

# AP<sup>®</sup> SEMINAR

## 2016 SCORING GUIDELINES

### AP SEMINAR END OF COURSE EXAM RUBRIC: SECTION I, PART A

CONTENT AREA	PERFORMANCE LEVELS		
<b>Question 1</b>			
<b>1 Understanding and Analyzing Argument</b>	The response misstates the author’s argument, main idea, or thesis.  1	The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis.  2	The response accurately identifies the author’s argument, main idea, or thesis.  3
<b>Question 2</b>			
<b>2 Understanding and Analyzing Argument</b>	The response omits or misidentifies the author’s claims and provides little or no explanation of how the author establishes a line of reasoning.  2	The response identifies some of the author’s claims and the connections between them that produce a limited explanation of the author’s line of reasoning.  4	The response identifies the author’s relevant claims and the connections between them, producing a thorough explanation of the author’s line of reasoning.  6
<b>Question 3</b>			
<b>3 Analyzing and Evaluating Evidence</b>	The response omits or misidentifies some of the evidence. The response disregards how well the evidence supports the argument.  2	The response partially identifies and evaluates the evidence. Evaluation of the effectiveness of the evidence in supporting the argument’s claims is limited or general.  4	The response provides a thorough and detailed evaluation of how well the evidence supports the argument. The response evaluates the relevance and credibility of the evidence.  6

**NOTE: IF A RESPONSE TO ONE QUESTION PROVIDES INFORMATION THAT SUPPORTS A RESPONSE TO ANOTHER QUESTION, SCORES TO BOTH QUESTIONS SHOULD BE CREDITED, AS APPLICABLE.**

**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.

Write your response to PART A, QUESTION 1 on this page only.

The author's main argument is that sweatshops are beneficial to third world countries and the workers <sup>, including children,</sup> economically. A country must be able to afford getting rid of sweatshops and banning child labor before it becomes possible.

Begin your response to PART A, QUESTION 2 on this page.

The author, Radley Balko, begins with an anecdote from Thailand, which was presented by reporters. The anecdote ~~tells the story of~~ exemplifies the feelings of a Thai laborer named Mangkol Latlakorn, ~~and how~~ towards his daughter. ~~She is~~ He explains that his daughter is 15 years old, and she works in a factory that exports clothing to America. Latlakorn's ~~hopes~~ ~~that his~~ hopes rest on his daughter's work. The author then uses this anecdote to tell of a moment when "Cambodia lost \$10, ~~000~~ million in contracts, and hundreds of Cambodians lost their jobs" due to Nike and Gap closing down sweatshops in Cambodia. The author uses this example of a country losing money to mention that every prosperous country used sweatshop labor at one point in history. The author mentions child labor as one of ~~these types of~~ sources of labor, which then presents the mortality of a worker in a clear, concise way. The author says, "kids worked, or they went hungry." This idea leads into the author's first claim, which is that these workers, children included, have a choice, ~~and~~ and they should be allowed to take advantage of <sup>the</sup> cheap labor. Balko blames antiglobalization activists for the push to take away this choice, but also understands that critics believe that companies have enough money to pay "living wages" and ~~to~~ improve working conditions. However the author counters by explaining that companies only find value in cheap labor because of additional costs. ~~So included, maintaining plants~~ <sup>an increase in</sup>

The author's second claim is that free trade improves sweatshop workers' conditions since increased competition will theoretically increase wages. The author uses a hypothetical situation ~~for this~~ to illustrate this point, using factory A and factory B ~~not~~ as competing companies that are forced to increase their wages.

Finally, the author ~~state~~ claims that sweatshops help lead "poor economies to prosperity." The author gives an example of China's annually increasing GDP. The author incorporates a quote

Continue your response to PART A, QUESTION 2 on this page.

that illustrates how incomes are rising and entertainment like video arcades and computer schools are becoming available. ~~Sweden~~ Economist Johan Norberg offers that Asia's increasing prosperity will lead to an eventual ban on child labor.

The author concludes by ~~the~~ explaining that the only way for ~~the~~ economist Norberg's prediction to come true is for the country to be wealthy enough to ban child labor in the first place.

Begin your response to PART A, QUESTION 3 on this page.

