



2016 AP[®] English Language and Composition Exam Sample Student Responses and Scoring Notes

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ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total Time—2 hours, 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.)

Over the past several decades, the English language has become increasingly globalized, and it is now seen by many as the dominant language in international finance, science, and politics. Concurrent with the worldwide spread of English is the decline of foreign language learning in English-speaking countries, where monolingualism—the use of a single language—remains the norm.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether monolingual English speakers are at a disadvantage today.

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 (Berman)

Source B (Thomas)

Source C (Erard)

Source D (Oaks)

Source E (table)

Source F (Cohen)

Source A

Berman, Russell A. "Foreign Language for Foreign Policy?" *Inside Higher Ed*. Inside Higher Ed, 23 Nov. 2010. Web. 8 May 2013.

The following is excerpted from an article on a Web site devoted to higher education.

These are troubled times for language programs in the United States, which have been battered by irresponsible cutbacks at all levels. Despite the chatter about globalization and multilateralism that has dominated public discourse in recent years, leaders in government and policy circles continue to live in a bubble of their own making, imagining that we can be global while refusing to learn the languages or learn about the cultures of the rest of the world. So it was surely encouraging that Richard Haass, president of the Council on Foreign Relations and a fixture of the foreign policy establishment, agreed to deliver the keynote address at the American Council on the Teaching of Foreign Languages Annual Convention in Boston on November 19.

Haass is a distinguished author, Oberlin- and Oxford-educated, and an influential voice in American debates. The good news is that in his talk, "Language as a Gateway to Global Communities," Haass expressed strong support for increased foreign language learning opportunities. He recognized the important work that language instructors undertake as well as the crucial connection between language and culture: language learning is not just technical mastery of grammar but rather, in his words, a "gateway" to a thorough understanding of other societies. . . .

Haass claims that in an era of tight budgets, we need convincing arguments to rally support for languages. Of course that's true, but—and this is the bad news—despite his support for language as a gateway to other cultures, he countenances only a narrowly instrumental defense for foreign language learning, limited to two rationales: national security and global economy. At the risk of schematizing his account too severely, this means: more Arabic for national security and more Mandarin, Hindi, and, *en passant*, Korean for the economy. It appears that in his view the only compelling arguments for language-learning involve equipping individual Americans to be better vehicles of national interest as defined by Washington. In fact, at a revealing moment in the talk, Haass boiled his own position down to a neat choice: Fallujah or Firenze. We need more Arabic to do better in Fallujah, i.e., so we could have been more effective in the Iraq War (or could be in the next one?), and we need less Italian because Italy (to his mind) is a place that is only about culture.

In this argument, Italian—like other European languages—is a luxury. There was no mention of French as a global language, with its crucial presence in Africa and North America. Haass even seems to regard Spanish as just one more European language, except perhaps that it might be useful to manage instability in Mexico. Such arguments that reduce language learning to foreign policy objectives get too simple too quickly. And they run the risk of destroying the same foreign language learning agenda they claim to defend. Language learning in Haass's view ultimately becomes just a boot camp for our students to be better soldiers, more efficient in carrying out the projects of the foreign policy establishment. That program stands in stark contrast to a vision of language learning as part of an education of citizens who can think for themselves.

Haass's account deserves attention: he is influential and thoughtful, and he is by no means alone in reducing the rationale for foreign language learning solely to national foreign policy needs. . . . Yet even on his own instrumental terms, Haass seemed to get it wrong. If language learning were primarily about plugging into large economies more successfully, then we should be offering more Japanese and German (still two very big economies after all), but they barely showed up on his map.

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The much more important issue involves getting beyond instrumental thinking altogether, at least in the educational sphere. Second language acquisition is a key component of education because it builds student ability in language as such. Students who do well in a second language do better in their first language. With the core language skills—abilities to speak and to listen, to read and to write—come higher-order capacities: to interpret and understand, to recognize cultural difference, and, yes, to appreciate traditions, including one's own. Language learning is not just an instrumental skill, any more than one's writing ability is merely about learning to type on a keyboard. On the contrary, through language we become better thinkers, and that's what education is about, at least outside Washington.

Source B

Thomas, David. "Why Do the English Need to Speak a Foreign Language When Foreigners All Speak English?" *MailOnline* [UK]. Associated Newspapers Ltd, 23 Jan. 2012. Web. 8 May 2013.

The following is excerpted from an online article in a British newspaper.

Department for Education figures show that fewer and fewer of us are learning a foreign language, while more and more foreigners are becoming multi-lingual. This, say distraught commentators, will condemn us pathetic Little Englanders to a life of dismal isolation while our educated, sophisticated, Euro-competitors chat away to foreign customers and steal all our business as a result.

In fact, I think those pupils who don't learn other languages are making an entirely sensible decision. Learning foreign languages is a pleasant form of intellectual self-improvement: a genteel indulgence like learning to embroider or play the violin. A bit of French or Spanish comes in handy on holiday if you're the sort of person who likes to reassure the natives that you're more sophisticated than the rest of the tourist herd. But there's absolutely no need to learn any one particular language unless you've got a specific professional use for it.

Consider the maths. There are roughly 6,900 living languages in the world. Europe alone has 234 languages spoken on a daily basis. So even if I was fluent in all the languages I've ever even begun to tackle, I'd only be able to speak to a minority of my fellow-Europeans in their mother tongues. And that's before I'd so much as set foot in the Middle East, Africa and Asia.

The planet's most common first language is Mandarin Chinese, which has around 850 million speakers. Clearly, anyone seeking to do business in the massive Chinese market would do well to brush up on their Mandarin, although they might need a bit of help with those hundreds of millions of Chinese whose preferred dialect is Cantonese.

The only problem is that Mandarin is not spoken by anyone who is not Chinese, so it's not much use in that equally significant 21st century powerhouse, India. Nor does learning one of the many languages used on the sub-Continent help one communicate with Arab or Turkish or Swahili-speakers.

There is, however, one language that does perform the magic trick of uniting the entire globe. If you ever go, as I have done, to one of the horrendous international junkets which film studios hold to promote their latest blockbusters, you'll encounter a single extraordinary language that, say, the Brazilian, Swedish, Japanese and Italian reporters use both to chat with one another and question the American stars.

This is the language of science, commerce, global politics, aviation, popular music and, above all, the internet. It's the language that 85 per cent of all Europeans learn as their second language; the language that has become the default tongue of the EU; the language that President Sarkozy of France uses with Chancellor Merkel of Germany when plotting how to stitch up the British.

This magical language is English. It unites the whole world in the way no other language can. It's arguably the major reason why our little island has such a disproportionately massive influence on global culture: from Shakespeare to Harry Potter, from James Bond to the Beatles.

All those foreigners who are so admirably learning another language are learning the one we already know. So our school pupils don't need to learn any foreign tongues. They might, of course, do well to become much, much better at speaking, writing, spelling and generally using English correctly. But that's another argument altogether.

Daily Mail.

Source C

Erard, Michael. "Are We Really Monolingual?"
New York Times. New York Times, 14 Jan. 2012.
Web. 8 May 2013.

The following is excerpted from an online article in a national newspaper.

The widespread assumption is that few Americans speak more than one language, compared with citizens of other nations—and that we have little interest in learning to speak another. But is this true?

Since 1980, the United States Census Bureau has asked: "Does this person speak a language other than English at home? What is this language? How well does this person speak English?" The bureau reports that as of 2009, about 20 percent of Americans speak a language other than English at home. This figure is often taken to indicate the number of bilingual speakers in the United States.

But a moment's reflection reveals that the bureau's question about what you speak at home is not equivalent to asking whether you speak more than one language. I have some proficiency in Spanish and was fluent in Mandarin 20 years ago. But when the American Community Survey (an ongoing survey from the Census Bureau) arrived in my mailbox last month, posing that question, I had to answer no, because we speak only English in my home.

I know I'm not alone. There are countless Americans who speak languages other than English outside their homes: not just those of us who have learned other languages in school or through living abroad, but also employers who have learned enough Spanish to speak to their employees; workers in hospitals, clinics, courts and retail stores who have picked up parts of another language to make their jobs easier; soldiers back from Iraq or Afghanistan with some competency in Arabic, Pashto or Dari; third-generation kids studying their heritage language in informal schools on weekends; spouses and partners picking up the language of a loved one's family; enthusiasts learning languages with computer software like Rosetta Stone. None of the above are identified as bilingual by the Census Bureau's question. . . .

[T]o better map American language abilities, the census should ask the same question that the European Commission asked in its survey in 2006: Can you have a conversation in a language besides your mother tongue? (The answer, incidentally, dented Europe's reputation as highly multilingual: only 56 percent of the respondents, who tended to be younger and more educated, said they could.) Until the census question is refined, claims about American monolingualism will almost certainly be overstated.

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Source D

Oaks, Ursula. "Foreign-Language Learning: What the United States Is Missing Out On."
Blog.NAFSA.org. NAFSA: Association of International Educators, 20 April 2010.
Web. 8 May 2013.

The following is excerpted from a Weblog maintained by NAFSA, a leading professional association based in the United States and dedicated to international education.

It seemed a notably strange coincidence that the day after the *Chronicle of Higher Education's* fascinating article about foreign-language acquisition and its remarkable contributions to the human mind and to society, *Inside Higher Ed* reported that George Washington University's arts and sciences faculty had voted by an "overwhelming" margin not only to remove its foreign languages and cultures course requirement, but also to set up the new requirements in such a way that introductory foreign language courses can no longer count toward fulfilling any degree requirement in the college. At the same time, GW's curricular reform is apparently "designed to promote student learning in areas such as global perspectives and oral communications."

One wonders how "global perspectives" can happen without foreign language. But Catherine Porter (a former president of the Modern Language Association), writing in the *Chronicle*, puts it rather more bluntly. The lack of foreign-language learning in our society, she states, is "a devastating waste of potential." Students who learn languages at an early age "consistently display enhanced cognitive abilities relative to their monolingual peers." This isn't about being able to impress their parents' friends by piping up in Chinese at the dinner table—the research is showing that these kids can *think* better. Porter writes: "Demands that the language-learning process makes on the brain . . . make the brain more flexible and incite it to discover new patterns—and thus to create and maintain more circuits."

But there's so much more. Porter points out, as many others have, that in diplomatic, military, professional and commercial contexts, being monolingual is a significant handicap. In short, making the United States a more multilingual society would carry with it untold benefits: we would be more effective in global affairs, more comfortable in multicultural environments, and more nimble-minded and productive in daily life.

One of Porter's most interesting observations, to me, was about how multilingualism enhances "brain fitness." My own journey in languages is something for which I cannot claim any real foresight or deliberate intention, but by the age of 16, I spoke English, Hungarian, and French fluently. I've managed, through travel and personal and family connections, to maintain all three. One thing I know for sure is that when I get on the phone with my mother and talk to her in Hungarian for 20 minutes, or if I have to type out an email to a friend in Paris, afterwards I feel like I've had a mental jog on the treadmill: strangely energized, brain-stretched, more ready for any challenge, whether it's cooking a new dish or drafting an op-ed. And the connective cultural tissue created by deep immersion in another language cannot be overstated. When I went to Hungary during grad school to research my thesis, I figured: no problem, it's my native tongue. Yes, but I first learned it when I was a toddler, and never since then. The amount of preparation I had to do to be sure I didn't miss nuance or cultural cues and didn't draw conclusions based on erroneous translation, was significant, but well worth it. Time and again, I've realized how language can transform our interactions with one another. Porter's article is a wake-up call that neglecting foreign-language learning is hurting our country in more ways than we realize.

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Source E

“Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007.” Table in “Language Use in the United States: 2007.” *United States Census Bureau*. United States Census Bureau, April 2010. Web. 8 May 2013.

The following is adapted from a table in a report from the 2007 American Community Survey (United States Census Bureau) on language use in the United States.

Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007

(For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)

Characteristic	Total people	English-speaking ability			
		Very well	Well	Not well	Not at all
NUMBER					
Population 5 years and older	280,950,438	(X)	(X)	(X)	(X)
Spoke only English at home	225,505,953	(X)	(X)	(X)	(X)
Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
Spanish or Spanish Creole	34,547,077	18,179,530	6,322,170	6,344,110	3,701,267
Other Indo-European languages	10,320,730	6,936,808	2,018,148	1,072,025	293,749
Asian and Pacific Island languages	8,316,426	4,274,794	2,176,180	1,412,264	453,188
Other languages	2,260,252	1,584,342	446,224	182,899	46,787

(X) Not applicable.

Note: Margins of error for all estimates can be found in Appendix Table 1 at <www.census.gov/population/www/socdemo/language/appendix.html>. For more information on the ACS, see <www.census.gov/acs/www/>.

Source: U.S. Census Bureau, 2007 American Community Survey.

Source F

Cohen, Paul. "The Rise and Fall of the American Linguistic Empire." *Dissent* 59.4 (2012): 20-21. Web. 10 Sept. 2013.

Unfortunately, we do not have the permission to reproduce "The Rise and Fall of the American Linguistic Empire" by Paul Cohen on this website.

The article was published in *Dissent* magazine.

Question 2

Suggested time—40 minutes.

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

On June 11, 2004, Margaret Thatcher, the former prime minister of Great Britain, delivered the following eulogy to the American people in honor of former United States president Ronald Reagan, with whom she had worked closely. Read the eulogy carefully. Then, in a well-developed essay, analyze the rhetorical strategies that Thatcher uses to convey her message.

We have lost a great president, a great American, and a great man, and I have lost a dear friend.

In his lifetime, Ronald Reagan was such a cheerful and invigorating presence that it was easy to forget what daunting historic tasks he set himself. He sought to mend America's wounded spirit, to restore the strength of the free world, and to free the slaves of communism. These were causes hard to accomplish and heavy with risk, yet they were pursued with almost a lightness of spirit, for Ronald Reagan also embodied another great cause, what Arnold Bennett once called "the great cause of cheering us all up." His policies had a freshness and optimism that won converts from every class and every nation, and ultimately, from the very heart of the "evil empire."¹

Yet his humour often had a purpose beyond humour. In the terrible hours after the attempt on his life, his easy jokes gave reassurance to an anxious world. They were evidence that in the aftermath of terror and in the midst of hysteria one great heart at least remained sane and jocular. They were truly grace under pressure. And perhaps they signified grace of a deeper kind. Ronnie himself certainly believed that he had been given back his life for a purpose. As he told a priest after his recovery, "Whatever time I've got left now belongs to the big fella upstairs." And surely, it is hard to deny that Ronald Reagan's life was providential when we look at what he achieved in the eight years that followed.

Others prophesied the decline of the West. He inspired America and its allies with renewed faith in their mission of freedom.

Others saw only limits to growth. He transformed a stagnant economy into an engine of opportunity.

Others hoped, at best, for an uneasy cohabitation with the Soviet Union. He won the Cold War, not only without firing a shot, but also by inviting enemies out of their fortress and turning them into friends.

I cannot imagine how any diplomat or any dramatist could improve on his words to Mikhail Gorbachev² at the Geneva summit. "Let me

tell you why it is we distrust you." Those words are candid and tough, and they cannot have been easy to hear. But they are also a clear invitation to a new beginning and a new relationship that would be rooted in trust.

We live today in the world that Ronald Reagan began to reshape with those words. It is a very different world, with different challenges and new dangers. All in all, however, it is one of greater freedom and prosperity, one more hopeful than the world he inherited on becoming president.

As Prime Minister, I worked closely with Ronald Reagan for eight of the most important years of all our lives. We talked regularly, both before and after his presidency, and I've had time and cause to reflect on what made him a great president.

Ronald Reagan knew his own mind. He had firm principles and, I believe, right ones. He expounded them clearly. He acted upon them decisively. When the world threw problems at the White House, he was not baffled or disorientated or overwhelmed.

He knew almost instinctively what to do.

When his aides were preparing option papers for his decision, they were able to cut out entire rafts of proposals that they knew the old man would never wear. When his allies came under Soviet or domestic pressure, they could look confidently to Washington for firm leadership, and when his enemies tested American resolve, they soon discovered that his resolve was firm and unyielding.

Yet his ideas, so clear, were never simplistic. He saw the many sides of truth. Yes, he warned that the Soviet Union had an insatiable drive for military power and territorial expansion, but he also sensed that it was being eaten away by systemic failures impossible to reform. Yes, he did not shrink from denouncing Moscow's evil empire, but he realized that a man of good will might nonetheless emerge from within its dark corridors.

So the president resisted Soviet expansion and pressed down on Soviet weakness at every point until the day came when communism began to collapse

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85 beneath the combined weight of those pressures and
its own failures. And when a man of good will did
emerge from the ruins, President Reagan stepped
forward to shake his hand and to offer sincere
cooperation.

90 Nothing was more typical of Ronald Reagan than
that large-hearted magnanimity, and nothing was
more American.

Therein lies perhaps the final explanation of his
achievements. Ronald Reagan carried the American
95 people with him in his great endeavours because there
was perfect sympathy between them. He and they
loved America and what it stands for: freedom and
opportunity for ordinary people.

¹ A phrase used by Reagan to describe the Soviet Union

² The leader of the Communist Party of the Soviet Union from 1985
to 1991

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Question 3

Suggested time—40 minutes.

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

In 1891, Irish author Oscar Wilde (1854–1900) observed, “Disobedience, in the eyes of anyone who has read history, is man’s original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.”

Wilde claims that disobedience is a valuable human trait and that it promotes social progress. Write an essay that argues your position on the extent to which Wilde’s claims are valid. Use appropriate examples from your reading, experience, or observations to support your argument.

STOP

END OF EXAM

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Question 1

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books 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 your judgment of the paper's quality 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 by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of 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** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least three sources, but how they use and explain sources may be uneven, inconsistent, or limited. The 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** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the student's attempts at development, the link between the argument and the sources may be

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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.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in arguing a position on whether monolingual English speakers are at a disadvantage today. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in arguing a position on whether monolingual English speakers are at a disadvantage today. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

0 Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.

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Question 2

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books 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 your judgment of the paper's quality 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 by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of 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 rhetorical strategies that Thatcher uses to convey her message. 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 rhetorical strategies that Thatcher uses to convey her message. 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 rhetorical strategies that Thatcher uses to convey her message. The evidence or explanations used 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 rhetorical strategies that Thatcher uses to convey her message. These essays may misunderstand the passage, misrepresent the strategies Thatcher uses, or analyze these strategies insufficiently. The evidence or explanations used 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.

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3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies that Thatcher uses to convey her message. They are less perceptive in their understanding of the passage or Thatcher's strategies, or the explanations or examples 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 analyzing the rhetorical strategies that Thatcher uses to convey her message. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Thatcher uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, 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.

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Question 3

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books 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 your judgment of the paper's quality 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 by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of 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** argue a position on the extent to which Wilde's claims are valid. The evidence and explanations used are appropriate and convincing, 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** argue a position on the extent to which Wilde's claims are valid. The evidence and explanations used are appropriate and sufficient, 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 argue a position on the extent to which Wilde's claims are valid. The evidence or explanations used 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** argue a position on the extent to which Wilde's claims are valid. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. 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 arguing a position on the extent to which Wilde's claims are valid. The essays may show less maturity in their control of writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2016 SCORING GUIDELINES — Version 1.0

2 Little Success

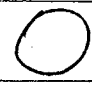
Essays earning a score of 2 demonstrate **little success** in arguing a position on the extent to which Wilde's claims are valid. The student may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of 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 and development.

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.

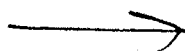
— Indicates an entirely blank response.

* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning.



It is a well-known idea that the global industries dominating the world's international affairs are becoming increasingly infiltrated by the English language. Whether in finance, science, or politics, English is ~~uniformly spoken everywhere~~ now used more often than not. However, this has led to a sharp decline in learning foreign languages in English speaking countries. This monolingual trend that is plaguing English speaking countries presents a clear disadvantage for those who follow it. Not only do ~~not~~ other languages open us up to new cultures, they are ^{also} proven to widen our intellectual horizons and ~~make us more~~ make us more successful both politically and economically in ~~g~~ terms of global affairs.

Language is too often thought of as a mere practicality when it, in fact, ~~opens us up to~~ provides a "gateway" into understanding other cultures. The United States itself is home to a highly multilingual society, with Spanish speakers doubling since 1990 ~~(Source D)~~. In smaller sects, almost six thousand languages are being spoken in smaller communities (Source F). This is only in one part of the world though, and abroad even more dialects are being created everyday. With this variety of language comes a variety of distinguishable cultures. As Richard Haass has explained, there is a "crucial connection between language and culture" (Source A). Language is more than just a "technical mastery of grammar"—it is a form of expression which we can use as a "gateway" to ~~understanding~~ fully



Question 1

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

2 Understanding and appreciating other cultures

Beyond the more social ^{and cultural} aspect of being bilingual,

being so is also proven to broaden our intellectual capabilities.

According to Catherine Porter, a former president of the Modern Language Association, students who master ^{multiple} ~~other~~ languages at a young age "consistently display enhanced cognitive abilities relative to their monolingual peers"

as their brains become more adept to learning new patterns (Source D). Even more evidence of this comes in the fact that students who excel in a second language exhibit

a similar trend in their first language (Source A). The fact that being bilingual gives us a chance to broaden our intelligence and understand things at a greater level is not just an appealing quality, it's an offer that is ^{impossible} ~~hard~~ to refuse.

Education itself, in its purest form, ~~serves~~ ^{about} is about thinking, reflecting and understanding, not merely regurgitating facts.

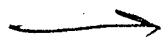
~~As a monolingual speaker myself, I see such limitations.~~

If being a bilingual speaker gives us the ability to think more proficiently and deeply, it is obvious that our ~~monolingual~~ counterparts are at a disadvantage

~~in~~ in their ability to comprehend things in the same way.

Being monolingual ~~is~~ is an obvious disadvantage if we consider the idea of globalization of the world's political and economic affairs. Though English is admittedly a huge presence in the world's affairs, it falls short in several places. As I mentioned

Language is expression, and being a monolingual speaker means being in a place as diverse as New York City, where these cultural boundaries are always present.



Previously, the United States has become an increasingly multilingual society. According to Paul Cohen, in fact, jobs in national offices may even be marked by ^{the} Spanish language in years to come (Source F). Cohen also points out that the pockets of English-speaking places are only portions of larger, not-English-speaking areas, such as Tokyo to the rest of Japan. English can theoretically be used, but knowing the country's native tongue will get you much farther and open you up to cultural cues and other things monolinguality wouldn't have at all (Source F). ~~We would be able to~~ Even ~~do not~~ critics of bilinguality such as David Thomas concede on the idea that learning a country's first language ~~will~~ will help us do better in our business there, such as speaking Mandarin in a Chinese market (Source B). Overall, it's clear that our involvement in the world and our move away from "distant isolation" is propagated by being bilingual. This capitalistic benefit is even more present now with increased globalization as a result of mass media and other methods, thus presenting monolingual English-speakers with a ~~monumental~~ significant disadvantage.

All in all, ~~that~~ though the English language is granted to be ~~is~~ increasingly spread worldwide, this is no excuse for being monolingual. Knowing more than one language ~~brood~~ makes us more culturally involved, ^{more} intellectually capable and puts us at an ~~an~~ advantage in the world's political and economic

→

04 Question 1

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

affairs. It doesn't just hurt the individual to be monolingual, ~~but~~ it affects the world, as we rely on being linguistically homogenous and continue to isolate those who speak other languages. As a result, it is important to devote more time, effort and money to foreign language programs and to leave behind our self-involved idea that English is the only necessary language. It is time for us to immerse ourselves in every part of the world, not just the English-speaking parts, once again.

