

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

## 2011 SCORING GUIDELINES (Form B)

### Question 3

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.

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- 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** examine the extent to which Mencken's observation applies to contemporary society. The evidence and explanations used are appropriate and convincing, and the argument is especially coherent and well developed. 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** examine the extent to which Mencken's observation applies to contemporary society. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 examine the extent to which Mencken's observation applies to contemporary society. 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** examine the extent to which Mencken's observation applies to contemporary society. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

- 3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in examining the extent to which Mencken's observation applies to contemporary society. The essays may show less maturity in control of writing.

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**Question 3 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in examining the extent to which Mencken's observation applies to contemporary society. These essays may misunderstand the prompt 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 coherence and 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.

When the planes hit the ~~two~~ Twin Towers on September 11, 2001, the whole of the United States of America fell under an intense spell called fear. Everybody was ready to give up their own privacy to be protected from other possible dangers. ~~They~~ When President Bush passed the National Security Act, it represented ~~to what extent~~ to what extent people favored being under surveillance ~~than to~~ and being safe than being free from the ~~the~~ constant stare of the government's eyes. As H.L. Mencken, ~~was~~ a social critic, wrote "the average man does not want to be free. He simply wants to be safe," he encompasses the human psyche ~~that favors safety over freedom in the modern~~ in contemporary society that favors safety over freedom on the surface but strives <sup>to be freed from the chains</sup> ~~for~~ a of society."

Many people rejoice the American Dream: they love the idea that ~~for~~ people have equal opportunities to find a job at a company, own a car, get married, have a family, and live in a suburban house. This "Dream" embodies the human nature of wanting to conform and have a safe style of living than to live ~~in~~ the way they want. Many ~~dream of~~ work ~~in~~ dull office jobs that offer no freedom; however they'd rather work



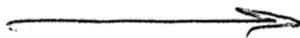
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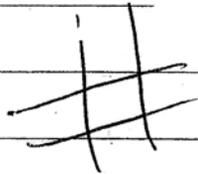
under an awful boss than be freed from the drudgery of their mediocre lives and have no job. So many people divert to a different path ~~that~~ of life ~~than~~ from the one they want to walk on because that means taking risks and being "unsafe!" ~~For example,~~ Let me use my father as an example, he spilled to me one night, after a hefty number of wine glasses, that he dreamed of becoming a pilot and had a choice to become one, however when the moment came for a final decision, he chose law school instead because it seemed "safer." I could see the decision he made thirty years ago still haunting him as ~~he~~ he wistfully swirled the wine. He chose security over freedom and gave up the life he wanted to live.

However not everyone ~~one~~ favors safety over freedom. Transcendentalists such as Emerson and Henry David Thoreau sought to break away from society and live under harsh conditions in the wilderness. ~~than to be in chains. Once in a while~~ I believe, once in a long while, certain people start to raise their voices and strive to live in freedom. Take the Hippie movement for example; young adults, tired of the constricted ~~lives~~ and corrupt lives society forced them to lead, dropped out of the



system and chose freedom. The fact that every once in a while, people begin to speak up shows that, in my opinion, people, in their deepest part of their psyche, crave freedom and ~~to live~~ <sup>to live</sup> the life they want to live. Fear is one thing that oppresses this craving and social propaganda in society is another. Only when anger towards society and the need for freedom surpasses fear and society's expectations in one's mind, he or she will choose a path that favors freedom over safety.

When H.L. Mencken made his statement, he was partly right. People do ~~live~~ lead lives that their freedom but in turn provides them with physical, ~~not~~ and financial safety. However, under all of the fake contentment pasted on their faces, they wish to break out into the wide open ocean and set sail on an adventure in a sea of opportunities and ~~new~~ <sup>new</sup> discoveries.



Mencius's observations are very relevant and it applies to contemporary society. It is necessary to identify what it means by being "free". Does being free mean that one has choice of religion and type of government? ~~Therefore~~ The type of freedom mentioned previously do not apply to mankind if mankind is not safe and is risk for danger. It is human nature to choose safety over freedom as shown by various examples.

The average man will run away from anything that will put his life at risk. Nations such as Communist China and North Korea represent a great examples. The government in North Korea promotes the safety of it's citizen's and they push away any foreign harmful force. China is also relevant in this example as they promote peace and prosperity amongst its citizens in return for some freedom. If the average man did not want to be safe, and if the average man valued freedom over safety, then China today would not have been the number 1 rising economy and



country in the world. In America people have the freedom and rights to bear arms and this compromises their safety. The average man would always put his own safety over freedom.

Furthermore, most humans do not know what to do with their freedom. If a man is given work by ~~some~~ a superior force, then that man will remain occupied and will continue to do his work. The average man will have some peace of mind and ~~the way~~ he will not always be afraid of something. Freedom is of no importance if one is not safe.

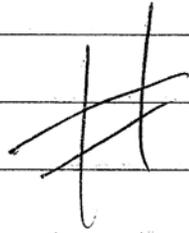
Finally, humans tend to concentrate more on emotions instead of logic. For example, if an average man's daughter is kidnapped, then that average man will give away all of his freedom to get his daughter back. This is because of the emotions that people feel. ~~Humans~~ <sup>Humans</sup> naturally weigh ~~the~~ safety more than freedom and rights.



