

2006 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.)

The passage below is an excerpt from “On the Want of Money,” an essay written by nineteenth-century author William Hazlitt. Read the passage carefully. Then write an essay in which you analyze the rhetorical strategies Hazlitt uses to develop his position about money.

Line Literally and truly, one cannot get on well in the
world without money. To be in want of it, is to pass
through life with little credit or pleasure; it is to live
5 out of the world, or to be despised if you come into it;
it is not to be sent for to court, or asked out to dinner,
or noticed in the street; it is not to have your opinion
consulted or else rejected with contempt, to have your
acquirements carped at and doubted, your good things
disparaged, and at last to lose the wit and the spirit to
10 say them; it is to be scrutinized by strangers, and
neglected by friends; it is to be a thrall to
circumstances, an exile in one’s own country; to
forego leisure, freedom, ease of body and mind, to be
dependent on the good-will and caprice of others, or
15 earn a precarious and irksome livelihood by some
laborious employment; it is to be compelled to stand
behind a counter, or to sit at a desk in some public
office, or to marry your landlady, or not the person
you would wish; or to go out to the East or West
20 Indies, or to get a situation as judge abroad, and return
home with a liver-complaint; or to be a law-stationer,
or a scrivener or scavenger, or newspaper reporter; or
to read law and sit in court without a brief; or to be
deprived of the use of your fingers by transcribing
25 Greek manuscripts, or to be a seal-engraver and pore
yourself blind; or to go upon the stage, or try some of

the Fine Arts; with all your pains, anxiety, and hopes,
and most probably to fail, or, if you succeed, after the
exertions of years, and undergoing constant distress of
30 mind and fortune, to be assailed on every side with
envy, back-biting, and falsehood, or to be a favourite
with the public for awhile, and then thrown into the
background—or a gaol,* by the fickleness of taste
and some new favourite; to be full of enthusiasm and
extravagance in youth, of chagrin and disappointment
35 in after-life; to be jostled by the rabble because you
do not ride in your coach, or avoided by those who
know your worth and shrink from it as a claim on
their respect or their purse; to be a burden to your
relations, or unable to do anything for them; to be
40 ashamed to venture into crowds; to have cold comfort
at home; to lose by degrees your confidence and any
talent you might possess; to grow crabbed, morose,
and querulous, dissatisfied with every one, but most
so with yourself; and plagued out of your life, to look
45 about for a place to die in, and quit the world without
any one’s asking after your will. The *wiseacres* will
possibly, however, crowd round your coffin, and raise
a monument at a considerable expense, and after a
lapse of time, to commemorate your genius and your
50 misfortunes!

(1827)

*jail

**2006 AP[®] 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.)

From talk radio to television shows, from popular magazines to Web blogs, ordinary citizens, political figures, and entertainers express their opinions on a wide range of topics. Are these opinions worthwhile? Does the expression of such opinions foster democratic values?

Write an essay in which you take a position on the value of such public statements of opinion, supporting your view with appropriate evidence.

STOP

END OF EXAM

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2006 SCORING GUIDELINES

Question 2

The score should reflect a judgment of the quality of the essay as a whole. 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 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 full or apt in their analysis or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 respond to the prompt **effectively**. They effectively analyze the rhetorical strategies Hazlitt uses to develop his position about money. These essays 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 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 Adequate

Essays earning a score of 6 respond to the prompt **adequately**. They adequately analyze the rhetorical strategies Hazlitt uses to develop his position about money. These essays may refer 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 the rhetorical strategies Hazlitt uses to develop his position about money but do so unevenly, inconsistently, or insufficiently. 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 respond to the prompt **inadequately**. They may offer little discussion of the rhetorical strategies Hazlitt uses to develop his position about money, misrepresent those strategies, or analyze them incorrectly. 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 are less perceptive about the rhetorical strategies Hazlitt uses to develop his position about money and/or less consistent in controlling the elements of writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2006 SCORING GUIDELINES

Question 2 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Hazlitt uses to develop his position about money. These essays 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** Essays 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.