



These materials are for training purposes and are intended for use only at a College Board workshop or AP Summer Institute. The materials are in draft form and have not been copyedited.

2014 AP[®] English Literature Exam Materials

© 2014 The College Board. College Board, Advanced Placement Program, AP, AP Central, and the acorn logo are registered trademarks of the College Board.
Visit the College Board on the Web: www.collegeboard.org.
AP Central is the official online home for the AP Program: apcentral.collegeboard.org.



Q1

2014 AP[®] Reading Training Material Cover Sheet Scoring Guidelines

AP Subject: English Literature and Composition Exam Form Code: 4KBP
Question #: 1 Version: 1.0

Form Type (Check One)

Confidential Undisclosed Exams	Disclosed Exams
<input type="checkbox"/> Forms E and I: International Main <input type="checkbox"/> Form G and M: Future Forms <input type="checkbox"/> Forms A, C, and K: US Alternate <input type="checkbox"/> Forms D, L, and Z: Exception	<input checked="" type="checkbox"/> Form O: US Main Operational Exam
Sample student responses for the above undisclosed exams are confidential. Readers trained to score these exams must not remove these samples from the Reading room.	In September, the official published student samples for the above disclosed exam will be posted on AP Central [®] at apcentral.collegeboard.org . Readers trained to score the US Main exam free-response questions may take the student samples on which they were trained from the Reading.
These materials are for AP Reading training purposes. The College Board owns copyright for all AP Exams, the free-response question scoring guidelines, and scoring samples. Therefore, Readers should not post these materials on websites.	

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2014 The College Board. College Board, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners.

Visit the College Board on the Web: www.collegeboard.org.
AP Central is the official online home for the AP Program: apcentral.collegeboard.org.



ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

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

The following poem is by the sixteenth-century English poet George Gascoigne. Read the poem carefully. Then write an essay in which you analyze how the complex attitude of the speaker is developed through such devices as form, diction, and imagery.

For That He Looked Not upon Her

You must not wonder, though you think it strange,
To see me hold my louring¹ head so low;
And that mine eyes take no delight to range
Line About the gleams which on your face do grow.
5 The mouse which once hath broken out of trap
Is seldom 'ticèd² with the trustless bait,
But lies aloof for fear of more mishap,
And feedeth still in doubt of deep deceit.
The scorched fly which once hath 'scaped the flame
10 Will hardly come to play again with fire,
Whereby I learn that grievous is the game
Which follows fancy dazzled by desire:
So that I wink or else hold down my head,
Because your blazing eyes my bale³ have bred.

(1573)

¹ gloomy

² enticed

³ misery

2014 AP English Literature Scoring Guide

Question #1: George Gascoigne, “For That He Looked Not upon Her”

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole—its content, style, and mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

9-8 These essays offer a persuasive analysis of Gascoigne's use of devices to convey the speaker's complex attitude. The writers of these essays offer a range of interpretations; they provide convincing readings of both the complex attitude and Gascoigne's use of devices such as form, diction, and imagery. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of a nine (9) essay, especially persuasive.

7-6 These essays offer a reasonable analysis of Gascoigne's use of devices such as form, diction, and imagery to convey the speaker's complex attitude. They are less thorough or less precise in their discussion of the attitude and Gascoigne's use of devices, and their analysis of the relationship between the two is less thorough or convincing. These essays demonstrate the writer's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9-8 papers. Essays scored a seven (7) present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a six (6).

5 These essays respond to the assigned task with a plausible reading of Gascoigne's use of devices such as form, diction, and imagery to convey the speaker's complex attitude, but tend to be superficial in their analysis of the attitude and of the devices. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the speaker's attitude or of Gascoigne's use of devices may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These writers demonstrate some control of language, but their essays may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7-6 essays.

4-3 These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or may ignore the complexity of the speaker's attitude or Gascoigne's use of devices. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a three (3) may contain significant misreading and/or demonstrate inept writing.

2-1 These essays compound the weaknesses of the papers in the 4-3 range. Although some attempt has been made to respond to the prompt, the writer's assertions are presented with little clarity, organization, or support from the poem. These essays may contain serious errors in grammar and mechanics. They may offer a complete misreading or be unacceptably brief. Essays scored a one (1) contain little coherent discussion of the poem.

0 These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

-- These essays are entirely blank.

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

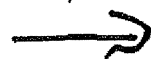
1

A₁

In the poem, *For That He Looked Not upon Her*, sixteenth-century English poet George Gascoigne uses literary devices such as diction, imagery, and form to develop his complex attitude. He skillfully deploys literary techniques to breath life into his meaningful poem.

The English poet's diction gives the reader a deeper understanding of the emotions in the poem, contained in his words. The narrator describes his "louring head" held low. This incites a gloomy and depressing feeling. Readers can sense the crushing feeling that only comes with a broken heart. Furthermore, the woman's "blazing eyes" bring him "bale". From this a person can assume a woman has brought him misery in the past. He sees no pleasure in the woman. The author's use of diction give us insight to the narrator's heartbreak.

Gascoigne also uses imagery to compare his feeling of trustlessness. He describes how after a mouse has been tricked once by a trap, it "is seldom 'ticed with the trustless bait." This show an example of trust being lost. The mouse no longer is tempted by the bait. Similarly,



1

A₂ Write in the box the number of the question you are answering on this page as it is designated in the exam.

a fly who has "scraped the flame will hardly come to play again." The author gives us another example of the situation. The fly learns to stay away from the flame. Gascoigne's ~~use~~ attempt to paint a picture shows that once trust has been lost it is hard to regain.

The English poet also uses form to structure his poem in a persuasive manner. His use of the "scorched fly" and "mouse" are an attempt to appeal to the reader. This gives the reader an opening to connect to the poem. The poem is strategically given a persuasive form.

In this heartbreaking poem, George Gascoigne skillfully uses literary devices to make an exemplary work of literature. His mastery of diction, imagery, and form give him powerful tools of writing.

#

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

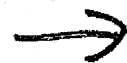
B₁

1

People who learn from their mistakes are often those who have learned the hard way and never forget it. In "For That He Looked Not Upon Her," the poet George Gascoigne develops the complex attitude of the speaker regarding a woman who has deeply affected him. Gascoigne implements such devices as vivid imagery, stylistic diction, and various syntactical devices to convey the speaker's state of mind.

The poet's use of imagery relating to harmed creatures serves a reflective purpose in that both creatures, the mouse and the fly, reflect the speaker in a similar way. The ~~mouse~~ "mouse which once ~~had~~ hath broken out of trap / Is seldom 'triced with the trustless bait" (5-6). After having been caught once, the mouse will rarely fall ~~the~~ for the same trick again. The reader can ~~the~~ infer that the speaker had, at some point, also been metaphorically trapped or tricked, presumably in the context of a relationship. The mouse "lies aloof for fear of more mishap" (7) just as the speaker ~~is~~ worries that his past unfortunate event will happen again. Similarly, the "scorched fly... will hardly... play again with fire" (9-10). Once hurt by the flame, the fly will never come close to one again. This can translate to the speaker's situation — he will not look upon the woman again because ~~she~~ had her "blazing eyes [his] bale have bred" (14).

The diction in this poem also lends to the development of the speaker's attitude. There is a palpable mood of gloom and sadness throughout the poem, highlighted by such words as "louring" (2), "no delight" (3), "fear of more mishap" (7), and "bale" (14). Perhaps



1.

B2

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

the most potent line in the poem that offers further gloom is line 11, when ~~he~~ the speaker learned - the hard way - that "grievous is the game" (11). This is the main revelation in the poem and its significance is emphasized by the speaker's choice of words here only emphasizes its significance. The diction throughout the poem clearly adds to the miserable, dreadful attitude of the speaker.

Furthermore, the author greatly enhances specific phrases in the poem that parallel the ^{speaker's} ~~author's~~ complicated emotional turmoil. For example, the mouse "feedeth still in doubt of deep ~~deceit~~ ~~deceit~~ ^{deceit}" (8). ~~The usage of all~~ The alliteration of the letter "d" strengthens the uncertainty and fear that the mouse, and the speaker himself, feels after being tricked or hurt. Moreover, the alliteration of "g" in the phrase "grievous is the game" (11) heightens the meaning of the line and its affect on the speaker as his lesson learned. To continue, the next line exhibits even more uses of alliteration. The speaker states that grievous ~~is~~ "follows fancy dazzled by desire" (12). Here, the repetition of "f" and "d" lends to a greater connection between the words and a greater cohesion within the line as a whole. We learn that the speaker used to be attracted by beauty and allure, but in following such aesthetic desires, he was left hurt and heart-broken. As a result, his complex attitude towards this ~~woman of beauty~~ beautiful woman with "blazing eyes" (14) has been largely influenced by his past experience with women like her.

For fear of falling into ~~the~~ the trap of lust yet again, the speaker chooses to look down and bow his head so that he



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

B3

1

cannot behold the alluring beauty of the woman. He looked not upon her in order to protect his injured heart. The lesson that he learned in the past will stay with him forever; it may even dictate ~~the~~ his course of action in the future. His wounded heart was closed him off from interacting with this woman. This attitude, one of reluctance to open up and fear of the possible harmful possibilities, seems to render the speaker too afraid to try, to live, to love. Without this, what is left of him if not the shell of an once-wounded ^{lover} ~~man~~?

