

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

Question 1

(Robert Pack's "An Echo Sonnet")

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

- 9–8** These essays offer a persuasive analysis of the relationship between form and meaning in Pack's poem. They offer a well-organized interpretation of the sonnet, addressing such literary techniques as tone, point of view, imagery, diction, syntax, rhyme, and structure. With apt and specific textual references, they provide convincing readings of how these techniques contribute to the meaning of the poem. They sustain consistent control over the elements of effective composition, including the language appropriate to the analysis of poetry. Though they may not be error-free, these essays are perceptive in their analysis. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.
- 7–6** These essays offer a reasonable analysis of the relationship between form and meaning in Pack's poem. They offer insight and understanding, but the analysis is less thorough, less perceptive, or less specific in supporting detail than that of essays in the 9–8 range. 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 the 9–8 responses. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of the poem, but they tend to be superficial in their understanding of how literary techniques contribute to its meaning. Their analysis of the poem may be vague, formulaic, or inadequately supported by references to the text. They often rely on paraphrase that contains some analysis, implicit or explicit. There may be minor misinterpretations of the poem. These 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 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of Pack's poem. The analysis may be partial, unconvincing, or irrelevant. Evidence from the poem may be slight or misconstrued or may rely on paraphrase only. The writing often demonstrates 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** These essays compound the weaknesses of those in the 4–3 range. Although some attempt has been made to respond to the prompt, the student'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 1 contain little coherent discussion of the poem.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

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

Question 1. (1)

(1 of 4)

In his poem "An Echo Sonnet, To an Empty Page" poet Robert Pack introduces a narrator and his alter ego who exchange questions and answers that subsequently reveals the ^{poet} author's prospects and attitudes toward life. The narrator, or "the voice," seems like a timid man who is afraid to plunge into his own life, because he fears ~~the~~ the future and the inevitable consequences of his mortality. The "echo," which is the narrator's alter ego, or a persona, answers the the voice's questions in a way that drove the voice to take a certain prospect in life. Pack designed this poem masterfully in a way that it utilizes the traditional form of a Shakespearian sonnet and an addendum of an "echo," which communicates a clearer and more direct message to the readers. Furthermore various literary techniques such as symbols, juxtaposition, and imagery add to the meaning of the poem. Through form and literary techniques, Robert Pack emphasizes, through the answers of the "echo," that no matter ~~to~~ how frightening life seems to be, it is important to take a "leap."

The form of this poem is structured effectively to enhance the readers' understanding of the author's intentions. The voice is the superficial aspect of the author's persona, or it can be said to represent the general people or their fears and insecurity about the future. By having the voice let out its concerns and meanings, the ~~and~~ poet increases the readers' attachment to the poem. By having the "echo," a one-word addendum that each rhymes to the last word of each line, ~~the~~ poet



Q.1 (2)

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1A
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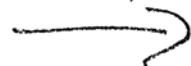
provides an immediate answer to the voice's question. Having the echo and last word of each line provides a more rhythmic and accessible way for the readers to remember and be touched by the poet's answer to life. In the first quatrain, the voice asks general questions on starting a life out of blank. As the title of this poem suggests, it is a sonnet ~~by~~ created by an "echo" that ~~tells~~ ~~the~~ ~~empty~~ ~~page~~ provides answers to "an empty page." Here, the 'empty page' is ~~a~~ an implicit metaphor for the voice, the author's persona that is trembling in his future prospects. To ~~answer~~ ~~the~~ the voice's questions, ~~the~~ ~~echo~~ says that The voice asks questions that require specific answers, by usually adopting inquiries that start with "How, Where, Who, and What?" Yet, the echo only provides one answer, which ~~gives~~ gives stronger impact to the voice. For example, to his first question, the echo answers, "start," thereby emphasizing that no matter how the voice feels, the most important thing is to take the first step - "start". To the juxtaposition of joy and grief, the ~~echo~~ answers, "grief" from which readers can read of the echo's ~~sincerity~~ sincerity. The echo is not just blindly trying to coax or comfort the voice, but he exists to give real answers to life. The voice also adds that art and "leaf", which is a synecdoche for the nature, can provide a bit of "consolation" and "relief" to the voice's ailing heart.

