AP English Language and Composition Practice Exam

From the 2012 Administration

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Contents

Exam Instructions

Student Answer Sheet for the Multiple-Choice Section

Section I: Multiple-Choice Questions

Section II: Free-Response Questions

Multiple-Choice Answer Key

Free-Response Scoring Guidelines

Scoring Worksheet

Note: This publication shows the page numbers that appeared in the *2011–12 AP Exam Instructions* book and in the actual exam. This publication was not repaginated to begin with page 1.

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Exam Instructions

The following contains instructions taken from the ***2011–12 AP Exam Instructions*** book.

AP® English Language and Composition Exam

Regularly Scheduled Exam Date: Wednesday morning, May 16, 2012

Late Testing Exam Date: Wednesday afternoon, May 23, 2012

Section I: At a Glance

Total Time:
1 hour
Number of Questions:
54*
Percent of Total Score:
45%
Writing Instrument:
Pencil required

Section II: At a Glance

Total Time:
2 hours, 15 minutes
Number of Questions:
3
Percent of Total Score:
55%
Writing Instrument:
Pen with black or dark blue ink
Reading Period Time:
15 minutes
Use this time to read the question and plan your answer to Question 1, the synthesis question.

Writing Period Time:
2 hours
Suggested Time:
40 minutes per question
Weight:
The questions are weighted equally.

Section I: Multiple Choice Booklet Instructions

Section I of this exam contains 54* multiple-choice questions. Fill in only the circles for numbers 1 through 54 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

**The number of questions may vary slightly depending on the form of the exam.*

Section II: Free Response Booklet Instructions

The questions for Section II are printed in the orange Questions and Sources booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Sources booklet. The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading Question 1, analyzing and evaluating the sources, and planning your answer. You may read the other essay questions at this time. Do not begin writing your essays in this Free Response booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Each essay will be judged on its clarity and effectiveness in dealing with the assigned topic and on the quality of the writing. Quality is far more important than quantity. You should check your essays for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections.

Write clearly and legibly. Number each answer as the question is numbered in the exam. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. You may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

Section II: Questions and Sources Booklet Instructions

This Questions and Sources booklet may be used for reference and/or scratch work as you answer the free-response questions, but no credit will be given for the work shown in this booklet. Write your answers in the Section II: Free Response booklet.

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What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2011-12 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - "Exam in Progress"
  - "Cell phones are prohibited in the testing room"

SECTION I: Multiple Choice

Do not begin the exam instructions below until you have completed the appropriate General Instructions for your group.

Make sure you begin the exam at the designated time.

If you are giving the regularly scheduled exam, say:

It is Wednesday morning, May 16, and you will be taking the AP English Language and Composition Exam.

If you are giving the alternate exam for late testing, say:

It is Wednesday afternoon, May 23, and you will be taking the AP English Language and Composition Exam.

In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the *2011-12 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .

Look at page 1 of your answer sheet and locate the dark blue box near the top right-hand corner that states, "Take the AP Exam label from your Section I booklet and place the label here.". . .

Now look at the front cover of your exam booklet and locate the AP Exam label near the top left of the cover. . . .

Carefully peel off the AP Exam label and place it on your answer sheet on the dark blue box that we just identified. . . .

Now read the statements on the front cover of Section I and look up when you have finished. . . .

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Sign your name and write today's date. Look up when you have finished. . . .

Now print your full legal name where indicated. Are there any questions? . . .

Turn to the back cover and read it completely. Look up when you have finished. . . .

Are there any questions? . . .

Section I is the multiple-choice portion of the exam. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .

You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses on your answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .

You have 1 hour for this section. Open your Section I booklet and begin.

Note Start Time here _____. Note Stop Time here _____. Check that students are marking their answers in pencil on their answer sheets, and that they are not looking at their shrinkwrapped Section II booklets. After 1 hour, say:

Stop working. Close your booklet and put your answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your answer sheet. I will now collect your answer sheet.

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. Then say:

Now you must seal your exam booklet. Remove the white seals from the backing and press one on each area of your exam booklet cover marked "PLACE SEAL HERE." Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your Section I booklet. . . .

Check that each student has signed the front cover of the sealed Section I booklet. There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

Please listen carefully to these instructions before we take a 10-minute break. Everything you placed under your chair at the beginning of the exam must stay there. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, or textbooks about the exam during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you are not allowed to discuss the multiple-choice section of this exam. Failure to

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adhere to any of these rules could result in cancellation of your score. Are there any questions? . . .

You may begin your break. Testing will resume at _____.

SECTION II: Free Response

After the break say:

May I have everyone's attention? Place your Student Pack on your desk. . . .

You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Sources booklet until you are told to do so. . . .

Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .

Now place an AP number label on the shaded box. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .

Read the last statement. . . .

Using your pen, print the first, middle and last initials of your legal name in the boxes and print today's date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and read Item 1 under "Important Identification Information." Print the first two letters of your last name and the first letter of your first name in the boxes. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

In Item 3, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

While Student Packs are being collected, read the information on the back cover of the exam booklet. Do not open the exam booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

Read the information on the front cover of the orange booklet. Look up when you have finished. . . .

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Section II begins with a 15-minute reading period. You will have 15 minutes to read the questions and plan your response to Question 1. While you are encouraged to use this reading time for Question 1, you are free to read Questions 2 and 3 during this time. You may make notes in the orange booklet, but no credit will be given for what is written in the orange booklet. Do not open your exam booklet to begin writing your responses until you are told to do so. Are there any questions? . . .

You may now open the orange booklet and begin the 15-minute reading period. Do not open the exam booklet yet.

Note Start Time here _____. Note Stop Time here _____. Check that students are writing any notes in the orange booklet. If any students begin writing their responses during this time, remind them that the reading period is not yet over, and that the reading period is designed to provide students with time to develop better organized, higher scoring responses. If the students choose to continue writing responses, take no further action. After 15 minutes, say:

Stop. The reading period is over. You have 2 hours to answer the questions. You are responsible for pacing yourself, and may proceed freely from one question to the next. You may use the orange booklet for scratch paper, but you must write your answers in the Section II booklet using a pen. Write the number of the question you are working on in the box at the top of each page in the exam booklet. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write only your AP number and the number of the question you are working on. Do not write your name. Are there any questions? . . .

You may begin.

Note Start Time here _____. Note Stop Time here _____. Check that students are using pens and that they are writing their answers in their exam booklets and not in their orange booklets. After 40 minutes, say:

You are advised to go on to Question 2.

After 40 minutes, say:

You are advised to go on to Question 3.

After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet and orange booklet. Put your exam booklet on your desk, face up. Put your orange booklet next to it. . . .

If any students used extra paper for the free-response section, have those students staple the extra sheet/s to the first page corresponding to that question in their exam booklets. Then say:

Remain in your seat, without talking, while the exam materials are collected. . . .

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Collect a Section II booklet and an orange booklet from each student. Check for the following:

- Exam booklet front cover: The student placed an AP number label on the shaded box, and printed his or her initials and today's date.
- Exam booklet back cover: The student completed the "Important Identification Information" area.
- The student wrote answers in the correct areas of the Section II exam booklet and not in the orange booklet.

When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss these specific free-response questions with anyone unless they are released on the College Board website in about two days. You should receive your score report in the mail about the third week of July.

