
AP English Language and Composition

Sample Student Responses and Scoring Notes

DRAFT

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ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours and 15 minutes

Question 1

Suggested reading and writing time—55 minutes.

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts for one-third of the total essay section score.)

Eminent domain is the power governments have to acquire property from private owners for public use. The rationale behind eminent domain is that governments have greater legal authority over lands within their dominion than do private owners. Eminent domain has been instituted in one way or another throughout the world for hundreds of years.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-developed essay that defends, challenges, or qualifies the notion that eminent domain is productive and beneficial.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (U.S. Department of Justice)

Source B (Carney)

Source C (Somin)

Source D (Porter)

Source E (cartoon)

Source F (Narciso)

Source A

United States Department of Justice, Environment and Natural Resources Division. "History of the Federal Use of Eminent Domain." *The United States Department of Justice*, 15 May 2015, www.justice.gov/enrd/history-federal-use-eminent-domain.

The following is excerpted from an overview of eminent domain published on a federal Web site.

The federal government's power of eminent domain has long been used in the United States to acquire property for public use. Eminent domain "appertains to every independent government. It requires no constitutional recognition; it is an attribute of sovereignty." *Boom Co. v. Patterson*, 98 U.S. 403, 406 (1879). However, the Fifth Amendment to the U.S. Constitution stipulates: "nor shall private property be taken for public use, without just compensation." Thus, whenever the United States acquires a property through eminent domain, it has a constitutional responsibility to justly compensate the property owner for the fair market value of the property. . . .

The U.S. Supreme Court first examined federal eminent domain power in 1876 in *Kohl v. United States*. This case presented a landowner's challenge to the power of the United States to condemn land in Cincinnati, Ohio for use as a custom house and post office building. Justice William Strong called the authority of the federal government to appropriate property for public uses "essential to its independent existence and perpetuity." *Kohl v. United States*, 91 U.S. 367, 371 (1875).

The Supreme Court again acknowledged the existence of condemnation authority twenty years later in *United States v. Gettysburg Electric Railroad Company*. Congress wanted to acquire land to preserve the site of the Gettysburg Battlefield in Pennsylvania. The railroad company that owned some of the property in question contested this action. Ultimately, the Court opined that the federal government has the power to condemn property "whenever it is necessary or appropriate to use the land in the execution of any of the powers granted to it by the constitution." *United States v. Gettysburg Electric Ry.*, 160 U.S. 668, 679 (1896).

Eminent domain has been utilized traditionally to facilitate transportation, supply water, construct public buildings, and aid in defense readiness. Early federal cases condemned property for construction of public buildings . . . and aqueducts to provide cities with drinking water . . . for maintenance of navigable waters . . . and for the production of war materials. . . . The Land Acquisition Section and its earlier iterations represented the United States in these cases, thereby playing a central role in early United States infrastructure projects.

Condemnation cases like that against the Gettysburg Railroad Company exemplify another use for eminent domain: establishing parks and setting aside open space for future generations, preserving places of historic interest and remarkable natural beauty, and protecting environmentally sensitive areas. Some of the earliest federal government acquisitions for parkland were made at the end of the nineteenth century and remain among the most beloved and well-used of American parks. In Washington, D.C., Congress authorized the creation of a park along Rock Creek in 1890 for the enjoyment of the capitol city's residents and visitors. The Department of Justice became involved when a number of landowners from whom property was to be acquired disputed the constitutionality of the condemnation. In *Shoemaker v. United States*, 147 U.S. 282 (1893), the Supreme Court affirmed the actions of Congress.

Today, Rock Creek National Park, over a century old and more than twice the size of New York City's Central Park, remains a unique wilderness in the midst of an urban environment. This is merely one small example of the many federal parks, preserves, historic sites, and monuments to which the work of the Land Acquisition Section has contributed.

Source B

Carney, Timothy P. "Eminent Domain Often Leaves Broken Communities Behind." *Washington Examiner*, 29 March 2014, www.washingtonexaminer.com/eminent-domain-often-leaves-broken-communities-behind/article/2546500.

The following is an excerpt from an editorial published in a Washington, D.C., newspaper.

Weeds and rubble cover 90 acres along Long Island Sound. A room with cinder-block walls sits locked in an empty Brooklyn basement. And a gleaming industrial palace has failed to bring jobs to the banks of Ohio's Mahoning River.

These are monuments to failed central planning. Eminent domain, state and local subsidies, and federal-corporate partnerships have yielded these lifeless fruits, failing to deliver the rebirth, community benefits and jobs they promise—but succeeding in delivering profits to the companies that lobby for them.

The economic philosophy at work here isn't capitalism or socialism. It's *corporatism*: the belief that government and business should work together. You could describe corporatism as the view that profits provided by the market aren't sufficient motivation for business, so government must put some icing on top. From another perspective, corporatism is government's attempt to harness the profit motive for the goals of policymakers: let industry row the ship while politicians steer.

Often, the corporatist ship founders on the rocks of false promises.

Last decade, the New London Development Corporation—a quasi governmental body—crafted a plan for revitalizing the small Connecticut town. This plan involved a new Pfizer plant. The NLDC and local politicians sold the land to Pfizer for \$10, gave the company tax breaks and pledged \$26 million to clean up contamination and a local junkyard.

"Pfizer wants a nice place to operate," the *Hartford Courant* quoted executive David Burnett as saying in 2001. But Burnett wasn't just talking about the junkyard and the contamination. He was also talking about the area's middle-class homes. "We don't want to be surrounded by tenements."

So NLDC drove out the homeowners, using eminent domain. Homeowner Suzette Kelo sued, but in the end, the liberal majority on the U.S. Supreme Court ruled in favor of the developers and the politicians. The majority argued: "The city has carefully formulated a development plan that it believes will provide appreciable benefits to the community, including, but not limited to, new jobs and increased tax revenue."

The New York Times applauded the ruling: "New London's development plan may hurt a few small property owners, who will, in any case, be fully compensated. But many more residents are likely to benefit if the city can shore up its tax base and attract badly needed jobs."

In 2009, Pfizer, after its merger with Wyeth, abandoned its plant in New London. The condemned neighborhood is now, as Charlotte Allen put it in the *Weekly Standard*, a "vast, empty field—90 acres—that was entirely uninhabited and looked as though it had always been that way."

On the bright side, Pfizer got to sell the plant to General Dynamics for \$55 million.

Used by permission.

Source C

Somin, Ilya. "How Eminent Domain Abuse Harms the Poor." *Spotlight on Poverty and Opportunity*, 26 May 2015, spotlightonpoverty.org/spotlight-exclusives/how-eminant-domain-abuse-harms-the-poor/.

The following is from a blog by a law professor, posted on the Web site of a nonpartisan initiative on economic hardship.

This June [June 2015] is the tenth anniversary of *Kelo v. City of New London*. The controversial Supreme Court decision held that it is permissible for the government to use eminent domain to take private property and transfer it to other private interests in order to promote "economic development." Not surprisingly, the ruling was opposed by libertarians and conservatives because it undermines property rights. But it has also met with strong criticism from many on the left, including Ralph Nader, the NAACP, and former president Bill Clinton.

This unusual cross-ideological coalition arose because takings that transfer property to private interests often tend to victimize the poor, racial minorities, and the politically weak. As Hilary Shelton of the NAACP put it in testimony before the Senate Judiciary Committee, "allowing municipalities to pursue eminent domain for private economic development [has] . . . a disparate impact on African Americans and other minorities."

His point is backed by much painful historical experience. Since the 1940s, "blight," urban renewal, and economic development takings have forcibly displaced several million people in the United States, most of them poor and racial minorities. . . .

Most of the people displaced were left even worse off than they were before. The condemned property was often transferred to politically influential developers and business interests. While such condemnations are less common in recent years, blight takings still disproportionately occur in poor and minority neighborhoods, and still inflict great harm both on their victims and on the surrounding communities.

Unlike in the 1940s and 50s, overt racism is rarely a factor in modern takings, though some scholars contend that unconscious bias plays a role. In most cases, the poor and minorities suffer not because officials are hostile to them as such, but because these groups often lack the resources and political influence to resist effectively, especially when faced with more powerful interest groups on the other side.

Defenders of blight and economic development takings argue that they are a necessary tool for promoting economic growth in poor areas. But in reality, such condemnations often destroy far more economic value than they create. Developers and local governments have strong incentives to overstate the benefits of condemnation-driven projects, and ignore costs. By the time their true effects become evident years later, public attention has usually moved on to other issues. Voters rarely punish officials who authorize dubious takings. In the *Kelo* case itself, the condemned property remains empty a decade after the Supreme Court decision.

Cities that make aggressive use of eminent domain to promote private development projects often end up undermining their economies rather than enhancing them. The bankrupt city of Detroit is a striking case in point. For many years, Detroit made extensive use of takings for the benefit of politically connected business interests. In the notorious 1981 *Poletown* case, it forcibly displaced some 4,000 people and numerous businesses in order to transfer the property to General Motors for the construction of a new factory. That taking failed to provide anything close to the promised 6,000 new jobs. The destruction of numerous homes, businesses, and schools, and churches predictably damaged the local economy. Ultimately, eminent domain abuse was a significant contributor to the city's economic decline.

Aggressive use of eminent domain also damages the social fabric of poor communities because the displacement of residents, businesses, and churches undermines social ties.

Source: Spotlight on Poverty and Opportunity: The Source for News, Ideas and Action

Source D

Porter, Douglas R. *Eminent Domain: An Important Tool for Community Revitalization*. Urban Land Institute, 2007.

The following is a case study excerpted from a report by a nonprofit research and education organization specializing in land use and real estate development.

The Freetown neighborhood in Greenville was developed in the 1880s. . . . The neighborhood declined over the years: housing became little more than shacks, [and] cracked sidewalks and worn pavement were the norm. . . . Residents appealed to the Greenville County Redevelopment Authority for help.

Today, Freetown is a different place after undergoing a complete makeover that replaced decaying housing and junk-strewn lots with 80 affordable new homes and ten rehabilitated residences; neighborhood street, water, and sewer infrastructure also was upgraded. One of the most dramatic improvements is a new \$600,000 community center—equipped with a full-sized gymnasium, meeting rooms, and a kitchen—that replaced a small U.S. Army barracks building previously used as the neighborhood center.

The redevelopment authority accomplished all this beginning in 1998 by acquiring blighted properties in order to assemble buildable sites for new homes. Acquisitions included a 54-unit apartment complex that . . . was torn down and replaced by more than a dozen new single-family homes. Most new houses in Freetown have about 1,100 square feet of space and are valued at less than \$75,000.

The authority used the power of eminent domain to acquire only two holdout properties and to clear title to abandoned and tax-delinquent properties. Relocation grants ranging from \$10,000 to \$20,000 helped residents make downpayments on new homes. Having completed a carefully phased redevelopment program in 2006, the authority successfully returned more than one-third of the displaced households to the Freetown community, which now numbers about 200 families.

Urban Land Institute

Source E

Marciuliano, Francesco. "Bizarro." Cartoon.
King Features Syndicate, 1 Aug. 2008,
bizarro.com/comics/august-1-2008/.

The following cartoon was published in a nationally syndicated comic strip.



BIZARRO © 2008 DAN PIRARO DISTRIBUTED BY KING FEATURES SYNDICATE, INC.

Source F

Narciso, Dean. "1 Mile Equals \$595,625, Jury Decides."
The Columbus Dispatch, 11 Oct. 2007,
www.dispatch.com/article/20070929/news/309299842.

The following article, about a situation in the town of Canal Winchester, Ohio, was published in a local newspaper.

When Canal Winchester offered Richard "Pete" Stebelton \$9,249 for a 1-mile strip of his property, Stebelton thought the payment was too low.

Boy, was it ever.

This month, a Franklin County Common Pleas jury decided the village should pay the farmer and used-car dealer \$595,625.

Canal Winchester wants the land to link a bike path between Rager Road and the village swimming pool. It used eminent domain to take a strip of Stebelton's 80-acre property and hired an appraiser who determined that the \$9,249 would be enough compensation.

"It wasn't fair at all," Stebelton, 75, remembers thinking.

Stebelton was the only one of eight property owners who didn't agree to sell his land to the village for the path. Instead, he went to court to challenge the village's valuation.

