

AP[®] ENGLISH LITERATURE AND COMPOSITION

2013 SCORING GUIDELINES

Question 2

(D. H. Lawrence's *The Rainbow*)

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 how Lawrence employs literary devices to characterize the woman and capture her situation. These essays make a strong case for the student's interpretation. They may consider a variety of literary devices, 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 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 Lawrence employs literary devices to characterize the woman and capture her situation. The essays offer a sustained, competent reading of the passage, with attention to a variety of literary devices. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, they present ideas 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 tend to be superficial or thin in their discussion of how Lawrence employs literary devices to characterize the woman and capture her situation. While containing some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to characterizing the woman and capturing her situation may be slight, and support from the passage may tend toward summary or paraphrase. 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 writers may ignore how Lawrence employs literary devices or how the woman and her situation are characterized and captured. 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 3 may contain significant misreading, demonstrate inept writing, or do both.
- 2–1** These essays compound the weaknesses of the essays in the 4–3 score range. They may feature persistent misreading of 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 student's 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.

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2

2A
(1 of 4)

D.H. Lawrence's The Rainbow captures a woman's desire for exploration and liberation of the unknown, amidst a community of chest-sighted men, entrapped by the ~~own~~ mundaneness of their own existences. The woman ultimately seeks ^{to} venturing from the comfort of the quotidian rural life to the create and "magic land" beyond, eager to indulge and learn beyond the confines of her family's farm, ^{which} seems with only the "pulsing heat of creation." Through the use of rhetorical questions, repetition, and contrasting imagery, Lawrence effectively demonstrates the woman's novel concept of decline of ~~the~~ understanding the unknown and her underlying ~~ambition~~ pursuit of liberation.

Lawrence uses ^{the} contrasting images of the men and the woman in order to illustrate the novelty of her sentiments. The men, for which the farm was "enough", found a feeling of being "full and surcharged" in their blood by the ~~a~~ day-to-day "miracles" of the earth, basking ~~in~~ ⁱⁿ the "warmth and generating and pain and death." Much of their experience is visceral and tangible, as exemplified by Lawrence's use of such unwavering concrete images. The images of the "wind blowing ^{dry} the ~~the~~ wet wheat" and "[helping] the cow in labour." ~~These~~ are ~~so~~ tangible and ~~observations~~ real, unromantic by any means. Yet, the imagery associated



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with the woman's desire is ideal and romantic, unmet by any concreteness and wholly characterized by their "head-in-the-clouds" quality. Indeed, she didn't want the ~~possibility~~ ^{tangibility} of her goals - this "blood-intimacy." Her pursuits are described by Lawrence as "beyond" and desiring of the "active scope of man." To her, the city beyond the mundaneness of the farm was a "magic land." By contrast, these images are much more ethereal; they lack any real concrete evidence of their existence, and are mere romantic conceptions, thereby illustrating the ~~man~~ woman's unsatisfied thirst. Her perspective is outward and extrinsic, as she "sets out to discover what was beyond... range and freedom." This contrast only highlights the woman's desire for liberation.

Furthermore, the omniscient narrator uses rhetorical questions to emphasize this yearning quality of the woman's situation. As she ponders the ^{differences between the} ~~the~~ liberated cityman that is the vicar and ~~the~~ ^{the} inward-looking Brangwen, she begins to question the qualities of the vicar that made him superior to the other men. She pondered "what was it?" - "what power had the vicar over Tom Brangwen." The yearning of his desire to understand ultimately leads her to conclude that in physical stature, there was no supreme being. Yet, the secret to the vicar's "strength" lies in his learnedness - his



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2.

2A
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knowledge. The woman's persistence and burgeoning ~~desperation~~ desperation to understand ~~the world~~ ~~her~~ are characterized by the presence of the rhetorical questions, which are ~~not~~ ^{simply} the narrator's vocalization of the woman's true desire to "know," as she looked out from the front of the house to the unknown "magic land" before her.

Lawrence also uses repetition in order to underscore the individuality of the woman's situation, suggesting the subsequent quest for independence ^{and liberation}. The use of anaphora in "she craved..." when discussing the woman's yearning character and her seeking knowledge highlights the woman's persistence. Another resonating characteristic of the repeated "she" is that it is singular, suggesting a feeling of solitary desire, as opposed to mutual sentiments. Never does Lawrence associate the woman with the husband as a "we"; the singularity of her quest for liberation and the contrast between the woman's perspective and that of the men ~~is~~ are emphasized by the use of the singular "she."

Ultimately, Lawrence suggests that the woman's situation revolves around the essential desire for the unknown and an unquenched thirst for knowledge of what lies beyond her comfort. The use of repetition,



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rhetorical questions, and contrasting imagery ~~perpetuate~~
serve to perpetuate the woman's yearning and wistful
~~quality~~ qualities.

