

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2011 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 9

Displaying an impressive command of language (despite a few minor errors that are in the nature of a first draft), this essay creates a balance between considering government involvement in and individual responsibility for the green movement. Making a clear distinction between immediate, short-term factors (e.g., taxes on polluters) and distant, long-term ones (e.g., enforcing the Clean Water Act), the student also illustrates how the two are related. For example, on page 3 the essay notes that “the little steps taken” to address environmental issues can have lasting impact. Within the essay, the student evaluates numerous factors that influence how much the government should be responsible for fostering green practices, ultimately taking the position that the public’s role is as important as the government’s: “Policy is important, but so is individual action, as parts really do make up a whole.” This position takes into consideration both sides of the issue, as it responds, for example, to people who do not believe in global warming. Throughout the essay, the student synthesizes the evidence fully, creating an effective response that is especially sophisticated in its argument and thorough in its development.

Sample: 1B

Score: 5

The essay presents a position and supports it with at least three sources for evidence. However, the logic explaining this evidence is limited. For example, in paragraph 2, the essay states that if “America were to break free of its wasteful habits,” other leading countries “would be quick to act as well.” The student’s argument is generally clear, but the links between the sources and the argument are sometimes strained, as on page 3: “True, companies may lose money and worker’s [*sic*] ‘3 minutes per week’ (Winters) would be energy aimed towards this cause of going green, but as the old saying goes ‘it has to get worse before it gets better.’” With its uneven use of evidence, this essay earned a score of 5.

Sample: 1C

Score: 2

This essay demonstrates little success in its discussion of “going to green environmt [*sic*],” responding to the prompt with inaccurate and inappropriate evidence. For example, the student exaggerates the claims of the green movement to assume that its goal is to “not cut trees and build factories.” Furthermore, this essay does not use any sources in its discussion. Though the student does allude to some sources (e.g., the discussion of green practices destroying the economy and the discussion of recycling), the connections are implicit at best. The prose demonstrates consistent problems in grammar and usage.