The jury decided Sept. 20 that the land the village wants, along the northern edge of his property, is worth \$37,000. But the jury also decided that by taking it, the village was closing off a back entrance to the property and damaging the value of the rest of Stebelton's land by \$558,625.

"I was thrilled. I would have to be," Stebelton said of the victory, adding that the trial "put me through one hell of a miserable week."

Stebelton lives in a home built in 1825. He grows hay and raises horses on the land he bought 21 years ago for \$300,000.

Canal Winchester's former mayor, Marshal Hall, offered Stebelton \$60,000 years ago. But Stebelton turned that down.

Hall was replaced by Mayor Jeff Miller four years ago. Stebelton was offered the \$9,249 as part of a deal in which the Ohio Department of Transportation [ODOT] agreed to finance 80 percent of construction costs for the \$1.57 million bike path project.

Now, the project might be on hold, Miller said.

"We're really at the mercy of ODOT," Miller said. "They're going to decide where we go with it."

ODOT spokesman Joel Hunt said the agency will work with the village to move the project forward, and seek alternative routes if necessary.

One option is to pay Stebelton the full jury award and move ahead. Another is to pay Stebelton the \$37,000 and work out an alternate path that doesn't diminish the value of Stebelton's land, said Gene Hollins, the village solicitor.

"I think the council and mayor are very well-meaning people trying to carry out what would be a very nice bike path, which we've invested a good deal of effort in," Hollins said.

The Columbus Dispatch

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2018 SCORING GUIDELINES — Version 1.0

Question 1

General Directions: This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays you read, but if it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader booklets that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect an evaluation of the paper as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the paper, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

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 a paper'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.

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** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by effectively synthesizing* at least three of the sources. The evidence and explanations appropriately and convincingly support the writer's position. The 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** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations appropriately and sufficiently support the writer's position. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by synthesizing at least three sources, but the evidence and explanations used to support that position may be uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer'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 writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by synthesizing at least two sources, but that position may be inappropriately, insufficiently, or unconvincingly supported by the evidence and explanations used. 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 writer's ideas but may be inconsistent in controlling the elements of effective writing.

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3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in defending, challenging, or qualifying the notion that eminent domain is productive and beneficial. They are less perceptive in their understanding of the sources, or the evidence and explanations used may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying the notion that eminent domain is productive and beneficial. 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 or inaccurate 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.

On the outer limits of just ~~government~~ governance and the preservation of private liberty lies the issue of eminent domain.

Despite it repeatedly being upheld by the Supreme Court, many question whether or not a Democratic government should be able to seize private property without the consent of its rightful owner, especially if it ~~there~~ is improperly valued, given to a private company, or never put to constructive use. This ~~more~~ often has the most pronounced on the poor or minorities, as they lack the judicial power of financial security to protect their property or their way of life. However, these occasional failures are overshadowed by the resounding successes of many of their larger, ~~even~~ often nationwide attempts of the government to construct & much-needed infrastructure, and to tangibly alter the course of the nation in a way that cannot be done with just pen and paper. Although eminent domain can be misused to benefit private interests at the expense of citizens, it is a vital tool of any government that intends to have any influence on the land it governs beyond that of written law.


When misused, eminent domain can displace thousands of families at the expense



I 2 1

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

of economic rebirth, while delivering nothing but "weeds and rubble" in its place (Carney). ~~Struggling~~ Struggling, local governments will often use this power, originally intended for the creation of productive public lands, as a societal vacuum cleaner, to clean out ~~poor~~ impoverished areas in the hopes ~~that~~ of ~~they might be able to~~ seducing a business into moving in and revitalizing the town. A famous example of this is Detroit, the failing manufacturing hub that tried to regain its former glory in 1981 by displacing "some 4000 people and numerous businesses in order to transfer the property to General Motors for the construction of a new factory" (Somin). The societal impact of such a policy can be ~~devastating~~ devastating, as thousands of families no longer have homes in which to live, ~~and~~ and have to struggle to pull themselves out of homelessness, while a major corporation is ~~also~~ provided an expensive lot and low taxes to entice it to settle down. ~~then~~ As the new company enters the city, it can potentially underperform, like in Detroit, or it can never even come ~~to~~ to fruition. This was seen with the New London Development Corporation in Connecticut, where a suburban neighborhood was transformed into a "vast empty field - 90 acres - That was



entirely uninhabited" (Corney). When ~~the~~ governments use eminent domain as a mismanaged attempt to bring in jobs, as opposed to generating new systems ~~and~~ for ~~the~~ public betterment, the result will likely be just as mismanaged and evident of negligence. American history has shown that ~~the~~ eminent domain can sometimes ~~be~~ be the death knell of a fading town instead of a lambent sign of ~~the~~ progress.

However, characterizing eminent domain by its small-scale failures ignores ~~the~~ its larger, more ubiquitous implications. If not for eminent domain, governments would be able to do little other than draft legislation and arm officials to enforce that legislation. Instead, they have an additional opportunity to exact change, and do so in a way that is constructive to the community at-large. Many of America's most cherished infrastructure systems, ~~the~~ ~~these~~ ~~these~~ are the result of this unique power. Eminent domain is used to "facilitate transportation, supply water, construct public buildings, and aid in defense readiness" (U.S. Department of Justice). Eminent domain gives ~~the~~ governments the assurance that when it plans to ~~the~~ construct infrastructure or



I4 1

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Other systems that improve the state of the country and promote policy, that it does not encounter any roadblocks. Otherwise, it would find itself much like the American ~~states~~ Articles of Confederation, where the government had ~~the~~ no ability to assert power or sustain itself. When used as intended, eminent domain goes beyond small-scale revitalization and ventures into the realm of sweeping progress and development.

Eminent domain should not involve making of an ordinary home-owner suing ~~their~~ their city for wanting to build a road, but rather, a core principle of proactive government, and a fiscal instrument for change. Despite its potential for failure and misuse, eminent domain is a crucial power of any constructive government.

#

In the city of Baltimore, Maryland lies the district of Fells Point. This historically vibrant, lively corner of the sometimes-dull city is a refreshing retreat, yet during the late 20th century, this part of Baltimore was destined to become a freeway which would connect the city and reduce traffic. Through the efforts of the citizens of Fells Point, however, the area was saved, and Baltimore gained much more from this decision. This is not a stand-out example. Across the country, vibrant neighborhoods and private properties are threatened by the power of Eminent Domain. ~~Not only does Eminent Domain~~ While there are many who argue the Eminent Domain can be used to revitalize, this power often exploits lower-income areas ~~and~~, violates 5th amendment rights, and often fails at the intended goal.

It is no big secret that there are many places in our country that need refurbishment. Low-income areas particularly face bad foundations and a lack of basic amenities. Eminent Domain proposes to help these areas, but its plan often backfires. Many ~~times~~ the intentions to revitalize are backed by "corporatism: the belief that government and business should work together." ^(Source: B) ~~This~~ This belief often leads to the neglect of these areas which are targeted. The corporations focus on the profit they can get out of their new plan, rather than the interests of the people living or working there. Furthermore, the end product after the "revitalization" is often worse than before. In the end, the ones who



Question 1 E2

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

profit are the corporations, not the community or the area.

Another disappointing consequence of Eminent Domain is the way that it preys on minority areas. While "overt racism is rarely a factor in modern takings," ^{"it is clear that"} ~~a ["]scholarly consensus~~ ["] ~~that~~ ["] ~~unconscious~~ bias plays a role." (Source E.) Why should we trust a system that preys on ~~these~~ ^{to the use of} minorities? Oftentimes, the counterargument ^{Eminent Domain} is that the people whose homes have been taken from them will have a new benefit to look forward to such as a highway, community center, or park, but when your home has been taken from you, the prospect of a ^{highway} ~~park~~ will not compensate that loss. Another counterargument may be that there is adequate payment for those who have lost their houses, yet this is false. In many cases, homeowners are compensated for hundreds of thousands of dollars less than they should be, and the individual financial loss is wildly high (Source F).

Fairness aside, Eminent Domain violates the right to private property. The 5th amendment to our constitution states that private property will not "be taken for public use, without just compensation." (Source A) How can we argue that Eminent Domain is 'by the book' if former owners are rarely compensated fairly? While there certainly are cases in which there is fair compensation and the end product is positive, sources show that this is often not the case.



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

Question 1 E₃

Unfortunately, not every community threatened by eminent domain can have the same outcome as Fell's Point. It is sad to think about the neighborhoods which have been destroyed by Eminent Domain. This power is very often ~~and~~ an unjust one, and while it does have positive impacts, isn't it better to ~~preserve the communities of individuals that to attempt to change them?~~ ^{happy} keep a precedent of preserving communities rather than keep a precedent of destroying them?

##

Eminent domain, or the power of the government to take land from private owners in the name of the public good, ~~has~~ has been ~~the~~ a major source of controversy over the past few centuries. The most common defenses for eminent domain, while well-intentioned, are ultimately built on flawed concepts that go against the American value of individual freedom. Although eminent domain might benefit some people in certain cases, the ends do not justify the means. It is unethical and un-American to ~~sacrifice~~ sacrifice the rights of the poor, the needy, and the few ~~under~~ under the guise of "the greater good."

Eminent domain was originally intended to be used for public benefit, not for the gain of private corporations. Early in our nation's history, the federal government used this power to "facilitate transportation, supply water, construct public buildings, and aid in defense readiness" (Source A). Also, eminent domain was used to create "federal parks, preserves, historic sites, and monuments" (Source A). Perhaps this was necessary in our country's beginning. However, now that we already have land set aside for public use, is it really necessary to continue forcing people off their private land? There must

B2 1

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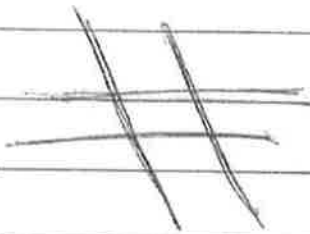
be a point when the public has enough, and we have likely reached that point. Almost every town has a public park, and most cities have several. Every state has monuments and historic sites for the public to tour. Also, we have public buildings, water supply, and transportation. How much more is truly necessary?

While eminent domain was originally intended ~~for public use only~~ to serve the needs of the public, it has now predictably become a way for the powerful to oppress the poor. In modern times, government officials often have stronger ties with wealthy corporations than with the voting public. As a result, ~~many~~ ~~are~~ communities are seized under eminent domain, and they are turned into factories and plants. This is done under the ~~pre~~ guise of helping people through "new jobs and increased tax revenue" (Source B). However, these plans often fail to deliver "the rebirthing community benefits and jobs they promise" (Source B), leaving behind polluted land and uprooted communities. This tends to "victimize the poor, racial minorities, and the politically weak" (Source C). Poor and minority neighborhoods are disproportionately targeted by ~~eminent domain~~ the



abuse of eminent domain. Besides having a negative effect on the economy, overuse of eminent domain ~~damages~~ "damages the social fabric of poor communities" when churches and neighborhoods are uprooted. Poor people tend to rely heavily on community support. When they no longer have that support system in place, it becomes even more difficult for them to make ends meet.

Overall, the use of eminent domain has led to more harm than good, especially over the past few decades when corporations have had a major hand in politics. Eminent domain as we know it is a civil rights violation that destroys ~~poor~~ poor and minority communities in favor of corporate profit. Any system that allows the powerful to oppress the disadvantaged is inherently flawed. Widespread, government-approved theft and discrimination cannot be tolerated in a free and equal society.



The issue of eminent domain has frequently ~~permeated~~ ^{entrenched} itself into American history. While the Fifth Amendment to the U.S. Constitution does not advocate directly for the practice, it does mention that private property can be taken for public use only when a just compensation is offered to those affected. Thus, eminent domain has been used as an effective tool to promote ~~positive public interests~~ beneficial government interests. However, while projects ~~in~~ requiring the use of eminent domain usually aim to help the public, the practice becomes unjustified when minorities are victimized, a "reasonable compensation" is not attained, and the government works with private companies in the ^{economic} philosophy of corporatism.

First and foremost, groups of lower income and diverse backgrounds are, at times, unequally ~~harmed~~ affected by projects involving eminent domain. Source C confirms this idea, stating that ~~these~~ ^{such} undertakings "tend to victimize the poor, racial minorities and the politically weak." Although these inequalities are usually unintentional, they arise ~~via~~ via a lack of resources, political influence, and opposition to powerful interest groups (Somin). Ultimately, families are displaced and the communal social fabric of poorer communities is broken.

