

**2016 AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS**

**Question 3**

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

Many works of literature contain a character who intentionally deceives others. The character's dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone's feelings, or to carry out a crime.

Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character's deception and discuss how the deception contributes to the meaning of the work as a whole.

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

*Anna Karenina*  
*As You Like It*  
*Atonement*  
*Beloved*  
*The Blind Assassin*  
*The Bonesetter's Daughter*  
*The Burgess Boys*  
*Catch-22*  
*The Color Purple*  
*Crime and Punishment*  
*The Crucible*  
*A Doll House*  
*Extremely Loud and Incredibly Close*  
*The Great Gatsby*  
*Hamlet*  
*Heart of Darkness*  
*In the Lake of the Woods*  
*Invisible Man*  
*Jane Eyre*

*Jude the Obscure*  
*The Kite Runner*  
*M. Butterfly*  
*Madame Bovary*  
*The Memory Keeper's Daughter*  
*Middlesex*  
*Much Ado About Nothing*  
*Never Let Me Go*  
*Oryx and Crake*  
*Othello*  
*The Picture of Dorian Gray*  
*The Portrait of a Lady*  
*Pride and Prejudice*  
*Snow Flower and the Secret Fan*  
*Twelfth Night*  
*Who's Afraid of Virginia Woolf?*  
*The Women of Brewster Place*  
*Wuthering Heights*  
*A Yellow Raft in Blue Water*

**STOP**

**END OF EXAM**

Specific Criteria	Feedback & Comments
<b>Content</b> Student constructs a compelling argument that explains with clarity and precision (1) how the assigned concept applies to the literary work and (2) how this concept significantly illuminates the meaning of the work. Student uses apt and specific textual evidence to support (but not dominate) arguments that are clearly articulated and thoroughly developed. Student displays a comprehensive grasp of the work, and neither oversimplifies central complexities of the work, nor ignores nuances and ambiguities that are crucial to the author's presentation of the subject.	<p>The first essay in this packet earned a score of "9."</p> <p>The second essay in this packet earned a score of "5."</p>
<b>Organization</b> Introduction is engaging and purposeful, and conclusion is necessary and satisfying. (NOTE: An excellent timed-write <i>can skip</i> the traditional introduction and conclusion in favor of developing your analysis as fully as possible.) Paragraphs are logically sequenced and appropriately arranged. Smooth transitions link ideas together coherently wherever the essay shifts from one topic to another. Textual evidence is integrated seamlessly, in a way that maintains the flow of the writer's ideas. Organization is solid yet sophisticated. Writer avoids formulaic organization and instead uses a structure that fits the text under discussion.	
<b>Style</b> Diction is precise. Sentences are appropriately varied in pattern. Style is clear, concise, fresh, natural, and fluid. Voice is active, direct, clear, interesting, and appropriate.	
<b>Conventions</b> Essay demonstrates mastery of English conventions—including correct grammar, punctuation, and mechanics—and includes only inconsequential errors, if any. Sentences are clear and well-constructed. Handwriting is legible.	

Holistic Characteristics of Essays at Each Score-Level	
<ul style="list-style-type: none"> <li>Constructs a compelling argument that explains with clarity and precision (1) how the assigned concept applies to the literary work and (2) how this concept significantly illuminates the meaning of the work</li> <li>Refers frequently to the text, directly or indirectly, using apt and specific textual evidence to support clearly articulated and coherent arguments</li> <li>Displays a comprehensive grasp of the work, and neither oversimplifies central complexities of the work, nor ignores nuances and ambiguities that are crucial to the author's presentation of the subject</li> <li>Though the writing need not be without flaws, it exhibits stylistic maturity through an effective command of sentence structure, diction, and organization, and it reveals the writer's ability to choose from and control a wide range of the elements of effective writing.</li> <li>Provides a clear, competent, and coherent discussion of (1) how the assigned concept applies to the work and (2) how the concept contributes meaning to the work</li> <li>Uses relevant textual evidence to support well-organized and reasonably well-developed arguments—but with less specificity or precision than the highest scoring essays</li> <li>Displays a sound knowledge of the work, but analysis is less perceptive, less thorough, and/or less specific than essays scoring an 8 or 9</li> <li>The essay is well-written in an appropriate style, but with less stylistic maturity than top papers. Some lapses in diction or syntax may appear, but the writing still demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.</li> </ul>	9 to 8
<ul style="list-style-type: none"> <li>Adequately answers the question and provides a plausible argument, but tends to say little beyond easily grasped observations; the attempt to relate the assigned concept to the meaning of the work may be limited or non-existent</li> <li>Ideas—though presented clearly—are unsupported and may lack full development; use of supporting evidence tends to be limited, vague, and unpersuasive; competent plot summary may substitute for analysis</li> <li>Tends to display a superficial interpretation of the literary work, and may even suffer from the cumulative force of minor errors of interpretation</li> <li>The writing adequately conveys the writer's thoughts, but it may demonstrate inconsistent control over the elements of composition. While egregious mechanical errors do not constitute a distraction, these essays are nonetheless not as well-conceived, organized, or developed as upper-half papers.</li> </ul>	5
<ul style="list-style-type: none"> <li>Conveys a less than adequate comprehension or discussion of the assigned concept, and may do little to explore the implications of the concept for the meaning of the work as a whole.</li> <li>Offers at least a rudimentary argument, but ideas are developed inadequately and support usually depends on unsubstantiated generalizations, paraphrase, and plot summary, rather than specific examples.</li> <li>Seldom exhibits authority over the text under discussion and may contain a significant error of interpretation</li> <li>The writing is just sufficient to convey the writer's ideas, but it demonstrates weak control over the elements of composition (such as diction, syntax, and organization), often exhibiting recurrent stylistic flaws and/or inadequate development of ideas. These essays may contain consistent spelling errors or some flaws in grammar.</li> <li>Note: Essays scored 3 may contain significant misreadings and/or unusually inept writing</li> </ul>	4 to 3
<ul style="list-style-type: none"> <li>Compounds the weaknesses of the papers in the 4-3 range, and is unacceptably brief or poorly written on several counts</li> <li>Attempts to respond to the question and may make reasonable observations about the work, but presents the writer's assertions with little evidence, clarity, or organization</li> <li>May seriously misread the work, revealing some fundamental misunderstanding of the work or concentrating on an irrelevant or farfetched interpretation</li> <li>The writing often contains many distracting errors in grammar and mechanics and reveals consistent weaknesses in grammar or another of the basic elements of composition.</li> </ul>	2 to 1



