

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2009 SCORING GUIDELINES (Form B)

Question 2

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; the essay, therefore, is not a finished product and should not be judged by standards 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 lapses 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 a score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* the rhetorical strategies Lippmann uses to develop his argument. They develop their position with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7 Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** analyze the rhetorical strategies Lippmann uses to develop his argument. They develop their position with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 analyze the rhetorical strategies Lippmann uses to develop his argument. The evidence or explanations used may be uneven, inconsistent, or limited. 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** analyze the rhetorical strategies Lippmann uses to develop his argument. These essays may misunderstand the passage, misrepresent the strategies Lippmann uses, or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to achieve a particular effect or purpose.

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Question 2 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the rhetorical strategies Lippmann uses to develop his argument. They are less perceptive in their understanding of the passage or Lippmann's strategies, or the explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Lippmann uses to develop his argument. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Lippmann uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

- 1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, 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.

In "The Indispensable Opposition," Walter Lippmann asserts that the freedoms we have fought to give ourselves, those of opinion and speech, exist only because the existence of many views lets your own evolve. Lippmann takes a disparaging tone with those who champion these rights on the basis that all deserve them, and instead points out to the reader how they, along with everyone else, could be lacking if those rights were not freely distributed.

While Lippmann presents the opposing view, that rights should be protected so all ~~are~~ are equal and not suppressed, he firmly discredits this notion in such a convincing manner that the reader would seem a fool to disagree. He ~~connects~~ connects attributes such as "noble" and "unselfish" to less pleasant characteristics, such as "naive", and "vaguely benevolent," thus leaving the reader predisposed to look badly on those who "defend to the death" that with which they ~~do~~ do not agree. He follows by explaining the true reason that ~~these~~ freedoms should exist, ^{forcing agreement from} ~~convincing~~ the audience with words like "must" and "vital".

The piece's ~~convincing~~ diction is not all that smashes the popular view to bits. Lippmann uses figurative language to hammer home his point in the final paragraph, comparing giving away freedoms ~~was~~ without ~~any~~ reason to "tolerating"



a howling baby," and empathizing that none can be sure of their righteousness ~~but~~ by toleration, through use of repetition. He empathizes the contrast between admirable and dispiriting qualities by repeating "because we are" before each, and using similar sentence structure when comparing an inquiring mind to that of an empty one.

Lippman is overwhelmingly effective at discrediting his opposing view in a short period of time, giving historical examples of people (Voltaire) and time periods that represent fighting ~~without necessity~~, for what you don't believe in, and presenting this as utter folly. He finishes with a call to action, not physical but mental, pushing the audience to realize their true reasons for promoting freedom, rather than ~~manipulate~~ hide them behind masks of goodwill.

He does not establish his own, separate credibility (ethos) but includes himself in his audience, creating a common ground. ~~His~~ Lippmann is unswervingly logical, his use of logos throughout the piece guiding the reader to their own conclusions that coincide with his own. By stating the opposing viewpoint from the very beginning, that freedom is a noble gift rather than need, Lippmann allows himself to launch a tirade against this view that lasts the entirety of the piece.

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Question 2

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

~~Walter Lippman~~ "Rhetorical Devices ~~that~~ Encourage ^{the fight} for rights
 Walter Lippman's article, "The Indispensable Opposition," is a criticism of society's failure to support political freedom and the freedom of speech in America. Lippman's ~~article~~ article is written ~~beautifully because~~ with beautiful diction, artful syntax, ~~and~~ examples, ~~appeals~~ and appeals to the audience. With ~~the~~ expert use of all of these rhetorical strategies, Lippman truly displays the "opposition" in America over ~~these~~ freedoms.

Lippman's article is written in such a professional way, his word choice is complicated but isn't complicated to the point where it can be misunderstood. Through his words he expresses his opinion that we, as ~~a~~ Americans are not defending our rights to freedom of speech. In his opening sentence, he demonstrates that Americans do not value political freedom as a necessity, but rather a noble ideal. Throughout his entire work, he comes back to this idea and continues to support it with his words.

~~Lippman's style, although not obvious~~ Lippman uses many variations of syntax in his writing to support his thesis. Parallelism, is one of the many stylistic rhetorical devices that he uses. He lists many synonyms in his sentences ~~and~~ to give the reader a greater understanding of his purpose. "Some examples of his parallelism are, "its substantial, beneficial, and indispensable consequences," ^{and} "we are magnanimous, noble, and unselfish."
~~and~~ Lippman seems to split up many of his sentences



into successive clauses. His sentences are longer because of this, but he refrains from being repetitive.

Lippman uses ~~many~~ ^{one} ~~two~~ main examples to support his thesis, a quote from Voltaire, an ~~and~~ expert satirist, ~~and another from~~ Voltaire criticized many people in his writing during his lifetime and, therefore, certainly believed in freedom of speech. His very famous quote, "I wholly disapprove of what you say, but will defend to the death your right to say it," ~~is~~ is the best quote that Lippman could have chosen. ~~is~~

From Voltaire's quote, Lippman starts to appeal to the reader's emotions, by explaining to them that they are not stepping up to the plate to defend their rights like they should be. His other appeal to emotion is when he says, "we miss the whole point when we imagine that we tolerate the freedom of our political opponents as we tolerate a bawling baby next door, or we put up with the blasts from our neighbor's radio because we are too peaceable to hear a brick through the window." This is almost a call to action, Lippman begs us to stand up for our rights, freedoms, and everything else that our forefathers have fought and died for.

