



## **AP<sup>®</sup> English Literature and Composition 2010 Scoring Guidelines Form B**

### **The College Board**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), SpringBoard<sup>®</sup> and ACCUPLACER<sup>®</sup>. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2010 The College Board. College Board, ACCUPLACER, Advanced Placement Program, AP, AP Central, SAT, SpringBoard and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service is a trademark owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: [www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**

**AP Central is the official online home for the AP Program: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

**AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION**  
**2010 SCORING GUIDELINES (Form B)**

**Question 1**

(Samuel Johnson and A. E. Housman)

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 the two poets' use of literary techniques to make their points about coming of age. The writers of these essays offer a range of interpretations; they provide convincing readings that compare and contrast the two poems and analyze the poetic techniques used in each. 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 score of 9, especially persuasive.
- 7–6** These competent essays offer a reasonable analysis of the two poets' use of literary techniques to make their points about coming of age. They are less thorough or less precise in their comparisons of and contrasts between the poems, and their analysis of the poetic techniques is less convincing, than essays in the top scoring range. 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. Although essays scored 7–6 are generally well written, those scored a 7 demonstrate more sophistication in both substance and style.
- 5** These essays may respond to the assigned task with a plausible reading of the two poets' use of literary techniques to make their points about coming of age, but they may be superficial in their analysis of the points. They often rely on paraphrase but paraphrase that contains some analysis, implicit or explicit. Their analysis of the poems' views about coming of age or of their poetic techniques may be vague, formulaic or minimally supported by references to the text. There may be minor misinterpretations of the poems. These students 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 that compares and contrasts the two poems. The analysis may be partial, unconvincing or irrelevant, or may ignore the meanings attributed to coming of age in the poems or their use of techniques. Evidence from the poems 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 or demonstrate inept writing or both.
- 2–1** These essays compound the weaknesses of the papers in the 4–3 range. Although there may be some attempt to respond to the prompt, the student's assertions are presented with little clarity, organization or support from the poems. 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 poems.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

**AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION**  
**2010 SCORING GUIDELINES (Form B)**

**Question 2**

(Maxine Clair's "Cherry Bomb")

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 sustained, persuasive analysis of the adult narrator's memories of her fifth-grade world as Clair develops it through literary techniques. The students explore some complex elements of the environment and the narrator's responses to it. They consider the use of techniques such as thematic parallels, first-person point of view, symbolism, or figurative language, and they engage the text with apt and specific references. Although these essays may not be error-free, their perceptive analysis is apparent in writing that is clear, precise, strong and effectively organized. Essays scored a 9 exhibit more sophisticated analysis and more effective control of language than do essays scored an 8.
- 7–6** These essays offer a competent analysis of the adult narrator's memories of her fifth-grade world as Clair develops it through literary techniques. The students provide an able discussion of tone, point of view, and language and make some attempt to explore aspects of the environment and the narrator's responses to it. Although these essays may not be error-free and are less perceptive or convincing than 9–8 essays, the students present their 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 they tend to be superficial or thinly developed in their treatment of the adult narrator's memories of her fifth-grade world and/or of Clair's use of literary techniques to develop it. Although containing some analysis of the passage, implicit or explicit, the discussion of the narrator's relation to her environment may be thin, the analysis of literary devices may be slight, and reference to the passage may be limited to summary or paraphrase. Although these students' control of language may be adequate, 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 passage. The analysis may be partial, unconvincing or irrelevant; the writers may ignore or miss the complexity in the narrator's relationship to her environment or Clair's use of literary techniques in developing setting and character. 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 demonstrate inept writing.
- 2–1** These essays compound the weaknesses of the papers 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 student's ideas are presented with little clarity, organization or support from the passage. Essays that are especially inept or incoherent are scored a 1.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.

**AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION**  
**2010 SCORING GUIDELINES (Form B)**

**Question 3**

(Home)

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 how, in a novel or play, home remains significant to a character. Using apt and specific textual support, these essays analyze the reasons for home’s continuing influence and explain how the character’s idea of home illuminates the larger meaning of the work. Although not without flaws, 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 competent analysis of how, in a novel or play, home remains significant to a character. The students explore the reasons for home’s continuing influence and explain what the character’s idea of home contributes to the meaning of the work as a whole. Although these papers offer reasonable 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 discuss how home remains significant to a character and how the idea of home relates to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the home, the character or the work, and support from the text may be too general. Although these writers 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, in a novel or play, home remains significant to a character. The analysis may be partial, unsupported or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the reasons for the continuing influence of home. They may not develop a response to how the idea of home relates to 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 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 are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The students’ remarks are presented with little clarity, organization or supporting evidence. Particularly inept, vacuous and/or incoherent essays are scored a 1.
- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.