2023

AP® English Literature and Composition

Scoring Guidelines
Set 2

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Question 1: Poetry Analysis — 6 points

In William Ellery Channing's poem "The Barren Moors," published in 1843, the speaker addresses moors, open expanses of wild, uncultivated land. Read the poem carefully. Then, in a well-written essay, analyze how Channing uses literary elements and techniques to develop a complex portrayal of the speaker's experience of this natural setting.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

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Reporting Category	Scoring Criteria	
Row A **Thesis** **(0–1 points)**	**0 points** For any of the following: • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt.	**1 point** Responds to the prompt with a thesis that presents a defensible interpretation of the poem.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Only restate the prompt. • Make a generalized comment about the poem that doesn't respond to the prompt. • Describe the poem or features of the poem rather than making a claim that requires a defense.	**Responses that earn this point:** • Provide a defensible interpretation of the complex portrayal of the speaker's experience of this natural setting.
	Examples that do not earn this point: **Restate the prompt** • *"The speaker has a complex experience in the setting of these moors."* • *"William Ellery Channing uses various literary devices to portray the speaker's complex experience in nature."* **Do not relate to the prompt** • *"Nature experiences can inspire great poetry."* **Describe the poem or features of the poem** • *"This poem is particularly vivid in its description of the moors."*	**Examples that earn this point:** **Provide a defensible interpretation** • *"The speaker's experience of the natural setting is one of solitude and uncertainty, but also of appreciation and peace."* • *"By having the speaker address the moors directly, Channing portrays the setting to be a place where divisions are blurred."* • *"The moors provide an escape from the cares of the world, but this escape to nature does not provide any advice or resolution. Rather, it offers a quiet that's more 'profound.'"*
	Additional Notes: • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the poem must include at least minimal evidence that *could* be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis *may* establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.	

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Reporting Category	Scoring Criteria				
Row B Evidence AND Commentary (0–4 points)	**0 points** Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	**1 point** EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	**2 points** EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	**3 points** EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one literary element or technique in the poem contributes to its meaning.	**4 points** EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the poem contribute to its meaning.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.	**Typical responses that earn 1 point:** • Tend to focus on summary or description of a poem rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation.	**Typical responses that earn 2 points:** • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.	**Typical responses that earn 3 points:** • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.	**Typical responses that earn 4 points:** • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer's use of multiple literary techniques contributes to the student's interpretation of the poem.
	Additional Notes: • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the poem.				

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• Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“Human experiences always include …” OR “In a world where …” OR “Since the beginning of time …”).
• Only hint at or suggest other possible interpretations (“While another reader may see …” OR “Though the poem could be said to …”).
• Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.
• Oversimplify complexities in the poem.
• Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</td><td>Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following:
1. Identifying and exploring complexities or tensions within the poem.
2. Illuminating the student’s interpretation by situating it within a broader context.
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4. Employing a style that is consistently vivid and persuasive.</td></tr>
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• This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</td></tr>
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Question 2: Prose Fiction Analysis — 6 points

The following excerpt is from Brenda Peynado's short story "The Rock Eaters," published in 2021. In this passage, the narrator is one of a group of people who left their home country after developing the ability to fly, an ability that is accepted as realistically possible within the story. Years later, the group returns to that country with their children. Read the passage carefully. Then, in a well-written essay, analyze how Peynado uses literary elements and techniques to convey the narrator's complex experience of this return home.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
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	Examples that do not earn this point: **Restate the prompt** • *"In the excerpt from 'The Rock Eaters,' Peynado uses myriad literary devices to convey the narrator's complex experience of returning home."* **Do not respond to the prompt but make a generalized comment** • *"Humans have always longed for the ability to fly through the air like birds."* **Describe the passage or features of the passage** • *"Brenda Peynado paints a vivid picture of people flying through the air on their way home."*	**Examples that earn this point:** **Provide a defensible interpretation** • *"The narrator in the 'Rock Eaters' expresses how the group rediscovers their love of their home by introducing it to their kids."* • *"Using richly detailed descriptions, Peynado reveals that the narrator's return home is complex: their 'old friends' are now prickly, and the houses lack the comforts they've grown used to while away, but the visit provides meaningful new experiences for the children in their group."* • *"In 'The Rock Eaters,' the metaphor of flight illustrates the narrator's paradoxical experience of immigration. The narrator's flight from her 'island country' is perceived as a betrayal by some, but her return can be read as a sign of her enduring loyalty."*
	Additional Notes: • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the passage must include at least minimal evidence that *could* be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis *may* establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.	

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• Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</td><td>Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following:
1. Identifying and exploring complexities or tensions within the passage.
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Question 3: Literary Argument — 6 points

Many works of literature feature a rebel character who changes or disrupts the existing state of societal, familial, or political affairs in the text. They may break social norms, challenge long-held values, subvert expectations, or participate in other forms of resistance. The character's motivation for this rebellious behavior is often complex.

Either from your own reading or from the list below, choose a work of fiction in which a character changes or disrupts the existing state of societal, familial, or political affairs. Then, in a well-written essay, analyze how the complex motivation of the rebel contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

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	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Only restate the prompt. • Make a generalized comment about the selected work that doesn't respond to the prompt.	**Responses that earn this point:** • Provide a defensible interpretation of the complex motivation of the rebel character. OR • Make a claim about how the complex motivation of the rebel contributes to an interpretation of the work as a whole.
	Examples that do not earn this point: **Restate the prompt** • *"In many literary works, characters rebel against their families, societies, or governments, but their motivation for doing so is usually pretty complex."* **Do not respond to the prompt but make a generalized comment about the selected work** • *"In Fences, Cory and Troy have a difficult relationship."* • *"Elizabeth Bennet lives in the 18th century, which was a time when women were expected to get married very young."* • *"In The Coquette, we get Eliza's story in her own words by reading her letters."*	**Examples that earn this point:** **Provides a defensible interpretation** • *"In King Lear, Cordelia's quiet rebellion is grounded in her genuine love for her father and her suspicion of Regan and Goneril's true intentions."* • *"In One Flew Over the Cuckoo's Nest, McMurphy actively resists Nurse Ratched's rules because of his care for his fellow inmates."* • *"With her refusal to inhabit a subservient role, Sofia, Harpo's assertive and defiant wife in The Color Purple, inspires the other female characters to rebel against their situations, but her experience also serves as a cautionary tale of what eventually happens to rebels."*
	Additional Notes: • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • A thesis that offers a defensible claim about the complex motivation of the rebel character in the selected work may earn the point; any reasonable student interpretation of "rebellious behavior" is acceptable. • For a thesis to be defensible, the selected work must include at least minimal evidence that *could* be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis *may* establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.	

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	Typical responses that earn 0 points: • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.	**Typical responses that earn 1 point:** • Tend to focus on overarching narrative developments or description of a selected work rather than specific details.	**Typical responses that earn 2 points:** • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.	**Typical responses that earn 3 points:** • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.	**Typical responses that earn 4 points:** • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
	Additional Notes: • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole.				

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• Oversimplify complexities of the topic and/or the selected work.
• Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</td><td>Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following:
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