

**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.

2004 Ap English Language And Composition Sample Essay

Brendan G. Carr



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Complete Book of Medical Schools, 2004 Malaika Stoll,Princeton Review (Firm),2003-09-30 Nobody knows medical schools better than The Princeton Review EVERYTHING YOU NEED TO KNOW TO MAKE A CRUCIAL DECISION The Complete Book of Medical Schools gives you the facts about admission requirements and curriculum at the 125 U S and 16 Canadian accredited allopathic schools and 19 accredited osteopathic schools It also provides answers to all the practical questions you should ask about every medical school to which you consider applying How much clinical exposure can you expect during pre clinical years What is the grading promotion policy Are there special programs for members of minority groups How much financial aid is available You ll also get the basics like snail mail and email addresses telephone numbers admissions deadlines tuition figures and more PLUS A SPECIAL SECTION FOR NONTRADITIONAL STUDENTS If you re an applicant who is more than a couple years out of college you probably have plenty of questions about getting into medical school Inside you ll find The financial and personal implications of being a nontraditional student Which schools are best for nontraditional students Where you can complete your post bacc pre med requirements How to survive the MCAT Plus follow eight nontraditional students through the entire process from application to acceptance Dreading the interview With this book you won t need to We prepare you for the selection committee by telling you what you can expect to be asked from tried and true favorites to off the wall questions that might catch you off guard

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