If you are giving the alternate exam for late testing, say:

None of the questions in this exam may ever be discussed or shared in any way at any time. You should receive your score report in the mail about the third week of July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you.

Then say:

You are now dismissed.

All exam materials should be put in secure storage until they are returned to the AP Program after your school's last administration. Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to view a separate AP Instructional Planning Report (for regularly scheduled exams only) or Subject Score Roster at the class section or teacher level. See "Post-Exam Activities" in the *2011-12 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

IMPORTANT: The orange booklets must be returned with the rest of your exam materials. This applies to all exam administrations, including late testing. These booklets are not to be kept at the school, or returned to students or teachers. The free-response questions for the regularly scheduled exam may not be discussed unless the questions are released on the College Board website 48 hours after the exam.

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Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

GO ON TO THE NEXT PAGE.

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2012 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

PLACE SEAL HERE

AP® English Language and Composition Exam

SECTION I: Multiple Choice

2012

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour
Number of Questions
55
Percent of Total Score
45%
Writing Instrument
Pencil required

Instructions

Section I of this exam contains 55 multiple-choice questions. Fill in only the circles for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question	Sample Answer
Chicago is a (A) state (B) city (C) country (D) continent (E) village	Ⓐ ● Ⓒ Ⓓ Ⓔ

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

PLACE SEAL HERE

Minimum 20% post-consumer waste

Form I
Form Code 4IBP4-S
36

PLACE SEAL HERE
DO NOT seal answer sheet inside

The test begins on page 4.

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the English faculty who serve on the AP English Language and Composition Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding circle on the answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1-15. Read the following passage carefully before you choose your answers.

(This passage is excerpted from a publication by a contemporary biologist.)

We know less about life on earth than we know about the surface of the moon and Mars—in part because far less money has been spent studying it. Taxonomy, the study of classification and hence of biological diversity, has been allowed to dwindle, while other important fields such as space exploration and biomedical studies have flourished. Like glass-blowing and harpsichord manufacture, taxonomy of many kinds of organisms has been left in the hands of a small number of unappreciated specialists who have had few opportunities to train their successors. To take one of hundreds of examples, two of the four most abundant groups of small animals of the soil are springtails and oribatid mites. Marvelously varied, having complex life cycles, and teeming by the millions in every acre of land, these tiny animals play vital ecological roles by consuming dead vegetable matter. Thus they help to drive the energy and materials cycles on which all life depends. Yet there are only four specialists in the United States who can identify springtails—one is retired—and only one is an expert on oribatid mites. The reason that so little is heard about these important organisms in the scientific literature and popular press is that there are so few people who know enough to write about them at any level.

The general neglect of expertise in the face of overwhelming need and opportunity rebounds to the weakness of many other enterprises in science and education. Museums are understaffed, with too few biologists to develop research collections and prepare exhibitions. Systematics, the branch of biology that employs taxonomy and the study of similarities among species to work out the evolution of groups of organisms, is able to address only a minute fraction of life. Biogeography, the analysis of the distribution of organisms, is similarly hobbled. So is ecology, the extremely important discipline that explores the relationships of organisms to their environment and to one another. A great deal of the future of biology depends on the strengthening of taxonomy, for if you can't tell one kind of plant or animal from another, you are in trouble. Some kinds of research may be held up indefinitely. As the Chinese say, the beginning of wisdom is getting things by their right names.

The study of classification and expertise on "obscure" groups of organisms such as periwinkles, leeches, springtails and mites may receive the needed boost by association with what has come to be known as biodiversity studies. Biodiversity studies constitute a hybrid discipline that took solid form during the 1980s. They can be defined (a bit formally, I admit, but bear with me) as follows: the systematic examination of the full array of organisms and the origin of this diversity, together with the technology by which diversity can be maintained and utilized for the benefit of humanity. Thus biodiversity studies are both scientific in nature, a branch of pure evolutionary biology, and applied studies, a branch of biotechnology.

Two events during the past quarter-century brought biodiversity to center stage and encouraged the deliberately hybrid form of its analysis. The first was the recognition that human activity threatens the extinction of not only a few "star" species such as giant pandas and California condors, but also a large fraction of all the species of plants and animals on earth. At least one-quarter of the species on earth are likely to vanish due to the cutting and burning of tropical rainforests alone if the current rate of destruction continues. The second reason for the new prominence of biodiversity studies is the recognition that extinction can be slowed and eventually halted without significant cost to humanity. *Extinction is not a price we are compelled to pay for economic progress.* Quite the contrary: As the examples of the rosy periwinkle and medicinal leech suggest, conservation can promote human welfare. Ultimately conservation might even be necessary for continued progress in many realms of human endeavor.

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1. The primary purpose of the first paragraph (lines 1-26) is to

   (A) inspire students to enter scientific professions
   (B) argue that certain animal groups are becoming extinct
   (C) encourage people to follow the progress of current scientific research
   (D) call attention to the decline of a significant field of study
   (E) explain the relationship between different scientific disciplines

2. The author mentions "glass-blowing and harpsichord manufacture" (lines 7-8) to suggest that taxonomy is

   (A) a field characterized by antiquated practices
   (B) an art that is extremely difficult to master
   (C) a profession practiced by relatively few people
   (D) an area of expertise with various practical applications
   (E) a discipline that has limited usefulness

3. The series of phrases in lines 14-16 ("Marvelously varied . . . acre of land") primarily conveys the

   (A) critical job that springtails and oribatid mites perform in the natural environment
   (B) ferocity with which springtails and oribatid mites compete for survival
   (C) array of tiny animals that coexist with springtails and oribatid mites in the soil
   (D) characteristics of springtails and oribatid mites
   (E) life span of springtails and oribatid mites living in the soil

4. In the context of lines 19-22, the words "one is retired" are best described as

   (A) a detail that makes a critical situation even more precarious
   (B) a fact that is puzzling to the author and other biologists
   (C) a claim that is of equal concern to scientists and the general public
   (D) an excuse for outdated designs for research projects
   (E) an aside that undermines the point about taxonomy that is being made

5. Which of the following best describes the relationship between the first and second paragraphs?

   (A) The second paragraph illustrates the work of the specialists mentioned in the first paragraph.
   (B) The second paragraph describes the effects of an issue raised in the first paragraph.
   (C) The second paragraph questions the logic of an idea expressed in the first paragraph.
   (D) The second paragraph considers factors that could remedy the situation discussed in the first paragraph.
   (E) The second paragraph lists the practical applications of a theory proposed in the first paragraph.

6. The author cites a Chinese saying (lines 44-46) to emphasize the

   (A) contrast between Eastern and Western science
   (B) intricacy of the relationships that unite living beings
   (C) necessity of using scientific knowledge in a responsible manner
   (D) importance of taxonomy as a field of study
   (E) danger of postponing biological research

7. The author uses the word "obscure" in line 48 to mean

   (A) ambiguous
   (B) incomprehensible
   (C) not well known
   (D) uncertain
   (E) unusually small

8. The third paragraph (lines 47-61) serves which of the following functions?

   (A) It explains the results of a controversial study.
   (B) It compares examples that illustrate a point.
   (C) It explores social and historical contexts.
   (D) It speculates about a potential improvement.
   (E) It presents an opposing point of view.