## Essay Score: 9

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3 TT1

Deception often has its roots in self-preservation. ~~Many~~ In many cases, the individual does not intend to help or harm others through ~~his~~ his dishonesty, but rather aims to protect his own personal safety. This is the case for young James Gatz in F. Scott Fitzgerald's novel *The Great Gatsby*, who deceives everyone he meets and assumes a new persona to match his lavish, new life: Jay Gatsby.

James Gatz did not come from a family of lavish wealth like those of West and East Egg, so when he gained his wealth working his way up the ladder of success, he ~~did~~ wanted no ties with the man that he once was. He changed his name just as he had changed his life, to show that he could control who he was. ~~The~~ Gatsby's attitude toward wishing to control everything is pervasive throughout the novel and ties into Gatsby's overwhelming desire for ~~his~~ his love? Daisy Buchanan.

Jay Gatsby not only wants to have Daisy for his very own, ~~she~~ he also desires to ~~rise~~ protect her. At a turning point in the novel, Daisy is driving Gatsby's yellow car when she hits a woman named Myrtle, who happens to be Tom Buchanan's mistress, killing her instantly. Gatsby ~~does~~ tells no one



3

Write in the box the number of the question you are answering **TT<sub>2</sub>**  
on this page as it is designated in the exam.

but Nick that it was Daisy, not he, who was behind the wheel that night and despite Nick's warnings, Gatsby refuses to let Daisy's reputation be ruined. Gatsby is so blind in his love for Daisy that he is willing to deceive an entire community and take the blame for a crime he did not commit; a crime that eventually leads to his demise.

Furthermore, Gatsby's desire for control extends beyond his reputation and adoration for Daisy Buchanan. In his most famous quote, Gatsby turns to the novel's narrator, Nick Carraway, and says, ~~"Can't change the past?"~~ "Can't change the past? Why of course you can!" <sup>"Why?"</sup> Gatsby's hope is admirable, ~~but~~ this quote shows how <sup>poisonous</sup> ~~pervasive~~ his deception has become. He was so successful in destroying James Gatz and creating Jay Gatsby that he now believes he can control everything, even time. ~~He~~ He sees deception as protection. No one can hurt him if they don't know who he is, and if <sup>no one</sup> ~~they~~ knows his true identity he can control exactly what people think.

This mentality and desire for self-preservation in a society constantly trying to put people down leads to Gatsby's "God-~~ess~~ complex". He has the illusion that all of his deceptions over the years have made him untouchable, and everyone <sup>seems to</sup> agrees with him. His



Write in the box the number of the question you are answering on this page as it is designated in the exam.

3 TT<sub>3</sub>

parties are the most lavish, his home the largest, and his car the fastest. He is what every man in ~~the~~ 1920s America wants to become; he is the literal embodiment of the American Dream.

Through Gatsby, Fitzgerald shows the corruption and decline of the American Dream. Yes, Jay Gatsby started from the bottom and ended up at the top, but ~~his~~ <sup>his rise</sup> was built upon mountains of lies and deceptions. Even his name is false! If Gatsby is meant to represent the American Dream, the reader can assume that the American Dream had become corrupt; that it could only be achieved through illegal, "back-door" deals and lies. The American Dream through Gatsby is built upon deception and, sooner or later, the truth ~~has~~ must rise ~~up~~ to the top.

