

2018

AP<sup>®</sup>

 CollegeBoard

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# AP English Literature and Composition

## Scoring Guidelines

# AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION

## 2018 SCORING GUIDELINES

### Question 1: Olive Senior, “Plants”

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students 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 how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. Using apt and specific textual support, they demonstrate consistent and effective control over the elements of composition in language appropriate to the discussion of poetry. Although these well-focused essays may not be error-free, they are perceptive in their analysis and demonstrate writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

**7–6** These essays offer a reasonable analysis of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. Using textual support, they are organized and demonstrate control over the elements of composition in language appropriate to the discussion of poetry. These focused essays show insight in their analysis, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent control of organization and language.

**5** These essays respond to the assigned task with a plausible discussion of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life, but the analysis may be superficial and thinly developed. They often rely on paraphrase or general textual support that includes some analysis, implicit or explicit. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

**4–3** These lower-half essays fail to offer an adequate analysis of the poem. The analysis of how the poet portrays the complex relationships among the speaker, the implied audience, and plant life may be partial, unconvincing, oversimplified, or irrelevant. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate 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 several writing weaknesses. Although these essays make some attempt to respond to the prompt, they are often unacceptably brief or incoherent in presenting their ideas. The essays may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. The ideas may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.

**0** These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

— These essays are entirely blank.

# AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION

## 2018 SCORING GUIDELINES

### Question 2: Nathaniel Hawthorne, *The Blithedale Romance*

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students 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 how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques. Using apt and specific textual support, the essays demonstrate consistent and effective control over the elements of composition in language appropriate to the discussion of prose. Although these well-focused essays may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

**7–6** These essays offer a reasonable analysis of how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques. Using textual support, they are organized and demonstrate control over the elements of composition in language appropriate to the discussion of prose. These focused essays show insight in their analysis, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent control of organization and language.

**5** These essays respond to the assigned task with a plausible reading of how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques, but the analysis may be superficial and thinly developed. While the essays include some analysis of the passage, implicit or explicit, the analysis of Hawthorne’s portrayal of the narrator’s attitude or the use of literary techniques may be slight, and support from the passage may tend toward summary or paraphrase. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

**4–3** These lower-half essays fail to offer an adequate analysis of the passage. The analysis of how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques may be partial, unconvincing, oversimplified, or irrelevant; the essays may ignore Hawthorne’s portrayal of the narrator’s attitude or the use of literary techniques. Evidence from the passage may be slight or misconstrued, or the essays may rely only on paraphrase. The essays often demonstrate 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 several writing weaknesses. Although they make some attempt to respond to the prompt, they are often unacceptably brief or incoherent in presenting their ideas. The essays may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. Ideas may be presented with little clarity, organization, or support from the passage. Essays scored a 1 contain little coherent discussion of the passage.

**0** These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

— These essays are entirely blank.

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## 2018 SCORING GUIDELINES

### Question 3: The Gift

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students 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 the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. Using apt and specific textual support, these essays demonstrate consistent and effective control over the elements of composition and language appropriate to their discussion. Although these well-focused essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with insight and understanding in writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

**7–6** These essays offer a reasonable analysis of the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. Using textual support, these essays are organized and demonstrate control over the elements of composition and language appropriate to their discussion. These focused essays show insight in their analysis, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent command of the elements of effective composition.

**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 includes some analysis, implicit or explicit. Although the essays attempt to discuss a literal or figurative gift, how it may be complex, or what it may contribute to the work as a whole, they may demonstrate a rather simplistic understanding of the complex nature of the gift or its effect on the work. While these essays demonstrate adequate control of language, they may be marred by surface errors. They have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

**4–3** These lower-half essays fail to offer an adequate reading of the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. The analysis may be partial, unsupported, oversimplified, or irrelevant, and the essays may reflect an incomplete understanding of the nature of the gift and/or its effects. They may rely on plot summary that is not in service to a clear idea. 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 composition. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

**2–1** These essays compound several writing weaknesses. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. The ideas may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.

**0** These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

— These essays are entirely blank.