

AP® English Literature and Composition

Multiple-Choice Answer Key

| No. | Correct Answer |
|-----|----------------|
| 1 | C |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | D |
| 6 | A |
| 7 | E |
| 8 | C |
| 9 | D |
| 10 | C |
| 11 | B |
| 12 | E |
| 13 | B |
| 14 | D |
| 15 | A |
| 16 | B |
| 17 | C |
| 18 | C |
| 19 | C |
| 20 | D |
| 21 | B |
| 22 | D |
| 23 | A |
| 24 | B |
| 25 | E |
| 26 | D |
| 27 | E |
| 28 | D |
| 29 | B |
| 30 | D |

| No. | Correct Answer |
|-----|----------------|
| 31 | D |
| 32 | C |
| 33 | C |
| 34 | C |
| 35 | B |
| 36 | E |
| 37 | A |
| 38 | A |
| 39 | D |
| 40 | D |
| 41 | D |
| 42 | C |
| 43 | E |
| 44 | B |
| 45 | A |
| 46 | B |
| 47 | B |
| 48 | E |
| 49 | C |
| 50 | E |
| 51 | D |
| 52 | A |
| 53 | B |
| 54 | C |
| 55 | A |

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Free-Response Scoring Guidelines

Question 1

(Henry Vaughan's "The Retreat")

The score reflects the quality of the essay as a whole—its content, its style, its 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 ways in which Vaughan uses elements of poetry to establish the contrast between the speaker's present and past states. Although these essays offer a range of interpretations and choose to emphasize different elements of poetry, they are convincing in establishing the relationship between technique and meaning. 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 a 9 essay, especially persuasive.
- 7–6** These competent essays offer a reasonable analysis of the ways in which Vaughan uses elements of poetry to establish the contrast between the speaker's present and past states. They are less thorough or less precise in their interpretations and in their discussion of elements of poetry, and they establish the relationship between technique and meaning less clearly, than essays in the 9–8 score range. These essays demonstrate the 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 papers. While essays scored 7–6 are generally well written, those scored a 7 demonstrate more sophistication in both substance and style.
- 5** These essays may respond to the assigned task with a plausible reading of the poem, but they may be superficial in analysis of meaning and technique. They often rely on paraphrase, but paraphrase that contains some analysis, implicit or explicit. Their analysis of the ways in which Vaughan uses elements of poetry may be vague, formulaic, or inadequately supported by references to the text. There may be minor misinterpretations. These essays demonstrate 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 the ways in which Vaughan uses elements of poetry to establish a contrast between the speaker's present and past states. The analysis may be partial, unconvincing, or irrelevant. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates 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 misreadings and/or demonstrate inept writing.
- 2–1** These essays compound the weaknesses of the papers in the 4–3 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. The 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 with no more than a reference to the task.
- These essays are either left blank or are completely off topic.

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Free-Response Scoring Guidelines

Question 2

(Thomas Hardy's *Tess of the d'Urbervilles*)

The score reflects the quality of the essay as a whole—its content, its style, its 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 the author characterizes the relationship between Tess and her new environment. The students make a strong case for their interpretation of the passage. They explore the particulars of how the character and setting are presented, including such elements as structure, the selection of detail, particular images, diction, and tone. They demonstrate their engagement with 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, precise, and effectively organized. Generally, 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 the author characterizes the relationship between Tess and her new environment. The students provide a sustained, competent reading of the passage, with attention to the particulars of how the character and setting are presented, including such elements as structure, the selection of detail, particular images, diction, and tone. They demonstrate engagement with the text through some apt and specific references. Although these essays may not be error-free and may be less perceptive or less convincing than 9–8 essays, the students present their ideas with clarity and control and refer to the text for support. Generally, 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 undeveloped in their treatment of how the author characterizes the relationship between Tess and her new environment. While exhibiting some analysis of the passage, implicit or explicit, the discussion of how the character and setting are presented may be slight, and support from the passage may be thin or tend toward paraphrase. While these students demonstrate adequate control of language, their essays may be marred by surface errors. Generally, essays scored a 5 lack the more effective organization and the more sustained development characteristic of 7–6 papers.
- 4–3 These essays offer a less than thorough understanding of the task or a less than adequate treatment of how the author characterizes the relationship between Tess and her new environment. Often relying on plot summary or paraphrase, the students may fail to articulate a convincing basis for understanding how the character and setting are presented, or they may misread the passage. These papers may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors. Generally, essays scored a 4 exhibit better control over the elements of composition than those scored a 3.
- 2–1 These essays compound the weaknesses of the papers 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 that are especially inept or incoherent are scored a 1.
- 0 These essays make no more than a reference to the task.
- These essays are either left blank or are completely off topic.

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Free-Response Scoring Guidelines

Question 3

(The Influence of a Mentor on a Main Character)

The score reflects the quality of the essay as a whole—its content, its style, its 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 how a main character learns about himself or herself and the world through the influence of a mentor and how this influence contributes to the meaning of the work as a whole. Using apt and specific textual support, these essays fully explore that influence. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, 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 a main character learns about himself or herself and the world through the influence of a mentor and how this influence contributes to the meaning of the work as a whole. With some appropriate support, these essays explore that influence. The essays have 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. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than those scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the students attempt to discuss how a main character learns through the influence of a mentor and how this influence contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these essays reveal unsophisticated thinking and/or immature writing. The essays demonstrate adequate control of language but lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work, or they may fail to establish the nature of the mentor’s influence on a character. The students may not address or develop a response to how the mentor’s influence contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of composition. Essays scored a 3 may contain significant misreadings and demonstrate inept writing.
- 2–1** Although these essays make some attempt to address a mentor’s influence on a character, they compound the weaknesses of the papers in the 4–3 range. They are often unacceptably brief or are incoherent in presenting their ideas. These essays may be poorly written on several counts and contain distracting errors in grammar and mechanics. The students’ remarks are presented with little clarity, organization, or supporting evidence. Particularly inept and/or incoherent essays must be scored a 1.
- 0** These essays make no more than a reference to the task.
- These essays either are left blank or are completely off topic.