AP English Language and Composition Practice Exam

From the 2013 Administration

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<u>Note:</u> This publication shows the page numbers that appeared in the *2012–13 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 ***2012–13 AP Exam Instructions*** book.

AP® English Language and Composition Exam

Regularly Scheduled Exam Date: Friday morning, May 10, 2013

Late-Testing Exam Date: Wednesday afternoon, May 22, 2013

Section I: At a Glance

Total Time:
1 hour
Number of Questions:
55*
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 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.

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.

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2012-13 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 Friday morning, May 10, 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 22, 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 *2012-13 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. . . .

Carefully remove the AP Exam label found near the top left of your exam booklet cover. Now place it on page 1 of your answer sheet on the dark blue box near the top right-hand corner that reads "AP Exam Label."

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam will be processed correctly.

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

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 beginning on page 2 of 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. . . .

Collect a Section I booklet from each student. 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. If you do not follow these rules, your score could be canceled. 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? For this section of the exam, you will be using a pen to write your responses. 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 complete 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. . . .

Section II begins with a reading period. Use this time (you will have 15 minutes) to read Question 1, the synthesis question, and plan your response to it. 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. Do not place your Section II exam booklet inside your orange booklet or vice versa. . . .

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. . . .

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. Your AP score results will be delivered online in 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. Your AP score results will be delivered online in 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. You will need the information on this card to view your scores and order AP score reporting services online.

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 access 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 *2012-13 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. When sorting exam materials for return, keep the orange booklets separate from the Section II exam booklets. Do not place Section II exam booklets inside the orange booklets or vice versa. The free-response questions for the regularly scheduled exam may not be discussed unless the questions are released on the College Board website two days after the exam.

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.)

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2013 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

2013

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

Form I
Form Code 4JBP4-S
36

PLACE SEAL HERE
DO NOT seal answer sheet inside

The exam 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 1-13. Read the following passage carefully before you choose your answers.

(The passage below consists of excerpts from an essay published in the 1940s.)

It is the fate of actors to leave only picture postcards behind them. Every night when the curtain goes down the beautiful coloured canvas is rubbed out. What remains is at best only a wavering, insubstantial phantom—a verbal life on the lips of the living. Ellen Terry was well aware of it. She tried herself, overcome by the greatness of Irving as Hamlet and indignant at the caricatures of his detractors, to describe what she remembered. It was in vain. She dropped her pen in despair. "Oh God, that I were a writer!" she cried. "Surely a *writer* could not string words together about Henry Irving's Hamlet and say *nothing*, *nothing*." It never struck her, humble as she was, and obsessed by her lack of book learning, that she was, among other things, a writer. It never occurred to her when she wrote her autobiography, or scribbled page after page to Bernard Shaw late at night, dead tired after a rehearsal, that she was "writing." The words in her beautiful rapid hand bubbled off her pen. With dashes and notes of exclamation she tried to give them the very tone and stress of the spoken word. It is true, she could not build a house with words, one room opening out of another, and a staircase connecting the whole. But whatever she took up became in her warm, sensitive grasp a tool. If it was a rolling-pin, she made perfect pastry. If it was a carving knife, perfect slices fell from the leg of mutton. If it were a pen, words peeled off, some broken, some suspended in mid-air, but all far more expressive than the tappings of the professional typewriter.

With her pen then at odds and ends of time she has painted a self-portrait. It is not an Academy portrait, glazed, framed, complete. It is rather a bundle of loose leaves upon each of which she has dashed off a sketch for a portrait—here a nose, here an arm, here a foot, and there a mere scribble in the margin. The sketches done in different moods, from different angles, sometimes contradict each other. . . .

Which, then, of all these women is the real Ellen Terry? How are we to put the scattered sketches together? Is she mother, wife, cook, critic, actress, or should she have been, after all, a painter? Each part seems the right part until she throws it aside and plays another. Something of Ellen Terry it seems overflowed every part and remained unacted. Shakespeare could not fit her; not Ibsen; nor Shaw. The stage could not hold her; nor the nursery. But there is, after all, a greater dramatist than Shakespeare, Ibsen, or Shaw. There is Nature. Hers is so vast a stage, and so innumerable a company of actors, that for the most part she fobs them off with a tag or two. They come on and they go off without breaking the ranks. But now and again Nature creates a new part, an original part. The actors who act that part always defy our attempts to name them. They will not act the stock parts—they forget the words, they improvise others of their own. But when they come on the stage falls like a pack of cards and the limelights are extinguished. That was Ellen Terry's fate—to act a new part. And thus while other actors are remembered because they were Hamlet, Phèdre, or Cleopatra, Ellen Terry is remembered because she was Ellen Terry.

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GO ON TO THE NEXT PAGE.

1. Which of the following statements is best supported by information given in the passage?

   (A) Terry never focused on one career; she was skilled at so many things that she did not excel in any one thing.
   (B) Terry was so clever an actress that her portrayal of a role seemed to change every night.
   (C) Shaw encouraged Terry to become a playwright by carefully tutoring her in creating plots and characters.
   (D) Because Terry lacked confidence in certain of her skills, she never fully realized she was a person of rare talents and gifts.
   (E) Because Terry did not have natural talent for either writing or acting, she struggled to learn her crafts and became great through sheer willpower.

2. The author's attitude toward Terry can best be described as

   (A) superior and condescending
   (B) unbiased and dispassionate
   (C) sympathetic and admiring
   (D) curious and skeptical
   (E) conciliatory and forgiving

3. In line 1, "picture postcards" functions as a metaphor for the

   (A) published text of a play
   (B) audience's impressions of the actors' performances
   (C) critical reviews of plays
   (D) plays in which the actors in the company have previously performed
   (E) stage designer's sketches of sets and scenes

4. The passage implies that the primary enemy of the "beautiful coloured canvas" and the "wavering, insubstantial phantom" (lines 3 and 4-5) is the

   (A) cost of producing plays
   (B) whims of critics
   (C) passage of time
   (D) incredulity of audiences
   (E) shortcomings of dramatists

5. The phrase "a verbal life on the lips of the living" (line 5) suggests that

   (A) performances live only in the memories of those who witness and speak of them
   (B) actors do not take the trouble to explain their art to the public
   (C) the reviews of critics have a powerful influence on the popularity of a production
   (D) dramatists try to write dialogue that imitates ordinary spoken language
   (E) audiences respond to the realism of the theater

6. What is the relationship of the second and third sentences (lines 2-5) to the first sentence (lines 1-2) ?

   (A) They are structurally less complex than the first.
   (B) They are expressed in less conditional terms than the first.
   (C) They introduce new ideas not mentioned in the first.
   (D) They clarify and expand on the first.
   (E) They question the generalization made in the first.

7. The pronoun "it" (line 6) refers to which of the following?

   (A) "fate" (line 1)
   (B) "curtain" (line 2)
   (C) "canvas" (line 3)
   (D) "phantom" (line 5)
   (E) "life" (line 5)

8. The effect of italicizing the words "*nothing*, *nothing*" (line 13) is to

   (A) emphasize Terry's sense of frustration
   (B) indicate a sarcastic tone
   (C) suggest the difficulty of writing great parts for actors
   (D) link a clear sense of purpose to success in writing
   (E) imply that Terry's weakness in writing is her tendency to exaggerate

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GO ON TO THE NEXT PAGE.