Eminent domain is also abused when private companies benefit at the cost of other private entities or citizens. This



Question 1

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

H2

~~corruption~~ practice is known as corporatism, in which the government ~~now~~ works closely with private businesses to stimulate economic growth. Unethicality arises, however, when the public-private ties become corrupt, leaving some prosperous and others destitute. Often the case, promises are left unfulfilled so that, in the long run, more are harmed than helped. ~~A person~~ ~~Such~~ Such an outcome is exemplified in Source B, which details a failed plan by the New London ~~Communities~~ Development Corporation to "revitalize a small Connecticut town." The "quasi government body" worked in tandem with Pfizer, giving the company tax breaks and offering to help clean up pollution. While the plan intended to benefit many more residents, compared to the amount of homeowners displaced, the company soon abandoned the plant, leaving an empty ^{open} 90 acre field. In the end, nobody was helped in this private-public project, and many were left worse off than beforehand. The financial disaster of Detroit can also be attributed to failed undertakings of corporatism, and altogether, such projects ~~usually~~ fail: By the time the projects are completed, other, more urgent, more salient, public issues arise (Somin). Disapproval of corporatism is further demonstrated in Source E, where ~~the~~ the combining of public and private interests, using eminent domain, is described as the "greater Foe" (Cartoon).



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

Question 1

H3

~~But~~ Government ambitions involving eminent domain are not always harmful. In fact, when properly used, the government acquisition of land provides the public with a multitude of desirable provisions, including transportation, water systems, public buildings, defense aid, historical preservation sites, and natural parks (U.S. Department of Justice). The process, however, becomes unethical when governments work closely with private industries, causing social inequalities, unnecessary displacements, ^{corruption} ~~and an overall broken corruption~~, and unfulfilled promises.

##

Eminent Domain is productive and beneficial ~~for the government~~ because the government needs it to provide for ^{its} ~~their~~ citizens and the people. ~~the people~~ receive full compensation for what is lost.

To begin the ~~your~~ authorities require the power of eminent domain as it allows them to provide the basic human rights to their people. ~~The~~ In fact, Justice William Strong believes that eminent domain ~~is~~ "essential to ~~the~~ independent existence and perpetuity" of the federal government (Source A). The opinion of Justice Strong emphasizes the government's necessity for eminent domain. This power allows it to provide such basic human needs as water, heat, gas, and electricity.

"Eminent Domain has been used traditionally to facilitate transportation, supply ~~the~~ water, construct public buildings and aid in defense readiness" - functions that every nation requires (Source A).

Eminent Domain only helps people. It provides what ~~the~~ the government otherwise couldn't, in places where the government can't reach. That power allows the authorities to help



Q 1 D2

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

people with the needs of otherwise could not.

Furthermore, while the government does take ~~public~~ private property, it compensates people for it, thus ensuring their well being. For example, in the Freetown neighborhood in ~~the~~ Greenville, poor ~~houses~~ half-ruined houses were destroyed and the owners were compensated with ~~the~~ the amounts ranging from \$10 000 to \$20 000 which helped the residents make down payments on new improved homes built by the government (source D). Compensation for their ruined property provided for the future of those people. It allowed them to sell the property that otherwise couldn't have been sold. An issue my family had to face today, as we cannot sell our apartment in ~~Boston~~ Russia for the appropriate money because the country is in crisis. The power of eminent Domain would help us. If the government would buy our home in Russia for appropriate ~~the~~ amount, it would allow us to buy a new house in ^{the} Basking Ridge, New Jersey. ^① ~~The~~ Eminent Domain compensates what is lost, thus only further helping the people.

Although, one issue rises with this



compensation. ~~Appropriate~~ Is the amount appropriate? Thankfully, the system of checks and balances ensures that it is. In October a Franklin County Common Pleas jury decided that a village that wanted to use farmers property had to pay \$595,625 in contrast to the originally offered amount of \$9249^(Source #3). Different branches of government make sure that the federal government does not abuse Eminent Domain. This system ~~also~~ provides the people with appropriate compensation for what is lost.

②

1. one of the more expensive regions of NJ.

2. The government is able to provide basic needs to its people and compensate them for everything they lose through Eminent Domain, thus securing its benefits and values in the government.

#

Eminent Domain: Power the government holds to take land from private property owners, yet they still must pay compensation for the property's value. Although one may think this is completely fine many argue that it's extremely unfair. Both cases are right. Eminent domain is a two-sided coin; eminent domain is good and bad depending on what side you stand on and how it affects you or others.

First of all we must consider the damages of eminent domain. [Source F] gives a prime example of a damage due to eminent domain. If the government took his property there would be various causes of damage to his work. With this we see that not only must he be paid for the land but damages for his work environment. Eminent domain also leads to environmental damages not just to one's personal property but the community's property as well. [Source B], we read that through eminent domain the Long Island Sound received a heavy burden when the government took a person's property just to leave it worse off than it already was. Eminent domain can have a good side and a bad side. The [Sources B & F] demonstrated that the government's use of eminent domain may leave or has left damage behind in which most cases is left unfixed and




A2 Question 1

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

Permanently damaging.

We see this Permanent unfair damage in various forms such as property damage but one that most greatly affects people is home and job loss. Looking at [Source E] we may laugh at the sarcastic voice at first but then we come to realize that this is no joke a lot of people do lose their homes to the government. Although we may see a brightside seen as a new place to create jobs you just made a family lose their home for it. We can also see the damages when we read [Source C] we see that the people who receive the short end of the stick is small communities. The damage that eminent domain holds on people is great.

Through all the bad we also see some good in eminent domain as seen in [Source A] where the government took land to preserve a place with great historical significance. In cases like this we see that eminent domain isn't that bad because we are left with some great places such as parks, reefs, historical land marks, etc. We also see the good in [Source D] where we read that in the end sometimes the people cry out for help and through eminent



domain they received the help they needed to get
out of a horrible situation into a good one.
As we see that the use of emmet domain
can't be all bad in the end there will be good
that can come out.

Finally ~~when~~ when we look at emmet domain
we see that yes it has it costly damages
on properties and communities in the forms of
job and home loss but we can also see that
there is good when emmet domain takes place.
When emmet domain is first spoken we
must not just focus on the good or bad because
in the end we truly don't know which will
occur.

#

There are many people that argue whether eminent domain is a positive thing or not. Eminent domain is the act of the government taking away private property for public use. Eminent domain is productive ~~and~~ useful because it can open up opportunities for people, and it can benefit many people.

Eminent domain ~~is~~ is useful because it ~~can~~ can open opportunities for people. When the government takes a property, it can open up many job opportunities. In source B written by Timothy Carney, the editorial states that New London's development plan may hurt, but also help people ~~who need a job~~. especially those who need a job. While eminent domain may seem like a bad thing, it can be very beneficial. Opening up a private property can help many people with jobs. In source A written by the United States Department of Justice, the article says that eminent domain is used for things like transportation, supply water, and construct public buildings. Both sources A and B explain how eminent domain is used for good. All the things that it is used for also opens up jobs and opportunities for people.

Eminent domain is also useful because it benefits more people than it hurts. While the government does take property away, they do use it for good reason. This is shown in source D when the author states, "Today FreeTown is a different place



F₂

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

Question 1

after undergoing a complete makeover that replaced decaying housing and junk-strewn lots with 80 affordable new homes and ten rehabilitated residences" (source D 8).

Eminent Domain may seem like a bad thing to a lot of people. In the end, it does help benefit more than it hurts. ~~For~~ Due to eminent domain happening, the government was able to open new homes for a community. They were able to help fix up a whole town. Eminent Domain ended up helping many people instead of hurting them.

People will always argue on whether or not eminent domain is a good or bad thing. ~~the~~ People will argue that it helps people or it does not. Eminent domain is useful because it opens up opportunities for others, and it benefits people more than it hurts them.

#

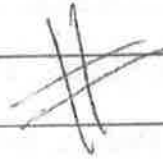
There is no way all the people who reside in the US will ever agree on a topic. No not possible. Hopeful as many may be it just isn't in the cards for this free country. Therefore why should the topic of eminent domain be any different. The times the US is at right now are trying no doubt, especially with the whole FBI watching and the theory that the government is slowly trying to take over our freedom, many people are reluctant to agree that eminent domain is beneficial. Don't get me wrong it definitely has its "beloved" perks in "protecting environmentally sensitive areas" (U.S. Department of Justice). This power the government has "played" a central role in ... infrastructure and given us many beautiful ways to escape the havoc it's created also (U.S. Department of Justice). Without this power it's safe to say these preserved sites would not necessarily be where they are today. But with every great thing there is also a down side. Someone always suffers. The ones suffering are "African Americans and other minorities" (Skellton). Communities of minorities usually are the victims of the abuse of eminent domain. "These groups... lack... resources... to resist" therefore



62

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

Causing more and more problems (Somin). So
yes there are down sides but in cases like
Free town, the benefits just seem to outweigh.
Beautiful places of nature are preserved for
~~an~~ an abundance of people to visit and towns
are "completely made over" (Porter). It's just
a matter of preception.



The Government pretty much controls everything throughout the United States. If the government wanted to take your land for necessary need, they can do that. But it's all mainly for a good cause in the area people are in. Many people would agree that taking someone's property is bad. But I would disagree because when the government takes someone's land, they do it for a good cause. The Eminent Domain should be used for a better future ahead.

beneficial.

When people the government utilizing Eminent Domain can be so helpful in many ways like considering better facilities for transportation, better buildings, and other ways of supplying water. But many people would argue that the Eminent Domain is wrong for what they're doing by taking over so much land and the land is owned by a private owner. The Eminent Domain has brought plenty of criticism for residents by bringing American parks.

#

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

Question 1

Sample Identifier: I

Score: 9

- The essay contains an especially thoroughly developed argument in which the writer acknowledges that “eminent domain can be misused to benefit private interests at the expense of citizens” while maintaining that “it is a vital tool of any government.”
- The writer’s position is convincingly supported through sources: the writer draws on Carney and Somin to highlight the pitfalls of eminent domain and uses the U.S. Department of Justice source to argue for the importance of eminent domain in developing the nation’s “most cherished infrastructure systems.”
- The control of language in this essay is particularly impressive—note how the writer uses the phrase “weeds and rubble” from Source B to encapsulate the empty promises of eminent domain. Other examples of the writer’s facility with language include the figuring of eminent domain as “a societal vacuum cleaner to clean out impoverished areas in the hopes of seducing a business into moving in” and the evocative remark that “eminent domain can sometimes be the death knell of a fading town instead of a lambent sign of progress.”
- The essay’s prose proves consistently clear and organized, as in the last two paragraphs. The overall argument is clearly summed up (“When used as intended, eminent domain goes beyond small-scale revitalization and ventures into the realm of sweeping progress and development”), and the writer makes a final, economical reference to Narciso (“images of an ornery home-owner suing their city”) to strengthen their position.

Sample Identifier: E

Score: 8

- The essay leads with effective personal example (Fells Point as an example of the successful application of eminent domain) that frames the argument.
- The writer convincingly establishes a position that is supported in body paragraphs; the idea that eminent domain “fails at the intended good” is a theme that unites the parts.
- The writer’s prose is clear, concise, and controlled.
- The essay consistently demonstrates effective argumentation and synthesis of sources, especially sources C and F.
- The response contains thoughtful consideration of counterarguments in the third paragraph, e.g., “in many cases, homeowners are compensated for hundreds of thousands of dollars less than they should be”

Sample Identifier: B

Score: 7

- The essay contains an adequately qualified argument that is especially well-reasoned.
- The response is a bit deceptive, as it appears successful in the beginning but ultimately does not rise to an 8-level response (e.g., the writer’s insistence that eminent domain has outlived its usefulness in paragraph two and elsewhere is not entirely convincing).
- The writer demonstrates a mature prose style: e.g., “While eminent domain was originally intended to serve the needs of the public, it has now predictably become a way for the powerful to oppress the poor.”
- The sources sufficiently support the student’s position with more complete explanations (e.g., “Early in our nation’s history, the federal government used this power . . .”).

