

AP[®] ENGLISH LITERATURE AND COMPOSITION

2016 SCORING GUIDELINES

Question 3: Intentional Deception

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students 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 the motives for the character’s deception and how the deception contributes to the meaning of the work as a whole. Using apt and specific textual support, these essays analyze what motivates the character’s deception and how the work as a whole is shaped by it. 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 an 8.

7–6 These essays offer a reasonable analysis of the motives for the character’s deception and how the deception contributes to the meaning of the work as a whole. These essays analyze what motivates the character’s deception and how the work as a whole is shaped by it. While these papers demonstrate 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 the writers attempt to discuss what motivates the character’s deception, they may demonstrate a rather simplistic understanding of its significance, and support from the text may be too general. While these writers demonstrate adequate control of language, their essays 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 motives for a character’s deception and how that deception contributes to the meaning of 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 significance of what motivates the character’s deception. They may not develop an analysis of the contribution of the character’s deception to the meaning of 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 inept writing.

2–1 Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4–3 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. The student’s 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.

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

3

3A
(1 of 4)

In Theodore Dreiser's An American Tragedy, Clyde Griffiths commits multiple dishonest actions in order to protect his reputation. Clyde lies, cheats, evades responsibility, and commits murder to advance himself up the social ladder. The immoral actions Clyde commits are all done in an attempt to progress socially and financially. Each action leads to consequences that call for more deceptive behavior to cover them up. At the beginning of the novel, Clyde runs away and avoids responsibility for a hit-and-run he was involved in. His evasive behavior is due to the fact that he doesn't want his reputation, and his chances at wealth, spoiled. Clyde's involvement with the party of youths that committed this act is generated by the desire to drink, socialize, and impress the object of his desire. The ~~overall significance~~ ~~of the~~ chain of deceptive behavior has a much larger significance than greed or malice. Clyde's behavior speaks for the rapacious greed of Industrial America, it speaks for the insatiable desire of the consumer society, and of the addictive nature of wealth, beauty, and possession in the eyes of capitalism. One bad decision in order to gain a prize is not enough for Clyde. His actions and gained desires →

3

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

3A
(2014)

leave him wanting more money, power, and wealth. His endless strife to be at the top is symbolic of the fact that in ^{the} consumer culture of the 1920's, there is no 'top'. ~~no~~ ^{one} can never be satisfied because the social and financial ladder is never ending. Clyde fails to realize this and continues climbing the infinite staircase.

One example of Clyde's behavior that is essential to the general conversation of greed in the novel is his behavior with women. Clyde moves through four women in the novel, each one more alluring and appealing than the last, and each one less attractive than the next. In order to gain these women, Clyde lies to his family about the availability of his financial resources and spends money on the 'dame' of his desire. Clyde goes as far as to deny his own sister money when she is pregnant and impoverished. This pivotal moment in the book speaks for how Clyde's new job at a hotel, which has introduced him to sex and money, has warped his moral standpoints and ignited a relentless drive for success. Moreover, the women Clyde picks are all "trophies", symbols that



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

3

3A
(3 of 4)

will impress others with ~~his~~ ^{their} wealth and beauty and help him move on to a more elite and socially advantageous group of friends. His desire for women is not of love and affection, but of desire to possess and own.

Another example of Clyde's dishonesty that plays a crucial role in the novel's critique of capitalism is the murder of his lover, Roberta. Although this includes elements of Clyde's objectification of women and his want of a more beautiful and rich wife, it also speaks for the ~~ethical degeneration~~ ^{loss of moral} in ~~the~~ Clyde's character. It speaks for how a once morally conscious person has been bent and twisted by his introduction ^{to} the Industrial world, and driven to murder. The Clyde that is introduced in the beginning of the novel would not murder a woman, especially if she was pregnant with his baby. This atrocious action is a key moment where Dreiser reveals how exposure to wealth and exposure to *hycurgus*, a greed driven society, has changed Clyde indefinitely.

Although Dreiser's novel is entertaining, ~~it~~ by putting Clyde in dangerous situations, forcing him to make morally difficult decisions, and exploiting



3

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

3A
(4 of 4)

readers' seemingly popular interest in a villainous, yet good hearted protagonist, the plotline, and Clyde's fate, speak for the fate of industrial culture. Clyde's change of attitude and his greedy, relentless search for wealth is symbolic of a mass change that happened to American culture after the spread of Capitalism. Consumer culture, which was at ^{a high point} ~~its peak~~ ^{peaking} in the 1920's, unleashed a desire in people that once introduced, could not be turned off. An American Tragedy is a warning, and a lesson, to the changes in human spirit that occur once the mind is introduced to the idea that one should, and can, have everything they want.

