



AP[®] English Literature and Composition 2010 Free-Response Questions

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2010 AP® ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 3

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

Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience.

Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching and how this experience illuminates the meaning of the work as a whole. You may choose a work from the list below or one of comparable literary merit. Do not merely summarize the plot.

The American
Angle of Repose
Another Country
As You Like It
Brave New World
Crime and Punishment
Doctor Zhivago
Heart of Darkness
Invisible Man
Jane Eyre
Jasmine
Jude the Obscure
King Lear
The Little Foxes
Madame Bovary
The Mayor of Casterbridge
My Ántonia

Obasan
The Odyssey
One Day in the Life of Ivan Denisovich
The Other
Paradise Lost
The Poisonwood Bible
A Portrait of the Artist as a Young Man
The Road
Robinson Crusoe
Rosencrantz and Guildenstern Are Dead
Sister Carrie
Sister of My Heart
Snow Falling on Cedars
The Tempest
Things Fall Apart
The Women of Brewster Place
Wuthering Heights

STOP

END OF EXAM

AP[®] ENGLISH LITERATURE AND COMPOSITION

2010 SCORING GUIDELINES

Question 3

(Exile)

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 **well-focused and persuasive analysis** of **how**, in a novel, play or epic, a character's **experience with exile is both alienating and enriching**. Using **apt and specific textual support**, these essays **explore** the character's complex responses to being cut off from a home or special place **and analyze** what the experience of exile contributes to the meaning of the work as a whole. Although not without flaws, these essays make a **strong case for their interpretation** and discuss the literary work with **significant insight and understanding**. Generally, 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, in a novel, play or epic, a character's experience with exile is both alienating and enriching. These essays **explore** the character's complex response to exile and **identify** what the experience of exile contributes to the meaning of the work as a whole. Although these responses show insight and understanding, their analysis is **less thorough, less perceptive, and/or less specific in supporting detail** than that of the 9–8 essays. Generally, 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, but they tend to be **superficial** or **thinly developed** in analysis. They often rely upon **plot summary** that contains **some analysis, implicit or explicit**. Although these responses **attempt to discuss** how a character's experience with exile is both alienating and enriching and what the experience contributes to the meaning of the work as a whole, they may **demonstrate a rather simplistic understanding** of the character or the work, and **support** from the text may be **too general**. These essays demonstrate **adequate control of language** but may be marred by surface errors. They are generally not as well conceived, organized or developed as 7–6 essays.
- 4–3** These lower-half essays **fail to offer an adequate analysis** of how, in a novel, play or epic, a character's experience with exile is both alienating and enriching. The analysis may be **partial, unsupported or irrelevant**, and the essays may reflect an **incomplete or oversimplified** understanding of the character's experience with exile. They may **not develop a response to how that experience contributes to the work as a whole**, or they may rely on **plot summary** alone. These essays may be characterized by an **unfocused or repetitive** presentation of ideas, an **absence of textual support**, or an **accumulation of errors**; they may **lack control** over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.
- 2–1** Although these essays make **some attempt to respond** to the prompt, they compound the weaknesses of the papers in the 4–3 range. Often, they are **unacceptably brief** or are **incoherent** in presenting their ideas. They may be **poorly written** on several counts and contain **distracting errors** in grammar and mechanics. Remarks are presented with **little clarity, organization or supporting evidence**. Particularly **inept, vacuous and/or incoherent** essays are scored a 1.

A

3

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

A1

Adultery is a theme present in many novels perhaps most famously in the novel "Anna Karenina" by Leo Tolstoy. Anna Karenina's decision to leave her husband in pursuit of happiness with her lover, Vronsky, results in a self-imposed exile from her family & society. While this ~~far~~ exile ~~is~~ alienates her from both society and her son, it is also enriching, allowing her to pursue "true love." Yet Tolstoy suggests that one can only reconcile the consequences of self alienation - both the good and the bad - if one has no ~~hope~~ lingering desire to return to the place one once called "home."

Anna Karenina's "exile" prevents her from maintaining her status in society and maintaining contact with her son. Although, ~~At~~ Anna had ^{voluntarily} chosen to give up everything for Vronsky she is ^{nevertheless} unable to fully understand the consequences of her actions.

For example,

Anna chooses to attend a ^{high class} play, against Vronsky's advice, and is predictably ^{by society women} ridiculed. Anna buys her son toys yet is unable to give them to him as she is only able to spend a few moments with him. She is, in every sense of the word, exiled from society and her family, yet she refuses to acknowledge the full consequences of ^{her} decision. * She hopes to live happily with Vronsky without

*she is no longer a society woman. She cannot contact her son. Yet she deludes herself into thinking that she can still do these things.

suffering the consequences of ~~that~~^{her} decision.

However, not all of the consequences of Anna's self imposed exile are bad. Perhaps the greatest outcome of her decision is Anna's ability to be in a relationship with a man ^{she truly} admires and has feelings for. Her alienation enriches her life, allowing her to ~~enjoy~~ travel freely without worrying about the critical opinions of others in society. The pressures that Anna once felt, from her husband and other society women, ^{to be a proper woman} have dissipated. She is ~~her own woman~~ more independent than ever before.

Misread occurs here.

Yet, this alienation, with its advantages and disadvantages does not ~~work out~~^{end happily for Anna}. Why? Because Anna never fully expected to be alienated for such a long period of time. Anna harbored hopes that she would one day be able to regain her high status in society, that she would one day be able to interact often with her beloved son. Anna never thought that the consequences of her ~~action~~ decision to go off with Vronsky would be permanent. This is essentially Tolstoy's cautionary message. Alienation, Tolstoy suggests,



A3

3

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

A3

has both its ~~good~~ and fortunate and
unfortunate aspects. One may come to terms
with living with both kinds of consequences,
but only if one ~~does~~ does not wish to
return ^{home} from exile. Anna wished to return
home and in doing so, made herself, and those
around her very unhappy. She committed suicide
because she could ~~no longer~~ not be content
with being in exile.

This essay offers a **reasonable** analysis, using some **apt and specific references** that provide **some insight** and understanding. However, there are some references that are **less specific**. The student misreads one portion and her understanding of exile and happiness is rather unperceptive. Overall, it is a reasonable performance and the student is awarded for what she accomplishes in 40 minutes.

'Home is where the heart is.' One often hears this phrase used or written on a doorpost or welcome mat. However, home is not the only place that one has his heart. While Robinson Crusoe ~~leaves~~ escapes his ~~home~~ home, he continues to grow in heart ~~on~~ while on the deserted island. Crusoe's escape from home, his exile, alienates him, enriches him, and illuminates the meaning of the entire story.

Crusoe is cast off onto a deserted island. He is completely alone, alienated from his family, his crew, and the remainder of civilization. However, he had been warned. His father had explained to Crusoe that a life at sea would lead to unfortunate events for the young Robinson. However, Crusoe ^{does} ~~did~~ not care ^{if he} ~~to~~ alienates his family. He takes off, without warning his family, and he starts a life as a sailor. He makes few attempts to build relationships with his crew mates. Eventually, the entire crew is shipwrecked and scattered. Robinson ^{wishes} ~~wishes~~ ~~he were no longer alone~~ to safety, then he realizes how alone he is. He wishes to see human life, but he does not find it for ~~some~~ years. He is completely separated from friends, family, and civilization.

C2

Question #3

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

C2

Despite Crusoe's first reaction to alienation, he finds ~~the~~ the blessing in the situation. ☐ He had been a careless, ~~kid~~ ^{selfish boy} but now he had to ☐ teach himself to be a responsible, self-sufficient adult. He ~~taught~~ made a house in the trees and decided to find a way to make what he wanted. He took months ~~to~~ just to create ^a tables and chair to work at. ~~He~~ Crusoe began to trust God, ~~who had made~~ after making a list of pros and cons. ☐ He decided that ~~the good always~~ ☐ ~~the~~ the good always outweighed the bad. God had ~~not~~ been faithful to him; this idea ~~motivated~~ ~~the~~ develops Crusoe's character and helps him to see more positive than negative. This island experience changes his character so much, that when Friday comes along, Crusoe seeks to help him, despite the limit of supplies. ☐ Being on a deserted island trains Crusoe to be self-sufficient, and selfless, along with responsible and faithful. ☐

~~The~~ The time Crusoe spends on the island also illuminates the meaning of the entire story. Crusoe obviously spends most of his time on the island, but the story ^{meaning} is completed by this experience. The story ~~portrays~~ portrays several



C3

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

Question #3

C3

times in which God is faithful to Robinson Crusoe. However, the meaning of the story lies in Crusoe's response to such faithfulness. Robinson's original quest is to please himself and do what he desires only. The experience on the island demonstrates that if man does not respond to God's faithfulness, he will live in ignorance and pity when ~~he~~ engulfed in undesirable circumstances. The experience of being alienated, ~~attracted~~ helps Crusoe understand that he could make the best out of his circumstances.

