

Week 28

AP English Literature and Composition

Homework bundle for this week

本周作业合集

exercises.lol

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AP English Literature and Composition

Name: _____ Score: _____

1. Minor characters often remain unchanged because...
 - ☐ they are badly written
 - ☐ the narrative does not focus on them
 - ☐ they are unimportant
 - ☐ they appear only once
2. The CED locates this evidence in a character's response to...
 - ☐ the opening
 - ☐ the resolution of the narrative
 - ☐ the setting
 - ☐ the narrator
3. A significant event is significant partly because it...
 - ☐ is dramatic
 - ☐ makes an abstract conflict concrete and visible
 - ☐ occurs late
 - ☐ involves the protagonist
4. Catharsis is best described as...
 - ☐ a feeling the reader has
 - ☐ the moment the built tension is released
 - ☐ the last page
 - ☐ the climax of the plot
5. Contrasting perspectives within one text are...
 - ☐ a contradiction to resolve
 - ☐ a source of complexity
 - ☐ an editing error
 - ☐ always a sign of two narrators
6. Select **all** the unchanged rules about evidence.
 - ☐ it serves one of six purposes
 - ☐ it is effective only with commentary

- ☐ it is sufficient through quantity and quality
- ☐ it must be at least three lines long

Tick every correct option.

7. Select **all** the functions the CED gives minor characters.

- ☐ advancing the plot
- ☐ interacting with major characters
- ☐ providing comic relief
- ☐ narrating the story

Tick every correct option.

8. A response inconsistent with a character's established behaviour is a flaw to explain away.

- ☐ True
- ☐ False

9. Select **all** the ways the CED says events create anticipation and suspense.

- ☐ they collide
- ☐ they accumulate
- ☐ they repeat verbatim
- ☐ they are described at length

Tick every correct option.

10. Select **all** the unshown things the CED says can cause conflict.

- ☐ an unseen character
- ☐ a preceding action
- ☐ a future event
- ☐ the reader's own life

Tick every correct option.

AP English Literature and Composition

1. **the narrative does not focus on them**

It is a matter of narrative attention, not of their nature.

2. **the resolution of the narrative**

The final pages are a test the book administers to everyone in it.

3. **makes an abstract conflict concrete and visible**

Ask which two value systems the event puts in the same room.

4. **the moment the built tension is released**

So it is locatable: a place in the text you can quote.

5. **a source of complexity**

The essay shows what holding both does, rather than picking one.

6. **it serves one of six purposes; it is effective only with commentary; it is sufficient through quantity and quality**

Length has never been one of the rules.

7. **advancing the plot; interacting with major characters**

The CED names exactly those two, with the word *only*.

8. **False**

The CED expects it — the inconsistency is the material.

9. **they collide; they accumulate**

Two verbs, and they need different evidence.

10. **an unseen character; a preceding action**

The CED names exactly those two.

9.1 Characters who change or remain unchanged

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS minor characters 次要人物

Objective

Build the skills to explain **minor characters** 次要人物.**You must be able to:**

- state why minor characters often remain unchanged
- name the two functions the CED gives them
- state what affects readers' interpretations
- explain why an unchanged minor character is still analysable

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Why unchanged

Minor characters often remain unchanged because the narrative doesn't focus on them. The explanation is structural, not psychological.

■ Two functions

They may only be part of the narrative to advance the plot or to interact with major characters. "Only" is the CED's word: some characters exist for the machinery.

■ Interpretation

Readers' interpretations of a text are often affected by a character changing — or not — and the meaning conveyed by such changes or lack thereof. Absence of change conveys meaning too.

■ Still analysable

A minor character who does not change can measure one who does, or can show what the narrative treats as not worth attending to — which is itself a finding about the text's priorities.

