CollegeBoard

AP® English Language and Composition Practice Exam

From the 2014 Administration

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Note: This publication shows the page numbers that appeared in the *2013–14 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 *2013–14 AP Exam Instructions* book.

AP® English Language and Composition Exam

Regularly Scheduled Exam Date: Friday morning, May 9, 2014
Late-Testing Exam Date: Wednesday afternoon, May 21, 2014
Section I Total Time: 1 hr. Section II Total Time: 2 hr. 15 min.

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2013-14 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 9, 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 21, 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 *2013-14 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 light 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 with black or dark blue ink 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 with black or dark blue ink. 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 or share 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 available 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 available 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 *2013-14 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 2014 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

2014

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 4JBP6-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 1-14. Read the following passage carefully before you choose your answers.

(The following passage is from an essay published in the late twentieth century.)

I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech using the kind of English I have never used with her. I was saying things like, "The intersection of memory upon imagination" and "There is an aspect of my fiction that relates to thus-and-thus"—a speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over the twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

So you'll have some idea of what this family talk I heard sounds like, I'll quote what my mother said during a recent conversation which I videotaped and then transcribed. During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family's, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother's family, and one day showed up at my mother's wedding to pay his respects. Here's what she said in part:

"Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong—but not Tsung-ming Island people. The local people call putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn't look down on him, but didn't take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don't stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won't have to stay too long. He come to my wedding. I didn't see, I heard it. I gone to boy's side, they have YMCA dinner. Chinese age I was nineteen."

You should know that my mother's expressive command of English belies how much she actually understands. She reads the *Forbes* report, listens to *Wall Street Week*, converses daily with her stockbroker, reads all of Shirley MacLaine's books with ease—all kinds of things I can't begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80 to 90 percent. Some say they understand none of it, as if she were speaking pure Chinese. But to me, my mother's English is perfectly clear,

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GO ON TO THE NEXT PAGE.

perfectly natural. It's my mother tongue. Her language,
80 as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

1. The final sentence of the first paragraph (lines 6-7) is unusual in the way it uses a

   (A) first person pronoun
   (B) verb tense
   (C) plural noun
   (D) capital letter
   (E) dangling participle

2. The function of the first paragraph is to

   (A) explain the purpose of the passage
   (B) define the relationship between literary language and everyday speech
   (C) describe the author's writing process
   (D) characterize the author and her interests
   (E) establish the author's concern about the misuse of language

3. In context, "carefully wrought" (line 21) suggests both

   (A) precision and formlessness
   (B) beauty and permanence
   (C) simplicity and perfection
   (D) nervousness and self-control
   (E) technical mastery and craftsmanship

4. The word "burdened" (lines 21-22) modifies

   (A) "things" (line 18)
   (B) "intersection" (line 18)
   (C) "aspect" (line 19)
   (D) "speech" (line 20)
   (E) "me" (line 22)

5. During the talk described in paragraph 2, the author responds to her mother's presence by

   (A) altering the vocabulary and syntax she had been using to express her ideas to the group
   (B) regretting that there are certain interests she does not share with her mother
   (C) thinking about how audience determines the appropriateness of a style
   (D) reexamining the mother-daughter themes in her latest work
   (E) deciding that her mother does not need to learn academic English

6. The third paragraph provides

   (A) a concrete example of how writers transform personal experience into art
   (B) a series of assertions about the nature of language
   (C) a rationale for the author's shifting allegiances
   (D) an anecdote that reinforces ideas expressed in the previous paragraphs
   (E) an argument that will be challenged in the remainder of the passage

7. Which of the following is true of the mother's quoted speech (lines 52-67) ?

   (A) The author expects the speech to be comprehensible enough to enable her to make a point about her mother's use of language.
   (B) The author is concerned that her mother will change the way she talks because she is being videotaped.
   (C) The author uses the speech as an example of the way her mother talked when the author was young, not the way her mother talks now.
   (D) The author wants to suggest that it is her mother's accent, not her syntax, that makes her English difficult to understand.
   (E) The author is more interested in what her mother says in the speech than in the way she says it.

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

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8. The effect of using the second person pronoun in lines 40 and 68 is to

(A) emphasize the author's awareness of an audience
(B) illustrate the effectiveness of using informal diction when speaking publicly
(C) indicate a shift in focus from the personal to the impersonal
(D) echo the style of the author's talk described in paragraph two
(E) enlarge the scope of the discussion to include differences in usage by native speakers of English

9. The first two sentences in the last paragraph (lines 68-73) do which of the following?

(A) Define ambiguous terms
(B) Develop vivid metaphors
(C) Explain convoluted reasoning
(D) Resolve disagreements
(E) Present contrasts

10. In the last paragraph, the author insists on the

(A) importance of an expressive command of standard English
(B) sophistication of some of her mother's English language skills
(C) inherent value of the books her mother chooses to read
(D) need for language learners to practice on a wide variety of written materials
(E) value of reading as a means of improving the language skills of nonnative speakers

11. In the context of the whole passage, the last sentence (lines 81-83) serves to

(A) establish that the author associates her mother's language with the past, not the present
(B) validate the form of English the author hears from her mother
(C) discredit the form of English the author learned from books
(D) summarize the characteristics of the mother's way of speaking
(E) reiterate the thesis that children imitate the language of their parents

12. The author uses directly quoted speech at various points in the passage to

(A) clarify the complexity of the decisions writers have to make
(B) establish her credibility as a well-read academic
(C) emphasize the underlying similarities of languages
(D) show how her own understanding of English evolved
(E) illustrate various forms of English

13. Which of the following best characterizes the voice of the author in the passage as a whole?

(A) A lonely, private voice
(B) An informal, public voice
(C) A formal, speech-making voice
(D) An ironic, disillusioned voice
(E) A scholarly, detached voice

14. A central concept in the passage is the notion that

(A) English has been enriched by borrowing from other languages
(B) speakers use different forms of language for different purposes
(C) English is easier to understand than to speak
(D) creative writers should first master the standard form of their native language
(E) literary conventions must often be sacrificed for elegance of expression

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Questions 15-29. Read the following passage carefully before you choose your answers.

(This passage is from a book about clouds. Contrails are airborne streaks of condensed water vapor created by aircrafts.)

One paper, published in 2004,[1] looked at the increase in observed cirriform clouds over the US between the years 1974 and 1994. [The paper] . . . concluded that the increase in air traffic and its resulting contrails had led to increasing cirriform cloud cover. Estimations of the expected warming effects of this increase were equivalent to .36°F per decade. Amazingly, the effect of the increase in cirriform clouds alone was considered sufficient to account for almost the entire rise in temperatures across the USA during the last 25 years. This is a major claim, for though it relates to localised warming effects, not global ones, the report suggests that the high clouds that develop from contrails are a huge contributor to surface warming.

