

AP[®] ART HISTORY

2011 SCORING GUIDELINES

Question 3

The image shows a portion of an ancient Egyptian papyrus scroll.

Where were such scrolls generally placed, and what was their function? (5 minutes)

Background

This 5-minute question asks students to state where Egyptian scrolls such as the one shown were placed and what function they served.

Ancient Egyptian art was distinguished from the art of other cultures by its relationship to the quest for immortality and the funerary rituals associated with it. Immortality was the primary religious goal of Egypt's ruler-gods, the pharaohs, as of more ordinary beings. Bodies were mummified after death, and the soul was thought to undergo an examination to determine its worthiness for eternal life. Tombs enshrined most painting, sculpture and art objects produced during Egypt's long history, including scrolls such as the one shown. Many illustrated compendia of prayers, hymns, chants and spells have been discovered, whole or in fragments, in tomb contexts. A mid-19th-century scholar dubbed such works *Books of the Dead*, though they were typically written on papyrus scrolls. These so-called *Books of the Dead* constituted guides to the deceased's passage to the afterlife. There seems to have been no established text, though the tenor of the scrolls was the same. Since only the sinless could enjoy immortality, the dead were tried by Osiris, lord of the underworld, and Anubis, the god of embalming, to assess worthiness for eternal life. *Books of the Dead* constituted a kind of visual handbook to the complex and fraught passage from earthly life to afterlife. These papyrus scrolls were luxury objects, part of the tomb furnishings of the elite. They have been found in sarcophagi and caskets, usually placed around the body of the deceased, sometimes inserted in a mummy's bindings or inside a statuette. The scrolls' collective function was to provide words and images to help the dead negotiate the journey to immortal life as well as to aid the ka in the afterlife.

The section of the scroll shown illustrates the first trial faced by the soul of the deceased, whose heart, in a canopic jar on the left side of the balance, must be lighter than the feather of Ma'at, representing goodness and truth, if the deceased is to proceed on the journey to immortality. Anubis, the jackal-headed god of embalming, adjusts the scale while Thoth, the ibis-headed scribe of the gods, records the results. Deities of the pantheon preside in the register above. The composite monster, Ammit, part lion, crocodile and hippo, eagerly awaits the results on the right, for he will devour the heart if it is heavier than the feather. After passing this test, the soul proceeds to judgment by Osiris, illustrated in another part of the scroll.

Two Tasks for Students

1. State where ancient Egyptian scrolls, such as the one shown, were placed.
2. Discuss how such scrolls functioned in the culture of ancient Egypt; in other words, what purpose they served.

Points to Remember

Students are told that they are looking at part of an ancient Egyptian papyrus scroll. They are not asked for a date, nor are they asked for specific identification of the scene shown.

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2011 SCORING GUIDELINES

Question 3 (continued)

The question about placement may result in greatly varying responses. A simple answer such as “in a tomb” would satisfy the question’s requirement about placement.

Because the question asks about placement and function, explaining the narrative of the image is not required. Discussion of the narrative as an elaboration of the placement and function of scrolls such as the one shown is relevant.

Scoring Criteria

4 points

Response demonstrates thorough knowledge and understanding of the question.

The response includes the correct information that a scroll of this type would have been placed in a tomb and that its function was to help the dead in the afterlife. The discussion includes some elaboration on the function of the scroll but may include minor errors that do not have a meaningful impact on the response.

3 points

Response demonstrates sufficient knowledge and understanding of the question.

The response may show less certainty about either the placement or the function of scrolls of this type. The discussion is more superficial than a response that earns a score of 4 and may include minor errors that have some impact on the response.

2 points

Response demonstrates some knowledge and understanding of the question.

The response addresses placement and function but may be inaccurate about one. It may digress to some extent, providing reasonable information about Egyptian art or culture but not answering the question completely. It may be unclear and contain errors while demonstrating general familiarity with the content.

1 point

Response demonstrates little knowledge and understanding of the question.

The response may be unclear, be largely inaccurate, or omit either the placement or the function of a scroll of this type entirely.

0 points

Response demonstrates no discernible knowledge or understanding of the question.

The student attempts to respond, but the response makes only incorrect or irrelevant statements about ancient Egyptian papyrus scrolls.

— This is a nonresponse, such as a blank paper, crossed-out words or personal notes.

ART HISTORY
SECTION II—Part B
Time—1 hour
7 Questions

3A

Directions: The questions in this part are based on color images and/or text. The corresponding images are shown in the green insert. Each question is timed separately, as indicated by the length of time noted after each question. The proctor will announce when the time for each question has elapsed, but you may proceed freely from one question to the next. You must answer each question on the lined pages in this booklet.

Read the questions carefully and take time to think about what the questions ask. Formulate your answers before you begin to write. You can receive full credit only by directly answering the questions.

Note: For questions involving two images, when you are not asked specifically to name the artists and/or titles of the works, you may refer to the work on the left as (L) and the work on the right as (R).