#

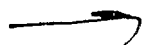
With the existence of over six thousand languages in the world today, does it make sense to ignore all but one? The study of foreign languages in the world and in America today is on the decline, as English rises as one of the most commonly-spoken languages. As monolingualism slowly develops in English-speaking countries, the question of this monolingualism and its pros and cons is met. Though it may be true that many people in English-speaking ~~the~~ countries are monolingual, these people have ignored the many benefits of learning foreign language. Monolingual English speakers are at a disadvantage today because the majority of the world does not speak English, and because learning foreign language has benefits such as learning about culture and promoting better mental well-being.

The majority of people in the world do not speak English, and/or are not monolingual English speakers. It is unclear whether or not this may be the case in America, which is considered a mainly-monolingual English-speaking country. The results of the 2007 census reveal that 55 million people speak a language other than English at home (Source E). Compared to the 225 million who ~~speak~~ speak only English at home, this appears to be an insignificant number, but Michael Erard (Source C) speculates what the cause of this may be. The census poses the question, "Does this person speak a language other than English at home?" The question completely ignores the possibility of proficiency in ~~foreign~~ language outside of the home setting. In fact, Erard

→

writes that when a similar survey was conducted in Europe, but rephrased ("can you have a conversation in a language besides your mother tongue?") a majority of respondents were revealed to be multilingual. Though some may argue that there is no need to learn ^{a foreign language} ~~English~~ because everyone in English speaking countries ~~is~~ monolingual, this ~~is~~ is certainly not the case. Those who are monolingual would therefore be put at ^a disadvantage, considering the large number of people in America and other English-speaking countries, since they lack foreign-language abilities when compared to the rest of the population.

Monolingual ^{speakers are} ~~also~~ ^{at a} disadvantage ~~because~~ because of the many benefits which accompany learning foreign languages, such as learning the culture of other countries. Russell Berman (Source A) criticizes ~~Haass'~~ Haass' argument that foreign language should be taught and mastered for the sake of national security and global economy. As he critiques Haass' argument, ~~Berman~~ Berman points out the narrow, limited approach of Haass' thinking to foreign language. The simplicity of this approach completely ignores the window of opportunities to learning which follow the study of foreign language. Ranging from the origins of words, to words which ~~are~~ are unique to specific languages, foreign language carries with it a wealth of information that should not be ignored. To take away foreign language is to take with it the customs, traditions



and importance of other cultures. ^{English speakers} Monolingual ~~speakers~~ would be ^{put at} ~~at~~ a disadvantage ~~to~~ due to the lack of knowledge of other cultures ~~that they have~~. The world is a place of many cultures to enjoy; to not take advantage of this fountain of diversity is a waste.

Another disadvantage ^{for monolingual English speakers} ~~is that~~ is that learning foreign languages comes with the benefit of better mental wellbeing. Russell Berman (Source A) briefly discusses the impact of learning foreign language on the mind and on mental capacity: "We become better learners." Education is about expanding one's boundaries, not just on knowledge, but also on the ability to apply this knowledge. Ursula Oaks expands on this idea in Source B, ⁱⁿ which she uses ^{hypothetical} ~~hypothetical~~ situations that demonstrate the positive effect of using foreign languages: "...afterwards I feel like I've had a mental jog on the treadmill: strangely energized, brain-stretched, more ready for any challenge..." Oaks testifies through personal experience that learning foreign language and using it is a mental challenge which enhances one's mental capabilities. At monolingual English speakers done in the same monotonous language all day, multilingual speakers are ready for the next mental obstacle to come.

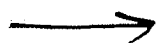
It is evident that ~~monolingual~~ monolingual English speakers are at a disadvantage due to their lack of diversity, their limited mental capability compared to multilingual



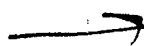
speakers, and their lack of ability to speak foreign languages
when compared to other people in English-speaking countries
and in the entire world. Languages exist for a reason, and
that is to be spoken, not forgotten or replaced.

#

In today's society, language, like many other areas of education, sees a constant clash between those who see it as essential and those who do not. This is always the argument, a black-and-white debate constructed as a matter of necessity due to budget restrictions. Anything not deemed utterly essential in education is liable to face cutbacks, leaving proponents of language education in the awkward position of having to defend language not by its merit but by its indispensability. Should they concede that ~~no~~ language is beneficial but ~~not~~ possible to do without, their programs will be cut, reducing the chances students have to learn other languages. This is unfortunate, as a much more realistic and defensible position is that, like in other academic areas, a basic introduction to ~~other~~ language education is important, but, barring circumstances not applicable to the majority of the population, ~~to~~ monolingual speakers are at no real disadvantage today.



Proponents of language education, seeking to argue its importance, tend to make one of two arguments: that language develops critical thinking skills, and that it is useful for a wide variety of jobs. However, neither of these arguments points truly suggests that advanced education in another language is needed for everyday life, generally speaking. In Source D, Oaks details research that found children who learn another language can "think better" than those who do not. However, neither this nor Oaks' argument that speaking other languages as an adult allows one to take "a mental jog on a treadmill" suggests that advanced learning of languages is essential. While the cognitive benefits of language learning at a young age can be easily gained ~~by~~ through basic language education, Oaks' experiences with the use of multiple languages sounds no more essential to the everyday language speaker than an extensive understanding of romantic poetry. While both are enriching, a basic understanding will more than suffice for most.



~~The~~ The second argument commonly made for language programs is that other languages are useful for a variety of jobs. While this addresses the need for advanced language education, it fails to convincingly appeal to the majority of English speakers because it has no bearing on their lives. For instance, Source F rattles off a list of jobs impossible to perform without learning another language, these jobs are specific instances not applicable to most people.

None of this is to say that it is not important to have access to advanced language education, or to require basic language courses at a young age. But learning other languages is also by no means a necessary skill. There are many paths a monolingual English speaker can take, and their ~~lack of knowledge~~ ignorance of other languages will leave them at no more of a disadvantage than ignorance of any other skill not relevant to them. To quote source B, ~~there's~~ "there's absolutely no need to

C4 1

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

learn any one particular language
unless you've got a specific professional
use for it."

#

~~Today, English is becoming an ever-growing language~~

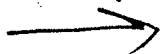
Though the United States is thought to be ^a "melting pot" ^{because of its ethnic diversity}, many will ^{come to} find that English is the primary language spoken in the country. This is not only true ⁱⁿ the U.S. for English is continuing to expand and globalize. However, there is a clear trade off for monolingual English speakers. Those who are solely dependent on speaking English are at a disadvantage — they are cognitively less developed than their language rich counterparts and ~~are~~ ^{are} more inept in the international business world.

^{studies show} Monolingual English speakers are slowly but surely falling behind ~~as~~ ^{as} thinkers. "... the language learning process makes... the brain more flexible and incite it to discover new patterns — and thus to create and maintain more circuits"

(source B). This demonstrates that the brains of ^a multilingual speakers adapts and creates stronger neural networks that can aid in future problem solving. ~~Thus, it is obvious~~ obviously, this is a benefit to have ~~an~~ ^{an} ~~ability~~ for people of any age.

~~Language learning~~ ^{The} ability to speak multiple languages ^{challenges} ~~exercises~~ the brain and prepares it for difficult tasks. Just like any other part in our body, we must exercise it to become better and stronger. In a way, language is a means of doing just this. ~~Additionally~~ "with the core language skills...

come higher-order capacities: to interpret and understand" (source A). ^{learning a} Additionally, language helps ~~one~~ ^{one} have more than just a shallow understanding of things but rather a



R2 Q1

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

greater grasp of comprehension ^{*} ~~such as hidden meaning~~
^{being} ~~being~~ a multilingual speaker ~~with~~ ~~more~~ has ~~the~~ ~~person~~
~~in the real world~~ practical application in ~~the~~ ~~world~~
 regards to business. ~~and~~ ~~ex~~ ~~as~~ ~~in~~ ~~the~~ ~~real~~ ~~world~~

Language "... language learning is not just technical mastery of grammar but rather... a "gateway" to a thorough understanding of other societies" (source A).

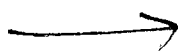
If we can ~~know~~ get a better understanding of our business partners, the best way to do so ^{would be} ~~is~~ through language.

~~the world~~ Language is the path to acknowledging the culture and tradition that precedes. ~~the~~ Who would want to make a deal with someone who has no respect for another's customs? In this case ignorance is not a bliss. Some even go as far to say that pure English speakers will find themselves in isolation as European competitors are cozying up with foreign customers (source B). Common language allows people to feel more comfortable with one another. ~~rather than being~~

~~can~~ ~~in~~ ~~complete~~ ~~strangers~~ communication is more direct and fluid as opposed to ~~it~~ ~~that~~ if there were a translator.

~~Also, the need for multilingual speakers is becoming increasingly~~
 Monolingual English speakers will also find themselves at a disadvantage ^{in finding jobs} since the market is demanding ~~more~~ an increasing amount of multilingual speakers (source F).

Some may argue that ~~monolingual~~ sole English speakers should not feel the need to learn a language "unless you're



got a specific professional use for it" (source B) ~~and~~ and because ^{many foreigners are learning} English, ~~the~~ reducing the effort on ^{the part of} English-only speakers. This is an interesting point to consider. However, ~~that~~ these people overstate the prominence of ^{the} English language around the world. ~~Furthermore~~ often, the United States Census Bureau asks people if they speak another language besides English at home. This appears to be a reasonable question to ask but it does not consider those who learn a language outside of home (ex: college) but do not speak it at home (source C). This greatly undermines those who speak multiple languages beyond their household and in turn, diminishes the true number of multilingual speakers. ^{This can be seen in a} ~~Even~~ 2007 American community survey where ~~among~~ those who spoke ^{only} English at home outnumbered those who spoke more than just English at home by approximately 170,000 (source E). ~~Imagine~~ how much larger this number would be if the question were worded differently. ^{overall,} ~~The~~ ~~the~~ idea of English taking over the world is greatly overstated. In fact, "the number of native Spanish speakers in the United States has doubled since 1990..." (source F).

Furthermore, speaking multiple languages has its perks and leaves monolingual English speakers in the dust. Multilingual speakers are able to formulate more intimate bonds with their business partners, securing their ^{business} transactions. Also, ^{multilingual speakers} ~~they~~ are ~~are~~ more keen ~~by~~ because their brains are constantly being challenged and exercised through practice



Ry Q1

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

of various languages. Perhaps there is a reason why we are so infatuated by those ~~with foreign accent~~ ^{with accents} who can speak French, Italian, Chinese, and etc. There is a beauty in ^{all} languages that cannot be replicated through only one. Language is the ~~binding~~ binds us to history, culture, and most importantly one another. We cannot live as humans without interpersonal relations. ^{it is necessary to} Language is a way ~~to make such~~ ^{to make such} possible is what makes such relationships possible.

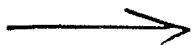
→ It is necessary in business, education, ~~and~~ and love.

#

It doesn't hurt to learn a new language. With the thousands and thousands of languages circulating around the world, it is important to know more than just English. Learning a new language can help you communicate with foreigners when traveling, make you a better thinker, and also assist you in your profession.

With the increase of ~~newer~~ more and more languages, it is important to pick some up. When travelling, it is hard to navigate through smaller communities due to their possible lack of knowing English. Once outside Tokyo, try navigating Japan with only English. In the central Asian republics, Russian will get you a lot farther than English, just as French will in most of West Africa. (Source F) This is very important because just knowing the language even if it is just a little can go a long way. The use of another language is very important especially in foreign affairs. ~~and it could have probably been very helpful~~ "We need more Arabic to do better in Fallujah, i.e., so we could have been more effective in the Iraq War." (Source A) With our growing need to communicate with others, ~~for~~ learning a foreign language can dramatically assist in everyday life.

Catherine Porter (a former president of the Modern Language Association) "Students who learn foreign-language



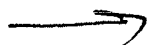
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Write in the box the number of the question you are answering on this page as it is designated in the exam.

at an early age consistently display enhanced cognitive abilities relative to their monolingual peers."

