

**Question 3**

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

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.

*Antigone*  
*Arcadia*  
*Atonement*  
*The Awakening*  
*Brave New World*  
*Catch-22*  
*Ceremony*  
*The Color Purple*  
*The Crucible*  
*Fahrenheit 451*  
*Fences*  
*Frankenstein*  
*The Glass Menagerie*  
*Grendel*  
*Half of a Yellow Sun*  
*The Handmaid's Tale*  
*House Made of Dawn*  
*The House of the Spirits*  
*In the Time of the Butterflies*  
*Invisible Man*  
*Jane Eyre*

*The Joy Luck Club*  
*Kindred*  
*King Lear*  
*Let the Great World Spin*  
*Love Medicine*  
*Moll Flanders*  
*The Namesake*  
*Native Son*  
*Never Let Me Go*  
*The Nickel Boys*  
*One Flew Over the Cuckoo's Nest*  
*Paradise Lost*  
*Pride and Prejudice*  
*A Raisin in the Sun*  
*The Scarlet Letter*  
*Southernmost*  
*Sula*  
*Their Eyes Were Watching God*  
*There There*  
*Washington Black*  
*Wuthering Heights*

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>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 ...”).</li> <li>Only hint at or suggest other possible interpretations (“While another reader may see ...” OR “Though the passage could be said to ...”).</li> <li>Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>Oversimplify complexities in the passage.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</li> </ul>		<p><b>Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>Identifying and exploring complexities or tensions within the passage.</li> <li>Illuminating the student’s interpretation by situating it within a broader context.</li> <li>Accounting for alternative interpretations of the passage.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<p><b>Additional Notes:</b> 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.</p>		

### 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.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Make a generalized comment about the selected work that doesn't respond to the prompt.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>• “In many literary works, characters rebel against their families, societies, or governments, but their motivation for doing so is usually pretty complex.”</li> </ul> <p><b>Do not respond to the prompt but make a generalized comment about the selected work</b></p> <ul style="list-style-type: none"> <li>• “In <i>Fences</i>, Cory and Troy have a difficult relationship.”</li> <li>• “Elizabeth Bennet lives in the 18<sup>th</sup> century, which was a time when women were expected to get married very young.”</li> <li>• “In <i>The Coquette</i>, we get Eliza’s story in her own words by reading her letters.”</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a defensible interpretation of the complex motivation of the rebel character.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Make a claim about how the complex motivation of the rebel contributes to an interpretation of the work as a whole.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Provides a defensible interpretation</b></p> <ul style="list-style-type: none"> <li>• “In <i>King Lear</i>, Cordelia’s quiet rebellion is grounded in her genuine love for her father and her suspicion of Regan and Goneril’s true intentions.”</li> <li>• “In <i>One Flew Over the Cuckoo’s Nest</i>, McMurphy actively resists Nurse Ratched’s rules because of his care for his fellow inmates.”</li> <li>• “With her refusal to inhabit a subservient role, Sofia, Harpo’s assertive and defiant wife in <i>The Color Purple</i>, 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.”</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>• The thesis may be anywhere within the response.</li> <li>• 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.</li> <li>• For a thesis to be defensible, the selected work must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</li> <li>• The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point.</li> <li>• 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.</li> </ul>		

Reporting Category	Scoring Criteria				
<b>Row B Evidence AND Commentary (0–4 points)</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b>  <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b>  <b>COMMENTARY:</b> 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.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.
Decision Rules and Scoring Notes					
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<b>Typical responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Tend to focus on overarching narrative developments or description of a selected work rather than specific details.</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</li> </ul>	<b>Typical responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole.</li> </ul>					

Reporting Category	Scoring Criteria	
Row C <b>Sophistication (0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include ...</i>” OR “<i>In a world where ...</i>” OR “<i>Since the beginning of time ...</i>”).</li> <li>Only hint at or suggest other possible interpretations (“<i>While another reader may see ...</i>” OR “<i>Though the text could be said to ...</i>”).</li> <li>Oversimplify complexities of the topic and/or the selected work.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</li> </ul>	<b>Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following:</b> <ol style="list-style-type: none"> <li>Identifying and exploring complexities or tensions within the selected work.</li> <li>Illuminating the student’s interpretation by situating it within a broader context.</li> <li>Accounting for alternative interpretations of the text.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		