

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

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.

-
- 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 development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* how Johnson crafts his denial of the woman's request. They develop their position 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 Johnson crafts his denial of the woman's request. They develop their position 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 Johnson crafts his denial of the woman's request. 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 Johnson crafts his denial of the woman's request. These essays may misunderstand the passage, misrepresent the strategies Johnson uses, or may 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 its meaning or achieve a particular effect or purpose.

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

Question 2 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing how Johnson crafts his denial of the woman’s request. They are less perceptive in their understanding of the passage or Johnson’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 Johnson crafts his denial of the woman’s request. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Johnson 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 and argument, 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.

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 3)

In his refusal to recommend a woman's son for patronage to a university, Samuel Johnson carefully constructs his argument against talking to the bishop and gradually builds support for his position. His denial is not marked ~~by~~ by, and successful due to, the use of definition, a subtle shift in tone, and the application of the appeals to logic, or logos. Combined, these devices ~~successfully~~ successfully convey Johnson's unwillingness to complete the task while still allowing him to remain cordial.

~~Initially~~ Initially, Johnson anticipates the emotion ~~reaction~~ ~~of~~ of the mother awaiting receipt of the letter: hope. Rather than accusing her of being wrong in holding this emotion, Johnson defines the term hope as "a pleasure ~~is~~ immediately enjoyed" and as an "expectation ~~is~~ immediately indulged" (ln 6-7). Through definition, Johnson is able to couple these two aspects of hope to "disappointment" and label them as "dangerous" (ln 8-9). While obvious in intent and meaning, the indirect connection of disappointment with hope allows Johnson to let the mother down more tactfully than if he had



2

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

2A
(2 of 3)

directly stated his rejection. Furthermore, the use of definition allows the reader to make the connection and accept the conclusion (rejection) on her own rather than being able to directly place blame on Johnson. The use of definition allows the writer to distance himself from the action of denial.

Between the first and second paragraph, a tonal shift occurs leaving behind the softened tactic of definition and entering the harsh and somewhat-accusatory use of logic. This shift in ~~tone~~ tone serves two purposes. At first, it prepares the reader for the tone she is to receive ("should have considered") ~~and for the tone she is to receive~~. By shifting in tone at this point, Johnson also indicates that beyond preparation for blame, the mother should also leave behind any lingering "hope". Johnson's tonal shift indicates that when constructing this rejection letter he saw two different methods for relating the news: the more emotionally friendly approach of definition and the harsher logic. ~~His~~ His decision to utilize both methods in this dynamic denial indicates his anticipation of various reactions.



Johnson's second paragraph is marked by a logical explanation as to why he will not seek patronage for the lady's son. The use of this rhetorical device has several implications.

At base, it indicates a respect for the knowledge and thought process of the mother in that he is willing to explain his decision in plain terms rather than dumbing it down. Additionally, it conveys a certain severity as Johnson forces the ~~reader~~^{mother} to admit that "there [was] no reason" ~~why~~ why he should write the letter. Similar to definition, but harsher in nature, logos forces the mother to ~~recognize~~ recognize faults in her decision to ask Johnson for his assistance thus further separating himself from the rejection.

In his use of definition and logos, Samuel Johnson simultaneously distances himself from the denial by forcing the mother to see the error of her ways in hoping and in asking for the letter to start with. Additionally, his tonal shift between paragraphs allows the mother to ~~anticipate~~ anticipate the blunter tactics. Overall, Johnson's denial is firm and unapologetic but allows the mother to ~~see~~^{follow} a gradual progression in acceptance of rejection.



When a letter or other form is submitted, such as a college application, or an AP test, there is always a feeling of hope and excitement ~~as~~ when waiting for the response. However, if the response comes back with denial, or negative news, all hopes are gone, and feelings are crushed. Samuel Johnson does a good job in crafting his denial to a woman's request, for he shows his sympathy and understanding of the woman's feelings by ~~emphasizing~~ the use of his diction, and he explains his reason for denial ~~as~~ by portraying his point of view on the issue.

Johnson shows his sincerity ^{and understanding} by using words to describe how the mother may feel. His apologies to the woman, as he tells her his difficulties in answering her from his "unwillingness to destroy any hope." The strong connotation, "destroy" ~~and~~ emphasizes the mother's pain in ~~be~~ being denied and her ^{loss} ~~loss~~ of hope. This shows the author's feeling of sympathy towards the woman, and his attempt to mitigate her ~~to~~ stress and worries.