She says that this research shows that these kids can think better (Source D) Porter explains how the language learning process on the brain makes the brain more flexible and enable it to discover new patterns. She explains how using a foreign language stimulates the brain and that it feels like she has had a mental jog on the treadmill. What using a foreign language does is energizes and stimulates the brain in order to create a sense of an ability of conquer anything in your way. The more we neglect foreign language, the more we hurt ourselves and our country.

Learning a foreign language can most definitely help in your profession whether it is to speak with patients or coworkers. "... employers who have learned enough Spanish to speak to their employees; curators in hospitals, clinics, courts and retail stores who have picked up parts of another language to make their jobs easier; soldiers back from Iraq or Afghanistan with some competency in Arabic, Pashto or Dari..." (Source C) Workers who are monolingual in these situations are all disadvantaged because they do not possess the power to communicate with the people around them which can lead to many disasters especially involving miscommunications.



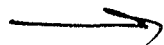
It's going to be hard for a monolingual American doctor to treat villagers in Mali, Angola, or Chad because of their inability to communicate although they had the right intentions. (Source F) Learning a language or even a part of the language can easily fix that problem.

In conclusion, the facts ~~and~~ show the benefits that learning another language provides and all of the disadvantages ~~the~~ monolingual Americans encounter. So why not just learn a bit of another language?

#

→ In ~~the~~ ^{American} Contemporary Society, learning a multitude of languages is regarded as insignificant to our lives and success as human beings. English has become the norm and there ^{rests an} unspoken truth that in order to become successful, one has to be able to ~~to~~ speak and write in English. ~~It is~~ Learning English ^{is} mandatory while, on the other end of the spectrum, learning other languages are optional. However, it is without a doubt that people must be at least ~~bi-~~ biligual to unlock their full capabilities. Learning a multitude of languages leads to the overall success of a nation in terms of their foreign ~~affairs~~ ^{relations} and also, ^{the} intellectual self-improvements, of an individual. ~~improves our relationship~~

Making the United States a more multilingual society will bring ⁱⁿ countless benefits. It will ^{transform our interactions with one another} making us more effective in global affairs" and will be beneficial for jobs that involve diplomatic, military, professional, and commercial ~~ente~~ affairs (Source D). Likewise, the implimentation of a multilingual ^{American} society will improve our relations with foreign customers and business.



since it will make us more understanding of each other, ~~and~~ ^{It} will prevent "Euro-competitors" from chatting away to foreign customers, ~~resulting in them~~ stealing all of our foreign business partners as a result (source B).

~~The~~ Learning other languages in addition to English will, ~~a~~ without a doubt, lead to intellectual self-improvements for each and every-one of us. Those who learn more languages "consistently display enhanced cognitive abilities relative to their monolingual peers." (source D). ~~The~~ Research shows that they can think better because their "brain becomes more flexible ~~and~~ and ~~write~~ discover new patterns, making it "create and maintain more circuits" (source D). Thus, through language, we become better thinkers and more ~~adapted~~ ~~more~~ versatile in ~~their~~ ^{our} daily lives. ^{The Acquisition} ~~Acquiring a greater~~ of more languages also ~~improve~~ allows us to better understand our foreign counterparts. It ~~too~~ creates a "gateway" to a thorough understanding of others' societies (source A). For instance, one is is able to better navigate through

→

the central Asian republics with an ~~re~~ understanding
of Russian then he or she is with an
understanding of English. This circumstance
is also applicable with places ^{such as} West
Africa, Mali, Angola, or Chad, where
English is regarded as a rarity (source F).

Although, English is increasingly
becoming globalized and is seen as
dominant language in international finance,
science, and politics, ~~the~~ learning more
languages does provide more benefits.
It allows nations and individuals to
improvement as a whole and develop a
better relationship with other prominent
nations where English is not common.
The acquisition of more language does
no harm to an individual, it only ~~for~~
benefits ~~them~~ him or her.

#

In today's time, yes, monolingual English speakers are at a disadvantage. It seems as though if you do not know at least some words of Spanish, etc., then you cannot understand some people. As more and more immigrants come to the United States, the more the monolingual English speakers are at a disadvantage. ~~Two~~ Reasons why they are at a disadvantage are, one, "language learning is not just technical mastery of grammar but rather, in his words..." (Source A), two, "employers who have to learn enough Spanish to speak to their employees..." (Source C), three, ~~"According to Source D~~ "225,505,953 total people spoke only English at home" (Source E) Ultimately, yes, if you are a monolingual English speaker, you ~~are~~ are at a disadvantage.

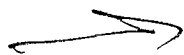
First, "language learning is not just technical mastery of grammar but rather, in his words, a 'gateway' to a thorough understanding of other societies..." (Berman, Source A) This helps support the fact that a monolingual English speaker is at a disadvantage because it shows that you have to know at least some of another ~~language~~ language in order to understand more and more of our society. Therefore, if you are a monolingual English speaker you are at a disadvantage.

→

12 Second, "employers who have to learn enough Spanish to speak to their employees..." (source C) is another reason why monolingual English speakers are at a disadvantage. This quote supports this statement because it shows that if an employer does not know at least some Spanish, they will not be able to communicate with their employees. Some of those workers include "workers in hospitals, clinics, courts and retail stores; soldiers back from Iraq or Afghanistan..." (source C, Erard) All in all, yes, monolingual English speakers are at a disadvantage.

Third, "225,505,953 total people spoke only English at home." (source E) This helps support the claim that monolingual English speakers are at a disadvantage because it shows just how many people do not know any other language. You may be thinking, "well, that would support the fact that they do not have a disadvantage." However, a total number of "34,544,077" people "spoke ~~all~~ Spanish at home" (source E). That's a significant number of people; therefore, yes, speakers that are monolingual ~~are~~ are at a disadvantage.

In conclusion, in today's time, as more and




more immigrants come to the united states of America, the more monolingual English speakers will be at a disadvantage. Three reasons why include "language learning is not just technical mastery of a grammar but rather a 'gateway' to a thorough understanding of other societies..." (source A), "employers who have to learn enough spanish to speak to their employees" (source C), and "225,505,953 total number of people spoke only English at home." (source E). Ultimately, monolingual English speakers are at a disadvantage.

#

Ever since man has ~~step~~ stepped foot on the land we call the United States, English has been its dominant language. English has been an dominant language in international finance, science, and politics.

English has been an important part of international ~~commerce~~ finance. For example, whenever trade needs to happen between other countries, there is a need for some kind of translation. Not every country will speak the same language, so the United States will need some bilingual speakers who can translate. For when trading ~~or~~ ~~any~~ any other deals between two countries, there will have to bring in someone who knows both language. As in (source B), it says "This is the language of science, commerce, global politics, aviation, popular music and, above all, the internet." (source B) English is the language used everywhere and is probably the easiest to learn.



Q₂ #1

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English is also an important part of politics now-a-days. For example, the Presidents have to be a citizen of America for 7 years and speak fluent English. A country can't have a President that doesn't speak the language that the majority of population speaks. Also the Pope, for example, Pope Francis, has learned all kinds of languages. When he goes to speak to all these countries, he has to speak their language. English has been an important part of history of politics.

English is also an important part of science. All the scientists have to speak the same language in order to come up with new theories. ~~As it says in (source c) people in hospitals have to learn some sort of language to be able to understand the patients and doctors. English is an important part of America and other countries.~~



English is a common language for
people all over the world to understand.
Basically if you know English, you will more
likely to succeed especially in America.
Other countries and other people will also
benefit from learning English because
it is such a common language that
most people know. ~~Everyone~~ Everyone will
benefit from learning English.

#

Monolingual English speakers are really not at a disadvantage in the United States because we are close to the border. Monolingual people have the advantage of having a better paid job due to knowing another language.

Source A states "He recognized the important work that language instructors undertake..." Also "... strong support for increased foreign language."

This shows how the author of source A understands that monolingual plays a great role in the United States.

Source C states "... employers who have learned enough Spanish... to make their job easier..."

This illustrates how monolingual people have better opportunities.

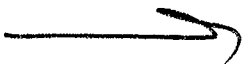
I personally believe that a monolingual person has greater advantages.

#

In her eulogy in 2004, Margaret Thatcher commemorates the life of Ronald Reagan. She speaks to both the American and English people of the dead former president in order to highlight his honor and leadership through emotional, ~~and~~ authoritative appeals, and parallelism.

Using pathos, the appeal to emotion, Thatcher tugs at the heart of the audience to bring respect and sadness at the loss of Reagan. Thatcher uses powerful diction to describe Reagan, such as "cheerful and invigorating presence", and "freshness and optimism". These descriptions of his policy and character contribute to the legacy Thatcher attaches to Reagan's memory. She uses juxtaposition of powerful diction by describing how Reagan's jokes after an assassination attempt ~~described~~ "were evidence that in the aftermath of terror and in the midst of hysteria one great heart at least remained sane and jocular". The contrast of "terror" and "hysteria" with "sane and jocular" contributes to the words the audience will forever remember Reagan by, as the opposite of terror and hysteria. Then choice of wording by Thatcher create emotional constructs of character in the audience to strengthen their fondness of Reagan and their grief at his passing through diction and juxtaposition.

Thatcher also uses ethos, the appeal to authority, to cement her argument of Reagan's good character and the tragedy that was his death. ~~She~~ In her opening sentence Thatcher asserts, "We have lost a great president, a great American, and a great man, and I have lost a dear ~~friend~~ friend". This inclusion of anaphora, the repetition of "great" emphasizes Reagan's



character, but also creates a noticeable contrast to the last phrase, which characterizes Reagan as Thatcher's "dear friend". By calling Reagan "dear" rather than "great" when referring to her own relationship with the former President, Thatcher isolates herself from the rest of the audience as an authority above them. This authority is found again later when Thatcher declares, "As Prime Minister, I worked closely with Ronald Reagan..." There, Thatcher establishes herself as an authority of the state, Prime Minister, to increase credibility of her argument as more than an admirer of Reagan, but as a close, knowing partner in running countries. Thatcher's establishment of herself as an authority both as Reagan's "dear friend" and as patriot as Prime Minister add to the authority of her eulogy and the credibility she has as someone who truly is sincere in her assessment of Reagan as a decisive leader and optimistic man who will be missed.

Thatcher also summarizes Reagan's accomplishments and goals in order to remind the world of his presidency's effectiveness. Thatcher says, Reagan, "sought to mend America's wounded spirit, to restore the strength of the free world, and to free the slaves of communism". By using the phrasing "to mend," "to restore," and "to free", Thatcher establishes Reagan as a man of action and healing. These qualities amplify the audience's approval of Reagan and increase their grief. The parallel structure of the infinitives highlights Reagan's actions and wishes toward benefiting the audience's opinion of him. Also in the sentence includes more phrases such as "wounded spirit" and "slaves of communism". These sad characters are

→

saved by Reagan through his mending and freeing to further declare
Reagan as an effective president and great man.

By using her position as Prime Minister to appeal to authority,
including diction to appeal to emotion, and syntactical structure to
parallel Reagan's actions to his mending character, Thatcher amplifies
the grief of losing a former President by a hundred fold in the
hearts of her audience. She conveys Reagan's legacy as a true hero
and leader and left her audience in awe and grief.

#

The purpose of Margaret Thatcher's eulogy of former president Ronald Reagan was to emphasize his good nature as well as his good policy, and to comfort the American people with the words of respect. To make this point clear, she uses a variety of tactics, such as metaphor, contrast, and parallel structure. Each of ~~these~~ ^{these} shows a deep respect and reverence, and puts the actions of Reagan in ~~context~~ perspective with the disorder of the world at that time.

Thatcher uses metaphors in her eulogy to create a truly reverent, idealized view of Reagan. She says, "He sought to mend America's wounded spirit, to restore the strength of the free world." This approach focuses on his idealist goals as opposed to his policies. By using the metaphor, she makes Reagan appear even more powerful, yet benevolent. By focusing on the policies instead of the actions, she attempts to erase any negative image of Reagan from people's minds. By comparing him to a sort of doctor by using the word "mend," Thatcher expresses the idea of his



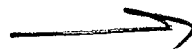
H2 2

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importance to the country in a time of need. The use of the metaphor expresses the idea of Reagan instead of the man himself, and makes him seem almost more than human.