Another key paper, published in 2003,[2] was equally sobering. Here, the scientists correlated the changing distribution of cirriform clouds over Europe from weather satellite images with precise records of the varying concentrations of air traffic during the same periods. The report concluded that the warming attributable to cirriform clouds appearing to develop as a result of air traffic was ten times greater than that expected to result from aviation CO_2 emissions.

Now, it is hard to make a meaningful comparison between the environmental impacts of such differing factors as, on the one hand, aircraft CO_2 emissions, which remain in the atmosphere for over a hundred years and have a cumulative and global effect on surface warming and, on the other hand, aviation-induced cloud cover, whose warming effects are both localised and temporary. But these studies suggest that aviation's contrails are leading to other high clouds that are a more significant factor in global warming than its CO_2 emissions.

Air traffic is estimated to be increasing by five percent a year,[3] with most of the increase being in contrail-forming long-haul flights. Ironically, modern aircraft engines—designed to burn more efficiently and so emit less CO_2—actually create more contrails.

A team of scientists at Imperial College in London has been looking at one possible way to reduce contrails: stopping aircraft from flying so high.

Using computer simulations designed for air-traffic management, they have considered the implications of imposing restrictions on European cruising altitudes to keep aircraft below contrail-forming levels.[4] One problem with such a system is that the lower an airplane flies, the denser the air it has to travel through and so the more fuel it needs to burn—something that has financial implications as well as those of increased greenhouse gas emissions.

So the team evaluated a system that imposed the highest possible 'contrail-free' ceiling on cruising altitudes, which could be calculated dynamically in response to changes in atmospheric temperature and humidity.

'If you had that cap on the flights in Europe—' explained Dr. Bob Noland, one of the scientists behind the project, 'which would result in a four percent increase in CO_2 emissions from increased fuel consumption—our conclusion was that the reduction in contrails would make it a good policy.' Their findings suggested that, though there would certainly be implementation difficulties, such as increased congestion and longer flight times, the system could reduce contrail formation by between 65 and 95 percent, compared with just a four percent rise in CO_2 emissions.

Without the contrails it seems that there would be a considerable reduction in the overall amount of thin, ground-warming cirriform clouds. 'The CO_2 emissions from aircraft,' says Noland, 'while significant and growing, are not going to make that much difference even if we cut them down, but if we reduce contrails by 90 percent tomorrow—which we think is entirely feasible—you would get a major impact right away. Stopping the contrails would bring an immediate benefit.'

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15. The primary goal of the passage is to

(A) compare two recent scientific studies on global warming
(B) explore the relationship of air traffic to atmospheric temperatures
(C) argue for the necessity of limiting air travel in Europe
(D) review a chronological series of studies on cirriform clouds
(E) examine research methods used to gauge atmospheric temperatures

16. According to the passage, the relationship between aircraft contrails and cirriform clouds is best expressed by which of the following?

(A) Aircraft contrails decrease the number of cirriform clouds that form.
(B) Aircraft contrails have no significant impact on the number of cirriform clouds that form.
(C) Aircraft contrails increase the number of cirriform clouds that form.
(D) Aircraft contrails are only one of many sources of cirriform clouds.
(E) No conclusive evidence exists about the relationship between aircraft contrails and cirriform cloud formation.

17. In the first paragraph (lines 1-15), the author relies on which of the following to establish credibility?

(A) Concession to an opposing view
(B) Data from a scientific study
(C) Details of the procedure for a particular experiment
(D) Conclusions agreed to by all scientists
(E) Ad hominem arguments

18. The function of the note in line 1 is to

(A) document the specific source for an empirical claim
(B) offer an explanation of what is meant by a term
(C) prove that the author used print as well as online sources
(D) redirect a discussion begun in the body of the paper cited
(E) establish the credibility of one source at the expense of another

19. The word "Amazingly" (line 8) emphasizes the author's

(A) confusion about the research data
(B) dismay that nothing has been done to reduce the number of contrails
(C) surprise at the conclusion of a study
(D) excitement about the sophistication of scientific instruments
(E) frustration with the methodology used in a study

20. The author states "This is a major claim" (lines 11-12) in order to

(A) expose the logical fallacy of a popular argument
(B) explore ways in which global warming is a localized phenomenon
(C) challenge the view of those who feel that the claim is unsubstantiated
(D) call attention to a claim by highlighting its importance
(E) validate the counterclaim that temperatures have not risen in the last 25 years

21. The author's strategy in paragraph three (lines 25-35) can best be described as presenting a

(A) generalization that is substantiated by a detailed example
(B) problem followed by a particular recommendation
(C) controversial proposal followed by a counterproposal
(D) qualifying statement that is modified by a following statement
(E) summary followed by a disclaimer

22. The author's tone in paragraph three (lines 25-35) can best be described as

(A) strident
(B) disbelieving
(C) relieved
(D) uncertain
(E) reasoned

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(This passage is from a book about clouds. Contrails are airborne streaks of condensed water vapor created by aircrafts.)

One paper, published in 2004,[1] looked at the increase in observed cirriform clouds over the US between the years 1974 and 1994. [The paper] . . . concluded that the increase in air traffic and its resulting contrails had led to increasing cirriform cloud cover. Estimations of the expected warming effects of this increase were equivalent to .36°F per decade. Amazingly, the effect of the increase in cirriform clouds alone was considered sufficient to account for almost the entire rise in temperatures across the USA during the last 25 years. This is a major claim, for though it relates to localised warming effects, not global ones, the report suggests that the high clouds that develop from contrails are a huge contributor to surface warming.

Another key paper, published in 2003,[2] was equally sobering. Here, the scientists correlated the changing distribution of cirriform clouds over Europe from weather satellite images with precise records of the varying concentrations of air traffic during the same periods. The report concluded that the warming attributable to cirriform clouds appearing to develop as a result of air traffic was ten times greater than that expected to result from aviation CO_2 emissions.

Now, it is hard to make a meaningful comparison between the environmental impacts of such differing factors as, on the one hand, aircraft CO_2 emissions, which remain in the atmosphere for over a hundred years and have a cumulative and global effect on surface warming and, on the other hand, aviation-induced cloud cover, whose warming effects are both localised and temporary. But these studies suggest that aviation's contrails are leading to other high clouds that are a more significant factor in global warming than its CO_2 emissions.

Air traffic is estimated to be increasing by five percent a year,[3] with most of the increase being in contrail-forming long-haul flights. Ironically, modern aircraft engines—designed to burn more efficiently and so emit less CO_2—actually create more contrails.

A team of scientists at Imperial College in London has been looking at one possible way to reduce contrails: stopping aircraft from flying so high.

