

AP[®] ENGLISH LITERATURE AND COMPOSITION

2009 SCORING GUIDELINES

Question 1

(Shakespeare's *Henry VIII*, Cardinal Wolsey's Speech)

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

- 9–8** These essays offer a persuasive analysis of Shakespeare's use of literary elements to convey Wolsey's complex response to his dismissal from court. The essays offer a range of interpretations; they provide convincing readings of Wolsey's complex response, Shakespeare's use of literary devices, and the relationship between the two. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetic speech. 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 an essay earning a 9, especially persuasive.
- 7–6** These competent essays offer a reasonable analysis of Shakespeare's use of literary elements to convey Wolsey's complex response to his dismissal. They are less thorough or less precise in their discussion of Wolsey's response and Shakespeare's use of literary techniques, and their analysis of the relationship between the two is less convincing. These essays demonstrate the student's ability to express ideas clearly with references to the text, although they do not exhibit the same level of effective writing as essays in the 9–8 scoring range. While essays scored 7–6 are generally well written, those scored a 7 demonstrate more sophistication in both substance and style.
- 5** These essays may respond to the assigned task with a plausible reading of Shakespeare's use of literary elements to convey Wolsey's response, but they may be superficial in their analysis of the speech. They often rely on paraphrase, but paraphrase that contains some analysis, implicit or explicit. Their analysis of Wolsey's response or Shakespeare's techniques may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the speech. The essays demonstrate some control of language, but the writing may be marred by surface errors. These essays are not as well conceived, organized, or developed as those in the 7–6 range.
- 4–3** These lower-half essays fail to offer an adequate analysis of the speech. The analysis may be partial, unconvincing, or irrelevant, or may ignore the complexity of Wolsey's response or Shakespeare's use of techniques. Evidence from the speech 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 3 may contain significant misreading and/or demonstrate incompetent writing.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. Although some attempt has been made to respond to the prompt, assertions are presented with little clarity, organization, or support from the speech. The essays may contain serious errors in grammar and mechanics. They may offer a complete misreading or be unacceptably brief. Essays scored a 1 contain little coherent discussion of the speech.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

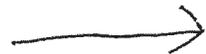
A writer must employ a variety of rhetorical devices in order to convey the emotions of a character. If these techniques are used well, the character becomes more real to the reader. In his play Henry VIII, author William Shakespeare does a remarkable job of conveying the emotions of his character Cardinal Wolsey, who has just received the shock of his dismissal as the King's adviser. Shakespeare's description is realistic because it reflects the range of feelings people often undergo when reeling from an unexpected disappointment. Wolsey's soliloquy reveals both anger and lamentation as he struggles to come to terms with what has occurred. Shakespeare portrays both the hostility and despair of Wolsey's reaction through dramatic diction, figurative language, and a shift in tone.

The words Shakespeare chooses reflect Wolsey's complex reaction because they represent strong emotion. Wolsey describes himself as "weary," which implies that he has poured everything he has into his position, leaving him exhausted. "Weary" connotes aging, as if Wolsey has expended a great amount of time in his dedication to his work. Even more powerful is the selection of the word "wretched," which Wolsey uses to characterize men such as himself who have lived their lives



depending on the approval of the monarch. The connotations of "wretched" are despair and utter hopelessness. This word choice suggests that Wolsey has no hope whatsoever for the future, leaving him in a state of utter desperation. The loaded diction Shakespeare uses illuminates the extremity of Wolsey's emotional state.

Through figurative language, Shakespeare evokes powerful images that show Wolsey's anger as well as despair. He uses the metaphor of a delicate flower to represent Wolsey's spirit, first optimistically putting out "the tender leaves of hopes," then blooming, only to be struck by a "killing frost." This image conveys Wolsey's vulnerability and innocence. The frost, which symbolizes the king's harsh dismissal of Wolsey, is cruel and undeserved. By placing the sprouting, blooming, and death of the flower within a three-day span, Shakespeare reflects Wolsey's anger at how suddenly he fell from favor. Shakespeare also uses figurative language to show Wolsey's hopelessness. Using simile, he likens Wolsey to Satan, the angel who fell out of God's favor and was banished to Hell, never to return again. This comparison reflects Wolsey's conviction that he has no reason for hope ~~and~~ and must instead expect misery for the rest of his life. These two powerful uses of imagery portray the two emotions between which Wolsey



vacillates.

Shakespeare also employs a change in tone to convey the complexity of Wolsey's emotions. At first, the tone is bitter. Wolsey scoffs at the idea of losing "the little good" he gains from the king. He describes the world as "vain," superficially focused on status, and declares, "I hate ye!" This tone reveals Wolsey's hostility, his first reaction. Immediately afterward, his speech shifts to a tone of hopelessness and despair. He laments the life he has led as a "wretched" man beholden to the ruler, expressing self-pity through his characterization of himself as a "poor man." Wolsey concludes by asserting that he will never have any hope for the future. The change in tone between bitterness and hopelessness reflects the emotions ~~which~~ between which Wolsey is struggling; his initial anger gives way to sadness and self-pity. Through this change, Shakespeare reflects that emotional reactions are often ~~complex~~ multi-faceted.

