



AP[®] English Literature and Composition 2010 Scoring Guidelines

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[®], the PSAT/NMSQT[®], the Advanced Placement Program[®] (AP[®]), SpringBoard[®] and ACCUPLACER[®]. 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.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

AP[®] ENGLISH LITERATURE AND COMPOSITION

2010 SCORING GUIDELINES

Question 1

(Marilyn Nelson Waniek's "The Century Quilt")

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 Waniek's use of literary techniques to develop the complex meanings that the speaker attributes to the quilt. The essays offer a range of interpretations; they provide convincing readings of both the complex meanings ascribed to the quilt and Waniek's use of literary elements. 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 competent essays offer a reasonable analysis of Waniek's use of literary techniques to develop the complex meanings the speaker attributes to the quilt. They are less thorough or less precise in their discussion of the meanings of the quilt and Waniek's use of literary elements, and their analysis of the relationship between the two 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. 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 Waniek's use of literary techniques to develop the meanings attributed to the quilt, but they may be superficial in their analysis of those meanings. They often rely on paraphrase, but paraphrase that contains some analysis, implicit or explicit. Their analysis of the quilt's meanings or of Waniek's techniques 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 generally 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 meanings attributed to the quilt or Waniek's use of techniques. 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.

AP[®] ENGLISH LITERATURE AND COMPOSITION

2010 SCORING GUIDELINES

Question 2

(Maria Edgeworth's *Belinda*)

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 Clarence Hervey's complex character as Edgeworth develops it through literary techniques. They make a strong case for their interpretation of the passage. They explore some conflicting elements of Hervey's self-image and his connection to others, as well as his responses to Belinda. They consider techniques such as tone, point of view and language, 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, precise and effectively organized. Generally, 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 Hervey's complex character as Edgeworth develops it through literary techniques. They provide a sustained, competent reading of the passage, with attention to techniques such as tone, point of view and language. Although these essays may not be error-free and are less perceptive or less convincing than those in the 9–8 range, they present ideas with clarity and control and refer to the text for support. Generally, 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 Hervey's complex character and/or of Edgeworth's use of literary techniques. Although containing some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to the development 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 generally 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 contradictions and complexities in Clarence Hervey's character or Edgeworth's use of literary techniques to develop the 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 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[®] ENGLISH LITERATURE AND COMPOSITION

2010 SCORING GUIDELINES

Question 3

(Exile)

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, play or epic, a character’s experience with exile is both alienating and enriching. Using apt and specific textual support, these essays explore the character’s complex responses to being cut off from a home or special place and analyze what the experience of exile contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, 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, in a novel, play or epic, a character’s experience with exile is both alienating and enriching. These essays explore the character’s complex response to exile and identify what the experience of exile contributes to the meaning of the work as a whole. Although these responses show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. Generally, 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’s experience with exile is both alienating and enriching and what the experience contributes to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the character or the work, and support from the text may be too general. These essays demonstrate adequate control of language but may be marred by surface errors. They are generally 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, play or epic, a character’s experience with exile is both alienating and enriching. The analysis may be partial, unsupported or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character’s experience with exile. They may not develop a response to how that experience contributes 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. Remarks are presented with little clarity, organization or supporting evidence. Particularly inept, vacuous and/or incoherent essays are scored a 1.

**AP[®] ENGLISH LITERATURE AND COMPOSITION
2010 SCORING GUIDELINES**

Question 3 (continued)

- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.