Using computer simulations designed for air-traffic management, they have considered the implications of imposing restrictions on European cruising altitudes to keep aircraft below contrail-forming levels.[4] One problem with such a system is that the lower an airplane flies, the denser the air it has to travel through and so the more fuel it needs to burn—something that has financial implications as well as those of increased greenhouse gas emissions.

So the team evaluated a system that imposed the highest possible 'contrail-free' ceiling on cruising altitudes, which could be calculated dynamically in response to changes in atmospheric temperature and humidity.

'If you had that cap on the flights in Europe—' explained Dr. Bob Noland, one of the scientists behind the project, 'which would result in a four percent increase in CO_2 emissions from increased fuel consumption—our conclusion was that the reduction in contrails would make it a good policy.' Their findings suggested that, though there would certainly be implementation difficulties, such as increased congestion and longer flight times, the system could reduce contrail formation by between 65 and 95 percent, compared with just a four percent rise in CO_2 emissions.

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23. Lines 38-41 (“Ironically . . . contrails”) point out

(A) an unexpected consequence of a technological improvement
(B) an innovative strategy for evaluating the effects of contrails
(C) an elegant design solution for a puzzling problem
(D) the consequences of failing to follow a carefully designed plan
(E) a misunderstanding about how types of transportation affect the environment

24. According to lines 59-70, aircraft flying lower would result in all of the following consequences EXCEPT

(A) burning more fuel
(B) increasing the number of cirriform clouds
(C) emitting more CO_2
(D) increasing financial costs
(E) producing fewer contrails

25. Lines 65-70 (“Their . . . emissions”) are best described as

(A) an evaluation of the methodology used in the study
(B) an illustration of why the study was needed
(C) a request for a plan to implement the study recommendations
(D) a summary of the primary conclusions of the study
(E) a comparison of one study with another

26. What aspect of the Williams and Noland study is emphasized in the last paragraph?

(A) The ease of implementing the recommended flight restrictions
(B) The need to further reduce CO_2 emissions
(C) The rapidity with which improvement will occur
(D) The necessity of doing additional research
(E) The widespread support the proposal has accrued

27. In relationship to the passage as a whole, notes 1 and 2 do which of the following?

(A) Explain the shortcomings of previous studies of global warming
(B) Show that European and American governments are jointly funding research on contrails
(C) Provide conflicting commentary about links between contrails and global warming
(D) Offer explanations of what constitutes global warming
(E) Document studies that show how contrails contribute to global warming

28. Which of the following is an accurate reading of note 2 ?

(A) The 2003 AAC Conference took place in Friedrichshafen, Germany.
(B) The presentation “Observations of Contrails and Cirrus over Europe” was given daily from June 30 to July 3.
(C) Mannstein wrote and Schumann edited the conference proceedings.
(D) The conference title was “Observations of Contrails and Cirrus over Europe.”
(E) The AAC Conference is held annually in Germany.

29. Taken as a whole, the notes suggest that

(A) the author relied primarily on scientific journals for non-specialists
(B) research on contrails and cirriform clouds began in 1999
(C) the author has consulted both published and unpublished sources
(D) scientists in Europe have led the way in researching contrails
(E) the author has written highly technical articles

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Questions 30-43. Read the following passage carefully before you choose your answers.

(The following passage is an excerpt from a recent book about the arts.)

By 1867, the year of Baudelaire's death—Queen Victoria had been on the throne for thirty years and the name "Victorian" had begun to be a target of some mockery—playwrights, architects, composers, poets, novelists, and other makers of high culture who longed for social respectability had largely acquired what their forebears had long struggled for. There were still patches of ground, especially in Central and Eastern Europe, where artists had not yet wholly cast off the status of servant. But in Western Europe and the United States, they could make friends with, and marry into, the upper middle classes or the gentry, and make grand claims for the autonomy and the dignity of their vocation.

Their cause could only prosper from the spectacle of aristocrats like Lord Byron or the vicomte de Chateaubriand, who did not disdain writing poems or novels, and even getting paid for it. Even a few German states timidly joined this status revolution: Goethe and Schiller were raised to the nobility. That von Goethe was also a hardworking public servant in the duchy of Weimar and von Schiller a professor lecturing on the philosophy of history at the University of Jena did not exactly injure their social transfiguration. But their sober occupations were not the main reason for their elevation, which they largely owed to their literary fame.

The elbow room that aspiring avant-garde artists, like their more conventional colleagues, needed was more than mere celebrity. What they craved was an ideology, a solid validation of their lofty modern status. In 1835, toward the end of the promising early years of the French July Monarchy, Théophile Gautier's naughty *Mademoiselle de Maupin*, this declaration of independence in behalf of literature, proved an impressive statement. Gautier, all of twenty-three, prefaced the novel with a long, racy manifesto, which championed what would come to be called, tersely, "art for art's sake." In view of its historic import and its place in the career of modernism, it should really be called "art for artists' sake," for it was a strong plea for the maker of beautiful objects as much as an appreciation of the objects themselves. It rejected the classic division between the two, which had long separated art (highly admired) from the artist (socially disdained).

Art, so this modern doctrine goes, serves no one but itself—not mammon, not God, not country, not bourgeois self-glorification, certainly not moral progress. It boasts its own techniques and standards, its own ideals and gratifications. "I don't know who said it, I don't know where," Gautier wrote, "that literature and the arts influence morality. Whoever he was, he was doubtless a great fool." All that the arts produce is beauty, and "nothing that is beautiful is indispensable to life." The good looks of women, the charms of music and painting, are valuable to the extent that they are useless. "Nothing is truly beautiful but what can never be of use to anything. Everything that is useful is ugly, for it is the expression of some need, and human needs are ignoble and disgusting, like men's own poor and feeble nature. The most useful place in a home is the latrine." Nothing could be plainer.

Art for art's sake was in fact too direct a proposition for many advanced writers or painters to support it wholeheartedly. And yet—which is why the doctrine had broader impact than its limited explicit popularity would have indicated—anti-bourgeois, anti-academic artists were only too pleased to exploit its implications without fully subscribing to its principles. Cultural pessimists all the way back to Plato had believed that the wrong kind of poetry or the wrong kind of music have pernicious effects on morals; at the other extreme, believers in the innate goodness of human nature found it hard to abandon the hope that the right kind of poetry or music would purify conduct. Many modernist heretics retained some of the old faith that painting, the drama, the novel have a moral mission, whichever side an artist was on—for every Joyce or Schoenberg, creating for his own sake, there was a Strindberg or an Eliot working under the pressure of powerful social and religious convictions. In effect, art for art's sake was a radical assertion in behalf of nineteenth-century artworks, as well as of their makers' claim to sovereignty: the artist is responsible to no one but himself, and herself, except perhaps to other artists.