Lippman's article stirs up emotions inside the coldest of Americans. It helps us realize that we need to stand up for our rights. ~~With~~ his ~~use~~ diction, syntax, examples,



Question 2

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

and appeals to the audience, his article would not have been effective. ~~Because~~ "Because freedom of discussion improves our own opinions, the liberties of other men are our own vital necessity" is one of the many, effective ~~sentences~~ sentences in Walter Lippman's "The Indispensable Opposition."

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

2C (1 of 1)

In his essay "The Indispensable Opposition", Walter Lippmann appeals to the audience ~~of~~ that believe of ~~an~~ American freedom and individualism. Lippmann explains how Americans have their freedom of speech and such, and how many how to defend it, but then states how the typical life of Americans contradicts their freedoms. He limits Americans by stating, "there is only a freedom of opinion", because many are too "good-natured or too timid" to ~~see~~ exercise their freedom of speech.

One of Lippmann's most powerful devices that he used, was his quote of Voltaire. Voltaire was around during the revolutionary war, so his quote symbolizes a great deal of American patriotism and freedom. Lippmann uses his quote to support an ~~at~~ antithesis of the American expression of freedom. Lippmann compares ~~his argument~~ to the ideology of his argument to that of a "howling baby" or "the blasts from the neighbors radio". These two examples serve him well because it supports his argument that Americans: one to good-natured to exercise freedom of speech and argue ~~its~~ its opponents, ~~just~~ like Americans just tolerate their opponents, like one would tolerate a howling baby or a blasting radio.

Lippmann creates a very persuasive and well written essay that uses good quotes that strengthen his ideas, and good examples that constitutes good imagery. He passes the value of American individualism that we have in America today.

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AP® ENGLISH LANGUAGE AND COMPOSITION
2009 SCORING COMMENTARY (Form B)

Question 2

Sample: 2A

Score: 8

This essay provides a careful analysis of the rhetorical strategies Walter Lippmann uses in creating his position. The student effectively discusses Lippmann’s argument with specific examples of diction (“He connects attributes such as ‘noble’ and ‘unselfish’ to less pleasant characteristics, such as ‘naïve’, and ‘vaguely benevolent,’ thus leaving the reader predisposed to look badly on those who ‘defend to the death’ that with which they do not agree”); figurative language (“comparing giving away freedoms without reason to ‘tolerating a howling baby’”); and logos (“By stating the opposing viewpoint from the very beginning, that freedom is a noble gift rather than need, Lippmann allows himself to launch a tirade against this view”). Besides its convincing analysis of these and other rhetorical devices, the essay also offers cogent insights, such as the statement, “He finishes with a call to action, not physical but mental, pushing the audience to realize their true reasons for promoting freedom, rather than hide them behind masks of goodwill.” While there are moments when the language struggles a bit (as in the first sentence), overall the essay uses varied and appropriate prose to articulate the student’s points. In general, this is an effective essay that was awarded a score of 8 for its careful reading of Lippmann’s passage.

Sample: 2B

Score: 5

Although this essay attempts to respond to the prompt by analyzing how Walter Lippmann develops his argument, it is limited and uneven in its analysis and even misunderstands part of Lippmann’s rationale for his position, believing that he is specifically criticizing “society’s failure to support political freedom and the freedom of speech in America.” Occasionally, the student does name and point to a rhetorical strategy employed by Lippmann but does not go further to connect it to Lippmann’s larger purpose for using that strategy. For example, in the third paragraph, the student identifies the syntactical variation in Lippmann’s sentences but remarks only that “Lippman [*sic*] seems to split up many of his sentences into successive [*sic*] clauses. His sentences are longer because of this, but he refrains from being repetitive.” In the fifth paragraph, the essay discusses Lippmann’s perceived use of emotional appeal, but the student misrepresents Lippmann’s argument, stating that “Lippman becons [*sic*] us to stand up for our rights, freedoms, and everything else that our forefathers have fought and died for.” Although not particularly sophisticated, the prose generally conveys the student’s ideas, and the student does succeed in identifying some of the rhetorical strategies Lippmann employs, but the attempts at analysis are limited and unconvincing, which held the essay to a score of 5.

Sample: 2C

Score: 2

This essay meets with little success in its attempt to analyze the rhetorical strategies Walter Lippmann uses in his text. The essay does try to point to examples of rhetorical devices, such as Lippmann’s reference to Voltaire, but its analysis of this reference is simplistic and borders on a misreading of the passage: “it supports his argument that Americans are to [*sic*] good-natured to excercise [*sic*] freedom of speech and argue its opponents.” While the student does refer to this example, it is the single instance of any concrete attempt at analysis in the essay. The prose at times demonstrates a lack of control, as in the first sentence, “Walter Lippmann appeals to the audience that believe of American freedom and individualism,” but it is primarily because the student does not have any valid analysis to offset the simplistic reading of the second paragraph that the essay earned a score of 2.