



AP[®] English Literature and Composition 2013 Scoring Guidelines

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2013 SCORING GUIDELINES

Question 1

(Mary Oliver's "The Black Walnut Tree")

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 Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. These essays offer a range of interpretations; they provide convincing readings of both the ideas and Oliver's use of figurative language and other poetic techniques. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their 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 essays scored a 9, especially persuasive.
- 7–6** These essays offer a reasonable analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. They are less thorough or less precise in their discussion of the ideas and Oliver's use of figurative language and other poetic techniques, and their analysis of the relationship between the two is less thorough or 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. 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 Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family, but they tend to be superficial in their analysis of the ideas and of figurative language and other poetic techniques. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship of the ideas or of Oliver's use of figurative language and other poetic 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 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 analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore Oliver's ideas about the relationship between the tree and family or her use of figurative language and other poetic techniques. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate 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, demonstrate inept writing, or do both.

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Question 1 (continued)

- 2–1** These essays compound the weaknesses of the essays in the 4–3 score range. Although some attempt has been made to respond to the prompt, the 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 give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.
- These essays are entirely blank.

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Question 2

(D. H. Lawrence's *The Rainbow*)

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 Lawrence employs literary devices to characterize the woman and capture her situation. These essays make a strong case for the student's interpretation. They may consider a variety of literary devices, 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 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 Lawrence employs literary devices to characterize the woman and capture her situation. The essays offer a sustained, competent reading of the passage, with attention to a variety of literary devices. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, they present ideas with clarity and control and refer to the text for support. 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 thin in their discussion of how Lawrence employs literary devices to characterize the woman and capture her situation. While containing some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to characterizing the woman and capturing her situation may be slight, and support from the passage may tend toward summary or paraphrase. While 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 the passage. The analysis may be partial, unconvincing, or irrelevant; the writers may ignore how Lawrence employs literary devices or how the woman and her situation are characterized and captured. 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, demonstrate inept writing, or do both.
- 2–1** These essays compound the weaknesses of the essays in the 4–3 score range. They may feature persistent misreading of 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 student's 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 give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.
- These essays are entirely blank.

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Question 3 (Pivotal 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 offer a well-focused and persuasive analysis of a single pivotal moment in the psychological or moral development of the protagonist in a bildungsroman and how that single moment shapes the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how the pivotal moment shapes the entire work. Although these essays may not be error-free, they 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 8.
- 7–6** These essays offer a reasonable analysis of a single pivotal moment in the psychological or moral development of the protagonist in a bildungsroman and how that single moment shapes the meaning of the work as a whole. These essays analyze how the pivotal moment shapes the entire work. While these essays 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. 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 essays display an attempt to analyze a single pivotal moment in the psychological or moral development of the protagonist in a bildungsroman and how the pivotal moment shapes the work as a whole, they may demonstrate a rather simplistic understanding and support from the text may be too general. While 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 single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman and how that pivotal moment shapes the work as a whole. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the pivotal moment. They may not develop an analysis of the significance of the pivotal moment 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, demonstrate inept writing, or do both.

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Question 3 (continued)

- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4–3 score range. Often, they are unacceptably brief or 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 give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.
- These essays are entirely blank.