30. The passage is best described as

(A) a reevaluation of the work of particular writers
(B) an argument for the importance of the arts
(C) a description of an influential movement in the arts
(D) a plea for financial support for avant-garde artists
(E) a comparison between classical and contemporary artistic ideals

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31. The author of the passage is best described as

(A) an erudite literary historian
(B) a strong proponent of a particular theory
(C) a cynical observer of artistic pretentiousness
(D) an analyst of various historical prose styles
(E) a practicing artist as well as a writer

32. What is the function of the part of the first sentence that is set off by dashes ("Queen Victoria . . . mockery") ?

(A) It outlines the central thesis.
(B) It defines an aesthetic principle.
(C) It introduces a controversial idea.
(D) It provides historical context.
(E) It expresses the author's point of view.

33. The second sentence (lines 7-10) is best characterized as which of the following?

(A) A qualification
(B) An allusion
(C) A simile
(D) A tentative hypothesis
(E) A supporting example

34. Which of the following can best be inferred from the first paragraph (lines 1-14) about European artists working before the Victorian period?

(A) They were often mocked.
(B) They lacked social status.
(C) They contributed little to high culture.
(D) They were concentrated in Western Europe.
(E) They were obliged to support themselves outside their art.

35. According to the author, the example of Byron and Chateaubriand as writers served to

(A) raise the standards of artistic production
(B) distance them from the values of the aristocracy
(C) call into question the need to support artistic activity
(D) hasten the end of the Victorian era
(E) enhance the dignity of other artists

36. The author regards the nonliterary professions of Goethe and Schiller as

(A) contributing to their social status
(B) essential to their literary fame
(C) distracting from their creative efforts
(D) influential in the content of their writing
(E) completely lacking in importance

37. In context, "elbow room" (line 28) refers to

(A) a desire to establish a hierarchy among avant-garde artists
(B) a justification for elevating the social position of artists
(C) the freedom from economic constraints for artists
(D) the inspiration to create something truly original
(E) a private physical space in which to create art

38. Gautier's statements in lines 51-54 ("'I don't know . . . great fool'") are best described as

(A) ignorant
(B) equivocal
(C) reflective
(D) vindictive
(E) disdainful

39. In the sentence "The good looks . . . are useless" (lines 56-58), the author does which of the following?

(A) Offers a brief personal digression
(B) Presents an ironic challenge to Gautier
(C) Quotes from *Mademoiselle de Maupin*
(D) Summarizes views held by Gautier
(E) Qualifies comments by critics of Gautier

40. It can be inferred from the quotations in the fourth paragraph (lines 47-64) that Gautier meant the statements to be especially

(A) sobering
(B) enigmatic
(C) ironic
(D) objective
(E) provocative

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41. It can be inferred from the final paragraph (lines 65-88) that Gautier would have been most likely to agree with the views of which of the following?

(A) Cultural pessimists
(B) Conservative moralists
(C) Plato
(D) Joyce
(E) Eliot

42. According to the author, what did "Cultural pessimists" (line 72) and "believers in the innate goodness of human nature" (lines 75-76) have in common?

(A) Disdain for bourgeois and academic artists
(B) Concern for the social status of artists
(C) Belief in the influential power of art
(D) Faith in the sanctity of artistic creation
(E) Fear of the effects of art on morality

43. Which of the following best describes the final sentence (lines 84-88) ?

(A) A celebration of the creativity of a group of artists
(B) An attempt to convey the essence of a movement
(C) A claim about the continuing debates over a controversial idea
(D) An expression of satisfaction about the outcome of a conflict
(E) A speculation about the nature of artistic influence

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

(The passage below is from an eighteenth-century essay.)

Such is the emptiness of human enjoyment, that we are always impatient of the present. Attainment is followed by neglect, and possession by disgust; and the malicious remark of the Greek epigrammatist on marriage may be applied to every other course of life, that its two days of happiness are the first and the last[1].

Few moments are more pleasing than those in which the mind is concerting measures for a new undertaking. From the first hint that wakens the fancy, till the hour of actual execution, all is improvement and progress, triumph and felicity. Every hour brings additions to the original scheme, suggests some new expedient to secure success, or discovers consequential advantages not hitherto foreseen. While preparations are made, and materials accumulated, day glides after day through elysian prospects, and the heart dances to the song of hope.

Such is the pleasure of projecting, that many content themselves with a succession of visionary schemes, and wear out their allotted time in the calm amusement of contriving what they never attempt or hope to execute.

Others, not able to feast their imagination with pure ideas, advance somewhat nearer to the grossness of action, with great diligence collect whatever is requisite to their design, and, after a thousand researches and consultations, are snatched away by death, as they stand *in procinctu*[2] waiting for a proper opportunity to begin.

If there were no other end of life, than to find some adequate solace for every day, I know not whether any condition could be preferred to that of the man who involves himself in his own thoughts, and never suffers experience to show him the vanity of speculation; for no sooner are notions reduced to practice, than tranquility and confidence forsake the breast; every day brings its task, and often without bringing abilities to perform it: difficulties embarrass, uncertainty perplexes, opposition retards, censure exasperates, or neglect depresses. We proceed, because we have begun; we complete our design, that the labor already spent may not be vain: but as expectation gradually dies away, the gay smile of alacrity disappears, we are compelled to implore severer powers, and trust the event[3] to patience and constancy.

[1] Paraphrase of the Greek poet Palladas
[2] Under arms, ready for action
[3] Outcome

44. In line 2, "impatient of" is best interpreted as meaning

(A) eager for
(B) surprised by
(C) interested in
(D) anxious about
(E) unsatisfied with

45. The second sentence (lines 2-7) implies which of the following conclusions?

(A) There are two sides to every issue.
(B) An excess of passion is destructive.
(C) Lasting happiness will always elude us.
(D) Ironically, cynicism can make life more tolerable.
(E) Disappointment is usually productive.

46. The remark of the Greek epigrammatist (lines 4-7) is best interpreted as which of the following?

(A) Cynical commentary
(B) Dispassionate analysis
(C) Bitter accusation
(D) Ironic advice
(E) Gentle humor

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47. The phrase “elysian prospects” (line 17) suggests the

(A) danger of certain undertakings
(B) redemptive function of daily tasks
(C) natural consequences of determined effort
(D) simplicity of human aspirations
(E) sublime pleasures of planning

48. Which of the following best describes the difference between “many” (line 19) and “Others” (line 24) ?

(A) The first group does not intend to act, while the second group does.
(B) The first group is closer to an ideal, while the second group is fundamentally flawed.
(C) The first group is defensive, while the second group is belligerent.
(D) The first group is more positive, while the second group is more pessimistic.
(E) The first group is able but disinterested, while the second group lacks talent but is willing to act.