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GO ON TO THE NEXT PAGE.

The passage is reprinted for your use in answering the remaining questions.

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9. Which of the following is true of the position presented in lines 72-77 ("The second . . . *progress*") ?

(A) It is based on information provided at the beginning of the passage.
(B) It takes issue with the claims made in the previous sentence.
(C) It acknowledges that the solution to the problem will involve painful choices.
(D) It emphasizes that immediate action is essential for success.
(E) It suggests that an assumption held by many people may be incorrect.

10. One important purpose of the passage is to

(A) urge the public to contribute money to a proposed taxonomy project
(B) argue that the public should focus on identifying and saving a few key species
(C) suggest that ecological conservation is a beneficial enterprise
(D) question why some species are better protected than others
(E) promote specific organizations devoted to improving global well-being

11. The primary rhetorical strategy in the passage is the

(A) exemplification of key concepts and ideas
(B) narration of stories and use of personal references
(C) description of research methodologies
(D) comparison and contrast of differing viewpoints
(E) reevaluation of traditional notions of cause and effect

12. In the passage, italics are used to highlight

(A) citations from different authorities
(B) ideas that scientists consider outdated
(C) the hypotheses that the author challenges
(D) trends that the author has encouraged
(E) the major points of the author's argument

13. The author's tone is best described as

(A) polite yet condescending
(B) concerned yet hopeful
(C) critical and indignant
(D) eager and amazed
(E) pessimistic and discouraged

14. The passage is most likely excerpted from

(A) an educational article promoting awareness of a critical scientific issue
(B) a scholarly essay substantiating the veracity of a recent scientific discovery
(C) a historical document describing public funding for biodiversity studies
(D) a research report criticizing the behavior of both sides in a current scientific debate
(E) an informational pamphlet discussing exhibits in a natural history museum

15. It can be inferred from the passage that the author assumes the reader is

(A) an expert questioning every aspect of the author's argument
(B) a generalist who needs an explanation of specialized concepts
(C) a student seeking facts in order to develop a testable thesis
(D) a colleague evaluating a proposal for a research project
(E) an enthusiast aware of current discoveries and debates

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GO ON TO THE NEXT PAGE.

Questions 16-28. Read the following passage carefully before you choose your answers.

(This passage is taken from a book that examines Canadian book clubs.)

So pronounced is the book-club phenomenon that the format has spread to other venues and media, the most famous of these being the 'book club' component of Oprah Winfrey's television talk show. Staged like an actual book-group meeting, with invited discussants and a cozy living-room setting, the Winfrey show can boost a featured title to instant bestsellerdom and turn authors into stars. There are now 'book clubs' online, in bookstores, and functioning as consumer focus groups for publishers.[1] Colleges, bookstores, and resorts have recently begun to develop 'readers' retreats.'[2] Newsletters, magazines, newspapers, and published guides advise readers how to find, establish, and manage successful clubs.[3]

The widespread popularity of these reading groups has even occasioned a form of 'book-club backlash.' In a newspaper opinion piece titled 'Why I Won't Join the Book Club,' one contributor expressed alarm that reading was becoming another scheduled activity to be slotted in 'like the trip to the gym and the grocery store'; self-improving readers 'pop' books as they would vitamin tablets. But books 'are not about schedules,' author Stephanie Nolen argues; rather, they are 'about submerging yourself . . . about getting lost, about getting consumed.'[4] Considerable attention was garnered by another article, detailing the darker side of some New York City reading groups. Headlined 'Book-Club Lovers Wage a War of Words' when reprinted by the *Globe and Mail*, it could equally well have been titled 'When Book Clubs Go Bad': 'No longer just friendly social gatherings with a vague continuing-education agenda, many of today's book groups have become literary pressure cookers, marked by aggressive intellectual one-upmanship and unabashed social skirmishing. In living rooms and bookshops, clubs are frazzling under the stress, giving rise to a whole new profession: the book-group therapist.'[5] The clubs that Elaine Daspin describes here seem to be functioning as unconsciousness- rather than consciousness-raising sessions, where competitive readers battle for interpretive supremacy. While book-club therapists may well be confined to the rarefied worlds of the Upper East Side or Long Island, authors of recent book-club guides reiterate the need to establish common purposes, regular routines, and guidelines for thorough preparation.

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16. The organization of the passage can best be described as

(A) personal narrative followed by analysis
(B) empirical data followed by conjecture
(C) nonjudgmental explanation of a current phenomenon followed by a question
(D) descriptive analysis followed by a final judgment
(E) condemnation of a practice followed by partial acceptance

17. In context, the author places the term "book club" in quotation marks in lines 3 and 9 in order to

(A) show that these are humorous examples
(B) highlight how formal some of these clubs are
(C) reveal that the book clubs that appear online or on television are unsatisfactory
(D) suggest that the term is being broadened beyond its original meaning
(E) imply that many book club members do not like the term

18. The first paragraph (lines 1-15) serves to

(A) explain why the author enjoys one way of reading
(B) describe the extension of a particular activity into nontraditional areas
(C) make generalizations that will be developed later
(D) explore ways in which people can structure free time
(E) detail the power of media and mass marketing to censor

19. According to lines 23-26, Stephanie Nolen's primary criticism of book clubs is that they

(A) are too programmed
(B) do not offer enough variety
(C) cause readers to be anxious
(D) overlook many classics
(E) forego quality for quantity

20. The clubs referred to in line 39 are discussed in

(A) the online discussion group of a particular book club
(B) a study sponsored by book club participants
(C) an editorial in a Canadian magazine
(D) a guide written by Elaine Daspin
(E) an article published in the *Wall Street Journal*

21. The "recent book-club guides" (lines 45-46) tend to emphasize

(A) how book clubs need to be structured and regular in order to succeed
(B) how difficult it is to start a book club in New York
(C) how often even the best book clubs fail
(D) the variety of reasons that people have for starting book clubs
(E) the challenges of selecting books for discussion

22. The last paragraph (lines 49-64) marks a shift from

(A) popular to academic contexts
(B) supported to unsound generalizations
(C) impersonal to personal examples
(D) subtle irony to explicit sarcasm
(E) neutral to negative characterization of book clubs

23. The function of lines 52-58 ("Yet despite . . . abstractions") is to

(A) argue for the value of a particular literary theory
(B) explain how important it is not to make abstract judgments
(C) point out a discrepancy between teaching practices and literary theory
(D) highlight the demand for a way to measure emotional responses to texts
(E) explore the author's views about reading in isolation

24. The final sentence (lines 62-64) serves to

(A) conclude an argument begun in the first paragraph
(B) suggest a probable cause for an ongoing phenomenon
(C) argue that publishers need to pay more attention to book clubs
(D) offer a final analysis of the phenomenon described in the second paragraph
(E) explain why the author has chosen a particular field of study

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25. One function of sentence 3 (lines 8-10) and endnote 1 is to

(A) give an example of a group that earns money by reading
(B) show that book clubs are not intended for literary scholars
(C) note the connection between marketing and book clubs
(D) cite one book club as a particular model of excellence
(E) suggest the benefits of online discussion groups

26. It can be inferred from endnote 2 that " 'Out of the Woods' " is

(A) an article about a type of retreat
(B) an exposé about fee-based book clubs
(C) an essay about book club protocol
(D) a meditation on favorite works by famous authors
(E) an article about how to start a traditional book club

27. The function of endnote 3 is to

(A) offer specific examples of one of the types of resources mentioned
(B) convince the reader of the value of book clubs
(C) test whether the reader is interested in particular books
(D) evaluate tips on how to set up book clubs
(E) compare the strengths and weaknesses of certain books

28. The information in endnote 2 is different from that in endnote 3 in that endnote 2

(A) is critical while endnote 3 is neutral
(B) assumes that readers do not like research while endnote 3 assumes that readers like research
(C) is concerned with local book clubs while endnote 3 relates to global issues
(D) primarily provides an illustration of a phenomenon while endnote 3 primarily lists resources
(E) relates mostly to marketing while endnote 3 relates mostly to cultural conflicts in book clubs

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Questions 29-41. Read the following passage carefully before you choose your answers.