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

(The passage below consists of excerpts from an essay published in the 1940s.)

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Which, then, of all these women is the real Ellen Terry? How are we to put the scattered sketches together? Is she mother, wife, cook, critic, actress, or should she have been, after all, a painter? Each part seems the right part until she throws it aside and plays another. Something of Ellen Terry it seems overflowed every part and remained unacted. Shakespeare could not fit her; not Ibsen; nor Shaw. The stage could not hold her; nor the nursery. But there is, after all, a greater dramatist than Shakespeare, Ibsen, or Shaw. There is Nature. Hers is so vast a stage, and so innumerable a company of actors, that for the most part she fobs them off with a tag or two. They come on and they go off without breaking the ranks. But now and again Nature creates a new part, an original part. The actors who act that part always defy our attempts to name them. They will not act the stock parts—they forget the words, they improvise others of their own. But when they come on the stage falls like a pack of cards and the limelights are extinguished. That was Ellen Terry's fate—to act a new part. And thus while other actors are remembered because they were Hamlet, Phèdre, or Cleopatra, Ellen Terry is remembered because she was Ellen Terry.

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9. The words “bubbled off” (line 19) and “peeled off” (line 28), used to describe the way Terry wrote, emphasize

(A) polish and sophistication
(B) thoughtfulness and application
(C) bluntness and indiscretion
(D) mystery and imagination
(E) ease and spontaneity

10. Which of the following stylistic features is used most extensively in lines 25-30 ?

(A) Inversion of normal subject/verb/object order
(B) Repetition of sentence structure
(C) Periodic sentence structure
(D) Sentence fragments for emphasis
(E) Use of connotative meanings that add complexity

11. The effect of mentioning an “Academy portrait” (line 32) is to

(A) imply that Terry deserved to have her portrait painted by a great artist
(B) suggest that Terry was adept at self-expression both in writing and in painting
(C) clarify the informal nature of Terry’s self-portrait through contrast
(D) hint that Terry’s self-absorption prevented her from writing about herself dispassionately
(E) blame Terry for her rebellion against the conventions of art forms

12. The “sketches” (line 36) are most probably

(A) responses to reviewers who have criticized Terry’s acting
(B) paintings by Terry of other actors
(C) stage directions from playwrights
(D) self-revelatory remarks
(E) descriptions of characters Terry has portrayed

13. The author suggests that Shakespeare, Shaw, and Ibsen could not “fit” (line 46) Terry chiefly because

(A) the parts they created did not allow Terry to make use of every aspect of her talents
(B) their dramatic talents were focused on plot rather than on character
(C) Terry was better at conveying certain kinds of characters and emotions than she was at conveying others
(D) their plays were set in historical periods different from the one in which Terry lived
(E) the speeches they wrote for their female characters were written in accents and dialects different from Terry’s

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GO ON TO THE NEXT PAGE.

Questions 14-30. Read the following passage carefully before you choose your answers.

(The following passage is excerpted from a recent nonfiction book.)

Four fish, then. Or rather four archetypes of fish flesh, which humanity is trying to master in one way or another, either through the management of a wild system, through the domestication and farming of individual species, or through the outright substitution of one species for another.

This is not the first time humanity has glanced across the disorderly range of untamed nature and selected a handful of species to exploit and propagate. Out of all of the many mammals that roamed the earth before the last ice age, our forebears selected four—cows, pigs, sheep, and goats—to be their principal meats.[1] Out of all the many birds that darkened the primeval skies, humans chose four—chickens, turkeys, ducks, and geese—to be their poultry. But today, as we evaluate and parse fish in this next great selection and try to figure out which ones will be our principals, we find ourselves with a more complex set of decisions before us. Early man put very little thought into preserving his wild food. He was in the minority in nature, and the creatures he chose to domesticate for his table were a subset of a much greater, wilder whole. He had no idea of his destructive potential or of his abilities to remake the world.

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14. The primary purpose of the passage is to

(A) suggest that the domestication of fish and animals may be humanity's most practical plan
(B) challenge humans to cultivate a sustainable relationship with their wild food sources
(C) argue that wild fish is preferable to farm-raised fish for dietary and ecological reasons
(D) examine the difficulty of farming enough fish to supplement the wild population
(E) propose rotating the harvest of different species to repopulate the world's supply of fish

15. Which of the following best describes the tone of the passage?

(A) It is largely objective and rises in urgency.
(B) It is marked by a growing sense of anger and disillusionment.
(C) It alternates between quizzical disbelief and grave condemnation.
(D) It remains cynical and condescending throughout.
(E) It shifts from mild concern to a final sense of optimism.

16. Which statement best describes the style and content of the first paragraph (lines 1-6) ?

(A) The author moves from the general to the specific as he considers the nutritional value of fish.
(B) The author speaks in poetic fragments as he ponders the qualities and characteristics of fish.
(C) The author employs technical terms as he critiques the primary types of fish.
(D) The author's word choice shifts from the concrete to the abstract as he argues to save fish.
(E) The author's voice changes from conversational to academic as he clarifies his thoughts about fish.

17. How does the author primarily characterize "humanity" in lines 7-15 ("This is . . . their poultry") ?

(A) The author emphasizes the verb "glanced" to imply that humans behave in an erratic manner.
(B) The author uses prepositions indicating scope and range to suggest that humans act omnipotently.
(C) The author uses strong verbs such as "exploit" and "propagate" to assert that humans are wasteful.
(D) The author repeats the same sentence structure to demonstrate how unimaginatively humans work.
(E) The author highlights animal species by setting them off with dashes to show that humans admire them.

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18. The main purpose of note 1 is to

(A) provide information about the author's full-length book
(B) name a book that references the author's argument in the passage
(C) refer the reader to a perspective different from that of the author
(D) cite a source that the author used to research animal domestication
(E) draw attention to a seminal work in the field of environmental activism

19. In line 16, the word "parse" refers to the analysis of fish for the purpose of

(A) creating a prioritized list of food sources
(B) condemning a confusing system of classification
(C) determining the condition of the marine environment
(D) identifying a group of endangered species
(E) ranking the best fishing strategies

20. Lines 19-28 ("Early man . . . his favor") compare early man's

(A) physical strength with modern man's intelligence and reason
(B) lack of awareness with modern man's knowledge and understanding
(C) basic skills with modern man's hunting prowess
(D) wastefulness with modern man's conservation methods
(E) simple tastes with modern man's refined palate

21. In the third paragraph (lines 26-41), the author mentions Francis Galton primarily to

(A) cite supporting evidence for the author's argument about eugenics
(B) provide a possible solution to a long-standing problem
(C) identify the ethical dilemmas of animal domestication
(D) acknowledge an influential thinker in the field of food science
(E) describe a perspective that the author considers problematic

22. What information does note 2 provide about the quotation from Francis Galton?

(A) It appears in a 1999 reprint of Galton's book, edited by Juliet Clutton-Brock.
(B) It is the focus of a book written by scholar Juliet Clutton-Brock.
(C) It expresses a view highly similar to that found in Galton's other works.
(D) It was inspired by the works of Charles Darwin.
(E) It came from *A Natural History of Domesticated Mammals*.

