AP® ENGLISH LANGUAGE AND COMPOSITION
2010 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 strategies Marquart uses to characterize the upper Midwest. 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 strategies Marquart uses to characterize the upper Midwest. 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 strategies Marquart uses to characterize the upper Midwest. 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 strategies Marquart uses to characterize the upper Midwest. These essays may misunderstand the passage, misrepresent the strategies Marquart 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 develop its meaning or achieve a particular effect or purpose.
Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the strategies Marquart uses to characterize the upper Midwest. They are less perceptive in their understanding of the passage or Marquart’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 strategies Marquart uses to characterize the upper Midwest. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Marquart 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 this passage, Debra Marquet conveys her profound love for the upper Midwest region, even as it was dubbed an unhabitable location for many who first approached it. Through her use of thorough use of allusions and diction to characterize the early region as unimpressive, she is able to convince her readers of the transformation of the region into a great place to be noted for unique qualities of the region that could not be found anywhere else.

In her writing, Marquet constantly creates alludes to writers and surveyors alike in order to describe the special qualities of the region. For example, she refers to Sylvia Griffith Wheeler when she writes, "We are the folks presidents talk to when times require." Marquet use of the allusion here to characterize her people as of natural heritage and of important to America because presidents themselves find significance in their opinions. Also, she highlights the notion that citizens that hail from this region are among those that are most integral to the nation showing her strong respect for the nation. However, the favorable qualities of the people are juxtaposed to the barren landscape features of the region, especially when she writes quotes Major Stephen Long as saying that...
Question 2

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

It was a region "uninhabitable by a people depending upon agriculture for subsistence." By juxtaposing the people that the environment produced with the environment itself, she slighted those "early assessors" who believed that the upper Mid-West was a region devoid of any favorable characteristics. Also, by introducing the idea that the region was first thought to be "uninhabitable," she highlights her evident pride for those able to develop lifestyles there.

Morquet also utilizes diction to label the region first seen by surveyors and later by her own ancestors. For example, when discussing men who had visited the region, she states that they declared it impressive and "a dreary plain wholly unfit for cultivation." Here, she sets up the views of harsh critics of the region for comparison with her own feelings for the region itself. Morquet goes on to introduce a story about her grandparents, who felt "anticipation" when waiting to receive their land. By juxtaposing the unfavorable aspects of the land judged by surveyors with her grandparents feeling of "anticipation," she shows the reader how the land represented a new beginning for many Americans who disregarded the criticism of earlier assessors. She once again
portrays her respect for the people of the upper Midwest by showing their determination and ability to cultivate a previously labeled "unimpressive" land.
Marquand characterizes the upper Midwest
as an entity whose landscape is bland yet very ordered.
She employs juxtaposition, description, and reference to historical figures impression to
relay her characterization.

Marquand utilizes juxtaposition to illustrate how
the upper Midwest is bland, orderly, and neat.
She states “as the expedition moved west, the neatness
of the area was foiled by steep rivers, valleys, foothills,
and mountains, but none in the monotonous square states…” The
juxtaposition of these two elements creates a stark
contrast between the orderly and flat Midwest and the passed on
valley-filled states to the west. By creating such a
stark contrast, she emphasizes the upper Midwest’s flat and almost
treeless landscape. Her juxtaposition conjures images of
flat squares compared to mountainous and majestic
landscapes. She also juxtaposes how it was easy to subdivide
the midwestern states for the land ordinance of 1785, whereas
the expedition was “foiled” by the difficult terrain of other
states. This juxtaposition once again illustrates the neatness
and structure of the upper midwestern states. It is a land which
is very readily and easily carved up compared to its
western neighbors.

Marquand also employs varied diction to depict the
upper Midwest’s bland landscape. She utilizes words such as
"lonely, treeless, and devoid of rises and curves," "square states," "flyover region that one must endure," "easy inclines," and "affordable plains." Such words and phrases evoke in the reader the monotonous landscape of the upper midwest. Her description characterizes the landscape as plain and dull, yet at the same time her diction depicts a landscape which is serene and very undaunting. The upper midwest has "easy inclines," and "affordable plains." It's a place attractive to those who enjoy farming, like her grandparents. She combines these different descriptions to characterize the upper midwest as calm yet orderly. The use of the words "flyover region which one must endure," conveys an image of an utterly boring place.

Lastly, marquart makes reference to when people's impressions to characterize the upper midwest as a land which they find uninteresting and unremarkable. She notes how the midwest is "a dreary plain."

This conjures images of an uninviting and dull region whose landscape is almost depressing. While Marquart does acknowledge that the landscape is bland, she also shows how it is structured and orderly. By making reference to the land ordinance of 1785, she notes how the upper midwest was "surveyed, 'hectored the place when Jefferson's idea of a rectangular cadastral survey found its most perfect confluence of longitude and latitude ("
Question 2

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

This characterization illustrates the landscape's neatness and eveness.