(This passage is from a contemporary essay.)

Landscape thus has similarities with dreams. Both have the power to seize terrifying feelings and deep instincts and translate them into images—visual, aural, tactile—into the concrete where human beings may more readily confront and channel the terrifying instincts or powerful emotions into rituals and narratives which reassure the individual while reaffirming cherished values of the group. The identity of the individual as a part of the group and the greater Whole is strengthened, and the terror of facing the world alone is extinguished.

Even now, the people at Laguna Pueblo spend the greater portion of social occasions recounting recent incidents or events which have occurred in the Laguna area. Nearly always, the discussion will precipitate the retelling of older stories about similar incidents or other stories connected with a specific place. The stories often contain disturbing or provocative material, but are nonetheless told in the presence of children and women. The effect of these inter-family or inter-clan exchanges is the reassurance for each person that she or he will never be separated or apart from the clan, no matter what might happen. Neither the worst blunders or disasters nor the greatest financial prosperity and joy will ever be permitted to isolate anyone from the rest of the group. In the ancient times, cohesiveness was all that stood between extinction and survival, and, while the individual certainly was recognized, it was always as an individual simultaneously bonded to family and clan by a complex bundle of custom and ritual. You are never the first to suffer a grave loss or profound humiliation. You are never the first, and you understand that you will probably not be the last to commit or be victimized by a repugnant act. Your family and clan are able to go on at length about others now passed on, others older or more experienced than you who suffered similar losses.

The wide deep arroyo near the Kings Bar (located across the reservation borderline) has over the years claimed many vehicles. A few years ago, when a Vietnam veteran's new red Volkswagen rolled backwards into the arroyo while he was inside buying a six-pack of beer, the story of his loss joined the lively and large collection of stories already connected with that big arroyo. I do not know whether the Vietnam veteran was consoled when he was told the stories about the other cars claimed by the ravenous arroyo. All his savings of combat pay had gone for the red Volkswagen. But this man could not have felt any worse than the man who, some years before, had left his children and mother-in-law in his station wagon with the engine running. When he came out of the liquor store his station wagon was gone. He found it and its passengers upside down in the big arroyo. Broken bones, cuts and bruises, and a total wreck of the car. The big arroyo has a wide mouth. Its existence needs no explanation. People in the area regard the arroyo much as they might regard a living being, which has a certain character and personality. I seldom drive past that wide deep arroyo without feeling a familiarity with and even a strange affection for this arroyo. Because as treacherous as it may be, the arroyo maintains a strong connection between human beings and the earth. The arroyo demands from us the caution and attention that constitute respect. It is this sort of respect the old believers have in mind when they tell us we must respect and love the earth.

29. The author argues that landscapes and dreams are similar in which of the following ways?

(A) Both give visible shape to intangible emotions.
(B) Both lend themselves to solitary contemplation.
(C) Both serve to disturb or alter the status quo.
(D) Both have surprising and unforeseen contours.
(E) Both reveal the insecurities of the person who experiences them.

30. The words "Even now" (line 12) and "Nearly always" (line 15) serve to

(A) reveal the contradictory perspectives in Laguna Pueblo legends
(B) stress the continuing place of legend in Laguna culture
(C) attest to the factual basis of many legendary events
(D) concede that legends can play several distinct cultural roles
(E) qualify the author's point that legends are relevant to modern human experience

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31. Which of the following best describes the effect of the repetition of the word "you" in lines 31-35 ?

(A) It disassociates the author from Laguna stories and rituals.
(B) It emphasizes the consoling effects of Laguna stories for an individual.
(C) It stresses the author's sympathy for the sufferings of the Lagunas.
(D) It contrasts with the intimate tone established earlier in the passage.
(E) It undermines statements about the commonality of certain experiences.

32. The shift from the second to the third paragraph represents a shift from

(A) generalization to specific example
(B) one universal observation to another
(C) assertive to speculative writing
(D) a metaphorical flourish to a literal proposition
(E) a focused argument to a digression

33. In lines 41-46 ("A few . . . arroyo"), the author cites the loss of the Vietnam veteran's car primarily to

(A) point out the dangers of careless driving
(B) exemplify the treatment of veterans of the Vietnam War
(C) demonstrate that loss of property is unimportant when compared with loss of life
(D) provide an example of a story that will be retold
(E) warn others who might tempt fate in a similar way

34. The story told in lines 50-57 ("But this . . . the car") serves to

(A) retell an ancient Laguna myth in contemporary terms
(B) convey the author's concern about the consequences of the Vietnam War
(C) ironically highlight how awful the veteran's predicament really was
(D) illustrate that the veteran's disaster was not just an individual, isolating experience
(E) examine why the arroyo inspires fear and dread

35. The sentence in line 57 ("The big arroyo has a wide mouth") uses which of the following?

(A) Paradox
(B) Satire
(C) Personification
(D) Contrast
(E) Simile

36. The statement that the arroyo's "existence needs no explanation" (line 58) resembles most closely the view of

(A) the "individual" (line 9)
(B) "children" (line 20)
(C) the Vietnam veteran (line 42)
(D) the man whose station wagon rolled into the arroyo (lines 50-57)
(E) "the old believers" (line 67)

37. The author feels a "strange affection" (line 62) for the arroyo primarily because it

(A) is depicted as having human qualities in many Laguna legends
(B) symbolizes how resilient the natural landscape can be when it is abused
(C) is a place that has been familiar since childhood
(D) attracts visitors who are interested in the Laguna area
(E) generates stories and legends that connect the local inhabitants to the earth

38. The author's devices of argument in the passage include which of the following?

I. Reinforcing a case by including a personal perspective
II. Providing a specific example to illustrate an abstract concept
III. Citing the evidence of historical scholarship

(A) I only
(B) I and II only
(C) I and III only
(D) II and III only
(E) I, II, and III

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39. The author values storytelling because a storyteller has the power to

(A) give listeners the means to prioritize random events
(B) remind listeners that most experiences have a happy outcome
(C) help listeners to realize that their troubles are not unique
(D) permit listeners to enjoy the pleasure of a suspenseful tale
(E) answer questions that have previously baffled listeners

40. Taken as a whole, the passage is best described as

(A) an implicit defense of a controversial idea
(B) an expository piece relying chiefly on comparison and contrast
(C) an explanatory account including historical and contemporary perspectives
(D) a descriptive passage built on a sequence of mythic events
(E) a satiric investigation and refutation of outdated beliefs

41. The author would be most likely to describe the legends of the people at Laguna Pueblo as which of the following?

(A) A body of stories periodically refreshed by the addition of relevant new stories
(B) A set of stories requiring frequent revision to reflect linguistic change
(C) A series of fragile constructions, vulnerable to being forgotten and lost
(D) Direct transcriptions of their storytellers' most vivid dreams
(E) Imaginative responses to unprecedented human victories and disappointments

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Questions 42-55. Read the following passage carefully before you choose your answers.

