



AP[®] English Literature 2003 Scoring Guidelines Form B

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AP[®] ENGLISH LITERATURE
2003 SCORING GUIDELINES (Form B)

Question 1

George Meredith's *Modern Love*

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole — its content, its style, its mechanics. **Reward the writers for what they do well.** The score for an exceptionally well written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These well-focused and persuasive essays analyze in detail how the poet conveys a view of “modern” love (c.1862), demonstrating an understanding of the poem’s setting (“common bed”), its two figures (“he” and “she”), and the presence of deep conflicts between them. These essays explore in depth the implications of the poem’s ambiguous language and suggest interesting interpretations, particularly with regard to imagery and diction. Not without flaws, these essays respond skillfully to the language and structure of the poem. Essays scored a nine (9) demonstrate exceptional clarity, consistency, and sophistication.
- 7-6** These competent essays comprehend the basic situation presented in the poem and explain clearly how the poet conveys a view of modern love, or at least of a particular relationship. They contain some insights, but their analysis is less thorough, less perceptive, and/or less specific than that of the essays in the 9-8 range. Generally well written, these essays are free from significant or sustained misinterpretation, but lack the control and sophistication of essays in the 9-8 range.
- 5** These essays respond to the assigned task with a plausible reading of the poem, but they tend to be superficial in their analysis of meaning and technique. They may be vague, generalized, or inadequately supported by references to the text. The writing may be marred by surface errors, weak arguments, or incomplete development.
- 4-3** These lower-half essays fail to offer adequate analysis of the poem and/or fail to respond to the prompt. The writer may misconceive the poem, or ignore *how* the poem conveys its meanings; the writing may lack control and/or fail to develop ideas. Essays scored a three (3) usually contain flagrant misreadings and/or inept writing.
- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief. Although some attempt may be made to answer the question, the writer’s observations are presented with little clarity, organization, or support from the poem. The essays may be poorly written on several counts and may contain distracting errors in grammar and mechanics. Essays scored a one (1) contain little coherent discussion of the poem. Especially inept, vacuous, and/or unsound essays must be scored a one (1).
- 0** These essays give a response with no more than a reference to the task.
- These essays are either left blank or are completely off-topic.

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Question 2

Joyce Carol Oates's *We Were the Mulvaney*s

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole — its content, its style, its mechanics. **Reward the writers for what they do well.** The score for an exceptionally well written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These well-focused essays offer a persuasive analysis of the literary techniques Oates uses to characterize Judd Mulvaney. Not without flaws, these essays are very resourceful in showing how various literary techniques are used to convey the character's particular state of mind. Essays scored a nine (9) are unusually insightful in interpretation and exceptionally well written.
- 7-6** These competent essays demonstrate a clear understanding of how Judd Mulvaney is characterized or his state of mind revealed. They offer insights into the language of the passage, but their analysis is less thorough, less perceptive, and/or less specific than that of essays in the 9-8 range. Generally well written, these essays are free from significant or sustained misinterpretation, but lack the control and sophistication of essays in the 9-8 range.
- 5** These essays offer plausible interpretations of Judd Mulvaney's character or state of mind, but they tend to be superficial in analysis. They may slight the literary techniques used, or present inadequate evidence for their otherwise acceptable ideas. The writing may be marred by surface errors, incomplete development, or inconsistent focus.
- 4-3** These lower-half essays fail to provide adequate analysis of the character or his state of mind. They may fail to respond well to the prompt, ignore the literary techniques used, or seriously misunderstand the passage. The writing is often immature — it may lack control, fail to develop ideas, or be excessively general. Fundamental misinterpretation and/or inept writing should be scored a three (3).
- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief. 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. These essays may be poorly written on several counts and may contain distracting errors in grammar and mechanics. Essays scored a one (1) contain little coherent discussion of the passage. Especially inept, vacuous, and/or unsound essays must be scored a one (1).
- 0** These essays give a response with no more than a reference to the task.
- These essays are either left blank or are completely off-topic.

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Question 3

Cultural Collisions

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole — its content, its style, its mechanics. **Reward the writers for what they do well.** The score for an exceptionally well written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These persuasive essays focus well on a character’s response to some form of cultural collision — national, regional, ethnic, religious, or institutional. They clearly describe the cultural collision, explain fully what the character’s response to it is, and demonstrate its relevance to the work as a whole. Although not without flaws, these essays are richly detailed and stylistically resourceful. Those scored a nine (9) are exceptionally insightful, knowledgeable, or elegantly written.
- 7-6** These competent essays also focus clearly on a single character’s response to some form of cultural collision in an appropriate work. These essays offer insights into both the nature of the cultural collision and the character’s response to it. They are, however, less detailed, less fully persuasive, and/or less authoritative than 9-8 essays. These essays are free from significant or sustained misinterpretation, but lack the control and sophistication of those in the 9-8 range.
- 5** These essays tend to be simplistic in analysis even though they respond to the assigned task and offer a plausible account of the character’s response to cultural collision. They may fail to show how the character’s response is relevant to the work as a whole, may depend too heavily on plot summary, may offer weak arguments, or may be characterized by the incomplete development of an argument.
- 4-3** These lower-half essays demonstrate an incomplete or inadequate understanding of the prompt. They may fail to focus on a character’s response, fail to deal with issues of cultural collision, rely mainly on plot summary, and/or lack control over the conventions of college-level composition. Essays that are particularly poorly written will be scored a three (3).
- 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 may contain distracting errors in grammar and mechanics. The writer’s remarks are presented with little clarity, organization, or supporting evidence. Especially inept, vacuous, and/or unsound essays must be scored a one (1).
- 0** These essays give a response with no more than a reference to the task.
- These essays are either left blank or are completely off-topic.