The experience stranded from home in Crusoe's case made him a less selfish and more responsible man. Edward Said is correct in saying "that exile can become a 'potent, even enriching' experience." In Robinson Crusoe, the protagonist realizes that while he is not home, his character can still grow. His exile alienates him, ~~while~~ enriches him, and illuminates the meaning of the entire story.

#

This essay provides a **plausible reading**, although it remains **superficial** and **repetitious**. The entire essay is **plot-driven**, even though the student attempts to discuss the alienating and enriching aspects of Crusoe's exile. Ultimately the essay ends rather preachy and with a **simplistic understanding** of the novel's theme.

E

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

3

E1

In the play "Harold and Maude" by Cillian Higgins, the main characters, a young adult desperate to forge human connections named Harold and an elderly woman getting ready to leave this world, ~~called~~ Maude share feelings of isolation and exile. Maude, in particular, has had to deal with exile since her childhood. This reality caused her to flee her native Austria during World War II, an experience that alienated her from the rest of her countrymen and family. However, her exile also creates the foundation for the manner and perspective which she brings to every subsequent experience in her life. The point of view she gained from the exile she experienced in her youth proves invaluable, and gives her the means and ability to forge forward with her life in a new, profound way.

Maude grew up in Austria in the early 1930s. By Hitler's succession to power, Maude and her Jewish family knew they would have no choice but to flee the country. Although in the play, Maude's tragic history serves only as a back drop for the strong, independent character she is now, ~~the~~ her history of exile is ever-present. Her ^{It} history is always with her. ~~Although~~ The basic reality of exile: it's ^{an} categorical tragedy, is not escaped by

→


E


2

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

E₂

2

Mauve. Throughout the play, she remembers moments of her childhood when she visited the Austrian palace gardens with her family. The fact that those gardens are now destroyed brings Mauve's joyful, eccentric personality a little closer to the tragic history that helped create the woman she is today. Because she grew up without a homeland, without a place that she fully belonged to, Mauve ~~for~~ feels alienated throughout the play. At these moments, she is described as "small and fragile, as if she could break." Mauve's sense of alienation is fully realized ~~in~~ through her recollections of the night she fled Austria with her family and some of her closest neighbors. At this moment, there was no where safe, no where that could be called home. Her nearest refuge was the sky above her, the earth below her, and the ~~flower~~^{daisy} she wore in her hair. 

Although Mauve continues to suffer from the tragic experience of exile, her experiences allowed Mauve to forge new paths for her life. The reality that she no longer could had claim to a safe, secure homeland prompts  Mauve to create a home wherever she travels. In the play, Mauve lives in a house that doesn't belong to her, furnished with whatever she finds around town. The only possessions she has some connection to are the things she makes with her own hands, like



E3

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

3

E3

her artwork and her zany inventions. From the exile of her past, Maude now offers a home to whomever she comes into contact with: human and animal alike.

This perspective is a direct response to the tragedy she experienced at the hand of the Nazis, which caused her to flee her childhood home. Maude's purpose in life, once she arrives ⁱⁿ America, is to ~~bring order~~ facilitate the reunion of individuals with their natural home.

For example, Maude returns a seal to the sea, when it had been locked away in the zoo. And she goes to terrible effort to take a tree from the city and plant it in the forest. This response, Maude's categorical way of living is a result of her childhood exile. However, the result is arguably positive, and a generally enriching experience.

As a whole, Maude's experience of exile ~~is~~ best illuminates the play's meaning when understood in the context of her relationship with Harold. The two meet at a funeral (neither of the two know the deceased). Harold, since dropping out of high school, is obsessed with faking countless suicides in order to gain attention from his high-society mother. Although he is at first put-off by Maude's outgoing, uncensored style and personality, it is these very characteristics that ultimately make Harold fall in love with Maude. Maude's experience of exile



E4

3

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

E4

is understood to be the reason for her candid, *carpe diem* nature. This attitude of living life to the fullest is exactly what appeals most to Harold, who has been spending the past few years of his life preoccupied with successfully dying ~~than~~ instead of successfully living. As their friendship develops, Harold learns all about Maude's history, and is profoundly impressed that she has not let her past dictate her future. The clear meaning of this play is the celebration of the unadulterated individual. To each his own. Maude would not be the consummate individual ~~the~~ which she is had it not been for the exile she experienced in her youth. In fact, her drive and purpose to ~~fill~~ her life with everything that she loves and everything that is important to her is a direct ~~reppa~~ reaction to the tragedy she lived through in Austria. This profound welcoming-in to life is best realized by the effect it has on Harold, who transforms from a shy, sadistic young man to an individual willing to do everything in his power to experience the life that he is lucky to have.

#

As easy to spot as a 1, this essay adeptly and seamlessly negotiates claim, specific references, explanation, elaboration, and synthesis of theme throughout the entire essay. This student clearly recognizes the deeper sophistication of the play itself, and provides a **persuasive analysis** of Maude's exile as both alienating and enriching, as well as the effect it has on Harold. This essay makes more than a **strong case** for its interpretation and results in a **sophisticated essay** that both shames me to humility and gladdens my heart with pride.

F1

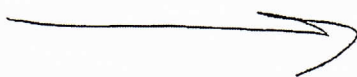
3

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

F1

When one considers ~~exile~~ exile, the first thought that comes to mind is often the exile of Adam and Eve from the Garden of Eden as punishment from God. In addressing this subject in "Paradise Lost" John Milton illustrates the impact this supposed ~~exile~~ exile had not only on his primary characters, but all mankind that supposedly sprung from them, and the importance of the original sin in human nature.

Milton uses the subject of exile to address the importance of free will. A large portion of the epic poem is devoted to exactly what leads to the exile of Adam and Eve, but it is what happens ~~after~~ after the expulsion that grounds the story in reality. Suddenly, mankind is exposed ~~to~~ to all kinds of sin and evil that must be resisted. But Milton shows that it is only through this resistance that man can truly appreciate and deserve the glories of heaven. Before they were cast out of the Garden, neither Adam nor Eve had to work for anything. Thus, Adam



F2

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

3.

F2

abandoned his duty to watch over and protect Eve, leaving her vulnerable, and Eve is quickly convinced to go against the single rule laid down for her: not to eat an apple from the tree of knowledge. But by being exposed to the sin outside of the Garden, they and all of their supposed descendants that began the race of man must exercise their free will. By having the chance to sin and deciding against it, man can truly prove his goodness rather than simply never being exposed to any temptation. It is for this reason that God allows Satan to enter the garden and exiles Adam and Eve. Only in their exile can man learn to exercise his free will and grow internally.

The instigator for the exile of Adam and Eve is Satan, who himself has lost his battle against God and been exiled to the lake of fire which is Hell. His actions in exile act as a contrast to the behavior of Adam and Eve. Satan is unaffected by his exile from Heaven except to rebel against God tenfold from before, even



F

3

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

F3

3 continuing in the same actions that lead to his punishment in the first place. To a modern American reader, Satan can seem almost like a protagonist, fighting against God's tyranny for rights and independence. But Milton uses Satan as an example of one who is not ~~really~~ really fighting for choice, but absolute power, and who refuses to listen to anyone else as he is too stubbornly set in his own way.

By contrasting how Adam and Eve react to exile ~~again~~ compared with Satan, Milton uses exile to show the importance of using free will to grow. Milton does not ^{necessarily} condemn either for the actions that lead to their punishments; rather, it is how they react in the face of this adversity. It is in exile, away from comfort, that the choice of free will becomes most apparent, there that one either gives up and continues down the path that lead them there or fights back and works to grow and improve. It is only then that exile can lead back to Heaven.

H

This essay, not as astute as Sample E, is nonetheless a **persuasive analysis** that explores the alienation and enrichment of A&E as contrasted by Satan's. It provides **significant insight**, although **not** with the depth, **sophistication**, and **complexity** that Sample E exhibits.

In A Portrait of the Artist as a Young Man by James Joyce, Stephen ~~Dedalus~~ Dedalus is alienated from many aspects of his life, including religion, family, country, and purpose. Though alienated, Stephen learns to accept a new role and purpose in life.

Stephen initially attended religious colleges and schools and was subject to religious debate within the family. The argument in the family was whether God or country came first. Though Stephen initially accepted religion, his faith wained over the years. During this time, Stephen also had few friends and wished that he could be with his parents. Stephen's rebellion against religion contributed to alienation from his family. Stephen knew that his father was a nostalgic, living in the past and not the present. But when Stephen's mother was dying, he refused to pray for her, even though she asked him to. This shows Stephen's determination to abandon his old ways and move on.

