

# AP<sup>®</sup> SUMMER INSTITUTE SCORING NOTES

## 2013 AP English Language and Composition

### Question 2

**Sample Identifier: RRR**

**Score: 9**

- The student begins the essay with a clear understanding of the task and notes the heart of Louv's argument that "we have become too separated from 'actual' nature." In addition, the student exhibits an implicit understanding of multiple audiences: advertisers who try to alter nature, readers who might rely too much on technology, and parents who place video devices in the back seats of their vehicles. However, the student clearly dissociates advertisers and parents from the reading audience to merely imply their guilt rather than blame them directly.
- The convincing analysis incorporates an understanding of the duality within Louv's argument, exhibited by multiple concessions and rebuttals about the past vs. the present and the reader's possible complicity vs. engagement with nature.
- The student's astute recognition and subsequent explanation of the "text's shift in tone from critical to nostalgic" is particularly effective, providing specific references to the movement within Louv's third paragraph that shifts Louv's focus from "a discussion of the reader to a discussion of his own past."
- The student is adept at explaining how Louv's rhetorical choices (comparisons, variances in tone, anecdotes and personal experiences) serve Louv's argument.
- The writing is fluent, concluding with an especially stylistic parallelism, emulating Louv's own writing style: "Yes, we should feel guilty for our role in allowing humanity to become distanced from nature; yes, we are complicit in the destruction of once-natural bonds between man and his world."
- The essay receives a score of 9 based on the sophistication of its argument, thoroughness of its development, and impressiveness of its control of language, which are reflective of a critical reader as well as an expressive writer.

**Sample Identifier: WW**

**Score: 8**

- In the opening paragraph, the student identifies a clear purpose within Louv's argument that "the advent of technology detracts our minds from the outside world." In addition, the student demonstrates an understanding of the essay's reader, evidenced by the use of "we" and "us" to prompt the reader's own reflection on Louv's assertion.
- The opening sentence of the second paragraph is particularly effective in noting the duality in Louv's argument, questioning "the hypocrisy behind our insistence to cut down on technology coupled with our initiative to continue improving." The second paragraph also includes an effective synthesis of rhetorical strategies (irony, use of questions) and fully explains how these function in the service of Louv's argument.
- While the discussion of how parallel structure and overall grammatical construction in the third paragraph has some difficulty explaining how and why those particular rhetorical choices serve to advance Louv's argument ("He uses a very simple subject-verb structure to tell his pretend grandchildren what us 'old' folk used to do"), the overall explanation becomes clearer by the end of the paragraph: "By using parallel syntax, Louv punctuates that times have changed and enumerates exactly how the two generations differ."

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- The essay earns an 8 for its convincing explanations and its consistent ability to control a wide range of the elements of effective writing, particularly evidenced in its coherence, transitions, and syntactical variety.

#### Sample Identifier: L

Score: 7

- The essay opens with an assertion of Louv's argument, "that our relationship with nature is rapidly diminishing—that we are not spending enough time observing nature and are quickly and harmfully separating from it." In the last paragraph, the assertion that this separation from nature is "a dangerous trend" indicates how the student's analysis extends the understanding of Louv's argument.
- In the second paragraph, the student sufficiently analyzes how Louv's choices of anecdotes illustrate how "we are becoming too separated from nature," although extensive quotation keeps the analysis from being more thorough.
- The student smoothly moves to the third paragraph in an attempt to explain how Louv's argument that society has adopted a "narrow worldview" and that we need to recover "a sense of what our relationship with nature once was" is aided by Louv's rhetorical questions, parallel syntax, and imagery. However, the student struggles in places to articulate what this "worldview" or "sense" is; consequently, the explanations are not fully convincing.
- Using the identification of rhetorical strategies as an organizing tool for the essay may serve as a substitute for analyzing more nuanced features of the argument, signaling a still-developing understanding of analysis.
- The essay rises to a score of 7 because it provides more complete explanation of Louv's rhetoric than an essay scored a 6.

#### Sample Identifier: UU

Score: 6

- The essay provides an adequate rhetorical analysis of Louv's argument even though it exemplifies a more formulaic reading of the passage.
- The student adequately identifies Louv's purpose as expressing "concern for the growing separation between nature and nature." The student uses appropriate idea-based transitions between paragraphs ("To introduce his argument," "As Louv's work progresses") and notes how Louv's rhetorical questions serve to "question the motives of society" and that Louv "uses extensive imagery to idealize nature."
- Each of the three body paragraphs has a clearly organized yet similar structure: the student identifies a strategy, provides a single piece of evidence, and explains briefly how or why the strategy is connected to Louv's argument. This formulaic approach to analysis does not allow the student to more fully explain the complexity of Louv's argument and keeps the student at a more pedestrian level of analysis with statements such as Louv is "building a connection" with the reader or "gets them thinking."
- Although the student only adequately explains how the author's rhetorical choices develop meaning, the prose is generally clear and coherent.
- The essay earns a 6 for its adequate and sufficient rhetorical analysis of Louv's argument.

