

2024



AP[®] English Literature and Composition

Sample Student Responses and Scoring Commentary Set 2

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Question 1: Poetry Analysis

6 points

In George Moses Horton’s poem “On Summer,” published in 1829, the author describes multiple aspects of summer in a rural area. Read the poem carefully. Then, in a well-written essay, analyze how Horton uses literary elements and techniques to develop a complex portrayal of the setting.

In your response you should do the following:

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

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0–1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the poem.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the poem that doesn’t respond to the prompt. • Describe the poem or features of the poem rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation of the complex portrayal of the setting.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>“The poet describes through various literary elements the complexity of summer in the country.”</i> • <i>“In the poem ‘On Summer,’ the poet develops a complex portrayal of a summer setting.”</i> <p>Do not relate to the prompt</p> <ul style="list-style-type: none"> • <i>“We all have a favorite season, a time of year in which we are happiest and look forward to the most.”</i> <p>Describe the poem or features of the poem</p> <ul style="list-style-type: none"> • <i>“Over the course of the poem, the speaker describes scenes from both nature and the human world during summer. We see how the farmer and children react to the summer setting as well as how creatures such as insects, birds, and farm animals react. In addition, the speaker also vividly describes how the natural world around them appears in summer.”</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> • <i>“The speaker in ‘On Summer’ presents both the negative and positive aspects of summer in the country. These aspects come together to form a complete portrayal of the season as a sort of paradox.”</i> • <i>“In this poem, the poet uses description to point out that the heat of summer is helpful for some, but difficult for others.”</i> • <i>“Throughout the poem ‘On Summer,’ the poet employs literary elements such as personification, vivid descriptions, rhyme, and classical references to convey a complex setting that is fearsome, playful, challenging, and restful in the summer months.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the poem must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0–4 points)</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY: 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.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one literary element or technique in the poem contributes to its meaning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple literary elements or techniques in the poem contribute to its meaning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a poem rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the poem. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the poem. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the poem could be said to...</i>”). • Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation. • Oversimplify complexities in the poem. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the poem. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the poem. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • 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. 		

The poem "On Summer" paints a vivid, detailed picture of what the season of summer consists of for the land and inhabitants of rural North Carolina. Through use of intense imagery and personification, as well as a shift in tone, the speaker illustrates the complex combination of both fearsome power and delicate beauty found in the important and active season for the farm, ultimately reflecting the contrast between the everyday buzz of small life forms and the strong, steady permanence of nature as a whole.

Prior to the shift in lines 36-37, the speaker uses personification in describing both the natural changes in weather and the instinctual reactions of various animals on the farm in order to cast a forboding yet awe-inspiring tone over the idea of summer's approach. In the first line, the start of summer is introduced with the announcement of "fire begin[ning] to burn," providing both a literal description of the fires that the fields are exposed to in hotter months as well as a figurative expression of the forthcoming heat and intensity of summer. The poem progresses alongside the chronological changes of the season, with the threat behind summer's approach reinforced through ominous, almost predatory descriptions of the weather. Personifying actions such as "roars terrific" and "lurks beneath" that are scattered throughout the mentioning of the animals' actions give a sense of inescapability. This attention towards tiny detail in the descriptions of natural activity immerse one completely in the workings of the natural world, with only small mentions of other perspectives--like that of "sportive children...frisking o'er the green"--to provide brief perspective before returning to the intensity of nature viewed up-close.

After line 36, the attention of the poem shifts from the specific actions of the animals to the appearance of the land as a whole, and with it shifts the overall appearance of summer, showing the beauty that is all too easily overlooked when the scope of vision is too zoomed-in. Take, for example, how the speaker goes from examining the "burdened ox with dauntless rage"--an image showcasing the extremes on the spectrum of outlooks on summer heat--to examining the "fertile borders...[of] paradise." The descriptions used when looking at the land from a greater distance create a feeling of peacefulness and serenity, as a sudden perspective seems to be acquired: one of the stability and predictability of mother nature. Amongst this are mentions of the plentiful bounty of later summer: vines are now "loaded...with melons", "pomaceous orchards now expand", and on the fields are "a large supply of golden grain." This illustrates, much like the idea of a thunderstorm on its own, the necessity of patience--for summer is a focal point on the farm for a reason.

The way in which summer is seen in the busy actions of each farm animal provides a stark contrast to the way it can be viewed from a greater distance, illustrating the comfort that can be found in predictability. The idea that the farm looks the same way it always has each and every summer turns the idea of power within nature from something terrifying to something calming; much like humans, the animals' and insects' lives, despite seeming vastly important to their owners, are impermanent on a large and powerful Earth that is, in comparison, very much permanent.

The poem "On Summer" achieves its idyllic quality by its personification of nature. The human-like description of the animals, plants, and stars evokes vividness and harmony to the setting as the poem celebrates summer.