The reference to the "leaf" ~~takes the reader~~ is a transition that opens the second quatrain, which is abound with ~~the~~ its naturalistic symbols. The voice recounts the life of a leaf through visual imagery, and the echo resounds the final fate of the leaf as "death." It seems as if



the voice knows the answers, but he is too afraid to say it himself. Robert Pack designed this poem in a way that we usually think—when we have worries, we usually think about it ~~in~~ ~~in~~ in our heads & while ~~we~~ we ask ourselves questions and answer our own questions. To the dreaded answer of the echo, the voice asks again what is the purpose of life if life is "a long disease?" By having "ease" rhyme with "disease," the echo again ^{moreover} stresses that the ^V"grief" or negative aspects in life can be sealed through death, and that they are not that bad. The voice also adds that the voice's enemy is himself, which reveals that it is in fact the voice's constant ~~is~~ worries that actually turn back on him to badger himself. Without these questions, he will be at ease.

~~The voice~~ asks. The poem reaches a climax as the voice asks direct questions about death and future in the third quatrain. The voice is surprised at the cool attitude that the echo employs to death, and inquires if ~~it~~ it is so nice that he should "end in sleep," or die. To this question, Echo says, "leap," without any other explanation. This is the central idea of this sonnet— we all know we must die, and that our fate is sealed due to the inevitable mortality. Yet the echo says, "leap" for the future. The "dark," which embodies the unforeseen future, is "true," according to the echo. If the voice had been an "empty page," the future holds the "dark," although the contents of the "dark" both the voice and echo do not know of. The contrast between blank and dark culminate a dramatic climax at this point.



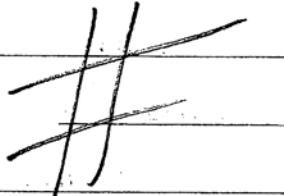
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1A
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Furthermore, "dark," and "night" which are inevitable symbols of death, are to be "wept" for. The echo does not idealize death nor praise the uncertainty that the future holds. Although he will also "weep" at death, he is able to "make the contradiction," because of the "voice;" since ~~the future is~~ the "dark" of the future is not entirely composed of death. ^{which is a shift,}

The final couplet provides the voice's resolution, to take a leap of faith. By declaring, "I feel your calling leads me where I go," he decides that he would follow the voice of his heart, his true ego, to whatever end. Pack adds a twist by having the voice question again the positive outcomes of following the echo's voice. To this question, the echo says "No," meaning he too does not see through future, and that he must also take a leap. The voice and echo comprise one soul of the poet who decides to plunge into the dark ocean of future, even though he knows it would end in his death. One thing is for sure: the "page" will not be "empty" anymore.



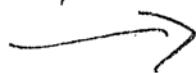
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~~This~~

~~This poem by~~

"To an Empty Page", by Robert Pack is a standard Shakespearean sonnet, ~~with ten lines~~ which makes great use of a variety of literary techniques. A special effect is ~~achieved~~ achieved through the clever use of ~~historical~~ rhetorical questions, ~~and~~ imagery, and metaphor.

To begin with, consider the abundant number of rhetorical questions available in this sonnet. The poem is also ~~stuffed~~ with the use of ~~the~~ First sentence of the poem starts off with a rhetorical question. "How from emptiness can I make a start?" (l.1) This particular statement also establishes the mood and tone of this poem. We can infer from this line that the speaker has been struck by a tragedy and is facing emotional problems. The next line further ~~clarifies~~ clarifies the ~~central~~ idea of this poem by the particular use of with the use of specific diction. Through the usage of the words "~~grief~~, or joy" "joy or grief"^(line 2) we can understand the dilemma the speaker is



facing. Such usage of rhetorical questions ~~as~~ contributes to the meaning as it gives the reader an idea about what the poem is about and establishes a certain tragic tone early on in the sonnet.

Moreover, ~~suspense~~ the use of imagery is ~~very~~ significant in giving the reader a clearer ^{understanding} view of the idea. The whole poem creates a picture in the reader's head and stimulates our visual senses, as it paints a vivid picture of the speaker's situation in our mind. For example,

"I'd leap into the dark if dark were true.
And in that night world you rejoice or weep."

(Lines 9-10) We can imagine the speaker contemplating over his choices and carefully reviewing his situation. ~~We can clearly see that the~~ ~~the~~ ~~metaphorology in this poem~~ This is critical as the imagery confirms our first notions about the idea, mood, and tone of the poem. Thus, the imagery in this poem contributes to the meaning of the poem, through ~~especially~~ the visualization it provides, which clarifies our thoughts.