3. The image shows a portion of an ancient Egyptian papyrus scroll.

Where were such scrolls generally placed, and what was their function? (5 minutes)

These were generally placed in tombs. It serves as a reminder of what supposedly happens in the afterlife. It is believed that having such images depicted aids the deceased person in his/her afterlife and find the right path. It shows the Egyptian god of death weighing the person's heart against a feather to determine where the soul, the deceased person goes/proceeds to in their afterlife. ~~the~~ Those scrolls can even be placed in the sarcophagus of the deceased, so that the deceased may have it handy with them in the afterlife. People must also learn what happens to them in the afterlife and learn what they are supposed to do to achieve/get to certain places in their afterlife. These

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Therefore serve both to guide and to
teach people about what awaits them when
they die.

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ART HISTORY
SECTION II—Part B
Time—1 hour
7 Questions

38

Directions: The questions in this part are based on color images and/or text. The corresponding images are shown in the green insert. Each question is timed separately, as indicated by the length of time noted after each question. The proctor will announce when the time for each question has elapsed, but you may proceed freely from one question to the next. You must answer each question on the lined pages in this booklet.

Read the questions carefully and take time to think about what the questions ask. Formulate your answers before you begin to write. You can receive full credit only by directly answering the questions.

Note: For questions involving two images, when you are not asked specifically to name the artists and/or titles of the works, you may refer to the work on the left as (L) and the work on the right as (R).

3. The image shows a portion of an ancient Egyptian papyrus scroll.

Where were such scrolls generally placed, and what was their function? (5 minutes)

This image on an Egyptian papyrus scroll is an informative image, meant to be an instruction manual for the afterlife. Such scrolls were often placed in the tomb of pharaohs or other aristocracy for ~~it~~ to be viewed after death.

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ART HISTORY
SECTION II—Part B
Time—1 hour
7 Questions

3C

Directions: The questions in this part are based on color images and/or text. The corresponding images are shown in the green insert. Each question is timed separately, as indicated by the length of time noted after each question. The proctor will announce when the time for each question has elapsed, but you may proceed freely from one question to the next. You must answer each question on the lined pages in this booklet.

Read the questions carefully and take time to think about what the questions ask. Formulate your answers before you begin to write. You can receive full credit only by directly answering the questions.

Note: For questions involving two images, when you are not asked specifically to name the artists and/or titles of the works, you may refer to the work on the left as (L) and the work on the right as (R).

3. The image shows a portion of an ancient Egyptian papyrus scroll.

Where were such scrolls generally placed, and what was their function? (5 minutes)

Egyptian scrolls were usually placed in tombs ~~in tombs~~. They were often narratives of the ruler's life and also depicted various rituals — an important aspect of the Egyptian culture. Tombs evolved throughout Egyptian history. They were an important aspect of the culture. They were often times aesthetically pleasing and many had a standard canon of proportions. Also included ~~with~~ with the coffer, were figures and many commodities such as jewels. This was most likely the reason as to why grave robbery was common in Egypt. Therefore pyramids erected from the earth began to be dug into the earth, therefore

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robbery was less common. This scroll shows Egyptian hieroglyphics most likely explaining the scene. Also, there is a sense of hierarchy of scale - alluding to the power of the ruler on the ~~at~~ left.

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2011 SCORING COMMENTARY

Question 3

Overview

This 5-minute essay question asked students to discuss where Egyptian funerary scrolls were placed and how they functioned. The image was identified for students as an ancient Egyptian papyrus scroll. The question did not ask students to give a specific date for the scroll, identify the scene shown, or discuss the narrative depicted.

Sample: 3A

Score: 4

The student correctly identifies the placement of Egyptian papyrus scrolls in tombs and, even more precisely, “in the sarcophagus of the deceased, so that the deceased may have it handy with them in the afterlife.” The response also correctly identifies and elaborates on the function of such scrolls: “It is believed that having such images depicted aids the deceased person in his/her afterlife [to] find the right path. ... These therefore serve both to guide and to teach people about what awaits them when they die.” The scene on the scroll is discussed as an example of “what happens” to the dead so that people may “learn what they are supposed to do to achieve/get to certain places in their afterlife.” The discussion is without errors.

Sample: 3B

Score: 3

The student correctly identifies both the placement of papyrus scrolls in tombs and the function as “an informative image, meant to be an instruction manual for the afterlife ... to be viewed after death.” However, the student does not elaborate on the function. The response is so brief as to be superficial.

Sample: 3C

Score: 2

The student correctly identifies the placement of papyrus scrolls in tombs but incorrectly identifies the function as “narattives [*sic*] of the ruler’s life” and as depictions of “various rituals.” Further elaboration of “rituals” might have led the student to a higher-level discussion of the scroll’s function, but the response does not develop the thought. Instead it digresses to discuss tomb development, which shows general knowledge of ancient Egyptian culture, even though the information is irrelevant to the question.