

2017

AP[®] CollegeBoard

AP English Literature and Composition

Sample Student Responses and Scoring Commentary

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2017 SCORING GUIDELINES

Question 2: Tobias Smollett, *The Adventures of Peregrine Pickle*

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students for what they do well.** The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. A poorly written essay may not be scored higher than a 3.

9–8 These essays offer a persuasive analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. The essays make a strong case for their interpretation of how the interplay works in this passage. While students may consider a variety of literary techniques, 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 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 how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. While students may consider a variety of literary techniques, they provide a sustained, competent reading of the passage. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, the ideas are presented with clarity and control and refer to the text for support. 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 passage, but they tend to be superficial or thin in their analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. They often rely on summary or paraphrase, which may contain some analysis, implicit or explicit. The analysis of the interplay between emotions and social propriety and/or the use of literary techniques may be slight. While these essays demonstrate adequate control of language, 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 analysis of the passage. The analysis may be partial, unconvincing, or irrelevant; the essays may ignore the interplay between emotions and social propriety and/or the use of literary techniques. These essays may be characterized by an unfocused or repetitive presentation of ideas or an accumulation of errors. Evidence from the passage may be slight or misconstrued, or the essays may rely on summary or paraphrase only. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

2–1 These essays compound the weaknesses of the essays 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 ideas are presented with little clarity, organization, or support from the passage. Essays scored a 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.

In his novel The Adventures of Peregrine Pickle, Tobias Smollett uses quick dialogue and a hurried narrative pace to demonstrate the conflict between Peregrine and Godfrey's heated anger and acting within social norms, revealing how society's rules governing behavior ~~prevent~~ ^{hinder and help} people from acting on natural instincts.

Through the heated and contentious dialogue between Peregrine and Godfrey, Smollett reveals the will of the men to not go against social norms and lose themselves, showing how society tamps down the animal-like instinct of people to lash out during confrontations. During the dialogue, both men address each other properly using "sir," which Smollett repeats about four times to demonstrate the way this social norm of politeness interferes with the men's need to express their anger. Both men ultimately use the word "sir" ironically, for they do have lost respect for each other, ^{so} but Smollett satirizes their attachment to this traditional greeting as their anger becomes more apparent. Peregrine engages ~~in~~ in this conversation wishing to uphold his pride and therefore mocks the other, saying, "Gentleman, God wot!... a very pretty gentleman, truly!" About to lose his false ^{yet} polite demeanor, Peregrine repeats the word "gentleman," used to describe a man of honourable stature, ~~in order~~ ironically, actually using this



word to demean Godfrey. Through ironic remarks, Peregrine retains the false air of politeness while also expressing his obvious rage ^{for} toward his lover's brother. Instead of immediately attacking each other, both men express their mutual dislike through ironic dialogue, revealing society's ability to stifle some of human's animal-like instincts.

Also using a hurried narrative pace, Smollett uncovers the men's anger toward each other expressed through a socially acceptable sword fight, showing a socially appropriate manner of funneling ~~beastly~~ away innate "fight or flight" instincts. After Peregrine insults Godfrey, Godfrey reacts through violence, as the narrator notes, "Like [Godfrey] considered an indelible affront, he made no reply, but attacked his adversary with equal ferocity and address." ~~Smollett uses~~ ~~or long~~ The narrator's description includes many words in a long sentence, a strategy Smollett employs to mirror the ~~in~~ ^{long} ~~run~~ syntax with the build up of emotions of the men. Godfrey reacts with "no reply" and immediately attacks Peregrine, following his instinct to succumb to his anger and lash out through sword fighting, thereby abiding to society's rules of how to express one's emotions. Smollett uses the word "ferocity"

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2

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

2A

3 of 3

and ^{and "adversary"} "adversary" to portray the animal qualities ~~app~~ revealed in the two men's hostility for each other, influencing their need for violence. ~~However,~~ ^{the word} "adversary" represents Godfrey's attachment to English society, as he ~~sees Peregrine as an~~ ~~As~~ Godfrey strikes Peregrine, the narrator recalls that Peregrine "was transported with rage at the sight of his own blood." With the words "rage" and "blood," Smollett further displays the animal imagery of this scene as two men violently attack each other through sword fight. Using animal imagery and a quickened narrative pace, Smollett reveals how the two men unleash their violent instincts through a socially acceptable outlet sword fight.

Smollett uses various literary devices like dialogue and animal imagery to portray the manners by which society both tempers and funnels the raw emotions of Godfrey and Peregrine, acting as a barrier between human's animal instincts and facade of civilization

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In this excerpt from "The Adventures of Peregrine Pickle", the author, Tobias Smollett, focuses on conveying the idea that, in this time period, emotional issues were less important than maintaining a positive reputation in society. Both Pickle and Gauntlet present feelings of loathing towards each other from the beginning of their encounter, but they decide to handle it in a socially acceptable way, rather than expressing their feelings verbally or physically otherwise. Using literary elements including dialogue, tone, and diction, Smollett conveys ~~the~~ the complexity between uncontrolled emotions and maintaining social norms and a respectable reputation in ~~society~~ society.