49. Which of the following statements best expresses the meaning of lines 31-41 (“If there . . . depresses”) ?

(A) Although difficult, life can be a rewarding experience for many people because of certain small pleasures.
(B) Under certain circumstances, it is more pleasing to dream and imagine than to put ideas into action.
(C) In order to complete a task successfully, one must learn from the mistakes of others.
(D) It is harmful to struggle against all of the difficulties faced in life.
(E) Little sympathy is given to those who become dispirited by life’s obstacles.

50. The “man” discussed in lines 33-36 is most similar to which of the following?

(A) “the Greek epigrammatist” (line 4)
(B) “many” (line 19)
(C) “Others” (line 24)
(D) “we” (line 45)
(E) “severer powers” (line 46)

51. The passage suggests that when “notions” are “reduced to practice” (line 36), people become

(A) more frivolous and distracted
(B) more anxious and insecure
(C) more energetic and dedicated
(D) less cooperative and sympathetic
(E) less individualistic and dependable

52. Which of the following best describes the effect of the series in lines 39-41 ?

(A) The use of repetition shows the monotony of work.
(B) The use of chronology indicates the direction of change.
(C) The use of paradoxical language emphasizes the need for clear thinking.
(D) The use of concrete detail highlights the differences among possible outcomes.
(E) The use of parallelism heightens the sense of disillusionment.

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[1] Paraphrase of the Greek poet Palladas

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[3] Outcome

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53. Lines 41-43 ("We proceed . . . vain") can best be described as

(A) a set of negative images that undermines the merit of the speaker's argument
(B) a pessimistic explanation of human motivation
(C) an exhortation to improve typical human behavior
(D) a metaphoric encapsulation of the speaker's thesis
(E) a laudatory commentary on human ambition

54. Which of the following is true of the voice of the passage?

(A) It becomes strident when the speaker anticipates or refutes objections.
(B) It shifts from colloquial to formal expression.
(C) It moves from a speculative to an emphatic tone.
(D) It reveals the speaker's cautiousness about making assertions and generalizations.
(E) It conveys a sense of confidence and authority.

55. The principal contrast in the passage is between

(A) planning and acting
(B) thinking and feeling
(C) beginning and ending
(D) past and present
(E) success and failure

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 2014 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

2014

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
   ☐☐☐☐☐☐
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

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 4JBP6-S

36

Section II begins on page 4.

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.)

Social networking has become a major resource for individuals who want instant connections with others, both friends and strangers alike. The popularity of social networking Web sites has encouraged people to share even some of their most private print and visual information in a very public way, to the degree that many businesses and colleges are now making use of social networking sites to look deeper into their applicant pools to determine who will be hired or who will be admitted.

Carefully read the following eight 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-organized essay that develops a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers.

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

Source A (Cartwright)
Source B (NACAC)
Source C (Schiffman)
Source D (graph)
Source E (Jolly)
Source F (boyd)
Source G (Lee)
Source H (Jones et al.)

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GO ON TO THE NEXT PAGE.

Source A

Cartwright, Jeffrey. "Some College Admissions Checking Facebook." *ThreeSixty.* University of St. Thomas, 2 Dec. 2008. Web. 16 Aug. 2010.

The following is excerpted from an article written by a teenager for an organization that seeks new voices in journalism.

College Application? Check. ACT score? Check. College essay? Check. Recommendations? Check. Facebook page? Check?

It's college application time and as seniors put their final touches on their applications, a new report is showing that they may have one more thing to worry about—their social networking pages.

In September, Kaplan, a company offering ACT and SAT test preparation, released a survey that showed one in 10 admissions counselors at the country's top 500 colleges were using social networking sites, such as Facebook or MySpace, as part of the admissions process.

Marlyn McGrath, director of admissions at Harvard College, said admissions counselors at her college don't check social networking sites on a regular basis, but if they note anything in a student's application that raises a possible red flag, they will. "If students make it public it's public information," she said.

McGrath said because the Ivy League school receives so many applications—27,462 last year at Harvard—the demand for all information available pushes the university to turn to social networking sites.

McGrath said admissions counselors who are checking social networking sites are mostly looking for content that people would find objectionable like racist comments, or would raise concerns about the student. . . .

She also said students who post self-incriminating information online show a lack of common sense. . . .

According to the Kaplan report, the social networking sites had a positive impact 25 percent of the time on admission, while 38 percent of the time it had a negative effect. Many students feel checking social networking profiles is wrong for colleges to do.

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Source B

"Report Finds Use of Social Networking Tools on the Rise in College Admission Offices." *Nacacnet.org*. National Association for College Admission Counseling, 29 Apr. 2009. Web. 21 Dec. 2010.

The following is excerpted from a press release published online by the National Association for College Admission Counseling.

College admission offices may take a student's MySpace, Facebook, Twitter, or other online social networking activity into account during the college admission process, according to a paper released (members only) by the National Association for College Admission Counseling (NACAC). One-fourth of colleges surveyed indicated that they used Web search or social networking technology to locate information about prospective students. The paper suggests that colleges are also more likely than not to use social media in promotion and student recruitment.

"Social media tools, like Facebook, Twitter and blogs, are key to communicating with this generation of students," stated Joyce Smith, NACAC CEO. "While still no substitute for face-to-face interaction, social media have opened lines of communication and inquiry for both students and institutions that were inconceivable only a decade ago."

Other findings of note include:

- More than half (53 percent) of colleges monitor social media for "buzz" about their institution.
- A majority of colleges maintain a presence in social media, as 33 percent of colleges maintain a blog, 29 maintain a presence on social networking Web sites, 27 percent maintain message- or bulletin-boards, 19 percent employ video blogging, and 14 percent issue podcasts. Thirty-nine percent of colleges reported using no social media technology.
- Eighty-eight percent of admission offices believed social media were either "somewhat" or "very" important to their future recruitment efforts.

The purpose of NACAC's research on social networking sites was to 1) present recent data collected by the author on the extent to which colleges and universities are using social media for recruitment; 2) highlight best practices for blogging and the use of other social media and Web 2.0 applications for those institutions who are new to these endeavors; and 3) begin to explore the ethical and legal issues inherent in engaging with prospective students through these media.

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Source C

Schiffman, Elizabeth. "Social Media's Expanding Role in College Admissions." *Politics Daily.* Politics Daily, 7 May 2010. Web. 16 Aug. 2010.

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

Why did a recent Facebook virus requiring users to join a group (and, in doing so, contract a spamming bug) have such devastating success? The promise to reveal "the status update that got a highschool [sic] student REJECTED from Harvard!" must have struck a chord. Though the page was a hoax, the response it earned reflects a growing apprehension about the increasing significance of social media in the college application and decision-making process.