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2B
(1 of 3)

D. H. Lawrence portrays the woman of the novel, The Rainbow as a woman who wants more ~~there~~ in life than what's she lived through. The author characterizes her as a farm woman who is intrigued and consumed by the idea of life outside rural England. Ultimately, she appears as if she longs to leave, almost as if she's been confined and imprisoned. Lawrence is able to develop this character in such a limited and short passage of his novel through the contrasting diction ^{and seamlessly switch the} when comparing ^{narration} the men to the woman and when comparing the war to her husband.

The men are happy and perfectly content with their ~~the~~ situations. They lived "full and surcharged" and they had much "exchange" and "interchange" with the nature surrounding them. However, the woman merely "wanted another form of life". In describing the men's surroundings, Lawrence uses intimate details, making use of very detailed diction, such as "set the young ears of corn wheeling freshly ~~around~~ around them". Thus, ~~although~~ although the narration is in third person ~~it~~ it is not objective in any fashion. The narration appears to be focalized ~~and~~ in that it describes the men's situation ~~in~~ in a personal, intimate way. ~~at~~ The reader can imagine that the men would describe their life just as how the narration portrayed it.



2 cont'd

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2B
(2.43)

In the second paragraph, the narration switches with the abrupt usage of the word "but" to emphasize the change that's going to follow. The diction used to describe the woman's desires is very vague and broad. The ~~one~~ unintimate diction is understandable ~~and~~ because the woman wants another life that she hasn't experienced. The woman ~~was~~ extremely distant from "the cities and governments and the active scope of man, the magic land to her, where secrets were made known and desires filled." However, the broad diction does not ~~imply~~ that the narration became object. The narration became focused on the woman but it appears less personal because ~~her wants~~ her wants ^{and} desires aren't attached to her reality. The vagueness is a direct reflection of her detachment and disinterest in the ~~first~~ rural lifestyle. Therefore, ~~the~~ ^{the} narration of the first paragraph cannot be seen as positive and that of the second paragraph cannot be seen as negative or vice-versa. ~~they're both~~ they're both reflective of the ~~same~~ feelings and attitudes of the characters they're describing. The diction as a result of the narration is reflective of the fact that "the ~~men~~ Brangwen men faced inwards" and the woman looked outwards ~~to~~ and beyond.

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2 cont'd

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(3AB)

The diction then heavily contrasts in the fourth paragraph. In the fourth, the narration is more focused on the woman's thoughts regarding the differences between "the vicar" and her husband. The diction ~~is~~ in the first part of the passage is used to emphasize two different perspectives on lifestyle in rural England. However, the diction in the last paragraph is used to highlight the differences in these two men. The woman's husband, in comparison to the vicar, is dull and local whereas the vicar is dark ~~and~~ and dry. Although the vicar is smaller than ~~her~~ her husband, he holds power over him whereas her husband ~~is~~ simply holds power over cattle. The point of this contrast is to ^{further} shed light on the woman's desires. She idolizes the vicar ~~and~~ and portrays her husband in a negative light, thus, demonstrating ~~that~~ that "she craved to achieve this higher being".

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2C
(1 of 2)

In D.H. Lawrence's novel, *The Rainbow*, the characterization of the woman is strongly pronounced by literary devices and techniques. Lawrence uses an order and a juxtaposition of males and females to exaggerate their differences. A repetition of certain words and phrases is also used by the author to further stress the roles assigned to the specific sexes further differentiating them from each other.

In D.H. Lawrence's first paragraph he discusses the role men play in society. He describes them as creatures content with their lives and particularly content with their knowledge. Lawrence constantly repeats the phrase "enough" when talking about men in the first paragraph: "enough for the rest; that the earth..." / "enough that they helped the cow...". This stresses contentment as well as reflecting men as overly simple and uncivilized evident in his description of man killing a rabbit in a primitive fashion with only his hands. Men are also described as always looking toward the sun, as if a god in pagan times further relegating them to an almost pre-Christian existence.

The second paragraph juxtaposes the description of men with one of women allowing for easy comparison and exaggerating the character of women. She is described facing the civilized world as her house faces a church, and roads which are symbols of civilization. This sharply contrasts the man who is displayed as almost worshipping the sun in an uncivilized fashion. In this paragraph women are described as facing outwards where as men are described as facing inward. This sharp contrast

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2c
(2 of 2)

portrays women and particularly this woman as caring and nurturing, but most importantly submissive. Although the woman faces outward she is forced inward and watch as men "move dominant and creative" and "were set out to discover what was beyond." In the third paragraph the woman is described as "wanting" to know, and to be of the "fighty host" reflecting the woman's want to go out from the "front of the house" where she is watching. The woman also watching from the house is an important part of her characterization as it reflects her as submissive: she is tied to the house, and can watch the men; she lacks the ability to join them. Although she faces outward and is grasped by a sense of longing her being tied to the house and only observing the men is what really characterizes her as submissive to the man. Her absolute submissiveness is expressed in her "deepest desire" which is placed beyond her reach but is placed firmly in the hands of her husband.