Even when at university, Stephen still felt apart from the other students. During this time, he was thinking much abstractly and even contemplating atheistic theory. He got into arguments with his classmates concerning religion and Ireland, which he considered to be weak as a country. Stephen tried teaching, but found that it did not match his purpose. All of the events that alienated Stephen from all aspects of his life contributed to his decision to leave his home and Ireland to become an artist. This was an unconventional move, but necessary for Stephen.

62

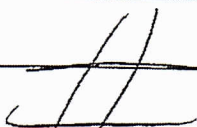
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3

G

A Portrait details the psychological development of Stephen. This is accomplished using the stream of consciousness narration technique and detailing Stephen's life from early childhood to early adulthood. By illustrating Stephen's struggles, ~~an~~ obstacles, and alienation, Joyce presented a situation in which a character would age, realize his mistakes, learn from the past, and plan for the future. Stephen was able to ~~an~~ use the alienation of his early life to decide to abandon his current state to become an artist.

A Portrait is a novel that ~~most~~ most people can relate to, especially teenagers or young adults. The novel is written in a way that seems like a person's thinking. The chronicle of Stephen's life, filled with upset and alienation as a young person may be (i.e. teenage rebellion), illustrates ~~the~~ a psychological realism. Stephen's ability to survive through alienation and turn his troubles into a new, enriched life, or at least a decision to start one, demonstrates how past experiences shape our future decisions and life in general. Stephen left his family, friends, country, and life behind to start one that better suited him.



This essay is an example of a **reasonable analysis** that addresses **both** alienation and enrichment, even though unequally. The student has **some understanding** of Dedalus' complex response to exile, although it is **less thorough, less perceptive, and less specific** than Sample A.

Overall, this essay is about alienation but loses its focus and doesn't quite make it to full discussion or analysis about enrichment or theme. The conclusion does much work to tie the essay together, and without this crucial synthesis, the essay would have scored lower.

#

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

Question 3

H1

1 In the epic poem The Odyssey a man is exiled from his hometown, angry from being exiled and the feeling of being alienated he travels to lands he never been. In these travels he is enriched with adventure and finds a new place to belong with friends, enemys, and their adventures.

#

Not much needs be commented here. This essay is marked initially by a tragic **misread**: Odysseus is not exiled from his hometown nor is he angry about the heroic feats he accomplished in the Trojan War.


Besides this, the student makes **no coherent argument** about alienation or enrichment or theme. It is **unacceptably brief**, has **no supporting evidence**, and is **poorly written**.


To be Exiled is to be cut off from what one knows. In the story of Robinson Crusoe, Crusoe is stranded on an island with ~~no~~ nothing and no-one. While many people would see this exile as a living hell, Crusoe makes the situation into ~~a~~ the best situation possible. While exile can be alienating it can also be enriching.

Just after the shipwreck Crusoe realizes that he is completely alone and that ~~one~~ no one else survived the shipwreck. As he begins to think and as the ~~re~~ realization of his situation sets in he becomes ~~moment~~ momentarily depressed. As time passes on the island he makes himself a shelter to ~~stay~~ stay in. Creating a shelter to withstand storms is hard labor and Crusoe is without the help of another person or any kind of technology. To make matters worse he becomes sick during his building process and there is no one to take care of him or help him finish his shelter.

While Crusoe's exile is very solitary he does surprisingly well at surviving and thriving. Crusoe is resourceful and wastes no time before gathering supplies. While his initial condition appears hopeless, he analyzes the positives and his ~~op~~ optimism allows him to be happy that he is alive. He grows in maturity ~~as~~ while stranded and changes from the rebellious man he previously was. Crusoe never gave up on hope of returning home. Although he was stranded



J₂ for many years he was always hoping for a way home. When he meets Friday he makes the best of his situation and teaches him how to speak ~~the~~ English and how to help him by doing daily tasks. Crusoe turns his exile into a time of growth. 

The ~~the~~ exile in the story is what creates almost all of the action in the story. It creates a troublesome situation for the main character, and gives the character ~~the~~ time to grow. Even with the hardship of ~~the~~ alienation, Crusoe was able to turn it into an enriching experience. 

#

This essay ultimately **fails to offer an adequate analysis** of exile, alienation, or enrichment. There is some **implicit** understanding garnered from the essay that Crusoe is devastated by his exile but learns to rely on himself, which this student believes is an enriching experience. In the end, though, the essay is **partial** as it does not deal with the entire novel, some portions are **irrelevant**, and the essay is **oversimplified**, relying on very **brief plot summary** to discuss the novel.

Question 3

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

Q1

In the novel *Disgrace* the protagonist David Lurie who can be described as a symbol of ^{Apartheid} ~~old South Africa~~ had experienced exile from his home and job, as a professor at an University. Where David lives he sees himself as a man of absolute power, ~~he~~ ~~was~~ never being the man that he ~~once was~~ is, David womanized countless women for his personal pleasures. David ~~he~~ began to see this beautiful young girl ^{named Melanie} who ~~could have possibly~~ David was old enough to be his ~~daughter~~ daughter. She had a pure heart and loved David, but as stubborn as David is he only used ~~her~~ Melanie for her body.

David ~~was then~~ experience exile from his job and he moved in with his daughter, in the Country part of ~~South~~ Africa. Being as though ~~that~~ David and his daughter were white times ~~were~~ ^{are} different now then they once were in David's time. David's experience with exile was alienating because nothing was on David's side anymore; race, social class, power. It was all gone, it was as if David was on another ~~planet~~ Planet far away from earth.

It was enriching however because David had to ~~then~~ learn that you can never stay in the past because time and life will pass you by. David soon changed how he thinks through the pain and disgrace that he had to experience in the Country part of ~~Africa~~ South Africa. David's ~~exile from his home and job~~ ~~is the~~ ~~near~~ experience illuminates the meaning of



42

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

Question 3

Q3

the novel Disgrace which is change ~~that~~ throughout pain.

#

This essay **makes an attempt to respond** to the prompt, even uses some language from the prompt itself; however, it remains **too brief, incoherent, poorly written**, and has **little clarity in its support** from the novel. Ultimately, the lack of analysis and specifics results in the low score.

001 3

Misread

3

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

CO₂

Upon the novel because it teaches the consequences of sin and being exiled. The morals in the novel are extremely important in one's life, because as we can see, exile is not worth a moment of what some may call happiness.

Hester's exile from society and her normal life ^{cause} ~~unhappy~~ our hearts ^{to} bleed for her; her little moments of bliss with her daughter ^{do} ~~do~~ not even come ^{close} ~~close~~ to outweighing the burden of hate and unhappiness her heart had to carry for so many long hours for the rest of her poor, shame-filled life.

This essay is characterized by its vacuous remarks and its many misreads. Overall, it **fails to adequately analyze** the novel, is **partial, unsupported, and oversimplified**. In addition, it relies on **plot summary**, however misguided.

In Ralph Ellison's novel "Invisible Man" the narrator has come the conclusion that he is "invisible". His actions are not viewed by society because he is insignificant. He is insignificant because he is just one person and because he is black. He comes to this realization because he is expelled from college and forced to start a new life.

While attending his all black college the narrator was happy. He viewed his life as moving in the right direction. This was until he took a rich white man on a tour of the surrounding area and showed him things the school administrators didn't want him to see. Dr. Bledsoe, the dean, then had him expelled. To show a little mercy Dr Bledsoe would send him to New York with letters to friends of his to try to get him work. If he made enough money he would be aloud to return.

At this point in the novel the narrator still believes he will be able to return to the college. This is until one executive actually shows him what the letters say. He has no chance of returning



K

3

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K₂

2

to the school and this is when his actual exile begins. He decides instead of just rolling over to get a job and start anew. This leads to a string of events that lands him in a high up position in a society called the "Brotherhood", and then to a hole in the ground where he lived at the end of the novel.

In the beginning of the exile it is viewed as shameful. He made a mistake and this was a punishment. He would have no way of returning to the thing he thought was most important in the world. He turns it though into his motivation to succeed.

Without the exile he would have never even heard of the "Brotherhood" let alone become a leader to all the African Americans in New York City at the time. It makes his life better.

The exile also helps him to realize the racism around him and his insignificance. The Brotherhood views him as only a pawn because of his skin color he will never be equal to them. He ends the novel in a self made exile away from the



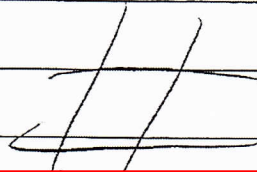
K3

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3

K3

world. He is viewed regularly as invisible so he decides to actually become invisible and exile himself to a shabby basement home away from the world that made him. His exile has come full circle.



Compare this essay to the Crusoe essay (Sample C) and we quickly see how it arrives at its score, as both essays are characterized by the same elements: it is plausible but essentially plot summary. It doesn't quite make it to insight, and the evidence and analysis is both vague and unspecific. The conclusion is also too general to be a comprehensive view of the theme of the novel.

