

Free-Response Question 2

Question 2

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

French writer Victor Hugo, author of *The Hunchback of Notre Dame*, *Les Misérables*, and other works, was banished by Napoleon III, emperor of France, for writings that were deemed critical of the government. In April of 1857 English poet Elizabeth Barrett Browning wrote a letter (which she never mailed) imploring Napoleon III to pardon Hugo. Read the letter carefully and write a well-developed essay that analyzes the rhetorical strategies Browning uses to petition Napoleon.

SIRE,

I am only a woman and have no claim on your Majesty's attention except that of the weakest on the strongest. Probably my very name as the wife of an English poet and as named itself a little among English poets, is unknown to your Majesty. I never approached my own sovereign with a petition, nor am skilled in the way of addressing kings. Yet having, through a studious and thoughtful life, grown used to great men (among the Dead at least) I cannot feel entirely at a loss in speaking to the Emperor Napoleon.

And I beseech you to have patience with me while I supplicate you. It is not for myself nor for mine.

I have been reading with wet eyes and a swelling heart (as many who love and some who hate your Majesty have lately done) a book called the 'Contemplations' of a man who has sinned deeply against you in certain of his political writings, and who expiates rash phrases and unjustifiable statements in exile in Jersey.¹ I have no personal knowledge of this man; I never saw his face; and certainly I do not come now to make his apology. It is indeed precisely because he cannot be excused, that, I think, he might worthily be forgiven. For this man, whatever else he is not, is a great poet of France, and the Emperor who is the guardian of her other glories should remember him and not leave him out.

Ah sire, what was written on "Napoleon le petit"² does not touch your Majesty; but what touches you is, that no historian of the age should have to write hereafter, "While Napoleon the Third reigned Victor Hugo lived in exile." What touches you is, that when your people count gratefully the men of commerce, arms and science secured by you to France, no voice shall murmur, "But where is our poet?" What touches you is, that, however statesmen and politicians may justify his exclusion, it may draw no sigh from men of sentiment and impulse, yes, and from women like myself. What touches you is, that when your own beloved young prince shall come to

read these poems (and when you wish him a princely nature, you wish, sire, that such things should move him) he may exult to recall that his imperial father was great enough to overcome this great poet with magnanimity.

Ah Sire, you are great enough! You can allow for the peculiarity of the poetical temperament, for the temptations of high gifts, for the fever in which poets are apt to rage and suffer beyond the measure of other men. You can consider that when they hate most causelessly, there is a divine love in them somewhere, —and that when they see most falsely they are loyal to some ideal light. Forgive this enemy, this accuser, this traducer. Disprove him by your generosity. Let no tear of an admirer of his poetry drop upon your purple.³ Make an exception of him as God made an exception of him when He gave him genius, and call him back without condition to his country and his daughter's grave.

I have written these words without the knowledge of any. Naturally I should have preferred as a woman to have addressed them through the mediation of the tender-hearted Empress Eugénie, —but, a wife myself, I felt it would be harder for her majesty to pardon an offence against the Emperor Napoleon, than it could be for the Emperor.

And I am driven by an irresistible impulse to your Majesty's feet to ask this grace. It is a woman's voice, Sire, which dares to utter what many yearn for in silence. I have believed in Napoleon the Third. Passionately loving the democracy, I have understood from the beginning that it was to be served throughout Europe in you and by you. I have trusted you for doing greatly. I will trust you besides for pardoning nobly. You will be Napoleon in this also.

Elizabeth Barrett Browning

¹ One of the Channel Islands, located between England and France

² Napoleon the small (translated from the French)

³ Purple robes are associated with royalty.

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Question 2

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* the rhetorical strategies Browning uses to petition Napoleon. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** analyze the rhetorical strategies Browning uses to petition Napoleon. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 analyze the rhetorical strategies Browning uses to petition Napoleon. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Browning uses to petition Napoleon. These essays may misunderstand the passage, misrepresent the strategies Browning uses, or analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Browning uses to petition Napoleon. They are less perceptive in

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their understanding of the passage or Browning's strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Browning uses to petition Napoleon. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Browning uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

Student Responses

Sample 21

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

2 I,

Authoritarianism is not a bond between a ruler and his people, it is but a mandate that shackles citizens to the void of silence and mindless obedience to imperial decree. A prisoner of this void, Victor Hugo, author of numerous works critical of the French government, was banished by the decree of Napoleon III. However, through historical reasoning to the power of Napoleon III, use of ethos and pathos to remind Napoleon of his duty and what he has to personally gain, and juxtaposition of love and hate, English poet Elizabeth Barrett Browning was able to craft a literary sword from which to break Hugo's shackles, that is to say if it was ever mailed.