The author uses dialogue to show the initial uncontrolled emotions felt by both Pickle and Gauntlet—feelings of hatred and disrespect. The excerpt begins with dialogue, and this original statement by Gauntlet, in which he wishes to know the whereabouts of Pickle and Emilia, drives Pickle toward loathing. Pickle feels disrespected and as if he is being treated like a child. In addition, with each new piece of dialogue, the man speaking begins by referring to the other as "Sir", not as

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a sign of respect or politeness, but as a sign of passive-aggressive behavior. The two men are not going to ~~abuse~~ verbally abuse one another in the public eye to maintain a positive social reputation, so they maintain a passive-aggressive nature instead. Dialogue from Gauntlet also insults Pickle and his poverty, which infuriates him even more.

Tone is very important in showing the nature of eighteenth century social norms and expectations. In their verbal encounter, neither Pickle nor Gauntlet says anything directly insulting towards the other; it is the way they say things - their passive-aggressive tone - that drives them toward quarreling with swords. Pickle's tone is definitely more anger-driven than Gauntlet's; for Gauntlet's tone presents a sense of superiority over Pickle, rather than pure anger towards him. In addition, the narrator's calm, indifferent tone in the second paragraph shows ~~the~~ the social norms of their society; a sword-fight to end an argument or a disagreement was typical for this time period, so the narrator does not sound ~~surprised~~ surprised or shocked by it at all.

Diction in this excerpt is very important in showing both the uncontrolled nature of each man's



2

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

2B

3 of 4

emotions, but the common social norms of the era. Words like "jealous," "chastise," and "contemptuously" all give a negative connotation in the first paragraph, showing the hatred of each man for the other bubbling over, on the verge of explosion. These men use these words to describe themselves and each other in order to show how much loathing they feel. On the other hand, because people are indifferent towards social norms and expect the outcomes that occur, the author uses words like "exasperated," "fury," and "dignity" to convey the feelings of the men, but without a lot of ~~descriptions~~ description or dialogue to back it up. We know of the fury and exasperation felt by each man, but we can't feel it the way he feels; unlike the dialogue.

Overall, during the time of this novel, being able to maintain a good social standing and follow the norms of society was expected of people, and exploding with emotion in a social setting was not. Both Pickle and Gauntlet are aware of this, which is why they are passive-aggressive when speaking to one another, and take their anger out in a socially-acceptable way - a sword duel. We learn about these societal standards through Tobias Smollett's use of dialogue, tone, and diction. Through



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

2

2B

the use of these literary elements, we, as readers, are able to create a clear mental picture of society during the time of this novel.

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

Questions  

2C

1 of 2

In the passage the author uses many literary techniques to show the way emotions and social propriety are related complexly - such as pace, tone, and word usage (Diction) of the characters.

As the novel progresses the tone of both men change. When Gault Gaultlet first spoke he held himself with dignity, only wanting a simple answer. And right before the duel he ~~was~~ was yelling insults to the young man. This shows how quickly his emotions took over as his honor and respect were being tested. ~~For~~ For Mr. Peckle, he was much more edgy from the start. He challenged Mr. Gaultlet right away and carried on the insults until the end. Both ~~felt~~ felt threatened by each other. One being accused of being dishonorable and the other their gentlemanliness being questioned. In the end the winner: Mr. ~~Gault~~ Gaultlet regained his composure and his tone shifted to inferiority. As he walked away with dignity. These tone changes show how quickly emotion can affect the social propriety of two men.



Question 2

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

2C

2 of 2

The author uses the pace of the novel to show how heightened the emotions got in the ~~was~~ short amount of time. And how as the duel was over how the pace got slower when he made the choice to walk away, showing his social stature; his gentleness. The novel begins with a slow pace. Soley Soley a question answered with another question. But as soon as Gauntlet took offense Smallett quickend the pace for both men.

Finally the author changes the description of both men throughout the passage. Showing the reader who each guy is. Mr. Pickle: the lover, the young man, a boy who cannot contain his anger. Where as Mr. Gauntlet: the soldier, the brother, the gentleman, quick with insults and skills in sword fighting. Ironically enough throughout all of the dialogue in the beginning both refered each other to "Sir". Upholding social law of respect of titles. This stays until emotion runs high.

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Question 2

Overview

For Question 2, the prose question, students were asked to read an excerpt from *The Adventures of Peregrine Pickle* by Tobias Smollett and respond to the following prompt:

In the passage below, from *The Adventures of Peregrine Pickle* (1751) by Tobias Smollett, Mr. Pickle encounters Godfrey Gauntlet, the brother of his beloved Emilia. Consider how the two men confront their own uncontrolled emotions and yet attempt to abide by their social norms. In a well-developed essay, analyze how the author explores the complex interplay between emotions and social propriety in the passage. You may wish to consider such literary techniques as dialogue, narrative pace, and tone.

The students were expected to accomplish three tasks successfully:

- They were to consider a particular feature in the prose text.
- They were to analyze how the author explores the complex interplay between emotions and social propriety/social norms.
- They were to write a well-developed essay.

