# 2017

# **AP English Language and Composition**

# Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2017 SCORING GUIDELINES

#### **Question 3**

**General Directions:** This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays, but if it seems inappropriate for a specific essay, assistance should be sought from the Table Leader. The Table Leader should always be shown books that seem to have no response or that contain responses that seem unrelated to the question. A score of 0 or — should not be assigned without this consultation.

The essay's score should reflect an evaluation of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. The essay should be evaluated as a draft, and students should be rewarded for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

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 should a score higher than a 2 be given to an essay with errors in grammar and mechanics that persistently interfere with understanding of meaning.

**9** – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

#### 8 – Effective

Essays earning a score of 8 **effectively** develop a position on Hedges' argument that "the most essential skill . . . is artifice." The evidence and explanations appropriately and convincingly support the writer's position, and the argument\* is especially coherent and well developed. 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 the score of 6 but provide a more complete explanation, more thorough development, or a more mature prose style.

#### 6 – Adequate

Essays earning a score of 6 **adequately** develop a position on Hedges' argument that "the most essential skill . . . is artifice." The evidence and explanations appropriately and sufficiently support the writer's position, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** – Essays earning a score of 5 develop a position on Hedges' argument that "the most essential skill . . . is artifice." The evidence and explanations used to support that position may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

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#### **Question 3 (continued)**

#### 4 – Inadequate

Essays earning a score of 4 **inadequately** develop a position on Hedges' argument that "the most essential skill . . . is artifice." The evidence and explanations used may inappropriately, insufficiently, or unconvincingly support the writer's position. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing.

**3** – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing a position on Hedges' argument that "the most essential skill . . . is artifice." The essays may show less maturity in their control of writing.

#### 2 – Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on Hedges' argument that "the most essential skill . . . is artifice." The student may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

**1** – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence and development.

**0** –Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

\* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning.

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2017 SCORING COMMENTARY

#### **Question 3**

#### Overview

Question 3, the argument question, like the other two questions, asked students to take a position on an issue that the question presents. This question provided less supplementary material than did the other two questions, and it relied on students' knowledge of the world to provide support for the claims that the students made. In other words, students did not need to cite or analyze other writers' works. Question 3 did, however, intend to see how well students can use logical explanations and evidence of facts or events to support their claims. This year's Question 3 asked students to develop a position on Chris Hedges' claim that "the most essential skill ... is artifice." The question included an extended and complex excerpt from Hedges' book *The Empire of Illusion*. Focusing on the arenas of "political theater" and "consumer culture," Hedges asserts the power of artificial "personal narrative" and "emotional appeal" as tools of persuasion. Hedges' rich and evocative language served as a springboard for many essays: students seized, for example, on his assertion that "mass propaganda [can] create a sense of faux intimacy"; likewise, many students took their lead from the concluding line of the passage, where Hedges maintains that an "image-based culture communicates through narratives, pictures, and pseudo-drama."

#### Sample: 3A Score: 8

This essay effectively develops a position on Hedges' argument. It presents an effective claim that politicians "must employ artifice and create ideal egos in order for society to accept them as trustworthy and similar to the common man." The body paragraphs appropriately and convincingly support the argument, with evidence ranging from Machiavelli to contemporary politics (e.g., Barack Obama's and Bill Clinton's talkshow appearances and the recent presidential election). In the second paragraph the essay's discussion of Machiavelli's advice "to appear caring and sympathetic even if [a politician] has no objective but power" is especially coherent and the explanation well-developed as an example of artifice. The third paragraph transitions effectively to "the modern age," explaining how Obama's and Clinton's talk-show appearances gave each "the appearance of modesty and accessibility" that enabled their respective elections to the presidency. The fourth paragraph, on political scandals that beset both Donald Trump and Hillary Clinton during the 2016 presidential campaign, effectively argues that Trump's superior skill at artifice is what carried him to victory: "Thus, a politician cannot simply lie but must be skilled in that art." The essay is especially coherent due to its clear organizational structure and transitions and due to development through evidence that clearly connects artifice to political success. Although it contains a few syntactical flaws, the prose exhibits a consistent ability to control the elements of writing.

#### Sample: 3B Score: 6

This essay adequately argues a position on Hedges' argument, focusing on false personal narratives as examples of artifice. The essay presents two adequately developed pieces of evidence (Donald Trump's "'man of the people'" persona during his 2016 presidential campaign and the false love story contrived by Katniss and Peeta in *The Hunger Games*) that sufficiently support the student's position. The essay's discussion of Trump in the second paragraph ("People … believed in his message and direction for our country") is adequate but not quite thoroughly developed enough to be fully effective. In the third paragraph the discussion of *The Hunger Games* produces sufficient explanation ("They made their audience believe they were in love … drawing sympathy from the crowds") but is not as thorough as those found in 8-level essays: "People believed it, of course, and it worked to their advantage." The essay's straightforward and coherent organization (introduction, two body paragraphs, conclusion) allows for an adequate, but not fully effective, level of development. The prose contains some lapses, but it is generally clear.

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#### **Question 3 (continued)**

#### Sample: 3C Score: 2

This essay demonstrates little success in developing a position on Hedges' argument, as it addresses lying rather than artifice: "Most Americans would agree the politicans [*sic*] lie to get into office." The second and third paragraphs substitute a simpler task by discussing, respectively, "actors on red carpets" and "fake stories to impress some one, or ... on a job application." While these examples might be interpreted to be a discussion of artifice, the statements in the last paragraph make clear that the student is misunderstanding the prompt: "All this [*sic*] examples show us how are [*sic*] essential skills are artificial. In the end we all lie or pretend to have a skill that we don't have." Overall, the essay demonstrates a lack of development stemming from its initial misunderstanding of the prompt. The prose also demonstrates consistent weakness in the control of language.