Well aware of the patriarchal society in which she lived, Browning alluded to her inferiority as a woman, at least in society's eyes, ~~as well~~ ^{in order} to bolster the end of Napoleon III to the point where even Mars's would be out to shame. For example, in saying "probable my very name is the wife of an English poet and is name itself ~~has~~ ^{is} ~~known~~ ^{known} among English poets, it is unknown to your Majesty" (4-5) adds to Browning's subservient and loyal tone. Browning knows that as a woman she falls in comparison to Napoleon's power, so she uses this to appeal to his narcissism. In a sense, Browning provides a literary mirror for Napoleon because she



I₂ 2

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

knows that this will enthrall him and make him listen to her words.

Duty and personal gain are the hallmarks of an emperor; how he will be remembered is an idea that perpetually courses through his mind. Browning touches upon this sentiment through appeals to ethos, his moral sense of duty, and pathos, his desire to be remembered in a positive light. Specifically, Browning states "For this man, whatever else he is not, is a great part of France, and the Emperor who is the guardian of her other glories should remember him and not leave him out" (24-25) in order to evoke Napoleon's national pride for mother France, and to imply that he is duty-bound to safeguard her holdings and people. Hugo included. Through pathos Browning plays on Napoleon's desire to be remembered in a positive light specifically. Browning writes "no historian should have to write hereafter, 'while Napoleon the Third reigned Victor Hugo lived in exile'" (31-32). This implores Napoleon to reconsider his exile of Hugo if only to save his own hide and solidify a respectable public opinion of him. Browning even hits upon this fact further by substituting Napoleon's son for the French people. In short, Browning is saying "If you won't do this for me or your people, at least free



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

2

I₃

Hugo for the sake of your sons your own flesh and blood." Browning knew the mind of a dictator, its wants and needs, and she exploited this to a full

Through a juxtaposition of love and hate does Browning give support and framework to her argument. Browning implores Napoleon to look through the lens of the poet through "You can consider that when they hate most awfully, there is divine love in them somewhere." This juxtaposition is compelling as it makes Napoleon consider the character of Hugo that through his criticism, however misplaced it is, Hugo is made into a better French citizen. An implication Napoleon to kill Hugo with kindness. Browning surely better condition for Hugo than his current ^{status} ~~condition~~ ^{position}.

Through allusions to her own inferiority as a woman, appeals to ethics and pathos as well as a juxtaposition of love and hate, Browning crafts a trap to ensnare Napoleon; prey to his narcissistic nature, this trap, a device from which to free Hugo from exile, would have most certainly succeeded had it been sent to Napoleon.

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Sample 2H

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

2

H1

In Elizabeth Barrett Browning's unmailed letter to the French emperor Napoleon III, Browning implores the leader to pardon the then-exiled Victor Hugo. In doing so, she formulates an argument that brings into question various aspects of both Hugo and the ~~man~~ emperor. This argument does its best to appeal to Napoleon in the most sensitive ways possible. Browning appeals to Napoleon by minimizing her own strength to heighten his, before praising Hugo as an author and questioning the emperor's legacy ~~before~~ resulting from the exile.

Browning attempts to make Napoleon III ~~appear~~ appear stranger by diminishing her own skills. In the opening paragraph, Browning cites that she is "only a woman" (1), who is married to an obscure English poet (4), and that she has no skill in engaging with royalty (7). This personal defam-
ation ^{causes} ~~makes~~ the emperor to look very advanced by comparison. This advancement puts Napoleon III at the upperhand ~~to~~ and ~~the~~ to further encourage him to pardon Hugo with all his strength.

The appraisal of Hugo's ^{work} that follows this furthers her argument. She cites Hugo as a "great poet of France" (25), who evokes strong emotional reactions from his audience. This allows for the emperor to view Hugo as a man of the people as well as a truly brilliant artist. Exiling him, on part of the ~~emperor~~ is an offense to the arts.