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

- The response's skillful incorporation of sources also reflects the writer's more mature prose style.
- The essay offers a more unified argument (good, logical conclusion based on body paragraphs).

Sample Identifier: H

Score: 6

- The essay contains concise, adequately developed paragraphs as seen in "corporatism" paragraph developed with multiple sources and examples.
- The essay uses sources adequately and has a clearly established argument.
- The three-pronged thesis adequately develops two ideas, addressing the effect of eminent domain on vulnerable groups and the problems of corporatism ("reasonable compensation" is only alluded to briefly).
- The writer's position is sufficiently supported through the sources (e.g., "such an outcome is exemplified in source B, which details a failed plan by the New London Development Corporation to revitalize a small Connecticut town").

Sample Identifier: D

Score: 5

- The essay contains mostly clear prose (*despite* the handwriting).
- The writer establishes a clear position, arguing that eminent domain is good.
- The response uses sources as examples to provide limited support to the argument.
- The uneven explanation becomes better as the writer progresses through the argument but is overgeneralized (i.e., the weak evidence in the last paragraph referring to "the system of checks and balances" that "ensures" an appropriate amount of money is problematic because it isn't really an example of checks and balances; only one property owner's successful challenge to eminent domain is highlighted).
- The link between the argument and sources prove strained and uneven (i.e., the personal example of "the apartment in Russia" is not very convincingly handled).

Sample Identifier: A

Score: 4

- The essay uses four sources but skims the surface, resulting in an inadequately supported argument.
- The writer attempts to qualify the argument but is not successful.
- The response provides a claim that eminent domain is good/bad depending on perspective; however, the support proves inadequate and repetitious.
- The sources dominate this essay.
- The connection between the sources and the argument is weak (i.e., the essay merely references sources without contextualizing them).
- The inadequately developed argument moves from point to point too quickly before completing a thought (e.g., "Source F gives a prime example" and "Source B gives . . .").
- There is a good attempt at using Source A in the penultimate paragraph, but overall the essay remains inadequate.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

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Sample Identifier: F

Score: 3

- The essay takes a position, but it is less successful because it is one-sided and simplistic.
- The quotations used are too long and not integrated well with argument (i.e., the use of source D is inept).
- The syntax makes it difficult to parse some of the sentences.
- The writer demonstrates a less perceptive understanding of the sources (e.g., “Both A and B explain how eminent domain is used for good”).
- The response repeats ideas in the opening without adding new content (i.e., it repeats the idea that eminent domain may “hurt, but also help people.”)

Sample Identifier: G

Score: 2

- The essay begins with a throw-away “everything is relative” paragraph.
- The response fails to develop a position on eminent domain, (e.g., “the FBI watching, and the theory that the government is slowly trying to take over our freedom. Many people are reluctant to agree that eminent domain is beneficial.”)
- The essay uses four sources, but none are connected to an argument, demonstrating little success in incorporating sources.
- The conclusion demonstrates little success in controlling language at a sentence/meaning level.
- The response exhibits some misreading of sources as well.

Sample Identifier: C

Score: 1

- The essay contains no development of ideas.
- The argument presented is particularly simplistic: “Many people would agree that taking someone’s property is bad. But I would disagree because when the government takes someones [sic] land, they do it for a good cause.”
- The response alludes to one or two sources.
- The response demonstrates an especially weak control of writing (e.g., “The Eminent Domain has brough [sic] plenty of enjoment [sic] for residents by bringing American parks.”)
- The essay’s formulation of eminent domain is consistently simplistic.

Question 2

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

In 1997, then United States Secretary of State Madeleine Albright gave the commencement speech to the graduating class of Mount Holyoke College, a women's college in Massachusetts. Read the following excerpt from her speech carefully. Then write a well-developed essay in which you analyze the choices Albright makes to convey her message to the audience.

As individuals, each of us must choose whether to live our lives narrowly, selfishly and complacently, or to act with courage and faith.

Line 5 As a nation, America must choose whether to turn inward and betray the lessons of history, or to seize the opportunity before us to shape history. Today, under the leadership of President Clinton, America is making the right choice.

10 The Berlin Wall is now a memory. We could be satisfied with that. Instead, we are enlarging and adapting NATO¹ and striving to create a future for Europe in which every democracy—including Russia—is our partner and every partner is a builder of peace.

15 Largely because of U.S. leadership, nuclear weapons no longer target our homes. We could relax. Instead, we are working to reduce nuclear arsenals further, eliminate chemical weapons, end the child-maiming scourge of land mines and ratify a treaty that would ban nuclear explosions forever.

20 The fighting in Bosnia has stopped. We could turn our backs now and risk renewed war. Instead, we are renewing our commitment, and insisting that the parties meet theirs, to implement the Dayton Accords.² And we are backing the War Crimes Tribunal, because we believe that those responsible for ethnic cleansing should be held accountable and those who consider rape just another tactic of war should answer for their crimes.

30 We have built a growing world economy in which those with modern skills and available capital have done very well. We could stop there. Instead, we are pursuing a broader prosperity, in which those entrapped by poverty and discrimination are empowered to share, and in which every democracy on every continent will be included.

40 In our lifetimes, we have seen enormous advances in the status of women. We could now lower our voices and—as some suggest—sit sedately down. Instead, women everywhere—whether bumping against a glass ceiling or rising from a dirt floor—are standing up, spreading the word that we are ready to claim our rightful place as full citizens and full participants in every society on Earth.

45 Mount Holyoke is the home, to borrow Wendy Wasserstein's phrase, of "uncommon women." But we know that there are uncommon women in all corners of the globe.

50 In recent years, I have met in Sarajevo with women weighted down by personal grief reaching out across ethnic lines to rebuild their shattered society.

55 In Burundi, I have seen women taking the lead in efforts to avoid the fate of neighboring Rwanda, where violence left three-quarters of the population female, and one-half of the women widows.

In Guatemala, I have talked to women striving to ensure that their new peace endures and is accompanied by justice and an end to discrimination and abuse.

60 And in Burma, I have met with a remarkable woman named Aung San Suu Kyi, who risks her life every day to keep alive the hope for democracy in her country.

65 These women have in common a determination to chart their own path, and by so doing, to alter for the better the course of their country or community.

Each has suffered blows, but each has proceeded with courage. Each has persevered.

70 As you go along your own road in life, you will, if you aim high enough, also meet resistance, for as Robert Kennedy once said, "if there's nobody in your way, it's because you're not going anywhere." But no matter how tough the opposition may seem, have courage still—and persevere.

75 There is no doubt, if you aim high enough, that you will be confronted by those who say that your efforts to change the world or improve the lot of those around you do not mean much in the grand scheme of things. But no matter how impotent you may sometimes feel, have courage still—and persevere.

80 It is certain, if you aim high enough, that you will find your strongest beliefs ridiculed and challenged; principles that you cherish may be derisively dismissed by those claiming to be more practical or realistic than you. But no matter how weary you may become in persuading others to see the value in what you value, have courage still—and persevere.

Inevitably, if you aim high enough, you will

be buffeted by demands of family, friends and
90 employment that will conspire to distract you from
your course. But no matter how difficult it may be to
meet the commitments you have made, have courage
still—and persevere.

It has been said that all work that is worth anything
95 is done in faith.

This morning, in these beautiful surroundings,
at this celebration of warm memory and high
expectation, I summon you in the name of this
historic college and of all who have passed through its
100 halls, to embrace the faith that your courage and your
perseverance will make a difference; and that every
life enriched by your giving, every friend touched by
your affection, every soul inspired by your passion
and every barrier to justice brought down by your
105 determination, will ennoble your own life, inspire
others, serve your country, and explode outward the
boundaries of what is achievable on this earth.

¹ military alliance established by the North Atlantic Treaty of
April 4, 1949

² peace agreement ending the war in Bosnia, signed in 1995

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2018 SCORING GUIDELINES — Version 1.0

Question 2

General Directions: This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays you read, but if it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader booklets that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect an evaluation of the paper as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

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 a paper'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.

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 their development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* the choices Albright makes to convey her message to the audience. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The 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** analyze the choices Albright makes to convey her message to the audience. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 analyze the choices Albright makes to convey her message to the audience. The evidence and explanations used to develop their analysis may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the choices Albright makes to convey her message to the audience. These essays may misunderstand the passage, misrepresent the choices Albright makes, or analyze these choices insufficiently. The evidence and explanations used to develop their analysis may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the choices Albright makes to convey her message to the audience. They are less perceptive in their understanding of the passage or Albright's choices, or the evidence and explanations used to develop their analysis may be particularly limited or simplistic. The essays may show less maturity in control of writing.

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2018 SCORING GUIDELINES — Version 1.0

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the choices Albright makes to convey her message to the audience. The student may misunderstand the prompt, misread the passage, fail to analyze the choices Albright makes, or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate 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, or weak in their control of language.

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, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

We have come a long way since women gained voting rights. Yet we have not gone far enough as gender equality remains an issue unresolved. The glass ceiling remains unbroken and women continue to fight on all fronts for rights they deserve, rights that should be inherent. ~~Secret~~ Secretary of State Madeleine Albright in her speech to the women graduating from Mount Holyoke College emphasizes the need to continue this struggle and strife for gender equality. ~~By demonstrating through the~~ By contrasting hypotheticals and reality, providing examples and personal anecdotes, and strong repetition of the word "persevere", Albright successfully conveys her message to these graduates that they must continue the fight for rights in the face of opposition, and that they will succeed.

Albright begins by presenting her audience with America's accomplishments and continued work in this growing world. She states the past, "the Berlin Wall is now a memory", then a hypothetical, "We could be satisfied with that", and then America's continued work, "creating a future" and building world peace. This powerful form of presenting what has been accomplished then a hypothetical ~~statement~~ ~~is~~ paired with reality is a powerful way to allude to the

→

idea that accomplishing is not enough, we must never stop trying to get better. Without the hypothetical, her statements engenders awe and pride in her audience for the progress of America on the world stage. But that is not what Albright wants. Albright wants her audience to understand that this continued effort is optional, we could be enjoying our technological advancements while ignoring the world. By adding the hypothetical she forces her audience to acknowledge the America is going above and beyond, something hard to do but accomplishable. Albright does not do this once. She does it ~~five~~ times. the Berlin wall, nuclear weapons, Bosnia, ~~and~~ a World economy, and last but not least. Women's rights. She includes Women's Rights last to reveal that this urge to push onwards is not confined to America but to also ~~the~~ her audience, a class of women with the potential to bring about change. With this series of contrast between hypothetical and reality, the audience, a class of women cannot help but nod their heads in understanding that this could be them, spearheading the continued struggle for gender equality in a relentless manner.

Albright, having gotten the gears in the minds of the audience turning on what they maybe can do regarding Women's rights, follows up with a series.

→

of personal anecdotes of what women across the world are doing. Women in Sarajevo that she personally met are reaching across ethnic lines. Women in Burundi reach out to prevent another Rwandan genocide. Women in Guatemala, Burma. One might think that these examples serve a minor effect but in fact these anecdotes are very powerful. Being the Secretary of State, Albright is an imposing figure in the eyes of her audience and they know her anecdotes are stories of unforgettable encounters and experiences of a strong woman. The personal feel brought by Albright sends a message to her audience that this is real, a movement is happening, women are stepping across the globe. Even better? Albright selected nations going through conflict and devastation and women rising from the shattered remnants from society is a story that brings her audience tears, tears of joy and pride knowing that fellow women were standing up to injustices everywhere. More importantly, the hidden feeling conjured up in the minds of the audience is, if they can do it we can too! These anecdotes are like the stories of the underdogs, the poor and oppressed rising to make a difference, anecdotes that strike home within the hearts of the women sitting and listening to Albright's speech.

