

Question 2

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

Carefully read the following excerpt from the novel *Under the Feet of Jesus* by Helena María Viramontes. Then write a well-organized essay in which you analyze the development of Estrella's character. In your analysis, you may wish to consider such literary elements as selection of detail, figurative language, and tone.

Unfortunately, we have been denied permission to reproduce the excerpt from *Under the Feet of Jesus* by Helena María Viramontes on this website.

The excerpt is taken from early in the novel, when Estrella finds Perfecto's red tool chest and Perfecto names the various tools and explains their uses.

## Question 3

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

“And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” Pauline Hopkins, *Contending Forces*

Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.

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

*Absalom, Absalom!*  
*The Age of Innocence*  
*Another Country*  
*Brideshead Revisited*  
*Ceremony*  
*The Color Purple*  
*Daisy Miller*  
*Death of a Salesman*  
*The Glass Menagerie*  
*The Grapes of Wrath*  
*Great Expectations*  
*Heart of Darkness*  
*Invisible Man*  
*King Lear*  
*Maggie: A Girl of the Streets*  
*M. Butterfly*  
*A Midsummer Night's Dream*  
*My Ántonia*  
*Native Son*

*No Exit*  
*One Flew Over the Cuckoo's Nest*  
*One Hundred Years of Solitude*  
*Oryx and Crake*  
*A Passage to India*  
*The Piano Lesson*  
*The Plague*  
*The Poisonwood Bible*  
*Pride and Prejudice*  
*A Raisin in the Sun*  
*Snow Falling on Cedars*  
*Sula*  
*The Sun Also Rises*  
*Tess of the D'Urbervilles*  
*Waiting for Godot*  
*When the Emperor Was Divine*  
*The Women of Brewster Place*  
*Wuthering Heights*

**STOP**

**END OF EXAM**

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

## 2012 SCORING GUIDELINES

### Question 2

(Helena María Viramontes's *Under the Feet of Jesus*)

The score reflects the quality of the essay as a whole — its content, style, and 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 essays offer a persuasive analysis of Viramontes's development of Estrella's character through literary elements. The essays make a strong case for their interpretation of Estrella's character and its development in the passage. They consider literary devices such as selection of detail, figurative language, and tone, 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 Viramontes's development of Estrella's character through literary elements. They provide a sustained, competent reading of the passage, with attention to devices such as selection of detail, figurative language, and tone. Although these essays may not be error-free and are less perceptive or less convincing than 9–8 essays, they present ideas with clarity and control, and refer to the text 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 tend to be superficial or thin in their discussion of Viramontes's development of Estrella's character through literary elements. Although the essays contain some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to the portrayal of character may be slight, and support from the passage may tend toward summary or paraphrase. These essays demonstrate adequate control of language but may be marred by surface errors. They 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 responses may ignore the development of Estrella's character or the use of literary elements to develop the character. 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 and/or demonstrate inept writing.
- 2–1** These essays compound the weaknesses of those 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 are 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.