

**Essay Prompt:** Carefully read Amy Clampitt’s 1983 poem, “The Outer Bar.” Then, in a well-organized essay, analyze the speaker’s complex portrayal of nature. You may wish to consider such elements as figurative language, imagery, syntax, selection of detail, and tone.

## The Outer Bar

When through some some lacuna, chink, or interstice  
in the unlicensed free-for-all that goes  
on without a halt out there all day, all night,  
all through the winter,

one morning at low tide you walk dry-shod across                    5  
a shadow isthmus to the outer bar,  
you find yourself, once over, sinking at every step  
into a luscious mess —

a vegetation of unbarbered, virgin, foot-thick  
velvet, the air you breath an aromatic                                 10  
thicket, odors in confusion starting up  
at every every step like partridges

or schools of fishes, an element you swim through  
as to an unplanned, headily illicit  
interview. The light out there, gashed                                 15  
by the surf’s scimitar,

is blinding, a rebuke — Go back! Go back! —  
behind the silhouetted shipwreck (Whose?  
When did it happen? Back in the village  
nobody can tell you),     20

the bell buoy hunkering knee-deep in foam,  
a blood-red-painted harbinger. How strange  
a rim, back where you came from,  
of familiar portents

reviewed from this *isola bella*, paradise                                 25  
inside a prison rockpile — the unravished  
protégé of guardians so lawless, refuge  
moated up in such a shambles!

Your mind keeps turning back to look at them —  
chain-gang archangels that in their prismatic                         30  
frenzy fall, gall and gash the daylight  
out there, all through the winter.

## A.P. Literature and Composition

### A.P. Summer Assignment (100 points possible)

Typed hard copy due on day one of class — *no extensions.*

#### Essay Criteria:

- 2 full pages minimum, 3 maximum.
- 5 body paragraphs — 3 body paragraphs unpacking 3 discrete poetic devices.
- MLA header and in-text citations (see Owl Purdue to review).
- A creative colon-based title.
- Concise, well-selected textual evidence.
- Explicit analysis with a clear *So-What Factor*.
- Concluding sentences in all body paragraphs.
- Style and command of language.
- Collegiate diction.
- Transitions and connective tissue.
- Transcends surface-level analysis and avoids summary.

*AP English Literature and Composition Scoring Rubrics (Effective Fall 2019)*

#### Scoring Rubric for Question 1: Poetry Analysis (6 points)

Reporting Category	Scoring Criteria				
<b>Row A</b> <b>Thesis</b> <b>(0-1 points)</b>  <b>7.B</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>				<b>1 point</b> Responds to the prompt with a thesis that presents a defensible interpretation of the poem.
<b>Row B</b> <b>Evidence</b> <b>AND</b> <b>Commentary</b> <b>(0-4 points)</b>  <b>7.A</b> <b>7.C</b> <b>7.D</b> <b>7.E</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b>  <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.  <b>AND</b> Explains how at least one literary element or technique in the poem contributes to its meaning.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.  <b>AND</b> Explains how multiple literary elements or techniques in the poem contribute to its meaning.
<b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b>  <b>7.C</b> <b>7.D</b> <b>7.E</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument. <b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b> <ol style="list-style-type: none"> <li>1. Identifying and exploring complexities or tensions within the poem.</li> <li>2. Illuminating the student's interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the poem.</li> <li>4. Employing a style that is consistently vivid and persuasive.</li> </ol> <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</i></p>			

September 2019