Having brought forth the continued struggle for
→

H4 2

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

women's rights and enlightening her audience with their potential by showing them the acts of others like them, Albright begins her final push for action. She knows that these graduates, in their struggle for equality, will face resistance, ridicule, distraction. Some will concede others will struggle onwards with diminished fervor. Overcoming these roadblocks are tough ~~and~~ ^{but} Albright pushes onward and drills into the minds of these future activists that they must persevere. Ending each paragraph with "and persevere" after speaking of all the opposition and taunts that they may face, Albright successfully relates the idea of perseverance with opposition in the minds of the graduates. Walking away from college, they will remember to persevere in the face of opposition, that perseverance is the key to continued struggle. This link is solidified through Albright's repetition and there will be little opposition these graduates will not be able to overcome in the future. In addition, she states "if you aim high enough" before every description of opposition as if she is challenging her audience to aim higher. This repetition of a challenge is something the graduates cannot walk away from, as every time she repeats "if you aim high enough", her audience looks inward and questions themselves as to whether or not they will push harder and aim higher. And of course after hearing America's continued work and the struggle

→

of women abroad, the graduates say to themselves "yes." It is this "yes" that Albright wants, a "yes" that confirms to each audience member that they will fight for gender equality, a yes that symbolizes the beginning of an endless journey to achievements in the face of opposition.

Albright's commencement speech successfully drives home the will to fight for gender equality among her audience by showing them that they can always push harder, that others are already in the fray, and that the path is hard and is a challenge that you may partake in. And partake they will as they walk away from the ceremony ready to challenge societal, ideas and fight for gender equality among all walks of life.

#

Madeleine Albright's commencement speech in 1997 at Mount Holyoke college came at a time of peace and prosperity for American society. However, in the speech, she urges her audience to seek out problems that still exist in the world and to help fix them. ~~By~~ By referencing the efforts of marginalized women who are fighting to make a difference, utilizing powerful diction and repetition, and illustrating American efforts to improve the world even further, Albright inspires ~~her~~ a young generation of ^{female students} ~~students~~ on the brink of adulthood with the ^{fight to} ~~future~~ ^{elevate} ~~in their lands~~ ^{the status} to never settle ^{of women} ~~and~~ ^{around the} always persevere, and ^{world.}

Albright ~~uses~~ ~~also~~ cites ~~is~~ powerful stories of women fighting challenges they face to demonstrate the power of perseverance. She discusses women in ^{El} Samjero, who ~~was~~ overcame incredible grief to "rebuild their shattered society," and Aung San Suu Kyi, a woman in Burma who "risks her life everyday to keep alive the hope for democracy in her country." These stories exemplify pathos, appeals to emotion, and support Albright's core idea. At a time when peace and prosperity spanned across America, it would have been easy for Americans to ignore the challenges that many face and remain content with the ~~ex~~ current state of society. Albright uses the stories of these women to illustrate how many problems still exist and to inspire her audience into helping fight those problems. Even though the stories Albright tells come from different parts of the globe, she connects them all by

→

F2

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

2

referencing the incredible determination that lies at the center of each story. She hopes her audience ~~and~~ members will adopt that determination for themselves.

Albright utilizes frequent repetition and a powerful tone to emphasize many of her points even further. From lines 69 to 93, Albright ends each paragraph with ^{the} words "have courage still—and persevere." She repeats these words to emphasize the need to continue fighting for what you believe in even in the face of doubt and criticism. This is especially applicable to Albright's audience of female college graduates. Because of their youth, and sometimes because of their gender, they will all face fierce opposition ^{at some point} and they ~~will~~ ^{may} face people who don't take them seriously. Albright reiterates the need to push through in the face of these challenges. Albright herself, the first female secretary of state, faced many challenges and doubters on her rise to the top of the state department but she maintained her courage and persevered. Therefore, Albright's background and story give the words "have courage still—and persevere" a particularly powerful and sincere meaning. Albright ends the passage with a powerful call to action that uses lofty, metaphorical language to inspire her audience. She ~~calls upon~~ ^{tells} her audience that their passion can bring down "barrier(s) to justice" and "ennoble (their) live(s)." These words contribute to the inspirational tone of the speech.

Albright references several efforts to improve the world to contribute to the "never settle" aspect of her theme. She says



that America could be "satisfied" with the fall of the Berlin wall but that is instead improving NATO and promoting peace. The U.S. could be satisfied with the lack of a nuclear threat, but it instead continues to pursue nuclear disarmament. The structure of the opening paragraphs is built to illustrate the importance of constantly pushing forward. This extends from a discussion of political issues into a discussion of issues faced by women. Albright argues that women should not settle for their current status after years of progress. They should continue pushing forward in the name of even more progress.

Throughout the speech, Albright highlights the ~~importance~~ need for ^{determination} ~~perseverance~~, the power women have to elevate their status around the world even further, and the importance of never settling through the "stories" of powerful women abroad, powerful diction, and references to American efforts at even more progress. She hopes to inspire her audience to always have courage - and persevere.

#

In her 1997 ~~speech~~ commencement speech to Mount Holyoke College, Secretary of State Madeleine Albright connects with her audience through parallel syntax, repetition, and assertions and other tactics to convince her audience that they have an opportunity to change the world and break through the glass ceilings around them.

Albright starts her speech on a national and personal scale, ~~describing~~ comparing how "they" as individuals must choose the how to lead their life, to the larger American one, "as a nation" must choose "how to shape history" through parallel syntax, relating what she knows, ~~as~~ as Secretary of State, to what her audience knows, as individuals.

Albright continues her description of America all the while in parallel syntax claiming that "We could" "be stretched" or "we could relax" ~~or~~ or multiple more clauses each accompanied with a unifying "we" to make her audience feel like part of the discussion, as well as a clause claiming that "instead we are pursuing broader prosperity" or "renewing our commitment". Albright's echoing syntax rings out in the manner of King's "I have a dream" speech, each repetition relating her claims back to her central statement of unity and opportunity, each ring drawing in her listeners.

Now Albright transitions from America to women. She follows the same verse-chorus form which at this point



A2. 2

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

her audience has begun to chant in their heads. She describes women who "could now lower ~~the~~ [their] voices" but ~~instead~~ "instead," "[bump] against a glass ceiling" or "[rise] from a dirt floor." Albright has referenced the U.S., and how it has refused to give up, and how it has found prosperity, and now it reflects that structure onto women. Her audience begins to believe that soon, if they continue to fight, they will reach prosperity.

Albright now shifts again, this time her syntax morphs into a new echo, one which describes women, ~~the~~ "in Burundi" or "in Guatemala" or ~~the~~ "in Burma." She slows to women across the globe, and their efforts to reach prosperity in an almost musical rhythm. She then ~~finds a new term~~ finds a new term which she will echo for the rest of her speech: "Persevere!" First she quotes Robert Kennedy, a man beloved by a nation, in saying "if there's nobody in your way, it's because you're not going anywhere." She quickly follows ~~with this~~ this with a claim that the listener must "persevere." Through this quote and repetition, she has touched the hearts of her listeners and cemented an idea, the idea of perseverance. She continues to offer examples of hardships and that the listener must "persevere" to overcome them, like some structure as looks: example, reborn, example, reborn.



Her diction: "There is no doubt," "It is certain," "Inevitably" conveys that she is an authority on the subject, so when she tells her audience to "persevere," they act without questioning.

She closes her speech by telling her audience that they will face hardships, but they will overcome. Even, at this point they don't believe her, though her repetition they have been classically conditioned, much like Pavlov's dogs, to instantly think "persevere" whenever a hardship arises. And this Albray has used rhetoric to inspire and protect a graduating class of women.

#

Madeline Albright in her speech ~~to~~ to a class of graduating ~~or~~ women in college used certain words and phrases to motivate those women to move forward with their lives. She encouraged them to gather up courage to achieve what they ~~want to~~ ~~also~~ have always wanted to achieve and to fight for themselves and their country. Albright conveys her message to the audience by using ~~historical events and the events that happened afterwards~~ the events after some of the most historical events and encounters with women in other countries to motivate ~~the~~ the graduating class.

Albright uses what occurred after ~~the Berlin Wall~~ important historical events to motivate the audience to never settle for okay. She motivates them to use ~~an~~ an event to strive for even better. ~~When~~ She uses the destruction of the Berlin Wall to ~~prove~~ prove that we learned to use the Berlin Wall to help us in the present and future. ~~The~~ People are now "striving to create a future for Europe" ~~(lines 11-12)~~ ~~because~~ because of the Berlin Wall. ~~As~~ As a nation, we have learned from past ~~events~~ events to create a better world for ~~us~~ not only ourselves ~~but~~ but, but we also intend to create a better world for others. Albright also uses the events of the U.S. being threatened



D2

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

2

by nuclear weapons to motivate ~~as~~ the audience to not settle for being okay, but ~~the~~ using past events to prepare ~~for~~ themselves for what may happen in the future. She says that instead of being okay with no longer being ~~a~~ a target, we now "working to... ban nuclear explosions forever" (lines 16-20). The use of being threatened by ~~these~~ dangerous weapons motivates the audience to always look out for ~~themselves~~ themselves. The audience is motivated to help themselves out by preparing for what could happen. Albright uses ~~memorable~~ memorable historical events to encourage her audience to want the best for themselves.

Albright uses her experiences with women from other countries to motivate her audience to fight for themselves and others. She ~~also~~ mentions ~~as women~~ women that she has met in Guatemala who fight to put "an end to discrimination and abuse" (lines 68-69). Those women fight for the discrimination and abuse to stop because it is an ~~issue~~ issue they face constantly. It encourages the audience that they too are able to fight for ~~themselves~~ themselves and face ~~as~~ any obstacles. Albright ~~is~~ also uses the women in Sarajevo ~~to~~ to inspire the audience ~~that~~ that they can take on ~~anything~~ anything. ~~Then~~ The women in Sarajevo fight "to rebuild



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

D3

their shattered society" ~~there~~ (line 51). To some, rebuilding a society may seem impossible, but the women in Sarajevo still fight ~~for~~ to have a better society. Those women are mentioned in Albright's speech to motivate her audience to always fight for what may even seem impossible. They ^{are} are encouraged to try and ~~hope~~ succeed in anything they fight for. Albright uses women from countries who are struggling to encourage her audience to ~~an~~ fight for what they hope to achieve.

Albright uses historical events and women from other countries to motivate her audience ~~to~~ to fight for themselves and all ~~that~~ ^{for} others. She hopes to inspire the graduating class of 1997 to move on from college and start fighting for situations that can have an impact on themselves and many others. ~~Albright~~ Albright ~~hopes~~ encourages her audience to graduate from college and have success in achieving what they hope to achieve.

#

2

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

1

In 1997, Secretary of State Madeleine Albright gave a ~~z~~ well-written, motivational speech to a women's college in Massachusetts. Albright was able to successfully employ different rhetorical devices, each of which helped Albright convey her message to the audience.

Throughout the essay, the most effective devices employed were parallel structure, allusions, and metaphors.

Throughout the essay, the use of parallel structure creates a sense of unity and pride in the audience. For example, "we could be satisfied with that... we could relax... we could turn our backs now and risk renewed war... we could stop there..." (Albright). The ~~use~~ use of "we could" at the beginning of these sentences show the United States could stop what they are doing and ~~let~~ let whatever happens happen, but instead are continuing to lead the world toward peace and equality.

The author employs the use of allusions to give examples of the ~~United~~ places around



I2

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

2

the world that changing partly due to the influence and leadership of the United States. "The fighting in Bosnia has stopped... In Burundi, I have seen women taking the lead in efforts to avoid the fate of neighboring Rwanda,... In Guatemala,... And in Burma,..." (Albright). The use of these allusions shows the audience the global-scale effects the United States' efforts are having. The allusions also motivate the audience to continue to seek peace, prosperity, and equality around the world.

The author incorporates a few significant metaphors into her speech, which have significant effects. "...and explode outward the boundaries of what is achievable on this earth" (Albright). This metaphor draws a comparison between the audience's actions and the boundaries of what is thought as achievable on this Earth. This motivates the audience to take on global problems head-on and to not be intimidated by what others consider possible. The metaphor shows the reader that even the smallest actions can bring about large



2

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

13

amounts of change.

This speech, which was read to a women's college in Massachusetts successfully employs the use of metaphors, parallel structure, and allusions to motivate the audience, push them towards greatness, and show how the smallest of actions can change the world.

#

2

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

G₁

Madeleine Albright uses multiple convincing rhetorical devices to prove her point and convince the reader. She writes passionately ~~thru~~ her speech is passionate and urging; it ~~convinces~~ ^{helps} the reader to analyze ~~tho~~ and appreciate the productive and beneficial changes made by U.S. leadership. Albright uses logos, ^{and} pathos, ~~and~~ ^{and} examples to convince the audience.