Although the animals are depicted performing animal-like behaviour, there is a distinct human quality to them. A bee "begins her ceaseless hum" (17) and feels "delight" when "she stores her comb" (19). Here the bee is given the human qualities of an ambition and the feelings of pride when they are accomplished. Meanwhile a bird approaches her responsibility of motherhood with human-like care and quality. She "assumes her nest" (25) and "patiently waits her young to see" (28). The thoughtfulness in which the bird thinks about its young is reminiscent of a human mother taking care of her children. Prescribing human characteristics to animals serves to endear the animals to the humans.

The fauna exert their will in the way a human would. Trees are given free will as "pomaceous orchards now expand" (37) and "their bounty fill the land" (39). The trees do not expand and grow because it is in their nature to do so as the seasons change, but rather they do so because they are endowed with their own wishes and desires. The trees "smile" and "gaze with pleasure and delight" (42). The description of joy felt by the trees demonstrates the similarities of man and nature as both celebrate the summer. The summer, filled with the animals and plants is "paradise to human sight" (44).

Humanity attributes their own qualities onto flora and fauna in order to share their joy. The personification of the flora and fauna gives nuance to the setting.

"Summer" is a poem in which the author, displays the setting in Esteville, North Carolina. As the town begins to burn the author incorporates different literary elements to help strengthen the eerie and spectral mood. The author demonstrates hyperbole frequently throughout the poem to enhance the exaggerated feelings on the description of the environment. Following this the reader begins to see anaphora as the author begins to appeal to the reader's emotions and spiritual view. The author closes out with an evident use of asyndeton to help draw an effect to the dramatic personifications embedded in the description of the setting.

Through this poem the red flames symbolize destruction and fear along with the color red offering a sense of risk. Promptly after this intense symbol is described the author follows up with hyperboles and different exaggerations. Implying "And thunders roll along the skies (line 4)" this helps magnify the effect of the loudness the thunder brings, but it also creates a foundation for the reader to use their imagination to explore and really hear and feel the strength of the thunder. The author then proceeds to follow up with "Which drives away the gloom of fear (Line 12)". This is a pure example of an exaggerated feeling and action. But with adding these different literary devices it amplifies the magnitude of different feelings brought onto the reader resulting in a eager mood.

As the author maintains the reader's attention the use of anaphora enforces the repetition of the same words creating the clause to be memorable. The author states "The farer hastens from the heat; The weary plough-horse droops his head; The cattle all at noon retreat... (Lines 29-31). The repetition of the word "The" at the beginning of each clause forms a more forceful statement. All of these events that the author stating are placed back to back also creating a faster tempo as they are read generating different opinions and thoughts. While each action is a different emotional experience, since the first word is the same of each clause the reader begins to engage in the literature even more picking up on the structure.

With the poem coming to an end, the author leaves a memorable number of events using the structure of asyndeton and personification. By omitting the conjunctions the rhythmic structure is changed and the thrilling feeling is amplified. Closing out with "With rapture view the smiling fields, Adorn the mountain and the plain, Each, on the eve of Autumn yields A large supply of golden grain (Lines 45-48). The personification gives human qualities to the fields giving off a sense of happiness and positivity. With the author using asyndeton purposely to close off this poem it's crucial to recognize the emphasis on the emotional attachment to this environment. The delicacy of the fields, the power behind the mountains, and the greed in the golden grain are all placed back to back in the asyndeton to help enhance each of these feelings.

The beauty captures the reader's emotions and reveals the author's literary element choices throughout. By incorporating different devices the impact the poem has on the audience is much more greater, and creates a more everlasting effect.

Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

For Question 1, the Poetry Analysis question, students were asked to read George Moses Horton’s poem “On Summer” and respond to the following prompt:

In George Moses Horton’s poem “On Summer,” published in 1829, the speaker describes multiple aspects of summer in a rural area. Read the poem carefully. Then, in a well-written essay, analyze how Horton uses literary elements and techniques to develop a complex portrayal of the setting.

In a timed-writing situation and with an unfamiliar text, students were expected to complete three main tasks successfully:

Reading the poem involves more than simply understanding individual words and describing what happens. Students were expected to view the text specifically as a poem, recognizing literary elements and techniques in the context of poetry, and then analyzing how those techniques are used to shape the poem and its meaning. For example, in “On Summer,” students might identify and explore the use of metaphor (“fire begins to burn,” “The torrid flames again return,” “Let sportive children . . . / carefully avoid the snare, / Which lurks beneath the smiling scene”); personification (“While plenty smiles on every tree,” “With rapture view the smiling fields”); or the imagery (“thunders roll along the skies,” “The night-hawk . . . / starts his note in evening air,” “The bee begins her ceaseless hum,” “See loaded vines with melons teem— / ‘Tis paradise to human sight”). Students could also use the repetitive structure of the poem to explore the complex portrayal of the setting, noticing how various figures are introduced and diversify the natural setting with each new stanza (for instance, “The noisy insect,” “The bee,” “The mistress bird,” “The farmer,” “The burdened ox”). More advanced readers will notice in the prompt the emphasis on “multiple aspects of summer in the rural area” and recognize that the complexity of the setting comes from the variety and the inevitable contrasts found in particular spots, such as the sun-laden open field, the stream, and the plenteous orchard.