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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.

Question 3

3B

Although one may have good intentions on why they are deceiving others, it ~~can~~ ^{may still} cause disaster in the end. In Jane Eyre, Charlotte Brontë's eponymous novel, Mr. Rochester is revealed as a man with no morals who intentionally deceives Jane Eyre for a chance to be with her. He also deceives his wife by keeping her anonymous. True love is what Mr. Rochester wanted to seek and he didn't care what he had to do to get it.

Mr. Rochester was tricked into being married to his erratic wife, Bertha. When he first met her she was nice and seemed fine until after he made vows with her. It was then he realized she wasn't what he wanted and didn't qualify for his standards. He wanted true love and a woman there to comfort him through ~~things~~ ^{things}. Mr. Rochester felt the only solution to his problem was to lock Bertha up in a basement and find a guardian for her since he knew divorcing her was



3

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

3B

(2.44)

out of question. Later he soon comes in contact with Jane Eyre who he over time falls in love with. She ~~was~~ was ambiguous to him at times and he seemed to find himself attracted to it.

Jane Eyre was a intelligent woman who had morals and respect for herself. She felt attracted to Mr. Rochester but hid her feelings a little because she felt in reality she would not be able to get him because of different class rank. Eventually she realizes she has a possible chance when he shows her he likes her. She loses her relationship with God and ~~she~~ allows Rochester to become an idol to her, giving in to marry him. As she starts to make vows with him his huge secret is made known. Jane discovers he is married and realizes Rochester was deceitful for his own selfish pleasure. She became unsure of Rochester and if he truly loved



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Question 3

3B
(30+4)

her due to him having a wife still. She didn't feel sympathy for his intention to show her true love. Rochester's deceit had a negative effect because he allowed Jane to lose her true self with God due to his lie of love for her. He wanted pleasure for himself that he hadn't had in a while.

Mr. Rochester was deceitful out of selfishness. He didn't handle his situation with his wife right. Although she was a lunatic he still had no real right to be dishonest and deceitful to her. He also had no right to lie to Jane about Bertha. He thought keeping her secret would save Jane from feeling betrayed, but only made things worse. It's possible Jane could have felt better knowing the truth and what she is getting in to. Rochester wanted true love and felt Jane Eyre could give him that and became



Question 3

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

3B

(4 of 4)

intentionally deceitful for his own desires. He lost loyalty and trust to take the easy way out and caused him to go through more trials and tribulations. Bettha was his motives to lose character and become deceitful. Being truthful is the right way to go and because Rochester chose deceit as his answer he had to become patient and content of what God wanted the hard ^{and long} way. The deceit was needed to stand as a reason why Jane could not be with Rochester other than his class rank and spiritual beliefs.

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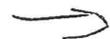
Write in the box the number of the question you are answering on this page as it is designated in the exam.

3

3C
(1 of 2)

There is a truth that comes with every lies and that truth may unveils the undetected lies that would either spare someone's feelings or mislead others for personal safety. Dickens' Great Expectations is an example of many cases, where a mountebank character may not ~~realize~~ ^{realize} how the truth would affect another character in the nearby future. For instance, Miss Havisham is one of the character who have deceived her fellow liasions, and may not expect her ~~volatile~~ ^{volatile} incapacities with her "white" lies. An example of her depredations is with Pip and her only, and adoptive daughter, Estella Havisham. The motives behind her deception wasn't intentional, but more self-~~consumed~~ ^{satisfying}.

In the beginning of the novel, Miss Havisham invited Pip from the Forge, and simply have a "play date" at her Satis House with Estella. When Pip came over for the first time, Havisham noticed an affinity between Pip and Estella. Thus, she later invites Pip to come over frequently, and the more that he comes the more that she felt secured that Pip would become her victim. An motive that thrived Havisham was the need for a boy to Estella's interests.



Yet Havisham decided on using Pip's intentions,
 then makes him to become a gentleman. As well
 by using Estella, and makes her the "idealistic"
 woman she wanted. This means in making Estella
 beautiful, deceiving, and sentimental-less toward
 any men. However, ~~she~~^{Havisham} ended up in causing Pip to
 be misled by Estella's deceived persona, and made
 himself ^{fell} into an abyss of hurt and emotionally
~~hazard~~^{caution}. Thus, her motive was originally having
 Estella be the deceitful "self", and didn't meant
 to affect Pip's life in peril. Because her "white"
 lies were the almost bane between her relations
 with Pip and Estella. In conclusion, the truth
 behind Miss Havisham's lies may unveil the unintended
 sparing and misleadings that ~~the~~^{the} motives ~~are~~^{are} not
 intended due to deception of self-~~consumed~~^{meeting with her} reasons,
 satisfaction.

