

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2010 SCORING GUIDELINES (Form B)

Question 1

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to 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.

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- 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 development or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** evaluate daylight saving time and offer a recommendation about its continued use. They develop their position by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their 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** evaluate daylight saving time and offer a recommendation about its continued use. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 evaluate daylight saving time and offer a recommendation about its continued use. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent or limited. The argument is generally clear, and the sources generally develop the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas adequately.

4 Inadequate

Essays earning a score of 4 **inadequately** evaluate daylight saving time and offer a recommendation about its continued use. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient or less convincing. The sources may dominate the student's attempts at development; the link between the argument and the sources may be weak; or the student may misunderstand, misrepresent or oversimplify the sources. 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, *synthesis* means referring to sources to develop a position and citing them accurately.

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Question 1 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in evaluating daylight saving time and offering a recommendation about its continued use. They are less perceptive in their understanding of the sources, or their 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 evaluating daylight saving time and offering a recommendation about its continued use. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely 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, weak in their control of writing or do not cite even one source.
- 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.

Time is a valuable commodity not meant to be wasted. As such, the issue of time management has come up again and again in countless debates. Ironically, thousands of hours have been spent deciding on how to best use the twenty-four hours in a single day. In the twentieth century, the United States adopted a new program known as daylight savings, which would put clocks back an hour in the fall and forward an hour in the spring. The United States felt that this would help economize energy and better organize a year's time. Unfortunately, these desired effects never materialized. In fact, since its introduction in the 1900s, daylight savings has served as an inconvenience and even as a danger to civilized life.

At first, the United States claimed that daylight savings was an energy-saver, reducing the amount of energy consumption by the public as they had less time to use ^{energy} during daylight or eveningtime (Source C). The United States Department of Transportation (DOT) even went so far as to say that "the total amount of electricity savings associated with daylight saving time amounted to about 1 percent in spring and fall" (Source C). This proposition, however, could not be further from the truth. The National Bureau of Economic Research conducted a study in 2009 stating that no real energy-saving has been recorded from daylight savings (Source E). In fact, the opposite is true. The study found instead that "daylight saving time results in an

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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.

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overall increase in residential electricity demand" (Source E). With people staying home more as a result of having less daylight to move around in, electricity is in more demand for household use. Perhaps in the latter part of the twentieth century, electricity needs were not so high and energy consumption was less, but in modern-day American life, electricity use skyrockets. With daylight savings in use, the majority of Americans stay at home, using more energy than they normally would and wasting more time that could be put to efficient use ~~elsewhere~~.

In addition to energy loss, daylight saving also has negative consequences on the human body. It appears that the human body clock does not follow the rationale of daylight savings and does not ^{easily} adjust to it ~~well~~ (Source E). This disrupts the amount of rest the body gets and affects the body's energy level as well. In ~~addition~~ addition, some studies have "suggested links between time change and increases in heart attacks, suicides, and accidents" (Source E). Clearly, daylight savings is not attuned to the body's natural cycle.

Daylight savings ^{also} stands as a menace to society at large. Along with draining energy and disrupting the human body's rest cycle, it also has been shown to endanger human lives. Source A gives a chart illustrating ~~the~~ a large increase in fatal pedestrian crashes after the change in daylight saving. Lower visibility at a normally lighter hour results in a higher chance of accidents. →

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~~of accidents~~ Despite the overwhelming flood of evidence against it, daylight savings continues to remain in use. Hopefully ~~more~~ more evidence will come to light that will bring about the end of this dangerous mistake before more energy is needlessly lost and more accidents occur. #

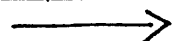
Write in the box the number of the question you are answering on this page as it is designated in the exam.

1 1B
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The great majority of social institutions have harmoniously agreed: light is nice. Daylight Savings Time (DST) dramatically impacts the health and safety of a society. Unless other measures are used in conjunction, ^{however,} the implementation of DST will not herald a significant decrease in energy consumption.