#

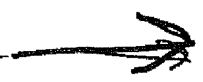
Write in the box the number of the question you are answering on this page as it is designated in the exam.

C1

Question 1

Perhaps some of the most influential lessons in a person's life ~~can~~ are ~~to~~ those taught through betrayal or hurt. While insight is gained, as well from positive situations that occur, the impact of feeling emotional pain is one that humans work to protect themselves against to ensure it doesn't happen again. The speaker's attitude ~~is~~ in "For that ~~we~~ have looked Not upon Her" by George Gascoigne is developed with an echo of this same theme. With the usage of ~~the~~ diction and imagery Gascoigne demonstrates how the speaker ~~desires to not feel the emotion~~ ^{is} calloused to love and ~~hopefulness~~ ^{the desire} for ~~something~~ the desire for something better by his fear of being let down or disappointed again. While this reaction is very natural, it can be detrimental in the grand scheme of a person's emotional stability and growth.

The powerful and compelling use of diction shows how passionately the speaker feels about the situation. The ~~is~~ contrast in line 3, which highlights the speaker's "eyes that take no delight" as to in line 14, which talks of the gleam/glint in his counterpart's face is an interesting parallel. The word gleam is used to portray happiness or beauty in this sense and is contrasted at the end of the poem in

look on back 

Question 1

C2

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

(cont....) line 14 by illustrating that the same beauty or light in his partners face/and or eyes was inherent in his demise or ~~miser~~ miserable heart break. The parallel created by the authors decision to contrast the beauty of a person being the cause of anothers pain gives an inside look into why the speaker wants no part in the "dazzle" (line 12) of this feeling.

Vivid imagery is used in portraying an explanation of what the speakers attitude is toward the situation. The author uses ~~an~~ examples of animals that have been trapped or injured such as a mouse to relay the intense emotional pain that has ~~affected~~ ^{acted as a trap to} the speaker in the past. "The mouse which once hath broken out of a trap, is seldom 'tired with the trustless bait...." This quotation describes that the speaker has once felt like ~~been~~ the animal trapped and unable to get out, but is weary of every situation now to avoid this ^{same} situation in the future. He will not succumb to the pleasure of desire for fear of heartbreak, but instead will guard himself from such ideas altogether.

George Gascoigne uses the ~~impactful~~ ^{strong} tools of diction and imagery to develop the detailed

next page →

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

C3

Question 1

(cont...) attitude of the speaker in this passage. Although it is important not to rush into situations, opportunities are missed by simply closing yourself off to feeling any emotion. While no one enjoys the lows of life and love, without them we could not appreciate all of the beautiful moments and relationships formed and experienced in our lifetime. The speaker is aware of the potential danger of being crushed when you get your hopes up and therefore refuses to engage; however in order to thrive and live a healthy life, one must still keep ~~make~~ themselves open to the possibility of joy or defeat as it is apart ~~of life a part~~ of a truly meaningful life.

#

D1

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

1

The authors attitude ~~the~~ of the poem is quite gloomy. By using form, diction, and imagery he conveys the horribly sad message that his emotions are "being played" with. "The mouse which once hath broken out of trap - Is seldom' ticed with the truthless bait, But lies aloof for fear of more mishap," lines 5-7 read. Basically he's ~~saying that~~ using imagery and ~~a~~ simile to describe how he has escaped something, and there's something influencing him, therefor he lives in fear of other traps or forms of deceit.

His choice of rhyme scheme

#

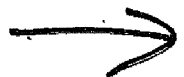
Write in the box the number of the question you are answering on this page as it is designated in the exam.

E,

1

Humans, though they always desire to hope for the best, are gifted with the capacity to learn from their mistakes. In romantic circumstances, this ability is probably at its most welcome. As the speaker in George Gascoigne's poem "Far That He Looked Not Upon Her" proves, the adage "once bitten, twice shy" grants the spurned the chance to move on. In the poem, the use of endangered animal imagery, diction associated with deception and illusions, and a rhyme scheme that emphasizes the last two lines develops the speaker's wariness of trusting a past lover once again.

The poem begins in addressing the speaker's ex-lover, ~~proves~~ demonstrating that the speaker feels the need to justify his reluctance to face her. Although he holds his "louring head so low," he clearly still loves her, as he admits that "gleams... on [her] face do grow" (2, 4). Here, the diction contradicts itself; while "louring," or "gloomy," denotes the speaker's timidity, "gleams" conjures up an image of respect and admiration. The speaker, therefore, clearly feels conflicted himself about choosing to avoid his love. Not only the contrasting diction, but also the rhyme scheme, reflects the speaker's uncertainty. The first stanza's "ABAB" pattern emphasizes the last



1

E2

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

words of each line, which also illuminate his inner conflict: his head held "low" is juxtaposed with the shining gleams on his ex-love's face that "glow" (2, 4). Already in the first stanza, the speaker's word choice and rhyme scheme reveal his remorse over not pursuing his love.

In the second stanza, the speaker uses the imagery of a mouse ~~who~~^{that} has escaped a trap to justify his reluctance, both to his ex-lover and to himself. He explains that the mouse "lies aloof for fear of more mishap, / And feedeth still in doubt of deep deceit" (7-8). Words like "fear" and "mishap" indicate the perceived danger of always himself to look on the woman's face, but he weakens their impact by inserting "doubt" and "feed." Indeed, although he seems to be convincing himself that he, like the mouse, is logical in "lying aloof," the speaker quickly erases this confidence in admitting that he still yearns to "feed" or partake of his lover's embrace and beauty. His assertion that he will only feed while keeping in mind this doubt, therefore, does little to affirm his seemingly steadfast conviction.

Yet the speaker attempts, again, to convince



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

E3

1

himself to avoid his love's eye with more ornate imagery. He compares himself to "the scorched fly which once hath 'scaped the flame" of his love's betrayal or emotional attacks (9). The speaker argues that he must not "play again with fire" because if he does, he will learn that "previous is the game / Which follows fancy dazzled by desire" (10, 11-12). As in the previous two stanzas, the rhyme scheme - this time "EFEF" - reveals his subconscious doubts; the rhyme of "flame" and "game," words associated with passion and flirtation, reveal his actual desire. But on a conscious level, he urges himself to remember that returning to his old flame will "burn him. The alliteration of "follows fancy dazzled by desire" accentuates his confusion and thriving desire for his love. Indeed, the words "fancy" and "dazzled" denote the romantic doubts clearly plaguing his mind. Nevertheless, his diction still reflects some worries; "previous" reflects that he recognizes the consequences of returning to his love, at least at a surface level.

Throughout the poem, conflicting diction and a rhyme scheme revealing his true desires have illuminated the speaker's inner turmoil. The rhyming couplet at the poem's conclusion, therefore, serves as a definitive emotional decision on his part. Immediately



following his acknowledgement of the "previous game" of giving his love a second chance, he takes a strong stance: "No that I will not else hold down my head, / Because you y^e blazing eyes my bale have bred" (13-14).

The break from the rhyme scheme in the form of this conclusory rhyming couplet solidifies the speaker's decision to remain steadfast. Indeed, the final line, laced with bitterness and calculating coldness, proves that he has overcome his complex attitude. The biting, stark alliteration of "b" in "because," "blazing," "bale," and "bred" emphasizes the pain the speaker's love has caused him. He seems to accept, finally, that he cannot return to this woman. The eye images found in the words "will" and "blazing eyes" indicate that, over the course of his internal monologue, the speaker's eyes have been opened. Like the mouse and the fly, he realizes, the only way to survive is to avoid the fire that is his ex-lover.

Although initially contradictory diction and rhyme and animal imagery denoting uncertainty reveal the speaker's doubts, he ultimately chooses to hold fast to his decision to "look not upon her" in a decisive rhyming couplet. Though he may still harbor feelings for the woman, he recognizes that he must move on in order to ~~survive~~ live.

#

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

F,

1

Throughout "For That He Looked Not upon Her," poet George Gascoigne uses various literary devices to illustrate the speaker's wariness of women as a past victim of deceptive love.