→

H₂

2

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

It is this offense to the ark that brings forth the third leg of the argument. Browning personally questions how Napoleon will be thought of with the exilization in mind. She cites how future historians, ~~statesmen~~ statesmen, and even the Emperor's own son will look down upon him for criminalizing the great French poet. It is this full questioning of legacy that appeals directly to Napoleon's senses. All authority figures want to be remembered fondly, and discovering they may not be is personally upsetting. On the whole, Browning's argument is based on building and subsequently tearing down the emperor. She allows for the emperor to feel strong before praising the man he exiled and questioning his legacy as such. This form of argument allows for Browning to directly touch Napoleon, as the emperor would be willing to maintain a positive legacy at all costs.

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Sample 2G

Q2

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

Elizabeth Barrett Browning's plea and petition **G**, to Napoleon III on forgiving and pardoning Victor Hugo for writings deemed critical to the government appears very influential. However, this letter to the emperor of France was ~~not~~^{never} mailed. In order to petition Napoleon III, Browning employs the use of powerful, respectful diction, Logos, and Pathos to have Hugo pardoned.

To begin, Browning incorporates very powerful diction that stays respectful to Napoleon as to get him to listen and not banish Browning as well. No person would want to read a letter in which they are insulted by the writer. Browning points out that she may not be skilled enough in addressing someone so great as a king. She respectfully states "And I beseech you to have patience with me while I supplicate you" and also points Hugo out as an "accuser" and "trader" as to acknowledge Napoleon's views and acknowledge the faults of Hugo. She does not attempt to undermine Napoleon by acting as if Hugo has done nothing wrong. Therefore, Browning's first strategy to persuading Napoleon is being respectful and selecting proper words.

Additionally, Browning uses Logos, or an appeal to logic as she tries to make pardoning



G₂

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Q2

sound reasonable. She states that because Hugo is a vulnerable man who is helpless to himself, that "forgiving him must just be all right. She also that besides his treason to the government, he is still a "great poet of France" and therefore should be remembered as one instead of as a sad banished man. Browning attempts to make the action of pardoning Victor Hugo sound logical with Logos by saying the action is for the good of France and future generations. She implies the fact that Victor Hugo should be remembered as a great poet of France.

Furthermore, Browning also employs the use of Pathos in her petition, or an appeal to emotion. She depicts the sentiment to Napoleon of one day a young prince will be looking up to his emperor of a father. She ~~say~~ describes how the young prince will inevitably read the poems of Victor Hugo, and will be influenced by the poems. She plays on Napoleon's emotions by speaking of his future son who will hopefully look up to a father who pardoned the great poet and sees his father as such a great man. Browning threatens the thought of his young prince not looking to his "imperial father" that couldn't forgive the great poet. Such a thought to Napoleon would make him question the decision as to avoid such a future. Emotionally, Browning



Q2

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G3

to petition for Hugo's pardon through Pathos by talking of Napoleon's future son.

All things considered, Browning looks to petition Napoleon ^{for} ~~to~~ pardon. Victor Hugo uses a wealth of rhetorical strategies. Elizabeth Barrett Browning argues and persuades Napoleon in her letter through ~~respect~~ respectful diction, Logos, and Pathos.

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Sample 2F

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

Question 2 **F**

Following the imprisonment of Victor Hugo, Elizabeth Barrett Browning wrote to Napoleon III to pardon him. Browning utilizes several rhetorical strategies to petition Napoleon such as ^{applying} flattery, evoking sympathy, and suggesting protection.

Browning constantly flatters Napoleon throughout her letter. Within the first sentence, she states she "has" no claim to be speaking with him, which supports the position that she is inferior to Napoleon. She also asks him to do as God did, which allowing Napoleon to feel elevated beyond what he was. The use of flattery is also evident in the repetition of Browning's "trust" in Napoleon's greatness and will to do the right thing.

Aside from flattering Napoleon, Browning also works to gain sympathy from him. Her "wet eyes" and "swelling heart" that she shares with her countrymen works to gain sympathy from him by showing how much sorrow he put them in. She states that she does not know Hugo personally, but that his impact is enough to affect the whole of Europe, which further draws in sympathy. She repeats ~~on~~ throughout the letter that she is just a woman who has no power over ~~the king~~ Napoleon and that she comes begging at his feet. She mentions the hardships she had just to approach him this way due to how low she is in society.

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Question 2

2

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

Browning finally ~~is~~ suggests that by ~~for~~ pardoning Hugo, Napoleon's character will be protected. As previously stated, many of Browning's countrymen shared her sentiments. Browning notifies Napoleon that his image will be tarnished due to the amount of people who love Hugo. She, after disposing of one title, claims that a worse one will not fall upon him if he pardons Hugo. Napoleon's own son, according to Browning, will respect him more following the pardoning. The suggestion carries with it the promise of glory to Napoleon as well.