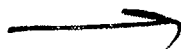
Thatcher also uses many examples of parallelism, which serve to continually build up the reputation of Ronald Reagan. For example, ~~she says~~ in the fourth paragraph, she repeats the phrase "when... they..." which ~~also~~ expresses the idea that Reagan could be trusted to act appropriately, no matter what situation he faced. The listing of the problems faced in the first clause of each sentence shows the difficulty of the time, and the listing of the reactions in the second clause of each sentence shows the reliability of the response. This depicts Reagan as a firm and trusted leader, and serves to make the audience of the eulogy focus on the best of the man they had lost.

Finally, Margaret Thatcher uses a great deal of contrast to reflect the strength of Reagan's actions in light of the



difficult political atmosphere he faced during his time in office. In the fourth through sixth paragraphs, she repeats the idea of "Others... He..." For example, she says, "Others saw only limits to growth. He transformed a stagnant economy into an engine of opportunity." The contrast between the public pessimism and the actions taken by the president makes his optimistic approach seem even more impressive and admirable. If she had not included the contrast with popular opinion at the time, the actions of the president would have seemed more ordinary. She does this throughout the eulogy, for example contrasting the "darkness" of the time with Reagan's "lightness" of spirit. She uses this contrast to contextualize Reagan's actions in a reverent light.

Overall, Thatcher attempts to create a light, strong, benevolent image of Reagan in contrast with the uncertainty and fear of the time. Her use of parallel structure and comparison emphasize this viewpoint and serve to elevate Reagan in the eyes of his audience, as well



H4 2

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

as make an attempt to secure a good position for him in the memory of the American public.

#

Thatcher incorporates several types of rhetorical strategies to convey her message. Thatcher's purpose was to give a speech commemorating and honoring the late President of the United States: Ronald Reagan.

Subsey Her message ^{is} was to honor the service and abilities Reagan utilizedⁿ and almost sacrificed to deliver the health and security of his nation. Thatcher utilizes ethos, tone, and symbolism to effectively deliver her message to the audience.

The audience Thatcher has is the American people. In order to be persuasive, and act as a formidable speaker, Thatcher utilizes ethos, the appeal to authority, as a method to establish credibility for her message. She appeals to the Americans by stating her title and relation to President Reagan: "As Prime Minister, I worked closely with Ronald Reagan for eight of the most important years of all our lives" (Thatcher 55). Portrayed as a world leader (of Britain) and a close ally of Reagan, Thatcher quickly convinces the audience that she has credibility to deliver her message. Thatcher also makes her credibility much more personal and profound. She ~~states~~ Thatcher refers to Reagan as a dear friend (2). From the beginning of her speech to the midst of it all, Thatcher continually employs ethos to make her message more credible, as it is already being delivered by a woman of great leadership and friendship.

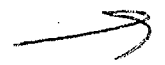
Thatcher's tone is described as being reverent. The usage of certain vocabulary and the structure of sentences shows the audience that Thatcher pays a respectful style towards Reagan. In the middle of her speech, Thatcher utilizes short sentences to provide gravity to her message "He had firm principles [...] He expounded [...] He acted" (59). Here, the short yet



powerful sentences provides a structure to indicate that she believed that Reagan was a sincere and honorable leader. Her simplistic descriptions of Reagan's ethics define her tone to be reverent, as she is respecting him. In the same area of her speech, Thatcher uses a word choice that defines Reagan as her tone is described as: reverent. Words such as "insatiable", "confidence", "resolve", "firm", and "unyielding" all indicate that Thatcher also believes Reagan to be a man of unstoppable force (69). This description of Reagan makes Thatcher's tone all the more reverent. Believing that Reagan was unstoppable, and honorable, her tone is reverent in that it provides respect for Reagan. This makes Thatcher's message much more respectable, as her tone indicates that she admires Reagan's character.

Thatcher also incorporates symbolism in her speech. The most prominent is the "Evil Empire" (15). The Evil Empire is Thatcher's way of symbolizing the Soviet Russians (U.S.S.R). As the U.S.S.R is symbolize of evil, Reagan is then symbolized as the good to do battle with the evil. As the audience listens, they now see Thatcher speaking of Reagan as a symbol of hope, good, and justice. This conveys the audience ~~the~~ of Thatcher's message: Reagan was a symbol of good, ~~therefore~~ therefore, he deserves the honor of Thatcher's eulogy.

Without rhetorical strategies, Thatcher's message would have been severely weakened, and lack gravitas. Thus, her message of a eulogy would have never achieved its goal: honoring Reagan as a respectable leader. Her usage of ethos ~~and~~ gave credibility to show her



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2 G3

message is genuine. She utilized tone to prove her message was
purposeful. And she used symbolism to finally conclude her eulogy
is truly symbolic of Regan's senile to her nation: an undying
symbol of hope.

##

Eulogues are ^{almost} ~~use~~ ~~most~~ always sincere with deep feelings that are meant to sympathize with the mournful audience. Margaret Thatcher's eulogy does just that with her mix of sorrowful but hopeful rhetoric. In Margaret Thatcher's Eulogy to ~~the~~ America in honor of Ronald Reagan, she uses parallelism ~~throughout the~~ ~~message~~, along with the repetition of ~~sent~~ syntax in order to create an appeal to the pathos of the American audience.

Margaret Thatcher first introduces parallelism in the opening paragraph when she addresses President Reagan as "a great American", "a great man", and "a dear friend". By addressing him in these three different ways, Margaret is able to address and sympathize with the feelings of the majority of the crowd. She calls him "a great American" as many people can see him as a liberal figure. She calls him "a great man" as many can see him as an arguably accomplished president. She calls him "a dear friend" in order to sympathize with the feelings of the crowd, who all felt close to Reagan as well. ~~Margaret Thatcher~~



~~use parallelism to repeat part of the passage~~

Margaret Thatcher also uses repetition of similar syntax and diction in order to emphasize certain aspects and traits that President Reagan held. She repeats the structure "Others" ~~for~~ followed by a verb in order to display the doubts many had ~~in~~ during his presidency. However, Margaret consistently follows that structure with an unexpected truth that would prove Reagan's persistence and ability. He opened up the west when others looked at its decline and he pulled up the economy when others saw only limits to growth. Margaret continues her ~~para~~ repetition in her repeated usage of the word "yes". In one of her paragraphs, she used "yes" to start a sentence that acknowledged the reasonings behind his actions. She continues to do this to not only glorify those actions but also portray the insight he had during the cold war despite it being an era of tension and burden.

Lastly, Margaret's overall language choice appeals to the audience's pathos. She touches upon the conversation of

→

of freedom many times as she wants to emphasize and display her understanding of America. By doing this, she is able to connect to the audience's sorrow after losing a president, that symbolized "freedom" and in a sense, ~~he~~ was a model "American". She uses language such as "magnanimity" and "prosperity" to associate with Ronald Reagan because many saw him as a liberal president that brought America up from the plights of tension during the cold war. As this is a eulogy, Margaret Thatcher was able to sympathize with the audience and portray her sorrow in losing such a righteous person she once worked with.

Margaret Thatcher's use of parallelism, repetition of syntax and diction, and language to appeal to the audience's plights are all rhetorical devices in order to console the audience. She does not make the purpose of her eulogy any more than that. She ends her speech with her description of Reagan's personality. Margaret Thatcher was able to portray her emotional connection with the crowd and ~~to~~ commemorate all the accomplishments Reagan achieved.

#

Question 2

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E₁

Margaret Thatcher asserts that former president, Ronald Reagan, was full of nothing but goodness. She conveys this through her use of personal experience + pathos, as well as parallelism + positive diction. Thatcher's purpose of the eulogy is to reveal the true nature of President Reagan + honor his character + ~~some~~ accomplishments. She addresses the American people so that they, too, can appreciate the former president's time in office.

Firstly, Thatcher opens in the first person plural point of view, "we," inviting the U.S. citizens into the experience of his loss. ~~She then~~ She ends the same opening sentence by transitioning to "I" in the first person singular point of view, in order to recognize her personal account of losing "a dear friend." She repeats the adjective "great" in describing Reagan first + foremost to show the regard she has for him.

Next, the diction Thatcher uses ~~portrays~~ is only euphonious in portraying Reagan's character. His goals for America were "to mend..., to restore..., + to free." He always remained "sane + jocular," + ~~even~~ established policies ~~that~~ with "a freshness + optimism." His ideas were "so clear" ^{yet} "never simplistic." He could sense "the many sides of truth." All of this positivity serves to evince Thatcher's view of Reagan as good-hearted +



E2

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

Question 2

determined for success.

Also, Thatcher presents a contrast between the goals of others + the achievements of Reagan as president of the U.S. She does this through the use of parallel structure.

"Others prophesied... decline... He inspired... with renewed faith... Others saw only limits to growth... He transformed a stagnant economy into an engine of opportunity. Others hoped, at best for an uneasy cohabitation with the Soviet Union. He won the Cold War... by inviting enemies out of their fortress + turning them into friends." The great opposition between the two + the success of the latter Reagan, further express the need to honor his life.

~~As~~ As Thatcher "had time + cause to reflect on what made [Reagan] a great president," she compiled a definitely adequate eulogy for the death of her close friend by ~~the~~ her personal appeal + honorable choice of words.

#

Question 2

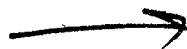
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D₁

Margaret Thatcher creates a tone of peace explaining that Ronald Reagan's time as President was not wasted and his goals had been achieved during his time in office. Thatcher wanted to reassure her audience that Reagan fulfilled all of his aspirations in making America greater by using reassuring diction, appealing to pathos, and juxtaposition.

In a time of deep sadness after the loss of a dear President, Thatcher was able to make her audience feel at ease by using words like "he sought to mend America's wounded spirit, to restore the strength of the free world, and to free the slaves of communism", "In terrible hours after the attempt on his life, his easy jokes gave reassurance to an anxious world", this reassures the world that Ronald Reagan was pleased with what he had achieved in turn giving him the title of a good President because he did what he came to do, strengthen America.

Thatcher made a strong appeal



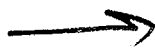
D₂

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Question 2

to pathos throughout her entire eulogy by describing in further detail her opening sentence, "we have lost a great president, a great American, and a great man, and I have lost a dear friend." By explaining Reagan's humor, evaluating the work he's done for America, and explaining the complexity of his goals through the statements, "Yet his humor often had a purpose beyond humor" and "Yet his ideas, so clear, were never simplistic". A strong appeal to pathos worked in Thatcher's favor to achieve her goal.

~~Along~~ Alongside reassuring diction and her appeal to pathos, Thatcher also creates a juxtaposition. Her juxtaposition is evident in this statement, "He transformed a stagnant economy into an engine of opportunity." Putting two different things together next to each other really emphasized the beauty of what Reagan did during his Presidency which works to prove her purpose. Moving from one extreme to the other brings out the amount of power Reagan must have had to create such a drastic



Question 2

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change.

D3

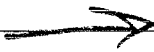
Thatcher's pace and use of reassuring diction, appeal to pathos, and juxtaposition create an excellent description of Reagan's presidency. ~~She~~ She was successful in convincing her audience that Ronald Reagan's time in office was not wasted and truly beneficial to America.

#

Margaret Thatcher, on June 11, 2004, ~~delivered~~ delivered a eulogy in honor of former United States president Ronald Reagan. Thatcher uses parallelism, polysyndeton, and periodic sentences to convey her message about Ronald Reagan.

Margaret Thatcher uses parallelism. She uses parallelism to show balance as she weighs out the great things Ronald Reagan had done. For example, Thatcher said, "He sought to mend... to restore... to free the slaves of communism."