The three tasks, of course, are interdependent and are actually one unified task; consideration leads to analysis leads to writing.

- “Consider” means to focus on a particular feature of the text and to determine how it might lead to an understanding of the text. In this case, students were cued that there was a tension between the emotions of the two characters and the social codes within which each was attempting to act. Students did not have to know 18th-century social mores to answer this question; they simply had to understand that sometimes people feel one way but are constrained to behave in another. The prompt gave the students a contextual way of understanding what was being asked by equating “social norms” with “social propriety.”
- Analysis means identifying the important parts of a larger whole and being able to explain how those parts connect to and function within that whole. In this case, students needed to identify the authorial decisions that reveal the complex interplay between emotions and “social propriety” in the passage. The prompt did not ask students to analyze each character or even to identify specific social norms, but rather to focus on the interplay itself. The word “complex” here is a cue to the students that they might see complicated, shifting, paradoxical, or even opposing elements in the tension between emotions and social norms. In this case, students were asked to analyze how the author explores those complexities.
- Finally, writing a well-organized essay means understanding how their own thoughts are connected, being able to support those assertions with clear, concrete examples, and cueing the reader with the appropriate compositional techniques, such as establishing a thesis and using transitional devices.

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Question 2 (continued)

Sample: 2A

Score: 7

This essay offers a sustained and competent reading of the interplay between emotion and social propriety in the passage. It claims that “[t]hrough the contentious dialogue between Peregrine and Godfrey, Smollett reveals the will of the men to not go against social norms.” This, the essay claims, “show[s] how society tampers down [*sic*] the animal-like instinct of people to lash out during confrontations.” The essay is less perceptive in its supporting analysis, arguing that the dialogue “reveal[s] society’s ability to stifle some of human’s animal-like instincts” and perhaps overstating the tension between ‘civilized’ and ‘savage’ behavior in the passage, but it moves into a sustained paragraph that makes that claim reasonable by referencing diction (“ferocity,” “adversary,” and later, “rage” and “blood”) that conveys “the two mens’ [*sic*] hostility for each other” and that develops animal imagery. The essay also shows better-developed analysis of diction in demonstrating that the word “Sir” is used “ironically, for . . . [the men] have lost respect for each other,” and it explains that “Smollett satirizes their attachment to this traditional greeting as their anger becomes more apparent” and Peregrine uses the word “to demean Godfrey.” While the essay is not as well conceived overall as essays in the very top range of the scoring guide, it nevertheless presents a reasonable analysis of the excerpt with clarity and control, and thus it earned a score of 7.

Sample: 2B

Score: 5

This essay begins with a clearly stated claim: “in this time period, emotional issues were less important than maintaining a positive reputation in society.” It introduces the two characters and their “feelings of loathing towards each other” and notes that “they decide to handle it [*sic*] in a socially acceptable way, rather than expressing their feelings verbally or physically otherwise.” While the essay does not fully realize the promise of this opening, it nonetheless offers and develops plausible claims throughout. The essay is organized into three body paragraphs (on dialogue, tone, and diction), each of which is explicitly connected to the language of the prompt and to the essay’s initial claims. In these paragraphs, the essay offers either summary or paraphrase that contains some analysis, and so it constructs a plausible reading of the passage. For example, the essay offers paraphrases as evidence from the initial conversation between Pickle and Gauntlet as well as quoting the “Sir” interchange and then through implicit analysis reaches the claim that the characters’ actions and words are “a sign of passive-aggressive behavior.” Rather than presenting specific evidence, the essay makes general references to the text (e.g., “In their verbal encounter, neither Pickle nor Gauntlet says anything directly insulting towards the other”). Although the analysis is somewhat underdeveloped, the essay manages to present a plausible reading in writing that shows adequate control. This essay is not as well conceived, organized, or developed as one would expect of essays in the 7–6 range of the scoring guide; it thus earned a score of 5.

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Question 2 (continued)

Sample: 2C

Score: 3

This essay fails to offer an adequate analysis of the passage. The essay mentions “pace, tone of the characters, and word usage (Diction)” and references the two characters, but it does not analyze how these elements function in the excerpt sufficiently well enough to explain how they convey the interplay between emotions and social propriety. The analysis is partial and unconvincing. The essay consists almost entirely of summary, but it does offer some slight analysis: the first body paragraph, on tone, for example, explains that “[a]s the novel progresses the tone of both men change [*sic*]. When Gauntlet first spoke he held himself with dignaty [*sic*]; only wanting a simple answer. And right before the duel he was yelling insults to the young man.” The essay as a whole relies on weak and incomplete summary and paraphrase, for example, “[b]oth felt threatened by each other. One being accused of being dishonorable and the other their gentelmanliness being questioned [*sic*].” Inept writing and an inadequate understanding of the effects of tone and pace combine to generate such unfocused statements as “how as the duel was over how the pace got slower when he made the choice to walk away, showing his social stature; his gentelmanlyness [*sic*].” The proliferation of partial, unconnected points, numerous imprecise statements, inept writing, and inadequate analysis earned this essay a score of 3.