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It is human nature for an average man to want safety more than freedom. This is very clearly seen through examples mentioned above such as Communist China and North Korea. A man will not know what to do with his freedom and a man will naturally want to be safe due to emotions.



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

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3C  
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~~Having freedom to choose can also mean <sup>taking</sup> taking risks in our daily lives and being~~

Having freedom in our lives can also ~~not~~ mean that there are risks involved in making decisions and choosing what we want to do in our everyday lives. These risks involved can keep a person from doing what he or she truly desires, since there are consequences that ~~follow~~ follow in every decision. What H.L. Mencken wrote about how average man does not ~~not~~ want to be free, but safe, applies to the society that we live in. We see it ~~is~~ when making decisions, worry about what others may think, and work to fulfill what others' want.

Decisions and steps that we take in life are vital, and we often think that ~~we~~ when we mess even one of these decisions or steps, we ~~we~~ will end up in turmoil. Many people want what others around them seem to have and be "safe" by doing what seems to be ~~set~~ a choice that does not take much risk. This keeps us away from choosing to do things that we desire the most. Most of the time, careers with more opportunities and success involves more risk than others. Instead of making these risks a challenge and chance to change ourselves and our lives, we tend to avoid it and not listen to our conscience that tells us what we really want. In order for us to really work for what



we desire, we ~~have~~ have to be brave <sup>and strong</sup> enough to face the challenges and to face the dire consequences that may follow afterwards when we fail. It is important to remember that failure is not something that we should be afraid of.

Whenever we make a choice and a decision to do something very important, we tend to become concerned about people around us and what they might think ~~about~~ about it. Their criticism and worries tend to keep us away from accomplishing our dreams. In order to keep people from stopping us from accomplishing our dreams, we are to take criticism as ~~advice~~ advices and gain strength from them. It is never a bad thing to play things safe, but challenges are opportunities to make us stronger people.

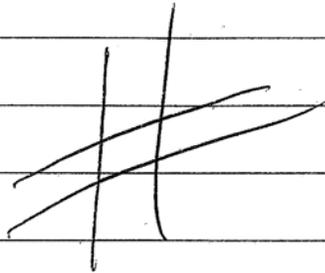
Since we worry about what others think and say, we often think that fulfilling the dreams of others ~~is~~ is the best thing we can do in life. For example, even when a person dreams to become a professional basketball player, that dream may not be accomplished when his parents want him to become a businessman instead. ~~Instead~~ Instead of taking risks and challenges, he might end up fulfilling his parent's dream instead.



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Even though what ~~that~~ Mencken said may be true for many people, there <sup>are</sup> ~~is~~ always ways to escape from the "safe-zones" and take risks in our lives. When we take risks, there are oppertunities waiting for us, and we will end up fulfilling our dreams instead of others'.



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2011 SCORING COMMENTARY (Form B)**

**Question 3**

**Sample: 3A**

**Score: 8**

This essay effectively qualifies Mencken's statement, claiming that people prefer "safety over freedom on the surface," yet beneath this surface, people "crave freedom." To support this claim, the student discusses the fact that many people will "work under an awful boss" in order to maintain the safety of a job. The essay then expands on this support with a personal narrative of the student's father's "safer" choices and his regret for those choices. Next, the student contrasts these people and their safe choices with examples of others who made different choices: Transcendentalists and people in the "Hippie Movement." With these contrasting examples, the essay illustrates the second part of its claim: "when anger towards society and the need for freedom surpasses fear and society's expectations in one's mind, he or she will choose a path that favors freedom over safety." Throughout the entire essay, the prose demonstrates a consistent ability to control a wide range of the elements of effective writing, but it is not particularly impressive. With its well-developed explanations of appropriate and convincing support, the essay earned a score of 8.

**Sample: 3B**

**Score: 6**

This essay presents a reasoned argument that provides adequate evidence for its claim: "[i]t is human nature to choose safety [*sic*] over freedom." For example, the essay cites the "average man" from North Korea and China as a human who "will run away from anything that will put his life at risk." Though the argument is coherent and the examples given are adequate, they are not effective because they are general (e.g., the average man in America "would always put his own safety over freedom") and are not always convincingly explained (e.g., the discussion of freedom, work, and safety in the third paragraph). Although the prose has some lapses, it is generally clear.

**Sample: 3C**

**Score: 4**

Although this essay is long and provides clear commentary, it is ultimately inadequate. For one thing, the student does not take a position: the essay begins with apparent support for Mencken's idea, but its ending seems to oppose it: "When we take risks, there are oppertunities [*sic*] waiting for us." When the essay does articulate a position and support it, the examples are very weak. For instance, the second and third paragraphs' discussion of decisions does not provide specific examples. Paragraph 4 does begin to offer a specific case in point, but the example is insufficient, and the related explanation is neither convincing nor thorough. Furthermore, the prose demonstrates lapses in controlling the elements of effective writing.