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

#3

L1

In Heart of Darkness, by Joseph Conrad, a young Englishman, named ^{Marlow}~~Kurtz~~, travels to the Congo with the intention of becoming a steamboat captain, though along the way, he is drawn to the purpose of pursuing Kurtz, an infamous ivory trader; ~~Kurtz~~ Marlow achieves his goal of finding Kurtz, but his pursuit leads him into the heart of evil and results in the degradation of his morality. While in the Belgian Congo, Marlow becomes morally exiled from reality, isolated in a microcosm of distorted truth where only purpose is illuminated and where one becomes indifferent to the ramifications of one's actions. Far from England, ~~A~~ Marlow comes untethered from his moral compass ^{and the organized structure of England} home, ~~when he cut~~ ^{his} ~~in the heart of the Congo~~ ^{native} off from all remnants of rational human behavior as he travels further towards the center of the Congo. However, it is through this moral exile that Marlow



L2


3

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L2

comes face to face with the epitome of moral degradation, Kurtz, an encounter that opens his eyes to the truth of his own evil actions.

When Marlow decides to travel to the Congo, he makes the choice to leave behind the organized civilization of England; he ventures into the chaos of the primordial Congo, leaving cut off completely from his prior life, both geographically and morally. The structured life which Marlow led in England, rooted in consistency and comprised of acquaintances who were aware of the ramifications of their actions, is the exact antithesis to the life he ~~began~~^{came} to lead in the Congo. Surrounded by indolent Europeans waiting for ivory to fall in their laps, who meanwhile slaughtering Congolese mercilessly, Marlow begins to



L3

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

3

L3

lose track of the structured, rational foundation of his English lifestyle. Marlow soon comes to fixate on the purpose of finding Kurtz, which leads him further away from his morality, a morality that was intact in England, before he arrived in the Congo. As Marlow travels further upriver to the Inner Station, and to Kurtz, "~~attending to the mere incident~~ monotonously working on the steamboat - "attending to the mere incidents of the surface" - his morality, and thus reality - "fades"; "the inner truth is hidden." The closer Marlow gets to finding Kurtz, the deeper he is lost in a sea of indifference to the ^{truthfully} volatile and evil nature of his own behavior; he becomes callous towards the Congolese and exhibits no sympathy for the destruction of their lives and country, destruction to

→

4

3

& to see its wrongness, both L4
 an undeniably ~~indeb~~ important &
 Write in the box the number of the question you are answering
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which he actively contributed.

facet of
re-defining one's
own morality.

However, when Marlow finally reaches Kurtz, he comes face to face with a reflection of his own immoral behavior. Such an encounter serves as an enriching/eye-opening turning-point for Marlow, as he comes to see his own evil in the actions of another Kurtz, and is horrified by what he sees. When Kurtz proclaims on his deathbed, "The horror, the horror" - a confession to his own evil actions as a merciless ivory trader & slaughterer of Congolese natives - Marlow feels as if these words are also his own; the words represent recognition of his own immoral actions.

actions. In the Congo, Marlow is cut off from his native home of England - from the structured, civilized life in which he was raised, full of social regulations and defined parameters of socially acceptable behaviors & punishments, laws for those who acted outside such parameters. In the Congo, Marlow is not only exiled from his native home, but morally exiled, his sense of right & wrong obliterated and distorted by the primordial Congolese environment where "no judge existed" to regulate on one's behavior or lack of morality. However, it is Marlow's

behavior is wrong. In that way, Marlow's exile served to ~~teach~~ open his eyes to immorality.

#

Rarely do students pull off a Heart of Darkness essay, but this one does. It is insightful, organized, utilizes purposeful language and well-controlled syntax, and truly understands the complexity of Marlow.

M

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

QUESTION

3

M1

Exile

Exile can be a horrible but learning experience.

In "Oedipus Rex" by Sophocles, a man exiles himself as punishment but learns a larger meaning.

Oedipus learns ~~through exile the power of understanding~~ through exile the power of understanding.

In ~~the~~ the beginning, Oedipus establishes that he is untouchable because he believed he had broken the "wheel of fate" (1) and the prophecy of his death would come true. Oedipus does not realize the ~~people~~ ^{people} he called his parents were actually not and soon killed his own father which was a part of the prophecy. Oedipus ~~exiles himself~~ ^{exiles himself} by stabbing his eyes out. Oedipus would "rather be ~~blind~~ ^{blind}" and soon exiles himself by stabbing his eyes.

#

Lacks a definitive (or even basic) understanding of the great king's predicament, much less his exile, the alienation, or enrichment. Essentially a (terrible) plot summary that doesn't address the prompt.

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QUESTION 3.

01

IN FRANZ KAFKA'S VICTORIAN ERA NOVEL "METAMORPHOSIS", THE THEME OF EXILE CAN BE SEEN THROUGH GREGOR SAMSA'S ALIENATION FROM "HOME."

THE OPENING LINE OF THE NOVEL, IF FOLLOWING A PLOT-GRAPH IS ACTUALLY THE CLIMAX OF THE WHOLE STORY. "ONE MORNING AFTER DISTURBING DREAMS, GREGOR WOKE UP A MONSTROUS VERMIN." IN KICKING OFF THE NOVEL WITH THE EXPLOSION AT THE VERY BEGINNING, KAFKA SET UP AN INTERESTING TACK FOR HIMSELF - TO BASICALLY ASSIST THE READER IN FIGURING OUT "WHY?"

THROUGH READING THE ENTIRE TEXT, WE DISCOVER THAT GREGOR SAMSA WAS A TRAVELLING SALESMAN, MAKING EXCELLENT MONEY, KEEPING HIS FAMILY HOUSED IN A LARGE APARTMENT, THOUGH NEVER BEING ABLE TO ENJOY THE FRUITS OF HIS OWN LABOUR. CONSTANTLY ON THE ROAD, WORKING FOR AN EXTREMELY INSENSITIVE, UNINVOLVED, MONEY-HUNGRY BOSS, SAMSA'S FEELINGS OF ALIENATION FROM HIS HOME, HIS FAMILY, AND THE LIFESTYLE HE IS MAINTAINING FOR THEM, WAS EARLY ESTABLISHED. IT BECOMES EVIDENT THAT SAMSA WAS FEELING THE FULL WEIGHT OF HIS CURRENT STATE OF ALIENATION, AND DECIDED TO MAKE A CHANGE, RATHER, FORCE A CHANGE. WHAT BETTER WAY TO FORCE CHANGE THAN TO TURN YOURSELF INTO A GIANT BUG?

True...

THROUGH THIS CHANGE IT IS EVIDENT THAT THIS WAS SAMSA'S BEST ATTEMPT TO a) TRY AND RE-ESTABLISH HIS OWN LIFE



02

QUESTION 3.

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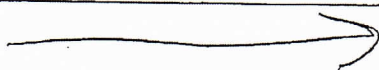
02

5 b) ALLOW HIS FAMILY TO EMBRACE HIM FOR WHAT HE HAS DONE FOR THEM.

THE DOWN FALL OF HIS POTENTIALLY PURPOSEFUL TRANSFORMATION IS THAT NOT ONLY WAS HIS FAMILY UNRECEPTIVE OF HIM (WITH THE EXCEPTION OF HIS SISTER FOR A SHORT WHILE AT THE BEGINNING OF THE NOVEL) BUT HE FURTHER ALIENATED HIMSELF FROM EVEN THE CONTACT OF STRANGERS ON THE OUTSIDE.

"HOME," IN A SENSE BECAME SAMSA'S PRISON. HIS FATHER, WHOM HE THOUGHT TO BE LAZY, WOULD ATTACK HIM REGULARLY, EVEN AT ONE POINT LODGING AN APPLE INTO HIS INFANT-SON'S BACK. HIS MOTHER, THOUGH STILL LOVING & PROTECTIVE, COULD NOT BARE THE SIGHT OF HIM, AND HIS SISTER WHO EVENTUALLY SAW HER BROTHER AS A BURDEN RATHER THAN A BLESSING. HE WAS LOCKED INTO HIS ROOM WITH NOTHING BUT A WINDOW, AND STEADILY PILING "JUNK" FROM THE REST OF THE APARTMENT, ACCUMULATING WITHIN HIS ALREADY CONFINED SPACE.

THROUGH HIS EXILE, SAMSA WAS ABLE TO REFLECT ON HIS OWN LIFE, ON HIS FAMILY AND ON HIS DECISION, ESSENTIALLY BECOMING EXACTLY WHAT HIS SISTER THOUGHT HE WAS - A BURDEN. IN HIS PERSONAL REFLECTIONS ON HIS LIFE AND FAMILY WE SEE A SWITCH IN HIS OUTLOOK. AT FIRST HIS 'METAMORPHOSIS' IS A SELFISH ACT, ALLOWING CHANGE ONLY FOR HIMSELF, AND FORCING STRESS ONTO



03

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

QUESTION 3.

