

AP[®] ENGLISH LITERATURE AND COMPOSITION

2011 SCORING GUIDELINES

Question 3

(Justice)

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 a literary character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole. Using apt and specific textual support, these essays analyze how the character responds in a significant way to justice or injustice. Although they may not be error-free, 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 reasonable analysis of a literary character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole. They analyze how the character responds in a significant way to justice or injustice. Although these responses have 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 these responses attempt to discuss how a character understands justice, the degree to which the character’s search for justice is successful, and the significance of the search for the work as a whole, they may demonstrate a rather simplistic understanding of the character or the idea of justice in the work, and support from the text may be too general. Although these essays demonstrate adequate control of language, 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 analysis of a character’s understanding of and search for justice in a novel or play. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character’s response to justice or injustice. They may not develop an analysis of the significance of the search for justice for 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/or demonstrate inept writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those 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 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.

The "search for justice" is a common characteristic of all of our lives, but it is perhaps best represented by the struggle with which Raskolnikov must face in Crime and Punishment. Faced with a bleak situation in his life, Raskolnikov must ^{come to understand} ~~determine~~ not the definition of justice in societal terms, but rather who is eligible to determine the meaning of justice and carry it out in the first place. Through his killing of the pawnbroker and her sister, Raskolnikov comes to realize that he is ineligible to deliver justice himself and must rely on the will of God to define his set of morals and standards.

Raskolnikov first grapples with the idea that an individual, as long as they are "great", can create their own sense of justice, and as he comes to realize, it can lead to devastating consequences. Raskolnikov is a university student, a place where, at the time that Dostoevsky was writing, traditional beliefs and Russian ideas were commonly disregarded in the intellectual search for alternative truth. A key focus of the novel is on an article that Raskolnikov wrote while studying at the university. In it, he argues ~~whether~~ whether a person



has the right to violate the laws of society.

He, at this point, believes that a "great individual",

Such as Napoleon, would certainly have the right to disobey the laws for a kind of "higher aim".

Therefore, these "great individuals" are in no need of "justice being served". since their "higher goals" allow for the greatest benefit to society.

After dropping out of the university and learning of ~~the~~ his family's dire financial situation (and that his sister considers marrying a despicable man to solve it), Raskolnikov attempts to put to action his former ideas about a "higher justice!" Raskolnikov plans what he believes to be "the perfect crime"; he hopes to kill a despicable old pawnbroker, who nobody will miss, and take her money, most of which Raskolnikov hopes to put to charitable usage. This action is carried out based on Raskolnikov believing that he has adequate ^{reason} ~~frankness~~ to disobey the law; his designation of the pawnbroker as a "louse" is one that he invented on his own regard.

When Raskolnikov completes his murder of the pawnbroker (and, in an unfortunate accident, her innocent sister), Raskolnikov is



immediately faced with a guilt that he cannot escape from. ~~He feels an unnumberable things~~ He ~~was~~ in the end is unable to bring himself to use the money which he hastily gathered at the end of his murder for the purposes she originally dedicated it to. Yet, despite his obsessive fears about being caught for his crime, Raskolnikov is unable to face the reality that what he did was indeed a crime, a violation of true justice.

In the end, the character of Sonia is the person who brings Raskolnikov to understand the "true nature" of justice. Sonia, being even more impoverished than Raskolnikov (she must care for 3 younger siblings and a clinically insane mother), is ultimately able to cope with the bleakness of her situation through her faith and trust in God. Raskolnikov confesses his crime to her, and through a very slow process is on the way to confessing his crime once and for all. Yet, even upon his occurring it is clear that Raskolnikov partially did it as a matter of practicality based on the influence of the case's investigator, Porfiry. It is only through Sonia's unflinching love for Raskolnikov that he is eventually transformed to love



3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3A
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God and realize that this is the only true justice. Thus, Raskolnikov must go through the slow process by which, by initially only trusting his own sense of justice, comes to recognize God as supreme. Raskolnikov, through Sonia's support, realizes that he is not alone in the judgement of the world. He comes to realize that God's will is for a world of love, generosity, and care that Raskolnikov in many ways searches for in the entirety of the book. This is a culmination and a final success in the search for ~~the~~ justice that Raskolnikov had looked for, and a moral and lesson to all of Dostoevsky's readers.

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

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3B
(1 of 3)

In Joseph Conrad's Heart of Darkness, Marlow discovers the complexity of justice in the Congo. He sets off on an imperialistic quest which he initially believes is just and ends up questioning the morality of imperialism and the company he works for. His search demonstrates that "life is a search for justice" as Marlow discovers that nothing is completely one-sided and there is always a grey area between white and black (Styron). Marlow's success stems from his ultimate understanding that nothing is ever completely just; ~~and~~ hence the search for justice is life long and ~~practically impossible~~ ^{can only be found within himself.}

The cruelty that Marlow sees in the Congo sways his opinion against total imperialism. He views piles of bodies on the street, murder for no reason and massacre everywhere he turns. This leads Marlow to question his journey for an imperialistic company, yet not completely change his ways. He is more aware of the crime, but still is insensitive in some regard as he strips the shoes



3

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3B
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off a native that was killed and emotionally
flings his corpse overboard. However, as Marlow
becomes increasingly against imperialism,
he helps a converted company man, Kurtz,
~~escape~~ for reasons Marlow believes are
just.