Gascoigne uses ^{diction and} animal imagery to parallel the speaker's past experience, emphasizing the logical justification for his caution towards romance. He opens the poem writing, "You must not wonder, though you think it strange, / To see me hold my lowering head so low," ⁽¹⁻²⁾ to establish the logic behind the reason the speaker "Looked Not upon Her". The forceful diction of "must not" emphasizes the conviction behind the speaker's attitude, despite its illogical appearance. Though the speaker knows others may "think it strange", his tone assures "you", both to ~~the~~ the imagined woman before him and ~~to~~ the reader, that he can explain himself. Thus, Gascoigne continues the poem: ~~with a series of parallel~~

The mouse which once hath broken out of trap

Is seldom 'fied with the trustless bait

But lies about for fear of more mishap

And feedeth still doubt of deep deceit. (5-8)

Through animal imagery, the poet ~~states~~ implies that the experience of the mouse mirrors that of the speaker. Like a mouse who escapes a trap will not be



1

F₂

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

Fooled by "trustless bait, the speaker will ~~not~~ ^{no longer} let himself be deceived by the trustless face of woman. His seemingly wise caution, however, is not just out of intelligence but of "fear of more mishap", emphasizing his still fragile state as a recently scorned lover. The alliteration of the final "doubt of deep deceit" stresses the speaker's dread of having his heart broken once more. Gascoigne solidifies the speaker's traumas stating, "The scorched fly which once hat scraped the flame / Will hardly come to play again with fire" (9-10). Using another parallel of animalistic imagery, ~~Gascoigne~~ ^{the poet} highlights the speaker's unwillingness to be caught by a new "flame", a common metaphor for a woman. Gascoigne's diction and animal imagery there is no sense for the speaker to allow himself to be burned once more, so he no longer looks for love out of fear of the pain it brings. Gascoigne's use of both diction and animal imagery highlight the speaker's ~~complex~~ ^{yet} justifiable ~~was~~ fear of the emotional avoidance of future love out of fear of its emotional aftermath.

Through use of the sonnet ~~st~~ ^{form}, Gascoigne stresses the speaker's ~~need to explanation~~ attitude of slight shame in his need to explain himself for no longer wanting love. As the title suggests, the entire purpose of the poem is the justify why the speaker's ~~is~~ ^{is} reason for why "He looked Not Open Her." The "must not



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

F3

1

worder" of ~~the~~ line 1 implies not only logic but also self-defense in the speaker's attitude towards the woman, stressing his own sense of shame for being ~~unable~~ ^{no longer} able to love. The next four line sections of the sonnet allow Gascoigne to stress the speaker's need to find multiple explanations for his beliefs. ~~Despite the fact that~~ Each animalistic parallel is essentially identical to the other, giving a sense of ~~desperation for the speaker~~ the speaker's desperation for others to understand his motives. The poet's ending couplet ultimately proves this defensive tone, stating, "So that I winc or eke hold down my head, / Because your blazing eyes my bale have bred" (13-14). With the use of "your", Gascoigne creates an accusatory tone towards the woman, the deceptive love, which has broken the speaker's emotional stability. The alliteration of "b" stresses how the "bale", the misery of the speaker, is what truly motivates his avoidance of romance. These final lines of the sonnet offer the final proof of the speaker's ^{pessimistic} attitude ~~of~~ towards love due to his ^{previous} ~~shattered~~ heartbreak.

Through the use of literary devices such as animal imagery, diction, and the sonnet form, Gascoigne emphasizes the complex attitude of the speaker who attempts to logically ~~explain~~ ^{defend} his fear of love yet ultimately reveals his own ~~broken~~ shattered emotional state. The speaker's



1

F4 Write in the box the number of the question you are answering on this page as it is designated in the exam.

~~heartbreak~~ broken heart may eventually heal, but the ~~past~~ trauma of past heartbreak leaves him scared forever.

#

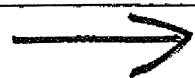
Write in the box the number of the question you are answering on this page as it is designated in the exam.

6,

Question 1

In the poem For that He looked not upon Her, the speaker has an intense feeling towards the person he is addressing. The speaker uses negative, dark word choice to portray his dislike for that certain individual. The speaker also appeals to the reader's sense of imagery by relating to common rodent and insect, that is usually negated.

The speaker's use of dark diction laced with a ~~complex~~ flowing rhythm emphasizes the ~~speaker's~~ speaker's complex attitude developed ~~throughout~~ throughout the poem. Words such as "luring", "trap", "trustless", "deceit", all contain a negative connotation that is emitted and transforms into the speaker's attitude. The speaker of the poem has been deceived by an individual who he now contains an enraged and deep hatred for, ^{and} the speaker has no implication of ever falling for their trick ~~again~~ again. The speaker has learned his lesson and is moving on; ~~nevertheless~~ nevertheless his acknowledgement of his dislike towards an individual is portrayed through his "bait".



Question 1

G2

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

The speaker uses an array of imagery to further develop ~~the~~ complex attitude. The speaker states, "The mouse which once hath broken out of trap is seldom 'ticed with the trustier bait," an image that a reader can easily relate to. What the speaker conveys through this imagery is that he is the mouse who broke free and will no longer trust the ~~word~~ enticements of the bait, or the individual who he addresses. "The scorched fly which once hath escaped the flame will hardly come to play again with fire", again the speaker uses the image of an insect to explain his situation. The speaker is the ~~fly~~ fly that was burned by a flame and will not repeat that action. Like the well known quote, "~~do not~~ play with fire and you will get burned" the speaker realizes his mistake and will not ~~do~~ ^{make} it again.

In this poem, the speaker makes it well known that he has been deceived by a person. With the use of dark diction, and emphasized imagery, the reader understands that he may have made the



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

63

Question 1.

mistake once, but he will not make it again through the development of his strong attitude.

#

#1

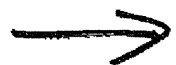
H,

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

In George Crabbe's Shakespearean sonnet

"For that he looked not upon her," the speaker avoids looking at the object of his affections. He is aware that to succumb again to his desire for her would be folly that would bring him only pain. Deliberately, avoiding his desire, the speaker's resolve is illustrated through metaphor and ~~metaphor~~ ^{irony}.

In the first quatrain, the speaker demonstrates his self-awareness by addressing the object of his affections with apostrophe. He directly addresses ^{es} his lady in explanation of his "strange" behavior, the paradox of avoiding the gaze of one whom he acknowledges has "gleams" upon her face. Ironically, these attractive "gleams" of light or beauty are what he avoids, so that his "eyes take no delight" in them. His restraint, avoiding entrapment by her beauty, reveals his determination. The only way for the speaker to free himself from her is by not looking at her; he can evidently speak to her without worry of entrapment for he apostrophizes her and speaks directly to her. Thus, his attraction to her is physical, based on her beauty alone; it is only his eyes that would "take... delight," physical attraction he cannot reason with. Thus his desire for her is superficial and is thus blinding; to overcome it and protect himself all he can do is avoid its gaze.



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

H₂

1

Yet the speaker is aware that his desire is superficial and knows that he must overcome it or he will be entrapped in meaningless "bait" caused by her "blazing eyes." He metaphorically compares himself to a "scorched fly which once hath escaped the flame." Flies are attracted to flames because of the flames' look; they self-destruct, scorching themselves because they cannot resist that attraction though the flame will only burn them. In relating himself to a silly fly, the speaker is aware of his folly in his attraction to the lady. In the metaphor, the lady is related to the flame, which will burn him and is not a substantial thing; flames can be put out. Thus, the speaker shows wisdom in adhering to the lesson he has learned; "that generous is the game which follows fancy dazzled by desire." Alliteration ties together "generous game" and "dazzled by desire," the dazzling being the cause of the grief. It is his eyes that are dazzled and allow desire to consume him and cause grief, and so he avoids looking at her protecting himself by looking away.

#

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

Question 1

In this poem, Gascoigne uses the traditional iambic pentameter and rhyme scheme as a Shakespearean Sonnet. He also uses a lot of imagery and metaphors to communicate his grief. He uses imagery such as the mouse that has broken free of the trap ~~and~~ and refuses to take the bait in the trap again out of fear ~~of~~ of getting hurt again to exemplify his own fear of entering a relationship again because he's been hurt by this woman before. He also uses the metaphor of a burned fly who refuses to go near the flame again, despite how beautiful it is, because it'll only get burned further. This is also used to show his mistrust of relationships. Gascoigne also uses alliterations such as "dazzled by desire"; "grievous is the game"; "laid down my head"; and "blazing eyes my bare have bred." Everything in this sonnet has been used to paint a picture of pain, grief, and mistrust.

#

Question 2

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

The following passage is from the novel *The Known World* by Edward P. Jones. Read the passage carefully. Then, in a well-organized essay, analyze how the author reveals the character of Moses. In your analysis, you may wish to consider such literary elements as point of view, selection of detail, and imagery.

The evening his master died he worked again well after he ended the day for the other adults, his own wife among them, and sent them back with hunger and tiredness to their cabins. The young ones, his son
5 among them, had been sent out of the fields an hour or so before the adults, to prepare the late supper and, if there was time enough, to play in the few minutes of sun that were left. When he, Moses, finally freed himself of the ancient and brittle harness that
10 connected him to the oldest mule his master owned, all that was left of the sun was a five-inch-long memory of red orange laid out in still waves across the horizon between two mountains on the left and one on the right. He had been in the fields for all of fifteen hours. He paused before leaving the fields as the evening quiet wrapped itself about him. The mule quivered, wanting home and rest. Moses closed his eyes and bent down and took a pinch of the soil and ate it with no more thought than if it were a spot of
20 cornbread. He worked the dirt around in his mouth and swallowed, leaning his head back and opening his eyes in time to see the strip of sun fade to dark blue and then to nothing. He was the only man in the realm, slave or free, who ate dirt, but while the bondage women, particularly the pregnant ones, ate it for some incomprehensible need, for that something
25 that ash cakes and apples and fatback did not give their bodies, he ate it not only to discover the strengths and weaknesses of the field, but because the eating of it tied him to the only thing in his small world that meant almost as much as his own life.