2 Practice

2.1 State why minor characters often remain unchanged. [2]

2.2 Name the two functions the CED gives them. [2]

2.3 Lack of change conveys meaning.

(a) State the CED's claim. [2]

(b) State what an unchanged minor character can show about the text. [1]

3 Exam-style questions

3.1 The CED's explanation for minor characters' lack of change is [1]

- **A** structural
- **B** psychological
- **C** moral
- **D** historical

3.2 Minor characters may exist to advance the plot or to [1]

- **A** interact with major characters
- **B** narrate
- **C** set the scene only
- **D** end the book

3.3 A servant appears in six scenes and is identical in each.

(a) State the likely function. [1]

(b) Explain what the flatness itself may show.

[2]

Solutions

2.1 because the narrative does not focus on them, which is a structural rather than psychological explanation.

2.2 to advance the plot; to interact with major characters.

2.3 (a) readers' interpretations are affected by a character changing or not, and by the meaning conveyed by such changes or their absence. (b) what the narrative treats as not worth attending to.

3.1 A. structural.

3.2 A. interact with major characters.

3.3 (a) to advance the plot or interact with major characters. (b) that the narrative does not extend attention to this character, which is a finding about the text's priorities rather than about the servant.

9.2 Choices, actions, and speech reveal complexity

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS response to a resolution 结局反应

Objective

Build the skills to read a **response to a resolution** 结局反应.**You must be able to:**

- state what responses to a resolution reveal
- state the CED's note about inconsistency with earlier behaviour
- name what inconsistencies and unexpected developments affect
- explain why the ending is a strong source of evidence

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Responses

A character's responses to the resolution of the narrative — in their words or in their actions — reveal something about that character's own values.

■ Inconsistency

These responses may be inconsistent with the previously established behaviors or perspectives of that character. The CED anticipates the inconsistency rather than treating it as a fault.

■ What they affect

Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting. Six things — the effect radiates.

■ The ending as evidence

At a resolution a character has nothing left to gain by concealment, so what they say and do there is unusually direct evidence of what they value.

2 Practice

2.1 State what responses to a resolution reveal. [2]

2.2 Name four things inconsistencies affect. [2]

2.3 The ending is a strong source of evidence.

(a) Explain why. [2]

(b) State the CED's note about inconsistency with earlier behaviour. [1]

3 Exam-style questions

3.1 A character's response to the resolution reveals something about [1]

- **A** that character's own values
- **B** the publisher
- **C** the reader's values
- **D** the genre

3.2 The CED treats inconsistency at the resolution as [1]

- **A** anticipated, not a fault
- **B** an error
- **C** impossible
- **D** irrelevant

3.3 A cautious character acts recklessly on the final page.

(a) State what this may reveal. [1]

(b) Explain how a reader should treat it.

[2]

Solutions

2.1 something about that character's own values, through their words or actions.

2.2 any four of: that character; other characters; events in the plot; conflicts; the perspective of the narrator, character or speaker; setting.

2.3 (a) at a resolution a character has nothing left to gain by concealment, so the response is unusually direct evidence of what they value. (b) responses may be inconsistent with previously established behaviours or perspectives.

3.1 A. their own values.

3.2 A. anticipated.

3.3 (a) a value the earlier caution was protecting or concealing. (b) as evidence rather than as an error, and as a reason to reread the earlier caution in its light.

9.3 Significant events in a plot

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS accumulating events 事件的累积

Objective

Build the skills to explain **accumulating events** 事件的累积.

You must be able to:

- state what significant events often illustrate
- state what events do as they accumulate
- explain the CED's verb 'collide'
- distinguish accumulation from sequence

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ What they illustrate

Significant events often illustrate competing value systems that relate to a conflict present in the text. An event is significant when it stages a conflict of values.

■ Accumulation

Events in a plot collide and accumulate to create a sense of anticipation and suspense. Two verbs: they meet each other and they build up.

■ 'Collide'

Collision is stronger than sequence. Events that collide interfere with one another — a decision made for one reason is undone by something set in motion earlier.

■ Accumulation and sequence

A sequence is one thing after another; accumulation is one thing on top of another, so the weight increases. That increasing weight is where suspense comes from.

