

2010 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

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

Benjamin Banneker, the son of former slaves, was a farmer, astronomer, mathematician, surveyor, and author. In 1791 he wrote to Thomas Jefferson, framer of the Declaration of Independence and secretary of state to President George Washington. Read the following excerpt from the letter and write an essay that analyzes how Banneker uses rhetorical strategies to argue against slavery.

Line Sir, suffer¹ me to recall to your mind that time in
which the arms and tyranny of the British Crown were
exerted with every powerful effort in order to reduce
5 you to a State of Servitude, look back I entreat you on
the variety of dangers to which you were exposed;
reflect on that time in which every human aid
appeared unavailable, and in which even hope and
fortitude wore the aspect of inability to the conflict
10 and you cannot but be led to a serious and grateful
sense of your miraculous and providential
preservation; you cannot but acknowledge that the
present freedom and tranquility which you enjoy you
have mercifully received and that it is the peculiar
blessing of Heaven.

15 This sir, was a time in which you clearly saw into
the injustice of a state of slavery and in which you had
just apprehensions of the horrors of its condition, it
was now, sir, that your abhorrence thereof was so
excited, that you publickly held forth this true and
20 valuable doctrine, which is worthy to be recorded and
remembered in all succeeding ages. “We hold these
truths to be self-evident, that all men are created
equal, and that they are endowed by their creator with
certain unalienable rights, that among these are life,
25 liberty and the pursuit of happiness.”

Here, sir, was a time in which your tender feelings
for yourselves had engaged you thus to declare, you
were then impressed with proper ideas of the great

30 valuation of liberty and the free possession of those
blessings to which you were entitled by nature; but,
sir, how pitiable is it to reflect that although you were
so fully convinced of the benevolence of the Father of
mankind and of his equal and impartial distribution of
35 those rights and privileges which he had conferred
upon them, that you should at the same time
counteract his mercies in detaining by fraud and
violence so numerous a part of my brethren under
groaning captivity and cruel oppression, that you
40 should at the same time be found guilty of that most
criminal act which you professedly detested in others
with respect to yourselves.

Sir, I suppose that your knowledge of the situation
of my brethren is too extensive to need a recital here;
neither shall I presume to prescribe methods by
45 which they may be relieved, otherwise than by
recommending to you and all others to wean
yourselves from those narrow prejudices which you
have imbibed with respect to them and as Job²
proposed to his friends, “put your souls in their souls
50 stead,” thus shall your hearts be enlarged with
kindness and benevolence towards them, and thus
shall you need neither the direction of myself or
others, in what manner to proceed herein.

² In the Bible, Job is a righteous man who endures much suffering.

¹ allow

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Question 3

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

In his 2004 book, *Status Anxiety*, Alain de Botton argues that the chief aim of humorists is not merely to entertain but “to convey with impunity messages that might be dangerous or impossible to state directly.” Because society allows humorists to say things that other people cannot or will not say, de Botton sees humorists as serving a vital function in society.

Think about the implications of de Botton’s view of the role of humorists (cartoonists, stand-up comics, satirical writers, hosts of television programs, etc.). Then write an essay that defends, challenges, or qualifies de Botton’s claim about the vital role of humorists. Use specific, appropriate evidence to develop your position.

STOP

END OF EXAM

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2010 SCORING GUIDELINES

Question 2

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; the essay, therefore, is not a finished product and should not be judged by standards 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 lapses 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.

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- 9 Essays earning a score of 9 meet the criteria for a 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* how Banneker uses rhetorical strategies to argue against slavery. 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 a 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 how Banneker uses rhetorical strategies to argue against slavery. 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 how Banneker uses rhetorical strategies to argue against slavery. 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 student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze how Banneker uses rhetorical strategies to argue against slavery. These essays may misunderstand the passage, misrepresent the strategies Banneker uses or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose.

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Question 2 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing Banneker's use of rhetorical strategies to argue against slavery. They are less perceptive in their understanding of the passage or Banneker's strategies, or the 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 analyzing how Banneker uses rhetorical strategies to argue against slavery. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Banneker 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 a score of 2 but are undeveloped, especially simplistic in their explanation 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.