CollegeBoard

AP® English Language and Composition Practice Exam

From the 2015 Administration

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Note: This publication shows the page numbers that appeared in the *2014–15 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 *2014–15 AP Exam Instructions* book.

AP® English Language and Composition Exam

Regularly Scheduled Exam Date: Wednesday morning, May 13, 2015

Late-Testing Exam Date: Wednesday afternoon, May 20, 2015

Section I Total Time: 1 hr. Section II Total Time: 2 hr. 15 min.

Section I

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

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

Section II

Total Time: 2 hours 15 minutes
Number of Questions: 3 essays
(15-minute reading period, 120-minute writing period)
Percent of Total Score: 55%
Writing Instrument: Pen with black or dark blue ink

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2014-15 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template(s)
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students' electronic devices (if needed)
- 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. Remember: You must complete a seating chart for this exam. See pages 279–280 for a seating chart template and instructions. See the *2014-15 AP Coordinator's Manual* for exam seating requirements (pages 48–50, 88).

If you are giving the regularly scheduled exam, say:

It is Wednesday morning, May 13, 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 20, 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 *2014-15 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? . . .

You will now take the multiple-choice portion of the exam. You should have in front of you the multiple-choice booklet and your answer sheet. 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. . . .

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 50 minutes, say:

There are 10 minutes remaining.

After 10 minutes, 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. Sit quietly while I collect your answer sheets.

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. After all answer sheets have been collected, say:

> **Now you must seal your exam booklet using the white seals you set aside earlier. 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. All items you placed under your chair at the beginning of this exam must stay there, and you are not permitted to open or access them in any way. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, or textbooks 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 may never discuss the 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 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 15-minute reading period. The reading period is designed to provide you with time to develop your responses. During the reading period you are advised to read Question 1, the synthesis question, and plan your answer. If you have time, you may also read Questions 2 and 3. You may make notes in the orange booklet, but your responses must be written in the free-response booklet using a pen with black or dark blue ink.

You have 2 hours to answer the questions. 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 to complete your responses, raise your hand. At the top of each extra sheet 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 now open your orange booklet and begin the 15-minute reading period.

Note Start Time here _____. Note Stop Time here _____. Check that students are writing any notes in the orange booklet. After 15 minutes, say:

The reading period is over. You should begin or continue writing your responses.

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 move on to Question 2.

After 40 minutes, say:

You are advised to move 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. Complete an Incident Report and include any exam booklets with extra sheets of paper in an Incident Report return envelope (see page 57 of the *AP Coordinator's Manual* for details). 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 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 Exam 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 Exam 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 must be placed 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 *2014-15 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.

Be sure to give the completed seating chart to the AP Coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

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 2015 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

2015

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 4KBP6-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 1-11. Read the following passage carefully before you choose your answers.

(This passage is from an essay published in the 1980s by a writer who was born in Trinidad, a former British colony.)

Childish memory recreates one of those Trinidad afternoons of burning heat, glare, heat-waves making watery mirages on the asphalt; I seem to remember how the wind stirred the wild grasses growing along the verges. An aircraft was standing on the runway. 'Look! Look!' Someone—presumably my brother—was waving a handkerchief at us from a port-hole. I seem to recall too the roar of the engines, the aircraft climbing into a blank, blue sky, becoming smaller as it rose higher, shrinking into an ever-diminishing point of metallic glitter . . . disappearing.

I would have been about five years old at the time—the baby of the family. On that day my brother had disappeared into regions unknown to me; and so became, as I have said, cloaked with an unreality I found impenetrable. But this unreality, however abstract, however bloodless, was loaded with implication for me. My brother, by reason of his academic successes, had established a pattern, a set of standards. Willy-nilly, these were transformed into a sort of Absolute—small-island, colonial style: willy-nilly, my character, my actual performance, my 'promise', would be judged against the expectations generated by that Absolute. *He* had won an 'Exhibition' (a type of scholarship) to a good secondary school. Would *I? He* had won a Trinidad Government scholarship that had taken him to Oxford. Would *I?* Invariably—how could it be otherwise?—I suffered by comparison. No one ever quite lives up to the demands of an Absolute. You gaze into mirrors—school reports, other faces, overheard opinions—and all you ever see reflected are your own inadequacies; the treasons you are alleged to have inflicted on a self-contained, self-sustaining regime of preconceived and unexamined expectations. I became 'sensitised' at an early age to discourtesy and stupidity. Those without imagination are doomed to these twin vices. Looking back on myself, I see that I was a difficult, moody and enigmatic child. It was a form of self-protection against the tyrannies that sought to imprison me, that offered me neither compassion nor courtesy. And—perhaps—the child has developed into a difficult, moody and enigmatic man. He doesn't like to think he is . . . but he recognizes, glancing into the mirrors that offer themselves, he may be.