The author's evidence begins with an anecdote that clearly explains ~~the~~ an individual view on ~~how~~ child labor, as a father is dependent on his daughter's work in a sweatshop. The reporters are named, but there is ~~not~~ no reference as to where the anecdote comes from or what it was used for. The author then ~~uses~~ <sup>reference</sup> a 2000 exposé from BBC that ~~explains~~ <sup>explains</sup> Cambodia's ~~low~~ pressured Gaps and Nike to pull out ~~from~~ of Cambodia. The author's statement that "\$10, million dollars in contracts and that hundreds of Cambodians lost their jobs" is well used to transition to the author's point that sweatshops and child labor are beneficial to a third world country, but there is <sup>credible</sup> no source ~~attached~~ attached to the number. The author also mentions that cheap labor is what companies look for in order to ~~support~~ negate the claim that companies are wealthy enough to provide good working conditions and pay "living wages" but the author uses no numerical value to exemplify the expenses for the companies. The next claim, that since there benefits sweatshop workers, is illustrated with a hypothetical situation involving competition between factory A and factory B, but the author provides no concrete example or evidence to back the claim, only a hypothetical. Finally, the author's use of a quote from the reporters from the unknown source ~~does not~~ directly relate or act as evidence supporting the author's claim that sweatshop labor helps countries' prosperity. Also, the economist Johan Norberg's <sup>credibility</sup> must be questioned since he is ~~not~~ not given a title ~~or expertise~~ and his level of expertise is unknown.

Write your response to PART A, QUESTION 1 on this page only.

Radley Balko's argument is that companies & businesses in developed ~~world's~~ countries should continue to rely on sweatshop labor, as it benefits both the importer & the exporter: ↳ in 3rd world countries  
the importer of the goods will receive the products & sell them, creating profit, ~~& the exporter will continue to have jobs~~ while the ~~exporter's~~ ~~with~~ ~~country~~ of country that is exporting will create jobs & give salaries to the workers, making said country a more developed place.



Begin your response to PART A, QUESTION 2 on this page.

The author's line of reasoning is that major companies require sweatshop labor from 3rd world countries in order to continue growing, & that 3rd world countries benefit from practicing sweatshop labor as it gives them jobs & money to develop, so major companies should continue to use sweatshop labor as it will benefit both the developed country & the developing country. He claims that the cycle exists by noting that Cambodia had lost hundreds of jobs & millions of dollars when Nike & Gap shut down the factories in Cambodia due to an exposé. ~~They are connected as~~ He connects the evidence to his argument by showing that there were major setbacks to the major companies pulling out of Cambodia. Since they lost the jobs & money, <sup>Cambodia</sup> they will have less ways of developing, as they won't have ways of making money in order to fund their country.

Begin your response to PART A, QUESTION 3 on this page.

The evidence the author used to support his claim was very effective as it very easily highlighted a logic cause & effect event that impacted both the company & the 3rd world country. He also explains ~~that~~ notes a cause & effect event by ~~stating~~ explaining how China's per capita GDP doubled every ten years due to the millions of sweatshop workers. These two pieces of evidence were able to prove the point that sweatshop labor was a benefactor to the 3rd world countries economy & health. He showed how businesses ~~experimenting~~ creating products by using sweatshop labor directly correlated with the rising success of developing countries.



Write your response to PART A, QUESTION 1 on this page only.

In this article, the author discusses the ~~targeted~~  
~~countries~~ how cheap labor has been used in most  
countries, ~~when they initially~~ and how they relied on  
it in the first few stages if one were to look at  
the "Demographic Transition Model"; ~~the~~

Begin your response to PART A, QUESTION 2 on this page.

The author uses evidence from famous companies or corporations that faced issues with child labor. The author claims that companies ~~are~~ have enough money in order to prevent these issues in third world countries. ~~In addition~~ Although countries, like the US, are wealthy enough to have their goods/needs made in America, it is much cheaper to have it done in a ~~low~~ developing country than ~~to have it made here~~ and ship it to America than it is to have it made here. In addition, research was done to show that big corporations, like Nike, were ~~exposed~~ revealed to having minors work in unsatisfactory working conditions. As a result of this, they lost money and no longer had a factory in Cambodia. Essentially, if there was no child/cheap labor located in developing countries, big corporations wouldn't have to worry about losing money or ~~losing~~ having to deal with public press.

Begin your response to PART A, QUESTION 3 on this page.

With the sufficient amount of evidence given by the author, it helps persuade the audience and helping them come to the realization of the issues occurring in the world. Also, by including the names of multimillion dollar companies and exposing them of their wrong doings, it shows ~~how~~ how all companies are invested in doing is saving money and making money even though it's ~~not~~ harming other individuals. By ~~showing~~ stating an anecdote that shares a personal story of how his daughter, who is 15 years old, works in a factory that ships clothes to America. The only limitation ~~is~~ clear about this article would be the year. Since ~~this~~ this evidence was taken over 10 years ago, the validity may not be as strong anymore. Nonetheless, the issues are still shown in today's ~~society~~ culture.

