

AP[®] SEMINAR 2015 SCORING GUIDELINES

AP SEMINAR END OF COURSE EXAM RUBRIC: SECTION 2

CONTENT AREA	PERFORMANCE LEVELS		
1 Selecting and Using Evidence	The response repeats information from sources that provides little or no support for an argument or misinterprets sources. 2	The response interprets information from at least two sources to develop an argument with limited support. 4	The response interprets and synthesizes information from at least two sources to develop and support a compelling argument. 6
2 Building and Communicating an Argument	The response’s line of reasoning is disorganized and/or unsuccessful. The response inappropriately or tangentially links the argument’s claims and evidence. 2	The response’s line of reasoning is mostly clear and logically organized, but the reasoning may be faulty. The response appropriately links the argument’s claims and evidence. 4	The response’s line of reasoning is logically organized and complex. The response clearly and convincingly links the argument’s claims and evidence and includes insights drawn from the connections between them. 6
3 Understanding and Analyzing Perspective	The response misstates or overlooks the theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources. 2	The response identifies a theme or issue that connects the sources. The response treats the sources as sharing the same perspective rather than placing an issue within the overall context of the sources. The response presents a perspective borrowed from or previously addressed by one of the sources. 4	The response identifies a theme or issue that connects the sources and identifies and interprets the differences in the sources. The response contextualizes the writer’s perspectives within the overall theme. The response presents a perspective that has not been previously represented in the sources or brings a particularly insightful approach to one of the perspectives or makes a connection between perspectives. 6
4 Selecting and Using Evidence	The response incorrectly or ineffectively attributes knowledge and ideas from two or more sources. 1	The response makes an attempt to accurately attribute knowledge and ideas from two or more sources. 2	The response accurately attributes and effectively contextualizes knowledge and ideas from two or more sources. 3
5 Grammar and Style	The report contains many flaws in grammar and style that interfere with communication to the reader. 1	The report contains some flaws in grammar or style that minimally interfere with communication to the reader. 2	The report contains few flaws in grammar or style and clearly communicates to the reader. 3

ADDITIONAL SCORES: In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

- A score of **NR** is assigned to responses that are blank.

SECTION II

2AQ1

~~Me and my family had grown~~
My family and I have grown up in ^{India} with almost no money or wealth to our name at all. To this day I am surprised ~~to be here~~ that I am privileged enough to be sitting here ~~there~~ in this well-maintained classroom taking an AP test. ~~My dad had~~ My dad ~~had~~ was educated in India and had to ride a bike, which he had built, to get to school and back every day. His education is what got our family out of the slums and into America, but it made me think: how would people who could not easily access education ever climb out of the monetary hole they were dug into by an unfortunate past? This is the case in many countries suffering from severe poverty; they lack a means for the poor to become wealthy. As a result, the poor stay poor and the rich get richer. This system is clearly not just or fair to any extent since the rich do not require any merit, just fortune, to be where they are, whereas hardworking and intelligent individuals are eternally suppressed by economic barriers. ~~In order to reach a system where justice without injustice~~
~~or~~ This is much more a system of allocation, allowing random individuals to lead a rich and prosperous life while damning others to a life of pain; a system of injustice. The key to creating a fair ~~system~~ society based on hard work and merit lies in the education system. ~~The ultimate goal~~

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SECTION II (CONTINUED)

~~of society should not be to~~

Anap Shah posted his article "Poverty Facts and Stats" on Globalissues.org to raise awareness for the actual ~~major~~ numerical magnitudes of the problems associated with a huge wealth disparity. His article ~~brings~~ illustrates the significance of the problems risen by a lack of equal opportunity. He shows that "22,000 children die each day due to poverty." Not only could these children have potentially ~~improved~~ improved their countries' economies ~~by~~ by working if they had lived, but if ~~they had lived~~ they also could have been provided an education and brought new ideas to the world. It is an unnecessary loss of human capital caused by the fact that "at least 80% of humanity lives on less than \$10 a day." Many of these people have no means to escape this poverty. Another fact that ~~brings~~ ~~significance to this~~ demonstrates the significance of the problems associated with ~~poverty~~ global poverty is ~~the pie graph~~ shown in the pie graph titled "share of world's private consumption in 2005." Since the world's poorest 20% consume 1.5% of world consumption, economic issues are also brought up. Such a large portion of the world's population is ~~to~~ not ~~be~~ expanding the global economy, but if they had acquired more wealth, or at least had the means to, the global economy could expand much more quickly, ~~benefit~~ ~~to~~ significantly benefitting both the rich and the poor. ~~to~~ ~~the~~ Since

SECTION II (CONTINUED)

2AQ1

suppression of the poor economically and socially is ~~so detrimental, ~~and~~ ~~we~~ ~~can~~ ~~now~~ ~~address~~ ~~how~~ ~~we~~ ~~can~~ ~~work~~ ~~to~~ ~~mitigate~~ ~~these~~ ~~effects~~.~~ shown to be so detrimental, ~~we~~ ~~can~~ ~~now~~ address how we can work to mitigate these effects.