Incidents come to mind—some of which still cause me pain. There was that most august relative of mine who (I was probably about ten years old at the time), when I baulked at eating with my hands—I can no longer remember what led up to that petty action of rebellion—remarked: 'Wait until *you* get to Oxford. *You* haven't got in there yet. Remember that.' Now, even at so tender an age, could I possibly forget?

1. The atmosphere conveyed by the first paragraph (lines 1-11) can best be described as

   (A) resigned yet longing
   (B) thoughtful yet dismayed
   (C) ephemeral yet intense
   (D) sentimental yet confused
   (E) chaotic yet disciplined

2. The author uses the phrase "however abstract, however bloodless" in lines 16-17 primarily to emphasize that

   (A) he was too young to understand the significance of attending Oxford
   (B) he had difficulty in distinguishing between reality and unreality
   (C) his brother's departure seemed innocuous but had serious ramifications
   (D) his brother was serenely unaware of things that occurred around him
   (E) his brother's departure made the author feel disconnected from his family

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3. The repeated use of the term "willy-nilly" (lines 20-22) primarily

(A) reveals the ignorance of the author as a child
(B) conveys the author's sense of haphazard unfairness
(C) suggests that the older brother's success is attributable to luck
(D) implies that the rivalry between the author and his brother is normal
(E) interjects a humorous note into an otherwise somber narrative

4. The "expectations" (line 23) are primarily characterized as

(A) difficult to attain because of the author's intellectual limitations
(B) more the products of the outside world than of the island society
(C) less problematic in reality than in the author's defensive recollections
(D) daunting because the standards they imply seem impossible to meet
(E) arbitrarily applied based on judgments made by the author's brother

5. The use of italics in lines 24-28 primarily

(A) highlights the author's admiration for his brother
(B) shifts the point of view of the author
(C) emphasizes the author's feelings of sadness
(D) stresses the informal nature of the narrative
(E) dramatizes the comparisons between the brothers

6. Which best describes the function of the statement "It was . . . courtesy" (lines 40-42) ?

(A) It presents a brief digression.
(B) It provides a transition to another topic.
(C) It explains the statement in the previous sentence.
(D) It reiterates the point of the previous sentence.
(E) It summarizes the main point of the first paragraph.

7. In context, the use of the word "tyrannies" (line 41) conveys the author's

(A) sense of being dominated by others
(B) view that the world is usually cruel
(C) naïve acceptance of the rules of others
(D) selfish desire to control others
(E) childish hurt at being ostracized

8. In the context of the passage, lines 43-46 ("And . . . may be") serve primarily to

(A) highlight the way in which the author shrinks from introspection
(B) reveal how the author has changed since childhood
(C) shift the emphasis from the younger to the older brother
(D) introduce an entirely new voice and perspective into the narration
(E) extend the implications of past events into the present

9. Lines 44-46 ("He doesn't . . . may be") are notable mainly because the author

(A) admits that he was not an easy child to know
(B) uses ellipsis to express personal confusion and despair over the past
(C) acknowledges his struggle to accept how his past has affected his identity
(D) metaphorically explains that we can never see ourselves with mirrorlike clarity
(E) rationalizes his childish behavior

10. What is the primary function of the final question of the passage (lines 53-54) ?

(A) To convey the author's sense of lasting bitterness
(B) To query the value of the sentiments raised earlier in the passage
(C) To shift the tone of the narrative from anger to acceptance
(D) To hint that the author no longer harbors concerns about his own achievements
(E) To challenge the accuracy of the author's memories

11. The author's attitude toward his past is best described as

(A) nostalgic wistfulness
(B) reflective resignation
(C) impulsive vengeance
(D) calm equanimity
(E) childish rebelliousness

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GO ON TO THE NEXT PAGE.

Questions 12-25. Read the following passage carefully before you choose your answers.

(The passage below is from a recent book on cognitive psychology.)