Thatcher also uses polysyndeton. She uses polysyndeton to exaggerate her points about him. It is like when you are getting in trouble by your parents and they say something like, "you didn't clean your room, and you didn't wash the dishes and you didn't feed the dogs and you didn't water the garden." ~~She~~ She used it to exaggerate what Reagan had done for the country, made it seem like he did a lot more.



C2 2

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

~~Thatcher~~ Thatcher also used periodic sentences. She used periodic sentences so the audience had to listen to every detail about Reagan to hear her main point. For example, "So the president... its own failures." She used that sentence to explain to her audience about the Soviet weakness.

Margaret Thatcher delivered a eulogy in honor of former United States president, Ronald Reagan. She used parallelism, polysyndeton, and periodic sentences to convey her message.

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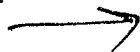
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Question 2 B₁

Margaret Thatcher, ~~was~~ former Prime Minister of Great Britain knew President Reagan very well. During the height of the cold war, they worked closer than before to save the world basically. Her purpose of writing this eulogy was to inform the American people of his importance and how he was what we needed during this time period. This extremely admiring and emotional tone was fairly executed by using devices such as parallel structure, ~~parallel structure~~, and repetition. Short, stagnant sentences.

Thatcher's ^{repetition} ~~admiring~~ diction consisted of a lot of ~~throughout~~ the whole ~~eulogy~~ eulogy. She wanted all of the attention poured on him and all of the good things ~~he~~ he has done for this country. She used the words When his, and he did this, and also used President a lot to resurrect him as if he was still here.

She also used parallel structure



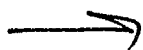
Question 2 B2

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towards the beginning. She said
"... free world, and to free the slaves..."
and "... from every class and every
nation..." This made you focus not
on the words but on the meaning
behind them.

Her usage of short/stagnant sentences
also affected me as the reader. ~~The~~
~~The~~ The short sentences gave what
she was trying to say, more
recognition. He deserved more recognition
for what he did than what he
should've gotten. Each of these
sentences were equally emotional
which brought in the tone. Thatcher
~~used her exp~~

Thatcher used her own experiences
that were personal, and shared
them with everyone ~~the~~ willing
to listen. Her emotional tone paired
well with the admiring undertones
that were also present. Thatcher
gave an excellent eulogy for the



Write in the box the number of the question you are answering
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Question 3

former president Ronald Reagan. B₃

#

Margaret Thatcher, the former prime minister of Great Britain, wrote an eulogy to the American people in honor of former United States President Ronald Reagan to show the great work and sympathy towards ~~his~~ his terms of presidency.

Thatcher used her experience with Ronald Reagan to explain his movements. Describes his personality during situations and how well he took care of it. She also explains how he creates friendships with his ~~enemies~~ enemies.

She shows her sympathy by using his achievements. Created freedom, opportunities and carried his people with him on his great endeavors all because ~~because~~ he loved America.

#


Disobedience is a natural human reaction to oppression. Even in our youngest years, disobedience has a major impact in our lives; ~~and is an innate human response to perceived inequality.~~ ~~Whether it's refusing to eat our vegetables or participating in a societal revolution, disobedience challenges established norms and facilitates the changing of our environment.~~ Through disobedience, systems of inequality are toppled and vast societal progress is made, stressing its value as a vital human trait.

The largest leaps in the social progress of mankind have been made through disobedience. Whether ^{through} peaceful movements or violent uprisings, societal disobedience has facilitated massive global change throughout the ~~entire~~ ~~the~~ entire history of human society. Likely ~~the~~ regarded as the single most influential and impactful ^{societal} ~~social~~ change, the American Revolution was brought about through widespread disobedience and rejection of an imposed set of rules. This disobedience led to the birth of a new, democratic nation that has dominated world affairs for decades. ~~More~~ ~~More~~ More recently, the Civil Rights ~~movement~~ and ~~women's~~ women's suffrage movements of the 20th



Century marked the ability of peaceful disobedience to facilitate societal progress. This is not solely an American phenomenon — disobedience to Spanish rule in the 19th century led to the creation of many autonomous nations in Latin America, and peaceful resistance led by Gandhi in the 20th century guided the nation of India towards independence. These incidents of disobedience have changed the makeup of society, clearly demonstrating the value of disobedience as a vehicle to promote societal change.

A lack of disobedience facilitates the imposed power of unequal institutions. When a lack of dissent or discussion exists or is forced upon a society, this allows tyrannical regimes to flourish. In Nazi Germany, for example, millions of German citizens, while not in support of Hitler's regime, were not willing or too frightened to take action. This allowed her totalitarian rule, and facilitated the calamitous Holocaust. When no common citizens united on a large scale to fight against an unequal institution, widespread murder, disenfranchisement, violence, and injustice ~~were~~ permitted to occur. This serves as a testament to the value and necessity of social disobedience, as a rejection of injustice and a prevention of tyranny.



It is vital to recognize that constant disobedience is almost equally harmful to social progress as is absence of disobedience. Law and order, when just, is an integral and necessary part of human society. Laws should be followed, otherwise lawless and anarchical societies would become widespread and ~~decrease~~^{hinder} the progress of human society. ~~With the aid of~~^{With the aid of} organized law, ~~these~~ societies are able to prosper and progress. Additionally, it is important to note that not all disobedience is conducive to social progress. For example, Southern States' disobedience and secession during the Civil War is held in contempt throughout much of the world, representing the abuse of disobedience due to the ~~Confederacy's~~^{Confederacy's} aim to uphold slavery. When used to support inequality or injustice, disobedience can become the bane of progress. Some disobedience may be enacted in an attempt to promote social progress, but with disastrous results. The French Revolution, for example: posed as a movement fighting for democratic government, the widespread disobedience led to the deaths of hundreds of thousands of innocents as well as the institution of Napoleon's imperial regime. Did such disobedience truly support progress? It is difficult to judge the ability of disobedience to



make change without viewing such movements within the context of the history surrounding them.

Oscar Wilde claims that disobedience is a valuable trait that promotes social progress. This is true, to an extent — disobedience can facilitate change and advancement, but can also lead to chaos, violence, and death. Understanding that there is a necessity for disobedience when justified is vital, but ~~realizing~~ realizing that an excess of disobedience can be equally as harmful to societal progress is unquestionably necessary. Disobedience dictates the fine line between anarchy and tyranny; regardless of its impacts, it is clear that disobedience is the key to making change. As a human trait present in all of us, the tendency to disobey is something that must never be relinquished. It is undeniably valuable, catapulting our species ever-forward in our continued struggle for progress.

#

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Question 3

BB

It is in the nature of man to argue and fight and disobey. It is through this sort of rebellion against government, conventional ideal, and other people, that progress is able to be made and people are able to improve. ~~Nonviolent~~ civil rights movements, literature and literature throughout history all come in favor of this claim. Human disobedience is a key factor in furthering mankind and is invaluable to social progress, as displayed by the examples of ^{segregation} ~~the~~ ^{in the 1900s} ~~modern~~ ^{modern} World War II, and ~~the~~ ^{modern} social movements.

American ^{history} is marked and scarred by its history of racial discrimination. Slavery ^{and} ~~and~~ segregation, ~~and~~ ^{the acts} ~~and~~ are both markers of such a fact. However, it is through the ideas and disobedience ^{by} ~~by~~ ^{key members of the black community} ~~that~~ ^{that} that social progress was made and segregation abolished. Rosa Parks is one such example. By refusing to obey the law and give her seat to a white man, she ~~disobeyed~~ set off a chain of events that led to the abolishment of segregation throughout America. Another prevalent figure is Dr. Martin Luther King Jr., who disobeyed the law multiple times, was killed for his disobedience multiple times, but was still able to lead a peaceful, nonviolent revolution



towards true freedom. It is only through their disobedience, their unwillingness to bend to the rules, that they were able to spark revolution and lead humanity closer to true equality.

Another example of human disobedience is exemplified in World War II. During this time Nazi Germany persecuted the Jews, resulting in a genocide that encompassed the ^{near} entire of Europe. ~~During~~ As a result, many Jews fled from Germany, finding people ~~to~~ willing to help them and help them escape from their ~~intended~~ intended deaths. It is only through the disobedience of these individuals that thousands ~~is~~ of Jews were saved and able to live ~~pass~~ their lives out once the war had passed. Had they not, ~~the Nazis~~ Germany would have succeeded in wiping out an entire ~~cultural~~ religious group. It is only through this ~~disobedience~~ disobedience that the Jews had survived and come to contribute to the modern world. It was also with this line of thinking that progress had been made against religious prosecution, providing a counter example for the opposing view.

Disobedience can also ~~come~~ come in the rejection of social norms. The ~~the~~ LGBT community and



movement has made leaps and bounds in terms of acceptance in society due to their disobedience. By defying the social restrictions placed on them, they transcend the narrow-mindedness of the modern community and move towards equal rights regardless of sexuality. By flaunting their views and ideas, they also make way for other social movements. Feminism, transgender rights, LGBT rights and fights for equality make room for other voices to chip in and also fight for equal rights and representation. Through this act of disobedience they are also bolstering other minority groups and their fight for rights.

Disobedience is an undeniable characteristic of mankind. However it is through this disobedience, the chaos of fighting and arguing, that we are able to learn and improve. ~~about~~ obedience and peace are ideal in theory, perfect utopian societies void of strife. ~~However~~ AT the same time, to obey is to stagnate, forcing us to grow ~~complacently~~ complacent. Disobedience is the voice of the underrepresented and the oppressed, expressed time and time again for the sake of social progress. #

There is no such thing as a perfect society. Mankind has always had a few individuals among the masses who stood for change. This individual likely faced hardships as a result, because ~~the~~ people do not generally like change. Most people prefer to do what they are most comfortable with or what is expected. These people may be considered "ideal citizens", however, change cannot be achieved without disobedience. Disobedience is not simply the refusal to listen, it ~~is~~ ~~also the refusal~~ can also be interpreted as the refusal to abide by the social expectations of society. Certain individuals, events, and works in history illustrate the necessity of change as a result of disobedience. Examples include Rosa ~~Parks~~ Parks, those who went against the rule of the British king during colonial times, and ~~finally~~ the events described in the novel, "The Fountainhead" by Ayn Rand.

Rosa Parks remains one of the most influential faces of the Black Civil Rights Movement. Her most famous act of disobedience was refusing to give up her seat on the bus to a white person. During times of segregation, which is when this took place, this was deemed highly disrespectful and punishable by law. This act of hers may seem miniscule at first, but



B2

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

3

The results were very significant. As a matter of fact, her actions were a part of a much larger resistance organized by the NAACP in efforts to challenge the judicial system. This is the most effective way to attain civil rights. Knowing the consequences of her disobedience, Rosa Parks disobeyed the laws of society. ~~at the time~~ She knew that the most important result was change, which is what the black community needed. Without her efforts, and others like her, the Civil Rights Movement ~~might~~ might have never existed.

Another example of disobedience that brought about change was the Revolutionary war. The colonists were tired of ^{the} British's oppression and greed. As a result of England's title of "Most powerful nation", many colonists were likely afraid to speak against the will of the English king. ~~The~~ Fortunately, there were some who were willing to go against the regime and ~~make the~~ transform the colonies into something extraordinary. This amount of increasing tension led to the Revolutionary war. The independence of the colonies and the establishment of the United States as a country was, arguably, the most important result of any ~~conflict~~ ~~for~~ British conflict.

Many other countries, such as France and Spain, were no longer afraid to challenge England. The United States



3

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

B3

has also brought about many significant improvements of foreign relations and the economy of many countries.

~~The~~ The United States would not be possible if not for the disobedience of the British king and the raging fire of rebellion in the spirit of the Revolutionary War's army.

