

**2004 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.)

The passage below is an excerpt from a letter written by the eighteenth-century author Lord Chesterfield to his young son, who was traveling far from home. Read the passage carefully. Then, in a well-written essay, analyze how the rhetorical strategies that Chesterfield uses reveal his own values.

Dear Boy, Bath, October 4, 1746

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Though I employ so much of my time in writing to you, I confess I have often my doubts whether it is to any purpose. I know how unwelcome advice generally is; I know that those who want it most, like it and follow it least; and I know, too, that the advice of parents, more particularly, is ascribed to the moroseness, the imperiousness, or the garrulity of old age. But then, on the other hand, I flatter myself, that as your own reason, though too young as yet to suggest much to you of itself, is however, strong enough to enable you, both to judge of, and receive plain truths: I flatter myself (I say) that your own reason, young as it is, must tell you, that I can have no interest but yours in the advice I give you; and that consequently, you will at least weigh and consider it well: in which case, some of it will, I hope, have its effect. Do not think that I mean to dictate as a parent; I only mean to advise as a friend, and an indulgent one too: and do not apprehend that I mean to check your pleasures; of which, on the contrary, I only desire to be the guide, not the censor. Let my experience supply your want of it, and clear your way, in the progress of your youth, of those thorns and briars which scratched and disfigured me in the course of mine. I do not, therefore, so much as hint to you, how absolutely dependent you are upon me; that you neither have, nor can have a shilling in the world

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but from me; and that, as I have no womanish weakness for your person, your merit must, and will, be the only measure of my kindness. I say, I do not hint these things to you, because I am convinced that you will act right, upon more noble and generous principles: I mean, for the sake of doing right, and out of affection and gratitude to me.

I have so often recommended to you attention and application to whatever you learn, that I do not mention them now as duties; but I point them out to you as conducive, nay, absolutely necessary to your pleasures; for can there be a greater pleasure than to be universally allowed to excel those of one's own age and manner of life? And, consequently, can there be anything more mortifying than to be excelled by them? In this latter case, your shame and regret must be greater than anybody's, because everybody knows the uncommon care which has been taken of your education, and the opportunities you have had of knowing more than others of your age. I do not confine the application which I recommend, singly to the view and emulation of excelling others (though that is a very sensible pleasure and a very warrantable pride); but I mean likewise to excel in the thing itself; for, in my mind, one may as well not know a thing at all, as know it but imperfectly. To know a little of anything, gives neither satisfaction nor credit; but often brings disgrace or ridicule.

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Question 2

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

Contemporary life is marked by controversy. Choose a controversial local, national, or global issue with which you are familiar. Then, using appropriate evidence, write an essay that carefully considers the opposing positions on this controversy and proposes a solution or compromise.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2004 SCORING GUIDELINES

Question 1

General Directions: This scoring guide will be useful for most of the papers 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 papers, even those scored 8 or 9, may contain occasional flaws 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 score a paper with many distracting errors in grammar and mechanics higher than a 2.

9 Papers 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 Papers earning a score of 8 effectively analyze how the rhetorical strategies Lord Chesterfield uses reveal his values. These papers may refer to the passage explicitly or implicitly. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Papers earning a score of 7 fit the description of 6 papers, but provide a more complete analysis or demonstrate a more mature prose style.

6 Papers earning a score of 6 adequately analyze how the rhetorical strategies Lord Chesterfield uses reveal his values. These papers may refer to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Papers earning a score of 5 analyze how the rhetorical strategies Lord Chesterfield uses reveal his values, but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Papers earning a score of 4 respond to the prompt inadequately. They may offer little discussion of how the rhetorical strategies Lord Chesterfield uses reveal his values, misrepresent these strategies, or analyze incorrectly their relation to Lord Chesterfield's values. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Papers earning a score of 3 meet the criteria for a score of 4, but are less perceptive about how the rhetorical strategies Lord Chesterfield uses reveal his values or less consistent in controlling the elements of writing.

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Question 1 (cont'd.)

2 Papers earning a score of 2 demonstrate little success in analyzing how the rhetorical strategies Lord Chesterfield uses reveal his values. These papers may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list rhetorical strategies. The prose often demonstrates consistent weaknesses in writing.

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