

**Question 2**

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

The following excerpt is from the opening of *The Beet Queen*, a 1986 novel by Louise Erdrich. Read the passage carefully. Then write a well-developed essay in which you analyze how Erdrich depicts the impact of the environment on the two children. You may wish to consider such literary devices as tone, imagery, selection of detail, and point of view.

Unfortunately, we do not have permission to reproduce the excerpt from Louise Erdrich's *The Beet Queen* on this website.

The excerpt consists of the first six paragraphs of the novel.

**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<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION

## 2015 SCORING GUIDELINES

### Question 2

(Louise Erdrich, *The Beet Queen*)

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 Erdrich depicts the impact of the environment on the two children through such literary devices as tone, imagery, selection of detail, and point of view. The essays make a strong case for their interpretation of the impact of the environment on the two children. They may consider a variety of literary devices, 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 Erdrich depicts the impact of the environment on the two children. The writers provide a sustained, competent reading of the passage, with attention to such literary devices as tone, imagery, selection of detail, and point of view. 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 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 they tend to be superficial or thin in their analysis of how Erdrich depicts the impact of the environment on the two children through such literary devices as tone, imagery, selection of detail, and point of view. While the essays contain some analysis of the passage, implicit or explicit, the analysis of the impact of the environment or the use of literary devices 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 essays may ignore the impact of the environment on the two children or the use of literary devices. 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 the essays 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.