Analyzing the poem means taking the relevant elements that students identified in their reading and exploring how the parts function collectively to create the meaning of the work as a whole. In “On Summer,” students needed to consider how the parts “develop a complex portrayal of the setting.” Readers should know from the prompt that the poem contains “multiple aspects of summer” and will recognize that the setting is more interesting and multidimensional than they might expect it to be. They should also see a shift in the poem, from the “burn[ing]” and “flames” and “snare” of the first half to the “smiles” and “laden branches” of the second half. More advanced readers will recognize that the word “complex” is central to the prompt and look for and explore the shifting, contradictory, or paradoxical aspects of the poem. These students might lean into the variety of smaller settings within the overall rural landscape, exploring the impact of the contrasts amongst the sun-laden open field, the stream, and the plenteous orchard. Students aware of the poem’s complexity might also notice the conflicting terms and explore how “fire,” “thunders,” a “snare,” “dauntless rage,” etc., eventually lead to “smiles” and “paradise.” (A savvy reader, thinking of “paradise” as an allusion,

Question 1 (continued)

might also notice and consider the impact of details like “Perspiring Cancer” and “sweet Philomela.”)

Writing a well-written response means demonstrating a variety of skills. Students are asked to establish a thesis that shows understanding of “how Horton uses literary elements and techniques to develop a complex portrayal of the setting.” They build this defensible interpretation with specific, relevant evidence from the poem and through their own commentary that explains the connection between their argument and the evidence. The more successful responses build a line of reasoning that connects ideas and shows the relationships between them. In “On Summer,” students could create a line of reasoning that takes advantage of the structure of the poem and how it shifts from the initially brutal imagery of “fire,” “dread,” incessant noise, a “snare,” and “rage” to “laden branches,” “smiles on every tree,” and “paradise.” Students might also explore other contrasts, like the curious mixture of energy and stillness, the interactions (or lack thereof) amongst nature and humans, or the way labor is distributed differently across animals and humans. A well-written response is more than grammatically correct writing, and it should be noted that students are not expected to write a polished, revised essay in the limited time allotted for the exam.

Sample: 1A**Score: 1-4-1****Row A: Thesis (0–1 points): 1**

This essay offers a defensible interpretation of the poem “On Summer” in paragraph 1 where it states, “Though use of intense imagery and personification, as well as a shift in tone, the speaker illustrates the complex combination of both fearsome power and delicate beauty found in the important and active season for the farm, ultimately reflecting the contrast between the everyday buzz of small life forms and the strong, steady permanence of nature as a whole.” This thesis earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 4

The response develops a line of reasoning that focuses on the complexity of summer—that is, the contrast between the small, individual responses to summer and the vast influence of the larger environment. The essay provides specific evidence and insightful commentary to support and develop this line of reasoning and explains how multiple literary elements contribute to the meaning of the poem. Paragraph 2 examines the speaker’s use of personification and points out “Personifying actions such as ‘roars terrific’ and ‘lurks beneath’ that are scattered throughout the mentioning of the animals’ actions give a sense of inescapability.” This evidence is presented in support of the claim that “the speaker uses personification in describing both the natural changes in weather and the instinctual reactions of various animals on the farm in order to cast a forboding yet awe-inspiring tone over the idea of summer’s approach.” In the commentary at the end of the paragraph, the essay explains “This attention towards tiny detail in the descriptions of natural activity immerse one completely in the workings of the natural world, with only small mentions of other perspectives--like that of ‘sportive children...frisking o’er the green’--to provide brief perspective before returning to the intensity of nature viewed up-close.” Paragraph 3 analyzes the significance of the shift in perspective from “the specific actions of the animals to the appearance of the land as a whole.” The commentary then argues that this change in perspective “shifts the overall appearance of summer, showing the beauty that is all too easily overlooked when the scope of vision is too zoomed-in.” The specific examples in paragraph 3 (“burdened ox with dauntless rage,” “fertile borders...[of] paradise,” “loaded...with melons,”

Question 1 (continued)

“pomaceous orchards now expand,” and “a large supply of golden grain”) are woven throughout the paragraph along with commentary that explains their significance: they “create a feeling of peacefulness and serenity, as a sudden perspective seems to be aquired: one of the stability and predictability of mother nature.” The essay provides specific evidence from the poem and consistently explains how the evidence supports the line of reasoning. Additionally, the essay explains how multiple literary elements contribute to the poem’s meaning. This essay, therefore, earned 4 points in Row B.