23. Which stance does the author take in note 3 ?

(A) The author praises the efforts of the United Nations to gather fishery data.
(B) The author demands better record keeping from the global community.
(C) The author explains the method the Republic of China used to estimate its production.
(D) The author acknowledges possible inaccuracies in specific data but confirms their general trend.
(E) The author cites other ecologists and asks them to help verify fishery data going forward.

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24. The author uses World War II as an example of how

    (A) the media spread misleading information about the health of the wild fish population
    (B) stable the wild fish population has remained throughout most of the twentieth century
    (C) rapidly wild fish are able to evolve in response to climate change
    (D) technological advances can increase the number of wild fish caught
    (E) a temporary interruption in fishing can help the wild fish population regenerate

25. In context, the reference to "'The Great Reprieve'" (line 61) emphasizes a time when

    (A) humans realized that fish could help them care for the environment
    (B) humans recognized the destructive power they hold
    (C) the oceans underwent a number of climate-related changes
    (D) a marked contrast existed between the fates of fish and humans
    (E) a notable change took place in the food preferences of humans

26. Note 4 suggests that the author

    (A) believes that Daniel Pauly's position is credible
    (B) questions the validity of Jeff Hutchinson's academic work
    (C) is troubled by the opposing views of experts in the field
    (D) believes that further research on the World War II time period is crucial
    (E) used only print sources in the research for the book

27. In the last paragraph (lines 66-74), the author primarily asks

    (A) if conservation methods will continue to improve over the years
    (B) how much war has shaped the environmental landscape
    (C) whether humans have control over innate impulses
    (D) when scientists will be able to develop new sources of food
    (E) why humans alternate between selfishness and self-sacrifice

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28. Which of the following best describes the effect of the rhetorical questions in the last paragraph (lines 66-74) ?

(A) They frame issues to facilitate scientific investigation.
(B) They call attention to the uncertainty of the outcome.
(C) They emphasize each individual's responsibility to take action.
(D) They suggest that the answers to the questions are already known.
(E) They reassure readers that the problem is being addressed.

29. Which of the following best describes how the thesis of the passage is conveyed?

(A) It is stated explicitly at the beginning of the passage.
(B) It begins as a simple statement but is quickly qualified.
(C) It is expressed as a conclusion and supported by specific evidence.
(D) It evolves and becomes more explicit as the passage develops.
(E) It is presented as a concrete proposal for change.

30. Which frame of reference does the author primarily use to contextualize the passage?

(A) Economic
(B) Cultural
(C) Historical
(D) Political
(E) Mystical

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Questions 31-43. Read the following passage carefully before you choose your answers.

(The following passage is excerpted from a nonfiction book published in the late twentieth century.)

Climatologists speak of thunderstorms pregnant with tornadoes, storm-breeding clouds more than twice the height of Mount Everest; they speak of funicular envelopes and anvil clouds with pendant mammati and of thermal instability of winds in cyclonic vorticity, of rotatory columns of air torquing at velocities up to three hundred miles an hour (although no anemometer in the direct path of a storm has survived), funnels that can move over the ground at the speed of a strolling man or at the rate of a barrel-assing semi on the turnpike; they say the width of the destruction can be the distance between home plate and deep center field and its length the hundred miles between New York City and Philadelphia. A tornado, although more violent than a much longer lasting hurricane, has a life measured in minutes, and weathercasters watch it snuff out as it was born: unnamed.

I know here a grandfather, a man as bald as if a cyclonic wind had taken his scalp—something witnesses claim has happened elsewhere—who calls twisters Old Nell, and he threatens to set crying children outside the back door for her to carry off. People who have seen Old Nell close, up under her skirt, talk about her colors: pastel-pink, black, blue, gray, and a survivor said this: *All at once a big hole opened in the sky with a mass of cherry-red, a yellow tinge in the center,* and another said: *a funnel with beautiful electric-blue light,* and a third person: *It was glowing like it was illuminated from the inside*. The witnesses speak of shapes: a formless black mass, a cone, cylinder, tube, ribbon, pendant, thrashing hose, dangling lariat, writhing snake, elephant trunk. They tell of ponds being vacuumed dry, . . . chickens clean-plucked from beak to bum, water pulled straight up out of toilet bowls, . . . a wife killed after being jerked through a car window, a child carried two miles and set down with only scratches, a Cottonwood Falls mother (fearful of wind) cured of chronic headaches when a twister passed harmlessly within a few feet of her house, and, just south of Chase, a woman blown out of her living room window and dropped unhurt sixty feet away and falling unbroken beside her a phonograph record of "Stormy Weather."

31. The author develops the passage primarily through

(A) accumulation of detail
(B) pro-and-con argument
(C) thesis followed by qualification
(D) assertion supported by evidence
(E) analysis of the ideas of others

32. The author is best described as

(A) a curious individual who seeks out diverse information from a variety of sources
(B) a serious scientist who is determined to learn more about the causes of these storms
(C) an excited eyewitness who is too distracted to fear for personal safety
(D) a confused novice who is unable to decide which claims are accurate
(E) an ironic interpreter who comments on the failures and follies of others

33. Compared with that of the rest of the passage, the diction of lines 1-8 ("Climatologists . . . survived") is

(A) informal and straightforward
(B) technical and specialized
(C) subjective and impressionistic
(D) speculative and uncertain
(E) understated and euphemistic

34. The statement "although . . . survived" (lines 7-8) is an admission that

(A) details about technical equipment are of interest only to specialists
(B) some tornadoes are so powerful that scientists cannot quantify them precisely
(C) scientists have abandoned the effort to measure the wind speed of tornadoes
(D) predicting the path a tornado will take is extremely difficult
(E) precise measurement of wind speed will aid climatologists in categorizing tornadoes

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35. Which of the following is true of the comparisons in lines 11-14 ("they say . . . Philadelphia") ?

(A) They emphasize the unpredictable nature of tornadoes.
(B) They exaggerate the danger of tornadoes in order to make people cautious of them.
(C) They use technical terminology in order to ensure accuracy of description.
(D) They draw on familiar information to particularize an aspect of tornadoes.
(E) They clarify the distinctions between the language of climatologists and that of weathercasters.

36. The first sentence of the passage (lines 1-14) employs all of the following to convey the power and variety of tornadoes EXCEPT

(A) abstract generalization
(B) the jargon of climatologists
(C) metaphor
(D) parallel construction
(E) varying degrees of formality

37. The passage implies that unlike hurricanes, tornadoes are not given human names because

(A) there are too many of them
(B) their destruction is not as great as that of hurricanes
(C) they last too short a time
(D) they move too erratically to be plotted
(E) they can appear in any area of the world

38. When the passage moves from the first paragraph to the second, it also moves from

(A) overview to illustration
(B) analysis to argumentation
(C) narration of the past to analysis of the past
(D) assertion to definition
(E) objective presentation to *ad hominem* argument

39. The phrase "as bald as if a cyclonic wind had taken his scalp" (lines 18-19) does all of the following EXCEPT

(A) describe the grandfather with an image related to the cyclone
(B) suggest a lighter tone for the paragraph
(C) particularize the first of several sources of information mentioned in the paragraph
(D) suggest the power of the tornado
(E) express concern about the condition of the grandfather

40. In context, the image of being up under Old Nell's skirt (lines 23-24) is meant to suggest

(A) safety
(B) confusion
(C) domesticity
(D) familiarity
(E) imprisonment

41. Which of the following best describes the images in the last sentence of the passage (lines 32-43) ?

(A) A disdainful rehearsal of other people's experiences
(B) A random listing of repulsive or frightening occurrences
(C) A thorough review of absurd legends
(D) A series of increasingly detailed and implausible events
(E) A chronological account of major storms

42. The second paragraph of the passage relies especially on the use of

(A) cautionary advice
(B) colorful anecdotes
(C) self-deprecating humor
(D) extended analysis
(E) terrifying juxtapositions

43. The passage ends on a note of

(A) utter exhaustion
(B) genuine relief
(C) catastrophic destructiveness
(D) ominous warning
(E) lighthearted irony

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GO ON TO THE NEXT PAGE.

