

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2016 SCORING GUIDELINES

### Question 1

The essay's score should reflect 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 your holistic evaluation of an essay's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

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**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 development, or impressive in their control of language.

#### **8 – Effective**

Essays earning a score of 8 **effectively** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument 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 the 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** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument 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 argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least three sources, but how they use and explain sources may be uneven, inconsistent, or limited. The student's 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.

#### **4 – Inadequate**

Essays earning a score of 4 **inadequately** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. 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 inconsistent in controlling the elements of effective writing.

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## 2016 SCORING GUIDELINES

### Question 1 (continued)

**3** – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in arguing a position on whether monolingual English speakers are at a disadvantage today. 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 their control of writing.

### **2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in arguing a position on whether monolingual English speakers are at a disadvantage today. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student 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 the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

**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, synthesis means using sources to develop a position and citing them accurately.

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

1

1A  
(1 of 4)

The world is increasingly globalizing every day. Companies like Coca-Cola, McDonald's, and Uniqlo have spread from their original homes to countries half-way across the globe. In this age of globalization people of different cultures who speak different languages come into contact frequently, but ~~the~~ English-speakers have lagged behind the rest of the world in terms of learning these other dialects to ~~be~~ be able to interact with a wider swath of people.

Monolingual English speakers are at a disadvantage in today's world because ~~the~~ business practices benefit those who speak multiple languages, they miss out on the culture the rest of the world has to offer, and they ~~don't benefit from~~ ~~the~~ educational benefits that learning a language offers.

As the globe becomes incredibly inter-twined, English speakers who can communicate with those who speak other languages are at a great advantage in their professional lives. Richard Haass, the president of the Council on Foreign Relations, explained that America needs more practical bilingual speakers in languages beneficial to American aims like Mandarin, Hindi, Korean, and Arabic. These languages help America extend its military and economic influence, and it benefits the speakers themselves by both increasing employability and the strength of the American industries they work for. (Source A) The benefits to



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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.

1A  
(2 of 4)

being multilingual for American businesspeople ~~is~~ not ~~not~~ confined, however, to foreign trade or commerce. America itself is becoming, in a commercial sense, more heterogeneous in terms of language, and being multilingual can help businesspeople extend their influence. Writer Paul Cohen explained, "the number of native Spanish-speakers in the United States has doubled since 1990, and is spoken at home by 37 million people." Cohen also noted the great resume-booster speaking Spanish is in California or Miami. The same can be said about Chinese in lower Manhattan or Korean in San Francisco's K-Town. (Source F) Being multilingual opens up opportunity in the business world for Americans abroad and at home.

Being multilingual not only helps English-speakers in the business world, it also helps ~~them~~ them absorb all the world has to offer culturally. ~~Education~~ ~~is the most important~~ Cohen also noted the vast multilingualism of the world in a cultural sense. Outside of the major cities of the world, English will get you nowhere, and inside of them it will only get you so far. For all the culture America and Britain has to offer, English-only speakers miss out on Indian films from the famous  ~~Bollywood~~ Bollywood and Asian cultures in Japan and China. While some



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

7 1A  
(3 of 4)

English is spoken in those countries, Cohen notes, the cultural benefits can only be gained by those who understand the native tongue. (Source F) While journalist David Thomas believes that English-only speakers are just fine how they are, a logical fallacy exposes a counterargument toward why multilingualism is so beneficial. Thomas notes that there are 6,900 living languages in the world and "Europe alone has 234... spoken on a daily basis." This is true, but that doesn't mean don't learn any of them. Even if you'd only be able to "speak to a minority of... fellow-Europeans in their native tongue," that minority's insight into their culture is priceless. (Source B) Being multilingual opens the door to cultural gain otherwise impossible, especially for native English speakers.

Learning language is also beneficial to the learner in that the act of learning itself has immense educational, personal, and healthy ~~to~~ positive. Educational writer Russell W. Berman noted learning a second language strengthens one's ability in their first. Second language acquisition allows one to gain attributes like language, ~~and~~ grammar, and root-analysis that aid in ~~the~~ educational fields beyond the foreign language. (Source A) Ursula Oaks, a trilingual American, explained that writing in her acquired French or ~~and~~ speaking



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1A  
(4 of 4)

in her familial Hungarian provided a workout for the brain, that "afterwards I ~~feel~~<sup>feel</sup> like I've had a mental jog on the treadmill." (Source D) This educational and mental benefit comes from the learning and utilizing of a ~~second~~ second or third language, proving another benefit of multilingualism for Americans.

As our globe creates a spider-web of connections in the fields of business, education, and even family, being multicultural is becoming more and more essential. While some rely on English in foreign lands, this reliance leads to a dropping of vital business, cultural, and educational benefits. Multilingualism helps Americans of all backgrounds in all places, including America itself.