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**Sample Identifier: AAA**

**Score: 5**

- The essay opens with an adequate articulation of Louv's argument, noting that "today's society is too-removed from nature and too enamored with technology." However, the student later simplifies Louv's purpose of "criticizing the people of today for distancing themselves from the natural world with a fescious [*sic*] tone."
- The second paragraph attempts to explain as an appeal to pathos how Louv's use of "diction and personification" provides "a sense that the technology free days were still engaging." The student acknowledges a transition in the passage to a more nostalgic tone, which helps Louv "achieve his purpose of critiquing today's dependence on technology because as readers we want to be a part of this simple and natural world that he describes."
- The essay has significant inconsistencies in the third and final paragraphs. The student opens the third paragraph by vaguely asserting that Louv uses ethos to further his argument, but failing to adequately explain how and to what end Louv uses this appeal. The final paragraph presents a tangential discussion of the "troubling epidemic" of obesity into an inappropriate attempt to broaden the scope of the task.
- While the essay contains some lapses in transitions from one idea to the next, it usually conveys the student's ideas.
- The essay earns a 5 for its unevenness and limited explanations of how Louv's rhetorical choices develop meaning or achieve a particular effect or purpose.

**Sample Identifier: BBB**

**Score: 4**

- The student presents a narrow view of Louv's argument (analyzing "the affect [*sic*] of advertisement and technologies" and demonstrating "the complex separation between people and nature") and limits the organization of the essay to discussion of entities: corporations and technology.
- The essay contains particularly insufficient explanations of how Louv's use of parallelism help him achieve a particular effect or purpose, simply stating that "parallel structuring" exists in Louv's discussion of the separation "between people and nature" (page two). In addition, the student makes an unconvincing connection between Louv's use of parallel structure and his point that people rely too much on technology.
- Beginning on page one and continuing to the top of page two, the student appears to misunderstand the passage by repeating that advertisers "place their logos in nature," in order to get people to pay attention to the natural world.
- The student misrepresents the author's report that "'[w]e were fascinated with roadkill, and we counted cows and horses and coyotes and shaving-cream signs'" as hyperbole.
- The essay contains some inconsistent control of the elements of effective writing, particularly sentence structure.
- The essay earns a 4 for its insufficient analysis of how Louv's rhetorical choices develop meaning or achieve a particular effect or purpose.

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#### Sample Identifier: Q

Score: 3

- In the opening paragraph, the student provides a less perceptive understanding of Louv's argument, claiming only that Louv "presents the clear separation now created between nature and it's [*sic*] people."
- The student uses formulaic and underdeveloped organizational structure, choosing to create a separate paragraph for each of three rhetorical strategies: diction, imagery, and syntax. Within each of these paragraphs, the student struggles to select textual evidence that analyzes how the strategy serves Louv's purpose. For example, in the paragraph on diction, the student highlights that the friend has a Global Positioning System that demonstrates our need "to want the best and only the best," then misreads the friend's intent as illustrating "the hard ships and accomplishments of surviving in this harsh world."
- The essay relies more on description than on analysis to attempt making connections between strategies and purpose, particularly in the fourth paragraph about a "long sentence structure."
- The essay earns a 3 for its particularly limited and simplistic explanations.

#### Sample Identifier: V

Score: 2

- The essay demonstrates little success in explaining Louv's argument, focusing exclusively on technology and misreading Louv's intent by noting that Louv "gives an example of how a scientific discovery influences advertisers to give a negative view of nature."
- While focusing on Louv's use of examples, the student fails to analyze how examples or anecdotes serve to develop meaning.
- The essay demonstrates a lack of development and some lack of control in writing.
- The essay earns a 2 for its little success in analyzing the rhetorical strategies Louv uses to develop his argument.

#### Sample Identifier: W

Score: 1

- For the majority of the essay, the student substitutes a simpler task: evaluation of the quality of Louv's argument and overall writing style.
- The student simplifies Louv's purpose by expressing it as "the evolution of humans and nature and how they have become distant."
- The student repeats that Louv uses logos as a strategy, observing that Louv "did a nice job at showing the separation [*sic*] of humans and nature by the use of logos," but fails to explain how the strategy serves Louv's argument.
- The essay earns a 1 for its undeveloped approach to the task.