2 Practice

2.1 State what significant events often illustrate. [2]

2.2 State the two things events do as a plot develops. [2]

2.3 Accumulation is not sequence.

(a) State the difference. [2]

(b) State where suspense comes from. [1]

3 Exam-style questions

3.1 Significant events often illustrate competing [1]

- **A** value systems
- **B** page counts
- **C** genres
- **D** narrators

3.2 Events that “collide” [1]

- **A** interfere with one another
- **B** follow neatly
- **C** are unrelated
- **D** repeat

3.3 A decision made in chapter three is undone by something set in motion in chapter one.

(a) State the CED's verb for this. [1]

(b) Explain how it produces suspense. [2]

Solutions

2.1 competing value systems that relate to a conflict present in the text.

2.2 they collide and accumulate.

2.3 (a) a sequence is one thing after another; accumulation is one thing on top of another, so the weight increases. (b) from that increasing weight.

3.1 A. value systems.

3.2 A. they interfere.

3.3 (a) collide. (b) the reader who knows about the earlier action watches the later decision being made in ignorance of it, and the gap between what the reader knows and the character knows is suspense.

9.4 The function of conflict in a text

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS resolution and catharsis 净化

Objective

Build the skills to explain **resolution and catharsis** 净化.

You must be able to:

- define catharsis in the CED's terms
- state what unseen elements may do
- state the CED's claim about unresolved endings
- explain why a lack of resolution can be meaningful

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Catharsis

The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.

■ Unseen elements

Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character. What the text does not show can still act.

■ Unresolved endings

Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.

■ Meaningful absence

An unresolved ending withholds the release the reader has been prepared for. That withholding is a choice, and it usually says something about whether the conflict was the kind that admits resolution.

2 Practice

2.1 Define catharsis in the CED's terms. [2]

2.2 State what unseen elements may do. [2]

2.3 Some endings are unresolved.

(a) State the CED's claim. [2]

(b) Explain why the absence can be meaningful. [1]

3 Exam-style questions

3.1 Catharsis is the resolution of anticipation, suspense or [1]

- **A** central conflicts
- **B** page numbers
- **C** allusions
- **D** rhyme

3.2 The CED says lack of resolution [1]

- **A** may contribute to interpretations of the text
- **B** is always a flaw
- **C** never occurs
- **D** ends the analysis

3.3 A novel ends without settling its central conflict.

(a) State what the reader is denied. [1]

(b) Explain what the denial may say about the conflict.

[2]

Solutions

2.1 the resolution of the anticipation, suspense or central conflicts of a plot, also called the moment of emotional release.

2.2 things not shown, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.

2.3 (a) most plots resolve their central conflicts, but some endings are unresolved and the lack of resolution may contribute to interpretations. (b) the withholding is a choice that says something about the conflict.

3.1 A. central conflicts.

3.2 A. it may contribute to interpretation.

3.3 (a) the catharsis or emotional release. (b) that the conflict may not be the kind that admits resolution, so a settled ending would have misrepresented it.

9.5 Details, diction, and syntax reveal perspective

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS changing narrator 变化的叙述者

Objective

Build the skills to explain a **changing narrator** 变化的叙述者.**You must be able to:**

- state what multiple perspectives contribute
- state the CED's claim about a narrator changing
- state what changes in perspective may contribute to
- explain how a changing narrator produces irony

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Multiple perspectives**Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.****■ A changing narrator****A narrator or speaker may change over the course of a text as a result of actions and interactions.** The teller is not exempt from the story.**■ What changes contribute****Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.****■ Producing irony**

When a narrator's later perspective exposes the limitations of their earlier one, the earlier passages acquire a second meaning the narrator did not intend — which is 8.2's inconsistency between statement and established expectation.

2 Practice

2.1 State what multiple perspectives contribute. [2]

2.2 State the CED's claim about a narrator changing. [2]

2.3 A changing narrator can produce irony.

(a) Explain how. [2]

(b) State what changes and inconsistencies may contribute to. [1]

3 Exam-style questions

3.1 A narrator may change as a result of [1]

- **A** actions and interactions
- **B** the page count
- **C** the publisher
- **D** nothing

3.2 Changes in a narrator's perspective may contribute to irony or [1]

- **A** the complexity of the text
- **B** the length
- **C** the genre
- **D** the title

3.3 A narrator's final chapter shows the earlier chapters were self-serving.

(a) State what the earlier chapters now carry. [1]

(b) Explain the effect on a rereading.