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1. 1B  
(1.05)

In schools, many students are taught a foreign language starting in middle school. However due to budget cuts and heated debates there is a decline of foreign language learning in English speaking countries. Contrary to those who believe that English is the dominant language to unify the world, it is imperative that ~~stud~~ English speakers to learn a foreign language. In the loss of learning another language English speaking countries lose the opportunity to improve academic performance, increase interactions with people across the world and reap economic and political benefits. As a result of not encouraging or providing programs to learn ~~another~~ a foreign language ~~the~~ ~~with~~ English speaking countries are remaining stagnant in a global world that is rapidly advancing towards improvement.

Students gain valuable language skills and cognitive abilities by learning a second language. Students can only benefit from learning a foreign language, <sup>in addition to improve</sup> ~~not only do~~ <sup>of students</sup> ~~students~~ reading, writing and listening skills, <sup>students</sup> improve they are able to "come (to) higher-order capacities: to interpret and understand." (DOCA)



1.

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

1B  
(2015)

In education and learning, the mission of a student is not to regurgitate facts and information that is taught. The mission of the student is to understand and analyze the information that is given them, to further their thinking post the classroom and to draw their own conclusions. Through learning a second language, schools are able to promote independent thinking by giving students the skills and abilities to think beyond the classroom setting. It gives the students a connection to the world that is outside of their native country. Also, it has been found that the language learning process "makes" the brain more flexible and incite it to discover new patterns. (DocD)

The data demonstrates that learning another language can also help the student in other aspects of their life. As a result of exercising the brain, the student is able to think more effectively which can benefit them throughout their whole lives.

In addition, being multilingual can decrease the language barrier between people and promote more understanding and tolerance of other cultures. Although



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

1.

1B  
(3 of 5)

critics ~~may~~ might state ~~the~~ English is used as a standard language among people, for example English is used by the ~~the~~ EU to communicate with all its members (Doc B). The perspective is highly narrow-minded and arrogant. ~~The~~ The expectation that others will speak English is illogical because not everyone has been taught English. English is not a universal language it is also not the language with the most speakers. Through taking the effort to learn another language it broadens the ~~possibilit~~ probability of being able to communicate with another person. As a result of understanding a language an individual will not "miss nuance or cultural cues (Doc D) and draw conclusions based on erroneous translation." The ~~author~~ ability to prevent offense or misfortune is a valuable skill. The individual ~~was able to pr-~~ Also, by learning the native language when immersing in another country helps to be more tolerant. Instead of having a translator or potentially offending others, the speaker is able to ~~exp~~ have a first hand experience of what the people and culture offer.



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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.

1B  
(4.05)

In a growing multilingual world, many English economic and political benefits that can be gained by learning a foreign language. In many English speaking nations such as the United States, multiple languages other than English are commonly used. It is to the advantage of companies and businesses to have multilingual employees. In America there are 37 million people who speak Spanish and Univision which caters to Spanish speakers has the fifth largest audience in the country. (Doc F)

The data demonstrates the growing presence and market of non-English speakers in America. Marketers and businesses can no longer only cater to English speakers and must be inclusive towards other languages to be successful in a competitive market.

Also in foreign affairs, <sup>multilingual</sup> English speakers are at a disadvantage. Language can be used as a method to protect the national security and effective in dealing with global affairs. (Doc A)

Learning the language when there are discussions occurring with a foreign nation



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

1. 1B  
(5 of 5)

can help make compelling arguments. Also by learning the language of the nation that a country is involved in a war with can make winning more effective.

In conclusion it is to the benefit of English-speakers to learn a second language. There are numerous benefits that come with learning another language. Students greatly improve their academics, individuals are able to interact with more people and foreign affairs can be more efficiently dealt with.

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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.

1 1C  
(1 of 3)

With the vast numbers of immigrants coming into the U.S., multiple languages need to be known to communicate. ~~Monolingual~~ Sharing languages enable the sharing of ideas and information. Monolingual English speakers are a disadvantage because they fail to appreciate traditions, ~~limited~~ limit global activity and hurt their overall intelligence.

All languages encompass a ~~spez~~ specific culture that monolingual speakers fail to experience. By knowing another language, an individual can ~~experience~~ dive into a "cultural difference" that can impact their life. Taking in the world around can deeply change how a person lives and goes through the day. They may find a part of them that is missing through another culture. However, one can not indulge in another culture without embracing the ~~language~~ language. Moreover, knowing other languages and cultures can reassure <sup>that</sup> an individual's culture is best for them. An ~~it~~ individual can "appreciate traditions, including one's own" through other cultures. Not every culture is right for everyone, so learning another language can prove that the current culture is best. Language and culture go hand-in-hand: one cannot be experienced

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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.

1C  
(2 of 3)

without the other (Berman).

The lack of knowing multiple languages will limit global activity due to lack of communication. An industry can be severely hurt by solely ~~knowing~~ having employees that are monolingual. Generally speaking, immigrants will <sup>easily</sup> take lower salary jobs compared to Americans. It is easier for bilingual industries to "speak to their employees" that speak another language, thus giving them a competitive advantage (Erard). Learning another language can be financially beneficial for companies to bring in employees that do not speak English. Relations between countries can be a very serious matter and require middle ground in to be able to communicate. Multilingual societies ~~provide~~ ~~for~~ "more" are "more effective in global affairs" compared to monolingual societies (Oaks). Wars and international conflict can be avoided by knowing another language and not miscommunicating.

