



AP[®] English Literature and Composition 2011 Scoring Guidelines Form B

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AP[®] ENGLISH LITERATURE AND COMPOSITION
2011 SCORING GUIDELINES (Form B)

Question 1

(Robert Pack's "An Echo Sonnet")

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 relationship between form and meaning in Pack's poem. They offer a well-organized interpretation of the sonnet, addressing such literary techniques as tone, point of view, imagery, diction, syntax, rhyme, and structure. With apt and specific textual references, they provide convincing readings of how these techniques contribute to the meaning of the poem. They sustain consistent control over the elements of effective composition, including the language appropriate to the analysis of poetry. Though they may not be error-free, these essays are perceptive in their analysis. 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 the relationship between form and meaning in Pack's poem. They offer insight and understanding, but the analysis is less thorough, less perceptive, or less specific in supporting detail than that of essays in the 9–8 range. These essays demonstrate the student's ability to express ideas clearly with references to the text, although they do not exhibit the same level of effective writing as the 9–8 responses. 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 poem, but they tend to be superficial in their understanding of how literary techniques contribute to its meaning. Their analysis of the poem may be vague, formulaic, or inadequately supported by references to the text. They often rely on paraphrase that contains some analysis, implicit or explicit. 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 not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of Pack's poem. The analysis may be partial, unconvincing, or irrelevant. Evidence from the poem may be slight or misconstrued or may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or an argument 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.

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Question 2

(Tomson Highway's *Kiss of the Fur Queen*)

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 how Highway uses literary techniques to dramatize Okimasis' experience. They may consider such literary elements as diction, syntax, point of view, and selection of detail. They sustain their arguments through apt and specific textual references. Although these essays may not be error-free, their perceptive analysis is apparent in writing that is clear, precise, 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 Highway uses literary techniques to dramatize Okimasis' experience. They provide a sustained, competent reading of the passage, supported by textual references. Although these essays may not be error-free and may be less perceptive or less convincing than 9–8 essays, they present ideas with clarity and control. Essays scored a 7 present better developed analysis and more consistent command of 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 undeveloped in their treatment of how Highway uses literary techniques to dramatize Okimasis' experience. Although exhibiting some analysis of the passage, implicit or explicit, the discussion may be slight, and support from the text may be thin or tend toward paraphrase. These essays demonstrate adequate control of language, but the writing may be marred by surface errors. They are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate treatment of how Highway uses literary techniques to dramatize Okimasis' experience. Often relying on summary or paraphrase, they may misread the passage or fail to articulate a convincing basis for understanding the experience. The writing may demonstrate a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or an argument 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. 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 do no more than make a reference to the task.
- These essays are either blank or are completely off topic.

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Question 3

(An Illuminating Episode or Moment)

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 identify an “illuminating” episode or moment in a novel or play and persuasively analyze how the moment functions as a “casement,” a window that opens onto the meaning of the work as a whole. Using apt and specific textual support, these essays effectively identify an episode or moment and explore its meaning. Although these essays may not be error-free, they exhibit the student’s ability to discuss a literary work with insight and understanding, while demonstrating clarity, precision, coherence, and — in the case of an essay scored a 9 — particular persuasiveness and/or stylistic flair.
- 7–6** These essays identify an “illuminating” episode or moment in a novel or play and offer a reasonable analysis of how such a moment functions as a window that opens onto the meaning of the work as a whole. These essays offer insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. References to the text may not be as apt or as persuasive. Essays scored a 7 present better developed analysis and more consistent command of 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 in analysis. They may rely upon plot summary that contains some analysis, implicit or explicit. Although these responses attempt to discuss an episode or moment in a novel or play and how it functions as a window that opens onto the meaning of the work, they may demonstrate a simplistic understanding. They demonstrate adequate control of language, but 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 understanding of the work. They may fail to identify an “illuminating” moment or they may fail adequately to explore its meaning. They may rely on plot summary alone; their assertions may be unsupported or irrelevant. The writing may demonstrate a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or an argument that is unclear, inconsistent, or repetitive. 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 responses in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They are poorly written and contain distracting errors in grammar and mechanics. 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 do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.