

**AP® ENGLISH LITERATURE AND COMPOSITION  
2013 SCORING GUIDELINES**

**Question 1**

(Mary Oliver's "The Black Walnut Tree")

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 Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. These essays offer a range of interpretations; they provide convincing readings of both the ideas and Oliver's use of figurative language and other poetic techniques. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of essays scored a 9, especially persuasive.

**7–6** These essays offer a reasonable analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. They are less thorough or less precise in their discussion of the ideas and Oliver's use of figurative language and other poetic techniques, and their analysis of the relationship between the two is less thorough or convincing. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 responses. 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 Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family, but they tend to be superficial in their analysis of the ideas and of figurative language and other poetic techniques. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship of the ideas or of Oliver's use of figurative language and other poetic techniques may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some 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 poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore Oliver's ideas about the relationship between the tree and family or her use of figurative language and other poetic techniques. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreading, demonstrate inept writing, or do both.

# Ap Literature Sample Essays 2011

**Guillaume Favre**

## Ap Literature Sample Essays 2011:

Tracing the (Post)Apartheid Novel beyond 2000 Danyela Dimakatso Demir, Olivier Moreillon, 2023-12-01 This anthology comprises of interviews with contemporary South African authors offering vignettes of their lives and summaries of their works. In curating this book Danyela Demir and Olivier Moreillon step beyond pure literary theory and analysis. They welcome the authors to speak and assess the literary panorama in which they live and co-create. However, Demir and Moreillon also trace concepts and terms that describe the current South African literature such as post transitional literature and literature beyond 2000. By adopting a world literary approach to post apartheid literature this book contributes to debates on contemporary South African writing. In addition, Tracing the Post Apartheid Novel Beyond 2000 seeks to raise awareness of the imbalance in both critical and public attention between literary big names such as Andr P Brink, J M Coetzee, Nadine Gordimer and Zakes Mda who are popular worldwide and the younger and newer generation of South African writers who go largely unnoticed. Print edition not for sale in Sub Saharan Africa. **Reforming Literature Education in Malaysia 1957**

**- 2020** Jia Wei Lim, 2024-08-12 Lim traces the complexities in construction and implementation of a school subject namely Literature in English in Malaysia through a focused and grounded narrative where tensions regarding identity, reader response and conceptualisations about literature play out in a postcolonial context. The book demonstrates the need to think about school subjects as abstract concepts negotiated at various levels be it during curriculum construction or in the classroom. These conceptualisations of the subject are further influenced by contemporary concerns and sociopolitical changes over time. As such the scope of this book ranges from pre independence Malaysia then Malaya from the 1950s till the current phase of the subject's development in the 21st century. The volume illustrates the complex interplay of historical, cultural and social influences on the conceptualisation of English literature as a school subject in Malaysia. Lim traces, examines and interprets its development as an elective subject in the context of post secondary Malaysian education and engages with current trends in education such as internationalization and standardized assessment. Lim also highlights the importance of teacher and student lived experiences to argue that personal conceptualisations of the school subject are actualized and negotiated in classroom discourse. Offering unique insights into studying Literature in English in a postcolonial context the book will appeal to researchers, students and practitioners in the fields of history of education, curriculum reform and literature education. **The CEFR in Practice** Brian North, 2014-07-10 This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

**Poetic Theory and Practice in Early Modern Verse** Zen??n Luis-Mart??nez, 2023-01-09 How did ideas about the poet's art surface in early modern texts? By looking into the intersections between poetry poetics and other discourses logic, rhetoric, natural philosophy, medicine, mythography or religion, the essays in this volume unearth notions that remained largely unwritten in the official literary criticism of the period. Focusing on questions of poetry's origins and style and exploring individual responses to issues of authenticity, career

design difficulty or inspiration this collection revisits and renews the critical lexicons that connect poetic theory and practice in early modern English texts and their European contexts Reading canonical poets and critics Sidney Spenser Marlowe Shakespeare Puttenham Dryden alongside less studied figures such as Henry Constable Barnabe Barnes Thomas Lodge Aemilia Lanyer Fulke Greville or George Chapman this book extends the coordinates for a dialogue between literary practice and the Renaissance theories from which they stemmed and which they helped to outgrow [A Reference Guide for English Studies](#) Michael J. Marcuse,1990-01-01 This ambitious undertaking is designed to acquaint students teachers and researchers with reference sources in any branch of English studies which Marcuse defines as all those subjects and lines of critical and scholarly inquiry presently pursued by members of university departments of English language and literature Within each of 24 major sections Marcuse lists and annotates bibliographies guides reviews of research encyclopedias dictionaries journals and reference histories The annotations and various indexes are models of clarity and usefulness and cross references are liberally supplied where appropriate Although cost conscious librarians will probably consider the several other excellent literary bibliographies in print such as James L Harner's *Literary Research Guide* Modern Language Assn of America 1989 larger academic libraries will want Marcuse's volume Jack Bales Mary Washington Coll Lib

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scholars with a comprehensive authoritative and up to date foundation for research in this field In intellectual material and social terms the transformation undergone by Western culture over the period was unprecedented Many of these changes were grounded in the growth of science Yet science was not a cultural monolith then any more than it is now and its development was shaped by competing world views To cover the full range of literary engagements with science in the nineteenth century this companion consists of twenty seven chapters by experts in the field which explore crucial social and intellectual contexts for the interactions between literature and science how science affected different genres of writing and the importance of individual scientific disciplines and concepts within literary culture Each chapter has its own extensive bibliography The volume as a whole is rounded out with a synoptic introduction by the editors and an afterword by the eminent historian of nineteenth century science Bernard Lightman      Catalog Florida International University,1992

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