03

HIS FAMILY. ~~STRENGTH HIS~~ AS THE STORY PROGRESSES WE SEE SAMBA BEGIN TO WORRY ABOUT HIS FAMILY, AND NOT EVEN HIS OWN WELL BEING ANY LONGER. HE HAS CAUSED THE FAMILY TO TAKE ON BOARDS TO PAY THE RENT, WHICH HAS PUT A VISIBLE, ADDITIONAL STRESS ONTO THE FAMILY.

THROUGH TO THE END OF THE NOVEL, GREGOR SAMBA SURRENDERS TO HIS ISOLATION AND DIES. "IT GREW LIGHT" AS GREGOR SAMBA WAS PASSING IN THE EARLY MORNING, NOT JUST IN THE SENSE THAT THE SUN WAS COMING UP, BUT IN HIS DEATH HE WAS ABLE, NOT ONLY TO SET HIMSELF FREE, BUT TO SET HIS FAMILY FREE - TO ALLOW THEM THEIR OWN REBIRTH.

THROUGH SAMBA'S EXILE FROM HIS HOME AND HIS FAMILY, EVEN WHILE LIVING UNDER THE SAME ROOF, HE WAS ABLE TO EVOLVE FROM A STATE OF SELFISH CHANGE TO A STATE OF UNSELFISH CHANGE, ENRICHING HIS OWN LIFE (OR PERHAPS AFTERLIFE) ALONG WITH HIS FAMILY'S.

Love the voice, as it serves to break up my Reading day. This essay is organized, provides examples and detail relevant to analysis, brings an understanding of the complexity and Gregor's dilemma presented by Kafka. However, the language is not sophisticated enough to raise it a point, and the meaning at the end is implicit rather than clearly stated.

P
1

Write in the box the number of the question you are answering
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#3

P1

In Shakespeare's "The Tempest," Prospero spends the play trying to avenge himself on the men who exiled him from Milan, his home and dukedom.

He relates to his daughter, Miranda in the first act his ~~usurping~~ ^{usurping} brother's theft of his dukedom and their exile (she was three at the time, and has forgotten everything before they arrived on the island). He seems more upset about ~~his brother's~~ ^{his brother's} deed than about the exile itself, but there were alienating elements to the island: he has had to deal with a "hag-born whelp," Caliban, who he has enslaved. Caliban does everything ^{claiming the island was his,} grudgingly, and wouldn't do anything if he wasn't afraid of Prospero's magic. And now that Miranda is a young woman, and apparently gorgeous, he tried to rape her. Prospero does however have pretty firm control over him, albeit through threats of torture. Prospero ~~wants to be~~ ^{wants to be} back in his rightful place as Duke of Milan for 12 years, with no way for it to happen until the very men who ousted him sail by and he wrecks their ship.

However, the magic he could only study in Milan works marvelously on this island. It was interesting theory there (and will be when he goes back, as he gives up his staff and cloak in the epilogue), but here he can harness a storm, control sprites to do his bidding, send hedgehogs to poke Caliban into submission. He has all the privileges he and his child could need there. It has not been a particularly bad exile, comparatively. He will have to actually live in the world of politics when they get back, and no longer in his library, to prove



P
2

#3

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P2

that he is the deserving brother.

But the driving force of the piece is revenge for exiling him. Everything he loves is here on the island, but it can't make up for treachery and usurpation. He will have his dukedom back, giving up his magic, his daughter (to marriage) and the freedom from politics, ~~and~~ ^{pleasure} and greed to go back home.

#

Again, compare this essay to Sample C Crusoe essay, and the defining characteristics of a solid 5 are clear: plausible, short on meaning and evidence, and very thinly developed.

5,

3

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51

In The Bear, by William Faulkner, Isaac McCaslin, the protagonist, becomes cut off from home when he renounces his inheritance to his family's plantation. Although this choice disconnects Isaac from his family, it is enriching because it allows him to truly discover his views of the wrong that comes from ownership of land and the importance of wilderness. The discovery Isaac makes when he renounces the plantation proves to be the central theme of the novel.

In The Bear, Isaac gives up the inheritance of the McCaslin plantation, choosing to give it to his cousin McCaslin Edmonds. The McCaslin plantation has been in the family for generations, and Isaac is the closest male heir. By renouncing the plantation, Isaac is virtually severing the ties to his family. In addition, his cousin McCaslin raised Isaac and was a strong father figure to him. Isaac's choice to leave the plantation means he is alienating himself from the closest thing to a father he had. The plantation and the people on it represent everything the McCaslin family has been. It becomes a symbol of the past generations, an extremely important part of Isaac. Despite all the plantation means,



though, Isaac does not want to inherit it, therefore cutting himself off from the place he called home for 21 years. McClain Edmonds argues that Isaac cannot possibly give it up, describing again and again all that the plantation represents. McClain's attempts to convince Isaac emphasize that leaving would mean cutting the ties to his family. Isaac's choice to leave shows how renouncing the plantation ~~separates~~ ^{alternates} him from the McClain family.

Although Isaac ~~him~~ separates himself from his family when he leaves his home, ~~the~~ the choice proves to be a ^{very} ~~rich~~ enriching decision. As Isaac begins to decide whether he wants to accept the plantation, he discovers new views. He finds that his grandfather, ~~the~~ Carothers McClain, did terrible things on the plantation, including having a slave as a lover, and then taking the ~~the~~ ~~half-black~~ half-black child he conceived with her as his new lover, and never admitting to any of it. Through this and other discoveries, Isaac deduces that the human ownership of land is wrong, and that it is the cause of most of the terrible occurrences in the world, including slavery and the destruction of the South. ~~■~~ When he relinquishes his inheritance to the plantation, he enriches his views. His choice to leave home did not



S
3

3

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S
3

came from a moment of rashness—it came from the discovery that humans were never meant to own land. Isaac realizes that, although he is technically meant to inherit the land, he has no right to it because no man has the right to own any piece of land. Isaac discovers that wilderness is the most important thing, and that ownership of land will ruin wilderness. Isaac's decision to cut himself off from "home" turns out to be more enriching than alienating, as he develops his true views on the world and finds that ^{the} wilderness is more of a home than the plantation that he has been living on.

The ^{enriching} experience that Isaac has when he leaves ~~the~~ his home illuminates the central meaning of Faulkner's The Bear. Throughout the novel, Faulkner shows the beauty and power of wilderness and the destructive tendencies of humans, and the point at which Isaac relinquishes his plantation brings ~~it~~ all these ideas together. Old Ben, a seemingly immortal bear, represents the wilderness in all its power, and the men hunting him represent the humans trying to take over wilderness out of their own greed. Although



54

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3

54

Old Ben, ~~the~~ the bear, manages to escape the hunters time and time again, the hunters eventually manage to bring him down. The bear's seeming immortality shows the power and indestructibility of wilderness, but his final death shows that even the strongest parts of wilderness can eventually be brought down by humans. When Isaac goes back to the wilderness where the hunters hunted Old Ben, ~~at~~ after he relinquishes the plantation, he finds that much of it has been taken over by loggers, with a train running right by it. This illustrates how the ownership of land by humans will slowly take over the beauty and power of wilderness. Faulkner's ~~the~~ central theme in The Bear is the destructive nature of people and the importance of wilderness, and this central argument becomes clear when Isaac leaves home.

In The Bear, Isaac's renouncement of his plantation, his home, is both alienating and enriching. The things he discovers prove to be the centerpiece of Faulkner's novel.

This essay, organized by paragraph into exile, alienation, enrichment, and theme, dutifully answers the prompt in a fairly insightful essay, despite its moments of repetition and doggedness. Overall, it is a persuasive analysis of a difficult work that uses specific and apt examples to prove its point.

W1

3

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W1

Exile can mean ~~many~~ ^{or a home} things; for some it is a loss of family, ~~all~~ and for ~~some~~ ^{others} it is an inability to find a place to settle and to establish one's self. This inability ~~often~~ ^{longing} causes frustration, a fierce ~~desire~~; and even resignation, but can cause a person to grow into the man he ^{earlier} ~~was~~ ~~at that~~ just short of becoming.

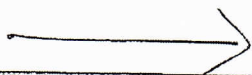
The novel, ~~Of~~ Of Mice and Men, by John Steinbeck, delves into the idea of exile and how it can shape a person and his relationships ^{with} ~~to~~ others. The character of George ~~is able to develop~~ ^{grows} through his nomadic lifestyle with the ~~big and~~ ^{kind but} unruly Lennie, who's presence has forced the two to flee from town to town, unable to settle in any one place. While the novel focuses on an overwhelming desire to attain solace in a ~~place~~ ^{home} of one's own, it also demonstrates how the life of a traveller can be just as enriching, due to relationships forged along the way.