The Great and Mysterious Jay Gatsby is no more than a figurehead. He represents all that is great and wonderful about the ~~the~~ American Dream while hiding all of the lies and deception of its foundation behind a glistening curtain of champagne and swimming pools and jazz music. Gatsby's deception about who he truly is and how he earned his wealth extends far past his own self and connects to the deception and decline of the American Dream as a whole. By hiding from the truth, be it for his own





3

Write in the box the number of the question you are answering on this page as it is designated in the exam. TT4

self-preservation or for Daisy's, Gatsby deceives the world about the true evils of the American Dream, proving that the "self-made man" is just a con-artist at heart.

#

9 (TT) This student presents a well-developed and persuasive analysis of both the motives for Jay Gatsby's deception and how that deception links to the meaning of the novel as a whole. Positioning a clear argument, that Gatsby's deception is driven not by any desire to harm others but rather as a means of self-preservation, the student then provides apt textual support for this assertion. As the argument develops, the student deftly links Gatsby's success with his own self-preservation to an illusion of power, quoting Gatsby's own words: "Can't change the past? Why of course you can!" Hence, the student maintains that Gatsby also uses deception as a way of protecting Daisy, thinking that he is "untouchable" and that "he can control exactly what people think." Finally, the student makes a strong case for this character analysis as a window into the meaning of the work as a whole. The student depicts Gatsby as a mere "figurehead" for the American Dream, masking "all the lies and deception of its foundation behind a glistening curtain of champagne and swimming pools and jazz music." Maintaining a cogent and confident voice right through to the end of the essay, this student concludes that the self-made man is "just a con-artist at heart." This essay merits the highest score: it does not have to "sing" or induce shivers. It does not have to be ethereal or ingenious. Rather, this rough draft is a well-written, convincing, and sustained analysis by a student who understands the complexities of Fitzgerald's novel.



## Essay Score: 5

3

Write in the box the number of the question you are answering on this page as it is designated in the exam. PP,

There are many causes for deception in our world today. They range from self-gain to helping communities. The Great Gatsby shows a character who deceives his friends in order to earn the love from someone he loves.

Jay Gatsby is initially seen as a larger-than-life member of society. He is shown to be rich and a people's person. He wasn't always like that, however. He was a very poor person when he was younger. During the first world war, he joins the military in order to serve. Before he leaves, however, he falls in love with someone named Daisy. He would not see her again for a long time. His wealth came afterwards when he came under the apprenticeship of a wealthy man. The man died and Gatsby inherited his riches. Afterwards he settles in a large mansion in New York, one island away from where Daisy lives.

Gatsby leads a lavish lifestyle, but that is where his deception is. He leads the lifestyle in order to gain Daisy's attention again. Ultimately, Daisy does notice him, but not because of the parties that he throws at his mansion, but because of her cousin, who happens





to be Gatsby's neighbor. Despite this, he continues to lead his life the same way he's led it, and it ultimately kills him. Daisy's husband catches on to his act and attempts to signal everybody else about it. Tension rises and a bystander, who was the secret lover of Daisy's husband, is killed. Myrtle, who was the lover, had a husband and he takes it upon himself to avenge his wife's death, and ultimately succeeds. Gatsby was not a malicious person by any means, but his deception of who he really is clouded other people's judgement and pushed them to ~~commit~~ commit radical actions.

Gatsby's deception is a depiction of all of us and how we all try to be someone we are not. Gatsby was a humble man with many riches, but he only desired love. His perception of what he had to do to achieve his desire created feelings of hostility. While not many people will likely share his exact experience, almost all of us will take similar steps in order to obtain what we desire. We ~~all~~ all alter who we are to ~~the~~ the outside world but don't see where that will lead us. If ~~we~~ we as a society do not change, we very well may end ~~with~~ with a similar fate to Gatsby.

5 (PP)

This essay is typical of many student responses to Q3, whatever the prompt or text may be. Working just enough to step into the upper-range of the scoring guide, this student is not incorrect regarding facts from the novel. Likewise, the student is careful to construct an introduction with a thesis and a concluding paragraph that attempts to link character to meaning. Though dutiful and diligent, this student struggles, nevertheless, with the task of analysis. Although the essay includes a plausible claim, "Gatsby was not a malicious person by any means, but his [self-deception] is clouded [by] other people's judgement," such insight is rare in this thinly-developed response. The student mainly resorts to a presentation of facts from the novel without analysis or link to meaning. This student struggles to move beyond the "what?" of the novel to the "why?". As a result, the discussion remains superficial right to the final paragraph in which the student reaches toward a statement of meaning, but is only able to present the simplistic and hackneyed observation: "If we as a society do not change, we may very well end with a similar fate to Gatsby."