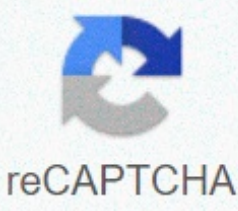




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AP LITERATURE ENGLAND 2003 NOTATION COMMENTARY (Form B) Copyright 2003 by College Entrance Examination Board. All rights reserved. Available at apcentral.collegeboard.com. 2 Question 1 George Merediths Modern Love Sample U (Score This well-developed and compelling essay begins with a highly targeted introductory paragraph that relates the technique and theme, emphasizing from the beginning the merediths idea that modern love is akin to living death. Each paragraph expands and develops this theme, in a remarkably eloquent style that manages to be very specific, filled with brief quotations from the poem, and yet largely inclusive. The author skillfully identifies techniques such as indirect characterization and external reality in relation to the internal reality of the two figures and pays particular attention to the control effect of the rhetorical strategies of language speakers figurative language, imagery and personification. The essay is not flawless, especially when it claims that the personification lends human characteristics to the wives waking the eyes, but that hardly matters when the writing is so interesting as that. The perception of how the imagery poems serves to dehumanize the characters is particularly fine, and the exceptional power and elegance of the whole last paragraph with its climatic cadence (a miserable series of dead black years . . . full of sadness, misery and regret) is perhaps even more impressive. Example F (Score 6): This essay begins well by contextualizing marriage in the poem (when marriage was forever and both partners suffered) and arguing that in modern love all this could have been prevented. Although it is debatable that Meredith in 1862 regarded modern love as a love without regrets and poison, this essay still makes a compelling case for such contrast and remains well focused on it. The essay sums up the marital impasse in the poem, noting well how the effect of gaping snakes for the man is caused by the tears of women, in a style that is well controlled despite some errors (brake, each). Nevertheless, the attention to detail of the essays is limited: the idea that the couple did not have the sword that all (i.e. divorce) is unconvincing, and few others in the essay offer a closer or more in-depth analysis. The conclusion of this five-paragraph essay merely repeats, less effectively, the good argument put forward at the beginning, that merediths view of modern love is a silent rebellion to eternal marriage. Sample K (note 5): This essay demonstrates a correct but widespread understanding of the marital relationship in the poem, highlighting the inability of husbands to share in the pain of his wives, his perception of small gaping snakes like his evil wives, and his role as one who continues to look at his past. Clearly responding to the invitation, the essay mentions the use of poems simile, imagery and personification, and simply concludes that modern love is empty and full of regrets. The essay remains superficial in its inability to develop detailed, fully precise and insightful interpretations of either character of the poem, in its inability to link the craft of the poem with meaning, and inability to discuss with depth the poems of modern love poems. AP LITERATURE ENGLAND 2003 NOTATION COMMENTARY (Form B) Copyright 2003 by College Entrance Examination Board. All rights reserved. Available at apcentral.collegeboard.com. 3 Question 2 Joyce Carol Oatess We Were the Mulvaney Sample VV (Score 9): This exceptionally well-targeted and unified essay develops the idea that first-person oatess requires the reader to infer the Judds character, which the test then proceeds to do in a richly detailed manner. Based on one detail after another, Judd is very observant, practical, responsible, knowledgeable (about tree cycles), cautious (on the passing truck), and down to earth like his father. Cleverly, this description leads to the transient recognition of the third paragraph. It is this maturity that allows him to achieve his own mortality. As Judds' state of mind analysis deepens and darkens, the essay draws attention to all the hyphens of the Oatess devices, the interjector expressions, capitalization, rhythm, repetition and variation used to generate Judds' state of mind. Each paragraph expands and deepens the analysis. Returning to a point mentioned in the introduction (which Judd reflects on his own character), the essay argues that Judd judges himself and that an even better point uses the third person as a distancing device, an abstraction of self that he must then destroy in order to cope with his own mortality. These are clever ideas, constantly well controlled, so that flaws like the author's assumption of being him or misspelling allows or connecting the lead sky with his papas roofing business are barely noticeable. Sample UU (Score 7): Responding well to passages in melancholy tones, this essay interestingly links Judds' state of mind to his natural environment, characterizing his attitude as defenseless dreary and suggesting that the whole dark imagery sky of the color of lead, Ford mud color conveys his anxiety uncomfortable with death. The first very effective paragraph is followed by a careful and well-written paraphrase in the second and third paragraphs, suggesting that the argument does not develop in complexity or specificity. Excellent phrases actually repeat what was said at the beginning, for example, the dreary imagery of rotten wood, black birch, a light, gritty film of snow on the ground, and cold chills surround us in the unpleasant environment of the boys. The conclusion offers a convincing insight into Judds' maturity and loneliness; and again the writing is clever, but the essay as a whole did not and the specificity of a fully developed argument. CC Sample (Score 5): This essay provides a limited but still plausible account of characterization; he pays some attention to Oatess literary techniques thus by ading the difference between the speaker and his sound and emphasizing the simple and childlike diction used to convey his excitement and playfulness. However, none of these ideas are developed: no darker or more complex vision of the speaker emerges, and no technique other than diction is well illustrated. The idea of the secrecy of the speakers is indeed paraphrased, but the whole essay offers no sustained argument or unifying theme; his opening and closing sentences are simplistic formulas, and his understanding of literary terms (interjection, choice of words and diction) is not impressive. AP LITERATURE ENGLAND 2003 NOTATION COMMENTARY (Form B) Copyright 2003 by College Entrance Examination Board. All rights reserved. Available at apcentral.collegeboard.com. Question 3 Cultural Collisions Sample UUU (Score 8): This compelling essay succeeds in large part because of its skilful description of Marlow's experiences and its ability to deduce from their respective owners. What emerges at once is a dominating, imperialist The document moved here AP English Literature 2003 Scoring Commentary Form B These documents were produced by Educational Testing Service (ETS), which develops and administers the Advanced Placement Program reviews for the College's Board of Directors. The College Board and Educational Testing Service (ETS) is dedicated to the principle of equal opportunity, and their employment programs, services and policies are guided by this principle. 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The conclusion of this five-paragraph essay merely repeats, less effectively, the good argument put forward at the beginning, that merediths view of modern love is a silent rebellion to eternal marriage. Sample K (note 5): This essay demonstrates a correct but widespread understanding of the marital relationship in the poem, highlighting the inability of husbands to share in the pain of his wives, his perception of small gaping snakes like his evil wives, and his role as one who continues to look at his past. Clearly responding to the invitation, the essay mentions the use of simile, imagery and personification, and simply concludes that modern love is empty and full of regrets. The essay remains superficial in its inability to develop detailed, fully precise and insightful interpretations of either character of the poem, in its inability to link the art of the poem to its meaning, and in its inability to discuss with depth the vision of the poems of modern love. 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Sample UU (Score 7): Responding well to passages in melancholy tones, this essay interestingly links Judds' state of mind to his natural environment, characterizing his attitude as as dreary and suggesting that all the dark sky imagery of the color of lead, Ford mud color conveys his uncomfortable anxiety with death. The first very effective paragraph is followed by a careful and well-written paraphrase in the second and third paragraphs, suggesting that the argument does not develop in complexity or specificity. Excellent phrases actually repeat what was said at the beginning, for example, the dreary imagery of rotten wood, black birch, a light, gritty film of snow on the ground, and cold chills surround us in the unpleasant environment of the boys. The conclusion offers a convincing insight into Judds' maturity and loneliness; and again the writing is clever, but the essay as a whole does not have the amplitude and specificity of a fully developed argument. 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