(This passage is from the preface to a work published early in the nineteenth century.)

The prevailing taste of the public for anecdote has been censured and ridiculed by critics, who aspire to the character of superior wisdom: but if we consider it in a proper point of view, this taste is an incontestible proof of the good sense and profoundly philosophic temper of the present times. Of the numbers who study, or at least who read history, how few derive any advantage from their labors! The heroes of history are so decked out by the fine fancy of the professed historian; they talk in such measured prose, and act from such sublime or such diabolical motives, that few have sufficient taste, wickedness or heroism, to sympathize in their fate. Besides, there is much uncertainty even in the best authenticated antient* or modern histories; and that love of truth, which in some minds is innate and immutable, necessarily leads to a love of secret memoirs and private anecdotes. We cannot judge either of the feelings or of the characters of men with perfect accuracy from their actions or their appearance in public; it is from their careless conversations, their half-finished sentences, that we may hope with the greatest probability of success to discover their real characters. The life of a great or of a little man written by himself, the familiar letters, the diary of any individual published by his friends, or by his enemies after his decease, are esteemed important literary curiosities. We are surely justified in this eager desire to collect the most minute facts relative to the domestic lives, not only of the great and the good, but even of the worthless and insignificant, since it is only by a comparison of their actual happiness or misery in the privacy of domestic life, that we can form a just estimate of the real reward of virtue, or the real punishment of vice. That the great are not as happy as they seem, that the external circumstances of fortune and rank do not constitute felicity, is asserted by every moralist; the historian can seldom, consistently with his dignity, pause to illustrate this truth, it is therefore to the biographer we must have recourse. After we have beheld splendid characters playing their parts on the great theatre of the world, with all the advantages of stage effect and decoration, we anxiously beg to be admitted behind the scenes, that we may take a nearer view of the actors and actresses.

Some may perhaps imagine, that the value of biography depends upon the judgment and taste of the biographer; but on the contrary it may be maintained, that the merits of a biographer are inversely as the extent of his intellectual powers and of his literary talents. A plain unvarnished tale is preferable to the most highly ornamented narrative. Where we see that a man has the power, we may naturally suspect that he has the will to deceive us, and those who are used to literary manufacture know how much is often sacrificed to the rounding of a period or the pointing an antithesis.

* ancient

42. In the context of the entire passage, the word "anecdote" (line 1) is best understood to mean

(A) an unreliable secondhand account
(B) an official government document
(C) a narrative in the style of a morality play
(D) an informal story involving personal details
(E) a timeless legend

43. The author portrays the critics mentioned in line 2 as people who are likely to

(A) identify with the public at large
(B) become the subjects of biography
(C) be profoundly philosophical
(D) keep diaries themselves
(E) prefer formal history

44. The author's strategy in lines 1-8 is to

(A) flatter those who would criticize popular opinions
(B) incite readers to act in a manner inconsistent with their beliefs
(C) moralize about the injustices present in society
(D) build a logical argument and support it with facts from history
(E) promote an impression of sympathy with public preferences

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45. In the context of the passage, the reason that few who read history "derive any advantage from their labors" (lines 7-8) is that

(A) the common reader is unable to appreciate what he or she reads
(B) the historian's preoccupation with facts makes for dull reading
(C) the focus of history on the distant past is too remote for most readers
(D) the historian tends to present historical figures unrealistically
(E) most historical accounts tend to moralize

46. In line 13, "their fate" refers to the fate of

(A) readers
(B) literary critics
(C) historical figures
(D) fictional characters
(E) victims of misfortune

47. The author suggests that the preference of many readers for "secret memoirs and private anecdotes" (lines 16-17) is

(A) a reprehensible reaction in terms of its consequences
(B) a grudging response to heroic lives
(C) an unfortunate lapse in propriety
(D) a justifiable form of curiosity
(E) a natural result of a love of fiction

48. In context, the phrase "half-finished sentences" (line 21) can best be described as

(A) an allusion to ineffective style
(B) a reference to informal candor
(C) an apology for incomplete histories
(D) a symbol of the arrogance of great people
(E) an ironic statement about fastidiousness

49. In the context of the sentence in which it occurs, the phrase "consistently with his dignity" (line 37) points out

(A) the conflict between decorum and thoroughness for the historian
(B) the loss of esteem suffered by the historian
(C) the social gulf between historians and biographers
(D) the expertise that the historian brings to a work
(E) public disdain for undignified narrative

50. The sentence "Some may . . . talents" (lines 45-50) includes all of the following EXCEPT a

(A) personal anecdote
(B) paradoxical statement
(C) premise for consideration
(D) refutation of an assumption
(E) logical extension of ideas expressed in the first paragraph

51. The purpose of the sentence "A plain . . . narrative" (lines 50-51) is to

(A) propose a self-contradictory opinion for consideration
(B) elaborate on a specific anecdote
(C) shift the thematic focus considerably
(D) develop a statement made in the previous sentence
(E) create a stylistic effect through literary allusion

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52. The author uses the phrase "highly ornamented narrative" (line 51) to refer to the type of writing that is

(A) preferred by most readers
(B) produced by biographers skilled at writing
(C) found in secret journals
(D) presented most realistically
(E) rejected by historians

53. In the final sentence (lines 51-56), the author presents "the rounding of a period" and "the pointing an antithesis" as examples of

(A) techniques ignored by most historians
(B) flourishes that can obscure truth
(C) inaccuracies that can slip into biographies
(D) techniques that appeal to most readers
(E) fine points that historical writers should employ

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54. Taken as a whole, the passage is best described as

(A) an indignant response to a personal affront
(B) a documented presentation of facts
(C) a casual reaction to a problem
(D) an extended definition of a term
(E) an argument employing illustrative comparisons

55. Of the following contrasts, which pertains most directly to the theme of the passage?

(A) "sublime" (line 11) and "diabolical" (line 11) motives
(B) "antient" (line 14) and "modern" (line 14) histories
(C) "their appearance in public" (lines 19-20) and "their real characters" (lines 22-23)
(D) "great" (line 29) and "insignificant" (line 30) persons
(E) "virtue" (line 33) and "vice" (line 33)

END OF SECTION I
IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR ANSWER SHEET**
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Section II: Free-Response Questions

This is the free-response section of the 2012 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

AP® English Language and Composition Exam

SECTION II: Free Response

2012

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
2 hours, 15 minutes
Number of Questions
3
Percent of Total Score
55%
Writing Instrument
Pen with black or dark blue ink

Reading Period

Time
15 minutes. Use this time to read the question and plan your answer to Question 1, the synthesis question.

Writing Period

Time
2 hours
Suggested Time
40 minutes per question
Weight
The questions are weighted equally.