Questions 44-55. Read the following passage carefully before you choose your answers.

(The passage below is excerpted from an essay written in nineteenth-century England.)

It has been well said that the highest aim in education is analogous to the highest aim in mathematics, namely, to obtain not *results* but *powers*, not particular solutions, but the means by which endless solutions may be wrought. He is the most effective educator who aims less at perfecting specific acquirements than at producing that mental condition which renders acquirements easy, and leads to their useful application; who does not seek to make his pupils moral by enjoining particular courses of action, but by bringing into activity the feelings and sympathies that must issue in noble action. On the same ground it may be said that the most effective writer is not he who announces a particular discovery, who convinces men of a particular conclusion, who demonstrates that this measure is right and that measure wrong; but he who rouses in others the activities that must issue in discovery, who awakes men from their indifference to the right and the wrong, who nerves their energies to seek for the truth and live up to it at whatever cost. The influence of such a writer is dynamic. He does not teach men how to use sword and musket, but he inspires their souls with courage and sends a strong will into their muscles. He does not, perhaps, enrich your stock of data, but he clears away the film from your eyes that you may search for data to some purpose. He does not, perhaps, convince you, but he strikes you, undeceives you, animates you. You are not directly fed by his books, but you are braced as by a walk up to an alpine summit, and yet subdued to calm and reverence as by the sublime things to be seen from that summit.

Such a writer is Thomas Carlyle. It is an idle question to ask whether his books will be read a century hence: if they were all burnt as the grandest of Suttees[1] on his funeral pile, it would be only like cutting down an oak after its acorns have sown a forest. For there is hardly a superior or active mind of this generation that has not been modified by Carlyle's writings; there has hardly been an English book written for the last ten or twelve years that would not have been different if Carlyle had not lived. The character of his influence is best seen in the fact that many of the men who have the least agreement with his opinions are those to whom the reading of *Sartor Resartus* was an epoch in the history of their minds. The extent of his influence may be best seen in the fact that ideas which were startling novelties when he first wrote them are now become common-places. And we think few men will be found to say that this influence on the whole has not been for good. There are plenty who question the justice of Carlyle's estimates of past men and past times, plenty who quarrel with the exaggerations of the *Latter-Day Pamphlets*, and who are as far as possible from looking for an amendment of things from a Carlylian theocracy with the 'greatest man', as a Joshua who is to smite the wicked (and the stupid) till the going down of the sun.[2] But for any large nature, those points of difference are quite incidental. It is not as a theorist, but as a great and beautiful human nature, that Carlyle influences us. You may meet a man whose wisdom seems unimpeachable, since you find him entirely in agreement with yourself; but this oracular man of unexceptionable opinions has a green eye, a wiry hand, and altogether a *Wesen*, or demeanour, that makes the world look blank to you, and whose unexceptionable opinions become a bore; while another man who deals in what you cannot but think 'dangerous paradoxes', warms your heart by the pressure of his hand, and looks out on the world with so clear and loving an eye, that nature seems to reflect the light of his glance upon your own feeling. So it is with Carlyle. When he is saying the very opposite of what we think, he says it so finely, with so hearty conviction—he makes the object about which we differ stand out in such grand relief under the clear light of his strong and honest intellect—he appeals so constantly to our sense of the manly and the truthful—that we are obliged to say 'Hear! hear!' to the writer before we can give the decorous 'Oh! oh!' to his opinions.

[1] A suttee is a now-obsolete Hindu funeral practice.

[2] Carlyle believed that great men, or heroes, shaped history through their personal actions and divine inspiration. Joshua, a military leader and successor of Moses, led the Jewish people to the Promised Land.

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44. What is the relationship between the two paragraphs in the passage?

(A) The first paragraph describes strengths of a writer that Carlyle exhibits, and the second discusses his legacy.
(B) The first paragraph surveys various types of writers, and the second focuses on Carlyle.
(C) The first paragraph describes Carlyle's critics, and the second depicts his supporters.
(D) The first paragraph considers who influenced Carlyle, and the second lists those he influenced.
(E) The first paragraph explains Carlyle's major ideas, and the second evaluates his predictions.

45. Which of the following best represents the author's intended audience?

(A) Individuals who are fairly well acquainted with Carlyle's writing
(B) Readers who are having trouble understanding Carlyle's prose
(C) Writers who hope to produce books that are like Carlyle's
(D) Instructors looking for different ways to teach Carlyle
(E) Scholars seeking information about Carlyle's personal life

46. Lines 5-12 ("He is . . . noble action") contrast

(A) the acquisition of skills and the possession of aptitude
(B) the labor of reasoning and the exhilaration of acting
(C) the dissemination of knowledge and the cultivation of intellectual and moral powers
(D) the traits of practical students and those of creative thinkers
(E) the benefits of learning and the rewards of teaching

47. The author uses the phrase "On the same ground" (lines 12-13) to set up a comparison between

(A) the aims of mathematics and those of education
(B) conceptually powerful writers and exemplary educators
(C) intellectual challenges faced by writers and those faced by readers
(D) the formulation of solutions and the identification of problems
(E) scientific writing and inspirational writing

48. On the basis of the first paragraph, Thomas Carlyle is best characterized as a writer who is

(A) ambitious, seeking to increase the number of people buying his books
(B) revolutionary, agitating his readers to adopt a radically new worldview
(C) charismatic, enticing his readers to support his views and beliefs
(D) provocative, compelling his readers to reach their own conclusions
(E) masterful, overpowering his readers with a sense of awe and veneration

49. The "acorns" (line 38) represent

(A) Carlyle's young children
(B) Carlyle's less prominent contemporaries
(C) ideas in Carlyle's books
(D) books written about Carlyle
(E) those who are critical of Carlyle

50. In lines 47-48, the author refers to "an epoch in the history of their minds" to

(A) illustrate the ways in which other intellectuals disagreed with Carlyle
(B) define the meaning of the title *Sartor Resartus*
(C) question the continued relevance of Carlyle's ideas
(D) describe the major impact that Carlyle had on other people
(E) characterize the arduous process of reading *Sartor Resartus*

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

(The passage below is excerpted from an essay written in nineteenth-century England.)

