

AP[®] SUMMER INSTITUTE SCORING NOTES
2013 AP English Language and Composition

Question 3

Sample Identifier: RR

Score: 9

- The essay is especially sophisticated in explaining the student's position on the relationship between ownership and sense of self, arguing that the "intriguing aspect of ownership is that it builds both an individual sense of self and a group identity, or sense of belonging."
- Bore core examples are fully developed and together provide a convincing explanation of how two cultures demonstrate the relationship between ownership and sense of self: ancient Greece and America. In the paragraph on ancient Greece, the student argues fully that ownership of property contributed to the "sense of self-importance" for Greek citizens, astutely commenting that the "common affinity" gained from owning property and citizenship only "makes sense in a psychological way, because people without land had no stake in the future of the civilization."
- The student makes a coherent transition to the examination of a different culture in a different time period in the third paragraph: "In today's world, a similar concept still applies." With each sentence, the student unpacks rich layers of thought, moving from the immigrant's association between "ownership of a house in America" and "one's self worth" to a larger view that home ownership creates "shared responsibilities both as a community member and as a nation-member" and offers "enormous power" in strengthening "an individual and group identify in one fell swoop."
- The essay as a whole flows smoothly from the opening paragraph that establishes a context for the presentation of evidence to the insightful concluding paragraph that offers substance rather than summary.
- The student displays an impressive control of language, particularly in the skillful insertion of various commentaries that argue the complexity of the relationship between ownership and sense of self. In the final paragraph, the student reflects that it is "certainly somewhat strange that having possession of something can create such a profound psychological impact, but on the other hand maybe it's not so bizarre: humans come into the world with very little to call their own."
- The essay receives a score of 9 for its breadth of historical and cultural knowledge, its sophisticated argument, precise yet thorough development of ideas, and impressive coherence and control of language.

Sample Identifier: BBB

Score: 8

- The student effectively takes a position on the relationship between ownership and sense of self, arguing that since "ownership marks certain goals in human society, but can also lead to an individual's downfall," the only resolution is moderation.
- The student first examines how ownership develops a positive sense of self with two well-developed examples: the seven-year-old who experiences the "self-respect and self-sufficiency" that comes from working hard, saving one's allowance, and ultimately reaping the reward of a trip to the toy store; the personal story of goal setting and perseverance that allowed the student to finally save enough money to buy a car, ultimately resulting in a sense of "pride and self accomplishment."

AP[®] SUMMER INSTITUTE SCORING NOTES

2013 AP English Language and Composition

- The student transitions to an examination of how ownership can negatively affect one's sense of self through "[g]luttony and materialism," noting specific types of individuals who pursue excessive wealth and gain but may subsequently be forced to declare "bankruptcy" or turn over "property to collection agencies." In addition, the student argues that "[a]ddiction and obsession can arise when people begin to enjoy 'owning' too much," often giving in to peer pressure to spend "money they do not possess, ruining the positive sense of self ownership can convey."
- While not especially sophisticated, the examples collectively demonstrate an appropriate and convincing explanation of the relationship between ownership and self, presenting a balanced perspective in examining the complexity of the issue.
- Some lapses in connections, particularly in how gluttony contributes to a negative sense of self, do not detract from the student's overall ability to control a wide range of the elements of effective writing.
- The essay earns a score of 8 for its convincing and well-developed argument.

Sample Identifier: X

Score: 7

- The student adequately takes a position on the relationship between ownership and sense of self, arguing that since one can own material as well as "non-material items such as knowledge," ownership can have a significant effect on "an individual's sense of identity."
- Even though the student does not acknowledge the limitations of using literature as evidence, the student presents an appropriate explanation of how the title character in Shakespeare's *King Lear* suffers a loss of identity resulting from the arrogance associated with wealth and land ownership. The student argues that Lear's early "pride and self-worth" in his possessions is eventually replaced by a loss of confidence as a result of "the disappearance of all that he owned." However, the student's attempt to use Offred's predicament in *The Handmaid's Tale* as support for the argument is less convincing.
- In the final paragraph, the student appropriately argues that with the loss of "physical or mental" property, an individual "no longer feels worthy of his or her own identity," creating a complete presentation of the student's position.
- While the explanation of examples remains sufficient, the more mature prose style, smooth organizational flow, and fluent sentence structure earn the essay a score of 7.

