

**2003 AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION  
FREE-RESPONSE QUESTIONS**

**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."

25 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

# 2003 AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## FREE-RESPONSE QUESTIONS

### Question 3

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

The two passages below, one by John James Audubon and the other by Annie Dillard, describe large flocks of birds in flight. Read the passages carefully. Then write an essay in which you compare and contrast how each writer describes the birds and conveys their effect on the writer as observer.

#### Passage 1

Line  
5 In the autumn of 1813, I left my house at Henderson, on the banks of the Ohio, on my way to Louisville. In passing over the Barrens a few miles beyond Hardensburgh, I observed the pigeons flying from north-east to south-west, in greater numbers than I thought I had ever seen them before, and feeling an inclination to count the flocks that might pass within the reach of my eye in one hour, I dismounted, seated myself on an eminence, and began to mark with my pencil, making a dot for every flock that passed. In a short time finding the task which I had undertaken impracticable, as the birds poured in in countless multitudes, I rose, and counting the dots then put down, found that 163 had been made in twenty-one minutes. I travelled on, and still met more the farther I proceeded. The air was literally filled with Pigeons; the light of noon-day was obscured as by an eclipse; the dung fell in spots, not unlike melting flakes of snow; and the continued buzz of wings had a tendency to lull my senses to repose.

10 Whilst waiting for dinner at YOUNG's inn, at the confluence of Salt-River with the Ohio, I saw, at my leisure, immense legions still going by, with a front reaching far beyond the Ohio on the west, and the beech-wood forests directly on the east of me. Not a single bird alighted; for not a nut or acorn was that year to be seen in the neighbourhood. They consequently flew so high, that different trials to reach them with a capital rifle proved ineffectual; nor did the reports disturb them in the least. I cannot describe to you the extreme beauty of their aerial evolutions, when a Hawk chanced to press upon the rear of a flock. At once, like a torrent, and with a noise like thunder, they rushed into a compact mass, pressing upon each other towards the centre. In these almost solid masses, they darted forward in undulating and angular lines, descended and swept close over the earth with inconceivable velocity, mounted perpendicularly so as to resemble a vast column, and, when high, were seen wheeling and twisting within their continued lines, which then resembled the coils of a gigantic serpent.

John James Audubon,  
*Ornithological Biographies*, 1831-1839

#### Passage 2

Line  
5 Out of the dimming sky a speck appeared, then another, and another. It was the starlings going to roost. They gathered deep in the distance, flock sifting into flock, and strayed towards me, transparent and whirling, like smoke. They seemed to unravel as they flew, lengthening in curves, like a loosened skein.<sup>1</sup> I didn't move; they flew directly over my head for half an hour. The flight extended like a fluttering banner, an unfurled oriflamme<sup>2</sup>, in either direction as far as I could see. Each individual bird bobbed and knitted up and down in the flight at apparent random, for no known reason except that that's how starlings fly, yet all remained perfectly spaced. The flocks each tapered at either end from a rounded middle, like an eye. Over my head I heard a sound of beaten air, like a million shook rugs, a muffled whuff. Into the woods they sifted without shifting a twig, right through the crowns of trees, intricate and rushing, like wind.

10 After half an hour, the last of the stragglers had vanished into the trees. I stood with difficulty, bashed by the unexpectedness of this beauty, and my spread lungs roared. My eyes pricked from the effort of trying to trace a feathered dot's passage through a weft<sup>3</sup> of limbs. Could tiny birds be sifting through me right now, birds winging through the gaps between my cells, touching nothing, but quickening in my tissues, fleet?

Annie Dillard, *Pilgrim at Tinker Creek*, 1974

<sup>1</sup> A length of yarn or thread wound in a loose, elongated coil

<sup>2</sup> An ensign, banner, or standard

<sup>3</sup> The horizontal threads in a piece of weaving

END OF EXAMINATION

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

## 2003 SCORING GUIDELINES

### Question 2

**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 full or apt in their analysis or demonstrate particularly impressive control of language.

**8** Essays earning a score of 8 effectively analyze the methods that Alfred M. Green uses to persuade his audience. These essays refer to the passage explicitly or implicitly, and they successfully explain the function of specific methods. 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 provide a more complete analysis or demonstrate a more mature prose style.

**6** Essays earning a score of 6 adequately analyze the methods that Green uses to persuade his audience. These essays refer to the passage, explicitly or implicitly, and they satisfactorily explain the function of specific methods. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 analyze Green's methods, but these essays may provide uneven, inconsistent, or limited explanations of how these methods work. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

**4** Essays earning a score of 4 respond to the prompt inadequately. These essays may offer little discussion of specific methods, misrepresent those methods, or analyze them inaccurately. The prose generally conveys the writer's ideas but may suggest immature control of writing.

**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2003 SCORING GUIDELINES**

**Question 2 (cont'd.)**

**3** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Green's methods or less consistent in controlling the elements of writing.

**2** Essays earning a score of 2 demonstrate little success in analyzing Green's methods. These essays may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list methods. The prose often demonstrates consistent weaknesses in writing.

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