

**2003 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 1998 book *Life the Movie: How Entertainment Conquered Reality*, Neal Gabler wrote the following.

One does not necessarily have to cluck in disapproval to admit that entertainment is all the things its detractors say it is: fun, effortless, sensational, mindless, formulaic, predictable and subversive. In fact, one might argue that those are the very reasons so many people love it.

At the same time, it is not hard to see why cultural aristocrats in the nineteenth century and intellectuals in the twentieth hated entertainment and why they predicted, as one typical nineteenth century critic railed, that its eventual effect would be “to overturn all morality, to poison the springs of domestic happiness, to dissolve the ties of our social order, and to involve our country in ruin.”

Write a thoughtful and carefully constructed essay in which you use specific evidence to defend, challenge, or qualify the assertion that entertainment has the capacity to “ruin” society.

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Question 2

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

Alfred M. Green delivered the following speech in Philadelphia in April 1861, the first month of the Civil War. African Americans were not yet permitted to join the Union army, but Green felt that they should strive to be admitted to the ranks and prepare to enlist. Read the speech carefully. Then write an essay in which you analyze the methods that Green uses to persuade his fellow African Americans to join the Union forces.

Line
5 The time has arrived in the history of the great Republic when we may again give evidence to the world of the bravery and patriotism of a race in whose hearts burns the love of country, of freedom, and of civil and religious toleration. It is these grand principles that enable men, however proscribed, when possessed of true patriotism, to say, "My country, right or wrong, I love thee still!"

10 It is true, the brave deeds of our fathers, sworn and subscribed to by the immortal Washington of the Revolution of 1776, and by Jackson and others in the War of 1812, have failed to bring us into recognition as citizens, enjoying those rights so dearly bought by those noble and patriotic sires.

15 It is true that our injuries in many respects are great; fugitive-slave laws, Dred Scott* decisions, indictments for treason, and long and dreary months of imprisonment. The result of the most unfair rules of judicial investigation has been the pay we have received for our solicitude, sympathy and aid in the dangers and difficulties of those "days that tried men's souls."

20 Our duty, brethren, is not to cavil over past grievances. Let us not be derelict to duty in the time of need. While we remember the past and regret that our present position in the country is not such as to

30 create within us that burning zeal and enthusiasm for the field of battle which inspires other men in the full enjoyment of every civil and religious emolument, yet let us endeavor to hope for the future and improve the present auspicious moment for creating anew our claims upon the justice and honor of the Republic; and, above all, let not the honor and glory achieved by our fathers be blasted or sullied by a want of true heroism among their sons.

35 Let us, then, take up the sword, trusting in God, who will defend the right, remembering that these are other days than those of yore; that the world today is on the side of freedom and universal political equality; that the war cry of the howling leaders of Secession and treason is: "Let us drive back the advance guard of civil and religious freedom; let us have more slave territory; let us build stronger the tyrant system of slavery in the great American Republic." Remember, too, that your very presence among the troops of the North would inspire your oppressed brethren of the South with zeal for the overthrow of the tyrant system, and confidence in the armies of the living God—the God of truth, justice and equality to all men.

* A slave who sued in federal court for his and his family's freedom

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2003 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. Do not assign a score of 0 or — without this consultation.

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: the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. 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. Such 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.

9 Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language.

8 Essays earning a score of 8 recognize the complexity of the claim that entertainment has the capacity to “ruin” society and successfully establish and support their own position by using appropriate evidence to develop their argument. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

7 Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or more cogent argumentation or a more mature prose style.

6 Essays earning a score of 6 demonstrate an adequate understanding of the claim and adequately establish and support their own position about entertainment's ability to “ruin” society. Their arguments are generally sound and provide sufficient evidence, but they are less developed or less cogent than essays earning higher scores. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 may have a less adequate understanding of the claim and/or may offer limited, inconsistent, or unevenly developed positions of their own. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

4 Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty understanding the claim or establishing their own position and/or may use evidence that is inappropriate or insufficient to develop their own position. The prose generally conveys the writers' ideas but may suggest immature control of writing.

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Question 1 (cont'd.)

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing their own position or less control of writing.

2 Essays earning a score of 2 demonstrate little success in understanding the claim and/or in developing their own position. These essays may misunderstand the prompt, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially with unrelated or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic in their argument or are weak in their control of writing.

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.