Finally, metaphor also plays a critical role in this poem. It provides us with more information on what kind of problems the speaker is

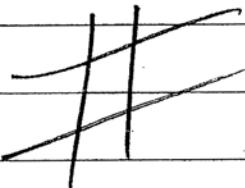


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3 |

Fairy, "Leaf blooms, burns red before delighted eyes.
Her beauty makes of dyed ecstasy." (Lines 5-6)
~~This leaf is red to realize~~
~~that the~~ The readers can identify her
The speakers problems arise from ~~the death~~
~~a lost one~~ love as the leaf ~~is gone~~
symbolizes the speakers love. The ~~expression~~
association between the speakers grief and his
beauty dying can also give us the idea that
this loved one has passed away, leaving a scar
on the speaker. The metaphor in this poem
further exemplifies the meaning by ~~confirms~~
identifying the root of the speakers
tragedy.

In conclusion, the intelligent use of
literary questions, imagery and metaphor provide
a better understanding of ~~for~~ the poem ~~for~~
to the reader. We should all start using literary
techniques as it ~~helps~~ strengthens the
meaning of a work.



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Question 1

1C
(1 of 1)

Robert Pack uses rhymes in his poem "An Echo Sonnet" to convey most of his intended meanings. The rhymes at the end of each stanza are repeated throughout the "echo". This echo, repeating the last word or sound in each line, in turn answers the speaker's question. Pack's use of this rhyming sequence brings a sort of surreal quality to the poem. The understanding that it is an echo answering the narrator tends to evoke imagery of the speaker talking to himself in a cave or similar area of solitude, answering his own life questions.

The tone of the poem is a bit melancholy; the speaker seems to be reflecting on his life and draws answers to these questions from every "word" the echo says. He seems to be too absorbed to either notice or acknowledge the fact that what he is listening to is not a person answering his questions with deep and wise thoughts but rather ~~is~~ an echo that is only repeating the last few syllables he had uttered. ^{Although} However, the speaker doesn't seem the type of person who would care if he was talking to himself. The echo most likely is his subconscious way of "finding help" within himself.

CHF

**AP® ENGLISH LITERATURE AND COMPOSITION
2011 SCORING COMMENTARY (Form B)**

Question 1

Sample: 1A

Score: 9

From its early distinction between the voice and echo in Pack's poem, this elegant essay inspires confidence. Using a well-developed introduction to identify the poem's form and explicate its structure — "[t]he 'echo' ... is the narrator's alter ego" — the essay explores the literary devices the poet works with, including rhyme, imagery, and symbol, and connects them to the poem's meaning. The discussion of the interplay between voice and echo is rich: "The echo is not just blindly trying to coax or comfort the voice, but he exists to give real answers." The essay suggests a student fully engaged in a conversation with the work — reader response at its best — and the probing goes deeper, to "the central idea of this sonnet — we all know we must die, and that our fate is sealed due to the inevitable mortality. Yet the echo says, 'leap' for the future." Such thoroughness, persuasiveness, and insight, combined with an especially effective control of language, earned this essay a score of 9.

Sample: 1B

Score: 5

This essay, while appearing to sustain an organized response to the prompt, relies heavily on generalities. It mixes knowledge of literary terminology with limited critical diction ("a standard Shakespearean sonnet, which makes great use of a variety of literary techniques"). Frequently, an idea is introduced but not capitalized on, as in the second paragraph, in which the essay mentions "mood and tone" without characterizing either, then suggests "that the speaker has been struck by a tragedy" — essentially a new direction. The paragraph treating imagery asserts that "[t]he whole poem creates a picture in the reader's head" and that this imagery "contributes to the meaning of the poem," without clearly articulating what this meaning is. The conclusion late in the essay that "the speaker's problems arise from love" develops from a reading of image and metaphor, but the statement lacks persuasiveness. This essay received a score of 5 in acknowledgment of both its plausibility and its superficiality. It contains the framework for an essay with potential but lacks precision in its analysis and offers inadequate textual support for its thesis.

Sample: 1C

Score: 2

The introduction to this brief essay discusses how Pack uses rhyme — a technique that plays an important role in the poem — but never develops the kind of clear orientation that would signal where the essay is headed. The reference to "a sort of surreal quality to the poem" raises a point worth exploring, and the consideration of tone in the second paragraph could serve a fuller analysis as well, but both are left undeveloped. As it concludes, the essay's tentativeness becomes apparent: "The echo most likely is his subconscious way of 'finding help' within himself." As in the opening sentence, where the phrase "intended meanings" acts as a placeholder for greater specificity, the end of the essay avoids linking the earlier analysis to a controlling idea. The result is an essay that was scored a 2 because of its lack of development and support from the poem.