



AP[®] English Literature and Composition 2006 Scoring Guidelines Form B

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2006 The College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service, CollegeEd, connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

AP[®] ENGLISH LITERATURE
2006 SCORING GUIDELINES (Form B)

Question 1

(Hughes's "To Paint a Water Lily")

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 detailed, well-written essays provide insightful analysis of Hughes's poem. They discern the differences between the worlds above and below the lily, and effectively address the poet's implied attitudes toward nature as well as the way he defines the artist's task. These essays may offer a range of interpretations and emphasize a variety of poetic techniques, but they are alike in their coherence and persuasiveness, maintaining consistent control over the elements of effective composition and illustrating the poem's techniques with apt and specific examples. These essays need not be flawless. But the best essays will demonstrate the student's ability to read poetry well and to write with clarity and sophistication.
- 7–6** These competent essays convey a coherent understanding of the poem, including both its attitudes toward nature and toward the artist's task. Their interpretations may falter in some particulars or may be less detailed or precise. These essays demonstrate the student's ability to express ideas clearly but do not exhibit the same maturity or control as the very best essays. They are likely to be briefer or more general and less well supported than the 9–8 essays.
- 5** These essays demonstrate some understanding of the poet's attitudes, but they are more superficial and less convincing than the upper-half essays. Discussion may center on only part of the prompt or be inadequately supported by references to the text or overly generalized. Although the writing is adequate to convey the student's ideas and is not marred by distracting errors, these essays are not as well conceived, organized, or developed as those in the upper half.
- 4–3** These lower-half essays reveal an incomplete understanding of the poem and/or a mistaken conception of the task. They may discuss the description of the scene without addressing the poem's attitudes. Their assertions may be implausible or irrelevant or otherwise inexact. They may rely almost entirely on paraphrase. Often wordy and repetitious, the writing reveals uncertain control of college-level composition and may contain recurrent stylistic flaws. Essays that contain significant misreading and/or unusually inept writing should be scored a 3.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. They may seriously misread the text or be unacceptably brief. Although some attempt may be made to answer the question, there is little clarity, organization, or supporting example. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Essays with little coherent discussion of the text should be scored a 1.
- 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.

AP[®] ENGLISH LITERATURE
2006 SCORING GUIDELINES (Form B)

Question 2

(Collins's *The Moonstone*)

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 well-written essays may not recognize the pervasive irony of the passage—that the narrator's critique of gentlefolk is itself critiqued—but they realize that his hyperbolic scorn for the idle rich is humorous and has a satiric purpose. These students identify with clarity and precision the stylistic elements (such as diction, tone, imagery, and point of view) that convey the speaker's attitudes. These essays need not be flawless. Still, they provide an insightful understanding of the speaker's attitudes, in a form that is skillfully controlled and phrased.
- 7–6** In these competent essays the students identify plausible attitudes and appropriate stylistic traits of the narrator. Their assertions about the narrator's critique of gentlefolk may be less convincing or based on fewer examples from the passage. These essays express ideas clearly but lack the maturity, development, and control of the very best essays.
- 5** These essays convey a general understanding of the narrator's attitudes and the style he uses, but the discussion is more superficial and less convincing than that of the upper-half essays. Though not inaccurate, discussion tends to be inadequately supported by references to the text. The students may rely on some paraphrase that contains implicit analysis. The writing is adequate to convey ideas and not marred by distracting errors, but it is not as well conceived, organized, or developed as upper-half essays.
- 4–3** These lower-half essays offer incomplete or oversimplified understanding of the text. Their assertions about the narrator's attitudes may be implausible or irrelevant. They may paraphrase rather than analyze. Often wordy and repetitious, the writing is lacking in control and often marred by stylistic errors. Essays that contain significant misreading and/or unusually inept writing should be scored a 3.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. Often they are unacceptably brief. Some attempt may be made to answer the questions but the arguments have little clarity, organization, or supporting detail. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Essays with little coherence or discussion of the text should be 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.

AP[®] ENGLISH LITERATURE
2006 SCORING GUIDELINES (Form B)

Question 3
(Significant Journeys)

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 detailed, well-written essays identify a physical journey in a novel, play, or poem and explain persuasively how the journey contributes to the meaning of the work as a whole. Using apt and specific examples, they describe the journey well and argue cogently for its significance. These essays need not be flawless. Still, they exhibit the ability to analyze a literary work with understanding and insight, sustaining coherence and control over the whole discussion. The best essays will be written with exceptional maturity and sophistication.
- 7–6** These competent essays also identify a physical journey in a novel, play, or poem and discuss plausibly its contribution to the meaning of the work as a whole. These essays contain good insights, but their analysis is less thorough, less perceptive, or less specific than the best essays. References to the text may be fewer or less aptly chosen, and they are sometimes briefer or less incisive. Their arguments are clear, but the writing does not show the same maturity or control as the 9–8 essays.
- 5** These essays are characterized by superficiality. They refer to a physical journey and discuss its significance, but they lack sufficient depth or development. They may rely on unsubstantiated generalization or plot summary. They may choose a less appropriate work or fail to explain the journey’s significance sufficiently. While accurate in a general way, these essays may be marred by unsophisticated thinking or immature writing.
- 4–3** These lower-half essays reveal incomplete or oversimplified understanding of the work or discuss an inappropriate journey in it. They may fail to link the journey to the work as a whole or may distort the idea of a journey to fit something that isn’t one. Their assertions may be implausible, irrelevant, or simply mistaken. They may rely almost entirely on plot summary. Often wordy and repetitious, the writing may lack control or coherence and may contain recurrent stylistic flaws. Essays that contain significant misreading and/or unusually inept writing should be scored a 3.
- 2–1** These essays compound the weaknesses of essays in the 4–3 range. They may seriously misread the text or fail to understand the question. Often they are unacceptably brief. While some attempt is made to answer the question, these essays contain little clarity, organization, or support from the text. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Essays with little coherent writing or discussion of the text should 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.