

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2008 SCORING GUIDELINES

Question 3

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; therefore, the essay is not a finished product and should not be judged by standards that are appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

- 9 Essays earning a score of 9 meet the criteria for 8 essays and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 **effectively** evaluate the pros and cons of corporate sponsorship for schools and indicate why one position is more persuasive. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7 Essays earning a score of 7 fit the description of 6 essays but provide a more complete argument or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** evaluate the pros and cons of corporate sponsorship for schools and indicate why one position is more persuasive. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 evaluate the pros and cons of corporate sponsorship for schools and indicate why one position is more persuasive. These essays may, however, provide uneven, inconsistent, or limited explanations or evidence. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** evaluate the pros and cons of corporate sponsorship for schools and indicate why one position is more persuasive. The evidence used may be insufficient. The prose generally conveys the student's ideas but may suggest immature control of writing.

- 3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in evaluating the pros and cons of corporate sponsorship or indicating why one position is more persuasive. The essays may show less control of writing.

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Question 3 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in evaluating the pros and cons of corporate sponsorship for schools or indicating why one position is more persuasive. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

- 1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is completely off topic.

When a popular local restaurant recently gave our English class pens emblazoned with their names, and coupons on a class outing, we jokingly exclaimed, "They're sponsoring AP English!" However, what we failed to recognize at the time was the effect this one company had on ~~of~~ us. This restaurant has since been associated with AP English, and it is no wonder similar corporations hope to achieve the same effect by "sponsoring" schools.

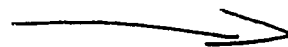
The benefits of corporate partnerships are both economical and educational. Having ample number of logos across school lends itself to discussions in consumer economics classes about the logistics of the market and economy. Corporate partnerships evident in school teaches kids from an early age about money and the economy—and it might even boost the economy as well. Much like commercials, corporate partnerships ~~at~~ will foster an alliance between a child and a product that will offer increase as time ~~goes on~~ ^{continues}. For example, a school that only sells Pepsi will virtually ensure that a student will become a Pepsi consumer, and continue to buy it outside of



School. From a corporation's standpoint, this is an ideal indeed.

However, while corporate sponsorships may teach students about consumerism, this learning is only an addition because the purpose of school is to learn. Schools should be a haven for learning, but repeated exposures to "CoverGirl" or "McDonald's" signs intrude into a child's mindset. Having to go to class in the "Snapple Library" distracts a child and makes a school and its rooms lose its educational ~~set~~ integrity. Moreover, while corporate sponsorship might add cash aid to schools, in more instances than not, more money does not equate to a better education. Unless a school ~~is~~ severely ~~in debt~~, lacks fundamental materials, all that more money can do is build more classrooms and hire new teachers — all additions that make a great education only minutely better.

My experience has shown that a lack of corporate sponsorship is the right decision for a school to make. In middle school, we were constantly bombarded by Kraft products and events in-school because the corporate headquarters just happened to be minutes

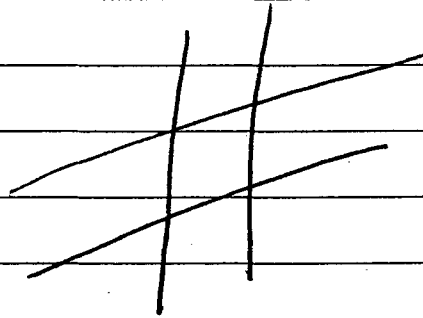


3

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

3A
3 of 3

away. Ironically, my overexposure to Kraft has trained me to look upon their products with discontent, and my middle school experience is not characterized by Kraft and not the education I received. An environment free from ads is rare to find nowadays, but it can^{thankfully} be found in my high school, leading me to believe that the detriments of corporate advertising in-school far outweigh the benefits. I am convinced that a school should be about ~~ad~~ education, not about the posters and ads that embellish it.



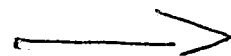
Question 3

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

3B
1 of 3

Survival of the fittest: the stronger man comes out on top. Advertising agencies and corporations use this mindset to achieve corporate superiority through consumer appeal. The more publicity received, the stronger the campaign, and the greater the likelihood of corporations having a consumer response. It is a game. What's more, it is a harmless game. As long as ads are appropriate and agreeable by school standards, there is no harm that could be done with corporate sponsorships.

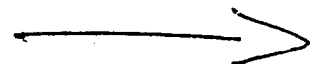
Perhaps some authorities argue that this type of environment will brainwash ~~the~~ students and distract them from the learning that is to be ~~done~~ done. Regardless of the truth behind this claim, the media, and modern society is engulfed, even based upon the existence of advertising influence. A school will do no better to shelter students from this influence than a parent might. These realities are inevitable. It is sensible only for a school to preserve its own reputation by not allowing inappropriate or disagreeable advertisements to avoid persecution. As far as corporate partnerships go, in general, ~~there is no harm~~ why not reap the



benefits, if the situation does include a "cash-strapped school"?

