultural significance of this in the tribe is great, and ~~Okonkwo's love for his tribe is~~ because of Okonkwo's ~~his~~ intense devotion to his tribe, he works tirelessly to embody these traits. However, eventually Okonkwo takes ~~his~~ his manliness to far, and hits



Write in the box the number of the question you are answering on this page as it is designated in the exam.

3

3A
2&4

One of his wife's, violating Peace Week, a tribal tradition. Because of this, Okonkwo is ~~forced to~~ exiled and forced to return to his motherland.

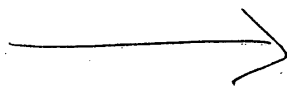
Okonkwo's exile from his homeland causes him intense devastation. ~~He~~ He has no respect as an elder in his motherland ~~and~~ and lost the reputation he spent years building. Faced with this dire situation, Okonkwo is forced to ~~re-examine~~ re-examine what ~~qualities are the most~~ ~~is~~ is most important to him. While cowardice is not respected, his obsession with strength, courage, and authority caused his exile. Despite his knowledge that devoutly respecting tradition and refusing to accept anything else can lead to catastrophe, Okonkwo is unable to let go of his preconceived notions. ~~He continues to act~~ His stagnant character and refusal to change earn him back some of his respect, ~~to~~ but does not allow for any personal improvement or ~~of~~ improvement in the relationship ~~between~~ between the tribesman and the missionaries looking to convert the natives from polytheism to Christianity. While Okonkwo's devastating exile does allow him to question his preconceived notions, ultimately he is unable to change ~~and returns to his tribe~~ and makes no progress regarding his opinion on what is a valuable trait



in an individual.

Because Okonkwo is unable to ~~truly~~ truly change as a result of his exile, his obsession with strength ultimately leads to his own demise. He is unable to bridge the cultural gap between the natives and the missionaries and ends up attacking one without the support of ~~the tribe~~ the tribe. This murder violated cultural laws, and Okonkwo ~~found~~ finds that his only option is to commit the ultimate crime of cowardice, suicide. This final display illustrates that Okonkwo's strength and bravery throughout the entirety of the novel was simply an attempt to demonstrate his manliness, rather than the manifestation of legitimate personal, emotional, and mental strength. In the final pages of the novel, Okonkwo's death is trivialized by a missionary, who says ~~his suicide might make~~ his life and death might make for a good couple of paragraphs in a book one day. Thus, Okonkwo's influence on others, though great for a time, will ultimately be nothing due to his inability to overcome his own cowardice and the conventions of his society.

While Okonkwo's exile did not prove entirely enriching for him, it illustrates the point that while being exiled from one's home land may be a devastating and unhealable experience, it can also provide insight

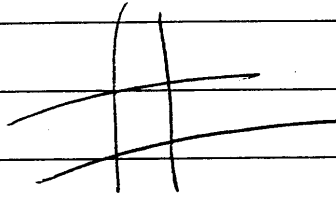


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3

3A
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to himself oneself and those left behind. Due to Okonkwo's stagnant nature, he found himself unable to change, and this inability ultimately leads to catastrophe and inevitable demise.



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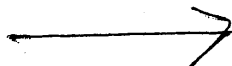
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3B
1#2

Lord of the Flies by William Golding is the perfect example of how a group of boys experiences a rift that causes an unhealable gap between themselves and their true homes. From its original desperation to its eventual sadness, it ~~was~~ still became a potent, enriching experience, at least for those who didn't lose their whole sense of humanity.

Ralph was a normal boy who faced sudden changes in the blink of an eye. Suddenly being removed from school, boarded onto a plane, and crashing onto a desolate island in the middle of nowhere constitutes a traumatic experience and a figurative exile. Burdened by the will to give up, Ralph perseveres and gathers the rest of the boys to determine a way to survive. After their plan of signaling a ship is foiled and part of the island erupts into flames, more and more of the boys begin to lose touch with their civil, educated lives and turn to one of carefree savagery. Ralph follows suit with most of the boys in developing a carefree lifestyle and ~~not~~ not focusing on returning home to England. Never does he turn to savagery and violence like some of the other boys do. After the figurative rape of the pig in the woods, Ralph realizes he has become alienated from his former life and needs to change if he ever wants to see his home again.

After the traumatic incident with the pig, two sects are formed, one led by Ralph in which they are willing to relinquish their carefree lives and focus again on escaping the terrorizing



#3

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3B
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clutches of the island. The latter sect, one filled with dehumanizing violence and hatred creates a figurative enemy for Ralph, for while he wants to escape with his mentality in tact, he also wishes to help the others, regardless of the pain and scarring sadness they have caused. Once the death of his two, similarly-minded friends occurs at the hands of the boys turned monsters, only then does Ralph feel truly alienated from the rest of the world.

His efforts for not only survival, but also sanity provided for a very enriching experience at the same time ~~as~~ as his alienation. Staying sheltered, clothed, and fed helped Ralph battle the effects of a life without law and order. Through all the negative effects caused by the island and the boys on the island, Ralph became a stronger person, one who would fight until the end for what was morally right. Until the end when the island was completely set aflame and the boys were finally rescued, Ralph was secluded, alone, and fighting to survive from all the turmoil. His experience shows that from beginning to end, although ~~essentially~~ essentially sad and terrible to ~~endure~~ endure, it was a potent, enriching experience, one that illuminated the underlying meaning of the entire work.