By utilizing various rhetorical strategies such as flattery, sympathy, and suggestion, Browning is able to develop a powerful letter to petition Napoleon with

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Sample 2D

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

2

Elizabeth Barrett Browning, an English poet, in her letter to Napoleon III, illustrates a fine song of Flattery in which she attempts to implore Napoleon to forgive the writer Victor Hugo for everything he had said against the government and allow him back into France. Browning uses a multitude of caressations and compliments to persuade the emperor to pardon the French writer. Browning captivates her audience by using an empowering tone that shows the image of a great and wise emperor who can overcome a few comments.

In Browning's opening line she uses a claim saying that she understands she is only a woman. In that time women were not in a position to petition great rulers. By stating that she builds her ethos among the emperor so that he will listen to what she has to say. Since she knows her place, Browning states all of the things she has not done such as "addressing kings" and "approaching my own sovereign with a petition" which gives her even more of an ethical stand since she is able to own up to her lack of experiences.

Browning then moves to the third paragraph in which she writes with strong hatred, then switches to strong compassion. This use of alternating diction helps to make the emperor feel better about himself. She states in the third paragraph that Victor Hugo has "sinned deeply" and "explicitly rash phrases." This serves to make the ruler like Browning even more because she is siding with the fact that what he did was wrong and very "unjustifiable." She then states that he should forgive Hugo though, because of the fact that the emperor is such a great person.

She continues on with complementing the Napoleon through the fourth and fifth paragraphs. Browning uses this change to her advantage by making him understand that by allowing this great and horrible person back into France, that makes the emperor an even better person and ruler. As a person of great power, many want to keep that power. When Browning makes him seem mighty, it persuades him over to her side.

Throughout the piece Browning does a superb job of making the emperor reconsider his choice to unbanish Victor Hugo. All she had to do was send it.

#

Sample 2JJ

QUESTIONS

on this page as it is designated in the exam.

Elizabeth Barrett Browning created many works that influence English history. JJ,

~~Elizabeth Barrett Browning~~ wrote a letter whom she never sent to Napoleon in order to describe and petition Napoleon for what he is, what he did, and what he should do. Browning uses factual allusion, admirable tone, and credible anaphora in order to describe and petition Napoleon.

Browning uses factual allusion to petition Napoleon about exiling Victor Hugo (a famous poet). "while Napoleon the Third reigned Victor Hugo lived in exile" (lines 31-32). This portrays a view from a historical perspective that alters people's views of Napoleon. Browning uses factual allusion in order to petition Napoleon of bringing Victor Hugo back to their country. This factual allusion can permanently affect Napoleon in a negative way because he exiles people. Browning uses this in order to gain authority to bring Victor Hugo back.

Browning also uses admirable tone in order to persuade Napoleon that she likes him as a ruler but also ~~prefers~~ prefers to be able to get Victor Hugo back. "Ah Sire, you"

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Question 2

are great enough' ~~the measure of other men~~ (lines 46-50). Browning uses admirable tone to portray her affection towards him as a ruler to manipulate him into getting what she wants which is bringing Victor Hugo back. In lines 46-50, Browning petitions him as this great/amazing ruler in order to get what she desires.

Browning lastly uses credible anaphora in order to emphasize the point that she really believes Napoleon is a good ruler and increase her credibility toward Napoleon into getting what she desires. "I have believed in Napoleon the Third... I have understood... I have trusted you..." (lines 70-74). This statement written by Browning gives her credibility because she basically idolizes, ~~and~~ worships, and praises him as a ruler. This would most likely persuade Napoleon to uplift the exile of Victor Hugo because it makes him feel great about himself even though he is manipulated by Browning.

As a result, Browning uses factual allusion, admirable tone, and credible anaphora in order to manipulate and persuade Napoleon



Question 2

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into uplifting the exile of Victor Hugo as well
as petitioning to bring him back to the
country.

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Sample 2B

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

Question 2 **B**

Elizabeth Barrett Browning, in her letter to Napoleon the Third, employs ~~a~~ few rhetorical strategies in order to persuade her audience.

In the beginning of her letter, Browning humbles herself, presumably to appeal to Napoleon's emotions. Throughout her letter, she includes adjectives which work well to amplify their verb's effect on the reading. An example of this is on line 14, "been reading with wet eyes and a swelling heart," which seems to be an appeal to pathos. A little bit later on in the same paragraph she states, "who expiates rash phrases and unjustifiable statements." This statement is an appeal to Napoleon because I would make him feel good, happy about one of his subjects refuting the ^{exiled} poets' writings.

