

2017

AP®



CollegeBoard

AP English Literature and Composition

Scoring Guidelines

AP® ENGLISH LITERATURE AND COMPOSITION

2017 SCORING GUIDELINES

Question 1: Rachel M. Harper, “The Myth of Music”

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. A poorly written essay may not be scored higher than a 3.

9–8 These essays offer a persuasive analysis of how the relationship between music and the speaker’s complex memories of her family is conveyed through elements such as imagery, form, and tone. The writers of these essays offer a range of interpretations; they provide convincing readings of the relationship between music and the speaker’s complex memories and Harper’s use of elements such as imagery, form, and tone. They demonstrate consistent and effective control over the elements of composition in 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, and in the case of a 9 essay, especially persuasive.

7–6 These essays offer a reasonable analysis of how the relationship between music and the speaker’s complex memories of her family is conveyed through elements such as imagery, form, and tone. They are less thorough or less precise in their discussion of how the relationship between music and the speaker’s complex memories of her family is conveyed through elements such as imagery, form, and tone. Their analysis of the relationship and the use of elements is less thorough or 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 papers. 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 analysis of how the relationship between music and the speaker’s complex memories of her family is conveyed through elements such as imagery, form, and tone, but tend to be superficial or pedestrian in their analysis of the relationship and the use of elements. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship between music and memory or of Harper’s use of such elements as imagery, form, and tone may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These students demonstrate some control of language, but their essays 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 may ignore the relationship between music and memory or Harper’s use of elements. 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 the papers 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 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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Question 2: Tobias Smollett, *The Adventures of Peregrine Pickle*

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. A poorly written essay may not be scored higher than a 3.

9–8 These essays offer a persuasive analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. The essays make a strong case for their interpretation of how the interplay works in this passage. While students may consider a variety of literary techniques, 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 how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. While students may consider a variety of literary techniques, they provide a sustained, competent reading of the passage. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, the ideas are presented 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 they tend to be superficial or thin in their analysis of how Smollett explores the interplay between emotions and social propriety through such literary techniques as tone, narrative pace, and dialogue. They often rely on summary or paraphrase, which may contain some analysis, implicit or explicit. The analysis of the interplay between emotions and social propriety and/or the use of literary techniques may be slight. While 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 the passage. The analysis may be partial, unconvincing, or irrelevant; the essays may ignore the interplay between emotions and social propriety and/or the use of literary techniques. These essays may be characterized by an unfocused or repetitive presentation of ideas or an accumulation of errors. Evidence from the passage may be slight or misconstrued, or the essays may rely on summary or paraphrase only. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

2–1 These essays compound the weaknesses of the essays 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 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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Question 3: Mysterious Origins

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. A poorly written essay may not be scored higher than a 3.

9–8 These essays offer a well-focused and persuasive analysis of how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how unusual or mysterious origins affect the character, his or her relationships, and the meaning of the work as a whole. Although these essays may not be error-free, they 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 how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. While these papers 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 the students attempt to analyze how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the significance of the origins, and support from the text may be too general. While these students demonstrate adequate control of language, their essays 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 how unusual or mysterious origins shape the character and his or her relationships, and how these origins contribute to the meaning of the work as a whole. The analysis may be partial, unconvincing, or irrelevant; the essays may reflect an incomplete or oversimplified understanding of the character’s origins. These essays may be characterized by an unfocused or repetitive presentation of ideas or an accumulation of errors; they may lack control over the elements of college-level composition. Evidence from the text may be slight or misconstrued, or the essays may rely on plot summary only. 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 the papers in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The student’s 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 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.