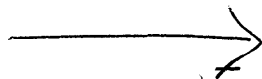
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question 5

3C
1#3

The novel that I'm writing about is Frankenstein written by Mary Shelley. As we all know in Frankenstein there is a major case of exile dealing with a creature brought back to life by his master (creator) Victor Frankenstein. Victor become fearful of the creature he has made so he flees leaving the creature behind to defend for him self in a cruel and nasty world. The creature faces a different kind of exile he faces neglect and abandonment which ~~causes~~ in the end causes people to lose their lives. In the creature's case this exile is not as enriching as it is ~~causing~~ alienating. The creature is forced to ~~be~~ live in the woods and must find his resources there as well. He has no one he can talk or turn to because of his deformed face and his overall appearance. He has to learn to speak, talk and read on his own because he has no one around to show him how. This kind of exile results to violence which causes problems for Victor and his family. In one chapter of the book the monster comes across Victor's brother William.

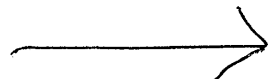


question 3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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who is playing alone all the creature wants at this point is for someone just to talk to him and maybe be his friend so he won't be lonely but instead William reacts to the creature in pure fear and disgust forcing the monster to kill him. This exile of the monster prompts a battle between Victor and the creature throughout the story. A life long struggle some might say between a creator and his creation. This experience for the creature was an eye opener for because he was forced to see that not everybody in the world is kind and nice there are some people out there who are very mean and nasty. This whole situation was an eye opener for Victor as well because he finally saw that it doesn't always turn out the way you want it to (dangerous knowledge is a powerful thing / put it in to creation could spell out disaster). So as you can see exile has many different ways of affecting people's lives whether their

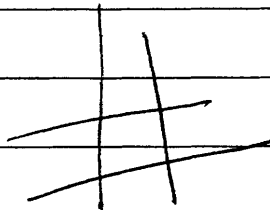


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question 3

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human or not.



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Question 3

Overview

The prompt for question 3, the “open” question, began by quoting Edward Said on the subject of exile as “the unhealable rift forced between a human being and a native place, between the self and its true home,” yet also potentially “a potent, even enriching” experience. Students were asked to select a novel, play or epic in which a character experiences such a rift, to write an essay analyzing how the character’s experience with exile is both alienating and enriching, and to analyze how the experience illuminates the meaning of the work as a whole.

This question was intended to assess students’ abilities to analyze a character who has experienced a significant change: one between a “home” place, however that was defined, and an “other” place. To respond successfully, students needed to select an appropriate character and define that character’s exile, to discuss aspects of exile that were alienating and those that were enriching, and to show how the experience of exile shaped or clarified the meaning of the work as a whole. They needed to connect the analysis of a displaced character to the meanings of the text, linking displacement to multivalent changes in the character and those changes to the text’s larger themes.

Sample: 3A

Score: 8

Beginning with a perceptive acknowledgment of the paradox implicit in the prompt — that exile can be both alienating and enriching — this essay demonstrates insightful thinking among many other strengths. With an introduction that integrates the quotation from Edward Said with the experience of the main character of Chinua Achebe’s *Things Fall Apart*, the essay provides a clear roadmap of the ideas to be developed. The first body paragraph elaborates a set of cultural values (“In Okonkwo’s tribe, strength and courage are traits prized above all else”) and notes that Okonkwo “works tirelessly to embody these traits.” We understand through the transition that follows how these insights are relevant to “Okonkwo’s exile from his homeland.” The subsequent paragraphs argue that exile allows Okonkwo “to question his preconceived notions” but focus more fully on the way “his obsession with strength ultimately leads to his own demise.” The sophistication of this essay — evidenced, for example, in the observation that Okonkwo’s suicide shows that his “strength and bravery throughout the entirety of the novel was simply an attempt to demonstrate his manliness, rather than the manifestation of legitimate personal, emotion, and mental strength” — placed it squarely in the top range of scores. The success of the essay lies in its ability to transform the question and apply it persuasively to a work. Precisely written, well developed and accurate in its references to incidents throughout the novel, the response would have earned a score of 9 had it exhibited a balanced consideration of the enriching side of alienation.

Sample: 3B

Score: 6

This essay on William Golding’s *Lord of the Flies* addresses the twin elements from the prompt, making a case for Ralph’s enrichment and alienation through exile. Beginning with a two-sentence thesis that states a provable proposition, the well-developed first body paragraph outlines the nature of Ralph’s exile as “more and more of the boys begin to lose touch with their civil, educated lives and turn to one of carefree savagery.” A briefer third paragraph functions mainly to continue the storyline, but the final paragraph returns to thematic concerns, explaining how “Ralph battle[s] the effects of a life without law and order” and emerges a “stronger person, one who would fight until the end for what was morally right.”

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Question 3 (continued)

Throughout the response, control over diction and organization are present, and the essay recalls specific incidents and is well reasoned as far as it goes. Further development of the meaning of the work as a whole — something characteristic of essays earning higher scores — would have earned this essay a higher score.

Sample: 3C

Score: 3

Although an attempt is made to recall a theme from Mary Shelley's *Frankenstein*, without paragraphing and without insights into the complex nature of the creature's exile, this essay remains limited and unpersuasive. As early as the third sentence, the essay veers away from the development of how Said's statement about exile might apply to the novel and moves toward plot summary. Possibilities for probing complexities of the creature's experience (and Victor Frankenstein's as well) are not explored; instead the essay settles for aspects of the novel that "we all know." Weak, colloquial diction ("there are some people out there who are very mean and nasty") and persistent problems with control and mechanics characterize the writing. Relying on the storyline and not on a logical argument derived from a clear main idea, the essay addresses the prompt superficially, and thus in its conclusion we read only that Victor "finally saw that it doesn't always turn out the way you want it to." Because the essay fails to develop a clear argument using appropriate and specific support from the novel, it falls into the lower third of responses.