The easy solution would be a movement toward communist governments, but this is extremely radical, and, considering the ~~not~~ nature of humans, would never work due to greed and the ~~strong~~ unending desire to be able to work for more than what others have. Also, throughout history it had been shown to us time and time again that ~~communist~~ completely communist systems do not advance as quickly as capitalist economies.

U.S.S.R had lost ~~the~~ the space race to America because it could not handle the economic strain.

China, ~~also~~ ~~but~~ even though it has the world's largest population by a long shot, does not have a larger GDP than the U.S. America's per capita GDP is unrivaled by that of any other countries. Hong Kong has seen major improvement ~~in~~ in its economy since it has been capitalist.

For all these reasons, a turn to communism would not be an effective method in creating a ~~the~~ prosperous global economy with a diminishing wealth gap.

Andrew Carnegie takes the less extreme approach in ~~his~~ ~~book~~ "Gospel of Wealth." He suggests that the wealthy give back to their community

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SECTION II (CONTINUED)

to improve their community. This would reduce poverty in individual communities and in countries where the wealthy ~~are~~ have a clear excess and are present; however, this ~~cannot~~ system cannot bring people suppressed by a lack of wealth ~~in~~ ~~out of the~~ outside of wealthy countries. ~~In~~ ~~Stahl's~~ ~~source~~, we can see that Stahl's source sheds some light on how ~~a~~ wealthy countries can help countries ~~and~~ suffering from poverty. His charts show that America has an unreasonable amount of spending on superficial things used for enjoyment, whereas basic education and life support are underfunded. These are the things that help people climb out of poverty.

~~In~~ In conclusion, I reached a two part solution that allows individuals to work for wealth, ~~and~~ ~~without~~ ~~without~~, resulting in a much more rational and ^{worldwide} fair economic system. The first part requires a social reform and a more ethical attitude by the wealthy. This is a long term reform and much more of a direction for wealthy nations to take. This is based off of Carnegie's philanthropist ideals. This would allow for more investment in community, allowing for local support of education and a way for the poor to become wealthy. This would also benefit the wealthy because they can improve the community they live in.

SECTION II (CONTINUED)

2AQ1

The second part of the solution is meant for nations ~~and~~ where poverty is universal. Wealthy nations like ~~the~~ America need to provide education and basic needs for living even if it means temporarily cutting down spending on superficial commodities. Counter arguments may argue that this would ~~be~~ be detrimental for America's economy and that there would be no benefit for America. However, in the short run, it will require some sacrifice by wealthy nations/America, but the increased spending on education ~~will allow for~~ outside of the U.S. will allow for an improvement to ~~the~~ poor countries' economies as well as a means for the poor to become wealthy. ~~That~~ This process would ultimately increase the availability of the ~~extra~~ previously poor country in the global economy and global trade. ~~This is~~ A better global economy will benefit all countries ~~and ultimately~~ including those who have sacrificed to make it possible.

SECTION II

2AQ1

Feudalism, is a term related to the past. It is a ~~social~~^{term} of social ranking that has been gone for a long time. Yet, social classes still exist. Loans and debt, all part of our economy. And the foundation of our present social hierarchy.

"Social Power," the desire to display material wealth", and the reason many people are willing "to take on debt." This statement found on Source A is a reason while social classes ~~are~~ still ~~present~~ exist.

Loans and debt are two terms that are present in our daily lives. We see through the perspective of an indebted young adult in Source A that debt can eventually consume not only the economic stability of a person, but their culture and beliefs. As seen in the example

of Liu Jing the "Chinese cultural tendency to avoid borrowing" though still present is being forgotten because of the need of money to keep up with society. Society is in search of "the faces moneymakes." (Source C). We are in search of that "precious ruby" and "elegant suit", no matter what or who suffers to make it happen.