This was July, and July dirt tasted even more like sweetened metal than the dirt of June or May. Something in the growing crops unleashed a metallic
35 life that only began to dissipate in mid-August, and by harvest time that life would be gone altogether, replaced by a sour moldiness he associated with the coming of fall and winter, the end of a relationship he had begun with the first taste of dirt back in March, before the first hard spring rain. Now, with the sun gone and no moon and the darkness having taken a nice hold of him, he walked to the end of the row, holding the mule by the tail. In the clearing he dropped the tail and moved around the mule toward
45 the barn.

The mule followed him, and after he had prepared the animal for the night and came out, Moses smelled the coming of rain. He breathed deeply, feeling it surge through him. Believing he was alone, he smiled.
50 He knelt down to be closer to the earth and breathed deeply some more. Finally, when the effect began to dwindle, he stood and turned away, for the third time that week, from the path that led to the narrow lane of the quarters with its people and his own cabin, his woman and his boy. His wife knew enough now not to wait for him to come and eat with them. On a night with the moon he could see some of the smoke rising from the world that was the lane—home and food and rest and what passed in many cabins for the life of family. He turned his head slightly to the right and made out what he thought was the sound of playing children, but when he turned his head back, he could hear far more clearly the last bird of the day as it evening-chirped in the small forest far off to the left.

He went straight ahead, to the farthest edge of the cornfields to a patch of woods that had yielded nothing of value since the day his master bought it from a white man who had gone broke and returned to Ireland. "I did well over there," that man lied to his people back in Ireland, his dying wife standing
70 hunched over beside him, "but I longed for all of you and for the wealth of my homeland." The patch of woods of no more than three acres did yield some soft, blue grass that no animal would touch and many trees that no one could identify. Just before Moses stepped into the woods, the rain began, and as he walked on the rain became heavier. Well into the forest the rain came in torrents through the trees and their mighty summer leaves, and after a bit Moses
80 stopped and held out his hands and collected water that he washed over his face. Then he undressed down to his nakedness and lay down. To keep the rain out of his nose, he rolled up his shirt and placed it under his head so that it tilted just enough for the rain to flow down about his face. When he was an old man and rheumatism chained up his body, he would look back and blame the chains on evenings such as these, and on nights when he lost himself completely and fell asleep and didn't come to until morning, covered
90 with dew.

Pages 1-3 from *The Known World* by Edward P. Jones. Copyright © 2003 by Edward P. Jones. Reprinted by permission of HarperCollins Publishers.

Unauthorized copying or reuse of
any part of this page is illegal.

GO ON TO THE NEXT PAGE.

2014 AP English Literature Scoring Guide

Question #2: Edward P. Jones, *The Known World*

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole—its content, style, and mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

9-8 These essays offer a persuasive analysis of how Jones reveals the character of Moses through literary elements. The writers make a strong case for their interpretation of how the character is revealed. They may consider literary elements such as point of view, selection of detail, and imagery, and they 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 and effectively organized. Essays scored a nine (9) reveal more sophisticated analysis and more effective control of language than do essays scored an eight (8).

7-6 These essays offer a reasonable analysis of how Jones reveals the character of Moses through literary elements. The writers provide a sustained, competent reading of the passage, with attention to literary elements such as point of view, selection of detail, and imagery. Although these essays may not be error-free and are less perceptive or less convincing than 9-8 essays, the writers present their ideas with clarity and control and refer to the text for support. Essays scored a seven (7) present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a six (6).

5 These essays respond to the assigned task with a plausible reading of the passage, but tend to be superficial or thin in their discussion of how Jones reveals the character of Moses through literary elements. While containing some analysis of the passage, implicit or explicit, the discussion of how literary elements contribute to the revelation of character may be slight, and support from the passage may tend toward summary or paraphrase. While these writers demonstrate adequate control of language, their essays may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7-6 essays.

4-3 These lower-half essays fail to offer an adequate analysis of the passage. The analysis may be partial, unconvincing, or irrelevant; the writers may ignore how Jones reveals the character of Moses or the use of literary elements. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors. Essays scored a three (3) may contain significant misreading and/or demonstrate inept writing.

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 writer's ideas are presented with little clarity, organization, or support from the passage. Essays scored a one (1) contain little coherent discussion of the passage.

0 These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

-- These essays are entirely blank.

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

A'

2

In the excerpt from The Known World, Edward P. Jones depicts the character of Moses as a slave working ~~on~~ ^{the land on} a plantation. Jones develops Moses' relationship with the land or with nature as a whole to indicate his relative separation or even isolation from the human community. Jones' selection of detail and point of view contribute to this characterization of Moses and his independence.

Jones' ^{choice} selection of detail presents Moses as distinctly separate from other people and even emphasizes his independence. ~~For example,~~ ^{The coupling} of the assertion that Moses "worked again well after he ended the day for the other adults" (1-2) with the acknowledgment that it was the very ^{"evening"} ~~day~~ his master died" proves that Moses' work is self-driven and ~~is~~ even independent of the demands of others, even those socially higher than him or in a position of power. The distinction that his wife and son joined ^{with} the rest of the people who retired to their cabins from their work at the ~~office~~ ^{field} only emphasizes his greater isolation, even from those in

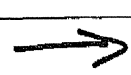


2

A²

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

a position of typical family intimacy and love. Even "the mule quivered, wanting home and rest" (16-17), which calls attention to the perverse nature of Moses' behavior as he seeks the opposite desire of the others. Jones' inclusion of Moses' tendency to eat dirt, as well as his different perceptions of the dirt with regard to the changing seasons, serves to emphasize the closer relationship that Moses has with the land in comparison with any other human or creature. Indeed, Jones reveals that "he ate it... because eating it tied him to the only thing in this small world that meant almost as much as his own life" (28-32). ~~Through~~ the aspect of life that is most dear to him is not the companionship of another person or creature; indeed, his own wife "knew enough now not to wait for him to come and eat with them" (55-56). Rather, ~~and~~ Moses holds most dear the land, and it is in nature rather than in companionship that he "lost himself completely" (88).



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

A³

2

Jones' use of a third person omniscient narrator further emphasizes Moses' separation from companionship and humanity. Because the narrator is omniscient, he can understand Moses' wife's thoughts and behaviors without Moses needing to reflect on her or even acknowledge her in any way. Since Moses himself is so isolated and independent, a point of view that would foster his ^{interpersonal} ~~personal~~ communication seems inappropriate. Jones does employ free indirect discourse with regard to this third person narrator's presentation of Moses' thoughts precisely in the way that he would think them, which grants the reader the ability to hear Moses' voice without having his speech ^{which seems limited by his limited human interactions}

Jones' particular selection of detail and his use of an omniscient third person narrator ~~do not~~ combine to characterize Moses as distinctly separate from the community of humanity but content and at peace with his ~~own~~ independence and indeed his bond with nature.



2

A⁴

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

Despite ^{Moses's} ~~his~~ circumstances as a slave, ~~Moses~~ ~~for~~ Jones reveals his unique ability to find solace and even freedom in living the life he chooses and ~~his bond~~ ~~with~~ ~~the~~ ~~land~~ with the land.

#


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

B'

2

In Edward P. Jones's novel of "The Known World", Moses is one of the slaves that work for ~~15~~ fifteen hours a day. The author reveals the character of Moses by describing his work experience, how hard he works and what he does after work. Through this, the readers are able to make out what kind of person Moses is. Edward P. Jones's use of imagery and selection of detail further emphasize the personality and feelings of Moses.

Through the use of Moses's work experience, the author slowly incorporates tiny details of what Moses does on a daily basis. By describing the scenery so elegantly and precious, the reader can infer that Moses values nature and his surroundings a lot. Jones ~~slowly~~ incorporates bits of what Moses sees and what he does, while Jones is ~~explaining~~ describing the setting. This allows us, the readers, to see the reactions of Moses after working on a field for ~~15~~ fifteen hours. It is said that Moses eats the dirt because it is so meaningful to him. Through the eating of dirt, he allows and wants himself to be tied down by the dirt he has worked with for so long. From this, we can imply that Moses is in love with nature and simply adores the natural things that occur from time to time, such as rain. After work, Moses ~~also~~ does not eat with his family. He chooses to walk along a path that would soon lead him into a forest. Alone ~~through~~ ~~the~~ ~~forest~~



2

B2

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

Through solidarity, ~~readers~~ Edward Jones shows the readers that Moses enjoys being by himself with nature and just relaxing.

It can then be inferred that those who respect and marvel at nature, have great patience and a desire for peace and quiet.

By describing the ^{reactions} ~~settling~~ and ^{movements} ~~settling~~ of Moses, the author essentially tells the readers what kind of person Moses is.

#

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

C'

Question 2

In the excerpt from "The Known World" by Edward P. Jones, Moses is introduced firmly by the means of pronouns, and having a master who is dead, then a paragraph in he is depicted as "he, Moses, finally freed himself..." Even in death his master comes before him. until the realization that he now has no master, he is freed, on a knife.

