



## AP English Literature and Composition 2001 Scoring Guidelines

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**Question 1**

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of the quality of the essay as a whole.
- Reward the writers for what they do well.
- The score for an exceptionally well-written essay may be raised by one point above the appropriate score.
- In no case may a poorly written essay be scored higher than a 3.

- 9-8** These essays offer a persuasive comparison/contrast of both poems and an effective analysis of the relationship between the two. Although the writers of these essays offer a range of interpretations or choose different poetic elements for emphasis, these papers provide convincing readings of **both** poems and demonstrate consistent and effective control over the elements of composition, which may include language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear **and** sophisticated.
- 7-6** These essays offer a reasonable comparison/contrast of both poems and analyze the relationship between the two. They are less thorough or less precise in their discussion of the poems, and their analysis of the relationship between them is less thoughtful. These essays demonstrate the writer's ability to express and support ideas clearly, although they do not exhibit the same level of effective writing as the 9-8 papers.
- 5** These essays tend to be superficial in analysis even though they may respond to the assigned task with a plausible reading of both poems. They often rely on paraphrase, but paraphrase that contains some analysis, implicit or explicit. Their comparison/contrast of the relationships between the two poems may be vague, formulaic, or inadequately supported by references to the texts. There may be minor misinterpretations of one or both poems. These writers demonstrate control of ideas, but the writing may be marred by surface errors. These essays are not as well-conceived, organized, or developed as upper-half papers.
- 4-3** These lower-half essays reveal an incomplete understanding of the task required by the prompt: they may demonstrate a misunderstanding of either or both poems; they may fail to develop a coherent basis for comparing/contrasting the two poems; or they may ignore one of the poems. The analysis may be partial, unconvincing, or irrelevant. These essays may rely on paraphrase alone. Evidence from the poems may be slight or misconstrued. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreadings and/or demonstrate unusually inept writing.

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**Question 1 (cont'd.)**

- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. They may contain serious misreadings of the poems, be unacceptably brief, or be incoherent in presenting their ideas. They may contain serious errors in grammar and mechanics. Although some attempt has made to respond to the question, the writer's assertions are presented with little clarity, organization, or support from the poems themselves. Essays scored a 1 contain little coherent discussion of the poems.
- 0** A response with no more than a reference to the task.
- A blank paper or completely off-topic response.

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**Question 2**

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of the quality of the essay as a whole.
- Reward the writers for what they do well.
- The score for an exceptionally well-written essay may be raised by one point above the appropriate score.
- In no case may a poorly written essay be scored higher than a 3.

**9-8** These essays offer a persuasive interpretation of how Henry Fielding characterizes Mr. Allworthy and Mrs. Deborah Wilkins. Specifically, they identify techniques and then analyze how the author uses them to reveal the characters of Allworthy and Wilkins. (For example, they may even attempt an analysis of Fielding’s comedic strategies.) These essays make apt and specific references to the passage, effectively analyzing the nature of the characters’ responses to the discovery of the child and what it reveals about each of them. Though the essays may not be error-free, they are perceptive in their analysis of character and demonstrate writing that is clear and precise. Generally, the nine (9) essays reveal a more sophisticated analysis and a more effective control of language than do essays scored an eight (8).

**7-6** These essays offer a reasonable interpretation of Fielding’s passage, in which the writers identify the techniques and analyze how the author employs them in creating characters. Although not as convincing or as thoroughly developed papers as those in the highest range, they demonstrate the writer’s ability to express ideas with clarity, insight, and control. Generally, the seven (7) essays present a more developed analysis and a more consistent command of the elements of effective composition than do essays scored a six (6).

**5** These essays tend to be simplistic in analysis of techniques even though they may respond to the assigned task with a plausible reading of Fielding’s passage. They often rely on paraphrase, but the paraphrase will exhibit some analysis, implicit or explicit. The discussion of characterization may be slight and/or confusing, and the treatment of the differences between the two characters may be vague, formulaic, or inadequately supported by references to the passage itself. There may be minor misinterpretations of either or both characters. These writers demonstrate control of ideas, but the writing may be flawed by surface errors that do not create confusion for the reader. These essays are not as well-conceived, organized, or developed as upper-half papers.

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**Question 2 (cont'd.)**

- 4-3** These lower-half essays offer a less than thorough understanding of the task or less than adequate treatment of the techniques. They may demonstrate misunderstanding of some aspect of the passage. The analysis of the techniques of characterization may be only partial, unconvincing, or irrelevant. These essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a three (3) may contain significant misreadings and/or distracting errors in grammar and mechanics.
- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. They may seriously misread the passage, may be unacceptably brief, or may be incoherent. They may contain pervasive errors which interfere with understanding. Although some attempt has been made to respond to the question, the writer's assertions are presented with little clarity, organization, or support from the passage itself. Essays scored a one (1) contain little coherent discussion of the passage.
- 0** A response with no more than a reference to the task.
- A blank paper or completely off-topic response.

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**Question 3**

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of the quality of the essay as a whole.
- Reward the writers for what they do well.
- The score for an exceptionally well-written essay may be raised by one point above the appropriate score.
- In no case may a poorly written essay be scored higher than a 3.

- 9-8** These well-focused essays identify the “madness” or the “irrational behavior” of a character in an appropriate novel or play, and they persuasively explain the nature of this delusion or eccentric behavior and how it might be judged reasonable in the context of the entire work. Using apt and specific textual illustrations but without belaboring the plot, they fully explore not only the nature of the character’s “madness” but also its significance to the work as a whole. These essays need not be flawless, nor must they accomplish all aspects of this complex task equally well. Nonetheless, they exhibit the writer’s ability to discuss a literary work with insight and understanding, to sustain control over a thesis, and to write with clarity and perhaps—in the case of a nine (9) essay—with stylistic flair.
- 7-6** These competent essays describe the nature of the character’s “madness” in an appropriate novel or play, and they discuss how the delusion or eccentric behavior might be judged reasonable, in addition to the significance that delusion or eccentric behavior has to the work as a whole. Although not without insights, the analysis provided by the 7-6 essays is less thorough, less perceptive, and/or less specific than that of the 9-8 papers; references to the text may not be as apt or as persuasive. Papers scored a seven (7) will demonstrate more sophistication in both substance and style, though both 7’s and 6’s will be generally well-written and free from significant or sustained misinterpretation.
- 5** These essays tend to be simplistic in analysis even though they may respond to the assigned task and may offer a plausible discussion of the work. They often rely upon plot summary that contains some analysis, implicit or explicit. They may discuss a character’s “madness” in a limited manner, or not fully develop its significance to the work as a whole. However, these essays will not accomplish all—or perhaps any—of these tasks with sufficient development. The work itself may be poorly chosen for this essay question; the character’s “madness” and its nature may not be clearly related to reasonable behavior. Typically these essays reveal unsophisticated thinking and/or immature writing.

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**Question 3 (cont'd.)**

- 4-3** These lower-half essays reflect an incomplete or oversimplified understanding of the work discussed, or they may fail to establish how a character’s “madness” can be judged to be reasonable, or they may fail to discuss how that behavior informs the work as a whole. They may rely on plot summary. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays lack control over the elements of college-level composition. Essays scored a three (3) exhibit more than one of the stylistic errors; they may also be marred by significant misinterpretation and/or poor development.
- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The writer’s observations are presented with little clarity, organization, or supporting evidence. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored a one (1).
- 0** This is a response with no more than a reference to the task.
- A blank paper or completely off-topic response.