Establishing a presence on Facebook is a smart recruitment move for colleges, since the site's 350 million members, many of whom are in their target audience, spend a collective 10 billion minutes there daily, the New York Times reports. Schools like Tufts University, which first garnered attention for its forward-thinking admissions essay option allowing students to submit a one-minute YouTube video with their application, have developed social media-based marketing strategies to capitalize on the unprecedented direct access to high school students in their natural environment.

"I think one of the mistakes a lot of universities make is not having a very clear mission for what they're trying to do with social media," says Daniel Grayson, Assistant Director of Undergraduate Admissions at Tufts. "Our goal is to create a place for dialogue between admitted students and current students, and then get out of the way."

For prospective students, Facebook provides opportunities to both complicate and improve the application and decision process. For a hopeful high school senior with questionable content on their online profiles, there's a new risk: a Kaplan survey of 320 admissions officers from the top 500 schools found that one in ten visited applicants' social networking profiles during their decision-making process. Of those visiting student pages, 38 percent reported that what they saw generally had a negative impact on their admissions evaluation (compared to one quarter of respondents who said these background checks improved their opinion of most applicants). One admissions officer admitted to Kaplan that a status update expressing disinterest in the school contributed to his decision to reject the student.

Online background checks aren't limited to admissions decisions. According to a report released April 29 by the National Association for College Admission Counseling (NACAC), 26 percent of colleges use web searches to scrutinize candidates for special programs or scholarships. "In all these cases, the intent was to protect the school from potential embarrassment," the report says.

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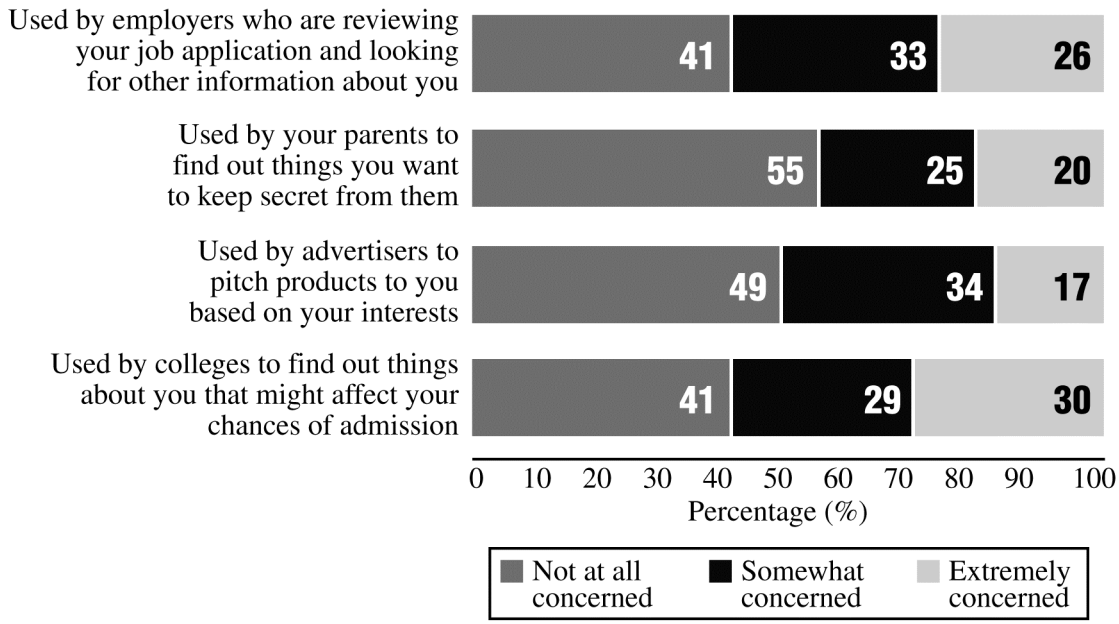
Source D

"Social Networking Sites and College-Bound Students." *StudentPOLL* 7.2. College Board and Art & Science Group, LLC, 23 Jan. 2009. Web. 16 Aug. 2010.

The following graph is from a national survey of 34,000 high school seniors who registered for the SAT.

LEVEL OF CONCERN ABOUT POSSIBLE USES OF PRIVATE INFORMATION ON SOCIAL NETWORKING SITE



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Source E

Jolly, David. "Germany Plans Limits on Facebook Use in Hiring." *New York Times.* New York Times, 26 Aug. 2010. Web. 27 Oct. 2010.

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

As part of the draft of a law governing workplace privacy, the German government on Wednesday proposed placing restrictions on employers who want to use Facebook profiles when recruiting.

The bill would allow managers to search for publicly accessible information about prospective employees on the Web and to view their pages on job networking sites, like LinkedIn or Xing. But it would draw the line at purely social networking sites like Facebook, said Philipp Spauschus, a spokesman for the Interior Minister, Thomas de Maizière.

Chancellor Angela Merkel's cabinet on Wednesday gave its backing to the proposed law. The bill will now go to Parliament for discussion, and could be passed as early as this year, Mr. Spauschus said.

The law also would prohibit companies from secretly videotaping employees, though they could still videotape in certain areas as long as they disclosed the fact. It would also allow employers to hold secret investigations when they suspected a crime had been committed.

Germany's Nazi-era history has made the country extremely cautious on matters of individual privacy. Concerns have been heightened in recent years by scandals involving companies' secret videotaping of employees, as well as intercepting their e-mail and bank data. The explosion of Web-based information tools has added to the unease.

The German authorities are investigating Google for having collected private Internet information while doing research for its Street View mapping service, and they have asked Apple to explain its data-collection policies for the iPhone.

Facebook, which says it has more than 500 million users worldwide, with about 10 million in Germany, has come under fire for what some consider privacy shortcomings, as when the site changed its default settings to reveal more of individuals' personal data. The German proposal, however, is aimed squarely at employers.

Peter Schaar, the German commissioner for data protection and freedom of information, told The Associated Press that the proposal was "a substantial improvement on the status quo in dealing with employees' data."

There are currently no rules governing how companies use Facebook data, Mr. Spauschus said. The proposal is meant to create guidelines for the courts in handling the cases that will inevitably arise as social networking penetrates further into everyday life, he said, and companies would also benefit from clear rules.

Sarah Roy, a spokeswoman in Paris for Facebook, said the company generally did not comment on legislation as a matter of policy. But she said that the Web site's privacy settings allowed users to share information as broadly or as narrowly as they liked, either with entire networks or with a limited number of participants.

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Source F

boyd, danah. "Regulating the Use of Social Media Data." *Apophenia*. danah boyd, 26 Aug. 2010. Web. 27 Oct. 2010.