#

2

D'

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

In "The Known World" by Edward P. Jones, ^{an excerpt from} the experience of a slave, Moses, is told, and his character is explored. Through the use of Imagery, and selection of detail, Jones exposes ~~the~~ and characterizes Moses, showing his strong appreciation for life and nature.

Jones uses imagery to show ~~the~~ Moses' appreciation for the world and life as a whole, despite ~~his~~ the brutal reality that he is a slave. For example, the image when Moses ~~is~~ "finally freed himself of the ancient and brittle harness that connected him to the oldest mule," shows that each day when Moses is tied down and restrained. However, this image of restraint soon becomes one of endurance and hopefulness when he's able to appreciate "all that was left of the sun... a five-inch-long memory of red orange laid out in still water across the horizon." ~~between two mountains on the earth.~~ ^{This emphasizes Moses' appreciation} of the world around him and all of its beauties, despite the hardships he faces every single day. Towards the end of the excerpt, his respect and appreciation is further ^{illuminated} ~~illumination~~ when "he lost himself completely and fell asleep and didn't come to until morning."

→

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

D²

2

covered with dew." Moses's ^{losing} ~~the~~ himself to ~~the~~ nature, is an expression of his gratitude for the world, showing that he is happy and grateful of the world and its liveliness and natural gifts, such as this rainstorm, despite his strenuous life during the entirety of the day.

Through a specific selection of detail, Jones further emphasizes Moses' emotional attachment to the outside world. First, Moses' consumption of dirt, because eating it "tied him to the only thing in his small world that meant almost as much as his own life." This shows that Moses has a strong love and passion for the world and its nature. By ^{selecting the detail that} eating ^{Moses} the dirt, Jones is expressing that Moses wants to be closer and create a stronger attachment with nature. In addition, Jones specifically tells the reader that the edge of cornfield that ~~was~~ ^{Moses} loses himself in, "had yielded nothing of value since the day his master had bought it." However, this patch of land becomes useful and of important to Moses. For, he utilizes this land to escape and grow closer to ~~the~~ nature and ~~the~~ the world entirely. Jones chooses specific details in order to suggest Moses' strong →

2

D³

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

and passionate love for nature.

Moses is a slave, who completes strenuously tasks and throughout the entirety of the day. However, through the use of imagery and selection of detail, Jones is able to show Moses' happy appreciation and love for the world, despite his brutal life as a slave.

Moses is able to find enjoyment and happiness in the world and be thankful and appreciative of the life he has been given, no matter how difficult it seems to be.

#

In his characterization of Moses, Edward P. Jones uses a wealth of vivid, living detail and imagery of nature's fullness of life to present a man who is more earth than man. Moses is a laborer who works the land daily and thus has a deep and close connection to it. Jones's language of relationship and life in association with the land and the nature around Moses reveals Moses as a man whose life, joy, suffering and death all spring from the earth and his response to this wellspring of life is to return his own labors and love to the earth.

In the opening lines of the passage, Jones ~~points~~ portrays Moses as a loyal hard worker who ~~was~~ even in the face of death, "worked again well after he ended the day." While his humanity and his human relationship with others is plagued by "hunger and tiredness," the earth provides him with sustenance and life. In fact, Moses even eats the soil: "Moses closed his eyes and bent down and took a pinch of soil and ate it with no more thought than ~~if~~ it had ~~been~~ were a part of ~~corobread~~." Here Jones emphasizes Moses's close relationship with the land, that he eats it not to feed himself but "to discover the strengths



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

Σ²

2

and weaknesses of the soil" which "meant more to almost as much as his own life." But this relationship is not a forced one as one might think about a laborer who works the land.

Jones uses strong human imagery to suggest an equal relationship between man and ^{nature} earth. Coming from the ~~age~~ "ancient and brittle hardness" of this work, Moses is enveloped by a loving nature: "the evening quiet wrapped himself about him."

Even when describing Moses tasting the soil, Jones uses the word, "relationship" to ~~clearly~~ illustrate more directly a true give-and-take sharing of the earth and Moses. The explicit detail of of this relationship, of its changing nature in the "sweetened metal" taste of summer against the "sour moldiness" of winter seems to reflect a loving, almost human relationship between the earth and the man.

The point of view of the narrative also serves to support this idea of an intimate relationship.

The narrator, a third person objective narrator ^{who} ~~that~~ has some insight into the thoughts and feelings of Moses, provides an intimate portrayal of the tender and caring actions of Moses toward the earth. This point of view, like an observer, ~~witnesses~~ a witness, allows for a close and private view



2:

E³

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

of Moses, when Moses smells the rain, "He breathed deeply, feeling it surge through him. Believing he was alone, he smiled. He knelt down to be closer to the earth and ~~was~~ breathed deeply some more." This moment of intimacy was ~~meant~~ meant to be a private one and almost mirrors the loving embrace between husband and wife. This description is closely followed by Moses's thinking of home and his family; "his woman and his boy." The contrast ^{of} ~~between~~ Moses's indifference to his family further highlights that Moses is a man of the land, not of people. Again, ^{with} the final scene of Moses washing in the rain and lying naked upon the wet earth, Moses enters into the earth, becomes a part of it, birthed by it and cleansed; "covered with dew" at the start of day.

The vivid imagery and close intimate detail and point of view of this passage reflects the living and almost human relationship between Moses and the earth. Edward P. Jones gives the passage a shot of life and beauty and so too does he give his character, Moses, a sense of strength and joy in nature. The imagery of life in nature suggests that Moses draws his strength from the earth and



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

ε⁴

2

not from the people who came from it and
work it.

#

2

F'

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

In the known World by Edward P. Jones, Moses, is described as a captive and hard working slave. Even after his master died, he worked endlessly and didn't tend to his family, his preference was the field for "in his small world" it meant almost as much as his own life". The imagery & selection of detail reveal his imprisonment to his familiarity.

The details such as the name, Moses, and the title itself ~~reveal~~ enhance his shackles and stubbornness in his "known World". Moses, a biblical character, was sent by God to free his people. Similarly, Moses (in the passage) obtained his freedom yet holds himself subject to the land. It states Moses remains for "fifteen years" engraving the time

#

2

6'

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

Moses is seen as a quiet outsider in his own world. The passage narrates the events around him describing the pain and poor conditions around him. Yet despite his strange habits the audience cannot help but feel compassion and unknowing respect for Moses. Moses and those around him add depth and reality to the passage. Without them there could be no contrast to Moses. Through point of view, selection of detail, and imagery the audience can see the daily life of Moses and see through his actions the reflection of his character.

Point of view is essential to this narration as it provides insight to not only Moses' actions but how different he is from his surroundings. The quote "He was the only man to ~~take~~ dirt but while the bondage of woman..." His actions prove Moses to not be preoccupied with ~~material~~ bodily needs like nutrition. Instead the author uses a third person point of view to allow the audience to be an observer and recount Moses' daily life without him knowing to show a side of innocence which also ~~shows~~ loneliness. Moses does not taste dirt out of childish desire of hunger he instead does it as a spiritual desire to remind him about life. The point
→

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

G²

2

of view stays third person even when describing the Irish man, "I did well over there that man lied". This insight into the view of the Irish man is used to contrast with Moses. He never tries to seem better off than he really is, he is a simple, honest man. The two dif. points of views allow the audience to see how much different Moses is from his surroundings. While others are focused on themselves Moses eats dirt to connect himself to the land, an extension of himself.

The selection of detail throughout the passage reveals the inner character of Moses. The little quips he does shows how Moses truly is when looking past his strange dirt eating habits. Moses is a "hard worker as" he had been in the field for all fifteen hours" and "didn't come to until morning covered in dirt". These details show the work ethic of Moses and how he works himself past the point of exhaustion. These details show how he has no sense of time and is simply working on the land and symbolically himself. The attention to detail in the taste of the dirt shows how Moses is actually seeing the changes around him, as "this was July

→

2

G³

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

and July dirt tasted even more like sweetened metal than did the dirt of June or May". Again Moses appears to have no sense of time and relies on the dirt to put him back into the material world. As Moses falls back to the dirt as a crutch it reveals how he is simply floating through or just existing through this life. Imagery in the passage shows the harsh environment of Moses. Yet enhances his soft nature. Through the description of the sun it shows how draining the work load is. "as Moses freed himself of the ancient and brittle harness that connected him... memory of the red-orange laid down waves". This shows how Moses is simply a worker and observer. He appears to lack any depth as he is only connected to the field through his work and mule. The simple nature of Moses is then seen in the imagery of the rain. Then he undressed down to his nakedness and lay down. To keep the rain out of his nose, he rolled ^{up} his shirt. Although at first Moses is seen to be very simple, he does not run inside and claim shelter. He is very naturalistic as he

→

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

6⁴

2

embraces nature ~~and~~ and ~~does not~~ it shows how although he is disconnected from people that he is very connected to the land.

A quiet observer Moses is further characterized by point of view, selection of detail, and imagery. Through his actions and surroundings it is clear how Moses is simple yet complex in his unique ways. The underlying work ethic of Moses portrays him to never be extravagant in human matters and keeps to himself and the land. The passage characterized Moses to be alone yet collected, simple yet complex, and existing while not being fully present.