Elizabeth applies varied sentence structures throughout her letter to Napoleon. Lines 12-22 are an example of that. The second paragraph (line 12) is two short simple sentences, which ^{puts} gives more meaning behind what she is saying. The first sentence of the third paragraph is 6 1/2 lines long which provides contrast to the previous two line paragraph; this sentence contains the 2 sets of phrases discussed



B2 Question 2

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previously. The sentence after that, ^{starting} on line 20,
is a series of short, ~~and~~ concise statements separated
by semicolons, which make them more memorable.

In her letter to Napoleon, Elizabeth Barrett
Browning uses rhetorical strategies such as:
strong verbs and adjectives, varied sentence
structure, as well as repetition (lines 32-46).
These add more power, memorability, and conviction
to her letter.

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Sample 2C

Question 2

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

C

Elizabeth Barret Browning uses her writing skills as a poet to create beautifully written letter to Napoleon. She uses emotion to present Napoleon as a strong leader and doesn't directly ask for the pardon of Victor Hugo. Elizabeth writes about Napoleon's greatness and admiration towards him to the reader to feel a deep connection with the writer.

The author begins by humbling herself towards Napoleon's importance in France and implying that he may listen to her. She belittles Victor Hugo by saying that he insignificant compare to his Highness Napoleon III Emperor of France (short commander of the French Army). As a poetic writer, the author includes that poets and writers suffer more than common man and that they speak out falseness. Browning deeply implies and expresses that she herself believes in him and his way of government, that she (even a woman) falls to his feet.

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Sample 2A

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

Question 2

A

In Elizabeth's letter to Napoleon she starts by talking about herself as "only a woman" & as an "unknown", which makes the reader feel more intrigued in what she has to say. Elizabeth then starts to beg for attention to what she has to say by writing "have patience" & "I supplicate you". Elizabeth then goes on talking about how she doesn't know the poet Hugo personally by saying "I have no personal knowledge of this man" & "I never saw his face", which means she isn't being biased when she says that Hugo should be pardoned. She then compliments Hugo as being "a great poet of France", which makes Hugo out to be an important person.

#

Scores and Commentary

Note: Samples are arranged from highest to lowest score; sample identifiers are not necessarily in alphabetical order.

Student samples are quoted verbatim and may contain grammatical errors.

Sample Identifier: 2I

Score: 9

- ♦ This essay demonstrates a sophisticated grasp of the rhetorical situation and the ways in which Browning's attempts to persuade her audience are informed by this context. For example, the student writes: "well aware of the patriarchal society in which she lived, Browning alluded to her inferiority as a woman ... in order to bolster the ego of Napoleon."
- ♦ The student effectively analyzes how Browning shrewdly exploits Napoleon's concern for public opinion, his nationalism, and paternal feelings, establishing a clear connection between Browning's understanding of audience and her rhetorical choices. It is because "Browning knew the mind of a dictator" that she chooses to play on, for instance, Napoleon's "desire to be remembered in a positive light" and "to evoke Napoleon's national pride for Mother France."
- ♦ Identifying Browning's "compelling" juxtaposition between poets' love and hate ("when they hate most causelessly, there is a divine love in them somewhere"), the essay explains how Browning seeks to exonerate Hugo while "imploping Napoleon to kill Hugo with kindness."
- ♦ There is an impressive control of language throughout: for instance, "Browning crafts a trap to ensnare Napoleon, prey to his narcissistic nature."
- ♦ Although there are lapses, overall the essay provides an especially thorough analysis of the rhetorical moves that Browning makes in her letter.

Sample Identifier: 2H

Score: 8

- ♦ This essay effectively addresses how the structure of Browning's letter serves her rhetorical purpose ("On the whole, Browning's argument is based on building up and subsequently tearing down the emperor").
- ♦ The student effectively analyzes the ways in which Browning appeals to Napoleon's ego and national pride in order to achieve her purpose (for instance, "The argument does its best to appeal to Napoleon in the most sensitive ways possible" and "She cites Hugo as a 'great poet of France (25),' ... a man of the people...").
- ♦ The student establishes a clear connection between Browning's awareness of her audience ("All authority figures want to be remembered fondly, and discovering they may not be is personally upsetting") and her choice of strategies ("She cites how future historians, statesmen, and even the Emperor's own son will look down upon him for criminalizing the great French poet").
- ♦ For its convincing analysis of Browning's rhetorical strategies and consistent control over a wide range of the elements of effective writing, the essay clearly merits a score of 8.