[2]

Solutions

2.1 multiple and even contrasting perspectives can occur within a single text and contribute to its complexity.

2.2 a narrator or speaker may change over the course of a text as a result of actions and interactions.

2.3 (a) a later perspective can expose the limitations of an earlier one, so earlier passages acquire a meaning the narrator did not intend. (b) irony or the complexity of the text.

3.1 A. actions and interactions.

3.2 A. complexity.

3.3 (a) a second, unintended meaning. (b) every earlier claim is read against what the reader now knows about the narrator, so the same sentences yield a different account of events.

9.6 Developing a literary thesis statement

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS literary argument thesis 文学论证论点

Objective

Build the skills to write a **literary argument thesis** 文学论证论点.

You must be able to:

- state what a thesis expresses and requires
- explain the difficulty of a chosen-text essay
- state what the CED does not require
- make a thesis answer the prompt rather than the novel

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The requirement

An interpretation of a literary text requiring defense through textual evidence and a line of reasoning, explained through commentary.

■ The chosen-text difficulty

When you choose the text, you arrive knowing it well — and the risk is writing what you know about the novel instead of what the prompt asked.

■ What is not required

No list of points, elements or evidence.

■ Answering the prompt

The thesis must contain the prompt's own terms, redescribed as a claim about this text. If the thesis could stand unchanged under a different prompt, it is answering the novel and not the question.

2 Practice

2.1 State what a thesis expresses and requires. [2]

2.2 Explain the difficulty of a chosen-text essay. [2]

2.3 The thesis must answer the prompt.

(a) State the test. [2]

(b) State what the thesis must contain. [1]

3 Exam-style questions

3.1 A thesis that could stand unchanged under a different prompt is answering [1]

- **A** the novel, not the question
- **B** the question
- **C** both
- **D** neither

3.2 In a chosen-text essay the risk is writing [1]

- **A** what you know about the novel
- **B** too little
- **C** about the wrong book
- **D** without evidence

3.3 A student's thesis is a strong claim about a novel and does not use the prompt's terms.

(a) State the problem. [1]

(b) Explain the fix. [2]

Solutions

2.1 an interpretation of a literary text requiring defense through textual evidence and a line of reasoning explained by commentary.

2.2 the writer knows the chosen text well, so the risk is writing what they know rather than what the prompt asked.

2.3 (a) ask whether the thesis could stand unchanged under a different prompt. (b) the prompt's own terms, redescribed as a claim about this text.

3.1 A. the novel.

3.2 A. what you know about the novel.

3.3 (a) it may be a good claim about the wrong question. (b) rewrite it so the prompt's terms appear as part of the claim, keeping the interpretation but pointing it at what was asked.

3. In many works of literature, characters may be significantly affected by memories of the past. A character may be inspired by the past, haunted by the past, unable to let go of the past, or motivated by the past to craft a better future.

Either from your own reading or from the list below, choose a work of fiction in which a character is significantly affected by a memory. Then, in a well-written essay, analyze how the impact of the memory on the character contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

Afterlife
Annie John
Behold the Dreamers
Beloved
Big Fish
The Buried Giant
Ceremony
Crime and Punishment
A Doll's House
Dominicana
The English Patient
The Farming of Bones
Fences
A Gesture Life
The Glass Menagerie
The Importance of Being Earnest
Invisible Man
Jane Eyre

Kindred
Love Medicine
Macbeth
The Mayor of Casterbridge
Mrs. Dalloway
The Nickel Boys
Obasan
Of Mice and Men
On Earth We're Briefly Gorgeous
Purple Hibiscus
The Scarlet Letter
The Secret History
The Sound and the Fury
A Tale of Two Cities
Washington Black
The Woman Warrior
Wuthering Heights
The Yellow Birds

STOP
END OF EXAM

3. Many works of literature feature a character who holds a secret that can have broader implications for that character or other characters. For example, such secrets may create conflict, provide a source of consolation, protect characters from reality, or allow one character to manipulate other characters.