Throughout the novel, George creates an idealized image of the home he and Lennie will one day share, in an attempt to quell both men's doubts at their ability to ever find an origin point. George's constant retelling of the picturesque life ~~to~~ he and Lennie will one day lead, living on the ~~"Fatta the lan"~~ ^{"Fatta the lan"}, ~~not only~~ ^{Lennie, but} ~~helps~~ ^{pressures} for George to see hope in establishing a steady ~~and~~ peaceful life, ~~along with~~. This repetition of



the same hopeful image throughout the novel is reflected in almost every other characters too, such as old Candy, who wishes to partake in the dream, showing that George's plans demonstrate a desire found in most men, to have land of their own. This hope lacks realism, as George becomes aware, because Lennie's thoughtless violence prevents any sort of stability in their lives; and yet George clings to the idea, to the very last, because his inability to ~~be~~ lay down roots often creates resentment within him. His feelings of exile throughout the book ~~drive~~ make him frustrated with Lennie and cause him to deal with his frustrations by visiting whorehouses and the like, the money spent furthering him from his dream - thus trapping him in a cycle in which ~~from~~ his inability to find a home makes him take action that will further him from that dream.

Despite this frustration and inability however, through George's state of perpetual exile, he is able to form a loving bond ~~to~~ ^{with} Lennie as ~~he~~ they live in exile together. George at first resents Lennie and his blunders and violent mistakes, but through their time spent together ~~and~~ travelling, is able to see his bond to the other man, and the luck he has not to be alone. In the novel, George is



often surrounded by others in a state of exile, as they take temporary jobs, with no land to their names — this similarity causes George to become aware of the difference between himself and the others & that he is not alone. Despite acting often as more of a caretaker than a friend to Lennie, he comes to acknowledge that their nomadic habits ~~have~~ ~~become~~ are becoming a comfortable way of life, and that perhaps their dream need not be attained. But, when George is forced to shoot Lennie, while recounting to Lennie the spectacular life they will lead together, George is freed from his responsibility to Lennie and thus left completely groundless. And he discovers that the dream of owning land becomes meaningless with Lennie's death, showing that it was, in a large part, the fact that the dream of having a home was shared with another being that made it worthwhile.

So, the ~~name~~ Steinbeck is able to develop ~~to~~ George's character and attitudes through his lifestyle of exile, in which he remains without any connections but that to Lennie, ~~causing~~ George to discover, ~~thru~~ This causes George to discover, ~~thru~~ through his exiled and



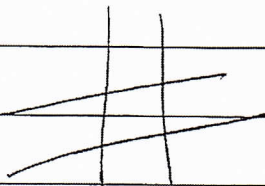
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W4

3

W

nomadic state, that exile is not so bad if it
is shared with another, and that dreams of a
home lose meaning when one is alone.



This student is clearly an able writer, thoughtful, and occasionally insightful. Relying mainly on plot summary as its springboard for analysis, the student nonetheless addresses all parts of the prompt in a reasonably developed essay. Overall, CB states it simply doesn't "soar enough" for an 8/9 essay.

In the novel The Heart of Darkness, the reader is introduced to a character, ^{Kurtz} who was not exactly exiled from the home land but chose, almost called, to stay in a "foreign" land. Kurtz was called to stay in Africa, away from England, where he had once "belonged." ~~At~~ In the wild Africa, he became a changed person who no longer needed the old civilized life, and his change makes the reader realize that the "heart of darkness" is not Africa, like the civilized world thinks, the "heart of darkness" is ~~in every~~ in the heart of every human being.

Kurtz, who was once a man of high social standing and was the epitome of English civilization turned into a wild beast ~~in~~ in the jungles of Africa. ~~His~~ Kurtz's experience ~~of~~ of change was due to the calling of the darkness in his heart which was only revealed as he went into the wild. Society ~~in~~ in England thought Africa to be the danger and not the true heart of a human. The danger was the darkness in the heart and Kurtz was sure that the darkness was the true human heart. He was the one



X2

3

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X2

Who chose to stay true to his heart, he believed Africa only made him realize the truth of human beings, the English society was the one at wrong. ~~the~~ Civilization was trying to go against the true nature of humans. The real darkness might even be English society, which throughout the book is described with people who have no names and just want fame and money.

By the end of the novel, the reader realizes that Kurtz who does have a name unlike most of the other characters, was ~~the~~ because he had a will that was free from the ties of the homeland and realized the "truth" which he could not have seen without being away from England.

This essay barely scores a 4 as it contains a misread and conflates Marlow and Kurtz. However, the control of language and syntax keeps it from a 3. Overall, this essay fails to offer an adequate analysis of exile, alienation, enrichment, or theme.

The novel that I'm writing about is Frankenstein written by Mary Shelley. As we all know in Frankenstein there is a major case of exile dealing with a creature brought back to life by his master (creator) Victor Frankenstein. Victor become fearful of the creature he has made so he flees leaving the creature behind to defend for himself in a cruel and nasty world. The creature faces a different kind of exile he faces neglect and abandonment which ~~in the end~~ in the end causes people to lose their lives. In the creature's case this exile is not as enriching as it is ~~in the end~~ alienating. The creature is forced to ~~to~~ live in the woods and must find his resources there as well. He has no one he can talk or turn to because of his deformed face and his overall appearance. He has to learn to speak, talk and read on his own because he has no one around to show him how. This kind of exile results to violence which causes problems for Victor and his family. In one chapter of the book the monster comes across Victor's brother William.



question 3

42

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42

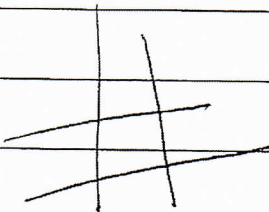
who is playing alone all the creature wants at this point is for someone just to talk to him and maybe be his friend so he won't be lonely but instead William reacts to the creature in pure fear and disgust forcing the monster to kill him. This exile of the monster prompts a battle between Victor and the creature throughout the story. A life long struggle some might say between a creator and his creation. This experience for the creature was an eye opener for because he was forced to see that not everybody in the world is kind and nice there are some people out there who are very mean and nasty. This whole situation was an eye opener for Victor as well because he finally saw that it doesn't always turn out the way you want it to (dangerous knowledge is a powerful thing I put it in to creation could spell out disaster). So as you can see exile has many different ways of affecting people's lives whether there



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Y3 question 3 Y3

human or not.



Compared to the previous essay, we can see how grammar and diction will lower a score. This essay also (as the previous essay) fails to adequately analyze the novel being used, but the pervasive errors ultimately keep it from a 4.

In The Farming of Bones by Edwidge Danticat, the main character, Amabelle, is separated from both her parents and her lover, Sebastien, due to the Haitian massacre.

Amabelle's parents drowned in the river during the Haitian massacre, leaving her as an orphan at eight years old. This situation alienated her because she was cut off from her heritage and from her identity. Also, during the massacre, Amabelle is separated from Sebastien. Her loss of her lover made it difficult for her. Amabelle was protected by Sebastien. Therefore, losing him also meant losing the protection she needed. ~~However, these~~ However, these alienations gave Amabelle the motivation to keep going.

The motivation eventually led Amabelle on a journey of self-discovery, which would be an enriching experience. Once she was separated from Sebastien, ^{Amabelle} ~~she~~ set out with fellow survivors to search for him. The main purpose was to find Sebastien, not ~~to~~ necessarily to find her heritage and identity. Her journey was long and filled with many deaths, but it gave her the enriching experience that being cut off from "home" can give a person.

One of the major themes in the novel is exile and remembering the past. Amabelle's journey to be reunited



22

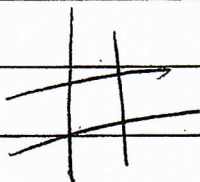
Question 3

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22

with Sebastian also allows her to have the opportunity of a self-revelation. The discovery of her heritage and realization of her identity is the enriching experience of being exiled. Though Amabelle faced many obstacles, including surviving treacherous conditions and observing the death of friends, she is able to overcome the sadness and realize the optimistic side of the situation.

Amabelle's experience with exile from her family and loved ones gave her an opportunity. She was offered the chance to overcome the alienation of a terrible experience and continue on to an enriching and life-changing journey. Edward Said has an amazing understanding and theory of exile. His statement is proved credible by the events and experiences that Amabelle endures in the novel.



Also another 4, you can see how language and grammar can speak volumes. This essay plods through the prompt providing some discussion of exile, alienation, enrichment, and theme, although partial and oversimplified, relying mainly on plot summary. In the end, it fails to adequately analyze the novel as a whole.