~~Her~~ Ayn Rand's novel, "The Fountainhead" had ~~an~~ many themes; the most important was individuality. Disobedience expands to independence in that ~~it~~ one is required to disconnect himself from others in order to achieve independence. This disconnection often requires disobedience. ~~that~~ In the novel, the social structure of collectivism and second handedness is challenged. ~~as well as~~ ~~One~~ One of the many speeches made by the character, Howard Roark, establishes that defiance through individualism is the key ~~of~~ to the progression of society. He was an architect who specialized in modern styles. In a time when old Renaissance styles was ^{preferred} ~~preferred~~, he faced great difficulty. ~~&~~ Society failed to realize that the changing times also required changes in the architecture. Those people were not courageous enough to be disobedient. Those who ^{that} are courageous enough eventually become leaders ~~who~~ lead society into periods of change and innovation. Eventually, the public

→

B4

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

3

began to realize that modern architecture was the best option for society. As time goes on, the world must learn to evolve with the ~~changing~~ changing times.

Those who do not adapt to change will not survive. Similarly, those who remain ~~stagnant~~ stagnant and oppressed, always living the easiest life, will not survive. Disobedience ~~may be~~ is difficult to accomplish successfully, but it is an inherent trait of man. Change is necessary in order to endure. Social progress is a direct result of social disobedience. In order to change a system, one must first challenge the system.

#

The idea of disobedience or rebellion, brought on by a social or political injustice, will bring about social progress that will benefit future generations not only ~~beams~~ by change, but by example.

The idea of Civil Disobedience was brought about by ~~the~~ author and activist Henry David Thoreau; Thoreau explored life for meaning and ~~deep~~ purpose, and was determined to live his own choices and avoid the agendas of others. However isolated he was, he could never fully escape the government - as a pacifist, Thoreau protested wars and violence and thus, during the Mexican American War, refused to fund the violence and weapons, thus refusing to pay his taxes. For this, Thoreau ~~was~~ was then required to spend the night in jail; although his actions seem simple, it illustrates that disobedience can allow for justice - Thoreau later wrote of his ~~imprison~~ imprisonment in his lecture called, "Civil Disobedience", which would influence future readers and leaders to follow their own beliefs and ~~sets~~ values, even if it requires disobedience or rebellion.

~~Another example in which~~ Another example in which



disobedience has allowed for social progress is the American Revolution; acts such as boycotts or the Boston Tea Party ~~the~~ made way for the creation of a free nation and a new democratic society; the colonists' anger towards British tyrannical rule inspired their fight against injustice that allowed for the foundation of our nation today. Although their actions were rebellious and disobedient to British rule, the colonists² thought them necessary for their freedom.

While the American Revolution can be seen as a successful example of social progress due to disobedience, the revolution in France can be seen as a great imbalance. ~~that~~ ~~the~~ ~~the~~ Particularity as it was described in the novel, Tale of Two Cities, the ~~the~~ Bloody Revolution ~~the~~ sought too much revenge against the merciless elite and the amount of beheadings became ~~the~~ overbearing; although their cause was just, the French lacked the discipline to balance their newfound rule - however it did allow for a new foundation to ~~the~~ support social change.

Another successful example of disobedience can be seen through the Civil Rights movement; Rosa Parks ~~the~~



3

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

V3

became the face of the movement after she refused to give up her seat to a white man; although her actions were illegal, they were justified and honorable; this sparked peaceful yet rebellious movements like boycotts, sit-ins, marches, and more - ~~extra~~ all of these were disobedient yet sparked needed social change for equality.

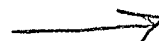
All of these movements and rebellions prove the necessity of disobedience in order to spark progress in that society; however it must be justified and properly balanced to be respected and effective.

#

One has been disobedient at least once in their lives. Something as small as stealing a cookie to breaking a law ~~for~~ are everyday disobedience. Irish author Oscar Wilde's claims that disobedience is a valuable human trait and promotes social progress are valid. The novel "One Flew Over the Cuckoo's Nest" by Ken Kesey, ~~and~~ the creation of political parties, and the Black Rights Movement of the 1960s are prime examples.

"One Flew Over the Cuckoo's Nest" was a critically acclaimed novel and later movie where a man named McMurphy is admitted to a mental institution and stands up against the current regime. When McMurphy arrives, he immediately had one goal in mind: to make change. Setting out to complete this goal, he begins breaking rules. At first it was gambling, a minor offense. Soon enough the other Acute patients were behind him. They stole a bus to steal a boat in order to go fishing; they snuck girls in at night and partied. It soon escalates to fighting the "black boys" and Nurse Ratched. ~~It ends with~~ The story ends with all Acutes except McMurphy and a few others leaving the institution in some way. Nurse Ratched had a fascist regime and oppressed the patients. Human instinct is to fight against oppression in order to be free. McMurphy's disobedience ended the tirade and promoted progress for others.

When George Washington ended his second term as the first President of the United States, he left an important request for his successors, summarized as: "Do Not Form Political Parties."



Q3

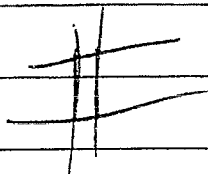
H2

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

The following election pitted two parties against one another. Washington's Request was like a mother telling her kid not to eat a cookie. The kid will end up with the cookie in the end. This disobedient action led to over a hundred years of turmoil between and within the bipartisan system. Despite this conflict, much social change came from it. Wars have been fought and won, movements have shaped our country, agreements have been set in stone, and there's going to be a great wall built to keep us safe.

The Black Rights Movement had civil disobedience and physical disobedience involved. After Lincoln abolished slavery, African Americans suffered through almost a century of segregation and suppression. Many began becoming disobedient, the most valuable trait of this time. Martin Luther King Jr., Malcolm X, Rosa Parks. The list goes on, and they all acted differently. Parks refused to leave her seat, X incited violence in the population, and MLK brought every race together with his extraordinary charisma. The end result was the abolishing of segregation and expanded rights for most minorities.

These are just a few examples of disobedience bring social change, and there will always be more to come.



Question #3

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

DD,

An Irish author ~~As mentioned by~~ once mentioned that "through disobedience progress is made" in the ~~sense~~ sense that it is human nature and is noted throughout history. I agree with the thought that disobedience is a valuable trait and promotes social progress in the sense that when laws and customs are found to be unjust, it is in their will and right to not abide by such customs. Thus such disobedience would stimulate change and awareness to the harsh realities of such laws. Disobedience used for change is even seen today with a series of strikes for work benefits and a change for budget cuts. The trait of disobedience arises within people when they sense that following by standards will only do more harm than good. However disobedience is only justified to an extent of defending a cause known to ~~be~~ evoke pain or harm against another. It is not justified when selfish ~~in~~ intention is presented or if it is used to negatively affect another. Disobedience influences change ~~has~~ as seen in the past through uprisings and strikes that have stimulated awareness ~~in the fault~~ in the fault ~~in things~~.



9

DD2

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

Question #3

of things
~~such as~~ such as workers rights. Such ~~act~~
acts of defiance ~~was~~^{are} specialized to grand
scale issues. However if a person is defiant
on the means of ~~so~~ simply not wanting to
go to school or to even abide by traffic laws,
can put them in harms way for not being at
the right place at the right time, or can put
others in harms way.

It is observed that when an act of
disobedience occurs at a grand scale due to
something affecting a large group of people
then there is cause to see what progress
is not being made. However if one's actions
does not catalyze other's like a chain reaction
, then ~~there~~ there is reason to question the
person's motives.

#

~~Throughout history~~ Disobedience is prominent in human history, in every era of human history there has been at least ~~a~~ a single case of disobedience leading to some sort of change. Disobedience is just a part of human nature.

Starting from the dawn of mankind, ~~Adam and~~ humans ~~ever has~~ ~~shown~~ have been disobedient. An example of this is the story of Adam and Eve, Adam and Eve were forbidden to eat the fruits from a certain tree. one day Adam and Eve were tempted to eat from the forbidden tree and so they did. This case of disobedience led to god kicking the duo out from the garden, forcing the two to roam the Earth.

Disobedience stems from temptation. As shown from Adam and Eve if they were not tempted to eat the fruit then, they would have never disobeyed ~~god~~ god. However, it was temptation that had led ~~to~~ them to progress. Another example, is the French revolution. The French was unhappy with their current king at the time and decided to dethrone him. To a sense the king tempted his people through ~~and~~ his abuse of power causing them to rebel. This led to a political change in France's history.

Temptation is common in humans, it is part of our nature and this temptation leads us to disobey. ~~and~~ ~~even~~ ~~today~~, ~~temptation~~ there is temptation. All of history

→

3 J2

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

has fallen prey to temptation and for that there has
been change. ~~But~~ In fact, just today I was tempted to
stay home.

#

Question 3

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

7

Wilder's claim that disobedience is a valuable human trait and that it promotes social progress is absolutely valid. America was built on disobedience. If slaves didn't become disobedient and rebel against their "masters", no change would have happened. If Harriet Tubman didn't rebel and do what she felt was right, then neither she nor the slaves she rescued would be free. If Dr. Martin Luther King Jr. didn't stand up and speak for all African Americans, no one else would have. If Shay's rebellion and Bacon's rebellion never happened, then people wouldn't have paid attention to what was going on around them. If Rosa Parks, Gandhi, Malcolm X, Ronald Reagan, ~~and~~ Sojourner Truth, and many more didn't become disobedient and rebel, then America would not be the way it is today. Disobedience and rebellion is very important if America is to continue to grow.

#

During the course of time, rebellion has been establishing greatness and destruction. As Irish author Oscar Wilde said "it is through disobedience that progress has been made, through disobedience and through rebellion." written in 1891. To my understanding, he is absolutely right. For instance many of our tragic events were caused by this form of act.

Alexander the Great, many believe that European power to gain riches were based on Alexander. A great general yet horrendous in destroying every little thing and gain land. His disobedience promote his with great power and was the greatest conquerer of Europe and throughout Asia. For that reason for many years Europe loved getting land, people, riches and power.

"meet, Conquer, kill", three aspects

#

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Question 1

Sample Identifier: O

Score: 9

- The essay argues effectively that monolingual English speakers are at a disadvantage today.
- The student makes several points about the power of multilingualism and supports those points with carefully selected moments from the sources. The student's argument, however, always drives the prose.
- The student shows a nuanced understanding of the intricacies of the sources and is able to use them in apt moments (e.g. "larger, non-English speaking areas, such as Tokyo to Japan").
- The conclusion extends the student's point into possible practice, furthering the argument as the essay concludes.
- The student demonstrates a sense of confidence that comes from knowing the sources well.

Sample Identifier: E

Score: 8

- The essay effectively presents a developed and articulate position on the disadvantages of monolingualism.
- The student understands nuances in the sources and synthesizes these voices, weighing one against another and adding his/her own argument.
- On page two, the student explains the nuanced position of Berman on Haass and extends the points that Berman makes.
- The student's prose consistently demonstrates full and effective control of language.

Sample Identifier: C

Score: 7

- The essay presents an adequate argument augmented by rich engagement with a variety of sources.
- The student's prose style is fluent and mature, and it incorporates quoted material smoothly throughout the essay.
- The student questions the position of David Thomas in Source B, adding depth to the argument's logic.
- Because the student relies too heavily on both language and position from the sources, the essay does not rise to the level of effective.

Sample Identifier: R

Score: 6

- The essay adequately argues a position using several of the sources.
- Despite a few lapses in diction, the language of the essay is generally clear and purposeful.
- The use of sources is sufficiently adequate: the student shows an understanding of the sources, but his/her incorporation of the source material is not particularly sophisticated, keeping the essay solidly in the adequate category.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

Sample Identifier: D

Score: 5

- The essay argues a pro-multilingualism position, relying heavily on quotations.
- Though the structure of the essay is in a formulaic five-paragraph format, the prose has moments of syntactical success (e.g. "The more we neglect...the more we hurt").
- The student understands the sources and expresses an understanding of them, but allows them to dominate the essay, demonstrating a limited development of the argument.
- Ultimately there is not enough of the student's own position to elevate the essay to the level of adequate.