Either from your own reading or from the list below, choose a work of fiction in which an important character holds a secret that affects that character's relationship with one or more other characters. Then, in a well-written essay, analyze how the effect of the character's secret contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

American Spy

Angels in America

Another Country

As I Lay Dying

Atonement

The Awakening

Behold the Dreamers

The Color Purple

A Doll's House

East of Eden

The English Patient

Fabulation, or the Re-Education of Undine

Frankenstein

Great Expectations

The Great Gatsby

Homegoing

Jane Eyre

The Joy Luck Club

The Kite Runner

Like Water for Chocolate

Little Fires Everywhere

Macbeth

The Memory Keeper's Daughter

The Namesake

Passing

People of the Whale

The Picture of Dorian Gray

Pride and Prejudice

Rebecca

The Remains of the Day

The Scarlet Letter

Song of Solomon

The Sound of a Voice

Sula

Twelfth Night

Washington Black

The Women of Brewster Place

STOP

END OF EXAM

Question 3

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

Many works of literature feature a character who may be reluctant to make a decision, unable to make a decision, or is resistant to doing so. This indecision can have broader implications for that character or other characters. Such implications may include changes to a character's relationships, social and/or financial stability, well-being, or any other aspects of the character's existence.

Either from your own reading or from the list below, choose a work of fiction in which a character delays or avoids making a decision. Then, in a well-written essay, analyze how the impact of this indecision contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

The Age of Innocence
An American Marriage
Anna Karenina
The Autobiography of Miss Jane Pittman
Beloved
Colorless Tsukuru Tazaki and His Years of Pilgrimage
Corelli's Mandolin
Dubliners
Emma
Frankenstein
George Washington Gómez
Indian Horse
Interior Chinatown
Jane Eyre
The Kite Runner
Little Fires Everywhere
A Long Petal of the Sea
Love in the Time of Cholera
Madame Bovary

The Metamorphosis
The Miraculous Day of Amalia Gómez
The Namesake
The Night Watchman
North and South
One Flew Over the Cuckoo's Nest
Pipeline
The Professor's House
Quicksand
A Raisin in the Sun
Rebecca
A Room with a View
The Stranger
A Tale of Two Cities
Tess of the d'Urbervilles
Topdog/Underdog
Waiting
Whereabouts
Wuthering Heights

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

Question 3

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

Many works of literature explore a character's sense of lacking something important in life. The character perceives an unfulfilled need which may be emotional, spiritual, financial, or something the character does not understand or cannot articulate. Either from your own reading or from the following list, choose a work of fiction in which such a feeling is explored. Then, in a well-written essay, analyze how the character's sense of an unfulfilled need contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

*Antigone**The Awakening**The Bell Jar**Brave New World**Ceremony**Death of a Salesman**Don Quixote**Fences**Frankenstein**The Goldfinch**The Handmaid's Tale**How the García Girls Lost Their Accents**Howards End**The Hundred Secret Senses**If Beale Street Could Talk**Invisible Man**Jane Eyre**Kindred**Little Fires Everywhere**Macbeth**Moby-Dick**Native Son**On Earth We're Briefly Gorgeous**One Flew Over the Cuckoo's Nest**Passing**A Raisin in the Sun**Sag Harbor**The Scarlet Letter**The Secret Life of Bees**Song of Solomon**Sweat**Swing Time**The Tempest**There There**A Thousand Splendid Suns**To the Lighthouse**The Visit**When the Emperor Was Divine**White Noise**Wuthering Heights*

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

Question 3

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

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character's reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

