



## AP<sup>®</sup> English Literature & Composition 2002 Scoring Guidelines

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# AP<sup>®</sup> ENGLISH LITERATURE & COMPOSITION

## 2002 SCORING GUIDELINES

### Question 1

#### Alain de Botton's *Kiss and Tell*

**General Directions:** This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult with your table leader. The score you assign should reflect your judgment of the quality of the essay as a whole. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These well-focused essays offer a persuasive interpretation of how Alain de Botton produces comic effect in his dramatic depiction of a scene in which Isabel unexpectedly discovers that her parents are in the same theatre as she and her new boyfriend. Specifically, the writers of these essays identify techniques and analyze how the author uses them to create comic effect. These essays make apt and specific references to the passage, effectively analyzing the nature of the comic effect that the author derives from the situation itself, from the thoughts of Isabel and her conversation with her parents, and from the relationship between daughter and parents. Though these essays may not be error-free, they are perceptive in their analysis of the comic effect and demonstrate writing that is clear and precise. Generally, the nine (9) essays reveal a more sophisticated analysis and a more effective control of language than do the essays scored an eight (8).
- 7-6** These competent essays offer a reasonable interpretation of how Alain de Botton produces a comic effect. The writers identify the techniques and analyze how the author employs them. Although not as convincing or as thoroughly developed as those in the highest range, these essays demonstrate the writer's ability to express ideas with clarity, insight, and control. Generally, the seven (7) essays present a more developed analysis and a more consistent command of the elements of effective composition than do essays scored a six (6).
- 5** These essays offer a plausible interpretation of how Alain de Botton achieves comic effect, but they often respond to the assigned task with a simplistic reading of the passage. They often rely on paraphrase, but the paraphrase will exhibit some analysis, implicit or explicit. The discussion of the techniques may be slight and/or formulaic. These writers demonstrate some control of ideas, but the writing may be flawed by surface errors that do not create confusion for the reader.
- 4-3** These lower-half essays offer a less than thorough treatment of the task. The analysis of the techniques used for comic effect may be partial, unconvincing, or irrelevant. These essays may rely on mere summary or be marked by observation rather than by analysis. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a three (3) may contain significant misreadings and/or distracting errors in grammar and mechanics.

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**Question 1 (cont'd.)**

- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. They may demonstrate an inability to explain how a comic effect is achieved, or even fail to recognize the comic effect. They may also be unacceptably brief or incoherent. The writing may contain pervasive errors, which interfere with understanding. Although some attempt has been made to respond to the question, the writer's assertions are presented with little clarity, organization, or support. Essays scored a one (1) contain little coherent discussion of the passage.
- 0** Indicates a response with no more than a reference to the task.
- Indicates a blank paper or completely off-topic response.

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**Question 2**

**Thomas Hardy's "The Convergence of the Twain"**

**General Directions:** This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult with your table leader. The score you assign should reflect your judgment of the quality of the essay as a whole. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These well-focused essays offer an effective analysis of the poetic devices used by the author to convey the speaker's attitude toward the sinking of the ship. They also take into consideration, directly or indirectly, the title of the poem. Although the writers of these essays offer a range of interpretations or choose different poetic elements for emphasis, they provide convincing readings of the poem and demonstrate consistent and effective control over the elements of composition. Their textual references are apt and specific. Though these essays may not be error-free, they are perceptive in their analysis and demonstrate writing that is clear and sophisticated and, in the case of a nine (9) essay, especially persuasive.
- 7-6** These competent essays offer a reasonable analysis of the poetic devices used to convey the speaker's attitude toward the sinking of the ship, including the implications of the title. They are less thorough or less precise in their discussion of the poem, and their analysis of the title and the poetic devices is less thoughtful. These essays demonstrate the writer's ability to express and support ideas clearly, but they do not exhibit the same level of effective writing as the 9-8 essays. Although essays scored 7-6 will be generally well written, those scored a seven (7) will demonstrate more sophistication in both substance and style.
- 5** These essays tend to be superficial in analysis even though they may respond to the assigned task with a plausible reading of the poem. They often rely on paraphrase, but paraphrase that contains some analysis, implicit or explicit. Their interpretation of the poem may be simplistic or inadequately supported by references to the text, or there may be minor misinterpretations of the poem. These writers demonstrate control of ideas, but the writing may contain surface errors.
- 4-3** These lower-half essays reveal an incomplete understanding of the task required by the prompt: they may demonstrate a misunderstanding of the speaker's attitude, or they may fail to develop a coherent analysis of the poem. The analysis may be partial, unconvincing, or irrelevant. These essays may rely on paraphrase alone or merely list poetic devices. Evidence from the poem may be slight or misconstrued. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, an accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a three (3) may contain significant misreadings and/or demonstrate weak control of language.

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**Question 2 (cont'd.)**

- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. They may contain serious misreadings of the poem, be unacceptably brief, or be incoherent in presenting their ideas. They may be characterized by multiple errors in grammar and mechanics. Although some attempt has been made to respond to the prompt, the writer's assertions are presented with little clarity, organization, or support from the poem itself. Essays scored a one (1) contain little coherent discussion of the poem.
- 0** Indicates a response with no more than a reference to the task.
- Indicates a blank paper or completely off-topic response.

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### Question 3

#### Morally Ambiguous Characters

**General Directions:** This scoring guide will be useful for most of the essays that you read, but for cases in which it seems problematic or inapplicable, please consult your table leader. The score that you assign should reflect your judgment of the quality of the essay as a whole—its content, its style, its mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These well-focused essays identify a morally ambiguous character, that is, a character who is neither purely evil nor purely good, showing how that character plays a pivotal role in an appropriate novel or play and analyzing how that character's moral ambiguity is significant to the work as a whole. Using apt and specific textual illustrations, these essays fully explore the nature of the character's moral ambiguity. They need not be flawless; nonetheless, they exhibit the writer's ability to discuss a literary work with insight and understanding, to sustain control over a thesis, and to write with clarity and — in the case of a nine (9) essay — with particular persuasiveness and/or stylistic flair.
- 7-6** These competent essays identify a morally ambiguous character in an appropriate novel or play and analyze the significance that his/her behavior has to the work as a whole. Not without insights, the analysis provided by the 7-6 essays is less thorough, less perceptive, and/or less specific than that of the 9-8 essays; references to the text may not be as apt or as persuasive. Essays scored a seven (7) will demonstrate more sophistication in both substance and in style, though both 7's and 6's will be generally well-written and free from significant or sustained misinterpretations.
- 5** These essays tend to be simplistic in analysis even though they may respond to the assigned task and may offer a plausible interpretation of an appropriate novel or play. They often rely upon plot summary that contains some analysis, implicit or explicit. They may discuss a character's moral ambiguity in a limited manner, or not fully develop its significance to the work as a whole. Typically, these essays reveal unsophisticated thinking and/or immature writing.
- 4-3** These lower-half essays reflect an incomplete or oversimplified understanding of the work discussed, or they may fail to establish how a character's moral ambiguity functions throughout the work and informs the work as a whole. They may rely on plot summary, or the work itself may be an inappropriate choice. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays lack control over the elements of college-level composition. Essays scored a three (3) exhibit multiple stylistic problems; they may also be marred by significant misinterpretations and/or poor development.

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**Question 3 (cont'd.)**

- 2-1** These essays compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief and/or demonstrate a very limited understanding of the task. They may be poorly written on several counts and contain serious errors in grammar and mechanics. The writer's observations are presented with little clarity, organization, or supporting evidence. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored a one (1).
- 0** Indicates a response with no more than a reference to the task.
- Indicates a blank paper or completely off-topic response.