IMPORTANT Identification Information

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   First letter of your first name ☐
2. Date of birth
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Instructions

The questions for Section II are printed in the orange Questions and Sources booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Sources booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading Question 1, analyzing and evaluating the sources, and planning your answer. You may read the other essay questions at this time. Do not begin writing your essays in this Free Response booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Each essay will be judged on its clarity and effectiveness in dealing with the assigned topic and on the quality of the writing. Quality is far more important than quantity. You should check your essays for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections.

Write clearly and legibly. Number each answer as the question is numbered in the exam. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. You may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

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Form I
Form Code 4IBP-S2
36

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

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

The United States Postal Service (USPS) has delivered communications for more than two centuries. During the nineteenth century, the USPS helped to expand the boundaries of the United States by providing efficient and reliable communication across the country. Between 1790 and 1860 alone, the number of post offices in the United States grew from 75 to over 28,000. With this growth came job opportunities for postal workers and a boom in the cross-country rail system. The twentieth century brought substantial growth to the USPS, including large package delivery and airmail. Over the past decade, however, total mail volume has decreased considerably as competition from electronic mail and various package delivery companies has taken business away from the USPS. The loss of revenue has prompted the USPS to consider cutting back on delivery days and other services.

Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Stone)
Source B (graph)
Source C (O'Keefe)
Source D (Hawkins)
Source E (McDevitt)
Source F (Cullen)
Source G (photo)

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GO ON TO THE NEXT PAGE.

Source A

Stone, Daniel. "Flying Like an Eagle?" *Newsweek*. Newsweek, 5 Oct. 2009. Web. 24 Sept. 2010.

The following is excerpted from an online article in a national news magazine.

Anyone who's waited, and waited, in line at the old letter hub knows the service could probably be run better. NEWSWEEK asked a variety of management consultants and business futurists how to turn the old pony express into a sleek, 21st-century moneymaker—or, at the very least, a breaker-even. Listen up, Postal Service (and Congress): for this advice, we'll let you cut in line.

1) Get into the e-business. More people are e-mailing? So meet their needs. "Give every American an e-mail address when they're born," suggests futurist Watts Wacker. Might they look elsewhere for a different one? Sure, but at least you'll maintain relevance in their mind. Plus, you can sell lucrative advertising on those accounts.

2) Increase service. Don't drop from six- to five-day delivery; go the other way, says Kellogg School marketing prof Richard Honack—to all seven. It seems counterintuitive to add service when you're losing money, but people have less faith in the system precisely because of spotty service. Consider tightening hours, but the USPS could be the first carrier to reliably deliver all week.

3) Advertise with coupons. It sounds like an archaic way to attract customers in a new era, but if people are flocking to the Internet, give them an incentive to come back. "We're a coupon-cutting society," says futurist and business strategist Marlene Brown. "Make people feel like there's value added."

4) Make a play for control of government broadband [Internet access]. With Congress considering an expansion of broadband access, why not put it under the USPS, asks futurist David Houle. "That would define the Postal Service as a communications-delivery service, rather than just a team of letter carriers. Don't let the service's tie to Congress make it fizzle. If used right, why not use it as an advantage?"

5) Rebrand. No one knows what the Postal Service stands for, says Wacker. "Fly like an eagle, what does that even mean?" A company's brand is its most valuable tool, or its biggest liability. Contract out to find a new logo and slogan that actually convey what you do and how you do it. And then use them. (In this week's NEWSWEEK magazine, we asked three design firms to get started.)

6) Close branches if you must, but do it strategically. Franchise services by region, posits business strategist Gurumurthy Kalyanaram. You don't need a full-service post office every few blocks in New York, for example. Some centers could be for letters only, others for packages. That way you cut down on staff size and service required to and from each.

7) Reorganize and motivate staff. Paying high wages with inflated job security isn't a competitive strategy. Unions may be fierce, but consultant Peter Cohan thinks management should put employee contracts out to bid. And add incentives: if a worker saves money, give him a percentage. Inversely, put jobs on the line to avoid losses. In other words, run it like a real business.

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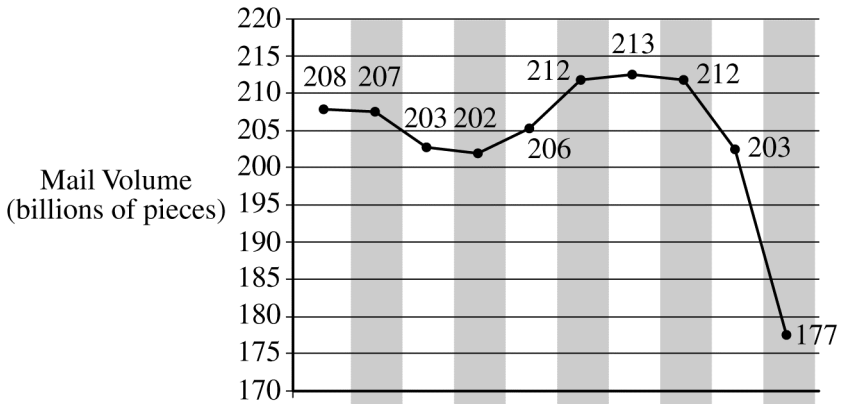
Source B

"The Challenge to Deliver: Creating the 21st Century Postal Service: United States Postal Service 2009 Annual Report." *United States Postal Service.* United States Postal Service, 2009. Web. 24 Sept. 2010.

The following graph is excerpted from the 2009 annual report of the United States Postal Service.

The Delivery Challenge: Less Mail, More Addresses



Year	Delivery Points (in millions)	USPS Employees
2000	135.9	787,538
2001	137.7	775,903
2002	139.5	752,949
2003	141.4	729,035
2004	142.3	707,485
2005	144.3	704,716
2006	146.2	696,138
2007	148	684,762
2008	149.2	663,762
2009	150.1	623,128

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Source C

O'Keefe, Ed. "Postal Service Expected to Announce 'Significant Changes.' " *Washington Post*. Washington Post Company, 2 Mar. 2010. Web. 27 Sept. 2010.

The following is excerpted from an online article in a national newspaper.

The U.S. Postal Service will release projections Tuesday that confirm for the first time the suspicion that mail volume will never return to pre-recession levels. In response, the agency is pushing anew for a dramatic reshaping of how Americans get and send their letters and packages.

Customers are continuing to migrate to the Internet and to cheaper standard-mail options, and away from the Postal Service's signature product—first-class mail, Postmaster General John E. Potter will report in announcing the projections.

The Postal Service experienced a 13 percent drop in mail volume last fiscal year, more than double any previous decline, and lost $3.8 billion. The projections anticipate steeper drops in mail volume and revenue over the next 10 years, and mounting labor costs only complicate the agency's path to firm fiscal footing.

In an effort to offset some of the losses, Potter seeks more flexibility in the coming year to set delivery schedules, prices and labor costs. The changes could mean an end to Saturday deliveries, longer delivery times for letters and packages, higher postage-stamp prices that exceed the rate of inflation, and the potential for future layoffs.

"At the end of the day, I'm convinced that if we make the changes that are necessary, we can continue to provide universal service for Americans for decades to come," Potter said Monday. "We can turn back from the red to the black, but there are some significant changes we need to make."

The postmaster general called for many of these changes last year but failed to convince lawmakers. This time he's armed with $4.8 million worth of outside studies that conclude that, without drastic changes, the mail agency will face even more staggering losses.