The Autobiography of an Ex-Colored Man

The Awakening

Brooklyn

By the Way . . . Meet Vera Stark

Ceremony

The Color Purple

The Count of Monte Cristo

Disgrace

Fahrenheit 451

Fences

Great Expectations

A House for Mr. Biswas

The House of the Spirits

The Hummingbird's Daughter

Jane Eyre

Jasmine

The Joy Luck Club

Kindred

Kiss of the Spider Woman

The Known World

The Last of the Menu Girls

Lila

Little Fires Everywhere

Lucy

The Mayor of Casterbridge

Middlesex

The Miraculous Day of Amalia Gómez

The Nickel Boys

Orlando

Passing

The Poisonwood Bible

Sophie's Choice

The Strange Case of Dr. Jekyll and Mr. Hyde

Surfacing

The Taming of the Shrew

The Tenant of Wildfell Hall

Their Eyes Were Watching God

There There

Vanity Fair

Washington Black

Wuthering Heights

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

Question 3

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

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

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

In your response you should do the following:

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

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

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

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END — EXAM



9.7 Developing commentary

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS sophisticated reasoning 高层次推理

Objective

Build the skills to sustain **sophisticated reasoning** 高层次推理.

You must be able to:

- define a line of reasoning
- state the three sophisticated moves
- explain what a broader context means for a novel
- connect sophistication to the line of reasoning

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Line of reasoning

The logical sequence of claims that work together to defend the overarching **thesis statement**, communicated through commentary.

■ Three moves

Significance within a broader context; alternative interpretations; relevant analogies.

■ Broader context for a novel

What the reading shows about how the novel works, about a problem it shares with other texts, or about why the interpretation matters to a reader — anchored to the argument, not appended to it.

■ Connected, not decorative

A sophistication move belongs inside the line of reasoning. An alternative interpretation raised and dismissed in one sentence at the end has been mentioned, not used; the same alternative used to sharpen a claim mid-essay does real work.

2 Practice

2.1 Define a line of reasoning. [2]

2.2 State the three sophisticated moves. [3]

2.3 Sophistication belongs inside the reasoning.

(a) State the difference between mentioning and using an alternative. [2]

(b) State what “broader context” can mean for a novel. [1]

3 Exam-style questions

3.1 An alternative interpretation dismissed in one final sentence has been [1]

- **A** mentioned, not used
- **B** fully used
- **C** proved
- **D** cited

3.2 A sophisticated move should be [1]

- **A** anchored to the argument
- **B** appended at the end
- **C** omitted
- **D** repeated

3.3 An essay raises a rival reading in its third paragraph to sharpen its own claim.

(a) State whether this is mentioning or using. [1]

(b) Explain why the placement matters.

[2]

Solutions

2.1 the logical sequence of claims that work together to defend the overarching thesis, communicated through commentary.

2.2 significance within a broader context; alternative interpretations; relevant analogies.

2.3 (a) mentioning names the alternative; using it lets the alternative change how the claim is stated. (b) what the reading shows about how the novel works or about a problem it shares with other texts.

3.1 A. mentioned.

3.2 A. anchored to the argument.

3.3 (a) using. (b) mid-essay the alternative can affect the claims that follow, whereas at the end it can only be noted after the argument is complete.

3. In many works of literature, characters may be significantly affected by memories of the past. A character may be inspired by the past, haunted by the past, unable to let go of the past, or motivated by the past to craft a better future.

Either from your own reading or from the list below, choose a work of fiction in which a character is significantly affected by a memory. Then, in a well-written essay, analyze how the impact of the memory on the character contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

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Beloved
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Of Mice and Men
On Earth We're Briefly Gorgeous
Purple Hibiscus
The Scarlet Letter
The Secret History
The Sound and the Fury
A Tale of Two Cities
Washington Black
The Woman Warrior
Wuthering Heights
The Yellow Birds

STOP

END OF EXAM

3. Many works of literature feature a character who holds a secret that can have broader implications for that character or other characters. For example, such secrets may create conflict, provide a source of consolation, protect characters from reality, or allow one character to manipulate other characters.