In conclusion, marquent characterses the upper midwest's landscape as one which is bland and dull yet neat and orderly at the same time through use of juxtaposition.

Sented action ad reference to others opinions.

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"In The Horizontal World," Marquart expresses her ideas of the Midwest through a memory she recalls. Her characterization of the Midwestern American Midwest is eloquently supported by the wide variety of rhetorical strategies such as anecdotes, analogies, and relative diction which make her piece extraordinarily developed. Encountering her piece, the reader is likely to reflect on her opinion due to her strategic rhetorical usage.

Towards the opening of her piece, Marquart recalls an instantaneous event in which she was driving along the North Dakota roads. The anecdote she includes grabs the reader's attention at the beginning of the piece due to its vibrant language and inclusion of author by the usage of the word "you." She uses a metaphorical sentence to describe her path on the journey through the state when she says "If your tires ... path." This sentence figuratively describes the fact that there are many mountains that they by saying that the car will effectively go on
Write in the box the number of the question you are answering on this page as it is designated in the exam.

It's own with only a small movement. Instead of directly saving the physical state of North Dakota, her narrative anecdote triggers the reader's imagination of the view of the Midwest.

Marquart includes a small historical reference towards the middle of the passage which she refers to again through an analogy. Marquart states how the Midwest was before, a "dreary plain, wholly unfit for cultivation" despite the fact that it had "easy incline, and fertile plains." When the colonists had arrived, they also described the Midwest as a land of "squares" which they had ended up cultivating. Marquart inserted an analogy in her piece to describe this effort of developing the Midwest by "fixing it with geometry, seeds, steam, steel, and water." In her analogy, they "fix" the Midwest with their possessions as away to show that the Midwest is really boar on a land of squares with cultivated plants and water to keep them healthy. Instead of saying what were exactly in the Midwest, she uses an analogy which really sophisticates her piece and make it rhetorically more whilst prompting the readers mind.
Question 2

Sample: 2A  
Score: 8

This response effectively analyzes the strategies Marquart uses to characterize the upper Midwest. The response opens with a statement of the central idea (“Debra Marquet [sic] conveys her profound love for the upper Midwest region”), followed by a statement of intent to analyze diction and allusions in Marquart’s characterization of the region as one having “unique qualities … that could not be found anywhere else.” The development of evidence and explanations is appropriate and convincing. The second paragraph focuses on allusion with the opening comment: “Marquet [sic] constantly alludes to writers and … surveyors alike in order to describe special qualities of the region.” The student provides examples and convincing commentary: “By juxtaposing the people that the environment produced with the environment itself, she slights those ‘early assessors’ who believed that the upper Mid-West was a region devoid of any favorable characteristics.” The following paragraph focuses on the effects of Marquart’s diction: “Marquet [sic] goes on to introduce a story about her grandparents, who felt ‘anticipation’ when waiting to receive their land.” The response concludes with an insightful comment: “She once again portrays her respect for the people of the upper Midwest by showing their ability to cultivate a previously labeled ‘unimpressive’ land.” The student refers to the passage explicitly, and the language of the analysis is controlled and consistently effective.

Sample: 2B  
Score: 6

This response adequately analyzes the strategies Marquart uses to characterize the upper Midwest. The evidence for analysis clearly focuses on three strategies and describes Marquart’s purpose: “juxtaposition to illustrate how the upper midwest is bland, orderly, and neat,” “diction to depict the upper midwest’s bland landscape,” and “references to other people’s impressions to characterize the upper midwest as a land which many find uninteresting and unremarkable.” The explanations are appropriate and convincing, though at times repetitive. In the second paragraph the student notes and sufficiently explains how Marquart’s use of juxtaposition “conjures images of flat squares compared to mountainous and majestic landscapes” and “illustrates the neatness and structure of the upper midwestern states.” The third and fourth paragraphs continue with an adequate analysis of diction and of references. Although not as effective an analysis as those found in higher-scoring essays, the response indicates a better understanding of the complexity of the passage than did lower-scoring responses, and the prose is generally clear.

Sample: 2C  
Score: 4

This response inadequately analyzes the strategies Marquart uses to characterize the upper Midwest. The essay explains the intent to analyze strategies such as “anecdotes, analogies and relative diction which makes her piece extraordinarily developed.” The student discusses these strategies but generalizes rather than clearly analyzes: “The anecdote she includes grasps the reader’s attention at the beggining [sic] of the piece due to its vibrant language and inclusion of author by the usage of the word ‘you’.” The response includes less convincing explanations throughout. The prose generally conveys the student’s ideas, but it is the insufficiency of the analysis (“In her analogy, they ‘fix’ the Midwest with these possessions as a way to show what the Midwest is really based on; a land of squares with cultivated plants and water to keep them healthy”) that prevented this response from achieving a higher score.