

Question 3

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

Many works of literature feature characters who accept or reject a hierarchical structure. This hierarchy may be social, economic, political, or familial, or it may apply to some other kind of structure.

Either from your own reading or from the list below, choose a work of fiction in which a character responds to a hierarchy in some significant way. Then, in a well-written essay, analyze how that character's response to the hierarchy 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.

The Bluest Eye
Brighton Rock
Catch-22
The Dispossessed
Dominicana
The Dragon Can't Dance
East of Eden
Fahrenheit 451
Great Expectations
Hope Leslie
The House of the Spirits
The Hummingbird's Daughter
If Beale Street Could Talk
The Inheritance of Loss
Invisible Man
Jane Eyre
The Kite Runner
Love Medicine
The Mill on the Floss
Native Son

The Nickel Boys
Nineteen Eighty-Four
On Earth We're Briefly Gorgeous
On Such a Full Sea
Othello
Parable of the Sower
A Passage to India
Pride and Prejudice
The Prime of Miss Jean Brodie
Purple Hibiscus
A Raisin in the Sun
Robinson Crusoe
The Scarlet Letter
Sweat
Their Eyes Were Watching God
Things Fall Apart
Vanity Fair
White Tiger
The Women of Brewster Place
Wuthering Heights

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.

Question 3: Literary Argument

6 points

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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	
Row A Thesis (0–1 points)	0 points For any of the following: <ul style="list-style-type: none"> 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 selected work.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the selected work that doesn't respond to the prompt. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a defensible interpretation of how a character responds to a hierarchy in the selected work. OR <ul style="list-style-type: none"> Make a claim about how a character's response to a hierarchy contributes to an interpretation of the work as a whole.
	Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>"Hierarchical structures are a major part of society. In literature, characters can be seen either accepting or rejecting economic, political, and familial hierarchies among others."</i> Do not respond to the prompt but make a generalized comment about the selected work <ul style="list-style-type: none"> <i>"In <u>The Chrysalids</u> by John Wyndham, David and the other telepaths hide their mutation from the rest of Waknuk, which is not an easy thing to do."</i> <i>"People establish hierarchies because they believe they help keep order. Going against a hierarchy is very difficult. Many works of literature have characters that suffer the consequences of doing this."</i> 	Examples that earn this point: Provide a defensible interpretation <ul style="list-style-type: none"> <i>"Offred's development as a character in <u>The Handmaid's Tale</u> is shaped by her quiet rebellion against a government hierarchy that enforces her assigned role as a Handmaid."</i> <i>"In S.E. Hinton's <u>The Outsiders</u>, Ponyboy and Cherry's violation of the strict hierarchy of Greasers versus Socs causes several characters to question their loyalty to these groups and brings tragedy to those who try to uphold these rules."</i> <i>"Hurston shows how the expectations put on Janie Crawford by her grandmother and her first two husbands are meant to uphold gender-based hierarchies in society and the family. After Janie revolts against these hierarchies and runs away with Tea Cake, she is able to become independent."</i>
	Additional Notes: <ul style="list-style-type: none"> 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 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. A thesis that offers a defensible claim about a character's response to any type of hierarchical structure in the selected work may earn the point; any reasonable student interpretation of the terms "hierarchical structure" or "hierarchy" is acceptable. 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. 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. 	

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 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.	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.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Tend to focus on overarching narrative developments or description of a selected work rather than specific details. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • 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>”). • 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>”). • 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. 	Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • 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. 		