

2019

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AP[®] English Literature and Composition

Scoring Guidelines

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AP[®] ENGLISH LITERATURE AND COMPOSITION

2019 SCORING GUIDELINES

Question 1: P. K. Page, “The Landlady”

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 persuasive analysis of the speaker’s complex portrayal of the landlady. Using apt and specific textual support, they demonstrate consistent and effective control over the elements of composition in language appropriate to the discussion of poetry. Although these well-focused essays may not be error-free, they are perceptive in their analysis and demonstrate writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

7–6 These essays offer a reasonable analysis of the speaker’s complex portrayal of the landlady. Using textual support, they are organized and demonstrate control over the elements of composition in language appropriate to the discussion of poetry. These focused essays show some insight, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent control of organization and language.

5 These essays respond to the assigned task with a plausible discussion of the speaker’s complex portrayal of the landlady, but the analysis may be superficial and thinly developed. They often rely on paraphrase or general textual support that includes some analysis, implicit or explicit. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

4–3 These lower-half essays fail to offer an adequate analysis of the poem. The analysis of the speaker’s complex portrayal of the landlady may be partial, unconvincing, oversimplified, or irrelevant. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate 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 misreading and/or demonstrate inept writing.

2–1 These essays compound several weaknesses. Although these essays make some attempt to respond to the prompt, they are often unacceptably brief or incoherent in presenting their ideas. The essays may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. The ideas 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.

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Question 2: William Dean Howells, *The Rise of Silas Lapham*

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 persuasive analysis of how the author portrays the experience of the two sisters within their family and society. Using apt and specific textual support, the essays demonstrate consistent and effective control over the elements of composition in language appropriate to the discussion of prose. Although these well-focused essays may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

7–6 These essays offer a reasonable analysis of how the author portrays the experience of the two sisters within their family and society. Using textual support, they are organized and demonstrate control over the elements of composition in language appropriate to the discussion of prose. These focused essays show some insight, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent control of organization and language.

5 These essays respond to the assigned task with a plausible reading of how the author portrays the experience of the two sisters within their family and society, but the analysis may be superficial and thinly developed. While the essays include some analysis of the passage, implicit or explicit, the analysis of the author’s portrayal of the experience of the two sisters or the use of literary techniques may be slight, and support from the passage may tend toward summary or paraphrase. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

4–3 These lower-half essays fail to offer an adequate analysis of the passage. The analysis of how the author portrays the experience of the two sisters within their family and society may be partial, unconvincing, oversimplified, or irrelevant; the essays may ignore how the author portrays the experience of the sisters within their family or society or the use of literary techniques. Evidence from the passage may be slight or misconstrued, or the essays may rely only on paraphrase. The essays often demonstrate 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 misreading and/or demonstrate inept writing.

2–1 These essays compound several weaknesses. Although they make some attempt to respond to the prompt, they are often unacceptably brief or incoherent in presenting their ideas. The essays may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. Ideas may be presented with little clarity, organization, or support from the passage. Essays scored a 1 contain little coherent discussion of the passage.

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.

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Question 3: Idealism and Its Consequences

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 persuasive analysis of a character’s idealism, its consequences, and how the author’s portrayal of the idealism contributes to the meaning of the work as a whole. Using apt and specific textual support, these essays demonstrate consistent and effective control over the elements of composition and language appropriate to the discussion. Although these well-focused essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with insight and understanding in writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

7-6 These essays offer a reasonable analysis of a character’s idealism, its consequences, and how the author’s portrayal of the idealism contributes to the meaning of the work as a whole. Using textual support, these essays are organized and demonstrate control over the elements of composition and language appropriate to the discussion. These focused essays show some insight, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent command of the elements of effective composition.

5 These essays respond to the assigned task with a plausible reading of a character’s idealism, its consequences, and/or how the author’s portrayal of the idealism contributes to the work as a whole, but the analysis may be superficial and thinly developed. They often rely upon plot summary or general textual support that includes some analysis, implicit or explicit. They may demonstrate a rather simplistic understanding of the character’s idealism or its consequences. Their analysis and discussion may be vague, formulaic, or minimally supported. These essays demonstrate some control of language, but they may be marred by surface errors. These essays have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

4-3 These lower-half essays fail to offer an adequate reading of a character’s idealism, its consequences, and/or how the author’s portrayal of the idealism contributes to the work as a whole. The analysis may be partial, unsupported, oversimplified, or irrelevant, and the essays may reflect an incomplete understanding of the character’s idealism, its consequences, and/or the author’s portrayal. They may rely on plot summary that is not in service to a clear idea. 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 three 3 may contain significant misreading and/or demonstrate inept writing.

2-1 These essays compound several weaknesses. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. 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.