Sample Identifier: U

Score: 4

- The essay inadequately argues a position: instead of presenting an articulated argument, the student compiles a series of quotations from the sources that dominate the essay.
- When not quoting, the student relies on repeated phrases ("a multitude of languages") that render the prose unconvincing.
- Early on page two, the student misunderstands the point of Source B, further muddling the student's argument.
- The conclusion reinforces the unoriginal quality of the essay's language, borrowing heavily from the prompt and padding that language with generalities.

Sample Identifier: G

Score: 3

- The essay inadequately argues a position, relying on repeated quotations instead of an articulated position.
- When not quoting, the essay expresses views that are particularly simplistic: "34,547,077 people...That's a significant number."
- The formulaic format of the essay highlights the student's dependence on simplistic structural language (e.g. "first," in conclusion," etc.)
- The structure of the essay is an especially simplistic five-paragraph format that uses repeated quotations as the centerpiece for a repetitive introduction and conclusion.

Sample Identifier: Q

Score: 2

- The essay demonstrates little success in establishing and arguing a single position.
- The second paragraph highlights the student's uncertainty, praising both bilingualism and English monolingualism.
- The tenuous connection between sources and position is evident in paragraph four.
- The student expresses only a cursory knowledge of the sources (and only references two).
- The conclusion indicates that the student has substituted a simpler task for the one posed by the prompt, arguing that everyone should learn English.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Sample Identifier: L

Score: 1

- This essay's eight sentences show little success in arguing a position.
- Much of the essay consists of quoted material from two sources.
- From the illogical opening line, the essay is especially simplistic.
- The insistent generality of the last line reinforces the lack of development.

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

Question 2

Sample Identifier: I

Score: 9

- The essay is concise, consistent, cohesive, and precise in using fully developed and especially thorough descriptions and explanations of Thatcher's strategies.
- The student conveys a clear understanding of the rhetorical situation.
- Each assertion is followed by evidence from the text that more thoroughly explains how each strategy conveys purpose and effect: for example, when explaining juxtaposition in paragraph 2, the student pairs "terror and hysteria" with "sane and jocular" to explain the effect achieved by this pairing.
- In paragraph 3, the student insightfully explains Thatcher's appeal to ethos: "the repetition of 'great' emphasizes Reagan's character, but also creates a noticeable contrast to the last phrase, which characterizes Reagan as Thatcher's 'dear friend.'" While the student's choice of the word "isolate" in his/her discussion of ethos ("isolates herself from the rest of the audience...") may initially seem inaccurate, it works in the larger scheme of the essay. The student continues by clearly and effectively indicating the authority and credibility that Thatcher achieves.

Sample Identifier: H

Score: 8

- This solid 8 essay effectively analyzes Thatcher's strategies. It is insightful and convincing in its explanation of ideas.
- The student understands the rhetorical situation from the first sentence of the essay.
- The essay explains "a variety of tactics," such as metaphor, contrast, and parallel structure.
- The student's explanations are convincing and insightful: for example, Thatcher's use of metaphors in her eulogy to create a truly reverent, idealized view of Reagan, "is effectively explained as a means of focusing on "...his idealist goals as opposed to his policies."
- The student convincingly explains how Thatcher uses the metaphor of Reagan mending "America's wounded spirit" to compare "him to a sort of doctor," thereby stressing his "importance to the country in a time of need."
- The student's explanation of parallel structure is appropriate and convincing: "The listing of the problems faced... shows the difficulty of the time, and the listing of the reactions... shows the reliability of the response."
- In the penultimate paragraph, the student offers a thorough and complete discussion of Thatcher's use of contrasts: "others" versus "he" as well as darkness versus light.

Sample Identifier: G

Score: 7

- The essay is an adequate analysis of Thatcher's strategies. It provides more complete explanation than does a 6, despite having a slightly formulaic structure.
- The student clearly understands the rhetorical situation ("Thatcher's purpose was to give a speech commemorating and honoring the late President of the United States") and uses appropriate evidence to support assertions about how Thatcher's strategies indicate an awareness of her audience.

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

- The student presents direct observations with sufficient evidence and explanation: "Portrayed as a world leader . . . and a close ally of Reagan, Thatcher quickly convinces the audience that she has credibility to deliver her message."
- The essay's discussion of the purpose and effect of Thatcher's use of short sentences is more complete, and the prose is more mature, than that expected of a 6 essay.

Sample Identifier: F

Score: 6

- The student understands the task and the rhetorical situation (from the beginning of the essay), and adequately analyzes the strategies with appropriate evidence.
- The second paragraph shows with sufficient explanation how parallelism contributes to purpose and effect.
- In the third paragraph, the student uses appropriate details and evidence to develop an adequate analysis of Thatcher's use of "repetition of similar syntax and diction in order to emphasize" Reagan's traits in comparison to expectations.
- The student adequately connects language use to purpose: the discussion of Thatcher's repetition of "Yes" explains how it "not only glorif[ies] [Reagan's] actions but also portray[s] the insight he had during the Cold War..."
- The student sufficiently develops the explanation and examples of how Thatcher appeals to pathos using terms meant to elicit emotions: "freedom," "magnanimity," and "prosperity."

Sample Identifier: E

Score: 5

- The essay is a solid 5 that does not reach the "adequate" level because of its limited explanation and development of the evidence.
- The second paragraph explains the use of first person, but the student's reference to the adjective "great" illustrates an unevenness in the essay's organization.
- The student uses "euphonious" to describe "the diction Thatcher uses" without connecting it to sufficient explanations, simply asserting that all "of this positivity serves to" demonstrate Reagan's "good-hearted" nature.
- In the penultimate paragraph, the student identifies parallel structure as one of the means by which Thatcher develops a contrast between Reagan and "others," but gives a limited explanation of this strategy: "The great opposition between the two + the success of the latter, Reagan, further express the need to honor his life."

Sample Identifier: D

Score: 4

- The essay presents an inadequate analysis and misrepresents rhetorical strategies.
- In the second paragraph, the student insufficiently explains Thatcher's use of "words like 'he sought to mend America's wounded spirit'" to reassure "the world that Ronald Reagan was pleased with what he had achieved..."
- Although the student's discussion of pathos in the third paragraph is the essay's strongest point, it is still insufficient.
- In the fourth paragraph, the student presents another instance of misrepresented strategies: Thatcher's use of juxtaposition ("He transformed a stagnant economy into an engine of opportunity") is inappropriately explained as emphasizing "the beauty of what Reagan did during his Presidency which works to prove her purpose."

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

Sample Identifier: C

Score: 3

- The essay is repetitive, misuses language, and is particularly limited and simplistic.
- The student demonstrates less maturity in control of writing: "...she ways [sic] out the great things Ronald Reagan had done") and has less success with explanations ("it is like when you are getting in trouble...").
- The student makes reference to strategies but is less perceptive in his/her understanding of them. The explanations are particularly limited and simplistic: "She used periodic sentences so the audience had to listen to every detail about Reagan to hear her main point."
- The essay displays less success in analysis and is less perceptive than an essay earning a score of 4.

Sample Identifier: B

Score: 2

- The essay demonstrates little success in identifying and explaining Thatcher's strategies.
- The essay's prose shows consistent weaknesses in writing: "This extremely admiring [sic] and emotional tone was fairly executed by using devices such as parallel structure, repition [sic], and short, stagnant [sic] sentences" and "Thatcher's repitition [sic] consisted throughout the whole eulogy."
- The student uses inaccurate and inappropriate explanation: "She used the words when his, and he did this, and also used president a lot to resurect [sic] him as if he was still here."

Sample Identifier: A

Score: 1

- The essay mostly repeats the prompt in the first paragraph.
- The essay mostly summarizes the passage and displays weak control of language ("Describes his personality during situations and how well he took care of it").
- The essay is descriptive rather than analytical ("She also explains how he creates friendships with his enemies").
- Overall the essay is undeveloped and especially simplistic.

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Question 3

Sample Identifier: P

Score: 9

- The essay effectively argues that Wilde's claims are valid, but only in certain contexts.
- The student provides a convincing and thorough explanation of the value of disobedience in advancing social progress, exploring the limitations of Wilde's claims by developing the idea that "constant disobedience is almost equally harmful to social progress as is absence of disobedience."
- The conceptual organization of evidence provides a level of sophistication that elevates the essay above an 8.
- The clear opening and thoroughly developed evidence in support of the importance of context in determining the validity of disobedience makes for an especially coherent argument.

Sample Identifier: BB

Score: 8

- The essay effectively and consistently argues a position on the extent to which Wilde's claims are valid.
- The convincing evidence centers on the effects of disobedience in combating three forms of discrimination: slavery, religious persecution, and discrimination based on sexual orientation.
- The student's explanations for how disobedience advances social progress are appropriate and convincing.
- The final paragraph is especially coherent, sealing the student's argument by providing an insightful look at the implications of the power of disobedience.

Sample Identifier: B

Score: 7

- The student adequately develops a position by offering three core examples in support of the role of disobedience in advancing social progress.
- The student's thoughtful opening attempts to explore the paradox associated with agents of change, illustrating the student's more complete understanding of the complexity of disobedience.
- The student exhibits thinking that is more thorough in explaining the implications of its examples, portraying Rosa Park's actions and the American Revolution as more than just single acts of disobedience, but rather as catalysts for more disobedience that advanced social progress.
- The essay exhibits more complexity of thought than does a 6 essay.

Sample Identifier: V

Score: 6

- The essay adequately argues a position with a sufficiently explained, qualified argument.
- Each piece of evidence is adequately developed with transitions that help clarify the connection between the evidence and the student's claim about the value of disobedience in advancing social progress.
- The essay's transitions also aid in coherence, particularly in the fourth paragraph, where the student illustrates that disobedience does not always lead to social change.
- Overall, the essay remains consistently adequate in its use of evidence and explanations.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

Sample Identifier: H

Score: 5

- The essay argues the position that Wilde's claims about the connections between disobedience and social progress are valid, but the paper is a clear example of how limited explanation and uneven development can hinder the adequacy of an argument.
- The essay does usually convey the student's ideas; however, the lengthy summary of *One Flew Over the Cuckoo's Nest* and the vagueness associated with the George Washington example create confusion as to how these pieces of evidence support the student's position.
- The final example of the Black Rights Movement is more clearly explained, but on the whole, the evidence and explanations remain unevenly developed.

Sample Identifier: DD

Score: 4

- The essay offers an inadequate attempt to assess the validity of Wilde's claim, noting that disobedience is simply "human nature and is noted throughout history."
- The student tries to present a balanced argument about the complexity of disobedience, but the evidence is insufficient and the explanations are unconvincing.
- The student inadequately develops how "not wanting to go to school" or "even abide by traffic laws" represents a lack of social progress.

Sample Identifier: J

Score: 3

- The essay inadequately argues the extent to which Wilde's claims concerning the connection between disobedience and social progress are valid.
- The student attempts to organize the argument around the concept of temptation, which creates some lapses in coherence as the student tries to connect Adam and Eve's disobedience to social progress.
- The student's Adam and Eve example coupled with the example of the French Revolution are particularly insufficient and unconvincing, making this a less successful response than a 4 essay.
- There is less maturity in writing that hinders the student's attempt at argumentation.

Sample Identifier: Z

Score: 2

- While this student takes a position and attempts to stylistically provide emphasis through a series of "if...then" sentences, the student achieves only little success in arguing the extent to which Wilde's claims about the value of disobedience are valid.
- The evidence presented (five brief statements of different disobedient acts) lacks development, and the list-like structure creates a lack of coherence and control.
- The examples used oversimplify how disobedience leads to social change, arguing, for example, that "If Dr. Martin Luther King Jr. didn't stand up and speak for all African Americans, no one else would have."

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Sample Identifier: E

Score: 1

- The student has minimal success in arguing the extent to which Wilde's claims are valid, positing simply that Wilde "is absolutely right" in his observation that disobedience promotes social progress.
- The essay offers a single, undeveloped example (Alexander the Great) and is particularly simplistic in its explanation that the social progress achieved was that "Europe loved getting land, people, riches, and power."
- The essay's weak control of language impedes coherence.