

Units	Exam Weighting
Short Fiction ( <b>Units 1, 4, 7</b> )	<b>42–49%</b>
Poetry ( <b>Units 2, 5, 8</b> )	<b>36–45%</b>
Longer Fiction or Drama ( <b>Units 3, 6, 9</b> )	<b>15–18%</b>

Skill Category	Exam Weighting
<b>1:</b> <i>Explain the function of character</i>	<b>16–20%</b>
<b>2:</b> <i>Explain the function of setting</i>	<b>3–6%</b>
<b>3:</b> <i>Explain the function of plot and structure</i>	<b>16–20%</b>
<b>4:</b> <i>Explain the function of the narrator or speaker</i>	<b>21–26%</b>
<b>5:</b> <i>Explain the function of word choice, imagery, and symbols</i>	<b>10–13%</b>
<b>6:</b> <i>Explain the function of comparison</i>	<b>10–13%</b>
<b>7:</b> <i>Develop textually substantiated arguments about interpretations of part or all of a text</i>	<b>10–13%</b>

#### **CHARACTER (CHR)**

**Enduring Understanding CHR-1:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

#### **SETTING (SET)**

**Enduring Understanding SET-1:** Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

#### **STRUCTURE (STR)**

**Enduring Understanding STR-1:** The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

#### **NARRATION (NAR)**

**Enduring Understanding NAR-1:** A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.

### **FIGURATIVE LANGUAGE (FIG)**

**Enduring Understanding FIG-1:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

### **LITERARY ARGUMENTATION (LAN)**

**Enduring Understanding LAN-1:** Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

## **Exam Structure**

### MCQ:

55 questions-> has excerpts from short fiction, poetry, and longer fiction or drama=45% of final exam score (1 hour)

### FRQ:

Three questions with prompts covering synthesis, rhetorical analysis, and argument

Two hours and 15 minutes including a 15-minute reading time=55% of final exam score

## **Multiple Choice Examples**

**-You'll get a long passage to read with numbers for each lines which you will use to answer the questions**

1. From the first sentence, one can infer which of the following about the Dodsons' and Tullivers' religious and moral ideas?
  - (A) The narrator is unable to describe them with complete accuracy.
  - (B) They have no real logical foundation.
  - (C) They cannot be appreciated by anyone who does not share them.
  - (D) They spring from a fundamental lack of tolerance for the ideas of others.
  - (E) They are not typical of those of British Protestants in general.
  
40. In line 38, "tranquil" functions as which of the following?
  - (A) An adjective modifying "I" (line 36)
  - (B) An adverb modifying "behold" (line 36)
  - (C) An adjective modifying "sunbeams" (line 37)
  - (D) An adjective modifying "muse" (line 38)
  - (E) An adverb modifying "muse" (line 38)

11. Which of the following is used figuratively?
- (A) "well-cured hams at one's funeral" (lines 27–28)
  - (B) "the hoarding of coins" (line 36)
  - (C) "their butter and their fromenty" (line 47)
  - (D) "the proper bearers at your funeral" (lines 52–53)
  - (E) "to eat it with bitter herbs" (line 71)
19. The phrase "that live tongue" (line 27) is best understood as
- (A) a metaphor for nature
  - (B) an image of the poet's mind
  - (C) a symbol of the history of the world
  - (D) a reference to the poem itself
  - (E) a metaphor for the advice of the prophet

## FRQ Examples

### 2010 AP® ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

#### ENGLISH LITERATURE AND COMPOSITION

##### SECTION II

Total time—2 hours

##### Question 1

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

Read carefully the following poem by Marilyn Nelson Waniek. Then write an essay analyzing how Waniek employs literary techniques to develop the complex meanings that the speaker attributes to The Century Quilt. You may wish to consider such elements as structure, imagery, and tone.

##### The Century Quilt

*for Sarah Mary Taylor, Quilter*

<p>My sister and I were in love with Meema's Indian blanket. We fell asleep under army green issued to Daddy by Supply. 5 When Meema came to live with us she brought her medicines, her cane, and the blanket I found on my sister's bed the last time I visited her. I remembered how I'd planned to inherit 10 that blanket, how we used to wrap ourselves at play in its folds and be chieftains and princesses.</p> <p>Now I've found a quilt<sup>1</sup> I'd like to die under; 15 Six Van Dyke brown squares, two white ones, and one square the yellowbrown of Mama's cheeks. Each square holds a sweet gum leaf whose fingers I imagine 20 would caress me into the silence.</p> <p>I think I'd have good dreams for a hundred years under this quilt, as Meema must have, under her blanket, dreamed she was a girl again in Kentucky</p>	<p>25 among her yellow sisters, their grandfather's white family nodding at them when they met. When their father came home from his store they cranked up the pianola 30 and all of the beautiful sisters giggled and danced. She must have dreamed about Mama when the dancing was over: a lanky girl trailing after her father 35 through his Oklahoma field. Perhaps under this quilt I'd dream of myself, of my childhood of miracles, of my father's burnt umber<sup>2</sup> pride, 40 my mother's ochre<sup>3</sup> gentleness. Within the dream of myself perhaps I'd meet my son or my other child, as yet unconceived. I'd call it The Century Quilt, 45 after its pattern of leaves.</p>
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from *Mama's Promises* by Marilyn Nelson Waniek.  
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<sup>1</sup> A quilt is a type of bedcovering often made by stitching together varied pieces of fabric.

<sup>2</sup> Burnt umber is a shade of brown.

<sup>3</sup> Ochre refers to a shade of yellow.

## Question 2

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

The following selection is the opening of Ann Petry's 1946 novel, *The Street*. Read the selection carefully and then write an essay analyzing how Petry establishes Lutie Johnson's relationship to the urban setting through the use of such literary devices as imagery, personification, selection of detail, and figurative language.