It has been well said that the highest aim in education is analogous to the highest aim in mathematics, namely, to obtain not *results* but *powers*, not particular solutions, but the means by which endless solutions may be wrought. He is the most effective educator who aims less at perfecting specific acquirements than at producing that mental condition which renders acquirements easy, and leads to their useful application; who does not seek to make his pupils moral by enjoining particular courses of action, but by bringing into activity the feelings and sympathies that must issue in noble action. On the same ground it may be said that the most effective writer is not he who announces a particular discovery, who convinces men of a particular conclusion, who demonstrates that this measure is right and that measure wrong; but he who rouses in others the activities that must issue in discovery, who awakes men from their indifference to the right and the wrong, who nerves their energies to seek for the truth and live up to it at whatever cost. The influence of such a writer is dynamic. He does not teach men how to use sword and musket, but he inspires their souls with courage and sends a strong will into their muscles. He does not, perhaps, enrich your stock of data, but he clears away the film from your eyes that you may search for data to some purpose. He does not, perhaps, convince you, but he strikes you, undeceives you, animates you. You are not directly fed by his books, but you are braced as by a walk up to an alpine summit, and yet subdued to calm and reverence as by the sublime things to be seen from that summit.

Such a writer is Thomas Carlyle. It is an idle question to ask whether his books will be read a century hence: if they were all burnt as the grandest of Suttees[1] on his funeral pile, it would be only like cutting down an oak after its acorns have sown a forest. For there is hardly a superior or active mind of this generation that has not been modified by Carlyle's writings; there has hardly been an English book written for the last ten or twelve years that would not have been different if Carlyle had not lived. The character of his influence is best seen in the fact that many of the men who have the least agreement with his opinions are those to whom the reading of *Sartor Resartus* was an epoch in the history of their minds. The extent of his influence may be best seen in the fact that ideas which were startling novelties when he first wrote them are now become common-places. And we think few men will be found to say that this influence on the whole has not been for good. There are plenty who question the justice of Carlyle's estimates of past men and past times, plenty who quarrel with the exaggerations of the *Latter-Day Pamphlets*, and who are as far as possible from looking for an amendment of things from a Carlylian theocracy with the 'greatest man', as a Joshua who is to smite the wicked (and the stupid) till the going down of the sun.[2] But for any large nature, those points of difference are quite incidental. It is not as a theorist, but as a great and beautiful human nature, that Carlyle influences us. You may meet a man whose wisdom seems unimpeachable, since you find him entirely in agreement with yourself; but this oracular man of unexceptionable opinions has a green eye, a wiry hand, and altogether a *Wesen*, or demeanour, that makes the world look blank to you, and whose unexceptionable opinions become a bore; while another man who deals in what you cannot but think 'dangerous paradoxes', warms your heart by the pressure of his hand, and looks out on the world with so clear and loving an eye, that nature seems to reflect the light of his glance upon your own feeling. So it is with Carlyle. When he is saying the very opposite of what we think, he says it so finely, with so hearty conviction—he makes the object about which we differ stand out in such grand relief under the clear light of his strong and honest intellect—he appeals so constantly to our sense of the manly and the truthful—that we are obliged to say 'Hear! hear!' to the writer before we can give the decorous 'Oh! oh!' to his opinions.

[1] A suttee is a now-obsolete Hindu funeral practice.

[2] Carlyle believed that great men, or heroes, shaped history through their personal actions and divine inspiration. Joshua, a military leader and successor of Moses, led the Jewish people to the Promised Land.

51. The author mentions the *Latter-Day Pamphlets* (lines 55-56) primarily to

(A) provide an example of what is indisputably "good" (line 52)
(B) identify the book that discusses "past men and past times" (line 54)
(C) acknowledge some of the concerns held by the "plenty" (line 54)
(D) justify Carlyle's desire for "an amendment of things" (line 57)
(E) explain Carlyle's inspiration for the theory of the " 'greatest man' " (line 58)

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52. In context, it can be inferred that the author's attitude toward "a Carlylian theocracy" (lines 57-58) is

(A) disdainful
(B) skeptical
(C) inquisitive
(D) supportive
(E) reverential

53. Which rhetorical strategy does the author adopt in lines 44-63 ("The character . . . influences us") ?

(A) She goes on the offensive, berating opponents of Carlyle for their absence of wisdom, judgment, and foresight.
(B) She acknowledges but discredits other arguments, accusing Carlyle's critics of misunderstanding the originality of Carlyle's ideas.
(C) She claims that most people do not recognize Carlyle's genius, suggesting that only a discerning few are capable of doing so.
(D) She cites facts to counter opposition to Carlyle's eminence, claiming that all of Carlyle's judgments are unassailable.
(E) She gives examples of Carlyle's far-reaching influence, noting that even criticism of Carlyle implies praise.

54. What purpose do lines 63-74 ("You may . . . own feeling") serve?

(A) They contrast the appeal of a writer who merely confirms his readers' views with that of a writer who boldly challenges them.
(B) They develop an analogy between the kinds of individuals people are attracted to and the kinds of writing they prefer.
(C) They challenge the idea that writers modify their ideas to appeal to a wide range of readers.
(D) They examine whether relationships based on shared ideas and interests are rewarding to both parties.
(E) They provide examples from various writers in which the appearance of good and evil is deceptive.

55. In lines 75-83 ("When he . . . his opinions"), the author develops her rhetorical purpose by

(A) contrasting "he" and "we" to set Carlyle apart and show how he is critical of everyone else
(B) inserting dashes to highlight Carlyle's most influential ideas and opinions
(C) employing dramatically urgent adverbs to create a surprising conclusion for the reader
(D) delaying the conclusion of the independent clause to build up the reader's sense of anticipation
(E) utilizing the parallel "Hear! hear!" and "Oh! oh!" to imitate a chorus of approval for Carlyle

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**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET**

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Section II: Free-Response Questions

This is the free-response section of the 2013 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

2013

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

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code
   ☐☐☐☐☐☐
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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.

Form I
Form Code 4JBP4-S
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.)

Foods that have been genetically modified are widely produced and consumed throughout the world. Despite the growth in genetically modified (GM) foods, most people are unaware of the place of GM foods in the food supply. Producers of GM (also called biotech) foods insist that they are safe and desirable, especially as the rapidly increasing human population requires more food. Many scientists and health practitioners, however, maintain that GM foods are not just undesirable but dangerous, both to individuals and to ecosystems.

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-written essay that addresses this question: What should be the role of GM foods in the global food supply?

Make sure your argument is central; use the sources to explain and illustrate 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 (Agadoni)
Source B (McKie)
Source C (graph/map)
Source D (Human Genome Project)
Source E (Cage)
Source F (University of Queensland)
Source G (Manda)

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Source A

Agadoni, Laura. "Is Genetically Modified Food Healthy?" *Livestrong.com*. Livestrong.com, 9 July 2011. Web. 14 July 2011.

The following is excerpted from an article on a Web site devoted to healthful eating and living.

About GM Food
GM food is grown and genetically engineered with genetic material that does not occur naturally. Scientists also select genes from one organism and transfer them to another. Scientists genetically modify food for various reasons—a main one is to improve crop production. Other reasons for tampering with Mother Nature are to lower the price of food and to make food more durable and resistant against plant diseases caused by insects or viruses or through increased tolerance towards herbicides.

