



AP[®] English Literature and Composition 2011 Scoring Guidelines

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2011 SCORING GUIDELINES

Question 1

(Li-Young Lee's "A Story")

The score reflects the quality of the essay as a whole — its content, style, and 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 essays offer a persuasive analysis of Lee's use of literary devices to develop the complex relationship of the father and son. The essays offer a range of interpretations; they provide convincing readings of both the complex relationship and Lee's use of literary devices. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. 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, and in the case of a score of 9, especially persuasive.
- 7–6** These essays offer a reasonable analysis of Lee's use of literary devices to develop the complex relationship of the father and son. The essays are less thorough or less precise in their discussion of the relationship and Lee's use of literary devices, and their analysis of the relationship of the father and son is less convincing. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 responses. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of Lee's use of literary devices to develop the relationship of the father and son but tend to be superficial in their analysis of the relationship. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship of the father and son or of Lee's use of literary devices may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some control of language, but the writing may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore the complexity of the relationship of the father and son or Lee's use of literary devices. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. Although some attempt has been made to respond to the prompt, the student's assertions are presented with little clarity, organization, or support from the poem. These essays may contain serious errors in grammar and mechanics. They may offer a complete misreading or be unacceptably brief. Essays scored a 1 contain little coherent discussion of the poem.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

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2011 SCORING GUIDELINES

Question 2

(George Eliot's *Middlemarch*)

The score reflects the quality of the essay as a whole — its content, style, and 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 essays offer a persuasive analysis of Eliot's portrayal of the two characters and their complex relationship as husband and wife as Eliot develops these through literary devices. The essays make a strong case for their interpretation of the characters and their relationship. They consider literary devices such as narrative perspective and selection of detail, and they engage the text through apt and specific references. Although these essays may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.
- 7–6** These essays offer a reasonable analysis of Eliot's portrayal of the two characters and their complex relationship as husband and wife as Eliot develops these through literary devices. They provide a sustained, competent reading of the passage, with attention to devices such as narrative perspective and selection of detail. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, they present ideas with clarity and control, and refer to the text for support. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of the passage but tend to be superficial or thinly developed in their treatment of Eliot's portrayal of the two characters and their complex relationship as husband and wife and/or of Eliot's use of literary devices. Although the essays contain some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to the portrayal of character may be slight, and support from the passage may tend toward summary or paraphrase. These essays demonstrate adequate control of language but may be marred by surface errors. They are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of the passage. The analysis may be partial, unconvincing, or irrelevant; the responses may ignore the complex relationship of the husband and wife or Eliot's use of literary devices to develop the characters. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. They may persistently misread the passage or be unacceptably brief. They may contain pervasive errors that interfere with understanding. Although some attempt has been made to respond to the prompt, the ideas are presented with little clarity, organization, or support from the passage. Essays scored a 1 contain little coherent discussion of the passage.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

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2011 SCORING GUIDELINES

Question 3

(Justice)

The score reflects the quality of the essay as a whole — its content, style, and 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 essays offer a well-focused and persuasive analysis of a literary character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole. Using apt and specific textual support, these essays analyze how the character responds in a significant way to justice or injustice. Although they may not be error-free, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.
- 7–6** These essays offer a reasonable analysis of a literary character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole. They analyze how the character responds in a significant way to justice or injustice. Although these responses have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although these responses attempt to discuss how a character understands justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole, they may demonstrate a rather simplistic understanding of the character or the idea of justice in the work, and support from the text may be too general. Although these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of a character’s understanding of and search for justice in a novel or play. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character’s response to justice or injustice. They may not develop an analysis of the significance of the search for justice for the work as a whole, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and/or demonstrate inept 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 or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.