

AP[®] SUMMER INSTITUTE SCORING NOTES
2013 AP ENGLISH LITERATURE AND COMPOSITION

Question 3

Sample Identifier: H – *Candide*

Score: 9

- Sustained discussion remains well-focused and persuasive to the end of the essay
- Thesis outlines the scope of the argument and then convincingly follows through
- Student clearly identifies the argument against “European optimism” and that it is “only possible through effort [and] the metaphorical cultivation of the garden.”
- Sophisticated writing and insight throughout the essay (““Instead of passive acceptance, he realizes his garden and his world can be improved.”; “Voltaire shows that the alternative world, where men actively work together, is preferable to a chaotic world guided by selfish interest.”)
- Uses several apt and specific references to the text in support of analysis
- Essay confidently articulates how the pivotal moment shapes the entire work (“Yet, through this final culminating moment, Voltaire shows both the flaws with naïve optimism, and the possibility of a new world defined through hard work and belief in an ever better future.”)

Sample Identifier: R – *Song of Solomon*

Score: 8

- Essay identifies a specific pivotal moment from the novel in the second paragraph and stays focused on that moment throughout the analysis
- Student provides a sophisticated analysis of the impact the moment had on the character (“He is finally able to put aside his consuming selfish nature and feel a sense of love and gratitude...”)
- Student identifies the moment as symbolic, and then develops that idea effectively (“...the leap he makes suggests his surrender and his ultimate release from inhibitions...”)
- Insightful discussion in the fifth paragraph relates the significance of the moment in the novel as a whole (“...combines, explains, and concludes each element of the novel...”)
- Essay did not fully address the significance of Milkman’s relationship with Guitar in the context of the protagonist’s development
- Essay demonstrated insight, but lacked the development of a 9

Sample Identifier: G – *Heart of Darkness*

Score: 7

- First paragraph identifies the pivotal moment that changes Marlow (“...is faced with horrors...[and] returns home a more aware and mature character.”)
- Student references Marlow’s witnessing Kurtz’s death as a single pivotal moment and discusses the immediate impact of that moment (“...the day to day motions of society, the policemen, the neighbors, every thing [*sic*] he took advantage of and missed was now repulsive to him.”)
- Connects the pivotal moment to the meaning of the novel as a whole and a larger social/historical context (“...encompasses the idea that society is corrupted so much so that people are not even aware of it anymore.”)
- Student demonstrates consistent command of language
- Although the essay’s two paragraphs might suggest its fitness for a 6, the student incorporates enough detail and meaning to move it to a 7

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Sample Identifier: A – *The Adventures of Huckleberry Finn*

Score: 6

- Essay identifies a pivotal moment in the first paragraph and then analyzes that moment in terms of Huck's development
- Second paragraph provides accurate contextual details in advance of the analysis of the pivotal moment ("At this point, he has not established his true definition of morality...")
- Essay provides an analysis of the pivotal moment ("...it represents a pivotal decision that Huck made regarding his definition of right and wrong.")
- While solid and competent, the writing is less sophisticated than a 7
- Essay is in some ways repetitive, but is still reasonable in its analysis

Sample Identifier: X – *Tess of the d'Uberilles*

Score: 5

- Essay opens with a clear identification of the pivotal moment ("...one pivotal moment in her journey to maturity: her rape.")
- Analysis ties the after-effects of the rape to Tess's general decline rather than to her development
- Essay relies too much on a narration of a linear plot progression without explicit or implicit analysis
- Essay demonstrates a simplistic understanding of how the pivotal moment shapes the meaning of the work as a whole ("All of the misfortunes is [sic] Tess's life are a result of her rape.")

Sample Identifier: L – *Frankenstein*

Score: 4

- Essay relies on plot summary and fails to identify a precise pivotal moment
- Rather than providing an analysis of a single character, the student presents a dual analysis of Victor as well as the monster and does not develop either in any detail
- Essay demonstrates a lack of control over the elements of composition ("...put the puzzle pieces together..."; "...his relentless crave [sic] for knowledge"; "...he wanted to learn more and more.")
- Analysis is unfocused and does not make a strong case for the connection to the novel as a whole ("...if you can't look after it, don't create it.")

Sample Identifier: D – *The Autobiography of Malcolm X*

Score: 3

- This two-paragraph essay includes Malcolm X's moral development but lacks any substantive detail and offers partial and unsupported analysis
- Writing is inept at times ("...found him self [sic] think [sic] that the man he was was a lie...")
- Analysis of connection to the novel as a whole is unconvincing ("It shows that just because Malcolm was born dirt doesn't mean...that he is able to affect the way of life.")

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Sample Identifier: V – *To Kill a Mockingbird*

Score: 2

- Essay focuses on Scout and Jen instead of electing to focus on a single character
- Essay provides no specific details from the text (“...are almost always up to no good...”; “...they get involved with some pretty bad stuff and end up helping solve a problem.”)
- Essay is poorly written on several counts (“...they sort of helped...”)
- Connection to the novel as a whole is partial and unconvincing (“...the two children learned it's better to tell the truth then [sic] lie...”)

Sample Identifier: J – *Catcher in the Rye*

Score: 1

- Essay merely repeats the prompt and identifies the protagonist
- Essay is unacceptably brief