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**End-of-Course Exam — Section I, Part A**

**Overview**

**Section IA of the End-of-Course Exam includes three questions.**

Question 1 of Section IA assessed students' ability to identify all parts of the main idea of a passage.

The author argued that sweatshops in third-world countries ultimately benefit the economy of those countries. Unrestricted free trade in these regions allows for low-level factory jobs to eventually bring higher wages and better working conditions through competition. Once economic progress is achieved, only then are these countries in a position to ban child labor.

Question 2 of Section IA assessed students' ability to:

- Explain the author's line of reasoning by identifying the claims used to build the argument;
- Explain the connections between the identified claims; and
- Detect the organization of the argument.

Question 3 of Section IA assessed students' ability to:

- Read, comprehend, and evaluate a complex passage;
- Determine whether the writer's claims were supported by evidence; and
- Identify and assess the evidence in terms of credibility and relevance.

**Sample: A**

**Question 1 Score: 3**

**Question 2 Score: 6**

**Question 3 Score: 6**

**HIGH SAMPLE RESPONSE**

**Content Area: Understanding and Analyzing Argument — Question 1, Row 1**

The response scored 3 because it presents both halves of the argument (sweatshops are beneficial for the economies of third world countries; and that they are a mechanism for eventually eliminating child labor).

**Content Area: Understanding and Analyzing Argument — Question 2, Row 2**

The response scored 6 because it identifies four major claims (Sweatshops provide employment for the poor, including children; that western countries moved through the phase of sweatshops as part of industrialization; western companies are attracted by the low wages in third world countries; and more free trade leads to economic improvement). Each claim is presented with a brief description of supporting evidence and how it relates to the overall argument, clearly laying out the line of reasoning.

**Content Area: Analyzing and Evaluating Evidence — Question 3, Row 3**

The response scored 6 because the student critiques several pieces of evidence (for example, it identifies as hypothetical the given scenario of factory A and factory B as evidence to support the claim that free trade benefits workers) and highlights several points where information is not credited to either an identified source or is credited with a source for which more information would be desirable ("the economist John Norberg's credibility must be questioned since he is not given a title and his level of expertise is unknown").

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**End-of-Course Exam — Section I, Part A**

**Sample: B**

**Question 1 Score: 2**

**Question 2 Score: 4**

**Question 3 Score: 4**

**MEDIUM SAMPLE RESPONSE**

**Content Area: Understanding and Analyzing Argument — Question 1, Row 1**

The response scored 2 because it identifies the argument as third world sweatshops benefitting both the exporter and importer (the western businesses who use them). While presenting the idea that these factories will improve the economy in their home countries, the response fails to address the argument that the increase in wealth will allow for the elimination of child labor. Thus this addresses one part of the argument but not both.

**Content Area: Understanding and Analyzing Argument — Question 2, Row 2**

The response scored 4 because only one claim is presented, that sweatshops provide needed jobs. The explanation of the line of reasoning is rather circular, that sweatshops benefit both companies and the sweatshops' home country, and therefore they should be continued because they provide benefits. This is part of the line of reasoning of the article's author, but it is only a part. The limited explanation of the line of reasoning is often characteristic of a 4.

**Content Area: Analyzing and Evaluating Evidence — Question 3, Row 3**

The response scored 4 because the doubling of China's GDP every ten years is cited and the response otherwise evaluates the evidence in a general way without directly identifying the specific evidence of its sources.

**Sample: C**

**Question 1 Score: 1**

**Question 2 Score: 2**

**Question 3 Score: 2**

**LOW SAMPLE RESPONSE**

**Content Area: Understanding and Analyzing Argument — Question 1, Row 1**

The response scored 1 because it partially identifies the topic of the article (cheap labor), but it does not specifically connect it with either part of the argument (the reference to Demographic Transition Model does not adequately identify either of the two parts of the argument – that sweatshops are beneficial for the economies of third world countries; and that they are a mechanism for eventually eliminating child labor).

**Content Area: Understanding and Analyzing Argument — Question 2, Row 2**

The response scored 2 because the answer presents a series of pieces of evidence that are not connected in an orderly way to explain and analyze the argument. The response also misidentifies the author's claims (for example, stating the counterargument from critics is the author's claim, ignoring the rebuttal).

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**Content Area: Analyzing and Evaluating Evidence — Question 3, Row 3**

The response scored 2 because it does not evaluate any evidence other than noting that the date of the evidence used was more than ten years old, so it might not be as valid today. There is no discussion of relevance or credibility of the articles, the examples, or the interview with the father of a factory worker.