Society as a whole is beginning to believe that money can buy happiness. If not happiness, it can at least buy global priorities such as cosmetics, ice cream, perfumes, pet foods, and other essential things for our living. ~~Buts~~ not forget, we also need to buy basic education, water and sanitation, and basic health services. These amusing priorities shown in Source B help support that society is not in look of essential things, but rather items that help show social power.

"The problem of Rich and Poor," (Source D) is not something that can be solved without first being identified. Though the statement "debt repayments are being extracted directly from people who neither contracted the loans nor received any of the money" (Source B)

2AQ1

SECTION II (CONTINUED)

does not fully identify the problem between the rich and the poor it does identify a problem that is present in society. If the factual perspective on poverty and the statistics that show how the "GDP of 41 indebted poor countries is less than the wealth of the world's 7 richest people combined" (Source B) does not seem like a problem, than it is very unlikely that ~~we~~ as a society we will ever be able to identify the problem of Rich and Poor.

The desire to have "social power" and to achieve the "face money makes" is driving society to a point where they may be no return.

Though my perspective on debt may be limited due to my age and lack of experience in this world. I can say that I have seen how the rich are always rich and the poor are always poor. Just like people who owe money are always in debt and people who accumulate money just grow throughout the years.

We often hear the term layaway. This is another form of being indebt and though it is easier to pay off, you often find people who put things on layaway one after another. And again the cycle of debt begins. And though there are many people who are able to get out of debt, and there are people who don't seek ~~for~~ "social power," they are part of the minority.

In conclusion, social power is as stated earlier the desire of material wealth. It is affecting society in numerous ways. Primarily, by making debt something common that only increases the poverty rates that are high as it is. It is changing morals, cultural beliefs and pressuring society into becoming materialistic human beings. Though

SECTION II (CONTINUED)

2AQ1

not all of society can be referred to as materialistic, it is coming to a point where the majority is. Therefore, before being able to state that "the problem of Rich and Poor" is solved, we must identify it and change it. And as a society I think we can all agree that the biggest problem is the fact that social hierarchy, or Feudalism as a form of the past, is still present.

2AQ1

SECTION II (CONTINUED)

the richest men in his time period.

He is in the range of ~~the~~ the people who control almost all the money.

He also said that men of wealth are the "trustees of the poor." Like the rich have ~~to~~ to look out for ~~the~~ the poor, not like they do. Humans are reckless spenders, the roaring 20's should show that. All the events leading to ~~the~~ The Great Depression. Spending on credit being ~~the~~ one of the worst problems. Buying without thinking. Everyone in the 20's had "material wealth", none of it was real. (A) Having a credit card made them feel big and powerful until, ~~the~~ ~~boom~~, everything came crashing down.

Why should the lower class have to work harder to make ends meet, while the rich treat money like it's an endless thing? "What justifies the inequality?" (C) What justifies that someone who hasn't worked a day in their life gets to inherit all ~~the~~ of their parents funds?

The world is an unfair, unforgiving place. Very few control the wealth, while others work hard to make ends ~~not~~ meet. The world spends too much on unnecessary products, and few people control that money, while others have to work until they die trying to make ends

SECTION II (CONTINUED)

2AQ1

meet. The world and the people need to slow down and get a grip or things will slowly start to fall apart.

AP[®] SEMINAR 2015 SCORING COMMENTARY

End-of-Course Exam — Section II

Overview

This question assessed the students' ability to:

- Identify the theme or issue connecting four different provided sources;
- Read the provided sources critically, understanding the perspectives they each represent;
- Use the identified theme to write a logically organized, well-reasoned, and well-crafted argument presenting their own perspective;
- Select and incorporate two or more of the provided sources into the newly-developed argument;
- Cite the sources they used in their arguments, identifying them either by author or by letters assigned to the sources;
- Complete the reading of the provided sources, the identification of the theme, and the crafting of the new argument all within a timed setting.

Sample: A

Content Area: Selecting and Using Evidence — Row 1 Score: 6

Content Area: Building and Communicating an Argument — Row 2 Score: 6

Content Area: Understanding and Analyzing Perspective — Row 3 Score: 6

Content Area: Selecting and Using Evidence — Row 4 Score: 3

Content Area: Grammar and Style — Row 5 Score: 3

HIGH SAMPLE RESPONSE

Content Area: Selecting and Using Evidence — Row 1

The response earned 6 points for this row because the essay establishes that access to education is how people “climb out of the monetary hole they were dug into by an unfortunate past,” using personal experience as a support. This convincing argument begins with the claim “the key to creating a fair society based on hard work and merit lies in the education system.” Source B is used to establish the existence of a huge wealth disparity, and Source D is used as an example of a solution that is inadequate.