The following is excerpted from a Weblog published by a social media researcher.

If you were to walk into my office, I'd have a pretty decent sense of your gender, your age, your race, and other identity markers. My knowledge wouldn't be perfect, but it would give me plenty of information that I could use to discriminate against you if I felt like it. The law doesn't prohibit me for "collecting" this information in a job interview nor does it say that discrimination is acceptable if you "shared" this information with me. That's good news given that faking what's written on your body is bloody hard. What the law does is regulate how this information can be used by me, the theoretical employer. This doesn't put an end to all discrimination – plenty of people are discriminated against based on what's written on their bodies – but it does provide you with legal rights if you think you were discriminated against and it forces the employer to think twice about hiring practices.

The Internet has made it possible for you to create digital bodies that reflect a whole lot more than your demographics. Your online profiles convey a lot about you, but that content is produced in a context. And, more often than not, that context has nothing to do with employment. This creates an interesting conundrum. Should employers have the right to discriminate against you because of your Facebook profile? One might argue that they should because such a profile reflects your "character" or your priorities or your public presence. Personally, I think that's just code for discriminating against you because you're not like me, the theoretical employer.

Of course, it's a tough call. Hiring is hard. We're always looking for better ways to judge someone and goddess knows that an interview plus resume is rarely the best way to assess whether or not there's a "good fit." It's far too tempting to jump on the Internet and try to figure out who someone is based on what we can dredge up online. This might be reasonable if only we were reasonable judges of people's signaling or remotely good at assessing them in context. Cuz it's a whole lot harder to assess someone's professional sensibilities by their social activities if they come from a world different than our own.

Given this, I was fascinated to learn that the German government is proposing legislation that would put restrictions on what Internet content employers could use when recruiting.

A decade ago, all of our legal approaches to the Internet focused on what data online companies could collect. This makes sense if you think of the Internet as a broadcast medium. But then along came the mainstreamification of social media and user-generated content. People are sharing content left right and center as part of their daily sociable practices. They're sharing as if the Internet is a social place, not a professional place. More accurately, they're sharing in a setting where there's no clear delineation of social and professional spheres. Since social media became popular, folks have continuously talked about how we need to teach people to not share what might cause them professional consternation. Those warnings haven't worked. And for good reason. What's professionally questionable to one may be perfectly appropriate to another. Or the social gain one sees might outweigh the professional risks. Or, more simply, people may just be naive.

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Source G

Lee, Timothy B. "Employers, Get Outta My Facebook: When Considering Job Applicants, Prospective Employers Have No Business Poking Around Their Profiles on Social Networking Sites. Pro or Con?" *The Debate Room.* Bloomberg Businessweek, Mar. 2008. Web. 27 Oct. 2010.

The following is excerpted from an article in an online magazine.

Obviously, employers should not use information obtained from Facebook, blogs, or other Internet sites in ways that would be intrinsically unethical or illegal. But there are lots of situations in which such sites could be used legitimately in hiring decisions, and there's absolutely no reason employers shouldn't check them as a normal part of the hiring process.

Employees in sales, public relations, and customer service function as representatives for the companies they work for, so employers have a legitimate interest in ensuring potential workers won't embarrass the company.

More important, a job applicant's well-crafted online persona can serve as an asset, acting as a kind of extended résumé. In many white-collar occupations, a candidate can use his Web presence to demonstrate passion and depth of knowledge for his or her area of expertise. When hiring a writer, for example, I'd be more likely to choose one who had a blog (assuming it was well-written) than one who did not, even if I disagreed with some of the views it contained.

Similarly, a programmer, for example, can enhance his application by keeping a blog that demonstrates his contributions to open-source projects, handiness with gadgets, or knowledge of the technology industry. Ultimately, developing an appealing Web presence is a part of portraying oneself in an attractive manner—no different from wearing a freshly pressed suit and proofreading your résumé.

Of course, in most cases, employers won't find out anything at all about a job candidate. And when they do find information, they should keep in mind that some of it might be inaccurate or give an incomplete picture.

But the bottom line is that a public Facebook page is just that: public. People are responsible for what they post. It's unreasonable to make personal information available to the whole world and not expect employers to look at it.

Facebook gives users the option of keeping their profiles private, and so does blogging software such as LiveJournal. Users should take advantage of these options for information they don't want considered by potential employers. But if applicants choose to make information about themselves available to the world, they can hardly object when employers take that information into account in hiring decisions.

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Source H

Jones, Michael, Adam Schuckman, and Kelly Watson. "The Ethics of Pre-Employment Screening Through the Use of the Internet." *The Ethical Imperative in the Context of Evolving Technologies.* Boulder: Ethica Publishing, n.d. Web. 27 Oct. 2010.

The following is excerpted from a chapter of an online book.

Another increasingly used practice for employment prescreening is to "Google" applicants. . . .

Over half of the applicants found on search engines and nearly two-thirds of the applicants found on social networking sites were not hired as a result of the information found on sites, such as Facebook.com, MySpace.com, and Google.com. Among other concerns, these sites are not necessarily valid nor is there any way to ascertain the true identity of the person responsible for the information found. Unlike the interview process, there is no personal connection when sifting through information found on the internet and therefore there is a greater likelihood for the information to be taken out of context or misused. In many cases, the information used to determine the suitability of a prospective employee had little or no bearing on their ability to adequately complete the work. In fact, 8% of the potential employees that were rejected as a result of information found on search engines and networking sites were rejected because their screen name was unprofessional. As information on the internet is generally considered public, permission for these searches is not required and the information found need not be disclosed. As a result, unverified information can sway a future employer's decision without any input from the employee in question. . . .

The ethical dilemma that arises as a result of these searches is one of fairness. According to the Markkula Center for Applied Ethics, the fairness and justice approach to ethics stems from "Aristotle and other Greek philosophers [who] have contributed the idea that all equals should be treated equally." This approach states that "ethical actions treat all human beings equally—or if unequally, then fairly based on some standard that is defensible." People generally assume that they have a certain degree of informational privacy, yet the information accessed on the internet is not restricted in a way that would protect this sense of privacy. While rules exist to prevent employers from asking questions about belief systems or disabilities of their prospective employees, these rules fail to prevent the same information from being divulged through internet searches. These laws are intended to prevent discrimination on the basis of information irrelevant to the job. By circumventing these laws, the information used to make hiring decisions may unfairly discriminate against people with certain beliefs or backgrounds. The lack of these laws in regards to their application to the information found on the internet may lead to discrimination, whether done on a conscious or unconscious level.

