AP® ENGLISH LITERATURE AND COMPOSITION 2015 SCORING GUIDELINES

Question 3

(Cruelty)

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 one 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 the nature of how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or the victim. Using apt and specific textual support, these essays analyze the significance of cruelty in the work. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with significant insight and understanding. 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 cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. These essays analyze the significance of cruelty in the work. While these papers have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim, they may demonstrate a rather simplistic understanding of the significance of cruelty, and support from the text may be too general. While these essays demonstrate adequate control of language, they 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 how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the significance of cruelty, or they may rely on plot summary alone. 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 3 may contain significant misreading and/or demonstrate inept writing.
- **2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The students' 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.

Othello the evil characto the majority of the STAFT and Married Vesdemona Othello has also recently Contento the vergeti - choosing him over to leutenint the daunta newly OVUIN about days Shakespeare and and 5001 COMMIT aun Cruelty deened possible. acts of cruelty are bere! y so other characters Sneaky slithers Iggo 15 going on a believe Malling Them WS KadMao nel pal othello Tor at of Cassie over terent, Of and He uses Marion Desdemana as WITH

3

both daws proof TWS ot 100 asu end words, for Muello WS wite 15 5/2/C newly every Thrank Spradm the ways 10 Mare and be come esdemona suffers hum believe tad in maline av Mag Rodrigo huself 0053e5505 he levos Ca8318 and tueled be come 3 GK C28310 Meses IREO play W50 bedo 51

In the haver Wuthering Heights by Emily Bronte his past but the people around Withering characters, Some into home prougnt brother thadles of their father. and Hindly, Bellison When Hindly degrades and EXperiances become naue desire to formulate and Nis but 0180 provided revenge Kin were Hindling to whom Heath cliff imred

betranged by Catherne a150 felt loving him 田 Mistoru their ano melter that With mistreatment can evoke anothers MM arcumstance come trom piace tather favorite Was Heathcuiff. Hindley take Someone Stit 6 as well as a filler FOY his own post. The Heathcliffs Character 40 conver term effects darker reveal morie on With unable there that are Consequences 200

for Hindley's actions towards him.
Catherine biggs a different role in
Catherine plays a different role in Heathcliff's abuse. She hurts him mentally
by loving him by not having the strength to
Stand up against Society and her family
to be With him. Since Heathcliff can't
Stop loving Catherine it pains him to
Step loving Catherine it pains him to See her married and spending her life
with some one else, this influences
him to continue to persue her love.
Crucity has many effects on people.
It can act as a burden that can never
a person or as a fire rooted in revenge:
0

The cruelty towards Tom Robinson reveals
the people in the town as simple-minded
Characters with weak moral value. This
Is consistent with the exclusion of Boo Radisy,
and the harassment of the Finches, But
the cruelty reveals Atticus to be a brave man
with strong character, and Bookadieg as a kind
individual. The plot also illustrates B co Radioc
and Tom Robinson as the town's "macking birds".

AP® ENGLISH LITERATURE AND COMPOSITION 2015 SCORING COMMENTARY

Question 3

Overview

For the "open question" students were asked to select a novel, play, or epic poem in which acts of cruelty are important to the theme of the work and to write a well-organized essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.

This question presented students with a complex, multi-level task of identifying acts of cruelty, determining what the cruelty says about the perpetrator and/or victim, and then analyzing the deeper impact of cruelty on the work as a whole. For the "open question" students were offered a list of texts that would work well for the prompt. While many students made their selections for analysis from this recommended list, others chose from an impressive variety of other texts, ancient to contemporary, classic and noncanonical, for their analyses.

Sample: 3A — Othello

Score: 8

This top-range essay confidently articulates two related claims: that Iago's cruelty "fuels other characters to commit their own acts of cruelty which they may not have otherwise deemed possible" and that Iago's "cruelty reveals more about his victims than about himself." The essay makes apt and specific references to the play to develop a thorough and convincing analysis of the social, political, and personal motivation for Iago's cruelty and its results. It argues that when Roderigo and Othello are victims of cruelty "they themselves become cruel"; Roderigo is "fueled by hate and jealousy," and Othello's murder of his wife as a result of Iago's cruel lies "demonstrates that he had it in him all along." Similarly, being the victim of cruelty brings out Desdemona's defining characteristic: in contrast to the others, even under duress, "she remains pure." The essay occasionally lapses into colloquialism (e.g., "Iago's acts of cruelty are not overt, but sneaky, so other characters barely even notice what is going on") and the statement of the theme could perhaps be articulated more gracefully, but this particularly well-focused essay clearly earned its score of 8.

Sample: 3B — Wuthering Heights

Score: 6

This reasonable essay claims that Heathcliff is treated cruelly and that his own suffering leads him to perpetrate acts of cruelty on others: "Heathcliff is haunted by his past of childhood mistreatment and grows up with a mentality seeking revenge to those who he believes took so much from him." Cruelty, this essay suggests, forms and reveals character. This claim is traced through several characters: Hindley is rejected by his father and so punishes Heathcliff; Heathcliff responds by becoming simultaneously mannerly and vengeful and "the long-term effects of his mistreatment, reveal a much darker side [of his character]." While the essay shows insight in identifying mental and physical cruelty, it does not use this distinction to great purpose. Its development of its claim is not thorough, and the supporting examples it offers from the novel are not fully analyzed for what they might contribute to the meaning of the novel as a whole. The writing shows a competent level of control over the elements of composition.

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Question 3 (continued)

Sample: 3C — To Kill a Mockingbird

Score: 3

This essay accomplishes only a simplistic response to the prompt. Its first paragraph offers a basic recapitulation of the setting and primary action. The essay indicates that there are "multiple levels" of cruelty in the novel, but it does not follow through on this insight except in the most cursory way: "Scout is intensely curious about her secluded neighbor Boo Radley, who is ignored by the town ... On a more serious level, Tom Robinson is falsely convicted of raping a white woman, just because he's black." The essay offers these examples as instances of cruelty without fully explaining how they are connected or what their effects might be. The conclusion of the essay overlooks the complex matrix of political and social factors that motivate cruelty in the novel and reductively explains the treatment of Tom Robinson as attributable to the fact that Maycomb contains "simple-minded characters with weak moral value [sic]." This brief essay uses short, simple sentences to articulate its oversimplified approach to the prompt. Its reliance on plot summary and its inadequate analysis earned it a score of 3.