

## 2010 AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

### Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience.

Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the work as a whole. You may choose a work from the list below or one of comparable literary merit. Do not merely summarize the plot.

*The American*  
*Angle of Repose*  
*Another Country*  
*As You Like It*  
*Brave New World*  
*Crime and Punishment*  
*Doctor Zhivago*  
*Heart of Darkness*  
*Invisible Man*  
*Jane Eyre*  
*Jasmine*  
*Jude the Obscure*  
*King Lear*  
*The Little Foxes*  
*Madame Bovary*  
*The Mayor of Casterbridge*  
*My Ántonia*

*Obasan*  
*The Odyssey*  
*One Day in the Life of Ivan Denisovich*  
*The Other*  
*Paradise Lost*  
*The Poisonwood Bible*  
*A Portrait of the Artist as a Young Man*  
*The Road*  
*Robinson Crusoe*  
*Rosencrantz and Guildenstern Are Dead*  
*Sister Carrie*  
*Sister of My Heart*  
*Snow Falling on Cedars*  
*The Tempest*  
*Things Fall Apart*  
*The Women of Brewster Place*  
*Wuthering Heights*

**STOP**

**END OF EXAM**

# AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION

## 2010 SCORING GUIDELINES

### Question 3

(Exile)

The score reflects the quality of the essay as a whole—its content, style and 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 essays offer a well-focused and persuasive analysis of how, in a novel, play or epic, a character's experience with exile is both alienating and enriching. Using apt and specific textual support, these essays explore the character's complex responses to being cut off from a home or special place and analyze what the experience of exile contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, 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, in a novel, play or epic, a character's experience with exile is both alienating and enriching. These essays explore the character's complex response to exile and identify what the experience of exile contributes to the meaning of the work as a whole. Although these responses show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** 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 these responses attempt to discuss how a character's experience with exile is both alienating and enriching and what the experience contributes to the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the character or the work, and support from the text may be too general. These essays demonstrate adequate control of language but may be marred by surface errors. They are generally 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, in a novel, play or epic, a character's experience with exile is both alienating and enriching. The analysis may be partial, unsupported or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character's experience with exile. They may not develop a response to how that experience contributes to the work as a whole, 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 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 are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks are presented with little clarity, organization or supporting evidence. Particularly inept, vacuous and/or incoherent essays are scored a 1.

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**Question 3 (continued)**

- 0** These essays do no more than make a reference to the task.
- These essays are either left blank or are completely off topic.