

AP® SUMMER INSTITUTE SCORING NOTES
2014 AP ENGLISH LITERATURE AND COMPOSITION

Question 2

Sample Identifier: E

Score: 9

- begins with a simple identification of the character's "deep and close connection to [the land]" and claims that Moses is a man "whose life, joy [and] suffering... spring from the earth" then develops this into an analysis of the complexities suggested by that relationship
- uses these introductory observations about Moses' relationship with the land to develop a sustained and increasingly persuasive discussion of Moses' character as revealed through narrative voice, word choice, textual detail and figurative language
- selects apt and specific support to show how the text develops Moses' character through his "intimacy" with the land; understands that, unlike human relationships, the land provides Moses with figurative "sustenance and life"
- while not error free, this sophisticated essay is perceptive and precise in its analysis of Moses' character and conducts that analysis in clear, confident language ("Moses' indifference to his family further highlights that Moses is a man of the land, not of people"; "This moment of intimacy was meant to be a private one and almost mirrors the loving embrace between husband and wife")

Sample Identifier: H

Score: 8

- although the phrasing of the introduction ("Through utilising an omnipresent narrator with insights into Moses") and conclusion ("the complexity of humanity and freedom") are not quite as precise as the 9 essay, the student recognizes the complexity with which Moses' character is presented and the role of nature in this presentation
- develops a strong controlling idea in the second paragraph through the insight that "Moses is internally driven to work, yet work is not simply slavery for him" but rather he is "inherently connected to nature"
- purposefully notes the absence of Moses' voice in that his character is developed through his actions—the eating of dirt in particular—then offers a persuasive analysis of the dirt-eating episode
- the student perceptively references gender, control over nature and human mortality, to enrich an already adept analysis of Moses as a "contemplative" and distinctive leader
- in the penultimate paragraph, the essay returns to the "theme of rebirth" (paragraph 1) and offers a sophisticated reading of the rain falling on Moses as a figurative baptism
- while not error free (for example in its misidentification of contrast as juxtaposition) the essay does exhibit good control of language; it is clear and effectively organized, and the argument is well-supported with implicit and explicit textual evidence

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Sample Identifier: A

Score: 7

- opens with a rather limited statement about Moses' "independence" and "isolation from the human community," but, in the context of the essay as a whole, these points are developed into a reasonable (though not persuasive) argument
- sustains its analysis through several appropriate, though not convincing, textual references to Moses' family, the mule and eating dirt (e.g., "Even 'the mule quivered, wanting home and rest' ... calls attention to the perverse nature of Moses' behavior as he seeks the opposite desire of the others")
- notes that the narrative voice gives the reader "the ability to hear Moses' voice without hearing his speech," and uses this to further the main point about Moses' isolation but does not engage in a thoroughgoing analysis of what, specifically, this contributes to the characterization of Moses
- the essay is clear and shows better control of the elements of composition than the essay scored 6

Sample Identifier: G

Score: 6

- sees complexity in Moses' character from the outset though articulates this complexity in language that is sometimes imprecise: "the audience cannot help but feel compassion and unknowing respect for Moses"
- analyzes the devices mentioned in the prompt to arrive at an understanding of Moses' character; for example, uses point of view to effect a contrast between "simple, honest" humble Moses and the Irish man who lies about the new world
- understands the act of eating dirt as symbolic and suggests that this action has significance: "Moses does not taste dirt out of childish desire of hunger... [but] as a spiritual desire to remind him about life"
- contains competent writing on the whole, but is not sophisticated in its range of expression and sometimes lapses into lengthy paragraphs (paragraph 2) and poor word choice: "the little quirks he does"
- while not as well-developed or as consistently controlled as the 7 essay, the essay nevertheless builds to a reasonable argument

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Sample Identifier: D

Score: 5

- the short introduction to this essay primarily echoes the prompt and offers one claim: that Moses has a "strong appreciation for life and nature"
- the essay then attempts to use imagery and selection of detail to analyze the passage in support of this thesis
- attempt at analysis yields a barely plausible argument reliant on overstatements such as seeing the sunset makes Moses hopeful and the foray into the wood mitigates Moses' "hardships" making him feel "happy and grateful"
- the discussion of how literary elements effect characterization is slight, and, when the text is summoned (for example in paragraph 3), the analysis is superficial and describes Moses' "strong love and passion for the world and its nature" without considering how this love and passion might be understood in the context of his thralldom
- while the essay is comprehensible, ideas are sometimes misphrased ("Moses emotional attachment to the outside world" for 'outdoors') and its language is less tightly controlled than the 6 essay
- in the latter part of the essay, the student returns to a discussion of the forest and asserts a promising idea that the useless land becomes "useful" to Moses as a means of "escape" but unfortunately does not develop this idea
- the conclusion imposes a hackneyed moral about joyously embracing life in spite of adverse circumstances, which, while plausible, is not as well-reasoned a conclusion as that of the 6 essay

Sample Identifier: I

Score: 4

- asserts that imagery and detail help the reader to determine Moses' point of view but never identifies what that point of view might be
- cites the text to make meaning of it but then derives inaccurate meanings (the "five-inch-long memory of red orange" tells us Moses is "loyal" and a "hard worker"; the eating of dirt tells us that Moses "finds joy in the simple things")
- the partial analysis is inadequate in showing *how* the passage discloses Moses' character, as is evident in such packaged sentences as "Moses' character is shown when 'he lost himself completely' in his escape from a hard day of work" which offers a simultaneously vague and overstated conclusion

Sample Identifier: B

Score: 3

- introduction is overly formulaic and merely echoes the prompt
- the essay mentions imagery and selection of detail in the most cursory fashion with no focused argument
- this scant essay offers an inadequate analysis of the passage: it describes what Moses does rather than *why* he does it or what his actions might signify
- offers little textual support for ideas and the ideas themselves are inaccurate and/or imprecise ("Moses is in love with nature and simply adores the natural things that occur from time to time, such as rain")

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Sample Identifier: F

Score: 2

- this partial essay attempts to respond to the prompt but fails to offer an argument or analysis
- accomplishes a scant two paragraphs; unacceptably brief
- discussion is unfocused: at one point referring to Moses' work ethic, at another making an undeveloped reference to the biblical Moses and at yet another, speaking of Moses' 15-hour work day
- incoherent at times with some surface errors

Sample Identifier: C

Score: 1

- attempts to answer the question but achieves only the briefest of responses
- mentions devices but provides no analysis
- essay is best summed up by this phrase in the scoring guide: "little coherent discussion of the passage"