Sample Identifier: L

Score: 6

- The student adequately takes a position on the relationship between ownership and sense of self, arguing that "though it may be materialistic, ownership directly relates to ones [sic] sense of self."
- The essay adequately explains two examples in the service of the student's argument: the early American colonists' desire to own their new country and the student's pride in owning a car. While the explanations are somewhat pedestrian, they work collectively to make a sufficient argument about the importance of pride and the unique feeling that ownership brings to individuals and groups.
- The student's concluding observation that "ownership and sense of self go hand and hand" is a somewhat vague account of the essay's argument.
- The essay earns a 6 for its adequate development and its generally clear prose style.

AP[®] SUMMER INSTITUTE SCORING NOTES 2013 AP English Language and Composition

Sample Identifier: WWW

Score: 5

- The student opens the argument with a definition of ownership, but eventually takes a position on the relationship between ownership and sense of self by defending Plato's position that "owning objects is detrimental to a person's character."
- The student provides several limited explanations of a variety of ways in which ownership can be detrimental. In the second paragraph, the student poses rhetorical questions about the effects of ownership, but instead of exploring those questions, leaps to the conclusion that "ownership prohibits the soul from truly being happy and blinds people from being individuals." The next paragraph, in which the student presents a specific example of how ownership can erode sense of self (owning Jordans) is more convincing.
- The final two paragraphs examine the intangible nature of ownership; however, the student leaps from discussing how ideas and names can be stolen to the colonial era when "countries were deemed great or not on how large their land was," providing an uneven explanation of the relationship between ownership and sense of self.
- The student concludes with the claim that "ownership is detrimental to the character because it prohibits self-actualization, distracts from the wonders of life, and causes unnecessary battles"; however, the essay as a whole remains limited in its explanations.
- The essay earns a 5 for its uneven development.

Sample Identifier: B

Score: 4

- The student opens the argument by agreeing with and quoting the prompt's account of Jean-Paul Sartre's position as the basis for a claim about the relationship between ownership and self. Unfortunately, this leads the student to provide examples of how Sartre's claim is true rather than to develop an argument.
- The student provides four unconvincing and unbalanced explanations of how playing soccer, playing an instrument, learning a language, and becoming a teacher illustrate how owning intangible things can provide the vaguely worded "great sense of self." While the student provides a variety of examples, explanations of these examples remain inadequate, and the student seems to employ a strategy of repetition rather than development of claims.
- The student's failure to discuss the relationship between ownership and sense of self creates lapses in coherence that accentuate the inadequate development of the examples.
- The essay receives a 4 for its inadequate development of the student's argument.

Sample Identifier: P

Score: 3

- The student opens the argument by agreeing with and quoting from Plato and Aristotle as the basis for a position on the relationship between ownership and self; however, the student's primary example contradicts Plato.
- The student struggles with articulating connections between his example and the relationship between ownership and sense of self, primarily due to less mature control of the elements of writing.

AP[®] SUMMER INSTITUTE SCORING NOTES

2013 AP English Language and Composition

- While the explanation of how the student's parents developed a deeper sense of character through their struggles to build their own business is appropriate as evidence, the example is insufficiently developed, and the confusing explanation of how those who are honored with monuments now have a sense of self since they "own a spot" is inappropriate to the task.
- The essay receives a 3 for its relatively unsuccessful attempt to develop a position on the relationship between ownership and sense of self.

Sample Identifier: GG

Score: 2

- The student begins the essay by asking questions about what it means to own something, and lapses into an agreement with Jean-Paul Sartre that intangible things can be owned. However, the student is unable to articulate and support a position on the relationship between ownership and sense of self.
- While the student attempts to convey that conscience and love can be owned, the discussion becomes disjointed as the student tries to concede that "if you have separate [*sic*] bank accounts," you own your own money.
- The essay overall demonstrates a lack of coherence and responds to the prompt with disconnected and unrelated explanations.
- The essay receives a 2 for its little success in developing a position on the relationship between ownership and sense of self.

Sample Identifier: F

Score: 1

- The student opens with an intriguing position that the relationship between ownership and sense of self is believing that you own something "even though you don't." However, the student fails to express and develop this position in the rest of the essay.
- This essay is especially simplistic and undeveloped, presenting jumbled thoughts on self and ownership.
- Much of the essay merely repeats words such as "ownership," "self," "sense of self," and "own."
- The essay receives a 1 for its unsuccessful attempt to develop a position on the relationship between ownership and sense of self and for its lack of coherence.