Marlow's search for justice is not
^{complete} ~~done~~ with anti imperialism, as he discovers
his role-model Kurtz is questionable as
well. Kurtz still kills natives that he calls
"rebels" and puts their heads on display.
He has a mistress along with his fiance
and engages in morally questionable acts.
This leads Marlow to make Kurtz come back with
him on the company ship rather than ^{let him} stay
with natives and escape. Marlow finds that neither
Kurtz nor the company are completely in
the right, and makes each decision now based
off what he believes is the most right. This
shows that although Marlow ^{does} ~~did~~ not find
a definition of justice with Kurtz and
anti-imperialism, he does find clarity
in knowing that both sides of the argument
have some correctness.

Conrad uses Marlow's journey to



Write in the box the number of the question you are answering on this page as it is designated in the exam.

3

3B
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exemplify the struggle in the search for justice. Marlow is not ever completely successful, because complete success in this quest does not exist. The novel is a tribute to the search for justice as the whole story overall shows the complexity of the matter. ~~and that~~ one has to find their own individual definition of justice by assessing each situation and acting as they believe is just.



In the novella, *The Stranger*, ~~Camus~~ Albert Camus gives a wonderful example of how sometimes it is thought that injustice is the way to justice. Camus developed a ~~unique~~ character named Meursault whose absence of reality helped to deepen the one of the themes within the novella.

Meursault was a unique character in that he had no sense of direct reality and internal feeling about the ~~happening~~ of things occurring around him.

Meursault had never felt "justice" before. Even his own mother's death failed to warrant any feelings from him. He was heartless in a sense.

The murder of the Arab by Meursault was a passageway to justice yet to come. In this scene, Meursault was guided by his surroundings, such as the splintering boat, but still felt nothing compassion-wise at the time of the murder or after the murder. His trial that led to death was the most justice that he had probably ever



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Write in the box the number of the question you are answer on this page as it is designated in the exam.

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felt. This is the point at which he started to reflect on his actions.

Death was his 'justice' because he ~~is~~ was somewhat suffering in a world in which he took no specific liking to or love for what he ~~did~~ had done. The fact that justice was not achieved during his "lifetime" helps the reader to examine the possibility that justice may not be attained during ones lifetime as it may come after ~~the~~ a persons end or demise.

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Question 3

Overview

Students were asked to select a character from a novel or play who responds in some significant way to justice or injustice and to write a well-developed essay that analyzes the character's understanding of justice, the degree to which the character's search for justice is successful, and the significance of the search for the work as a whole.

This question was intended to lead students to discuss the concept of justice in the text as the chosen character understands it. Students were invited to focus not on the events of the text but on the relative success of the search for justice and, in this way, to analyze theme rather than to describe plot. By suggesting that they consider "the degree to which" the search was successful, the question intended to open up the complex understanding that some quests might be partially but not wholly successful. By asking for the significance of the search for the work as a whole, the question directed students to broaden their analysis by relating the character's search to the central themes and meanings of the text.

Sample: 3A

Score: 8

This persuasive essay takes Raskolnikov's tortured response to ideas of justice as its subject and sustains its focus throughout. It begins with a clear, eloquent encapsulation of how "Raskolnikov must come to understand not the definition of justice in societal terms, but rather who is eligible to determine the meaning of justice and carry it out in the first place." Making apt references to the novel (the main character's early writing, his dropping out of the university, the murder of the pawnbroker), the essay explores how each episode informs the ongoing philosophical battle between justice and injustice. The conclusion broadens the scope to demonstrate an understanding of the novel's theme, using the character of Sonia to illuminate Raskolnikov's evolving understanding. The essay is well organized, well developed, and confidently argued. Occasional lapses in expression may be present ("one that he invented on his own regard"), but this successful essay earned its score of 8.

Sample: 3B

Score: 6

This organized, reasonable essay on Conrad's novel follows a consistent line of thinking, making sufficient references to the story to argue its case. Identifying Marlow as the main character, the essay's sustained claim is that he "sets off on an imperialistic quest which he initially believes is just and ends up questioning the morality of imperialism," though at a number of points this idea is asserted more than it is demonstrated. The essay does offer some specifics from the novel, but although the key claims that "Marlow finds that neither Kurtz nor the company are completely in the right" and that "both sides of the argument have some correctness," hint at a complex understanding of justice, they are left unsupported by clear textual evidence. Nevertheless, the essay engages the part of the question that asked students to analyze the degree to which the character's search for justice is successful, focuses on Marlow's search, and exercises sufficient control over language. With fuller development and more apt textual support, the essay would have risen above its score of 6.

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Question 3 (continued)

Sample: 3C

Score: 4

This brief essay on Camus's work is a less than adequate response, given its reliance on plot summary (which even then demonstrates little depth of recall or analysis). The main idea that "injustice is the way to justice" could form the basis of a strong argument. Similarly, the claim in the second paragraph, that Meursault "had no sense of direct reality and internal feeling about the things occurring [*sic*] around him," suggests a promising beginning that might profit by patient development. But such development is not present, and the essay's superficial language is less than analytical. In the second paragraph we read that "Meursault was a unique character"; in the third, that he "felt nothing compassion-wise"; and near the end, that "he was somewhat suffering." Both its simplistic thinking and its shortcomings in expression limit the essay's range and success. The result is an essay with unrealized potential that in its current form fails to offer adequate analysis. These shortcomings placed it in the lower half of the scoring range.