

## **2014 AP® ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS**

### **Question 2**

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

The following passage is from the novel *The Known World* by Edward P. Jones. Read the passage carefully. Then, in a well-organized essay, analyze how the author reveals the character of Moses. In your analysis, you may wish to consider such literary elements as point of view, selection of detail, and imagery.

Unfortunately, we have been denied permission to reproduce the excerpt from Edward P. Jones' *The Known World* on this website.

The excerpt is taken from the beginning of the novel.

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## **Question 3**

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

It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character’s values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character’s values and provides a deeper understanding of the meaning of the work as a whole.

You may choose a novel or play from the list below or one of comparable literary merit. Do not merely summarize the plot.

*The Age of Innocence*

*Antigone*

*The Awakening*

*Beloved*

*The Crucible*

*Death of a Salesman*

*Ethan Frome*

*King Lear*

*Linden Hills*

*The Memory Keeper’s Daughter*

*Much Ado About Nothing*

*Noah’s Compass*

*Oryx and Crake*

*Othello*

*The Poisonwood Bible*

*The Portrait of a Lady*

*A Prayer for Owen Meany*

*A Raisin in the Sun*

*The Scarlet Letter*

*A Streetcar Named Desire*

*A Tale of Two Cities*

*Tess of the d’Urbervilles*

*Their Eyes Were Watching God*

*Things Fall Apart*

*A Thousand Acres*

*The Women of Brewster Place*

**STOP**

**END OF EXAM**

# AP® ENGLISH LITERATURE AND COMPOSITION 2014 SCORING GUIDELINES

## Question 2

(Edward P. Jones' *The Known World*)

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 persuasive analysis of how Jones reveals the character of Moses through literary elements. The essays make a strong case for their interpretation of how the character is revealed. They may consider literary elements such as point of view, selection of detail, and imagery, and they engage the text through apt and specific references. Although these essays may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized. 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 Jones reveals the character of Moses through literary elements. The writers provide a sustained, competent reading of the passage, with attention to literary elements such as point of view, selection of detail, and imagery. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, the ideas are presented with clarity and control and the text is referenced for support. 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 of the passage, but they tend to be superficial or thin in their discussion of how Jones reveals the character of Moses through literary elements. While containing some analysis of the passage, implicit or explicit, the discussion of how literary elements contribute to the revelation of character may be slight, and support from the passage may tend toward summary or paraphrase. 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 the passage. The analysis may be partial, unconvincing, or irrelevant; the essay may ignore how Jones reveals the character of Moses or may ignore the use of literary elements. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors. Essays scored a 3 may contain significant misreading, demonstrate inept writing, or both.
- 2–1** These essays compound the weaknesses of the papers in the 4–3 range. They may persistently misread the passage or be unacceptably brief. They may contain pervasive errors that interfere with understanding. Although some attempt has been made to respond to the prompt, the ideas are presented with little clarity, organization, or support from the passage. Essays scored a 1 contain little coherent discussion of the passage.
- 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.