Content Area: Building and Communicating an Argument — Row 2

The response earned 6 points for this row because the essay follows a logical line of reasoning with well-developed links to evidence. It considers two counter arguments — communism and voluntary charitable giving — as a solution to the problem of wealth disparity, and then proposes a two-part solution involving “local support of education” in America and American investment in education in “nations where poverty is universal.”

Content Area: Understanding and Analyzing Perspective — Row 3

The response earned 6 points for this row because the essay contextualizes the sources used and places the response in a dialogue with the sources. The theme of wealth disparity is thoughtfully addressed, and the discussion constructively departs from the information provided in the sources.

Content Area: Selecting and Using Evidence — Row 4

The response earned 3 points for this row because the essay goes beyond mere attribution, noting, for example, “Anup Shah posted his article . . . to raise awareness for the actual numerical magnitudes of the problems associated with the huge wealth disparity.”

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End-of-Course Exam — Section II

Content Area: Grammar and Style — Row 5

The response earned 3 points for this row because the essay is well-written. It uses complex words (“mitigated,” “superficial,” and “philanthropist ideals”) and adopts a sophisticated tone.

Sample: B

Content Area: Selecting and Using Evidence — Row 1 Score: 4

Content Area: Building and Communicating an Argument — Row 2 Score: 4

Content Area: Understanding and Analyzing Perspective — Row 3 Score: 4

Content Area: Selecting and Using Evidence — Row 4 Score: 2

Content Area: Grammar and Style — Row 5 Score: 2

MEDIUM SAMPLE RESPONSE

Content Area: Selecting and Using Evidence — Row 1

The response earned 4 points for this row because the sources, rather than the writer’s own perspective, initially drive the argument. The essay draws pieces of text from all of the sources, but fails to synthesize the details into a compelling argument, using the language of each source as a separate claim.

Content Area: Building and Communicating an Argument — Row 2

The response earned 4 points for this row because the argument is unclearly stated at the outset, but eventually writes itself into an argument about the dangers of consumerism and the problems of associating social power with material wealth. Because that argument is not made at the beginning, there is confusion about the report’s direction.

Content Area: Understanding and Analyzing Perspective — Row 3

The response earned 4 points for this row because the essay draws its perspective directly from Source A, but does recognize that all of the sources address inequalities in income.

Content Area: Selecting and Using Evidence — Row 4

The response earned 2 points for this row because the essay includes inconsistencies in its citation of sources, although the essay does signal that it is using the sources for information.

Content Area: Grammar and Style — Row 5

The response earned 2 points for this row because the essay adequately uses grammar and style to communicate to the reader. However, word choice is simplistic and the writing is occasionally unclear, as in: “These amusing priorities . . . support that society is not in look of essential things, but rather items that help show social power.”

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End-of-Course Exam — Section II

Sample: C

Content Area: Selecting and Using Evidence — Row 1 Score: 2

Content Area: Building and Communicating an Argument — Row 2 Score: 2

Content Area: Understanding and Analyzing Perspective — Row 3 Score: 4

Content Area: Selecting and Using Evidence — Row 4 Score: 2

Content Area: Grammar and Style — Row 5 Score: 1

LOW SAMPLE RESPONSE

Content Area: Selecting and Using Evidence — Row 1

The response earned 2 points for this row because the essay repeats information for sources that provide little support for an argument. The response poses several rhetorical questions to introduce the theme and argument, and then fails to substantiate the argument. The materials pulled from sources support the argument only tangentially.

Content Area: Building and Communicating an Argument — Row 2

The response earned 2 points for this row because the argument is limited (“Money.”), and consists primarily of unsupported assertions. There is no clear line of reasoning; the discussion careens from education to credit card debt to inheritance.

Content Area: Understanding and Analyzing Perspective — Row 3

The response earned 4 points for this row because, while the essay reflects an understanding of the theme, it misinterprets Source A by citing it to support the proposition that “Everyone in the 20’s had ‘material wealth’ none of it was real.”

Content Area: Selecting and Using Evidence — Row 4

The response earned 2 points for this row because the essay attempts to accurately attribute sources in a sloppy way — (A) — and fails to or inaccurately contextualizes sources.

Content Area: Grammar and Style — Row 5

The response earned 1 point for this row because the essay is awkwardly written, e.g., “Why do that few of people control the money?” Grammar, spelling, and style problems are particularly apparent in the section discussing the Great Depression.