Health Risks
Because of the introduction of new genetic material, possible health risks could ensue. For example, to create insect resistant crops, scientists use a gene from soil bacteria called Bacillus thuringiensis. This BT gene is a toxin that kills insects that disturb crops and is supposed to be safe for humans. Monsanto, a U.S.-based multinational agricultural biotechnology corporation, uses this genetically modified gene for growing corn. Jeffrey Smith of the Institute for Responsible Technology, who wrote the bestselling books, "Seeds of Deception" and "Genetic Roulette: The Documented Health Risks of Genetically Engineered Foods," is concerned about the safety of BT toxin. He cites a study conducted by researchers at Sherbrooke University Hospital in Quebec that study found BT toxins in 93 percent of the 30 pregnant women tested and in 67 percent of non-pregnant women. The study has been accepted for publication in 2011 in the journal, "Reproductive Toxicology."

Allergies
The U.S. started using BT corn in 1996, and many people are concerned about increased allergies because of this gene, according to WHO [World Health Organization]. As of 2005, WHO has not found any allergic effects. However, Smith disputes that assessment, stating that the BT gene triggers immune system responses based on research conducted in Italy, which found that mice fed the Monsanto corn showed elevated antibodies associated with infections and allergies. The Italian study was performed on mice and was published in 2008 in the "Journal of Agriculture and Food Chemistry."

Other Health Risks
According to WHO, gene transfer and outcrossing are other main concerns regarding GM foods. There's a danger that modified genes can turn out to be harmful for human health and that the body could develop antibiotic-resistant genes in response to transferred genes. Outcrossing occurs when food that is not approved for human consumption, but is approved for animal feed, appears in products made for humans. This happened before with maize, according to WHO.

Bottom Line
You cannot lump all GM foods together because they all have different modified genes. WHO believes that with proper assessment, GM foods are not likely to present health risks. The benefits to be gained are plants that can withstand disease, crops with more nutrients and fish that can grow bigger.

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Source B

McKie, Robin. "Genetically Modified Crops Are the Key to Human Survival, Says UK's Chief Scientist." *The Guardian* [U.K.]. Guardian News and Media, 23 Jan. 2011. Web. 14 July 2011.

The following is excerpted from an article on the Web site of a major British newspaper.

Moves to block cultivation of genetically modified crops in the developing world can no longer be tolerated on ethical or moral grounds, the government's chief scientist, Sir John Beddington, has warned. He said the world faced "a perfect storm" of issues that could lead to widespread food shortages and public unrest over the next few decades. His warning comes in the wake of food riots in north Africa and rising global concern about mounting food prices.

"A number of very important factors are about to change our world," said Beddington, an expert in population biology. "Its population is rising by six million every month and will reach a total of around 9,000 million by 2050. At the same time, it is estimated that by 2030 more than 60% of the population will be living in cities and will no longer be involved in growing crops or raising domestic animals. And on top of that the world's population is getting more prosperous and able to pay for more food." . . .

Beddington said humanity had to face the fact that every means to improve food production should now be employed, including widespread use of new biotechnological techniques in farming. He stressed that no harm should be inflicted on humans or the environment. His remarks were made in advance of publication tomorrow of a major report, "The Future of Food and Farming." . . .

He emphasised the role of modern biotechnological techniques, including GM crops, in the future of global food production. "There will be no silver bullet, but it is very hard to see how it would be remotely sensible to justify not using new technologies such as GM. Just look at the problems that the world faces: water shortages and salination of existing water supplies, for example. GM crops should be able to deal with that."

Such remarks will enrage many environmental groups, who believe it is wrong for the west to impose a technology it has developed on the third world. But Beddington was adamant about the benefits of GM crop technology. "Around 30% of food is lost before it can be harvested because it is eaten by pests that we never learnt how to control. We cannot afford that kind of loss to continue. GM should be able to solve that problem by creating pest-resistant strains, for example. Of course, we will have to make sure these crops are properly tested; that they work; that they don't harm people; and that they don't harm the environment."

GM crops alone would not be sufficient to hold off widespread starvation, he added. No single approach would guarantee food security for humanity for the rest of the century. A widespread approach, including the development of proper sustainability, protecting fish stocks and changes to patterns of consumption, was also critical, he said. "This report was set up to find out if we can feed nine billion people sustainably, healthily and equitably. We can, but it will take many different approaches to crack the problem."

Almost a billion people now suffer serious food shortages and face starvation. "It is unimaginable that in the next 10 to 20 years that there will not be a worsening of that problem unless we take action now, and we have to include the widest possible range of solutions."

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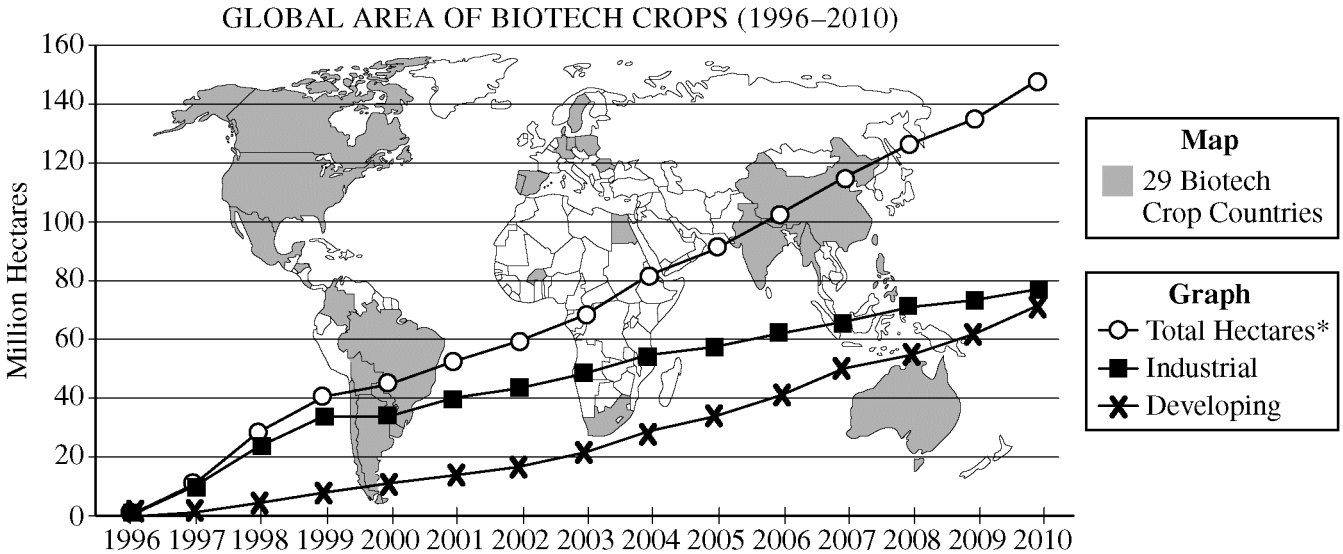
Source C

James, Clive. "Brief 42: Global Status of Commercialized Biotech/GM Crops." *ISAAA.org*. International Service for the Acquisition of Agri-Biotech Applications, 2010. Web. 14 July 2011.

The following graph/map is adapted from a yearly brief published by an international not-for-profit organization.



*A hectare is a metric unit of area defined as 10,000 square meters (100 m by 100 m) and primarily used in the measurement of land.

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Source D

"Genetically Modified Foods and Organisms." *Human Genome Project Information*. United States Department of Energy Office of Science, 5 Nov. 2008. Web. 11 July 2011.