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Question 2

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

J. Hector St. John de Crèvecoeur (1735-1813) was a French aristocrat who traveled widely in the American colonies and bought a farm in New York, where he settled for a time. In this passage from his 1782 collection of essays, *Letters from an American Farmer*, Crèvecoeur defines Americans. In a well-organized essay, analyze the rhetorical strategies Crèvecoeur uses to make his argument about colonial American society.

In this great American asylum, the poor of Europe have by some means met together and in consequence of various causes; to what purpose should they ask one another what countrymen they are? Alas, two thirds of them had no country. Can a wretch who wanders about, who works and starves, whose life is a continual scene of sore affliction or pinching penury, can that man call England or any other kingdom his country? A country that had no bread for him, whose fields procured him no harvest, who met with nothing but the frowns of the rich, the severity of the laws, with jails and punishments; who owned not a single foot of the extensive surface of this planet? No! urged by a variety of motives, here they came. Everything has tended to regenerate them: new laws, a new mode of living, a new social system; here they are become men; in Europe they were as so many useless plants, wanting vegetative mold[1] and refreshing showers; they withered and were mowed down by want, hunger, and war; but now by the power of transplantation, like all other plants they have taken root and flourished! Formerly they were not numbered in any civil lists of their country, except in those of the poor; here they rank as citizens. By what invisible power has this surprising metamorphosis been performed? By that of the laws and that of their industry. The laws, the indulgent laws, protect them as they arrive, stamping on them the symbol of adoption; they receive ample rewards for their labors; these accumulated rewards procure them lands; those lands confer on them the title of freemen, and to that title every benefit is affixed which men can possibly require. This is the great operation daily performed by our laws. From whence proceed these laws? From our government. Whence the government? It is derived from the original genius and strong desire of the people ratified and confirmed by the crown. This is the great chain which links us all. . . .

What attachment can a poor European emigrant have for a country where he had nothing? The knowledge of the language, the love of a few kindred as poor as himself were the only cords that tied him; his country is now that which gives him land, bread, protection, and consequence; *Ubi panis ibi patria*[2] is the motto of all emigrants. What then is the American, this new man? He is either an European or the descendant of an European, hence that strange mixture of blood, which you will find in no other country. I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons have now four wives of different nations. *He* is an American who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great *Alma Mater*[3]. Here individuals of all nations are melted into a new race whose labors and posterity will one day cause great changes in the world. Americans are the western pilgrims who are carrying along with them that great mass of arts, sciences, vigor, and industry which began long since in the east; they will finish the great circle. The Americans were once scattered all over Europe; here they are incorporated into one of the finest systems of population which has ever appeared and which will hereafter become distinct by the power of the different climates they inhabit.

[1] Soil

[2] Where there is bread, there is the homeland.

[3] Cherishing or fostering mother

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Question 3

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

Author and lecturer Alfie Kohn contends that "competition by its very nature is always unhealthy." Read the following excerpt from Kohn's essay "Why Competition?"

> The cost of any kind of competition in human terms is incalculable. When my success depends on other people's failure, the prospects for a real human community are considerably diminished. . . . Moreover, when my success depends on my being *better than*, I am caught on a treadmill, destined never to enjoy real satisfaction. Someone is always one step higher, and even the summit is a precarious position in light of the hordes waiting to occupy it in my stead. I am thus perpetually insecure and, as psychologist Rollo May points out, perpetually anxious.

Then, in a well-written essay, develop a position on Kohn's claim about the nature of competition. 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: C
Question 2: D
Question 3: E
Question 4: D
Question 5: C
Question 6: D
Question 7: A
Question 8: A
Question 9: E
Question 10: B
Question 11: B
Question 12: E
Question 13: B
Question 14: B
Question 15: B
Question 16: C
Question 17: B
Question 18: A
Question 19: C
Question 20: D
Question 21: D
Question 22: E
Question 23: A
Question 24: B
Question 25: D
Question 26: C
Question 27: E
Question 28: A
Question 29: C
Question 30: C
Question 31: A
Question 32: D
Question 33: A
Question 34: B
Question 35: E
Question 36: A
Question 37: B
Question 38: E
Question 39: D
Question 40: E
Question 41: D
Question 42: C
Question 43: B
Question 44: E
Question 45: C
Question 46: A
Question 47: E
Question 48: A
Question 49: B
Question 50: B
Question 51: B
Question 52: E
Question 53: B
Question 54: E
Question 55: A

Free-Response Scoring Guidelines

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

AP® ENGLISH LANGUAGE AND COMPOSITION
2014 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** develop a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. 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** develop a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. 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** develop a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. 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 developing a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success
Essays earning a score of 2 demonstrate **little success** in developing a position on the claim that checking social networking profiles is an acceptable practice for potential employers or college admissions officers. 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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AP® ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

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.

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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 Crèvecoeur uses to make his argument about colonial American society. 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 Crèvecoeur uses to make his argument about colonial American society. 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 Crèvecoeur uses to make his argument about colonial American society.. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate
Essays earning a score of 4 **inadequately** analyze the rhetorical Crèvecoeur uses to make his argument about colonial American society. 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* means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

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Question 2 (continued)

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Crèvecoeur uses to make his argument about colonial American society. They are less perceptive in their understanding of the passage or Crèvecoeur'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 Crèvecoeur uses to make his argument about colonial American society. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Crèvecoeur 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.

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— Indicates an entirely blank response.

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AP® ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

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.

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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** develop a position on Kohn's claim about the nature of competition. 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** develop a position on Kohn's claim about the nature of competition. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position on Kohn's claim about the nature of competition. 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** develop a position on Kohn's claim about the nature of competition. 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 developing a position on Kohn's claim about the nature of competition. The essays may show less maturity in control of writing.

* For the purposes of scoring, *argument* means asserting a claim justified by evidence and/or reasoning.

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Question 3 (continued)

2 Little Success
Essays earning a score of 2 demonstrate **little success** in developing a position on Kohn's claim about the nature of competition. 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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— Indicates an entirely blank response.

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Scoring Worksheet

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

2014 AP English Language and Composition Scoring Worksheet

Section I: Multiple Choice

_____	× 1.2272 =	_____
Number Correct (out of 55)		Weighted Section I Score (Do not round)

Section II: Free Response

Question 1	_____ (out of 9)	× 3.0556 =	_____ (Do not round)
Question 2	_____ (out of 9)	× 3.0556 =	_____ (Do not round)
Question 3	_____ (out of 9)	× 3.0556 =	_____ (Do not round)

Sum = _____
Weighted Section II Score (Do not round)

Composite Score

_____	+	_____	=	_____
Weighted Section I Score		Weighted Section II Score		Composite Score (Round to nearest whole number)

AP Score Conversion Chart
English Language and Composition

Composite Score Range	AP Score
110-150	5
97-109	4
79-96	3
58-78	2
0-57	1

AP English Language and Composition

The College Board

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