



## AP<sup>®</sup> English Language and Composition 2002 Scoring Commentary Form B

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**Question 1**

**Sample B — Excellent (Score=9)**

This writer discovers the romantic nature of Abbey's lived experience, and demonstrates a rare insight into the effects of Abbey's vision of nature conveyed in the passage. The student focuses on how Abbey's vision of and response to nature evoke a feeling of mystery that is, nevertheless, rewarding. The essay is marked by a generally impressive control of language and style, though there are some minor lapses in correctness. While the organization is formulaic, this writer establishes and maintains focus and tone that transcend formula.

**Sample S — Very Good (Score=8)**

Like the writer of sample essay B, the writer of this essay clearly understands Abbey's attitudes toward nature and analyzes well Abbey's methods of conveying his attitudes. While it is somewhat less fluent than the 9-point response and relies more on implicit than on explicit references to Abbey's text, this response demonstrates a strong sense of style and has only minor flaws.

**Sample J — Good (Score=7)**

This student sees Abbey's rejection of Fuller's notion as a primary focus of Abbey's piece. The writer also begins with a cliché and is less astute in the use of language. Nevertheless, the writer exhibits a confident voice and solid control, and the organization and development of the response make it an effective production. Though the writer's straightforward, even blunt tone occasionally detracts from readers' appreciation, the writer's clear understanding of and insight into Abbey's text ultimately lead to the response's success.

**Question 2**

**Sample S — Excellent (Score=9)**

This essay starts fast, with a clear statement of its thesis; and it moves swiftly to support that thesis with eloquence and insight. The writer understands and makes very clear how Decius's argument overcomes Calphurnia's, and uses the excerpt's text effectively to demonstrate that understanding. This apt analysis has very few flaws to mar its effect.

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**Question 2 (cont'd.)**

**Sample R — Very Good (Score = 8)**

Like the 9 response, this essay begins with its controlling thesis. However, this writer — though showing insight and analysis nearly as strong as the 9 writer's — is less fluent in his or her use of language and has less control over spelling and other conventions. Despite these weaknesses, readers rewarded this insightful, effective response for its success in analyzing the factors leading to Caesar's tragic decision.

**Sample H — Good (Score=7)**

This writer begins by setting up the planned comparison between Calphurnia's and Decius's arguments. This student's discussion of details is full, and he or she provides sufficient effective examples to support clear insight into the passage. The writer's recount of the passage goes beyond mere summary, in that the writer demonstrates clearly the significance of the quotations used. This piece is a little less fluent and a little less well organized than the 8 response, but it is clearly better than the simply 'adequate' writing expected of a 6 response.

**Question 3**

**Sample U — Excellent (Score=9)**

This writer's strong, confident voice, rhetorical control, and solid sense of audience make this qualification of Berry's argument an impressive example of the best writing exhibited in response to this question. This writer clearly recognizes the difficulties inherent in Berry's stance, noting that "if all technology . . . were to suddenly disappear . . . civilization [would] recede into a world not unlike [that encountered in] . . . *Lord of the Flies*." This student, in seeking a solution to the dilemma, loses some power in the final paragraph, but given the time constraints for the writing, readers agreed that this essay remains a solid accomplishment.

**Sample O — Very Good (Score=8)**

Readers were especially impressed with this energetic and intelligent, if flawed, attempt at satire. In refuting Berry, this writer takes Berry's argument to the extremes and, though he or she is not able to sustain the effect of the satire, readers felt that this student's daring and general effectiveness pushed it beyond the 7-level response. The writing is clear and controlled with few lapses in correctness.

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**Question 3 (cont'd.)**

**Sample T — Good (Score=7)**

This writer immediately establishes his or her intent to support Berry's argument, then writes a didactic argument that decries the loss of family and community cohesion, citing television as the major factor in the loss. The writer's ability to use personal experience in support of his/her position lifts this paper above the strident, preachy tone that many of the merely adequate (and lower) responses displayed. The diction in this piece is not as polished as the 8 and 9 responses, nor are its observations as insightful; but it is clear, purposeful, and generally correct, making it slightly better than an adequate 6.