

## 2018 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.)

Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet this gift is often also a burden or a handicap. Select a character from a novel, epic, or play who has been given a gift that is both an advantage and a problem. Then write a well-developed essay analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole.

You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize the plot.

*The Aeneid*  
*Alias Grace*  
*All the Light We Cannot See*  
*Beloved*  
*Beowulf*  
*Crime and Punishment*  
*Death in Venice*  
*Dracula*  
*Frankenstein*  
*The Goldfinch*  
*Great Expectations*  
*Heart of Darkness*  
*Homegoing*  
*The Iliad*  
*Kindred*

*King Lear*  
*Madame Bovary*  
*Mama Day*  
*Man and Superman*  
*The Metamorphosis*  
*Midnight's Children*  
*A Passage to India*  
*The Picture of Dorian Gray*  
*The Portrait of a Lady*  
*The Power of One*  
*A Raisin in the Sun*  
*The Return of the Native*  
*The Tempest*  
*Things Fall Apart*  
*To the Lighthouse*

**STOP**

**END OF EXAM**

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

## 2018 SCORING GUIDELINES

### Question 3: The Gift

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. **Reward the students 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 persuasive analysis of the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. Using apt and specific textual support, these essays demonstrate consistent and effective control over the elements of composition and language appropriate to their discussion. Although these well-focused essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with insight and understanding in writing that is clear and effectively organized. Essays scored a 9 have especially convincing analysis and effective control of language.

**7–6** These essays offer a reasonable analysis of the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. Using textual support, these essays are organized and demonstrate control over the elements of composition and language appropriate to their discussion. These focused essays show insight in their analysis, and they offer clear and controlled analysis and writing. Essays scored a 7 have solidly developed analysis and consistent command of the elements of effective composition.

**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 includes some analysis, implicit or explicit. Although the essays attempt to discuss a literal or figurative gift, how it may be complex, or what it may contribute to the work as a whole, they may demonstrate a rather simplistic understanding of the complex nature of the gift or its effect on the work. While these essays demonstrate adequate control of language, they may be marred by surface errors. They have difficulty presenting a cohesive idea, clear organization, or sustained development of analysis.

**4–3** These lower-half essays fail to offer an adequate reading of the complex nature of a literal or figurative gift and how that gift contributes to the work as a whole. The analysis may be partial, unsupported, oversimplified, or irrelevant, and the essays may reflect an incomplete understanding of the nature of the gift and/or its effects. They may rely on plot summary that is not in service to a clear idea. 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 composition. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

**2–1** These essays compound several writing weaknesses. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts; they may contain pervasive errors that interfere with understanding. The ideas may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.

**0** These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

— These essays are entirely blank.