

## **2015 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.)

In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.

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

*Beloved*  
*A Bend in the River*  
*Billy Budd*  
*Black Boy*  
*Catch-22*  
*Cat's Eye*  
*The Crucible*  
*Frankenstein*  
*A Gesture Life*  
*Great Expectations*  
*Heart of Darkness*  
*Invisible Man*  
*The Kite Runner*  
*The Last of the Mohicans*  
*Lord of the Flies*

*Mansfield Park*  
*Medea*  
*The Merchant of Venice*  
*Night*  
*The Odyssey*  
*Oliver Twist*  
*One Flew Over the Cuckoo's Nest*  
*Othello*  
*The Red Badge of Courage*  
*The Scarlet Letter*  
*Sister Carrie*  
*Sophie's Choice*  
*Tess of the d'Urbervilles*  
*To Kill a Mockingbird*  
*Who's Afraid of Virginia Woolf?*  
*Wuthering Heights*

**STOP**

**END OF EXAM**

# **AP® ENGLISH LITERATURE AND COMPOSITION**

## **2015 SCORING GUIDELINES**

### **Question 3**

(Cruelty)

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 one 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 the nature of how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or the victim. Using apt and specific textual support, these essays analyze the significance of cruelty in the work. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with significant insight and understanding. 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 cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. These essays analyze the significance of cruelty in the work. While these papers have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. 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 the essays attempt to discuss how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim, they may demonstrate a rather simplistic understanding of the significance of cruelty, and support from the text may be too general. While these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are 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 cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the significance of cruelty, 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/or 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 incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The students' remarks 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.