Throughout the speech, Albright uses logos, the appeal to logic, to ~~show the audience~~ convey her message to the audience ^{by reminding} the audience that "largely because of U.S. leadership, nuclear weapons no longer target our homes." She is stating a fact that many would agree with and accept. ~~st~~ Albright also points out in her speech that "fighting in Bosnia has ~~stopped~~" to present a logical ~~argument~~ approach on the positive impact the government has made on society. She uses logos in her speech to present facts and ~~evide~~ evidence that is difficult to deny, and therefore, quite convincing. →

G2

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

2

Albright also uses pathos in her speech as a very effective rhetorical device. She uses pathos, the appeal to emotion, by mentioning that those who ~~used~~ resorted to rape as a war tactic should be punished. Her mention of rape likely appeals to the emotions of many rape victims who ~~let~~ desire justice, and the emotions of those who know rape victims. The Albright's mention of justice for rape victims ~~can~~ probably largely influenced support for her cause and the government's cause. Her mention of "those entrapped ~~by~~ ^{analyze her points} poverty and ~~in~~ discrimination also ~~was~~ was also likely to bring passionate supporters to ~~her cause~~. Albright uses pathos as a technique to convince the audience that the government is doing its best and has made significant progress ~~to~~ in helping ~~for~~ those who were victimized. Her use of pathos instills passion into the audience that helps her to gain mass support.

Albright's use of logos and pathos
→

2

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

G3

in her speech allow her to convey
her thoughts and emotions to the audience
~~that~~ audience ^{in a way} that encourages them to
analyze and agree with her words. Her
speech uses well-developed rhetoric
and techniques to convince ~~that~~ the
audience of the government's positive
impact on society and how U.S. leaders
are benefitting the world.

#

The speech addressed to Mount Holyoke college, by Madeline Albright uses many rhetorical strategies to appeal to the audience. The strategies used like emotion, history, and cause and effect to convey her message throughout the speech.

Albright starts out by using history to appeal to the audience, great accomplishments performed as a country. "nuclear weapons no longer target our homes... The fighting with Bosnia stopped... The Berlin wall is now a memory." (lines 16, 21, 9) These events were all great things that happened in America in the college graduates life times. Things they can look back on and say I lived through that.

Secondly, Albright uses cause and effect. "In our lifetimes we have seen enormous advances in the status of women" (line 37-38). This is the cause of the advances in the status of women. The effect is "... are standing up, spreading the word... ready to claim our rightful place as full citizens." (Lines 41-44). The effect is women are ready to take their role in every society on Earth.

→

B2 2

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

Lastly, Albright uses emotion to appeal to her ~~main~~ audience. Albright uses emotion to make the audience think of everything they have while some people have nothing at all. "Violence left three-quarters of the population female, and one-half of the women widows." (Lines 54-55). These women lost their husbands who most likely do everything for them in these countries. "... who risks her life every day to keep alive the hope for democracy in her country." (Lines 61-63). These are women who can't get education just for being female.

These are the three ways that Madeleine Albright used rhetorical strategies to appeal to the audience. The audience appeals to the speech because of how well they can relate to these things because it has happened to them in their life.

#

Madeline Albright reads the commencement letter to the graduating class. The first paragraph starts off telling how each person chooses how they live their own life. It then goes in saying how America choose to correct some of the things that have happened in the past, together. "The Berlin Wall is now a memory," because the wall was taken down and destroyed. In paragraph 3 it is saying how you can stay at home and not have to worry about the fear your house is going to be blown up. Although that fear isn't there the government is working on better nuclear weapons to prepare.

In paragraph 7 it states "We have built a growing world economy" ~~is~~ ~~this~~ this is added to show improvement from the very beginning of time to 1997, and now they want to continue improving. In paragraph 8 it talks about how time has changed for women.



Question 2

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

E2

Aldright read, this so the women in the class know that times are changing and they can get anywhere they want to go.

In the speech it goes to tell about the different types of women ~~they met~~. Going along with any type of woman can do what she sets her mind to.

In paragraphs 15-21 it talks about how they can do what they set their mind to just the children graduating.

#

In 1997 the United States Madeleine Albright gave the commencement speech for the graduating class of Mount Holyoke College in Massachusetts. Does her speech give clear evidence that war is coming to a end.

Madeline Albright first talks about the Berlin wall and how it will put America in the right position for no more wars. To give an example she says that "America is making the right choice". If America is making the right choice then why are we cruelly scrutinizing women or taxing other ~~countries~~ countries?

Another example is we know there are uncommon women all over the globe. She is saying even if you think women are worth anything in this world there are some great intellectual women. But the world will never defend people in situations like this.

In conclusion the final analysis we learn that the world is different

#

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

Question 2

Sample Identifier: H

Score: 9

- The essay's opening paragraph effectively presents the rhetorical situation.
- The prose is clear, sophisticated, and often eloquent (e.g., "Yet we have not gone far enough as gender equality remains an issue unresolved").
- The writer demonstrates an effective and at times truly impressive control of language (e.g., "a yes that symbolizes the beginning of an endless journey to achievements in the face of opposition").
- The response provides a thorough and impressive explanation, and the response's analysis explicitly links Albright's choices to the speech's message (i.e., Albright "wants her audience to understand" and "forces her audience to acknowledge" key ideas in her speech, especially "that perseverance is the key to continued struggle").
- The essay is consistently clear and organized, and it surpasses the anchor 8 in argumentation, development, and impressive control of language.

Sample Identifier: F

Score: 8

- The essay's opening paragraph effectively analyzes the rhetorical situation and convincingly links Albright's choices to the speech's message.
- The response provides an effective explanation of Albright's rhetorical choices (e.g., how paragraph three links the use of "frequent repetition [to] emphasize the need to continue fighting for what you believe in" to a message that is "especially applicable to Albright's audience of female college graduates").
- Although the prose is not flawless (e.g., "These stories exemplify pathos, appeals to diction, and support Albright's core idea"), it consistently controls a wide range of the elements of effective writing.

Sample Identifier: A

Score: 7

- The essay meets all the criteria for a 6 but surpasses the anchor 6 with more complete explanation, fuller analysis, and a more mature prose style.
- The introductory paragraph is not necessarily more developed than a 6; however, the rest of the essay shows good awareness of the rhetorical situation and is particularly skilled at recognizing and analyzing the parallel structures that Albright employs (e.g., the second paragraph, which sees Albright's opening "individuals" vs. "nation" opposition as paralleling the "individual" speaker addressing the audience as "nation").
- Not every point in the response is equally well-developed (e.g., the King reference in the second paragraph).
- The essay makes good use of the quotes and becomes especially adept at incorporating numerous short quotations into the writer's prose.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

Sample Identifier: D

Score: 6

- The essay's opening paragraph shows a sufficient, if broadly-stated, grasp of the rhetorical situation (e.g., "[Albright's] speech to a class of graduating women in college used certain words and phrases to motivate these women to move forward with their lives").
- The response offers adequate analysis and sufficient use of quotes with appropriate explanation (e.g., "Albright uses what occurred after important historical events to motivate the audience to never settle for okay").
- The prose contains some lapses but is generally clear; the diction is somewhat repetitive (e.g., "fight/fighting" in the third paragraph and "motivate" and "events" throughout).
- Essay proves adequate overall, but no more than that.

Sample Identifier: I

Score: 5

- The essay shows a grasp of the rhetorical situation.
- The response offers mostly adequate explanations of the rhetorical situation; however, the essay needs more—and clearer—analysis (i.e., the analysis of "metaphors" in the fourth paragraph offers little beyond the obvious point that exploding "outward the boundaries" is a metaphor that somehow applies to "the audience's actions").
- The writer misrepresents at least one of Albright's strategies as a 4-level response would do (i.e., in the third paragraph, Albright's references to Bosnia, Burundi, et al. are inaccurately referred to as "allusions").
- The prose generally conveys the writer's ideas but does not rise to the clarity of the anchor 6.
- The essay contains characteristics of both the "inadequate" anchor 4 and the "adequate" anchor 6; the resulting unevenness and inconsistency are hallmarks of a 5-level response.

Sample Identifier: G

Score: 4

- The essay contains leaps in logic and analysis that it does not develop (i.e., it equates logos with statements of fact, never analyzing how logos influences the effectiveness of the speech).
- The writer recognizes Albright's choices and provides examples (e.g., "nuclear weapons" and "fighting in Bosnia") but provides insufficient explanation and inadequate analysis of them (e.g., the lengthy but unconvincing discussion of Albright's references to wartime rape in the second paragraph).
- The prose conveys the writer's ideas but does not rise to the level of clarity and control as in an adequate essay.

Sample Identifier: B

Score: 3

- The essay addresses three main points but does not develop them.
- The response contains inaccuracies (i.e., the quotation in the second paragraph does not describe "things that happened in America"), struggles to provide explanation (e.g., the jumbled discussion of cause-and-effect in paragraph 3), and is generally less perceptive than the anchor 4.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

- The essay demonstrates less maturity of language and control of writing than does the anchor 4 (e.g., fragments that end the first and second paragraphs and the run-on sentence that ends the essay).

Sample Identifier: E

Score: 2

- The essay is a classic 2-level response, showing little success in analyzing Albright's choices.
- The writer demonstrates a tenuous grasp of the larger rhetorical situation (e.g., Albright reads the commencement letter to the graduating class).
- The response consists mostly of summary, some of it incorrect (e.g., the misreading of Albright's reference to "nuclear weapon" in the first paragraph).
- The analysis and explanation are likewise minimal, consisting of a few words or a short sentence after each of the two quotations.
- The control of writing proves consistently weak (e.g., "In paragraphs 15-21 it talks about how they can do what they set their mind to just the children graduating").

Sample Identifier: C

Score: 1

- The essay substitutes a simpler task as the anchor 2 does.
- The response is particularly undeveloped and weak in its control of language.
- The essay is especially simplistic in its explanations (e.g., "the world will never defend people in situations like this" and the concluding sentence).

Question 3

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

In her book *Gift from the Sea*, author and aviator Anne Morrow Lindbergh (1906–2001) writes, “We tend not to choose the unknown which might be a shock or a disappointment or simply a little difficult to cope with. And yet it is the unknown with all its disappointments and surprises that is the most enriching.”

Consider the value Lindbergh places on choosing the unknown. Then write an essay in which you develop your own position on the value of exploring the unknown. Use appropriate, specific evidence to illustrate and develop your position.

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2018 SCORING GUIDELINES — Version 1.0

Question 3

General Directions: This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays you read, but if it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader booklets that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect an evaluation of the paper as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

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 a paper'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.

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

8 Effective

Essays earning a score of 8 **effectively** develop a position on the value of exploring the unknown. The evidence and explanations appropriately and convincingly support the writer's position, and the argument* is especially coherent and well developed. The 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 a more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** develop a position on the value of exploring the unknown. The evidence and explanations appropriately and sufficiently support the writer's position, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position on the value of exploring the unknown. The evidence and explanations used to support that position may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** develop a position on the value of exploring the unknown. The evidence and explanations used may inappropriately, insufficiently, or unconvincingly support the writer's position. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing a position on the value of exploring the unknown. The essays may show less maturity in their control of writing.

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2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on the value of exploring the unknown. The student may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

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, argument means asserting a claim justified by evidence and/or reasoning.

The unknown is a concept of crippling anxiety of many. There is fear in the unfamiliar, the possibility of failure, of danger, of embarrassment. In a contrasting way, author Anne Morrow Lindbergh describes the "disappointments and surprises" of the unfamiliar, the failures and the unexpected moments that are "the most fulfilling. In this sense, she is absolutely ~~we~~ correct. The exploration of the unknown has led to unprecedented scientific development, cultural development, and personal development alike.

The principles of science are synonymous with exploration of the unknown. President John F. Kennedy is famously quoted as saying that the US would land on the moon "not because it is easy, but because it is hard." In the face of public uncertainty, Kennedy set out to explore one of the biggest unknowns of modern humanity: outer space. Obviously, the moon landing was successful, and the subsequent technological development benefitted all aspects of society. Billions were allocated in research funding, and as a result, humanity expanded its sphere of knowledge greatly. Yet, this is not a recent phenomenon. One of the most famous scientists in history, Galileo Galilei, chose to explore and challenge commonly held truth. He was ridiculed for claiming that the Earth revolved around the Sun, yet it was his desire to enter into the unfamiliar that led to the scientific advances by the US under Kennedy so many centuries later. Scientists throughout history - Kepler, Brahe, Boyle, Tyson,




C2 3

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

Hawking, Charles, Gauss, and more - made their names by engaging with the unknown, and humanity will forever be indebted to them for their tenacity.