#

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

H'

2

In his novel The Known World, Edward P. Jones creates 2 characters, ^{Moses, who is} a completely enslaved with the world around him. ~~Exploring~~ Exploring the themes of nature ^{and} rebirth, ~~and~~ Jones complicates the ^{reader's} understanding of humanity, ^{slavery,} and ^{gender roles} ~~and~~. Through utilizing ^{an omniscient narrator with insights into Moses,} ~~the omniscient narrator~~ ~~explains~~ ~~Moses'~~ Exploring Moses' connection to nature, and the interaction with man and rebirth, Jones reveals the character of Moses and suggests the power of interactions with the natural world.

~~The~~ ^{the} ~~Moses'~~ point of view ^{reflects Moses'} ~~begins~~ ~~his~~ character as it reveals his calm, contemplative, and peaceful nature. ~~The~~ ~~beginning~~ ~~and~~ ~~concludes~~ ~~the~~ ~~passage~~ ~~with~~ ~~the~~ ~~evening~~ ~~his~~ ~~most~~ ~~del'he~~ ~~world~~ ~~well~~ ~~after~~ ~~he~~ ~~ends~~ ~~the~~ ~~day~~ ~~for~~ ~~the~~ ~~other~~ ~~adults~~ ~~...~~ Like he, Moses, finally freed himself of the ancient and bitter bitterness that connected him to the doer? ^{made} his mother's soul" (11-10). Moses is internally free to work, yet work is not simply slavery for him as he is inherently connected to nature. Despite working for 18 hours "he paused before leaving the field) as the evening quiet wrapped itself about him" (15-16). Moses is reflective and calm, aware of his situation and surroundings. He never speaks, ~~and~~ ~~the~~ ~~point~~ ~~of~~ ~~view~~ is all in omniscient narration, ~~but~~ ~~the~~ ~~actions~~ ~~reveal~~ ~~Moses'~~ ~~character~~. As Moses continues to interact with the natural world, his character further



2

H²

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

develops and becomes more complex

His interaction with the dirt heightens his connection to nature and introduces ~~the relationship~~ ^{the relationship} ~~between~~ between the natural world and humanity.

Moses "was the only man in the realm, slave or free, who ate dirt, but while the bondswomen... ate it for some incomprehensible need" (23-26). The idea that women are more connected to nature is often explored, and here Jones suggests that while turning Moses into the story ~~is~~ showing that he is somehow more connected to nature than all men. Moses "ate [the dirt] not only to discover the strengths and weaknesses of the soil, but because the eating of it tied him to the only thing in his small world that ^{meant} almost as much as he" (28-31).

It is interesting ^{to note} that he first considers the practical application - he tests the dirt to apply the knowledge to his farming and field work - man controlling nature. Furthermore, the dirt in the summer tastes of "sweetened metal" (33), ~~potentially~~ suggesting industrialization. ~~As the year goes on~~ Yet, he becomes "sour molasses" as the fall and winter comes, representing the inevitable mortality of crops and life - this followed by "the darkness [of the night] have taken a nice hold of him" (41-42). The second reason ~~for~~ his consumption of dirt suggests that Moses feels that his fields and nature are equally important



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

H³

2

to his life, representing the struggle of his bond to nature. The act of him eating the art represents his recognition of mortality and his deep, inherent connection to nature.

Finally, the symbolism of rebirth during the rainfall highlights Moses' connection to nature and juxtaposes society and the natural world. Moses "smelled the coming of rain" and "knew he had to be closer to the earth" (49-51). He is in tune with the natural world, and turns away from society, his cabin with his family.

He then turns his head to what "he thought was the sound of playing children" to find he "could hear far more clearly the last bird of the day" (61-62).

This juxtaposition of Moses' relationship with society versus nature suggests that he is more connected to the natural world than to humanity.

As the rain ~~beats~~ ^{becomes} heavier, Moses washes his face, takes off his clothes, and lies in the grass. This ~~is~~ seems representative as a baptism of sorts. He is freeing himself from the mis of slavery, as his master just died.

He "lost himself completely" (88) and sleeps in the forest, washed out by the rain, until the morning when he is "covered with dew" - a symbol of



2

H⁴

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

freshness and rebirth. Interestingly, ~~the~~ the narrator explains that when he was an old man and rheumatism gnawed in his body (85-86) he blamed it on his 70th birthday like this. This represents the complexity of humanity and freedom, this night a representation of his freedom from slavery, bonds and chains him later in life.

Jones suggests through the complexity of Moses' character developed through point of view, symbolism, and imagery of interaction with nature, the complexity of freedom and the freeing power of the natural world. Nature is almost revered in this passage, ~~and~~ ~~and~~ ~~and~~ suggesting the intense power of the natural world and connections to it.

#

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

I

Question 2

Slavery has always had a big impact on the world and this passage reiterates the feelings and attitudes of a slave. Edward P. Jones portrays Moses through his use of imagery and ~~repet~~ detail so we as readers can better understand Moses' point of view.

Jones opens this passage with details and an image of Moses who "had been in the fields for all of fifteen hours" (lines 14-15). Through the image of the sun with only "a five-inch-long memory of red orange laid out in still waves," (lines 11-12) we can tell Moses ~~was~~ is a loyal and hard-worker. Not only is he a hard-worker, but we can see he takes pride and joy in what he does for "He was the only man in the realm, slave or free, who ate dirt" (lines 23-24).

This image enables us to see his passion for the earth and allows us to see the world through his point of view. "He ate it not only to discover... as his own life," (lines 28-31), allows the reader to see that he is owned, but he finds joy in the simple things of life such as the dirt and rain. "Moses smelled the ~~repet~~ coming of rain," (lines 47-48) so that he could



Question 2

I²

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

"be closer to the earth" (line 50), allows us to see that Moses finds passion in good things.

Moses' character is shown when "he lost himself completely" (line 88) in his escape from a hard day of work. His identity is seen in a new perspective through these images of harsh field days to the transition of the earth, where he can escape and be closer to what he loved. Moses' character is loyal, hard working, and down to earth. He is able to be happy in the simplest of realms.

#

Question 3

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

It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole.

You may choose a novel or play from the list below or one of comparable literary merit. Do not merely summarize the plot.

The Age of Innocence

Antigone

The Awakening

Beloved

The Crucible

Death of a Salesman

Ethan Frome

King Lear

Linden Hills

The Memory Keeper's Daughter

Much Ado About Nothing

Noah's Compass

Oryx and Crake

Othello

The Poisonwood Bible

The Portrait of a Lady

A Prayer for Owen Meany

A Raisin in the Sun

The Scarlet Letter

A Streetcar Named Desire

A Tale of Two Cities

Tess of the d'Urbervilles

Their Eyes Were Watching God

Things Fall Apart

A Thousand Acres

The Women of Brewster Place

STOP

END OF EXAM

2014 AP English Literature Scoring Guide

Question #3: Sacrifice

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole—its content, style, and mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

9-8 These essays offer a well-focused and persuasive analysis of how a particular sacrifice illuminates a character's values and provides a deeper understanding of the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how both the character and the work are shaped by a particular sacrifice. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Essays scored a nine (9) reveal more sophisticated analysis and more effective control of language than do essays scored an eight (8).

7-6 These essays offer a reasonable analysis of how a particular sacrifice illuminates a character's values and provides a deeper understanding of the meaning of the work as a whole. These essays analyze how both the character and the work are shaped by a particular sacrifice. While these papers have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9-8 essays. Essays scored a seven (7) present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a six (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. The writers attempt to discuss how a character's values are illuminated by a particular sacrifice and how the sacrifice deepens the meaning of the work as a whole. They may demonstrate a rather simplistic understanding of the character's sacrifice or how that sacrifice impacts the work as a whole. While these writers demonstrate adequate control of language, their essays may be marred by surface errors. These essays are 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 a particular sacrifice illuminates a character's values or provides a deeper understanding of the meaning of the work as a whole. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of how a character's values are illuminated by a particular sacrifice and how the sacrifice deepens the meaning of the work as a whole. 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 three (3) may contain significant misreading and/or 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 incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The writers' remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a one (1) contain little coherent discussion of the text.

0 These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

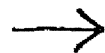
-- These essays are entirely blank.

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

3 J1

Sacrifice is one of the pinnacle forms of exemplifying character. In William Shakespeare's famous play King Lear, King Lear's daughter Cordelia sacrifices her potential wealth and power in the Kingdom by answering King Lear's question of how much she loves him with nothing, ^{it is} an answer that ^{subtly} illuminates Cordelia's yearning for truth in a world of fake flattery, her value of forgiveness, and her value of personal integrity in a society that is blinded by material wealth and status. Cordelia's sacrifice illuminates these strong and steadfast values in her initial conversation with Lear, and in their last conversation in jail.