Line  
5  
10  
15  
20  
25  
30

There was a cold November wind blowing through 116th Street. It rattled the tops of garbage cans, sucked window shades out through the top of opened windows and set them flapping back against the windows; and it drove most of the people off the street in the block between Seventh and Eighth Avenues except for a few hurried pedestrians who bent double in an effort to offer the least possible exposed surface to its violent assault.

It found every scrap of paper along the street—theater throwaways, announcements of dances and lodge meetings, the heavy waxed paper that loaves of bread had been wrapped in, the thinner waxed paper that had enclosed sandwiches, old envelopes, newspapers. Fingering its way along the curb, the wind set the bits of paper to dancing high in the air, so that a barrage of paper swirled into the faces of the people on the street. It even took time to rush into doorways and areaways and find chicken bones and pork-chop bones and pushed them along the curb.

It did everything it could to discourage the people walking along the street. It found all the dirt and dust and grime on the sidewalk and lifted it up so that the dirt got into their noses, making it difficult to breathe; the dust got into their eyes and blinded them; and the grit stung their skins. It wrapped newspaper around their feet entangling them until the people cursed deep in their throats, stamped their feet, kicked at the paper. The wind blew it back again and again until they were forced to stoop and dislodge the paper with their hands. And then the wind grabbed their hats,

pried their scarves from around their necks, stuck its fingers inside their coat collars, blew their coats away from their bodies.

35 The wind lifted Lutie Johnson's hair away from the back of her neck so that she felt suddenly naked and bald, for her hair had been resting softly and warmly against her skin. She shivered as the cold fingers of the wind touched the back of her neck, explored the sides of her head. It even blew her eyelashes away from her eyes so that her eyeballs were bathed in a rush of coldness and she had to blink in order to read the words on the sign swaying back and forth over her head.

45 Each time she thought she had the sign in focus, the wind pushed it away from her so that she wasn't certain whether it said three rooms or two rooms. If it was three, why, she would go in and ask to see it, but if it said two—why, there wasn't any point. Even with the wind twisting the sign away from her, she could see that it had been there for a long time because its original coat of white paint was streaked with rust where years of rain and snow had finally eaten the paint off down to the metal and the metal had slowly rusted, making a dark red stain like blood.

50 It was three rooms. The wind held it still for an instant in front of her and then swooped it away until it was standing at an impossible angle on the rod that suspended it from the building. She read it rapidly.

60 Three rooms, steam heat, parquet floors, respectable tenants. Reasonable.

### Question 3

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

In his 2004 novel *Magic Seeds*, V. S. Naipaul writes: “It is wrong to have an ideal view of the world. That’s where the mischief starts. That’s where everything starts unravelling.”


Select a novel, play, or epic poem in which a character holds an “ideal view of the world.” Then write an essay in which you analyze the character’s idealism and its positive or negative consequences. Explain how the author’s portrayal of this idealism illuminates 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.

*The Alchemist*  
*Antigone*  
*The Awakening*  
*The Bluest Eye*  
*Brave New World*  
*Brideshead Revisited*  
*The Brief Wondrous Life of Oscar Wao*  
*Candide*  
*The Catcher in the Rye*  
*Death of a Salesman*  
*Don Quixote*  
*A Gesture Life*  
*Great Expectations*  
*The Great Gatsby*  
*The Handmaid’s Tale*  
*The House of Mirth*

*The Importance of Being Earnest*  
*Invisible Man*  
*King Lear*  
*Lolita*  
*The Mill on the Floss*  
*My Ántonia*  
*Native Son*  
*Odyssey*  
*The Portrait of a Lady*  
*A Portrait of the Artist as a Young Man*  
*The Sound and the Fury*  
*The Sun Also Rises*  
*The Tempest*  
*To Kill a Mockingbird*  
*When the Emperor Was Divine*

### FRQ #3 Recommended Books

- <https://mikowriting.medium.com/ten-book-recommendations-for-the-ap-literature-exam-dacca03c1f5>
-  Literature I've read that work for AP Lit

### STUDY GUIDE

<https://marcolearning.com/wp-content/uploads/2020/09/AP-Literature-Study-Guide-Pack-2021-v2.pdf>

### Practice Exams

- <https://www.appracticeexams.com/ap-english-literature/practice-exams/>
- <https://marcolearning.com/free-practice-tests/#english-practice-tests>
- <https://practicequiz.com/ap-english-literature-test-prep>
- <https://www.crackap.com/ap/english-literature-and-composition/>

**Rubric for High Scoring Essays that earned the -sophistication point- by Michelle Lindsay from Marco Learning**

<https://marcolearning.com/wp-content/uploads/2021/04/16-19-High-Score-Exam-Checklist.pdf>

### Scoring Guide for FRQs

<https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-frqs-1-2-3-scoring-rubrics.pdf>

### Recommended Youubers

- Collegeboard
- [Ms. Peer Editor](#)
- Marco Learning
- [Garden of English](#)

### **Useful Apps (aside from youtube and college board):**

- [Albert.io](#) (not free but depending on the school can be used)
- [Quizlet](#)
- [Reddit](#)
- [fiveable](#)
- [Marco Learning](#) (you need to register but it's **free!**)
- Khan Academy
- [Weebly](#)
- UsaTestPrep

### College Board Past FRQ

<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam/past-exam-questions>

### CED

<https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf>

***The CEDs are important because everything in a box for a certain topic is fair game to put in the exam so you know it's better to study it. The things in the left column might be in the exam but it's not necessarily going to be in it unless the college board decides to put it. They also include more info which will be relevant to what you do in this course hence why it's a CED and why you should read it.***