Yet, this trend is not limited to the realm of science. Theorists of music know of the many "eras" of music, from medieval to classical to romantic. The most notable example of an exploration into the unknown is found in the baroque period, under the compositions of Johann Sebastian Bach. Bach is one of the few composers who can claim to have created his own era of music, and he did this by exploring the possibilities of a chamber orchestra. He, by exploring new territory in music, changed the face of string and orchestral music, employing elements of fugue and counter melody that can be found frequently in subsequent eras and even in the pop music of today. Like scientists, musicians are known for being barrier-breakers. Listening to a performance of Dmitri Shostakovich's 12th String Quartet (written in the 20th century, which is considered "modern" by musicians) will demonstrate how musicians are continuing to explore the limitless possibilities of sound. By breaking the constraints of cultural norms and exploring the unknown, composers have brought lasting cultural development to fruition.

Finally, an exploration of the unfamiliar is a powerful tool of personal development, in addition to the scientific and cultural benefits. This is best demonstrated by the




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3 C₃

life and legacy of Transcendentalist Henry David Thoreau. Thoreau famously spent a period of his life living in seclusion on the banks of Walden Pond in the northern United States. Like Bach and Shostakovich, Thoreau helped to establish a new genre in his craft. Thoreau, along with others like Ralph Waldo Emerson, created the transcendentalist movement, now studied by millions of scholars and students across the world. While his exploration of new ideas in literature is certainly notable, it is the content of his writing that is most important in the context of the theme of the unknown.

Thoreau wrote Walden to summarize his thoughts and experiences throughout the time he spent on the pond of the same name. Reading Walden gives a clear impression of ~~the~~ Thoreau as a dynamic character, one who develops and alters himself thanks to the knowledge he obtains. It is clear, ~~after reading~~ that after his experience on the pond, Thoreau has changed for the better: he is more introspective; he has come to realizations about the world. Thus, Thoreau's decision to leave society and live in the unfamiliar wilderness led to his ~~own~~ own personal improvement in a ^{grand} way.

When Lindbergh writes of the unknown being "enriching," she severely understates the true benefits of exploration. The Unknown is more than "enriching." It is a ~~clear~~ demonstration of true humanity, a reflection of a true desire to understand



Cy 3

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

the world, and a crucial point of living in a changing world. The unknown has allowed the human race to develop, improve, and augment itself scientifically, culturally, and personally, and for those causes, it is clearly incredibly valuable.

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3 G.

When I was nine years old, my parents celebrated my birthday by taking me to a ropes course. As we waited with our group to climb poles, cross logs, and hang from ropes, I began to get cold feet. I've never done this before, I thought, what if I fall and get hurt, or if I get scared and everyone makes fun of me? I decided then and there that I had no intentions of climbing that day. When we reached the front of the line, however, my parents had other plans: I was not able to leave until I climbed at least once. Fighting against my kicking and screaming, I was reluctantly put in a harness and helmet, and placed at the top of the ladder. "Don't look down, and have fun!" said the belayer as they let me go. Against my better judgement, I began to climb. As I went up, though, I stopped feeling the shaking in my legs, and by the top, I was smiling ear to ear. I loved this! And even after I fell off the log on my first step, I practically dragged my parents back in line to climb again. Nowadays, climbing is one of my favorite activities, and I'm confident that if I had not climbed that day on my ninth birthday, if I had not ventured out of my comfort zone into the unknown and frightening, then I may have never climbed at all for the rest of my life.

Exploring the unknown is a rewarding, if initially terrifying, experience. As someone wants to go off a high dive, or is about to start their first day at a new school, anticipation eats them alive. Nerves replace all reason. They wish they had



G2 3

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

never done this, and are nostalgic for the known, the comfortable, the past. However, in most cases, the times when people are most nervous about something is right before they actually do it. Once they take the plunge, they realize this unknown experience is not all that bad. Imagination makes things out much worse than they really are, so new experiences can even be relieving. ~~The~~ Without taking the plunge into the unknown, people and society can never grow or mature. By staying in the light and comfort of familiarity, they miss every opportunity for experience that life has to offer. Thus, venturing into the unknown is a worthwhile experience for the maturity and growth it can provide.

When Christopher Columbus began his voyage to the New World in the late 15th century, he did so on a hunch. He did not know what he would find on the other side of the Atlantic Ocean, and many called his ideas suicidal. Those who challenged Columbus feared the unknown that lay across the murky expanse of the ocean, choosing instead to stick with what they had and not take any chances. Despite having no knowledge of what lay ahead, Columbus sailed west, and discovered America. Had Columbus caved into the pressure of his critics, had he decided to remain within his European comfort zone, history as we know it would be forever altered. Against all the odds, despite all the risks, Columbus made his voyage, changing the world forever. Columbus' story is a prime example of the value of venturing into the unknown. Even if there are possible negative repercussions even if

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3 G3

The road ahead is veiled in shadow, exploring new lands and trying new things are huge learning experiences. When someone tries something for the first time, they are bound to make mistakes. Performers may forget song lyrics, or ~~musicians~~ musicians might miss some notes, climbers might fall early. But with each failure, people become more familiar with the unknown. They learn how to recover from mistakes, how to never even make one. Repeat this process of trial and error over and over, and soon enough, the unknown is just as familiar and comforting as one's knowns. The unknown becomes known, and the worries of venturing into it have been overcome.

A wise man once said "You'll never know until you try." How did ^{Michael Phelps} ~~Michael Phelps~~ become an Olympic swimmer? He overcame childhood worries about swimming, overcame worries about being in the spotlight, and thrived. He ventured into various unknowns, learned their layouts, and made them his own. This goes for any person who was ever successful in anything: They tried something new. If someone never has a goal, never tries to learn something new from venturing out into the unknown, they will have no true motivation.

And without motivation, life is meaningless. That's why people having life crises go for something drastic or unique: They are exploring the unknown to find answers. If you cannot find a solution within your comfort zone, you will have to go beyond it to find true happiness. Thus, venturing into the unknown can only bring positive effects for those willing to explore it.

#

The unknown is often a frightening and troublesome place to explore. The very nature of it is foreign to the individual exploring it and by very definition pushes the explorer from their comfort zone. However, while this feeling is odd and often uncomfortable and occasionally distressing, it allows the person to expand their knowledge and abilities, while often producing some of the most memorable experiences of a person's lifetime. ~~By exploring~~ The exploration of the unknown is critical to the development of a person and allows them to break out of perceived limitations. The value of exploring the unknown is rooted in its ability to expand a person's view of the world and themselves while simultaneously crafting memorable experiences and breaking previously perceived personal barriers.

One of the most obvious effects of venturing into the unknown, whether it be physical, social, or mental, or emotional, is that that person's view of the world and themselves is ~~consequently~~ permanently changed. When someone experiences something new and revealing, one cannot simply forget it; they are forever changed, and their world view expanded. My personal experience serves as a prime example. During my Junior year I went on a school retreat called Encounter where ~~you~~^I was put

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E2

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in a small group with other people to simply talk about yourself, ~~the~~ the troubles you faced, and the interactions you have with other ~~people~~ people and how those interactions affect you. For me it was a very uncomfortable and foreign experience because I am not often one to talk about my emotions, especially to other people who I would have to see in school every day. However ~~on~~ ^{by} the last night of the retreat I had ~~learned~~ learned more about myself than I had ever learned in my previous 17 years of life. I told my group something about myself that I had barely been able to ~~that~~ accept myself. Through that ~~experience~~ ~~foreign~~ ~~unknown~~ retreat journey into the unknown on that retreat I was forever changed. I could not see myself the same way I had just a few days earlier. Furthermore hearing the stories of my fellow Encounterites greatly expanded my view of others and it made me realize the struggles we all face as human beings. Thus, through such events like my Encounter exploration of the unknown, like ~~my~~ ~~the~~ the exploration of the unknown parts of myself and others I experienced on my retreat, people can learn a lot and grow tremendously as a person by expanding their ~~their~~ worldviews.

Furthermore, exploring the unknown creates often fond memories as well as breaking perceived boundaries

→

people place on themselves. By exploring the unknown ~~as Lindbergh says~~, we create some of the best experiences out of some of the most uncomfortable circumstances. Another personal example is my experience joining Model UN. I did not know many people in the club and was anxious about the trip to Boston, something as I had never been on such a long trip so far away from home without family. I found however that some of the best memories of my life were made on that trip as I became friends with my fellow delegates and my classmates as we ventured around Boston. Those memories would not exist if I did not venture into the unknown and put myself out there. Furthermore, we people often learn that they can do a lot more than they thought if they push into the unknown and try things that they thought were not accomplishable. One such example is a friend of mine who was hesitant to take AP classes this year because she thought she just couldn't do them, however, after I convinced her to take them, she did amazingly well in the class. This shows that if she had never journeyed into the unknown and taken those classes she wouldn't have ever known what she was capable of. Therefore exploring



E4

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The unknown is central in expanding your personal boundaries and in creating lasting memories.

Overall, it is evident that the value of exploring the unknown lies in the tremendous personal growth a person experiences through expanded perspectives, new memories, and new ^{expanded} ~~larger~~ boundaries. This shows that exploring the unknown is crucial in personal development.

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Exploration and experimentation have been two important factors for the development of human society. Without either, many facets of our modern day society and culture would simply not exist. A main driver behind both exploration and experimentation is the thrill of excitement ~~that~~ of discovering or doing something new. In life, doing something unknown to us is often where most of our experiences and memories will be made. "Choosing" this unknown is vital for the development of society, and the development of ourselves.

As a species, humans are the most ingenuitive and intelligent beings on ~~our~~ Earth. We have all of these different technologies and pieces of culture as a result. However, all of this was only made possible by those who explored or experimented with the unknown. Without this exploration or experimentation with the unknown, society would quickly stale and nothing different would ever happen. Everyone would live the same boring lives. It is widely known that humans try to resist changes, but those that are tempted to explore unknowns are often rewarded heavily and society benefits as a result. For example, the recent effort of Space X's falcon launches with reusable rocket boosters may soon make commercial rocket flight a reality, which was all but a dream just a ~~little~~ ~~few~~ few years ago. By exploring and experimenting with the unknown idea



I₂

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of reusable rocket boosters, Space X is able to develop new technologies that will revolutionize our society.

Developing our society is important, but the development of ourselves through choosing the unknown is even more important. Trying new things is how people develop themselves. People learn important information that will heavily influence how they act by choosing the unknown. Most of life's fun is found by choosing the unknown. Without choosing the unknown we would live cold, empty, and boring lives. For example, a child who is afraid to talk to others and doesn't want to risk the "unknown" of social interaction will miss out on many fun experiences and relationships. If no one chose the unknown the world would seem sterile and robotic, not lively and wild. However, it is still important to recognize when choosing the unknown is a dangerous option. If an option arises that brings danger to someone, it is perfectly reasonable to ignore that option and avoid the unknown. Society and that person will likely be better off for it.

The unknown is an ~~any~~ important part of human life and society. It is how we develop as both people and a society. However the unknown often has risks associated with it that should be taken into consideration before it is chosen. Overall, choosing the unknown is how our lives are improved and modified.

#

"Ignorance is bliss" is a quote I have heard several times throughout my life. At first I ~~was~~ never really understood the purpose of this quote. However, I've come to realize that perhaps the unknown should remain unknown. Discovering things we don't know is not always a good thing. It's costly, time consuming, and even harmful ~~unnecessary~~ to the development of ~~human~~ ~~world~~ humankind.

Discovering the unknown is fun and games until we realize how costly it is. The benefits of the unknown do not compensate for the amount of money that goes into it. NASA finds millions of dollars for space exploration every year. All of this money could be used for more important tasks such as education, transportation, jobs, etc. However, we choose to spend it on exploring the unknown, which doesn't ~~always~~ even guarantee findings or beneficial resources.