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Question 2

Overview

Students were asked to carefully read a passage from D. H. Lawrence's early-20th-century novel *The Rainbow* (1915) and to write an essay analyzing how Lawrence employs literary devices to characterize the woman and capture her situation.

Students were prompted to focus on the female character in the passage as she begins to come into a new stage of self-awareness and to analyze how the author uses literary devices to characterize her. Further, students were invited to analyze how literary devices were employed by the author to capture the woman's situation as depicted in the passage. The question was designed to assess students' ability to read closely for detail and nuance and to choose for analysis appropriate literary devices employed by the author as vehicles to convey the character and her situation. Because no particular device was specified, students were presented with the additional important task of identifying literary devices and then analyzing how they are used.

Sample: 2A

Score: 8

This persuasive analysis demonstrates sophistication of thought from the beginning, describing the woman accurately as someone who "ultimately seeks to venture from the comfort of the quotidian rural life," and maintains the promise of the introduction throughout the essay. In the second paragraph the student analyzes the contrast between the men, whose experience is "visceral and tangible," with the woman, whose "desire is ideal and romantic." The analysis foregrounds literary devices, but rather than merely listing examples, the essay develops a discussion about each device and shows how it contributes to the larger characterization of the woman and her situation. By exploring images, rhetorical questions, and repetition, the student methodically builds a convincing case for the woman's desire to understand the unknown and to achieve liberation through knowledge. For example, the student identifies the device of "rhetorical questions" as an example of the woman's "persistence [*sic*] and burgeoning desperation to understand" the world. The student references the vicar during the discussion about the rhetorical questions but merely concludes that his power "lies in his learnedness — his knowledge." The student also identifies repetition, and more specifically anaphora, but rather than exploring another aspect of the woman's character and situation, instead focuses again on her persistence. The conclusion does not offer any new insight but does return confidently to the thesis. The student also demonstrates effective control of language and the elements of composition throughout the essay.

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Question 2 (continued)

Sample: 2B

Score: 6

This essay identifies the contrasts in the passage, namely between the Brangwen men and the woman and between the husband and the vicar. The student then attempts to develop the essay around those contrasts, but the analysis is supported with attention only to vague “intimate details” and “very detailed diction,” and the discussion about the men becomes a repetitive assertion. The essay at times also demonstrates less control over language than would be found in essays in the higher range, including the statement that the “reader can imagine that the men would describe their life just as how the narration portrayed it.” However, when the essay turns to the woman, the student is able to analyze diction to show how the woman is distant from the things she desires — not just physically but also from reality, which is a reasonable observation. More problems with language control are evident in this paragraph, as well as when the student discusses how each paragraph cannot be “seen” as “positive” or “negative.” The specific comparison of the husband to the vicar supports the essay’s controlling thesis, but the comparison is reduced to her husband as someone who is “dull and local,” and the implications of the descriptions of the vicar as “dark and dry” are not developed. The student concludes that the vicar “holds power” over the woman’s husband, which, the student asserts, suggests why the woman “craved to achieve this higher being.” The observations, ultimately, are reasonable, but more simplistic and less convincing than those presented in essays that earned scores in the higher range.

Sample: 2C

Score: 4

This essay has moments of analysis throughout, but the student struggles to control organization and development, often moving back and forth among ideas with little clear connection. The first paragraph identifies a focus on juxtaposition and repetition, and it claims that these devices are used to “stress the roles assigned to the specific sexes.” This focus is different from the direction of the prompt and consequently leads to a partial analysis. In the second paragraph the student focuses on the repetition of the word “enough,” concluding that this repetition “stresses contentment as well as reflecting men as overly simple and uncivilized.” The student then moves into speculation about an “almost pre-christian [*sic*] existence,” further diverging from the task that the prompt outlined. The analysis moves to focus on the woman, asserting that she is “facing the civilized world” and arguing that a reference to roads is symbolic of civilization. That unconvincing point is reinforced by a claim that the woman’s watching from the front of the house is another sign of her submissiveness. Such a reading is only a partial analysis of that key textual moment and is inadequate to illuminate the text as a whole. The student does not discuss the second half of the passage and its description of the vicar, concluding with a central description of the woman as “submissive to the man.” This is a partial analysis of both the woman and her situation, but it is not a misreading and the writing is competent—therefore the essay earned a score of 4.