Also, to emphasize his sympathy, Johnson parallels many of his phrases, and repeats many words. For example, he uses the word "expectation" many times in the first paragraph to ~~show~~ portray what may have be expected by the mother and what may have been expected by ~~the~~ ^{the} letter. ~~He also~~ Also, he states, "You ask me to solicit a good man, to whom I never spoke, for a young ~~man~~ person whom I had never seen, upon a supposition which I had no means of knowing to be true." (l 17-20) Here, Johnson uses a



parallel structure to describe to the mother his side of the story, in hope ~~of~~ to gain her understanding of the reasons for denial.

The authors use of words, repetition and parallelism of those words, and Point of view contributed in portraying his overall tone toward the mother. He does his best to understand how the mother feels, and he apologizes in the best manner he can with out sounding too harsh or cruel. At the end of his letter, he relieves the disappointment by stating, "I have seen your son this morning; he seems a pretty youth... he may still be wise, useful, and happy." (L36~38) This shows ~~the~~ Johnsons attempt to make the issue less harmful. ~~It~~ After all, he is unwilling to "destroy any hope."



In the opening of the letter, Johnson explains why it so long for him to write her back. He says "my delay in answering your letter... to destroy any hope that you had formed." In that first sentence, he was basically saying that there was no chance of him being able to get her son sent ~~to~~ to the university but he didn't just come out and say it, so he sugar-coated it in a way. Then, he goes on to explain his concept of happiness and how it's flawed.

In the ~~the~~ first sentence of paragraph two, he questions why she would ask him to perform this task, when he never seen or spoken ~~to~~ too before. He then, says that he has to no reason to consult the Archbishop and if he did, the Archbishop probably wouldn't choose her son. Or at least, he had no reason too. ~~He had no reason too.~~

At the closing of the second paragraph, he explains that he had no right to do this when were perfect guys for the job. He ends it by saying that it would make him happy to help her but it was just to big of a task for him.



Question 2

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

2C
(2 of 2)

In the final paragraph, he compliments the woman on raising a good son. He also says that even he won't be able to get into the University, he will still be a good kid and that he didn't need the University.

Throughout the whole letter, he remained calm and he stayed sincere and very apologetic. He simply explained to the mom why he couldn't do this for her.

#

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

Question 2

Sample: 2A

Score: 8

The essay effectively analyzes how Johnson crafts his denial of the woman's request. The student frames the analysis with an examination of Johnson's use of definition and logic. The essay then convincingly develops its position while referring to the passage. For example, considering the word "hope," the essay explains how Johnson's definition allows him "to distance himself from the action of denial." In analyzing Johnson's use of logic, the student uses evidence from the passage to argue that Johnson's use of logos "forces the mother to recognize the faults in her decision to ask Johnson for his assistance thus further separating himself from the rejeitin [*sic*]." Throughout the essay, the evidence is appropriate and convincingly used. Additionally, although not flawless or impressive, the prose demonstrates a consistent ability to control a wide range of the elements of effective writing.

Sample: 2B

Score: 5

This essay begins with an adequate opening, connecting the mother's expectation with the student's own, before the essay introduces its main point: Johnson's success in crafting the letter through his expression of sympathy and his explanation of his reasoning. The body paragraphs do not have the same success, however, because of the stumbling analysis of diction. Although the student's discussion of parallel structure is stronger than the discussion of diction, it too is limited, mostly quoting the passage without showing how Johnson uses this parallel structure to craft his denial of the woman's request. Overall, the evidence and explanations are uneven and limited; thus the essay earned a score of 5.

Sample: 2C

Score: 2

This essay demonstrates little success in analyzing how Johnson crafts his denial of the woman's request. The student mostly summarizes the passage, going through Johnson's essay and explaining it piece by piece: the essay's first paragraph retells Johnson's first paragraph; the essay's second paragraph retells Johnson's second; and the third paragraph, the third. The essay fails to analyze either Johnson's strategies or his purpose, substituting the simpler task of paraphrasing. Additionally, the essay demonstrates lapses in syntax, grammar, and audience awareness.