Row C: Sophistication (0–1 points): 1

The response demonstrates sophistication of thought through its exploration of the complexities and tensions of the speaker’s portrayal of the summer setting throughout its argument in its sustained discussion of the vulnerability of “small life forms,” seasonal change, and the “permanence of nature as a whole.” The essay also employs a style that is consistently vivid and persuasive. The essay, for example, depicts with remarkable clarity the complex idea of persevering through the difficult times of summer in order to enjoy “the plentiful bounty of late summer” (paragraph 3) and “This illustrates, much like the idea of a thunderstorm on its own, the necessity of patience--for summer is a focal point on the farm for a reason” (paragraph 3). Additionally, the response ends with the insightful argument, “The idea that the farm looks the same way it always has each and every summer turns the idea of power within nature from something terrifying to something calming; much like humans, the animals’ and insects’ lives, despite seeming vastly important to their owners, are impermanent on a large and powerful Earth that is, in comparison, very much permanent.” This essay earned 1 point in Row C.

Sample: 1B**Score: 1-3-0****Row A: Thesis (0–1 points): 1**

The essay responds to the prompt with a defensible interpretation of the poem with its thesis in the first paragraph: “The human-like description of the animals, plants, and stars and evokes vividness and harmony to the setting as the poem celebrates summer.” The essay earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 3

The response provides specific evidence and explains how some of that evidence relates to a line of reasoning that focuses on the joys of summer. Paragraph 2 examines the animals’ reactions to summer and notes “A bee ‘begins her ceaseless hum’ (17) and feels ‘delight’ when ‘she stores her comb’ (19)” while a bird “‘assumes her nest’ (25) and ‘patient waits her young to see’ (28).” This evidence supports the claim offered at the beginning of the paragraph: “Although the animals are depicted performing animal-like behaviour, there is a distinct human quality to them.” This commentary does not, however, explain how the animals’ actions celebrate summer, thus it does not connect the evidence to the line of reasoning. In paragraph 3, the essay considers the trees depicted in the poem as specific evidence of the joys of summer and specifically points out that the “trees ‘smile’ and ‘gaze with pleasure and delight’ (42).” This evidence is followed with the commentary, “The description of joy felt by the trees demonstrates the similarities of man and nature as both celebrate the summer.” Here, the evidence clearly supports the line of reasoning. The response also explains how at least one literary element contributes to the meaning of the poem, such as in paragraph 4 where it states, “Humanity attributes their own qualities onto flora and fauna in order to share their joy.” This essay, therefore, earned 3 points in Row B.

Question 1 (continued)

Row C: Sophistication (0–1 points): 0

By focusing only on the joys of summer, the essay does not develop a complex literary argument. It also does not demonstrate sophistication of thought. It did not earn the sophistication point in Row C.

Sample: 1C

Score: 1-2-0

Row A: Thesis (0–1 points): 1

The thesis for this essay, “As the town begins to burn the author incorporates different literary elements to help strengthen the eerie and spectral mood,” appears in the first paragraph. Because it provides a defensible interpretation of the complex portrayal of the setting, it earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 2

The response provides specific evidence throughout the essay. In paragraph 2, for example, the essay offers the line, “‘And thunders roll along the skies’ (line 4),” and follows it with the commentary “this helps magnify the effect of the loudness the thunder brings, but it also creates a foundation for the reader to use their imagination to explore and really hear and feel the strength of the thunder.” The commentary fails to explicitly connect the evidence to the thesis. In paragraph 3, the evidence, “‘The farer hastens from the heat; The weary plough-horse droops his head; The cattle all at noon retreat...’ (Lines 29-31)” is put forth as an example of anaphora. The commentary that follows suggests “The repetition of the word ‘The’ at the beginning of each clause forms a more forceful statement. All of these events that the author stating are placed back to back also creating a faster tempo as they are read generating different opinions and thoughts.” The evidence and commentary offered in these paragraphs do not establish a line of reasoning and do not directly support the “eerie and spectral mood” described in the thesis. There is no clear explanation of the connections between the student’s claims. In paragraph 4, the essay attempts to explain the significance of asyndeton and personification, but the explanations are simplistic: “The personification gives human qualities to the fields giving off a sense of happiness and positivity.” Several literary elements are mentioned in the essay, but the explanations of how they contribute to the meaning of the poem do not relate to the argument of the essay. This response earned 2 points in Row B.

Row C: Sophistication (0–1 points): 0

The response does not demonstrate sophistication of thought or develop a complex literary argument. The last sentence of the essay, “By incorporating different devices the impact the poem has on the audience is much more greater, and creates a more everlasting effect,” is one example of the oversimplification found throughout the response. It did not earn the sophistication point in Row C.