The following is excerpted from an online article on genetically modified foods published by the U.S. Department of Energy's Human Genome Program.

Benefits

- **Crops**
  - Enhanced taste and quality
  - Reduced maturation time
  - Increased nutrients, yields, and stress tolerance
  - Improved resistance to disease, pests, and herbicides
  - New products and growing techniques . . .
- **Environment**
  - "Friendly" bioherbicides and bioinsecticides
  - Conservation of soil, water, and energy . . .
- **Society**
  - Increased food security for growing populations

Controversies

- **Safety**
  - Potential human health impacts, including allergens, transfer of antibiotic resistance markers, unknown effects
  - Potential environmental impacts, including: unintended transfer of transgenes through cross-pollination, unknown effects on other organisms (e.g., soil microbes), and loss of flora and fauna biodiversity
- **Access and Intellectual Property**
  - Domination of world food production by a few companies
  - Increasing dependence on industrialized nations by developing countries
  - Biopiracy, or foreign exploitation of natural resources
- **Ethics**
  - Violation of natural organisms' intrinsic values
  - Tampering with nature by mixing genes among species . . .
- **Labeling**
  - Not mandatory in some countries (e.g., United States)
  - Mixing GM crops with non-GM products confounds labeling attempts
- **Society**
  - New advances may be skewed to interests of rich countries

U.S. Department of Energy Genome Programs, http://genomics.energy.gov

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Source E

Cage, Sam. "High Food Prices May Cut Opposition to Genetically Modified Foods." *New York Times*. New York Times, 8 July 2008. Web. 15 July 2011.

The following is excerpted from an online article published by a major American newspaper.

In a Eurobarometer opinion poll in March, the number of European respondents saying they lacked information on genetically modified food fell to 26 percent, compared with 40 percent in the previous survey, which took place in 2005.

But 58 percent were apprehensive about the use of such crop technology and just 21 percent were in favor, down from 26 percent in a 2006 Eurobarometer survey on biotechnology.

"People do change attitudes, just gradually, because they become used to technologies," said Jonathan Ramsay, spokesman for Monsanto, the world's biggest seed company. "Consumers are looking at prices, consumers hear the stories about food production, growing population in the world, and I think people do understand that agriculture needs to be efficient."

Friedrich Berschauer, chief executive of the world's fourth-biggest seed producer, Bayer CropScience, believes that acceptance of genetically modified organisms, or GMOs, will be gradual.

"Long-term, I am certain that GMOs will be accepted," Berschauer said. "But I dare not give a forecast whether that will be in 5 years or in 10."

But critics of genetic modification say that the technology does not bring the benefits promised. A recent report by the organic group Soil Association concluded that yields of all major GM varieties are equivalent to or less than those from conventional crops.

"GM chemical companies constantly claim they have the answer to world hunger while selling products which have never led to overall increases in production," said Peter Melchett, Soil Association's policy director, "and which have sometimes decreased yields or even led to crop failure."

Geert Ritsema, a genetic engineering campaigner at Greenpeace International, said that proponents of biotech crops are using high market prices to scare consumers into thinking that their food will become too expensive unless they turn to GM technology.

More awareness of the technology could also reinforce wariness, said Jean Halloran, head of food policy initiatives at Consumers Union.

"I think that if consumers become really educated," she said, "that's the point they'll end up at and say, 'Why should I mess around with this technology when it has no benefits to me?'"

"High Food Prices May Cut Opposition to Genetically Modified Food," Author Sam Cage, Reuters, 2008, Reuters. Used by permission.

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GO ON TO THE NEXT PAGE.

Source F

"Benefits Outweigh Risks from Genetically Modified Plants." *UQ News*. University of Queensland, Australia, 23 Jan. 2008. Web. 15 July 2011.

The following is excerpted from an article on the Web site of an Australian university.

Australian states should not ban commercial production of genetically modified (GM) plants and food as the risks are alarmist and exaggerated, according to a new study.

The UQ PhD study found the benefits of GM plants and food outweighed the risks, finding no compelling evidence of harm to humans from GM plants.

GM plants have been trialled in most states with South Australia, Tasmania and Western Australia the only states to ban GM plants. South Australia and Tasmania are reviewing their moratoriums.

The study author, ethicist Dr Lucy Carter, spent three-and-a-half years examining arguments and evidence for and against the development and use of GM plants and food in Australia and in the developing world.

Dr Carter said there was no evidence to justify continuing moratoriums on commercial GM planting so long as thorough risk assessments were done.

Opponents say GM products are unnatural, potentially harmful to humans and capable of environmental injury and creating 'superweeds'.

She said the risks of GM plants transferring allergenic proteins to novel foods or creating superweeds were very low.

"If you take a GM plant and a conventional plant, you can't easily create a hybrid that is both strong enough to withstand natural environmental conditions as well as survive all eradication attempts unless you're in the lab," Dr Carter said.

"It's just too difficult."

Asked if it was too early to tell if GM plants were safe, Dr Carter said research that included risk assessments showed no reason for alarm.

Food products that contain more than one percent of a GM ingredient must be labelled and most people have already eaten GM food in some supermarket junk food.

"I think the risks and benefits are overstated by both sides of the debate," she said.

"Opponents tend to inflate the risks while proponents at times overstate the benefits."

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GO ON TO THE NEXT PAGE.

Source G

Manda, Olga. "Controversy Rages Over 'GM' Food Aid." *Africa Renewal* 16.4 (2003): n. pag. Web. 21 Feb. 2012.

The following is excerpted from an article in "Africa Renewal," an online magazine published by the United Nations.

Southern African governments find themselves in a dilemma: they have to choose between letting their citizens starve to death or giving them genetically modified food aid that many believe may be harmful to health.

That was the predicament facing the region's cash-strapped governments when the UN's World Food Programme (WFP) provided them with thousands of tonnes of emergency food aid to help combat severe famine conditions. Some of the food came from donor countries, such as the US, which produce large quantities of genetically modified (GM) maize and other grains.

Several governments in the region objected to the GM grain, especially Zambia and Zimbabwe, the countries hardest hit by the drought. Citing health and environmental concerns, Zimbabwe blocked the GM food aid from entering the country. In Zambia, where some GM grain had already arrived, the government placed it under lock and key, banned its distribution and then blocked another 40,000 tonnes that were in the pipeline.

Scientific uncertainty

In Zambia, the decision came after months of intense debate. Environmental and other "watchdog" groups critical of genetically modified organisms (GMOs) have been influential, and through networking, forums and protests applied pressure on the government. Local civic groups and scientists conducted a study tour of the US, India, South Africa and Europe to investigate views about genetic modification. "We established from all the countries we visited that GMOs are a health hazard," the team maintained after returning to Lusaka.

Many Zambians believe that GMOs cause resistance to antibiotics, thereby cutting immunity to diseases, and that they may lead to the emergence of new food toxins or to allergies in people with poor health. "For Zambia, most people in outlying areas are of an average health status," argued Dr Mwananyanda Mbikusita-Lewanika, a Zambian scientist, "and if consumption [of GM grains] is high, then toxicity would equally increase.". . .