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Source D

Hawkins, Dawn. "Advantages of Using the United States Postal Service." *Associated Content.* Associated Content, 14 Aug. 2009. Web. 27 Sept. 2010.

The following is excerpted from an online article.

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Source E

McDevitt, Caitlin. "To Postal Workers, No Mail Is 'Junk': With Revenues Falling, the Post Office Owes Its Future to Stuff We Throw Out." *Newsweek*. Newsweek, 27 Sept. 2008. Web. 28 Sept. 2010.

The following is excerpted from an online article in a national news magazine.

These are tough times for the U.S. Postal Service. It's being pummeled by high fuel costs. The soft economy is crimping the overall volume of mail, which fell 5.5 percent in the past year. Its business is also falling as Americans opt for e-mail over birthday cards and thank-you notes. Now comes another threat: consumers like Colleen Plimpton of Bethel, Conn. Earlier this year Plimpton became tired of the credit-card offers, catalogs and advertising fliers that clogged her mailbox. So in February she paid $20 to GreenDimes, a firm that helps consumers reduce their inflow of "junk mail" by contacting businesses on their behalf. "[Junk mailers] are cutting down trees willy-nilly, and that has got to stop," says Plimpton.

To the post office, consumers like her are a serious threat. "Efforts to convince people not to receive mail are really going to hurt," says Steve Kearney, a Postal Service senior vice president.

The Postal Service lost $1.1 billion in its latest quarter. That number would be even larger if it weren't for direct mailings, which now constitute 52 percent of mail volume, up from 38 percent in 1990. Revenue from direct mail "is the financial underpinning of the Postal Service—it could not survive without it," says Michael Coughlin, former deputy postmaster.

But 89 percent of consumers say in polls that they'd prefer not to receive direct-marketing mail; 44 percent of it is never opened. That's why 19 state legislatures have debated Do Not Mail lists, which would function just like the federal Do Not Call list. But partly due to opposition from postal workers, not a single bill has passed. When Colorado state Rep. Sara Gagliardi held a public meeting on a bill she was sponsoring, she was surprised when a crowd of postal workers showed up to express vehement opposition.

Both the Postal Service and the Direct Marketing Association say direct mail is a key source of customers for small businesses. "Advertising mail is a very valuable product to many consumers," says Sam Pulcrano, Postal Service vice president for sustainability, who points to two-for-one pizza coupons as especially welcome surprises. To blunt opposition, the DMA recently launched the Mail Moves America coalition to lobby against the restrictions.

GreenDimes founder Pankaj Shah isn't sympathetic. Not only is his company providing a service to consumers, he says, but it has also used its fees to plant more than 1 million trees. "We're all about giving consumers choice, not about bringing down the post office," he says. Still, as more consumers opt out of junk mail, rain, sleet and gloom of night may seem like the least of mail carriers' problems.

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Source F

Cullen, Kevin. "Sending, Getting 'Real' Mail Still Magic." *Commercial-News*. Commercial-News, 20 Mar. 2010. Web. 28 Sept. 2010.

The following is excerpted from an online article.

E-mail is fast and simple, but to me an old-fashioned, handwritten letter has value in this speed-obsessed world. I have deleted hundreds of e-mails in one fell swoop, without taking the time to reread them, but I still have a letter that my Grandpa Cullen sent to me when I was 8.

I like to receive letters, thank-you notes, birthday cards and Christmas cards, and I like to send them too. Even today, it costs just 44 cents to send one from Danville to Sandybeach, Hawaii, or Frozentoes, Alaska . . . a genuine bargain.

Historians worry about the disappearance of permanent, written records. If there were no "real" letters, diaries, governmental files, handbills, pamphlets, magazines, newspapers and books—real ink on real paper—what would be left? Will electronic records even survive for 100 years? And what will happen if they don't? . . .

The Postal Service has been required to pay its own costs since 1970, and it made a profit until 2006. Since then, declining mail volume has created major problems. It delivered 17 percent fewer pieces in 2009 than it did in 2006, and lost $1.4 billion. That money was borrowed from the U.S. Treasury.

More declines in volume, coupled with the soaring cost of retiree health benefits, could create $238 billion in losses over the next 10 years, Postmaster General John Potter recently said. Approximately half of the present 300,000 postal workers are expected to retire by 2020.

Eliminating Saturday mail delivery would save $40 billion over a decade. Potter also wants to close and consolidate 154 post offices. More and more part-time workers would be hired as full-time workers retire.

Clearly, mail delivery isn't going away entirely. It's an essential government function, like feeding the Army. No private contractor will carry a letter from the Florida Keys to Alaska for 44 cents.

I'm going to do my bit by sending more letters.

Our Christmas card list will be expanded. Birthday cards will go to more friends and family. And I'm going to thank more people, in writing, for more things. I will send more cards and letters to offer encouragement, interest and sympathy. It shows good breeding.

I have shoeboxes filled with kind letters sent to me through the years by readers who liked something that I wrote. I always thanked them by return mail. Many friendships began that way. Those messages weren't deleted 100 at a time; they were saved, and they can be reread. . . .

It's satisfying to write a "real" letter, put it in an envelope and drop it into the mailbox. A day or two later, I know, someone will hold it and connect with me. Who knows? It may be read by someone I will never meet, 100 years from now.

Not a bad investment, for 44 cents.

"Sending, Getting 'Real' Mail Still Magic," by Kevin Cullen, copyright © 2010 by Commercial News. Used by permission.

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Source G

Ochopee Post Office, Florida, 1970s. N.d. Photograph. Collection of the United States Postal Service. *USPS.com*. Web. 9 May 2011.

The following photo, from the Web site of the United States Postal Service, shows the Ochopee Post Office, the smallest free-standing post office in the United States.

Ochopee Post Office, Florida, 1970s © 1970 United States Postal Service. All Rights Reserved. Used with Permission.

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Question 2

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

On April 10, 1962, as the United States was emerging from a recession, the nation's largest steel companies raised steel prices by 3.5 percent. President John F. Kennedy, who had repeatedly called for stable prices and wages as part of a program of national sacrifice during a period of economic distress, held a news conference on April 11, 1962, which he opened with the following commentary regarding the hike in steel prices. Read Kennedy's remarks carefully. Then write an essay in which you analyze the rhetorical strategies President Kennedy uses to achieve his purpose. Support your analysis with specific references to the text.

Simultaneous and identical actions of United States Steel and other leading steel corporations, increasing steel prices by some 6 dollars a ton, constitute a wholly unjustifiable and irresponsible defiance of the public interest.

In this serious hour in our nation's history, when we are confronted with grave crises in Berlin and Southeast Asia, when we are devoting our energies to economic recovery and stability, when we are asking Reservists to leave their homes and families for months on end, and servicemen to risk their lives—and four were killed in the last two days in Viet Nam—and asking union members to hold down their wage requests, at a time when restraint and sacrifice are being asked of every citizen, the American people will find it hard, as I do, to accept a situation in which a tiny handful of steel executives whose pursuit of private power and profit exceeds their sense of public responsibility can show such utter contempt for the interests of 185 million Americans.

