

2023



AP[®] English Literature and Composition

Free-Response Questions Set 2

ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

3 Questions

Question 1

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

In William Ellery Channing’s poem “The Barren Moors,” published in 1843, the speaker addresses moors, open expanses of wild, uncultivated land. Read the poem carefully. Then, in a well-written essay, analyze how Channing uses literary elements and techniques to develop a complex portrayal of the speaker’s experience of this natural setting.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

The Barren Moors

<p>On your bare rocks, O barren moors, On your bare rocks I love to lie,— They stand like crags upon the shores, <i>Line</i> Or clouds upon a placid sky.</p> <p>5 Across those spaces desolate, The fox pursues his lonely way, Those solitudes can fairly sate¹ The passage of my loneliest day.</p> <p>10 Like desert Islands far at sea Where not a ship can ever land, Those dim uncertainties to me, For something veritable stand.</p> <p>15 A serious place distinct from all Which busy Life delights to feel, I stand in this deserted hall, And thus the wounds of time conceal.</p>	<p>No friend’s cold eye, or sad delay, Shall vex me now where not a sound Falls on the ear, and every day 20 Is soft as silence most profound.</p> <p>No more upon these distant wolds² The agitating world can come, A single pensive thought upholds The arches of this dreamy home.</p> <p>25 Within the sky above, one thought Replies to you, O barren moors! Between, I stand, a creature taught To stand between two silent floors.</p> <p>¹ fully satisfy ² hills</p>
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Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 2

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

The following excerpt is from Brenda Peynado’s short story “The Rock Eaters,” published in 2021. In this passage, the narrator is one of a group of people who left their home country after developing the ability to fly, an ability that is accepted as realistically possible within the story. Years later, the group returns to that country with their children. Read the passage carefully. Then, in a well-written essay, analyze how Peynado uses literary elements and techniques to convey the narrator’s complex experience of this return home.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

We were the first generation to leave our island country. We were the ones who developed a distinct float to our walk on the day we came of age. Soon
 Line enough we were hovering inches above the ground,
 5 then somersaulting with the clouds, finally discovering we could fly as far as we’d ever wanted. And so we left. Decades later, we brought our children back to see our home country. That year, we all decided we were ready to return.
 10 We jackknifed through clouds and dodged large birds. We held our children tightly; they had not yet learned to fly. Behind us trailed roped-together lines of suitcases packed with gifts from abroad. We wondered who would remember us.
 15 Our parents, those who were still alive, came out to greet us, hands on their brows like visors. Some were expecting us. Others were surprised, terrified at the spectacle of millions of their prodigals¹ blotting the sky with our billowing skirts, our shirts starched for
 20 the arrival. We touched down on our parents’ driveways, skidding to rough landings at their feet, denting cars, squashing flowers, rattling windows.
 Our old friends and siblings, the ones we’d left behind, kept their doors locked. They peered through
 25 window blinds at the flattened flowerbeds, the suitcases that had burst and strewn packages all over the yards and streets, our youngest children squealing now that they’d been released, the peace we’d broken by returning. They didn’t trust us, not after our
 30 betrayal decades ago, the whiff of money we’d earned or lost in other countries like a suspect stench. Our parents hugged their grandchildren and brought them inside to houses with no electricity, candles wavering like we were in a séance. “More brownouts,” they told

us. “We remember,” we said, recoiling at how little the place fit us anymore. Those first nights we slept in our old beds, our feet hanging over the edges, the noises of the city and the country crowing and honking us awake, music from radios and guitars, celebrations we’d not been invited to.

We dragged our children along to knock on the doors of old friends and siblings, the ones who never developed the ability to fly. They eventually, reluctantly, opened their doors. At first we sat stiffly
 45 on couches and inquired after their health and others we once knew. Then we got them to laugh with us about the time we pulled the nuns’ skirts or put gum in the kink of a rival’s hair, when we caught baby chicks in the village and raised them, or cracked open almonds on the malecón.² Then their children came shyly out of their rooms and took ours by the hand. We smiled when we saw them climbing trees together in the patios, their children showing ours how to eat
 50 cajuilitos solimán and acerolas³ from the branch.

We introduced our children to everyone we used to know: at colmados,⁴ by the side of the road, at the baseball fields, at country clubs we had to beg to be let back into. We showed our children the flamboyán trees in the parks, blooms of coral red spilling in the dirt. We showed them the granite striated through the rock faces of mountains, the glimmering pebbles under waterfalls, the red dust that stained the seats of their best clothes. We walked past the stray dogs that growled and whined; the most ancient among them
 60 remembered us, wagging their tails when they saw us and running to sniff our offspring. We dunked our children into the rivers we’d once swum. We dug through the banks for the arrowheads that belonged to

the Tainos, who'd been erased after the Spanish came,
70 their remnants lost in the mud.

Lost, the children whispered in awe and fear,
turning the black, glinting points in their palms,
testing the hardness of flint between their teeth. Back
in our foreign homes, we had never talked to them of
75 history.

We remembered we'd been happy. "We loved this
land," we said. We forget why we ever left.

¹ children who have left home and then returned

² a walkway along a waterfront

³ Cajulitos solimán and acerolas are types of fruit.

⁴ neighborhood stores

Excerpt from *THE ROCK EATERS: STORIES* by Brenda Peynado, copyright (c) 2021 by Brenda Peynado.

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Question 3

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

Many works of literature feature a rebel character who changes or disrupts the existing state of societal, familial, or political affairs in the text. They may break social norms, challenge long-held values, subvert expectations, or participate in other forms of resistance. The character’s motivation for this rebellious behavior is often complex.

Either from your own reading or from the list below, choose a work of fiction in which a character changes or disrupts the existing state of societal, familial, or political affairs. Then, in a well-written essay, analyze how the complex motivation of the rebel contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Antigone
Arcadia
Atonement
The Awakening
Brave New World
Catch-22
Ceremony
The Color Purple
The Crucible
Fahrenheit 451
Fences
Frankenstein
The Glass Menagerie
Grendel
Half of a Yellow Sun
The Handmaid’s Tale
House Made of Dawn
The House of the Spirits
In the Time of the Butterflies
Invisible Man
Jane Eyre

The Joy Luck Club
Kindred
King Lear
Let the Great World Spin
Love Medicine
Moll Flanders
The Namesake
Native Son
Never Let Me Go
The Nickel Boys
One Flew Over the Cuckoo’s Nest
Paradise Lost
Pride and Prejudice
A Raisin in the Sun
The Scarlet Letter
Southernmost
Sula
Their Eyes Were Watching God
There There
Washington Black
Wuthering Heights

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STOP

END OF EXAM