

**2002 AP® ENGLISH LANGUAGE AND COMPOSITION  
FREE-RESPONSE QUESTIONS**

**ENGLISH LANGUAGE AND COMPOSITION  
SECTION II  
Total time—2 hours**

**Question 1**

(Suggested time—40 minutes. This question counts one-third of the total essay section score.)

In his Second Inaugural Address, given one month before the end of the Civil War, United States President Abraham Lincoln surprised his audience—which expected a lengthy speech on politics, slavery, and states' rights—with a short speech in which he contemplated the effects of the Civil War and offered his vision for the future of the nation. Read the address carefully. Then write an essay in which you analyze the rhetorical strategies President Lincoln used to achieve his purpose. Support your analysis with specific references to the text.

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then,  
*Line* a statement somewhat in detail of a course to be  
5 pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies  
10 of the nation, little that is new would be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the  
15 future, no prediction in regard to it is ventured.

On the occasion corresponding to this, four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being  
20 delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war, seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one  
25 of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored  
30 slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was

the object for which the insurgents would rend the  
35 Union, even by war; while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the  
40 conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invoked His aid against the other. It may seem  
45 strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty  
50 has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must  
55 needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine  
60 attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and  
65 fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid

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by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord are true and righteous altogether.”

- 70     With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan,  
75     to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

(March 4, 1865)

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### Question 2

(Suggested time—40 minutes. This question counts one-third of the total essay section score.)

In the following excerpt from her memoirs, Virginia Woolf (1882-1941) reflects upon her childhood summers spent in a seaside village in Cornwall, England. Read the passage carefully. Then write an essay in which you analyze how Woolf uses language to convey the lasting significance of these moments from her past.

Better than these walks, a treat announced perhaps once a fortnight, was an afternoon sailing. We would hire a lugger;<sup>1</sup> the fisherman went with us. But once Line Thoby was allowed to steer us home. “Show them 5 you can bring her in, my boy,” father said, with his usual trust and pride in Thoby. And Thoby took the fisherman’s place; and steered; flushed and with his blue eyes very blue, and his mouth set, he sat there, bringing us round the point, into harbour, without 10 letting the sail flag. One day the sea was full of pale jelly fish, like lamps, with streaming hair; but they stung you if you touched them. Sometimes lines would be handed us; baited by gobbets cut from fish; and the line thrilled in one’s fingers as the boat tossed 15 and shot through the water; and then—how can I convey the excitement?—there was a little leaping tug; then another; up one hauled; up through the water at length came the white twisting fish; and was slapped on the floor. There it lay flapping this way and that in an inch or two of water.

20 Once, after we had hung about, tacking, and hauling in gurnard after gurnard, dab after dab,<sup>2</sup> father said to me: “Next time if you are going to fish I shan’t come; I don’t like to see fish caught but you

25 can go if you like.” It was a perfect lesson. It was not a rebuke; not a forbidding; simply a statement of his own feeling, about which I could think and decide for myself. Though my passion for the thrill and the tug had been perhaps the most acute I then knew, his 30 words slowly extinguished it; leaving no grudge, I ceased to wish to catch fish. But from the memory of my own passion I am still able to construct an idea of the sporting passion. It is one of those invaluable seeds, from which, since it is impossible to have 35 every experience fully, one can grow something that represents other people’s experiences. Often one has to make do with seeds; the germs of what might have been, had one’s life been different. I pigeonhole ‘fishing’ thus with other momentary glimpses; like 40 those rapid glances, for example, that I cast into basements when I walk in London streets.

*—Moments of Being*

<sup>1</sup> A lugger is a type of small fishing boat.

<sup>2</sup> Gurnards and dabs are varieties of fish.

# **AP<sup>®</sup> ENGLISH LANGUAGE & COMPOSITION 2002 SCORING GUIDELINES**

## **Question 1**

**General Directions:** This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, 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.

Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essay as a draft, making certain that you reward students for what they do well.

All essays, even those scored 8 and 9, may contain occasional flaws in analysis, prose style, or mechanics. These lapses should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.

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- 9** Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.
- 8** Essays earning a score of 8 effectively analyze the rhetorical strategies that President Lincoln uses to achieve his purpose. They refer to the passage, explicitly or implicitly, and explain the function of specific strategies. The writing is effective but not flawless.
- 7** Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style.
- 6** Essays earning a score of 6 adequately analyze the rhetorical strategies that Lincoln uses to achieve his purpose. They refer to the passage, explicitly or implicitly, but their explanation of how specific strategies work is less effective or less developed. The writing is generally clear but may contain lapses in diction or syntax.
- 5** Essays earning a score of 5 analyze Lincoln's strategies, but they may provide uneven, inconsistent, or limited explanations of how these strategies work. The writing usually conveys the writer's ideas but may contain lapses in diction or syntax.
- 4** Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent Lincoln's purpose, analyze his strategies inaccurately, offer little discussion of specific strategies, or rely too much on paraphrase. The writing generally conveys the writer's ideas but may suggest immature control.
- 3** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Lincoln's strategies or less consistent in their control of language.

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**Question 1 (cont'd.)**

- 2** Essays earning a score of 2 demonstrate little success in analyzing Lincoln's strategies. These essays may offer vague generalizations, merely list techniques, seriously misread the passage, or substitute simpler tasks such as summarizing the passage. The writing often demonstrates consistent weaknesses.
- 1** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their discussion, or weak in their control of language.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
  - Indicates a blank response or one that is completely off topic.