Sample Identifier: 2G**Score: 7**

- ♦ This essay presents an adequate argument that moves beyond a score of 6.
- ♦ The student's analysis of Browning's word-choice in her petition to Napoleon ("Browning's first strategy to persuading Napoleon is being respectful and selecting proper words") is adequate, but more thoroughly developed than a response with a score of 6 (e.g., the student highlights how Browning "points Hugo out as an 'accuser' and 'traducer' ... to acknowledge Napoleon's views ... She does not attempt to undermine Napoleon by acting as if Hugo has done nothing wrong").
- ♦ The student adequately analyzes Browning's appeals to logos (pointing out that "the action is for the good of France and future generations") and pathos (referring to Napoleon's future son looking up to his imperial father if he pardons Hugo).
- ♦ The student demonstrates a sufficient understanding of Browning's purpose and presents a more complete explanation of the strategies she adopts to achieve her goals.

Sample Identifier: 2F**Score: 6**

- ♦ This essay adequately analyzes the strategies Browning uses to petition Napoleon, and its evidence and explanations are appropriate and sufficient.
- ♦ Developing three points ("applying flattery, evoking sympathy, and suggesting protection [for Napoleon's legacy]"), the student presents a clear analysis of Browning's letter that is supported by references to the passage.
- ♦ Though not particularly sophisticated, the essay's efforts to connect the letter's formal features with rhetorical purpose are adequate (for instance, "The use of flattery is also evident in the repetition of Browning's 'trust' in Napoleon's greatness and will to do the right thing").
- ♦ The student's ideas are sufficiently marked by transitions and the prose is clear, earning this response a score of 6.

Sample Identifier: 2D**Score: 5**

- ♦ This essay analyzes the rhetorical strategies Browning uses to petition Napoleon, but does so in a limited way.
- ♦ The student has an overall understanding of the passage. In the first paragraph, the student discusses Browning's "empowering tone" and how she "builds her ethos in the second paragraph;" in the third paragraph, the student claims that Browning "writes with a strong hatred, then switches to strong compassion," but the analysis remains limited as the student attributes this rather vaguely to the "use of alternating diction."
- ♦ The student has some understanding of Browning's argument: "She continues on with complementing [*sic*] Napoleon through the fourth and fifth paragraphs," but remains at the level of assertion, resulting in an uneven analysis overall.

Sample Identifier: 2JJ**Score: 4**

- ♦ This essay inadequately analyzes the strategies Browning uses to petition Napoleon.
- ♦ The student attempts analysis but misrepresents the strategies, invoking rather confused terminology (“factual allusion” and “credible anaphora”).
- ♦ The student supports three major points with explanations that are insufficient and less convincing.

Sample Identifier: 2B**Score: 3**

- ♦ This essay meets the basic criteria for a score of 4, but demonstrates less success.
- ♦ The student attempts analysis (“Browning humbles herself ... to appeal to Napoleon’s emotions”), but is less perceptive in understanding the passage or Browning’s strategies (referring, for instance, to “adjectives, which work to amplify their verb’s effect on the reading”).
- ♦ The student provides explanations or examples that are particularly limited or simplistic (e.g., “The sentence ... is a series of short, concise statements separated by semi-colons, which make them more memorable”).

Sample Identifier: 2C**Score: 2**

- ♦ This essay has little success in analyzing the strategies Browning uses to petition Napoleon.
- ♦ The student writes that Browning “uses emotion” and “begins by humbling herself,” but fails to explain how these support Browning’s aims.
- ♦ The student attempts analysis but follows with inaccurate explanation (“belittles Hugo”).
- ♦ The essay lacks development and lacks coherence, earning a score of 2.

Sample Identifier: 2A**Score: 1**

- ♦ This essay meets the criteria for the score of 2, but is especially undeveloped.
- ♦ The student writes mostly summary, but mostly uses quotations and does not develop examples.
- ♦ The student attempts to analyze but the explanation is inaccurate (e.g., “She starts by talking about herself as ‘only a woman’ & as an ‘unknown,’ which makes the reader feel more intrigued [*sic*] in what she has to say”).
- ♦ For its lack of development and its especially simplistic attempt at analysis, the essay earns a score of 1.