

**2006 AP® 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.)

Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole. Do not merely summarize the plot.

You may choose a work from the list below or another appropriate novel or play of similar literary merit.

*Adam Bede*  
*Adventures of Huckleberry Finn*  
*All the Pretty Horses*  
*Anna Karenina*  
*As I Lay Dying*  
*As You Like It*  
*The Bear*  
*Black Boy*  
*Bless Me, Ultima*  
*The Bonesetter's Daughter*  
*Ceremony*  
*The Cherry Orchard*  
*David Copperfield*  
*Don Quixote*  
*East of Eden*  
*Ethan Frome*  
*For Whom the Bell Tolls*  
*Frankenstein*

*The Grapes of Wrath*  
*House Made of Dawn*  
*King Lear*  
*Madame Bovary*  
*Mansfield Park*  
*A Midsummer Night's Dream*  
*Obasan*  
*O Pioneers!*  
*Out of Africa*  
*The Scarlet Letter*  
*Tess of the D'Urbervilles*  
*Their Eyes Were Watching God*  
*A Thousand Acres*  
*Tom Jones*  
*The Vicar of Wakefield*  
*The Way We Live Now*  
*The Winter's Tale*  
*Wuthering Heights*

**STOP**

**END OF EXAM**

**AP® ENGLISH LITERATURE AND COMPOSITION  
2006 SCORING GUIDELINES**

**Question 3**

(Country Setting as a Source of Values)

The score reflects the quality of the essay as a whole—its content, its style, its 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 well-focused and persuasive essays identify a country setting in a novel or play and analyze how that country setting functions in the work as a whole. Using apt and specific textual support, these essays fully explore the relationship between setting and the values of the characters and/or a society. Although not without flaws, these essays exhibit the student's ability to discuss a literary work with significant insight and understanding; to sustain control over a thesis; and to write with clarity, precision, coherence and—in the case of a 9 essay—with particular persuasiveness and/or stylistic flair.
- 7–6** These competent essays identify a country setting in a novel or play and analyze how that country setting functions in the work as a whole. These essays have insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. References to the text may not be as apt or as persuasive. Essays scored a 7 demonstrate more sophistication in substance and in style than those scored a 6, though both 7s and 6s are generally well written and free from significant or sustained misinterpretations.
- 5** These essays respond to the assigned task, but they tend to be superficial in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the students attempt to discuss the function of setting in the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these essays reveal unsophisticated thinking and/or immature writing. The students demonstrate adequate control of language, but their essays lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays reflect an incomplete or oversimplified understanding of the work, or they may fail to develop the function of a country setting or its contribution to the work as a whole. They may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreadings 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. The student's remarks are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.
- 0** These essays make no more than a reference to the task.
- These essays either are left blank or are completely off topic.