

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 2

The essay score should reflect 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 a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the 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 the rhetorical strategies Adams uses to advise her son. 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 the 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 the rhetorical strategies Adams uses to advise her son. 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 the rhetorical strategies Adams uses to advise her son. 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 writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Adams uses to advise her son. These essays may misunderstand the passage, misrepresent the strategies Adams uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Adams uses to advise her son. They are less perceptive in their understanding of the passage or Adams's strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

Question 2 (continued)

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Adams uses to advise her son. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Adams 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 the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2

2A
(1 of 4)

In 1780, eight years before the ratification of the constitution, Abigail Adams wrote to her son, ^{John Quincy Adams} the future president of the United States, while he ~~he~~ was travelling overseas with his father who was ~~travelling as~~ a US diplomat ^{at the time} before he was elected president. Unaware that her son ~~would~~ become president, she ~~offers~~ writes to convince her son of ~~the~~ travel and of diligence. Adams ^{employs} ~~uses~~ metaphors, flattery, ~~in a tone of~~ a concerned, maternal tone, historical allusions, ^{qualified} ~~backhanded~~ flattery, patriotic appeals, and lists to impart the importance of maximizing on natural talent by applying oneself.

Adams encourages her son to be diligent by appealing to his affection for her. ^{and flattering him in the first half of the letter.} She opens the letter with "my dear son" to ~~to~~ establish that she does not intend to scold him but to guide him. Her ~~first concern~~ she next establishes that her primary concern is his safety, appealing to his emotions so that he will be receptive to her advice. ~~she~~ ~~will~~



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

complimenting his language skills ~~in hopes that he will continue to improve~~ qualifying her compliment with by asserting his need to improve. Her reference to a discussion with an author ^{in line} legitimizes her argument, as a form of employing the "older and wiser" claim. Her reference to the author's metaphor ^{in line} intends to assure her son of the importance of the trip ~~and~~ on which she encouraged him to embark. She again flatters him ^{in line} by emphasizing his vast natural talent, but again qualifies the assertion by highlighting the necessity of employing his God-given gifts ~~and~~ by showing effort. She instills a sense of guilt in him for not capitalizing on ~~the~~ his blessings. ~~in hopes that he will become more diligent and mature.~~

Adams employs his historical allusions and invokes a sense of patriotism in her son in the second half of the essay letter in order to instill in her son a sense of



Write in the box the number of the question you are answering on this page as it is designated in the exam.

2

2A
(3 of 4)

responsibility. In line 27, she implies that he is a genius like Cicero, proceeding to allude to his writings about the "tyranny" of Catiline, Verres, and Marc Anthony. ~~The~~ ^(line 32) compliment flatters while the historical allusion provides examples to legitimize her point that "the habits of a vigorous mind are formed in contending with difficulties" (lines 32-34). The present difficulties to which she refers ~~are the~~ involve the American revolution from Great Britain and the birth of a new nation. Adams invokes a sense of patriotism to call her son to action and out of his current lethargic state by listing "war, tyranny, and desolation" (line 41) experienced by the country. She encourages her son to ~~go to~~ conduct his life aiding the country from the aforementioned ills which are the "scourges of the almighty" (line 42). By invoking God's name, she intensifies the need for her son to change himself so that he can change the shape of the future of the nation. Additionally, Adams implies



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

that, as his mother, she has invested her life in him, and by ~~dis~~ disregarding her advice, he will prove her life a waste and a failure. She manipulates by evoking guilt ~~once~~ again. She closes the letter with ~~a charge~~ strong maternal tone ~~that by becoming more diligent, he might~~ stating her hope that he will become more diligent not only for his country but also for his parents, motivating him through patriotism and maternal love.

~~The time in which this letter~~
~~was~~ Abigail Adams wrote this letter in a very uncertain time in American history. ~~to~~ She ~~not only~~ was unaware not only that her husband and son would one day become president but also that the office of president would even exist. She wrote to her son in desperate hope that by raising him well, she could ensure a bright future for her beloved homeland.

#