In ~~an~~ dire situations where money is in high demand to facilitate school-improvement, corporate partnerships, or "sponsorship" is beneficial. As long as "Channel One" is not offensive, it is reasonable for a school to require students to watch and promote advertisements, if they are, in fact, reaping the benefits. These students are not forced to be influenced or persuaded by the advertising. It is by ~~their own free will~~ his/her own free will that he/she is negatively impacted. Just like peer pressure, avoiding these influences is a skill that children or students must develop. Exposing them to these ads only prepares them to deny pressures of the real world, and formulate their own opinions. Sheltering a student is more damaging than exposing them to ^{the} potential harm of advertisements.

While some may feel the influence is almost forced upon ~~the~~ students, as ads are placed around the school, such influence should not be limited to facilities ~~and~~ ~~as~~ a part from schools. If the real world can weld with education,

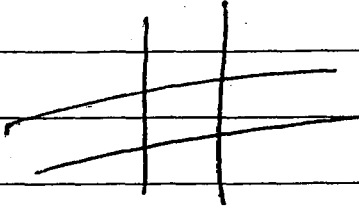


Question 3

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3B
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it is a mutualistic relationship. Survival of the fittest: both education and corporations prevail.



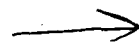
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3

3C
1 of 2

Hey I'm John Doe, and I would like to ask if you would like to donate to our highschool donation fund. These are questions business hear from kids each and every year. ~~Should we~~ Business should not be corporate partners with schools for the simple fact it is a public place and students shouldn't be pinned down to where they shop or what they watch on tv.

The good effect of corporate sponsorship is that they have plenty of money to travel, buy new equipment, and eat when a team leaves a sporting activity. Money is what makes the world go around. Our high school uses all Pepsi products and after a certain amount of years we ask them to sponsor our score board for our football team. Instead of a sponsor they donated a brand new scoreboard to our football team. This example is one way to show how corporate sponsor are a positive influence on schools.



On the negative aspect of corporate partners, the high achievers in ~~ad~~ academic clubs are not sponsored. They deserve the most respect for achieving their goals and deserve more than they receive. If a clothing store were to sponsor them if their ~~size~~ clothes don't fit then they can not buy there. If a student does not drink a certain type of coke product and they are sponsored by their dislike then they are forced to thirst or drink the undesirable product.

I still stand on not having a corporate partnership with a company. I believe if they want to donate money that is the best way to collect money from the community. The community has a lot to offer if someone will take the initiative to pursue to in doing so.

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AP[®] ENGLISH LANGUAGE AND COMPOSITION

2008 SCORING COMMENTARY

Question 3

Overview

This question called for students to compose a clear, cogent, and convincing argument and to demonstrate that they could consider opposing viewpoints as they developed their position. Students' essays had to serve two functions: to evaluate the arguments for and against corporate sponsorship of schools and to make a convincing argument for the position the student favored. The question invited students to recognize that arguments are part of conversations about an issue and that effective arguing requires one to account for other viewpoints. Students had to restate these views accurately, to evaluate the reasonableness of these positions, and to develop a position of their own in response to these views.

Sample: 3A

Score: 8

This essay is well developed and well written. It provides a thoughtful account of the costs and benefits of corporate sponsorship of schools, including a consideration of how corporate sponsorship provides an immediate, real-life case study for economics classes. The student skillfully blends effective evidence drawn from personal experience and observation with persuasive reasoning to support the position that schools should not opt for corporate sponsorship. Although a reader might argue with the student's claim that funding for more teachers and new classrooms has little effect on the quality of education, the full and detailed development of content, coupled with the student's obvious ability to control a wide range of the elements of effective writing earned this essay a score of 8.

Sample: 3B

Score: 6

This essay argues that no harm comes from corporate sponsorship as long as schools choose their sponsors wisely to avoid association with "offensive" products or ads. In support of this assertion, the student points out that sheltering students from the influence of ads is an impossibility, so schools and corporations should exploit the media-saturated environment by forming partnerships that provide mutual benefits. The argument, although not especially insightful or surprising, is well organized and adequate to the task. This sufficient development of content, in combination with clear, understandable prose, earned the essay a score of 6.

Sample: 3C

Score: 3

The opening two sentences of this essay, although attention-getting, have little to offer in terms of evaluating or advocating arguments about corporate sponsorship of schools. The second half of the opening paragraph asserts the student's main claim: students should not be limited in their consumer choices. The following two paragraphs do the work of evaluation, weighing arguments for and against corporate involvement in schools, but the evaluation is fairly simplistic, particularly when considering the drawbacks of corporate sponsorships: the company's products might be undesirable, and students who excel without corporate support are not given enough credit. The language problems, which are most conspicuous in paragraph 3, impede a reader's understanding of the student's intended meaning. Thin content development, failing to go beyond assertions without support, and pervasive language problems earned this essay a score of 3.