To be cut off from home, a place that one holds dear to his heart and that carries special significance to him, must be one of the most painful and agonizing experience. To be cut off from ~~oneself~~ ^{oneself} dislocated and exiled from the person you thought you were, must be infinitely times more painful. To lose your main base and structural system renders you basically unfit to continue living. Fyodor Dostoevsky, in his brilliant novel Crime and Punishment, places the protagonist, Raskolnikov, in this position, removed from his inner self and abandoned, left struggling ~~and~~ to find his true self.

Raskolnikov, for reasons that are and remain unclear to myself and others, carries out successfully a murder. ~~Afterwards~~ ^{Striving} for some Herulean or otherworldly power, he becomes victim of his own self-exile. The long-term psychological effects are extremely detrimental for Rodya who cuts himself off from the world around him and sinks into a deep and harmful depression and identity-crisis. If you haven't read the book, I highly recommend it. Dostoevsky carries out an extremely apt and encompassing study of the human mind. The philosophical symposiums among characters are truly inspiring. Though the message may seem religious at the end, it is quite interesting to view the mind of such an intelligent person with the narrowing aspect of religion thrown in. You'll see yourself in the heart of the slums of St. Petersburg with his appropriately descriptive prose. He is truly a genius. Thank you.

##

In Stoppard's Rosencrantz and Guildenstern Are Dead, the two eponymous character's find themselves exiled from any sense of a 'home'. In this play, the two characters, Ros and Guil have no memory until their appearance on stage. They have no information unless they are explicitly told. ~~They~~ Their experience is one of fate and of two men who have no idea who they are.

For instance, ~~the~~ when the two characters ~~don't~~ explicitly don't know where home is. Ros and Guil devised a plan in which they hoped to discover what is going on with Hamlet. This plan, commonly referred to as the questions game, proves to actually discover more about them. In the game, one asks the other where it is their home. Neither knows. This is a common theme in the play, where neither of the characters know where they came from, who they are,



and what has happened previously.
They have no home or identity.
They are alienated from everything
that is going on, however, they end
up exactly where they are
supposed to end up—dead.

~~They~~
Due to their lack of a sense of "home,"
Ros and Guildenstern ignorantly play the parts
they are supposed to play. Even when
introducing themselves they confuse
each other. That is the whole point of
their characters. They are merely there
to play an insignificant part in
Shakespeare's Hamlet. Their home does
not exist. They only exist from the point
they are mentioned in Hamlet until they
disappear, when they are sent to their
deaths.

So, admit it--you laughed when you read "they end up exactly where they are
supposed to end up--dead." Unfortunately, this moment of levity doesn't make up for
the lack of analysis in the essay. While the student identifies exile and alienation,
very little is offered beyond this recognition. In short, this essay fails to offer an
adequate analysis, does not identify an enrichment, contains very little depth of
meaning, contains many language and syntactical errors, and seriously lacks
substance. But we do appreciate the chuckle.

In Joseph Conrad's "Heart of Darkness" Marlow's story of separation from Europe as he travels to the Congo alienates him from civilization and the British "common law" but also enriches his understanding of colonialism by realizing the romantic view of it in Europe compared to the reality of it in Africa. His experience and travels illuminate the hypocrisy and waste of ~~the~~ imperialism and ~~that this message has not reached the shores of Europe.~~ that this message has not reached the shores of Europe.

Though Kurtz seems the obvious exile in "Heart of Darkness", Marlow seems to gain a greater level of understanding from his own "exile" to the Congo as he sees not only the waste and irony in colonialism but also that the "Heart of Darkness" is not in Africa but in Europe. As he first sails to the Congo he sees a French battleship firing into the jungle. This image not only conveys the hypocrisy of colonialism but also the mindlessness and waste. The European nations have, according to themselves, come to Africa to "civilize" and make the native Africans more European. But shooting and trying



3

JJ2

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JJ2

to kill them is certainly not what they are claiming to be there for. In addition, the battleship fires indiscriminately into the jungle without a specific target or even knowing if people are shooting at them. This mindlessness and waste reflect and symbolize the view Marlow comes to understand of imperialism as a whole. Throughout the book Marlow sees the native Africans treated terribly and abused by the colonists, and yet the colonists refer to the natives as the savages who need to be civilized. It is this understanding of colonialism that Marlow gains from his experience as opposed to his original view of it as a dignified and honorable thing to do.

But Marlow's journey also gives him the feeling ~~of~~ of alienation and remoteness from everything he knows and allows him to relate to Kurtz. As he travels up the Congo River into the "Heart of Darkness," he gradually loses more and more connection to Europe. ^{trading} Stations and European goods become less and less frequent as he literally and metaphorically



loses his connection to Europe. By the time he reaches Kurtz, ~~the~~ it is as if he is in a different world which visually and culturally has no resemblance to the one he knows. But when he finally meets and comes to understand Kurtz, he realizes his greatest alienation from his home which is the lack of civilization, the thing he apparently came to do. Without any laws or society to hold up a code of ethics or boundaries, everything is relative. Kurtz's ~~starkly~~ cruelty and prejudice to the natives is ~~not~~ egregious when compared to the laws of Europe but when compared to the force of the natives on him, doesn't seem morally or ethically wrong. It is the lack of literal boundaries in Africa or "The Heart of Darkness" but also of metaphorical boundaries that alienates Marlow and the Congo so much from Europe.

Marlow's title is only the story within the story of "Heart of Darkness" and the reader only hears it as ~~Marlow~~ Marlow tells it to a young ~~at~~ sailor with a romanticized



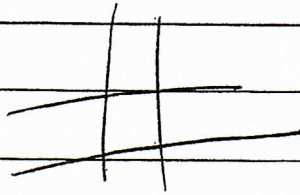
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JJ4

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JJ4

view of colonialism. It is through Marlow's journey and exile to the Congo that ~~Conrad~~ Conrad warns the reader of the dangers and manipulation of colonialism and tries to prevent it in the future.



In spite of the occasional lapses in sentence construction, this student provides a thoughtful, insightful analysis of a difficult text. This essay skillfully negotiates all parts of the prompt, and while it is not as strong an essay as Sample E, it nonetheless provides a persuasive analysis, uses apt and specific references, and explores Kurtz' alienation not only from England but from his own ideologies, as well.

Alex's jail time is composed of horrid, cruel torture that portrays the corruption of the government and questions whether human nature can be changed or cured in *"A Clockwork Orange"*.

As a "nadsat", or teen, Alex's ^{naughty} actions get him thrown in jail and he finds himself under government control. Labeled as "evil", he ~~becomes a man~~ is forced to participate in an experiment, ~~manipulated~~ involving injections and cruel, harsh videotapes, in an attempt to ^{be} "cured". Alex's exile strips him of his rights and he is manipulated and abused; he becomes a ~~test~~ ^{toy} for the government as the doctors try to ~~cure~~ cure human nature. He is alienating from his friends ~~and~~ in jail but furthermore, he must adhere to the doctor's order, even if they violate the ethic codes. ~~Burgess~~ Burgess uses this cruel ~~exile~~ exile to illuminate the corruption of the government and their ^{scientific} ~~ambitions~~ ambitions to ~~change~~ ^{cure} things that are not meant to be cured. Through the experiment forced on Alex, the government's manipulative



nature is shown, as they take advantage of a minor and deny him ~~his~~ rights. Burgess condemns the government for forcing cruel and unusual punishment on a criminal, by means of finding a cure that will save them money and empty their prisons.

While the ^{government} cure does not work ~~is~~ permanently, its mental effects influence Alex after his release. When the government believes him to be cured, they release him to the streets where he becomes the center of media attention. Not soon after, ~~the~~ however, Alex ~~and~~ is admitted to the hospital and loses blood upon seeing a robin's eggs, he remarks that "he would like nothing more than to smash the ^{little} blue eggs," proving that ~~human~~ the experiment failed and human nature cannot be changed. However, after his exile, Alex is nonetheless less violent than before and as he



matures, he has a revelation. In the controversial ~~21~~ twenty-first chapter, Alex ~~will~~ realizes that his actions are harmful and immature, ~~and realizes this sort of mistake~~ showing that humans are not innately good nor evil, and can ~~be~~ change.

Burgess uses ~~his existing experience~~ ^{Alex's} exile as a catalyst to this revelation, ~~which~~ ^{to} convey the idea that humans ~~are not innately good nor evil and cannot be cured.~~ ^{therefore,} are not innately good nor evil and cannot be cured.

Through Alex's exile, he shows the harmful effects that cruel punishment can ~~have on~~ ^{have on} a person, and asserts that human nature must be changed on its own terms.

While more harmful than beneficial, Alex's exile was the catalyst for his change and through it, ~~Burgess~~ ~~through it~~ Burgess illuminates the corruption of the government and questions ~~the~~ ~~whether~~ whether humans are innately good or evil.