Either from your own reading or from the list below, choose a work of fiction in which an important character holds a secret that affects that character's relationship with one or more other characters. Then, in a well-written essay, analyze how the effect of the character's secret contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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END OF EXAM

Question 3

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

Many works of literature feature a character who may be reluctant to make a decision, unable to make a decision, or is resistant to doing so. This indecision can have broader implications for that character or other characters. Such implications may include changes to a character's relationships, social and/or financial stability, well-being, or any other aspects of the character's existence.

Either from your own reading or from the list below, choose a work of fiction in which a character delays or avoids making a decision. Then, in a well-written essay, analyze how the impact of this indecision contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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- Provide evidence to support your line of reasoning.
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END OF EXAM

Question 3

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

Many works of literature explore a character's sense of lacking something important in life. The character perceives an unfulfilled need which may be emotional, spiritual, financial, or something the character does not understand or cannot articulate. Either from your own reading or from the following list, choose a work of fiction in which such a feeling is explored. Then, in a well-written essay, analyze how the character's sense of an unfulfilled need contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
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END OF EXAM



Question 3

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

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character's reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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The Tenant of Wildfell Hall

Their Eyes Were Watching God

There There

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END OF EXAM



Question 3

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

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

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

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
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STOP

END — EXAM



9.8 Selecting relevant and sufficient evidence

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS from memory 凭记忆取证

Objective

Build the skills to marshal evidence **from memory** 凭记忆取证.**You must be able to:**

- state the conditions for effectiveness and sufficiency
- explain the difficulty of writing without the text
- state what the recursive process permits
- prepare a text so its evidence is available

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Conditions

Effective: commentary explains a logical relationship between evidence and claim.**Sufficient:** quantity and quality provide apt support for the line of reasoning.

■ Without the text

In a literary argument essay the book is not in front of you. Evidence must be recalled accurately, which means preparing a small number of passages you know precisely rather than a general impression of the whole.

■ Recursive

An interpretation can emerge from analysing evidence or from forming a line of reasoning and then identifying evidence. With a remembered text, the second order is usually forced — and it is legitimate.

■ Preparation

For each text, know a handful of specific moments — a decision, an image, an exchange — well enough to describe them precisely. Precise description of a remembered scene is admissible evidence; a vague gesture at the novel is not.

2 Practice

2.1 State the conditions for effectiveness and sufficiency. [2]

2.2 Explain the difficulty of writing without the text. [2]

2.3 Preparation makes evidence available.

(a) State what to prepare. [2]

(b) State which order of the recursive process is usually forced. [1]

3 Exam-style questions

3.1 Precise description of a remembered scene is [1]

- **A** admissible evidence
- **B** never acceptable
- **C** a substitute for a thesis
- **D** commentary

3.2 With a remembered text the usual order is [1]

- **A** line of reasoning first, then evidence
- **B** evidence first, then reasoning
- **C** neither
- **D** both simultaneously

3.3 Write a claim about a text you know well and name two specific moments that would

defend it.

[4]

Solutions

2.1 effective when commentary explains a logical relationship between evidence and claim; sufficient when quantity and quality aptly support the line of reasoning.

2.2 the text is not available, so evidence must be recalled accurately rather than located.

2.3 (a) a small number of specific moments — a decision, an image, an exchange — known precisely. (b) forming the line of reasoning first and then identifying evidence.

3.1 A. admissible.

3.2 A. reasoning first.

3.3 a claim requiring defense; a first moment described precisely; a second moment described precisely; both related to the claim rather than listed.

3. In many works of literature, characters may be significantly affected by memories of the past. A character may be inspired by the past, haunted by the past, unable to let go of the past, or motivated by the past to craft a better future.

Either from your own reading or from the list below, choose a work of fiction in which a character is significantly affected by a memory. Then, in a well-written essay, analyze how the impact of the memory on the character contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

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END OF EXAM

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Twelfth Night

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The Women of Brewster Place

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END OF EXAM



Question 3

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

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Question 3

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END OF EXAM

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END OF EXAM

Question 3

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

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

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END — EXAM