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2016 SCORING COMMENTARY

Question 3

Overview

For Question 3, the “Open” question, students were asked to choose a novel or play in which a character deliberately deceives others and then write an essay in which they analyze the motives for the character’s deception and how the deception contributes to the meaning of the work as a whole. This year’s prompt, like many previous “Open” question prompts, was deliberately worded so that students are challenged to focus first on analyzing a specific element or dimension of a novel or play, in this case a character’s deception and the motives for it, and then on broadening or expanding the analysis to address how the specific element informs or impacts the work as a whole. Because students have the ability to choose the text they will analyze for this question, many of these essays are far stronger than either of the more focused essays on poetry or prose analysis. A hallmark of the “Open” question continues to be the broad and impressive range of texts that students are able to base their analysis on.

Sample: 3A – *An American Tragedy*

Score: 8

This essay makes a persuasive argument that Clyde Griffith’s multiple acts of deception in pursuit of social and financial advancement emblemize “the rapacious greed of Industrial America” and testify to “the unsatiable [*sic*] desire of the consumer society.” The essay insightfully details how early acts of deception give rise to others, each more morally corrupt than the last, culminating in the murder of Clyde’s lover, Roberta. The essay builds to its conclusions about the meaning of the work as a whole through this sustained focus on Clyde and his actions. It deftly analyzes Clyde’s motives and offers apt and specific textual support for every point. While the essay offers a convincing, confident, and fine-grained analysis of the novel, its use of language is not quite as carefully controlled. The essay contains some unwieldy sentences, for example: “Although Dreiser’s novel is entertaining by putting Clyde in dangerous situations, forcing him to make morally difficult decisions, and exploiting readers’ seemingly popular interest in a villainous [*sic*], yet good hearted protagonist, the plotline, and Clyde’s fate, speak for the fate of Industrial culture.” Weak syntax and poor phrasing, such as “*An American Tragedy* [*sic*] is a warning, and a lesson, to the changes in human spirit that occur once the mind is introduced to the idea that one should, and can, have everything they want,” detract somewhat from the fluidity of the essay even though they do not weaken the argument. Such language concerns prevent the essay from rising to the very top of the scoring guide; this essay earned a score of 8.

Sample: 3B – *Jane Eyre*

Score: 5

This essay addresses the prompt and offers a plausible reading of the novel but does not have the compositional control, focused argument, or clear structure of the essays that earned the highest scores. It identifies three instances of deceit in the novel: Rochester’s family’s ‘trick’ of marrying him to Bertha, Rochester’s representation of himself to Jane as single, and his deception of Bertha in courting Jane. The latter two are attributed to Rochester’s being “a man with no morals” who seeks “his own selfish pleasure” and whose first wife “didn’t qualify for his standars [*sic*].” While these observations are accurate and directly address the prompt, the essay does not sufficiently explain how they shape the novel. Where the essay attempts a discussion of theme, it manages only superficial analysis expressed in ungainly prose: “Rochester [*sic*] deceit had a negative effect because he allowed Jane to loose [*sic*] her true self with God due to his lie of love for her.” The essay fails to explore how Jane’s loss of self enlarges the meaning of the work as a whole or how it forms the moral center of the novel. Instead of analysis, it relies heavily on extensive plot summary. The essay is also marred by distracting surface errors, as well as poor syntax, grammar, and diction.

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Question 3 (continued)

Sample: 3C – *Great Expectations*

Score: 3

This poorly written essay begins by echoing parts of the prompt that have no bearing on the essay that follows: “There is a truth that comes with every lies [*sic*] and that truth may unveils [*sic*] the undetected lies that would either spare someone’s feelings or mislead others for personal safety.” Yet it does accurately identify Miss Havisham as a character who deceives Pip and makes “Estella beautiful, decieving [*sic*] and sentimental-less toward any men.” The essay offers a brief discussion of Miss Havisham’s “self-satisfying” motives but resorts to plot summary rather than exploring those motives to analyze how they shape the work and its theme. It exhibits an oversimplified understanding of the work and offers inadequate analysis couched in inept language. This essay is therefore typical of essays at this level of the scoring range. This essay earned a score of 3 because, despite its attempt to respond to the prompt, it is especially partial, poorly supported, and unconvincing.