

**Julius Caesar**  
**Final Exam**

The following essay options are examples of “free response” questions you might get on either the AP Language OR most likely the AP Literature and Composition exam. Typically you would have about 40 minutes to respond to one of the following prompts, but for the purpose of this take home “exam”, there are no time limits. Consider this to be an opportunity to familiarize yourself with AP English prompts and rubrics.

*Choose one of these three prompts and develop a well organized essay. Your final essay will be submitted to turnitin.com. It must be double spaced.*

1. Note to students: On the English Literature and Composition Exam, students are given an open free response question and a list of possible works from which to choose in answering the question. For the purposes of applied practice in class, the question given here was written with *Julius Caesar* in mind. However, the question could be applied to numerous literary works. It is important for you to understand that, on the actual exam, a student’s choice would not be restricted to a given work.

Most tragedies are given the title of the tragic hero’s name, which is why some critics argue that Julius Caesar should really be titled *Brutus* or something else. Other critics contend that *Julius Caesar* is indeed the tragic hero of the play. In a well-organized essay, using the classic definition of the tragic hero, discuss which character is rightly regarded as the tragic hero of Shakespeare’s play. Be sure to support your points with ample evidence from the play.

2. One criticism of some literature is that it relies too heavily on the use of the supernatural to advance the plot or provide foreshadowing. In a well organized essay, discuss whether this is a valid criticism of *Julius Caesar*. Refer to specific examples from the play to support your points. Do not merely summarize the plot.
3. Just as Brutus attempted to use the idea that the end justifies the means to rationalize his decision to kill Caesar, some people today use the same argument to justify acts of war, violent protest, or terrorism. In a well organized essay, defend, challenge, or qualify the validity of this argument. Use examples from your reading, observation, and/or experience to support your position.

<p>Top Scores</p> <p>9-8</p> <p>93-100</p>	<ul style="list-style-type: none"> <li>• These are well-written papers which respond fully to the question asked.</li> <li>• The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples.</li> <li>• Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization.</li> <li>• The writing need not be without flaws, but it should reveal the writer’s ability to choose from and control a wide range of elements of effective writing.</li> </ul>
<p>Upper Scores</p> <p>7-6</p> <p>92-83</p>	<ul style="list-style-type: none"> <li>• These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range.</li> <li>• Their discussion may be less thorough and less specific.</li> <li>• These essays are well-written in an appropriate style but reveal less maturity than the top papers.</li> <li>• They do make use of textual evidence to support their points.</li> <li>• Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer’s ideas clearly.</li> </ul>
<p>Middle Score</p> <p>5</p> <p>82-77</p>	<ul style="list-style-type: none"> <li>• These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported.</li> <li>• These essays are adequately written, but may demonstrate inconsistent control over the elements of composition.</li> <li>• Organization is attempted, but it may not be fully realized or particularly effective.</li> </ul>
<p>Lower Scores</p> <p>4-3</p> <p>76-70</p>	<ul style="list-style-type: none"> <li>• These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence.</li> <li>• They may show some misunderstanding or omit pertinent analysis.</li> <li>• The writing can convey the writer’s ideas, but it reveals weak control over diction, syntax, organization.</li> <li>• These essays may contain excessive and distracting spelling and grammatical errors.</li> <li>• Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.</li> </ul>
<p>Lowest Scores</p> <p>2-1</p> <p>69-60</p>	<ul style="list-style-type: none"> <li>• These essays fail to respond adequately to the question.</li> <li>• They may reveal misunderstanding or may distort the interpretation.</li> <li>• They compound the problems of the Lower Score papers.</li> <li>• Often poorly written on several counts, these essays may contain many distracting errors in grammar and mechanics.</li> <li>• Generally these essays are unacceptably brief or poorly written.</li> <li>• Although some attempts to answer the question may be indicated, the writer’s view has little clarity and only slight, if any, evidence in its support.</li> </ul>