

2011 AP[®] ENGLISH LITERATURE AND COMPOSITION
FREE-RESPONSE QUESTIONS (Form B)

Question 3

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

In *The Writing of Fiction* (1925), novelist Edith Wharton states the following.

At every stage in the progress of his tale the novelist must rely on what may be called the *illuminating incident* to reveal and emphasize the inner meaning of each situation. Illuminating incidents are the magic casements of fiction, its vistas on infinity.

Choose a novel or play that you have studied and write a well-organized essay in which you describe an “illuminating” episode or moment and explain how it functions as a “casement,” a window that opens onto the meaning of the work as a whole. Avoid mere plot summary.

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

Adventures of Huckleberry Finn
As I Lay Dying
The Awakening
Beloved
Catch-22
The Catcher in the Rye
Dr. Faustus
Emma
The Good Soldier
Heart of Darkness
M. Butterfly
Major Barbara
The Mayor of Casterbridge
Mrs. Dalloway
Native Son

Oedipus Rex
Othello
Passing
A Portrait of the Artist as a Young Man
The Portrait of a Lady
Pride and Prejudice
The Remains of the Day
The Scarlet Letter
A Soldier's Play
A Streetcar Named Desire
Surfacing
Their Eyes Were Watching God
Twelfth Night
Who's Afraid of Virginia Woolf?
Who Has Seen the Wind

STOP

END OF EXAM

AP[®] ENGLISH LITERATURE AND COMPOSITION
2011 SCORING GUIDELINES (Form B)

Question 3

(An Illuminating Episode or Moment)

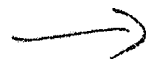
The score reflects the quality of the essay as a whole — its content, style, and mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These essays identify an “illuminating” episode or moment in a novel or play and persuasively analyze how the moment functions as a “casement,” a window that opens onto the meaning of the work as a whole. Using apt and specific textual support, these essays effectively identify an episode or moment and explore its meaning. Although these essays may not be error-free, they exhibit the student’s ability to discuss a literary work with insight and understanding, while demonstrating clarity, precision, coherence, and — in the case of an essay scored a 9 — particular persuasiveness and/or stylistic flair.
- 7–6** These essays identify an “illuminating” episode or moment in a novel or play and offer a reasonable analysis of how such a moment functions as a window that opens onto the meaning of the work as a whole. These essays offer insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. References to the text may not be as apt or as persuasive. Essays scored a 7 present better developed analysis and more consistent command of elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial in analysis. They may rely upon plot summary that contains some analysis, implicit or explicit. Although these responses attempt to discuss an episode or moment in a novel or play and how it functions as a window that opens onto the meaning of the work, they may demonstrate a simplistic understanding. They demonstrate adequate control of language, but they 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 understanding of the work. They may fail to identify an “illuminating” moment or they may fail adequately to explore its meaning. They may rely on plot summary alone; their assertions may be unsupported or irrelevant. The writing may demonstrate a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or an argument that is unclear, inconsistent, or repetitive. Essays scored a 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 responses in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They are poorly written and contain distracting errors in grammar and mechanics. Remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

Becoming an adult can be a hard step for some people. They have difficulties admitting the difference and similarity between the two worlds, adulthood and childhood.

In The Catcher in the Rye, Holden Caulfield is stuck between immaturity and maturity. He denies the responsibility that an adult should pursue, but wants the freedom that an adult can have of an adult that a child cannot have. ~~He~~ He realizes his own insecurity when he spends a night at Mr. Antolini's house. Mr. Antolini, ~~an~~ ^{invites} Holden's former English teacher, ~~lets~~ Holden into his house. That night, Holden makes a hasty judgement about him, and this incident allows Holden to think about his own instability.

Holden despises the "phoniness" of adults. Their "phoniness" is one core reason why Holden refuses maturity. Being judgemental about other people is also included in considered "phony" by Holden. However, Holden himself does what he ~~seemingly~~ ^{hates} ^{about} the adults. ~~about~~ Holden has to wait few days until he can go back to his family house. He ~~stays in~~ has nowhere else to go, and out of loneliness, he wishes to stay with other people. He calls up old acquaintances, one

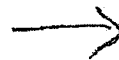


Q3

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on this page as it is designated in the exam.3A
(2 of 4)

of them being Mr. Antolini. Mr. Antolini lets Holden sleep on the couch after he hears Holden's explanation on how he got expelled. Holden wakes up in ^{the} middle of his sleep and finds Mr. Antolini stroking his forehead. ~~Feeling~~ Surprised and annoyed by the ~~fact that~~ assumption that Mr. Antolini might be a homosexual, Holden makes excuses and leaves Mr. Antolini's house. Holden then regrets his behavior because what he had done was exactly what he contemplated about adults — being judgemental about other people. After all, Mr. Antolini was the first person to treat Holden with open mind. The ~~contrasting~~ behavior ~~and his~~ that contrasts with Holden's belief ^{about} "phoniness" ~~is~~ ^{reveals} Holden's insecurity between the two worlds. Although Holden hates "phoniness," he ~~has~~ realizes that he himself might be one of the "phony" adults.

Holden's incident with Mr. Antolini realization about himself is further reinforced later in the book when he meets his younger sister, Phoebe. Phoebe may be six years younger than Holden, but she shows maturity that does not match her age. She is the symbol of innocence and purity that Holden ~~always~~ pursues, but she



also carries the sense of responsibility and maturity that her brother does not. When Holden tells her his plan to run away, Phoebe gets angry. She makes Holden give up his plan ~~by~~ by telling him that she will ~~come~~^{go} with him if he does so. The contrast between Phoebe's maturity and Holden's immaturity supports ~~Holden's~~^{his} insecurity. The instability of Holden is ~~revealed~~^{uncovered} further by his sister. Before Phoebe's appearance, readers have to rely on Holden's words. He ~~see~~ may be seen as a figure who truly supports the purity and innocence of childhood, but Phoebe makes it clear that Holden is stuck between the adult world and childhood. Holden's ~~instability~~^{own} realization of his own ~~instability~~ is ~~again~~ strongly supported by his sister.

Holden may not know, but Phoebe ~~he~~ knows that Holden's contempt toward the world is actually toward himself. Holden's hasty judgment about Mr. Antolini shows that Holden may be one of the "phony" ~~pe~~ adults. ~~The~~ The denial of the adult world can also be seen as hatred toward himself, seeing that Holden possesses one of the features that he criticized so much. ^{about adults} His insecurity may be driven from
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Q3

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

3A
(4 & 4)

the fact that Holden cannot escape the "phoniness," no matter how ~~hard~~ ^{hard} he ~~desis~~ resists it. Phoebe tries to help Holden see the fact, but he is not yet ready to accept ~~it~~ ^{it}. Holden's judgement about Mr. Antolini, ~~reinforced by his sister~~ points out to Holden's inner conflict about maturity. The incident adds a new insight into Holden's mind, which is reinforced by his sister, Phoebe. ~~But~~ If Holden had not realized his own insecurity, he might ~~not~~ ^{have been} stuck forever in between the ~~two~~ ^{two} adulthood and childhood. But because ~~he does see his~~ ^{the} incident with Mr. Antolini makes his eyes ~~to~~ turn to his own "phoniness," ~~holders~~ we are to hope for Holden's overcoming of his problem.

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