



AP[®] English Literature and Composition 2005 Scoring Guidelines Form B

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AP[®] ENGLISH LITERATURE AND COMPOSITION
2005 SCORING GUIDELINES (Form B)

Question 1

(William Stafford's "Five A.M." and Elizabeth Bishop's "Five Flights Up")

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These well-written and persuasive essays demonstrate a good understanding of both poems. They accurately describe points of both difference and similarity. They convincingly define the state of mind of the speaker in both poems and analyze several of the techniques in each poem that reveal the speakers. These essays contain apt and specific reference to both texts. They need not be without flaw. Essays scored a 9 demonstrate particular sophistication in both substance and quality of writing.
- 7–6** These essays focus well on points of likeness and difference in both poems. Their characterization of the speakers' states of mind is less convincing than that of the best essays. Though they convey a good comprehension of both poems and deal with their technical devices, the discussion is less effective, less precise, and/or less thorough than that of the 9–8 essays. Lacking the maturity and control of the best essays, these responses still demonstrate the ability to express ideas clearly.
- 5** These essays attempt to answer the question but do so superficially or with incomplete understanding. The discussion of points of likeness and difference is adequate, but the account of the speakers' states of mind may be oversimplified, and the attention to technique may be cursory. These essays may deal with only a small part of the poems, or inadequately with one of them. The writing conveys the student's ideas but is otherwise likely to be pedestrian, lacking in apt examples, and not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These essays fail to respond to the question competently. Their comparison of details in the two poems may make one or two plausible points, but their understanding of the speakers' states of mind is severely limited or erroneous. They may fail to discuss one of the poems or fail to compare the two. Their analysis of poetic technique is inadequate or inaccurate. The writing demonstrates weak control over the elements of composition, typically containing unsupported ideas, clear misreadings of the texts, and/or recurrent stylistic flaws.
- 2–1** These essays compound the weaknesses of the 4–3 essays. They may flagrantly misunderstand one or both poems, and/or misrepresent their similarities or differences. Frequently they are unacceptably brief. They are poorly written on several counts and may contain many distracting errors in grammar and mechanics. While some attempt to answer the question may have been made, the essays typically lack clarity, organization, or basic understanding of the nature of poetry.
- 0** These essays give a response with no more than a reference to the task.
- These essays either are left blank or are completely off-topic.

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Question 2

(Frank Norris's *McTeague*)

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These well-written essays persuasively describe the characterization and the narrator's attitude toward *McTeague*. Using apt specific examples, they discuss several of the literary means by which the narrator's attitudes are conveyed. The writing need not be flawless, but it does demonstrate the student's ability to read with mature comprehension and to write with skill and control. Essays scored a 9 are typically more sophisticated in interpretation, more richly detailed, and/or more impressively written than essays scored an 8.
- 7–6** These essays demonstrate a clear understanding of the characterization and of the narrator's attitude toward *McTeague*. They are less precise, less thorough, or less convincing than the 9–8 essays, but their basic argument is effective. Their analysis of the narrator's attitude is likely to be less attentive to techniques or less well supported by details. The essays are well written but display less maturity and control.
- 5** These essays discuss the characterization and the narrator's attitude toward *McTeague* but do so in a superficial or pedestrian way. Often the essay simply summarizes the content of the passage without any real analysis. The writing is sufficient to convey the student's ideas, but it may be immature or not consistently controlled. The organization may be ineffective or not fully developed. Typically these essays reveal simplistic thinking and/or writing.
- 4–3** These essays attempt to discuss the characterization and the narrator's attitude toward *McTeague*, but they do so inaccurately or ineffectively. The discussion of techniques may be vague, limited, or lacking in apt examples. The writing may be sufficient to convey ideas but is often weak in grammar and style. Generally, these essays fail to analyze appropriately, misinterpret the text or the prompt, and/or lack effective organization.
- 2–1** These essays fail to respond adequately to the question. They may demonstrate confused thinking and/or consistent weaknesses in grammar or other basic elements of composition. They are often unacceptably brief. Although the student may have made some attempt to answer the question, the ideas presented have little clarity or coherence. Essays that are especially inexact, vacuous, or mechanically unsound should be scored a 1.
- 0** These essays give a response with no more than a reference to the task.
- These essays either are left blank or are completely off-topic.

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Question 3

(Gaining Power Over Others or Freeing the Self from Their Power)

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These well-focused and persuasive essays identify a character who struggles to escape from the power of others or seeks to gain power over others, clearly explaining what the power struggle is and how it enhances the meaning of the work. Well supported with apt and specific textual references, these essays clearly explain how the power struggle relates to the meaning of the work. Although not without flaws, these essays demonstrate the ability to discuss a literary work with insight and understanding, and to sustain a thesis with clarity, precision, and coherence. Generally, essays scored a 9 reveal more sophisticated analysis and more stylistic skill than those scored an 8.
- 7–6** These competent essays identify a character who struggles to escape from others' power or seeks to gain power over others, and explain how that power struggle enhances the meaning of the work. They demonstrate insight and understanding, but their analysis is less thorough, less perceptive, and/or less specific in supporting detail than the essays scored 9–8. The evidence given may not be as apt or persuasive, or the argument may not be as well developed. Essays scored a 7 demonstrate more sophistication in substance and style than those scored a 6, though both are free from significant or sustained misinterpretation and are generally well written.
- 5** These essays respond to the assigned task, but they tend to be superficial in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the students attempt to discuss the character's motives for escaping the power of others—or gaining power over others—and how that contributes to the work, their essays may be simplistic in argument or insight, and they may be unsophisticated or immature in writing. While demonstrating adequate control of language, these essays often lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays reflect an incomplete or oversimplified understanding of the work. They may fail to define the nature of the power struggle or ignore how it affects the meaning of the work. They may rely on plot summary alone. Their assertions may be unsupported or not relevant to the prompt. Often wordy, repetitious, or disorganized, these essays lack control over the elements of college-level composition. Essays scored a 3 often contain significant misreadings and/or poor writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often they are unacceptably brief, very confused, or incoherent. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Generally, their assertions are presented with very little clarity, organization, or understanding. Inept, vacuous, and/or entirely incoherent essays must be scored a 1.
- 0** These essays give a response with no more than a reference to the task.
- These essays either are left blank or are completely off-topic.