Being multilingual enables an individual to be more intelligent. Practicing and maintaining another language causes the brain to work harder and become more efficient. The brain becomes "more flexible" and ready to "discover

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(3 of 3)

new patterns." The brain wants to learn more and by challenging it, the brain grows in intelligence. Furthermore, the brain becomes "ready for any challenge." The brain becomes smarter, faster, and wittier to make an individual's overall intelligence skyrocket (Oaks).

Monolingual societies are, if in fact, a disadvantage because they miss out on all the opportunities to better themselves and their country.

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2016 SCORING COMMENTARY

### Question 1

#### Overview

As in years past, the 2016 “Synthesis Question” asked students to integrate supplied sources into their arguments regarding whether monolingual English speakers are at a disadvantage in the world today. The skills necessary to do well on this question include not only the ability to persuade an audience to the students’ positions, but also to read, analyze, and integrate the supplied sources into the students’ arguments. As observed in last year’s Student Performance Q&A report, the skills necessary to do well with the question can be categorized as “1) comprehension of the prompt; 2) comprehension and critique of individual verbal and visual texts; 3) synthetic or ‘holistic’ comprehension of a multiperspectival inquiry — the ‘academic conversation’ represented by the sources collectively; 4) academic argumentation, the student’s own entry into the conversation; 5) acknowledgement and explanation of other sources’ contributions to the students’ argument.”

This year’s prompt began by acknowledging the global spread of the English language in various fields and disciplines that has occurred simultaneously with a decrease in the study of foreign languages in English-speaking countries. Instead of asking students why foreign language study might be valuable, the prompt took a different perspective, asking “whether monolingual English speakers are at a disadvantage today.” With the direction that the student’s “argument should be the focus of [the] essay,” the prompt made clear that students should not “merely summarize[e] the sources.” In fact, while Question 3 is termed the “Argument Question,” Question 1 is no less an argument question: the difference is that Question 1 provides sources that the students must synthesize into their support. Therefore, students must quote, paraphrase, or summarize the sources, but each of these should be used in service of providing support for the students’ arguments, or (as the prompt states) the sources should be used “to develop [the] argument and explain the reasoning for it.” With this direction, the prompt did not preclude the students’ use of support from their own experiences or knowledge, nor did the prompt encourage students to accept all the given sources as acceptable. In fact, the provided sources disagree and contradict one another; therefore, excelling students evaluated the quality of the sources as well as the logic used within them.

#### Sample: 1A

#### Score: 8

This essay offers an effective and organized argument on the disadvantages of monolingualism, presenting the financial, cultural, and educational benefits of multilingualism as evidence. The student demonstrates a thorough understanding of the sources and ably employs them in the service of the position. For example, the student’s treatment of Sources A and F in the second paragraph provides appropriate support for the merits of multilingualism and culminates in a convincing summary statement: “Being multilingual opens up opportunity in the business world for Americans abroad and at home.” In the following paragraph, the student effectively synthesizes material from the sources to argue for the cultural importance of multilingualism and presents an articulate refutation of the stance taken in Source B about the perceived dismissal of that importance: “Even if you’d only be able to ‘speak to a minority of . . . fellow-Europeans in their native tongues,’ that minority’s insight into their culture is priceless.” The essay then transitions smoothly to the fourth paragraph to promote the educational benefits of multilingualism with an effective treatment of Sources A and D. The prose of the essay demonstrates full control of a wide range of the elements of effective writing but is not flawless.

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2016 SCORING COMMENTARY**

**Question 1 (continued)**

**Sample: 1B**

**Score: 6**

This essay adequately argues a position using multiple sources to sufficiently advance and develop its position. The essay presents the case for the cognitive benefits of second language learning in the second paragraph, using Sources A and D to adequately argue the point: “As a result of exercising the brain, the student is able to think more effectively which can benefit them throughout their whole lives.” In the third paragraph, the essay again adequately argues for the importance of language in a cultural context. It addresses a counterargument by presenting the perspective given in source B and ultimately classifying it as “highly narrow-minded and arrogant.” The essay demonstrates an understanding of all of the sources, sustaining and developing an argument that is sometimes repetitious but ultimately sufficient and adequate. While there are occasional lapses in the essay’s control of language, it is generally clear and purposeful.

**Sample: 1C**

**Score: 4**

This essay presents an inadequate argument about the disadvantages of monolingualism. The argument makes very general points about linguistic disadvantages, often presenting inappropriate explanations (“Not every culture is right for everyone, so learning another language can prove that the current culture is best”). The student consistently presents a series of assertions that are inadequately and insufficiently explained (“Wars and international conflict can be avoided by knowing another language and not miscommunicating”). The essay uses three sources and shows some understanding of them, even correctly quoting them with some fluidity, but the argument remains insufficient and unconvincing. The concluding paragraph reinforces the very general scope of the essay and its overall inadequacy.