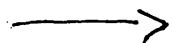
For many citizens, the promise of health and safety is reason enough. When DST is in effect, the frequency of fatal car crashes is ^{exponentially} noticeably reduced (source D.) Similar in function to the practice of installing street lights on college campuses, DST also prevents crime (source C.) ~~and~~ While the statistics may seem insignificant (crime in some areas is reduced only 10%), that 10% that does not fall victim to unspeakable crimes ~~is~~ should prove ample justification.

Then too, the implementation of DST has manifold health benefits. Added exposure to sunlight during the summer encourages physical activity and exercise. The darkness of winter ~~also~~ ~~step~~ ~~de~~ results in



earlier bedtimes for a sleep deprived nation, while the spring's sunrise provides vitality and strength. Anahad O'Connor challenges this notion, claiming ~~DST~~ changes in DST disrupt sleep. ^(source E) While this affect is ~~not~~ measurable in the few days after the switch, its effects are short lived. Most people are groggy the morning of the switch from DST to standard time, in a few days, ~~however~~ ^{however} it is apparent this lag has disappeared. Already, it seems that DST has a positive impact on society.

Recent research has broached perhaps another reason to laud DST's merits. Studies have shown that DST contributes to a 1% decrease in energy electricity use ^(source B). Other sources (source F), however, discredit these claims. One need only ponder the other provisions in the Energy Policy Act (source D) to understand why DST has such a negligible effect. When ^{leads} butting against measures to allow oil drilling and water pollution, DST can not hope to manifest itself as the "golden child" of energy conservation. To realize its full potential,



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

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DST must be part of larger reforms. If a ^{revised} energy policy act included measure to reduce emissions and promote clean energy, the ^{energy saving} ~~effects~~ of DST will be augmented. If public health action is taken to promote healthy living, the health benefits of DST will increase.

DST is not the solution to the health and energy crises that plague our nation. Rather, DST is a small part of the solution. DST as part of a ^{shift} ~~large~~ ~~revolution~~ in the way we conduct our lives will prove a harbinger of ^{great social} ~~social~~ revolution. #

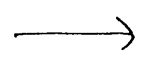
The heat is elevating and Mother Earth is starting to feel it's wrath. There is a disturbance in the weather and it's affecting all life whether we ~~if~~ believe it or not. Icebergs are melting. Water levels are rising. Animals are dying.

Although daylight saving time may have its pros and cons, we need to take into consideration about the welfare of the planet we live on.

The Earth provides ^{for} us humans and a ~~variety~~ diverse ~~amount~~ amount of animals and plants. We need to take ~~the~~ action of this global warming period ~~of~~ with whatever plans necessary.

Daylight saving time benefits us in "three primary areas - energy conservation, traffic safety, and reduced crime - by use of an eight-month DST system." (source C) Daylight saving time not only benefits the health and maintenance of the Earth but helps protect human society from crime ~~and~~ and transportation hazards.

By reducing the amount of time we spend in front of a computer, spending useless ~~the~~ hours on facebook to sitting in front of a T.V. watching ~~the~~ the snow House, families can get their family together and spend quality time ~~at~~ doing "outdoor activities." (source C) ~~throughout the year~~



Q1

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

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Throughout history we have faced daylight saving time. ~~Since~~^{In} 1918, during World War I, "the U.S. first adopts daylight-saving time" to "save energy." (Source A) ~~Also during~~ In 1942, during World War II, "President Franklin D. Roosevelt made daylight-saving time" year long to "save energy." (Source A) ~~that~~ In 2005, "President Bush signs the Energy Policy Act of 2005 into law" that extends daylight-saving time. (Source A) ~~that~~ Over the years daylight saving has been a controversial topic but it keeps on coming back due to ~~people~~ a vast majority of people who do believe in daylight-saving time. Although it is considered a "theory" to promote "energy conservation", it still shows positive results. (Source B)