If this rise in the cost of steel is imitated by the rest of the industry, instead of rescinded, it would increase the cost of homes, autos, appliances, and most other items for every American family. It would increase the cost of machinery and tools to every American businessman and farmer. It would seriously handicap our efforts to prevent an inflationary spiral from eating up the pensions of our older citizens, and our new gains in purchasing power.

It would add, Secretary McNamara* informed me this morning, an estimated one billion dollars to the cost of our defenses, at a time when every dollar is needed for national security and other purposes. It would make it more difficult for American goods to compete in foreign markets, more difficult to withstand competition from foreign imports, and thus more difficult to improve our balance of payments position, and stem the flow of gold. And it is necessary to stem it for our national security, if we are going to pay for our security commitments abroad. And it would surely handicap our efforts to induce other industries and unions to adopt responsible price and wage policies.

The facts of the matter are that there is no justification for an increase in the steel prices. The recent settlement between the industry and the union, which does not even take place until July 1st, was widely acknowledged to be non-inflationary, and the whole purpose and effect of this Administration's role, which both parties understood, was to achieve an agreement which would make unnecessary any increase in prices.

Steel output per man is rising so fast that labor costs per ton of steel can actually be expected to decline in the next twelve months. And in fact, the Acting Commissioner of the Bureau of Labor Statistics informed me this morning that, and I quote: "Employment costs per unit of steel output in 1961 were essentially the same as they were in 1958."

The cost of the major raw materials, steel scrap and coal, has also been declining, and for an industry which has been generally operating at less than two-thirds of capacity, its profit rate has been normal and can be expected to rise sharply this year in view of the reduction in idle capacity. Their lot has been easier than that of a hundred thousand steel workers thrown out of work in the last three years. The industry's cash dividends have exceeded 600 million dollars in each of the last five years, and earnings in the first quarter of this year were estimated in the February 28th Wall Street Journal to be among the highest in history.

In short, at a time when they could be exploring how more efficiency and better prices could be obtained, reducing prices in this industry in recognition of lower costs, their unusually good labor contract, their foreign competition and their increase in production and profits which are coming this year, a few gigantic corporations have decided to increase prices in ruthless disregard of their public responsibilities.

The Steel Workers Union can be proud that it abided by its responsibilities in this agreement, and this government also has responsibilities, which we

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intend to meet.

The Department of Justice and the Federal Trade Commission are examining the significance of this action in a free, competitive economy.

The Department of Defense and other agencies are reviewing its impact on their policies of procurement, and I am informed that steps are underway by those Members of the Congress who plan appropriate inquiries into how these price decisions are so quickly made, and reached, and what legislative safeguards may be needed to protect the public interest.

Price and wage decisions in this country, except for very limited restrictions in the case of monopolies and national emergency strikes, are and ought to be freely and privately made, but the American people have a right to expect in return for that freedom, a higher sense of business responsibility for the welfare of their country than has been shown in the last two days.

Some time ago I asked each American to consider what he would do for his country and I asked the steel companies. In the last 24 hours we had their answer.

* Robert S. McNamara, secretary of defense from 1961 to 1968

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Question 3

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

Consider the distinct perspectives expressed in the following statements.

> If you develop the absolute sense of certainty that powerful beliefs provide, then you can get yourself to accomplish virtually anything, including those things that other people are certain are impossible.
>
> *William Lyon Phelps, American educator, journalist, and professor (1865–1943)*

> I think we ought always to entertain our opinions with some measure of doubt. I shouldn't wish people dogmatically to believe any philosophy, not even mine.
>
> *Bertrand Russell, British author, mathematician, and philosopher (1872–1970)*

In a well-organized essay, take a position on the relationship between certainty and doubt. Support your argument with appropriate evidence and examples.

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
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Write in the box the number of the question you are answering on this page as it is designated in the exam.

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

Multiple-Choice Answer Key

The following contains the answers to the multiple-choice questions in this exam.

Answer Key for AP English Language and Composition Practice Exam, Section I

Multiple-Choice Questions	
Question #	**Key**
1	D
2	C
3	D
4	A
5	B
6	D
7	C
8	D
9	E
10	C
11	A
12	E
13	B
14	A
15	B
16	D
17	D
18	B
19	A
20	E
21	A
22	A
23	C
24	B
25	C
26	A
27	A
28	D
29	A
30	B
31	B
32	A
33	D
34	D
35	C
36	E
37	E
38	B
39	C
40	C
41	A
42	D
43	E
44	E
45	D
46	C
47	D
48	B
49	A
50	A
51	D
52	B
53	B
54	E
55	C

Free-Response Scoring Guidelines

The following contains the scoring guidelines for the free-response questions in this exam.

Question 1

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to 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** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their 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** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The argument is generally clear, and the sources generally develop the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

---

* For the purposes of scoring, *synthesis* means using sources to develop a position and citing them accurately.

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Question 1 (continued)

4 Inadequate

Essays earning a score of 4 **inadequately** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or less convincing. The sources may dominate the student's attempts at development; the link between the argument and the sources may be weak; or the student may misunderstand, misrepresent, or oversimplify the sources. 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 developing a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They are less perceptive in their understanding of the sources, or their 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 developing a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose of these essays 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, weak in their control of writing, or do not allude to or cite even one source.

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.

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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.

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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 their development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** analyze* the rhetorical strategies President Kennedy uses to achieve his purpose. 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 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 the rhetorical strategies President Kennedy uses to achieve his purpose. 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 President Kennedy uses to achieve his purpose. 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 the rhetorical strategies President Kennedy uses to achieve his purpose. These essays may misunderstand the passage, misrepresent the strategies Kennedy uses, or may analyze these strategies insufficiently. 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.

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* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to develop meaning or to achieve a particular effect or purpose.

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Question 2 (continued)

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the rhetorical strategies President Kennedy uses to achieve his purpose. They are less perceptive in their understanding of the passage or Kennedy's strategies, or the explanations 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 the rhetorical strategies President Kennedy uses to achieve his purpose. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Kennedy 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, 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.

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

8 Effective

Essays earning a score of 8 **effectively** develop a position on the relationship between certainty and doubt. 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 a more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** develop a position on the relationship between certainty and doubt. 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 develop a position on the relationship between certainty and doubt. 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** develop a position on the relationship between certainty and doubt. 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 developing a position on the relationship between certainty and doubt. 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 developing a position on the relationship between certainty and doubt. 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, weak in their control of language, or especially lacking in coherence and development.

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.

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Scoring Worksheet

The following provides a worksheet and conversion table used for calculating a composite score of the exam.

2012 AP English Language and Composition Scoring Worksheet

Section I: Multiple Choice

_____ × 1.2272 = _____

Number Correct (out of 55) — Weighted Section I Score (Do not round)

Section II: Free Response

Question 1 _____ (out of 9) × 3.0556 = _____ (Do not round)

Question 2 _____ (out of 9) × 3.0556 = _____ (Do not round)

Question 3 _____ (out of 9) × 3.0556 = _____ (Do not round)

Sum = _____

Weighted Section II Score (Do not round)

Composite Score

_____ + _____ = _____

Weighted Section I Score — Weighted Section II Score — Composite Score (Round to nearest whole number)

AP Score Conversion Chart
English Language and Composition

Composite Score Range	AP Score
115-150	5
100-114	4
82-99	3
58-81	2
0-57	1