***English IV AP—Literature and Composition***

***A Doll House* by Henrik Ibsen**

**Essay J²**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_

Author Cassandra Clare once wrote, “Weakness and corruption isn’t in the world…it’s in the people.” Henrik Ibsen, in *A Doll House,* addresses the issue of weakness and corruption as they are passed on through generations. Select a character from the drama, not necessarily the protagonist, who represents generational weakness and corruption. Then, in a well-organized essay, discuss how this issue impacts familial relationships and conveys the overall meaning of the work. Avoid mere plot summary.

***English IV AP – Literature and Composition***

***A Doll House* ESSAY E | SCORING GUIDE**

The score reflects the quality of the essay as a whole—it content, its style, its mechanics. Students are rewarded for what they do well.

**9-8 (51-49)** | These essays offer a **well-focused and persuasive** analysis of both how the subject develops in familial relationships and how this contributes to the **overall meaning of the work**. Using **apt and specific textual references**, these essays show mastery of the work by fully examining the weakness and corruption passed from generation to generation. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding that reaches beyond the ideas presented and discussed in class. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

**7-6 (48-43)** | These essays offer a **reasonable** analysis of both how the subject develops in familial relationships and how this contributes to the **overall meaning of the work**. These essays show sufficient command of the work by examining specific **complex familial relationships.** These works have insight and understanding that reaches beyond the ideas presented and discussed in class, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9-8 essays. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than those scored a 6.

**5 (42-38)** | These essays respond to the assigned task with a **plausible argument**, but they tend to be **superficial, primarily reliant on class lecture and/or discussion, or underdeveloped in analysis**. They often rely upon plot summary that contains some analysis, implicit or explicit—revealing only some command of the work. Although the student attempts to identify the **complexity of relationships** and his **how and why** the subject contributes to the meaning of the work, they may demonstrate a rather simplistic understanding of the work. Typically, these essays reveal unsophisticated thinking and/or immature writing. The student demonstrates adequate control of language, but the essay lacks effective organization and may be marred by surface errors.

**4-3 (37-30)** | These lower-half essays offer a **less than thorough understanding** of the task or a **less than adequate treatment** of it. They reflect an **incomplete or oversimplified understanding** of the work, or they may **fail to establish how and why weakness and corruption are passed from generation to generation contributes to the work’s meaning**, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing and/or incomplete reading.

**2-1 (29 and below)** | Although these essays make some attempt to respond to the prompt, they compound the weakness of the essays in the 4-3 range. They may be unacceptably brief, incoherent in development of ideas, or off task. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The remarks are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays are given a 1.