'Zambians are not guinea pigs'

Although nearly 30 per cent of Zambia's 10.2 million people are facing starvation, the government of President Levy Mwanawasa has bowed to the concerns about the potential hazards of genetic modification and has flatly refused to accept GM grain. President Mwanawasa has repeatedly said that until he has sufficient and credible information to the contrary, he will not risk feeding Zambians a "poison" that could have long-term effects.

The government has said it will follow the "cautionary principle," which states that in the face of scientific uncertainty, a country should not take action that might adversely affect human and animal health or harm the environment. Noting that it currently has no technological capacity to handle GMOs, the administration nevertheless announced that it will set up a task force to study the issue more closely.

In the meantime, President Mwanawasa has asked Zambians to be "patient" while the government does all it can to secure non-GM food. "I will not allow Zambians to be turned into guinea pigs no matter the levels of hunger in the country."

Africa Renewal, United Nations

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GO ON TO THE NEXT PAGE.

Question 2

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

Prior to the mid-nineteenth century, individuals who could not pay their debts were commonly sent to debtors' prisons. In the following excerpt from "Debtors' Prisons (2)," author Samuel Johnson (1709-1784) responds to comments made about a letter he had sent to a British lawmaker. Read the passage carefully. Then, in a well-written essay, analyze the rhetorical strategies Johnson uses to argue his position on debtors' prisons. Support your analysis with specific references to the text.

Since the publication of the letter concerning the condition of those who are confined in gaols* by their creditors, an enquiry is said to have been made by which it appears that more than twenty thousand are at this time prisoners for debt.

We often look with indifference on the successive parts of that which, if the whole were seen together, would shake us with emotion. A debtor is dragged to prison, pitied for a moment, and then forgotten; another follows him, and is lost alike in the caverns of oblivion; but when the whole mass of calamity rises up at once, when twenty thousand reasonable beings are heard all groaning in unnecessary misery, not by the infirmity of nature, but the mistake or negligence of policy, who can forbear to pity and lament, to wonder and abhor?

There is here no need of declamatory vehemence; we live in an age of commerce and computation; let us therefore coolly enquire what is the sum of evil which the imprisonment of debtors brings upon our country.

It seems to be the opinion of the later computists that the inhabitants of England do not exceed six millions, of which twenty thousand is the three-hundredth part. What shall we say of the humanity or the wisdom of a nation that voluntarily sacrifices one in every three hundred to lingering destruction!

The misfortunes of an individual do not extend their influence to many; yet, if we consider the effects of consanguinity and friendship, and the general reciprocation of wants and benefits, which make one man dear or necessary to another, it may reasonably be supposed that every man languishing in prison gives trouble of some kind to two others who love or need him. By this multiplication of misery we see distress extended to the hundredth part of the whole society.

If we estimate at a shilling a day what is lost by the inaction and consumed in the support of each man thus chained down to involuntary idleness, the public loss will rise in one year to three hundred thousand pounds; in ten years to more than a sixth part of our circulating coin.

I am afraid that those who are best acquainted with the state of our prisons will confess that my conjecture is too near the truth when I suppose that the corrosion of resentment, the heaviness of sorrow, the corruption of confined air, the want of exercise, and sometimes of food, the contagion of diseases from which there is no retreat, and the severity of tyrants against whom there can be no resistance, and all the complicated horrors of a prison put an end every year to the life of one in four of those that are shut up from the common comforts of human life.

Thus perish yearly five thousand men, overborne with sorrow, consumed by famine, or putrified by filth; many of them in the most vigorous and useful part of life; for the thoughtless and imprudent are commonly young, and the active and busy are seldom old.

According to the rule generally received, which supposes that one in thirty dies yearly, the race of man may be said to be renewed at the end of thirty years. Who would have believed till now that of every English generation a hundred and fifty thousand perish in our gaols! That in every century, a nation eminent for science, studious of commerce, ambitious of empire, should willingly lose, in noisome dungeons, five hundred thousand of its inhabitants: a number greater than has ever been destroyed in the same time by the pestilence and sword!

A very late occurrence may show us the value of the number which we thus condemn to be useless; in the reestablishment of the trained bands, thirty thousand are considered as a force sufficient against all exigencies: while, therefore, we detain twenty thousand in prison, we shut up in darkness and uselessness two thirds of an army which ourselves judge equal to the defence of our country.

* jails

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Question 3

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

Sui Sin Far, born Edith Maude Eaton, was a well-respected commentator on Chinese-American life in the late nineteenth and early twentieth centuries. In her famous essay "Leaves from the Mental Portfolio of an Eurasian" (*The Independent*, 21 January 1909), she asserts that "individuality is more important than nationality."

Far's comment is relevant in discussions ranging well beyond those about individuality and nationality. For example, some people argue that identifying oneself as a member of a society or culture is more important than being an individual. Others argue that being true to one's self carries more weight than being a member of a society or culture.

Write an essay in which you explain your position on individuality and nationality. Use appropriate evidence from your reading, experience, or observations to support your argument.

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.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX(ES) ON THE COVER(S).**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

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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

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

*Item 52 was not used in scoring.

Free-Response Scoring Guidelines

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

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2013 SCORING GUIDELINES

Question 1

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper 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 your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

---

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** address this question: What should be the role of GM foods in the global food supply? 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 the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** address this question: What should be the role of GM foods in the global food supply? 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 address this question: What should be the role of GM foods in the global food supply? They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer'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 writer's ideas.

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* 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** address this question: What should be the role of GM foods in the global food supply? They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. 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 writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in addressing this question: What should be the role of GM foods in the global food supply? 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 addressing this question: What should be the role of GM foods in the global food supply? 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 two 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 the 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

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper 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 your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

---

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective
Essays earning a score of 8 **effectively** analyze* the rhetorical strategies Johnson uses to argue his position on debtors' prisons. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate
Essays earning a score of 6 **adequately** analyze the rhetorical strategies Johnson uses to argue his position on debtors' prisons. 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 Johnson uses to argue his position on debtors' prisons. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate
Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Johnson uses to argue his position on debtors' prisons. These essays may misunderstand the passage, misrepresent the strategies Johnson uses or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

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* For the purposes of scoring, *analysis* refers to explaining how the author's rhetorical choices develop meaning or achieve a particular effect or purpose.

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Question 2 (continued)

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Johnson uses to argue his position on debtors' prisons. They are less perceptive in their understanding of the passage or Johnson'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 Johnson uses to argue his position on debtors' prisons. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Johnson uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

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

— Indicates an entirely blank response.

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Question 3

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper 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 your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

---

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

8 Effective
Essays earning a score of 8 **effectively** explain the writer's position on individuality and nationality. 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 the 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** explain the writer's position on individuality and nationality. 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 explain the writer's position on individuality and nationality. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate
Essays earning a score of 4 **inadequately** explain the writer's position on individuality and nationality. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in explaining the writer's position on individuality and nationality. 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 explaining the writer's position on individuality and nationality. 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 the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

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Scoring Worksheet

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

2013 AP English Language and Composition Scoring Worksheet

Section I: Multiple Choice

_____ × 1.2499 = _____

Number Correct (out of 54*) — 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
110-150	5
96-109	4
81-95	3
60-80	2
0-59	1

*Although 55 multiple-choice items were administered in Section I, item 52 was not used in scoring.

AP English Language and Composition

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