When Lear asks Cordelia how much she loves him, he is taken aback by her answer. She simply states that she "cannot weave her heart into her mouth", meaning that she cannot bring herself to impose fake flattery ~~to~~ to please Lear's shallow and insecure sense of status. By saying nothing, Cordelia actually displays a sense of true love that has deeper meaning than her two sisters' flowery flattery. She loves Lear and respects Lear too much to inflate his ego falsely. Her truth ~~is~~ illuminates the value of "speak what [one] feels, not what [one] ought to say", which is an



3 J2

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

essential ~~shortcoming~~ shortcoming in many of the individuals in Cordelia's society. She is banished from the Kingdom by a raging war without any wealth or power. However, ~~her~~ ^{Cordelia's} sacrifice of personal status importantly emphasizes ~~her~~ ~~steadfast~~ her steadfast need to always be truthful, and helps the reader remember that sometimes, what is not ~~st~~ said in words can be felt most deeply in simple silence.

The first conversation with Lear also shows Cordelia's strong sense of self, and her secure value of personal integrity. Cordelia's two sisters, Goneril and Regan, are ~~the~~ empty, greedy shells of people that are only concerned with ~~getting~~ obtaining power. They lack compassion, honesty, and a stable sense of individuality and self worth. The materialistic society that envelops them blinds them to the importance of being aware of who they are on the inside. Cordelia, on the other hand, displays her ~~strong~~ security of her person by willingly giving up her place as heir to the kingdom to stick to her integrity. She refuses to flatter her

→

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

3 J3

father Lear ~~is~~ because, personally, she knows that it is morally unjust to inflate one's ego if ~~they~~ ^{he} proves undeserving. Her commitment to her own sense of integrity ^{Cordelia's} restores hope in the reader. Out of the many ~~blind~~ morally blind individuals in the society, Cordelia's morals remind the readers that there is always an individual that sacrifices herself to help those that are wandering blind under a veil of materialism to see ~~the world for its true nature~~ ~~the world for its true nature~~ what is truly important.

In the last conversation between Lear and Cordelia, Lear begs Cordelia to forgive him for being so blind to her ~~but~~ ~~her~~ unwavering affections. Cordelia, instead of shunning her father for being shallow and heartless, takes him in and whispers "no cause, no cure", ^{meaning} ~~is~~ there is nothing for her to be angry with him about. Cordelia displays Christ-like forgiveness in her ~~for~~ mercy towards King Lear. ~~Cordelia and Lear are~~ Cordelia sacrificed ~~her~~ ~~her~~ ~~and~~ ~~her~~ her future for her father, and once again is with him in jail when he has been ~~based~~ and stripped of his importance.

→

3 J4

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

~~Cordelia forgives her father~~

Cordelia's value of forgiveness in the jail exemplifies her support and love in King Lear. She looks past his shortcomings and, instead, nurtures him in his dark hours.

In a society riddled with a lack of understanding the true values in life, Cordelia sacrifices all that she has to help her father understand: what is important is knowing oneself on the inside, what is important is staying steadfast to the values on the inside, and what is important is forgiving those who are momentarily blinded by external forces to what is on the inside.

Cordelia sacrifices her ^{potential} power and wealth to help King ~~to~~ Lear realize his self-worth. Her sacrifice not only illuminates important values of honesty, forgiveness and integrity, but reminds readers to always stay in tune with ~~what~~ the values held on the inside. By being aware of oneself, one can intelligently act and influence others in the outside world.

#

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

3

K1

In *The Crucible* Abigail Williams has deliberately sacrificed the whole town into thinking that a bunch of people are witches and ~~they~~ should be killed. ~~Abigail~~ Abigail like it because it makes her feel like she is in power. She has no values in the fact that she lets all of these people die. It makes it worse that she runs away in the end and gets away with it. Abigail does not provide a deeper understanding of the work as a whole none of the other characters do. It's more of the narrator's feelings. She really didn't sacrifice anything other than just other people's lives.

#

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

3 L1

In the novel ~~A Tale of Two Cities~~ A Tale of Two Cities by Charles Dickens showed how Sydney Carton sacrificed his life for the ~~woman~~ woman he loved Lucie Manette.

Carton always loved Lucie but could not ever tell her about it because she was married to Charles Darnay.

During the French Revolution when Darnay goes to jail for being part of the French nobility Carton plans to get out the jail secretly and die sacrifice himself by dying in place of Darnay because Carton and ~~by~~ Darnay look alike.

By sacrificing himself for Lucie Manette Carton proved that he really loved Lucie, and could not let her live in the depression he has suffered all his life. Lucie's happiness meant everything to Carton, and ~~if~~ if death was the only way he could give Lucie happiness he was ready to die, and he eventually did die.

Darnay ~~loved~~ loved Lucie the most and also gave her a promise that he will do anything to save Darnay. Carton fulfilled his promise and the people who watched him die thinking it was Darnay. Darnay thought that it was the most powerful scene the saw on the guillotine. After committing so many ~~to~~ sins ~~to~~ Carton was at peace when he died because he ~~had~~ died for the person he loved the most.

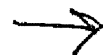
#

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

3 M1

In the novel Anna Karenina, the plot explores the ~~social~~ aspects of 19th cent. Russian society, including the ~~import~~ prevalence of sacrifices to be happy, especially for women during that time. In this novel, the title character Anna leaves the security of being with her upper-class & wealthy husband in order to attempt to pursue a true love with another man, Vronsky. This sacrifice emphasizes the dramatic measures that had to be taken by women if they actually wanted to be happy, & the personal convictions of Anna that she deserved to be. The resulting social ostracization & death of Anna shows how her sacrifice for the hope of love was not sufficient to overcome all of the difficulties, destroying her in the end.

The novel characterizes Anna initially as unhappy, indifferent to her husband & many social conforms, & overall a strong woman character. Although she is fairly popular within her social circle & society due to her husband Karenin's high standing, many people have misgivings about her nature & attitude. While her sister-in-law Kitty is pursuing Vronsky, he meanwhile



M2 3

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

meets & falls in love with Anna, & they begin having an affair despite the constricting values of society. Anna is portrayed during this time as passionate & in pursuit of personal freedom. ~~However~~ However, she soon becomes pregnant & decides to leave her husband, ^{whom she never loved,} in the hopes of a true love with Vronsky. This is her utmost sacrifice; although her husband ~~was~~ was upset over the social reflections upon her family, & she herself ~~was~~ knew she would sustain even more backlash, she followed her convictions that she, ~~as~~ especially as a woman, should be able to choose who to love & be with, & that ~~the~~ true love did indeed exist (or at least a better love than with her husband).

However, soon after she leaves her husband, Vronsky's passion begins to cool off due to the severe social exclusion & ostracization which ~~occurs~~ ^{occurs} for both of them. The ^{radical} decision to abandon her children & forfeit her comfortable life leaves Anna with regret, especially when she must question whether her true love has died or whether it was never love at all. Thus, this sacrifice not only ~~shows~~ demonstrates how

→

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

3 M3

strong-willed + independent Anna is, but also how emotionally unstable she could be. Especially with her pregnancy, she grows despondent + with no help or support from Vronsky, she kills herself in one last attempt at freedom + independence. This ultimately unfortunate ending to a story ~~with~~ ^{w/themes} of liberation + sacrifice reflects on the idea that the pressures of society can be destructive to even the most strong people.

Tolstoy's Anna Karenina contains many themes + illuminates one's understanding of the most detrimental aspects of society. In addition, it also emphasizes the power of a sacrifice or a radical decision to shake the roots + security of a society, for it is evident that Anna's decisions to be free despite the security of her ~~high~~ high class life had a lasting impact on those around her. The novel as a whole uses the sacrifice that Anna made to highlight the important aspects of her character + her value of freedom + love, as well as to make people aware of the inherent flaws + faults that society possesses.

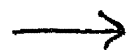
#

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

3 N1

Edna Pontellier, from *The Awakening*, is a perfect depiction of how sacrifice can highlight a character's values. Edna may be thought of as selfish, worrying more about herself than her family or friends, but underneath the mask of independence Edna was making sacrifices all her own. Pushing aside love and wealth reveals Edna's focus on being true to oneself and not falling to society's standards.

Edna had a husband that loved her and children who admired her every move until she realized she was unhappy. This picturesque, create life was not what Edna had in mind for herself and she was willing to risk giving it all up to find her own sense of happiness. In this sense she was ~~also~~ sacrificing knowledge and security, which emphasizes her desires for freedom and independence. Seeing that Edna gave up what many women would kill for truly illuminates her values on



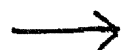
N2. 3

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

Following your heart and not what society thinks is right.

Furthermore, this claim is directly supported by evidence in the book. For instance Edna gave up her big house in town for a smaller less glamorous home a little off the beaten path. The large home represents society's mold and ideal values for women, while her new house represents a place of freedom and self expression. This transition, and ~~sacrifice~~ sacrifice of luxury, is exactly what shows that Edna is willing to give something up in order to remain true to herself.

Edna is a bit of a misunderstood character, ~~is~~ troubled by the doubts of her own self confidence, but when examined closely you can see that she is willing to make sacrifices to follow her heart. Edna reflects an aspect of human nature that we can not always grasp ourselves, knowing where to draw the line



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

3 N3

between conformity and individuality. And on this journey to self discovery we see that Edna sacrifices what could have been for the chance to figure out her own life, on her own. While her path may end too short and quite abruptly, it is important to see what she overcame and the sacrifices she made to get there.

