

The College Board
Advanced Placement Examination

ENGLISH LITERATURE AND COMPOSITION

SECTION II

Question I

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

Note: You have already seen in Section I the two poems printed below. They are reprinted here in order to serve as the basis of the first essay question.

These two poems present encounters with nature, but the two poets handle those encounters very differently. In a well-organized essay, distinguish between the attitudes (toward nature, toward the solitary individual, etc.) expressed in the poems and discuss the techniques that the poets use to present these attitudes. Be sure to support your statements with specific references to the texts.

There Was a Boy

- There was a boy; ye knew him well, ye cliffs
And islands of Winander!—many a time,
At evening, when the earliest stars began
To move along the edges of the hills,
(5) Rising or setting, would he stand alone,
Beneath the trees, or by the glimmering lake;
And there, with fingers interwoven, both hands
Pressed closely palm to palm and to his mouth
Uplifted, he, as through an instrument,
(10) Blew mimic hootings to the silent owls,
That they might answer him.—And they would shout
Across the watery vale, and shout again,
Responsive to his call,—with quivering peals,
And long halloos, and screams, and echoes loud
(15) Redoubled and redoubled; concourse wild
Of jocund din! And, when there came a pause
Of silence such as baffled his best skill:
Then, sometimes, in that silence, while he hung
Listening, a gentle shock of mild surprise
(20) Has carried far into his heart the voice
Of mountain-torrents; or the visible scene
Would enter unawares into his mind
With all its solemn imagery, its rocks,
Its woods, and that uncertain heaven received
Into the bosom of the steady lake.

William Wordsworth

The Most of It

- He thought he kept the universe alone;
For all the voice in answer he could wake
Was but the mocking echo of his own
From some tree-hidden cliff across the lake.
(5) Some morning from the boulder-broken beach
He would cry out on life, that what it wants
Is not its own love back in copy speech,
But counter-love, original response.
And nothing ever came of what he cried
(10) Unless it was the embodiment that crashed
In the cliffs talus* on the other side,
And then in the far-distant water splashed,
But after a time allowed for it to swim,
Instead of proving human when it neared
(15) And someone else additional to him,
As a great buck it powerfully appeared,
Pushing the crumpled water up ahead,
And landed pouring like a waterfall,
And stumbled through the rocks with horny tread,
And forced the underbrush—and that was all.

*rock debris at the bottom of a cliff

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Go on to Question 2

Question 2

(Suggested time—30 minutes. This question counts one-third of the total essay section score.)

The excerpts below represent early and later drafts of a prose passage that records the writer's thoughts on how the experience of war affected his attitude toward language.

Write a well-organized essay in which you discuss the probable reasons for the writer's additions and deletions and the ways in which those revisions change the effect of the paragraph.

Early Draft

I was always embarrassed by the words sacred, glorious, sacrifice and the expression in vain. We had heard them and read them now for a long time and I had seen
 (5) nothing sacred and the only things glorious were the cavalry riding with lances and the clean oiled mechanisms. Things glorious had no glory and the sacrifices seemed like the stockyards at Chicago if nothing was done
 (10) with the meat except to bury it. There were many words that you could not hear and finally only the names of places had dignity, Certain numbers were the same way and certain dates and these with the names of places were
 (15) all you could say and mean anything and they meant everything. Abstract words such as glory, honor, courage, or hallow were a little obscene beside the concrete names of places, the numbers of roads, the numbers of regiments and the dates.

Later Draft

I was always embarrassed by the words sacred, glorious, sacrifice and the expression in vain. We had heard them sometimes standing in the rain almost out
 (5) of earshot so that only the shouted words came through and read them on proclamations that were slapped up by bill posters over other proclamations now for a long time and I had seen nothing sacred and the
 (10) things that were called glorious had no glory and the sacrifices were like the stockyards at Chicago if nothing was done with the meat except to bury it. There were many words that you could not stand to hear
 (15) and finally only the names of places had dignity. Certain numbers were the same way and certain dates and these with the names of places were all you could say and have them mean anything. Abstract words such
 (20) as glory, honor, courage, or hallow were obscene beside the concrete names of villages, the numbers of roads, the names of rivers, the numbers of regiments and the dates.

Go on to Question 3

(Suggested time—35 minutes. This question counts one-third of the total essay section score.)

A critic has said that one important measure of a superior work of literature is its ability to produce in the reader a healthy confusion of pleasure and disquietude.

Select a literary work that produces this “healthy confusion.” Write an essay in which you explain the sources of the “pleasure and disquietude” experienced by the readers of the work.

You may base your essay on a work from the list below or choose another work of comparable literary merit. Do not base your essay on a movie, television program, or other adaptation of a work.

Billy Budd

Madame Bovary

The Grapes of Wrath

The Caretaker

The Adventures of Huckleberry Finn

Murder in the Cathedral

Ethan Frome

Native Son

Waiting for Godot

The Sun Also Rises

All My Sons

The Little Foxes

“My Last Duchess”

Invisible Man

Oedipus Rex

Twelfth Night

Othello

The Merchant of Venice

Jude the Obscure

Paradise Lost

Cry, the Beloved Country

Catch-22

Light in August

Lord of the Flies

Mother Courage

“The Love Song of J. Alfred Prufrock”

END OF EXAMINATION