

## 2007 AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

### Question 3

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

A weekly feature of *The New York Times Magazine* is a column by Randy Cohen called “The Ethicist,” in which people raise ethical questions to which Cohen provides answers. The question below is from the column that appeared on April 4, 2003.

*At my high school, various clubs and organizations sponsor charity drives, asking students to bring in money, food, and clothing. Some teachers offer bonus points on tests and final averages as incentives to participate. Some parents believe that this sends a morally wrong message, undermining the value of charity as a selfless act. Is the exchange of donations for grades O.K. ?*

The practice of offering incentives for charitable acts is widespread, from school projects to fund drives by organizations such as public television stations, to federal income tax deductions for contributions to charities. In a well-written essay, develop a position on the ethics of offering incentives for charitable acts. Support your position with evidence from your reading, observation, and/or experience.

**STOP**

**END OF EXAM**

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2007 SCORING GUIDELINES

### Question 3

The score should reflect a 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 an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

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

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

### **8 Effective**

Essays earning a score of 8 **effectively** develop a position on the ethics of offering incentives for charitable acts. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7** Essays earning a score of 7 fit the description of 6 essays but provide a more complete argument or demonstrate a more mature prose style.

### **6 Adequate**

Essays earning a score of 6 **adequately** develop a position on the ethics of offering incentives for charitable acts. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 develop a position on the ethics of offering incentives for charitable acts. These essays may, however, provide uneven, inconsistent, or limited explanations or evidence. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

### **4 Inadequate**

Essays earning a score of 4 **inadequately** develop a position on the ethics of offering incentives for charitable acts. The evidence used may be insufficient. The prose generally conveys the student's ideas but may suggest immature control of writing.

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in developing a position on the ethics of offering incentives for charitable acts or in providing evidence to support that position. The essays may show less control of writing.

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2007 SCORING GUIDELINES

### Question 3 (continued)

#### 2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on the ethics of offering incentives for charitable acts. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

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