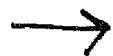
#

3 01

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

The sacrifice of what one holds dear is the unique way that one can define their values. Often in literature, characters give up something they hold dear, revealing the inner content of their souls. In Joseph Conrad's Heart of Darkness, Agent Kurtz sacrifices his ^{morality} civility and truly his humanity, in order to amass power and wealth, betraying that his true values lie in these concepts. The corruption of Kurtz by these elements underscores their overpowering nature and ~~expos~~ expounds that anyone who gives themselves to these goals is setting ~~themselves~~ ^{himself} up for failure.

In Heart of Darkness, Agent Kurtz is sent to Africa by the Company to collect ivory. He proves to be extremely good at this job and becomes a rising star. However, rather suddenly, after an enormous shipment of ivory, Kurtz cuts off all contact with the outside world, a clear sign that something was wrong with him. The Company hires and dispatches Charles Marlow to recover Kurtz and discover



what happened. It turns out, Marlow gets more than he bargained.

After steaming up the Congo River, Marlow and his party come upon Kurtz's ~~camp~~ station, and see horrors they could not imagine. Transformed from a bastion of civilization, the camp is now adorned with severed heads on pikes, showing Kurtz's newfound savagery and sacrifice of civilized values. The party remains at Kurtz's, now in a decrepit state and wasting away, from his hut, and are confronted by a tribe of "savages" who had attacked them previously on their journey upriver. The tribesmen seem to revere Kurtz as not a leader, but a god, to the dismay of the ~~rescue~~ rescue party. Kurtz has willingly isolated himself so that he may control the tribe through fear, using them to add to his hoard of ivory. Corrupted by the influence of the jungle and having sacrificed his societal values, Kurtz uses his tribe to wage war on others and has adopted a new creed dedicated to collecting ~~the~~ riches and asserting dominance.



The turn from civilization though was not totally random. During the journey, Marlow ~~is~~ discovers a book of Kurtz's with the inscribed message "Exterminate all the brutes" displaying that within Kurtz, there already lay a lust for domination. Ironically, Kurtz calls for savage action against the very "savages" themselves. Marlow's understanding of Kurtz is furthered following Kurtz's attempted escape from the steamer. Marlow follows Kurtz, who is attempting to flee back to the river, and ~~then~~ remarks that Kurtz acts as if he was not beholden to anything above or below, indicating that Kurtz bears neither God nor the devil. Rejecting such a societal norm at the time was truly heresy, and would only be performed by someone driven by greed and wrath. Kurtz has transcended the boundary of the civilized man, ~~the~~ revealing his inner nature.

In another way, Kurtz abandons society in a more ^{literal} ~~literal~~ sense. In Europe, Kurtz left behind a fiancée, referred to as



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

3 04

His Intended. In Africa though, Kurtz appears to have taken a tribeswoman as a paramour. Portrayed in Russ and gilded by metal, the woman takes a place among the tribe second only to Kurtz's ~~very~~ ~~mother~~. She maintained a strong influence over ~~him~~ ^{him as well as} his distrust of his former compatriots, as when the Russian relays account of his encounter with the woman while treating Kurtz for illness. Though the Russian had nursed Kurtz back to a semblance of health, the woman voiced her opposition with him to Kurtz, making deathly threatening gestures. In this way, she can even be said to symbolize Kurtz's ^{inner values and} rejection of society, and in a similar way His Intended represents the civilized value he sacrificed. With the tribeswoman's experience of being her hate of outsiders and her domineering presence, she ~~is~~ comes to be Kurtz's values. His Intended's European sensibility and devotion to Kurtz ~~is~~ mark her as ^{metaphorically} civilization, and he quite plainly sacrificed her for something more enticing.

~~The~~ The final piece of the puzzle in Kurtz is revealed during Marlow and company's



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

3 06

Shrouded to the world at large. In Heart of Darkness, Joseph Conrad exposes the ~~starkness~~ starkness of African conquest through Kurtz. Far from being virtuous, the exploits were powered by the worst of values. Kurtz was merely and victim of a sacrifice that claimed many more.

#

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

3 P1

In The Kite Runner, by Khaled Hosseini, the main character Amir makes a sacrifice so drastic and life changing that his entire life is overshadowed by this one regrettable sacrificial work. Though most sacrifice results in a balancing positive factor, Amir's disturbing fault ended in a guilt which surpassed any positive outcome and destroyed his childhood. Sacrifice, in the context of The Kite Runner, shows cowardice and self-preservation rather than a noble act.

From his childhood, Amir had always used his young "friend" Hassan as a scapegoat. Hassan was the son of Amir's family's servant, and the boys were the same age. Though always companions, the two were always on a separate social status. The servant boy considered Amir as a true friend, someone to trust, while Amir admits he could never return the sentiments because of their social standing. From this realization comes

→

3

P2

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

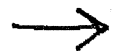
Amir's minor sacrifices, culminating in a final, terrible event. The two are attacked by bullies, led by their cruel leader Assef. Hassan takes a stand against Assef, pointing a slingshot against the villain. For this the attacker is angry, and plots revenge.

A major theme of the novel is Amir's quest for honor he has lost through sacrifice. As a child, he lusted for his father's pride, which he believed he could win through obtaining a kite in a competition of kite running, a game for children. Putting all his desire for honor and pride which would result from winning into the symbolic kite, Amir makes a sacrifice which will haunt him for many years. The bullies Assef return to attack Hassan. Though Amir finds the attack, after discovering the beloved kite, he does not speak out and save his friend. The twisted, malicious, and perverted Assef rapes



Hassan - and Amir does nothing to stop the horrid act. From this event, Amir sacrifices his honor, and reveals his value of cowardice rather than the bravery he knows he should have given. Amir believed the kite would mean everything to himself, thus attracting his father's approval, he cannot now bear to think about his win. Sacrifice, which saved him physically from being injured, did not pay off in many other ways. The protagonist instead gave up what meant the most to him - a friend, a confidant, and his whole idea of honor. Though intended to put himself in a better standing with his father, Amir's sacrifice in contrast destroyed a friendship and placed in him a guilt which couldn't be stopped except with redemption.

Sacrifice means giving up something very important to one's being. Amir sacrifices far more than he intended when he gives up Hassan, and gives in to childhood cowardice and sinful pride.



3 P4

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

This one act creates a quest for redemption which works out and gives the overall message that sometimes sacrifice is reversible. Only after guilt is resolved can a character be in peace, but it takes the initial sacrifice to learn the mistakes.

#

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

3 Q1

In Macbeth by William Shakespeare, Macbeth has sacrifices and forfeitures that exhibit his hubris, and show why ~~the~~ being self-centered will ultimately lead to one's downfall.

Following the telling of his prophecy, Macbeth forfeits his loyalty to King Duncan by killing in order to become king. From this event, it is seen that Macbeth has created ~~an event~~ ~~of the event's fall~~ that started of his downfall. His hubris is once again exacerbated leading him to surrender more and more in order to increase his hubris. By killing Banquo, a very ~~and~~ trustworthy friend, the inference that Macbeth values his hubris over any friendship can now be deduced. Finally, the ultimate sacrifice Macbeth makes in favor of his value of hubris is sacrificing reality in belief that no man can kill him. A sacrifice that will lead to his death. When all of Macbeth's sacrifices and his forfeiture are examined together, a theme arises. The theme that becoming too self-centered will eventually, ~~lead~~ led by fate, lead to one's downfall.

#

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

3 R1

The theme of sacrifice is very apparent in the novel The Poisonwood Bible by Barbara Kingsolver. Not only was the entire family sacrificing their normal lives to go to the Congo, but Leah had to sacrifice her normalcy and her values.

In The Poisonwood Bible, Leah is the daughter who not only surrenders her normal life in order to go on the mission trip with her family, but later on in the novel she must forfeit her previous beliefs in order to survive.

Leah was a follower of Nathan, her father; Her strong religious beliefs ^{and values} trumped the fact that she was giving up her "normal" teenage life. However, after spending a great deal in the Congo, Leah realizes that her father's beliefs, which she followed, was beginning to get them in trouble.

Once she saw that things weren't going as planned she again had to sacrifice her values. She knew that being in her father's footsteps was going to lead her to the same, undesirable place her



R2 3

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

father was headed towards. This time, rather than giving up something to follow his values, she is giving up ~~her~~ her values in order to save her family.

(not a new paragraph)

— This act of forfeiting her beliefs shows that her true values weren't really what she thought they were. She grew up thinking she ~~needed~~ needed to believe in what her father believed in, but their move to the Congo showed her otherwise. ~~The work~~

~~The~~ Leah's act of sacrifice summarizes the work as a whole. The entire family had to sacrifice their values in order to make it out alive. The only person to hold on to his beliefs, Nathan, was the one who didn't make it out of the Congo, because he refused to give up on his mission. Leah and the rest of the family realized that some values, such as life and family, are more important than others.

#