A solid essay that provides a serviceable analysis of the novel. The student addresses all parts of the prompt using specific text references, and although she seems to miss out on some excellent opportunities for insight, she still concludes the essay with a thoughtful statement of theme. Not particularly stunning in language, the student still provides a competent, sustained reading of the text.

At the start of "The Odyssey" we learn that the man named Odysseus has been separated a very long way from his homeland after the conclusion of the Trojan War. Throughout his journey Odysseus mourns being forced apart from his wife, fearing that the suitors of the village will think him dead and begin to pursue her, regardless of what she wants.

Odysseus must overcome a great number of obstacles throughout his trek across the wilderness, such as battling the ~~cyclops~~ cyclops and coming into contact with the sirens. But all of this makes him much ~~stronger~~ stronger than when he began, both physically and mentally. He was able to gain a massive amount of life experience during the pilgrimage that could potentially help him in his daily life and during his time spent ~~as~~ as a Greek soldier.

Even though the journey ended in a positive manner and had a good outcome on his life, to Odysseus, the whole journey must have ~~felt~~ felt almost impossible. As previously stated, Odysseus was required to overcome many obstacles and destroy a vast number of beasts and enemies before he was successful in making it home. He must have felt incredibly alone during the entire experience, longing for his family and the familiarity of his homeland compared to the cold of the wilderness he was trapped in.



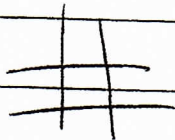
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PP2

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PP2

Each time one of his tools is finished another one is almost immediately thrown in his path. Overall, Odysseus had an incredibly difficult journey but ~~gained~~ gained a lot that he could use later in life.



This essay is marked by brevity and its failure to adequately analyze the prompt at hand. The only specificity in an essay otherwise characterized by very weak summary and some misreading is the moment of discussion about the Cyclops and the Sirens.

People often move in and out of society's public watch. In many cases that person reaches some understanding about themselves or society as a whole. In Anna Karenina, Tolstoy uses Levin's isolation in the countryside to contrast with the hectic city, emphasizing the commentary on 19th century Russia.

Levin's isolation is a personal choice to escape the falacy of society, alienating him from the other characters. Overall Levin's time away from society is very beneficial; however, he ~~does~~ is forced to leave Kitty behind. Levin's separation from the hectic city life gives him the valuable opportunity to look at his life from a clear state of mind. Isolated from all his friends Levin must be self-sufficient and self-motivating. Tolstoy effectively contrasts the life in the city to Levin's life in the countryside primarily by depicting Levin's obligation to work in the fields. Such a contrast supports Tolstoy's meaning of the novel which is to comment on the false exteriors of 19th century Russian society.



3

RR2

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RR2

~~Levin~~ Getting away from society is also an enriching experience for Levin. By having to work in the fields Levin is able to relax; ~~for~~ ^{his} manual labor is therapeutic for him. This opportunity to relax reveals to him major flaws regarding the mentality around farming. Levin soon becomes very passionate about reforming ~~farm~~ farming methods. Set just before the Communist Revolution, Tolstoy's message is very in tune with popular belief. The now motivated Levin sets out on a new mission to write a book, giving his life a new purpose, thereby helping him attain the goal of self actualization. While Levin is motivated, the other characters remain in their dismal lives of false exteriors. This contrast reveals Tolstoy's ~~message~~ support and respect for honest hard work.

Levin's isolation has two effects, that of contrasting him ~~from~~ ^{with} society and that of supporting Tolstoy's personal beliefs. In Levin's case the positive effects of isolation most definitely outweigh the negative effects.

Another essay that offers a solid analysis, although not particularly insightful in some areas. The student provides a response to all aspects of the prompt, however limited in depth, and uses specific references to carry her point to a concluding point about the superficiality of society life and the benefits of hard work. We can't disagree. Much.

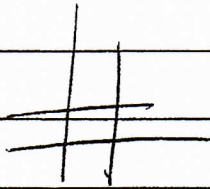
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VV1

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VV1

As Edward Said has written, "Exile can be essential sadness or potent and enriching." A novel that fits this similar description is The Odyssey.



This essay earns a 0 because it merely makes a passing reference to the task. Had this student written one more sentence identifying a character from *The Odyssey* who experiences exile, alienation, and enrichment, she would have earned a 1.

The ego, ^{when} removed from its native environment, is most apt to learn and develop. Outside of the familiar scheme of things, ~~the~~ individuals are forced to confront different aspects of reality which they are not ~~not~~ conditioned to, leading to growth and learning. In Shakespeare's King Lear, the main characters of the play's twin plots undergo such an experience, a rejection from the world ~~that~~ they know. This experience of exile changes the characters ~~in~~ in similar ways; their exiles revolve around ~~the~~ suffering, which instills within them empathy and positive traits. King Lear and Gloucester's exiles from the palace enrich them ~~and~~ spiritually and bring out positive traits of compassion and the will to do good to the world; their transforming experience serves as the centerpiece of the play's theme of "how experience with suffering begets growth and learning."

Lear and Gloucester's exile ~~represents~~ transforms the two characters spiritually. Though their exiles represent the foulest of expulsions (full of self-loathing in Lear, and physical pain in Gloucester), they ultimately



are elevated by their experiences. ~~fast~~
Gloucester, ~~into previously~~
previously lighthearted in scenes such as joking about his son's "making," is transformed into a suffering wretch. However, the role he assumes reveals his growth; ~~his blindness~~ in his blindness, he represents the archetypal stereotype of the blind oracle, the character of folklone whose blindness implies spiritual knowledge and clairvoyance. Lear's exile produces a similar effect, though his exile is mostly self-imposed; previously a selfish, irrational, ~~and~~ complaining old man his experiences of suffering during his exile transform him into another archetype associated with spirituality. After Lear's confrontation with pain during the tempest, and on the heath, he slips into an eccentric state which matches that of the "illuminated lunatic," the ~~and~~ cryptic Zen master who utters words of wisdom amongst the rabble. Gloucester and Lear's ascent spiritually is marked also in their fates; after experiencing pain; and growing internal from it, they ~~and~~ die deaths which almost imply transcendence, like martyrs or reaching

emb

~~their~~ ~~invoking~~. Their parting from the physical world represents their spiritual ascent from the human world, all provoked by their experiences of exile.

The two primary characters' spiritual growth is not the only thing brought about by their exiles; through Lear and Gloucester's suffering, Shakespeare demonstrates how experience begets learning and empathy and goodwill. Both ~~Lear~~ Lear and Gloucester undergo suffering in their exiles, and witness the suffering of others; and, consequently, both Lear and Gloucester develop deep feelings of empathy which reflect their dedication to helping others, traits which they previously did not possess. The ~~theme~~ ~~is~~ theme is ~~supported~~ supported by the fact that the ~~event~~ event which brings Lear out of his selfish ravings of the tempest is, indeed; the sight of the poor fool in the cold. ~~Lear's~~ Lear's first actions after losing his self-importance are actions of empathy; he beckons the others to seek shelter in the heath. The pattern continues to manifest in Lear's ~~actions~~ actions; upon ~~the~~



experiencing the poverty of those who inhabit the shack, Lear cries out about how he so regrets never having ended poverty during his reign as king, a conclusive example of his acquiring unselfish and compassionate attitudes and a will to help others. Shakespeare demonstrates identical principles through the parallel plot structure of Gloucester's suffering; his own pain,^{and} the idea of the pain of Lear and the other characters results in Gloucester's calls for justice and equality. Gloucester wishes that the rich ~~be~~ be made to suffer so they will therefore empathize with the poor and share their wealth; his experiences in exile ~~form~~ form the theme of suffering-begetting-empathy of the play. The two exiled nobleman continue to act as prophets of social justice and equality, inspired by their pain; Lear, on the beach, criticize the corruption of the justice system as well as the corrupt ~~system~~ system of wealth buying justice. Gloucester, also exhibits these traits in his calls for equality, as well as other traits which demonstrate his growth like the apology he gives Edgar before attempting suicide. Through Gloucester's ad

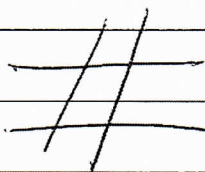
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5555

3

lear's transformations, and their subsequent actions, Shakespeare confirms that suffering and first-hand experience beget spiritual growth. The fact that both of these characters undergo exile, and that both parallel plots result in similar conclusions of transformation and death, strengthens these themes.



I cannot think of anything else you could want in an essay. In fact, I took notes from this student's essay since I was taking a graduate Shakespearean drama course at the time. This student clearly understood the play, is able to provide insightful, persuasive analysis *in 40 minutes*, and, although there are lapses in language and sentence construction, one understands this is a limitation of rough draft writing under timed conditions rather than the limitation of a student who has little control over the elements of composition.

Beautiful writing, beautiful analysis, beautiful mind.