● The unknown can be very interesting, but to discover it, it takes much of our time away from us. It's not as easy as snapping our fingers. If we want to discover something, ~~it~~ it requires ^{concentration} planning, ~~concentration~~, and a fair amount of



B₂

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time. Time spent trying to discover the unknown could be used for other tasks that are guaranteed to be beneficial. Why spend time trying to discover unknown things in life, when there are still so many things ~~to~~ that need to be ^{solved} ~~fixed~~ today?

~~Benefits~~ Some people may say that there are many benefits to discovering the unknown. However, there are also many disadvantages. In many horror movies, often characters ~~are~~ end up dying because of trying to explore the unknown. In the ~~the~~ popular TV show, "Stranger Things," the main characters devote their time to ~~study~~ explore an unknown other world. Along the way, this brings many disasters, such as the disappearance of some characters and ~~the~~ ~~more~~ ~~disasters~~ disappearance ~~than~~ rather than ~~discovery~~ fulfillment.

Overall, we can't just simply explore the unknown for our own delight or enrichment. ~~the more we know, the more we know~~ There are many other factors to take into account, such as money, time, and harm our benefit. The unknown will reveal itself naturally as we progress. But for ~~now~~ now, we should spend our time working with



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what we have.

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There are lots of places in the world that are untouched by mankind, islands gone unexplored, all the way to the bottom of the ocean which is unknown when it will be explored. Although some people tend to not chase the unknown to explore, it ~~is~~ would be beneficial for them to do so, because there is a whole world outside their window and one can never know if there is something better in life if they never explore in order to find it.

Some people are satisfied with their life, they work 9-5 jobs, with a wife and kids and there is nothing else they need or so they believe. There is no possible way for these type of people to realize there are other things to life than what meet the eye. If Lewis and Clark had ~~not~~ been satisfied with their lives and not wanted to explore, then they would not have gone down in history for exploring America. In addition, Clark would not have met his wife, Sacajawea from the Native American tribes that they encountered on their journey. This is why one should never be satisfied with their life, because just when one thinks they have everything they need, they can go exploring and discover a whole new part of life that they realized is



A₂

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wanted.

The reason some might be held back is fear. Fear can hold someone back from their dream and ^{disable} allow them from ~~never~~ obtaining their goals. Exploring the unknown is dangerous and many people fear danger, but that is what is holding them back from their dreams and ~~can~~ ^{can} cause regret further down the road of life. When the 49ers, the gold ~~dig~~ diggers, went to California for the gold rush, there was fear in their minds of danger, whether it be bears or the fear of starving, but that did not stop them from going. If someone was thinking about going to California for the gold rush, but never went, every time something was said about someone striking it rich, instant regret was felt by them. This is why nothing should hold one back from achieving their goal and exploring the unknown, because the unknown could end up holding a gold nugget, like it did for the 49ers.

There is infinite things to explore in this universe, that is why one should never stop exploring. Who knows, the grass could be greener on the other side.

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3. F₁

~~When we are born into this world we are naturally adventurous. Even before we can walk, we crawl around looking for new things to feel, and also new things to bite or taste. But around 10 years old we start developing preferences, and begin to fear the "unknown".~~

When we are born into this world we are naturally adventurous. Even before we can walk, we crawl around looking for new things^s to feel, and also new things to bite or taste. ~~But~~ But around 10 years old we ~~start~~ start developing preferences, and begin to fear the "unknown".

When you think of the unknown, many will think deep space or deep in the ocean, but the unknown can be something as simple as a new food. The unknown, simply put, can be anything you don't know. ~~It is~~ ~~we~~ ~~get~~ ~~it~~ ~~the~~ Using the example of food, we ~~are~~ are quick to get something we always get, but ~~very~~ very hesitant to try something new. One explanation is that it is our survival instinct. We only trust that the food we know will taste good, and we have no trust for the new food, only skepticism.

Some people in society are naturally adventurous. They seem to be getting rare but without them we would not have ~~we~~ walked



3. F₂

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

on the moon or ~~the moon~~ broke the speed of sound. For the few courageous ones, the unknown is a ~~very~~ fascinating place, and they will keep looking for the unknown until they perish.

I believe that exploring the unknown is essential to be a well-cultured and intelligent individual. To be intelligent you must want to learn about the ~~the~~ unknown and understand it. ~~you believe the~~ A man who stops wanting learn new things is a fool. I believe to gain knowledge, you need to keep pursuing "your" unknown.

When we are born, everything is the unknown and we want to know it. But as we get older, we get lazier and stop pursuing the unknown. I believe the most intelligent man on earth, is the one that never stops pursuing ~~the~~ unknown.

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D

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3 D₁

in the Book "Gift from the Sea" the author Anne Morrow Lindbergh mentions, she writes "We tend not to choose the unknown which might be a ~~shock~~ shock or a disappointment or simply a little difficult to cope with. And yet it is the unknown with all its disappointments and surprises that is the most enriching."

As I think about the quote I wonder what's my unknown. Is it my greatest goal given gift or something I seek inside. My unknown could be many things such as, first love, volleyball, poetry, being able to socialize.

Through my years of living and growing sports has always been my outlet but falling in love was my biggest unknown. You find yourself lost in the moment of all your greatest



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D₂

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D

accomplishments and achievement you lose focus of your emotions. I lost track of myself. I was just a freshman in high school. I feel like, but as time went by I knew. I knew my heart was racing and my fall brushed everyday for my 4 years of my high school year. I had to cope and fall back in place. I had clam down. Sometimes it was difficult sometimes it was disappointing but yet I keep going till I finish. I saw him everyday, until he graduated and I ended up hoping, but I knew he would always come see me and help me with my studies.

As my shock began to grow and my happiness filled my heart. I became surprise with everything. Little dates in the park, studies, school, sports, everything
→

→ last page.

D₃

3. D₃

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

just feel in place. Now that I'm becoming a freshman in college my high school sweetheart remains in my life helping me, guiding, and also keep me humble. I couldn't ask for an better unknown thing to happen than a love like our.

##

In the book *Gift from the Sea*, Anne Morrow Lindbergh wrote "We tend not to choose the unknown which might be a shock or a disappointment or simply a little difficult to cope with. And yet it is the unknown with all its disappointments and surprises that is most enriching." What did she mean by choosing the unknown? Honestly, I feel like she was talking about life. We, as humans, we are grown up in a schedule. Eat, Work, Sleep, Repeat. That when life opportunities come, we are unsure whether or not to take them.

Sometimes, these opportunities are great. Other times, they can lead to mistakes or "a disappointment." Exploring the unknown is that one dream or opportunity people think about doing, but never do it due to possible disappointment.

#

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

Question 3

Sample Identifier: C

Score: 9

- The essay successfully meets the criteria for an 8 but provides an especially sophisticated argument, thorough development, and a particularly impressive control of language.
- The writer's position is sufficiently supported by evidence and explanations.
- The choice of evidence is overwhelmingly convincing and appropriate (e.g., JFK, Galileo, and the many scientists mentioned at the end of the second paragraph).
- The response offers seamless transitions from the scientific to the artistic as evidenced in Bach and Shostakovich and ultimately the personal journeys of Thoreau and Emerson.
- The prose proves consistently clear and organized, with seamless transitions between paragraphs.
- The essay is an outstanding example of the five-paragraph essay form that exceeds the formula with its detailed discussion elaborating on how the examples support the claim.

Sample Identifier: G

Score: 8

- The essay opens with an effective personal narrative illustrating when the student ventured into a scary unknown (e.g., "When I was nine years old, my parents celebrated my birthday by taking me to a ropes course . . . if I had not ventured out of my comfort zone into the unknown and frightening, then I may have never climbed at all for the rest of my life").
- The writer effectively establishes a position on how this experience proved to be of lasting value, shaping the their future willingness to go into the unknown.
- The response demonstrates lucid prose (e.g., "As someone wait to go off a high dive, or is about to start their first day at a new school, anticipation eats them alive. Nerves replace all reason, they wish they had never done this, and are nostalgic for the known, the comfortable, the past").
- The essay offers a variety of ways people experience the unknown, as in the high dive and new school examples.
- The writer uses the familiar example of Columbus and the discovery of America as evidence for venturing into the unknown, but the explanation goes further at the end of the paragraph by discussing the value of Columbus's venturing out.
- The response demonstrates good use of reasoning at the end: "That's why people having life crises go for something drastic or unique: they are exploring the unknown to find answers. If you cannot find a solution within your comfort zone, you will have to go beyond it to find true happiness."

Sample Identifier: E

Score: 7

- The essay adequately develops a position on the value of exploring the unknown that is clearly stated at the end of the first paragraph and supports this position by way of personal experience.
- The writer uses a good piece of evidence by including the Encounter experience and explaining how that experience changed them. Specifically, the writer speaks of the Encounter experience as valuable because it taught the value of growth and expanded their worldview.
- The writer offers other personal examples (such as participating in the Model UN program and taking AP classes) as additional evidence of the value of exploring the unknown.
- The response demonstrates coherent and clear prose.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

- The writer's explanations are more complete and the development is more thorough than a 6-level response.

Sample Identifier: I

Score: 6

- The essay discusses the unknown as essential for exploration and experimentation, asserting that these concepts are what make us human.
- The writer adequately uses sources and develops a clearly established argument.
- The response appropriately employs the example of Space X to show how exploring the unknown made commercial space travel possible.
- The essay transitions from the larger-scale example to a personal example, arguing that the unknown is important for the growth of society, but even more important for our own human development.
- The response contains adequate explanation and development of evidence (e.g., "If no one chose the unknown, the world would seem sterile and robotic, not lively and wild").
- The writer develops their position further by providing a brief counterargument, showing when the unknown can be potentially dangerous and therefore should not be engaged.
- The prose is clear and coherent.

Sample Identifier: B

Score: 5

- The essay opens by arguing the unique position that the unknown is costly and may not be the best for mankind.
- The response offers evidence of the disadvantages of the unknown.
- The essay shows promise in adopting a unique perspective and counterargument; however, the development of the evidence and explanations prove limited and uneven (e.g., the second paragraph, where space exploration is not explained, and the third paragraph, where the writer attempts to explain the importance of planning, but the explanation proves insufficient).

Sample Identifier: A

Score: 4

- The essay asserts the benefits or values of exploring the unknown.
- The evidence and explanations provided are inadequate and unconvincing: i.e., the writer tries to use Lewis and Clark as an example, but the reasoning is insufficiently developed ("If Lewis and Clark had been satisfied with their lives and not wanted to explore, then they would not have gone down in history for exploring America") and marred by historical accuracy (e.g., Sacagawea being Clark's wife).
- The response discusses the 49ers and the Gold Rush as examples of the value of unknown but does so unconvincingly.
- The prose generally conveys the writer's ideas, but control is inconsistent (e.g., "just when one thinks they have everything they need, they can go exploring and discover a whole new part of life that they realized is wanted").

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2018 AP ENGLISH LANGUAGE AND COMPOSITION

Sample Identifier: F

Score: 3

- The essay takes a position on humans being naturally adventurous (e.g., “When we are born into this world we are naturally adventurous”). The student then notes the fear of the unknown (e.g., “But around 10 years old we start developing preferences, and begin to fear the unknown”).
- The writer is highly invested in setting up a position on the value of exploring the unknown (e.g., referring to new foods, walking on the moon, and breaking the speed of sound); however, the development of the evidence prove particularly limited with very little explanation).
- The prose shows less success and maturity in the control of writing than that in a 4-level response.

Sample Identifier: D

Score: 2

- The essay is a classic example of the writer substituting a simpler task.
- The response opens by reasserting the prompt, but then immediately shifts from developing a position on the value of the unknown to a reflection of love *as* the unknown.
- The essay never really offers a position on the value of the unknown.
- The evidence offered proves tangential and is presented with little success.

Sample Identifier: H

Score: 1

- The essay demonstrates little success in developing a position of value on exploring the unknown.
- About half of the essay simply restates the prompt, while the other half merely speculates on what Morrow Lindbergh meant by claiming a value for the unknown.
- The writer’s position is barely discernible.
- The control of writing proves consistently weak (e.g., “We, as humans, we are grown up in a schudule [*sic*]. Eat. Work. Sleep. Repeat. That when Life oppernuties [*sic*] come, we are unsure wheter [*sic*] or not to take them.”)
- The essay remains undeveloped and especially simplistic.