~~Are~~ Are we going to be hot during the ~~next~~ months from March to August? Yes.
~~Are we going to~~ Is it going to affect our "home heating ^{and} air conditioning"? * Yes.
~~Even~~ Although it may affect us being comfortable ~~it will help promote~~ maybe then it will help promote ~~the~~ scientists or innovators to produce appliances or ideas to

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produce other ways of energy consumption
~~already, people are trying to promote this idea of~~
~~then, maybe, daylight saving time may become a~~
~~type of the past that won't be dealt with again.~~

Along with energy conservation, crime reduction is a huge factor. ~~Crime~~ America is known to have the highest level of crime throughout the world. Since people are more prone to crime during the night, ~~unlike the~~ ~~daytime~~, with an increase of light production ~~during~~ ^{at} night, ~~crime~~ crime starts to decline. "In Washington D.C., violent crime ^{was} reduced by ~~10 to 13 percent~~ ten to thirteen percent during periods of daylight saving time." (Source C)

As a result, although daylight savings time can cause sleep disturbances the most important factor is that we have energy ~~at~~ conservation and a decline in crime and transportation accidents. We should have the drive to set the Earth before ourselves since we're the ones depending on it and we shouldn't let the effects of global warming affect future generations. #

**AP[®] ENGLISH LANGUAGE AND COMPOSITION
2010 SCORING COMMENTARY (Form B)**

Question 1

Sample: 1A

Score: 9

This essay presents a clear and effective evaluation of daylight saving time and a recommendation against its continued use. It offers a sophisticated argument to further the claim that “since its introduction in the 1900s, daylight savings has served as an inconvenience and even as a danger to civilized life.” The response demonstrates an understanding of the importance of the historical moment in which the sources were written, recognizing that the use of electricity has changed dramatically over the past several decades. The second paragraph addresses energy use with well-selected evidence from two sources and astute commentary: “Perhaps in the latter part of the twentieth century electricity needs were not so high and energy consumption was less, but in modern-day American life, electricity use skyrockets.” The third paragraph opens with a transitional phrase in the first sentence, announcing the paragraph’s focus: “In addition to energy loss, daylight saving also has negative consequences on the human body.” Although this paragraph is not as fully developed as the previous one, the student cites and explains evidence from a third source. The final paragraph continues to demonstrate the response’s ability to move effectively through the negative, and perhaps unforeseen, effects (“Along with draining energy and disrupting the human body’s rest cycle, it also has been shown to endanger human lives”) before progressing to an effective conclusion. The essay demonstrates an impressive facility with language, although it occasionally drifts into hyperbole: “Daylight savings also stands as a menace to society at large.” The prose is clear, with a wide range of sentence structure and sophisticated word choices that effectively propel the essay forward.

Sample: 1B

Score: 7

This response develops its position with a clear evaluation of the effects of daylight saving time — the “exponentially reduced” frequency of fatal car crashes, “manifold heath [*sic*] benefits” and “derease [*sic*] in energy electricity use” — and offers a nuanced argument for its continued use: “To realize its full potential, DST must be part of larger reform.” The student provides appropriate and thoroughly developed evidence from three sources, with accurate citations and complete explanations that support the argument: “Added exposure to sunlight during the summer encourages physical activity and exercise.” The language, though not flawless, is mature: “While the statistics may seem insignificant (crime in some areas is reduced only 10%), that 10% that does not fall victim to unspeakable crimes should prove ample justification.” The student’s clear prose controls the evaluation and recommendations. The maturity, the control and the full development placed the essay above those earning a score of 6.

Sample: 1C

Score: 4

This essay demonstrates an inadequate evaluation of daylight saving time and does not offer a viable recommendation about its continued use. It simply catalogues rather than synthesizes three sources and demonstrates an inaccurate reading of some of them. The explanations are insufficient and less convincing, as is evident in the third paragraph: “Daylight saving time not only benefits the health and maintenance [*sic*] of the Earth but helps protect human society from crime and transportation hazards.” The student is also derailed by the digression to global warming. The oversimplification of the sources, the insufficient explanations and the digression placed the essay in the lower half of the score range.