Using powerful diction, evocative figurative language, and a change in tone, Shakespeare portrays Wolsey's response to his dismissal as both hostile and despairing. ~~The~~ The words Wolsey uses reflect the strength of his emotions, the images he creates fortify this description, and the shift in tone emphasizes the split between his emotions. By employing these three tactics, Shakespeare reflects the powerful



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1A
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complexity of Wolsey's reaction, and of human emotions as a whole =

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In this speech from Shakespeare's Henry VIII, Cardinal Wolsey responds to his dismissal from court with a philosophical, eloquent despair. He blames human nature, his own pride and the dangers of ambition for his fall, realizing all too late the darkness in himself and the outside world.

Beginning with a somber, sober realization, the speech builds in drama and magnificence, until, at its end, Wolsey compares himself to a fallen angel.

The Cardinal reacts to his dismissal initially ~~by~~ ~~philosophical~~ with a solemn philosophical realization about the nature of human life: hope and hard work, compared to "tender leaves" and ~~tender~~ "blossoms" in line 4, fall to "a Killing Frost" (line 6) without fail. This extended metaphor comparing the fruits of human labor to an actual harvest, begins the speech with a delicate, ~~most~~ beautiful sadness. Wolsey sees first the universal implications of his situation and at first blames no one for it, excepting existence.

As the speech progresses, Wolsey realizes his own part in his downfall and blames his



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own pride. He calls ~~himself~~ ~~him~~ his behavior like that of "little wanton boys that swim... in a sea of glory" (lines 10-11). Probing deeper, the Cardinal looks upon himself as a child, as the simile illustrates, who has swum out "far beyond [his] depth" (line 12). He transfers responsibility to his "high-blown pride" (line 12), realizing that he has brought his downfall upon himself.

With this cathartic realization comes a storm of anger, at himself and the world. Wolsey curses "the vain pomp and glory of the world" in an apostrophe in line 16. He lashes out at the world of court he has been forced to leave behind, calling "that poor man that hangs on princes' favors" (line 18), "wretched" (line 17). ~~In the rise and fall of courtly ambition~~ In the rise and fall of ~~the~~ men at court there are "more pangs and fears than wars or women have" (line 21); the alliteration of "wars or women" adds a woe-begone mood to the line. ~~Wolsey, having grown~~ Wolsey's ~~sp~~ soliloquy, ~~having grown~~ in magnificence from its opening lines.

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

1B

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and throughout, ends with the cardinal comparing his fall to that of Lucifer (line 22).

In: doing so, he both acknowledges his own inner failings and ~~and~~ lashes out at the overwhelming circumstances that have lead him to fall, "never to hope again" (line 23).

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This excerpt from Henry VIII, by William Shakespeare, ^{log 3} portrays the grief and bitter feelings Cardinal Wolsey feels after his unexpected downfall from his position as advisor to the king. Shakespeare makes the feelings of bitterness and grief apparent with his multiple uses of figurative language ^{and} allusion accompanied by a vengeful and hysterical tone.

Cardinal Wolsey starts out his excerpt by exclaiming a farewell to his "greatness", which actually comes off as an elegy to all his honor and pride. He continues to say how man puts up "the tender leaves of hopes, tomorrow blossoms". This is a great use of imagery which is a contrast from the very beginning of the poem. By using "tender leaves", Wolsey shows how fragile hopes are, but by using "blossoms" he shows how people believe that these hopes will grow into reality and come true. He is demonstrating the initial naïveté of the hopeful man, at he once was. Wolsey goes on to say a man bears his "blushing honors" (line 5) ^{this imagery} which ^{implies} a youthful, nervous yet proud attitude towards the hopes that seem^{ed} to come true. Wolsey is again portraying the innocence of the young man and his dreams. The next sentence is a complete change however. Wolsey



Question 1

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1C

2 of 3

says time passes and the "frost, a killing frost"

arrives. This repetition emphasizes how unexpected and deadly the unthinkable demotion or loss of hope can be to a man; the bitter uncaring frost ~~eat~~ has the potential to take away his life.

Wolsey goes on to say his proud attitude did not expect the sudden fall and his "high blown pride... broke under me" (line 13). This personification of pride reveals how sacred yet temporary it is. Wolsey also implies that too much confidence in oneself can lead to one's downfall; failure is ~~not~~ inevitable.

Wolsey ~~goes~~ continues by saying his old age

crippled him in the eyes of his employers who he exclaims to "Vain pomp and glory... I hate ye!" (line 16).

This personification of pomp and glory is rather ironic because ~~the~~ Wolsey was once over confident and self assured in the court of the King.

In this statement, the "pomp and glory" are metaphors that allude to the royals; mostly the king. This sentence also shows the ^{voice of} bitterness that Wolsey feels toward all who are better off than him.

Wolsey again speaks of his loss, but then states how many people would love to see the fall of the king, and in a vengeful tone states, "that sweet aspect... when he falls, he falls like Lucifer



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Question 7

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never to hope again!" This allusion to the fallen angel Lucifer, who fell from heaven to hell due to his bad deeds against the will of God, implies many ideas. The first being that the royalty are corrupt and doing things against the wishes of the people. Wolsey is also implying that the power, like that of God's, is in the hands of the commoners, they have the ability and the will to bring the King down and make him suffer. This prospect of Wolsey's shows an embittered person eager for revenge and foreshadows much, especially the fall of Henry VIII.

The various uses of figurative language and allusion as well as the shifting tone in this ~~di~~ ^{long} ~~monologue~~ ~~stanzas~~ convey Cardinal Wolsey's fury and hysteria toward his loss of his position and the royal family.

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2009 SCORING COMMENTARY

Question 1

Overview

This question asked students to read carefully a passage from Shakespeare's play *Henry VIII* and to write a well-organized essay analyzing Shakespeare's use of literary techniques to convey Cardinal Wolsey's complex response to his dismissal from court. Although the passage is not technically a poem but rather a poetic passage from a play, it contains poetic language and techniques; these include allusion, figurative language, and tone, which the prompt invited students to consider as examples.

In its phrasing, the question asked students to analyze Wolsey's complex response to his sudden downfall from his position as advisor to the king. With the word "complex," the question encouraged students to see more than one dimension of thought and feeling in the speech, including potentially contradictory or conflicting responses. It asked students to connect content and technique: not only *what* Wolsey thinks and feels, but also *how* the playwright represents those complex responses through the use of literary elements.

Sample: 1A

Score: 9

The student perceptively develops the premise that Shakespeare employs poetic devices to authentically portray the range of emotions Wolsey feels when he learns of his dismissal. The essay persuasively catalogs Wolsey's many spontaneous emotions, citing, for instance, Shakespeare's use of metaphor to convey Wolsey's anger ("He uses the metaphor of a delicate flower to represent Wolsey's spirit . . . putting out 'the tender leaves of hopes,' then blooming, only to be struck by a 'killing frost.' . . . By placing the sprouting, blooming, and death of the flower within a three-day span, Shakespeare reflect's [*sic*] Wolsey's anger at how suddenly he fell from favor") and Shakespeare's manipulation of tone to convey the complexity of Wolsey's reaction ("This tone reveals Wolsey's hostility, his first reaction. . . . [A]fterwards his speech shifts to a tone of hopelessness and despair. . . . [H]is initial anger gives way to sadness and self-pity. Through this change, Shakespeare reflects that emotional reactions are often multi-faceted."). Overall, the essay provides convincing support for the claim that Wolsey's speech realistically portrays "the range of feelings people often undergo when reeling from an unexpected disappointment." The thin development of the simile referencing Satan in the third paragraph and minor lapses in phrasing ("hostility and despair of Wolsey's reaction"; "shock of his dismissal as the king's advisor") are evidence that essays that received a score of 9 did not have to be flawless.

Sample: 1B

Score: 6

The introduction—compelling in its claim that Wolsey's speech amounts to a "philosophical, eloquent despair"—holds much promise; yet supportive evidence—which becomes thinner and thinner as the essay progresses—renders the effort overall only marginally convincing. The second paragraph contains perceptive analysis ("The Cardinal reacts to his dismissal initially with a solemn philosophical realization about the nature of human life: hope and hard work, compared to 'tender leaves' and 'blossoms' in line 4, fall to 'a killing frost' [line 6] without fail. This extended metaphor comparing the fruits of human labor to an actual harvest, begins the speech with a delicate, beautiful sadness"), but the next paragraph only vaguely develops Shakespeare's intent in using the simile referencing water ("the Cardinal looks upon himself as a child . . . who has swum out 'far beyond [his] depth' [line 12]. He transfers responsibility to his 'high-blown pride' (line 12), realizing that he has brought his downfall upon himself."). The final paragraph is a mere paraphrase of the latter half of the speech. Despite the strong start and relative fluency in the use of language, inconsistent development called for the essay to be awarded a score of 6.

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Question 1 (continued)

Sample: 1C

Score: 4

Though the opening sentences indicate that the essay will explore how Shakespeare makes apparent Wolsey's bitterness and grief, support amounts to an explication, often erroneous, of Wolsey's speech with little mention of bitterness and grief: "By using 'tender leaves', Wolsey shows how fragile hopes are, but by using 'blossoms' he shows how people believe that these hopes will grow into reality a [*sic*] come true." "Wolsey also implies that too much confidence in oneself can lead to ones [*sic*] downfall." While support is not relevant to the student's claim, at least the interpretation of the first part of the speech is sound; however, the student struggles with the interpretation of the latter half of the speech: "Wolsey is also implying that the power, like that of God's, is in the hands of the commoners, they have the ability and the will to bring the king down and make him suffer." Though lengthy, the essay could not be scored in the upper half: unfocused, disorganized, lacking facility in the use of language, and containing a significant misreading, the essay earned a score of 4.