The psychologist Gary Klein tells the story of a team of firefighters that entered a house in which the kitchen was on fire.[1] Soon after they started hosing down the kitchen, the commander heard himself shout, "Let's get out of here!" without realizing why. The floor collapsed almost immediately after the firefighters escaped. Only after the fact did the commander realize that the fire had been unusually quiet and that his ears had been unusually hot. Together, these impressions prompted what he called a "sixth sense of danger." He had no idea what was wrong, but he knew something was wrong. It turned out that the heart of the fire had not been in the kitchen but in the basement beneath where the men had stood.

We have all heard such stories of expert intuition: the chess master who walks past a street game and announces "White mates in three" without stopping, or the physician who makes a complex diagnosis after a single glance at a patient. Expert intuition strikes us as magical, but it is not. Indeed, each of us performs feats of intuitive expertise many times each day. Most of us are pitch-perfect in detecting anger in the first word of a telephone call, recognize as we enter a room that we were the subject of the conversation, and quickly react to subtle signs that the driver of the car in the next lane is dangerous. Our everyday intuitive abilities are no less marvelous than the striking insights of an experienced firefighter or physician—only more common.

The psychology of accurate intuition involves no magic. Perhaps the best short statement of it is by the great Herbert Simon, who studied chess masters[2] and showed that after thousands of hours of practice they come to see the pieces on the board differently from the rest of us. You can feel Simon's impatience with the mythologizing of expert intuition when he writes: "The situation has provided a cue; this cue has given the expert access to information stored in memory, and the information provides the answer. Intuition is nothing more and nothing less than recognition."[3]

We are not surprised when a two-year-old looks at a dog and says "doggie!" because we are used to the miracle of children learning to recognize and name things. Simon's point is that the miracles of expert intuition have the same character. Valid intuitions develop when experts have learned to recognize familiar elements in a new situation and to act in a manner that is appropriate to it. Good intuitive judgments come to mind with the same immediacy as "doggie!"

Unfortunately, professionals' intuitions do not all arise from true expertise. Many years ago I visited the chief investment officer of a large financial firm, who told me that he had just invested some tens of millions of dollars in the stock of Ford Motor Company. When I asked how he had made that decision, he replied that he had recently attended an automobile show and had been impressed. "Boy, do they know how to make a car!" was his explanation. He made it very clear that he trusted his gut feeling and was satisfied with himself and with his decision. I found it remarkable that he had apparently not considered the one question that an economist would call relevant: Is Ford stock currently underpriced? Instead, he had listened to his intuition; he liked the cars, he liked the company, and he liked the idea of owning its stock. From what we know about the accuracy of stock picking, it is reasonable to believe that he did not know what he was doing.

The specific heuristics that Amos [Tversky, the author's colleague] and I studied provide little help in understanding how the executive came to invest in Ford stock, but a broader conception of heuristics now exists, which offers a good account. An important advance is that emotion now looms much larger in our understanding of intuitive judgments and choices than it did in the past. The executive's decision would today be described as an example of the affect heuristic,[4] where judgments and decisions are guided directly by feelings of liking and disliking, with little deliberation or reasoning.

1 *kitchen was on fire*: Gary A. Klein, *Sources of Power* (Cambridge, MA: MIT Press, 1999).
2 *studied chess masters*: Herbert Simon was one of the great scholars of the twentieth century, whose discoveries and inventions ranged from political science (where he began his career) to economics (in which he won a Nobel Prize) to computer science (in which he was a pioneer) and to psychology.
3 *"The situation . . . recognition"*: Herbert A. Simon, "What Is an Explanation of Behavior?" *Psychological Science* 3 (1992): 150–61.
4 *affect heuristic*: The concept of the affect heuristic was developed by Paul Slovic, a classmate of Amos's at Michigan and lifelong friend.

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12. In the first paragraph (lines 1-15), the author introduces his topic by

(A) describing a behavioral paradox that had previously defied explanation
(B) indicating how his research extends the theoretical work of Gary Klein
(C) showing why the research he conducts is so critically important
(D) providing a dramatic example of a phenomenon that he will examine
(E) illustrating a controversial theory by Gary Klein that he will analyze

13. In the second paragraph (lines 16-30), the author's attitude can best be described as

(A) condescending toward those who view intuition as a "magical" ability
(B) critical of the way science ignores "everyday" acts of intuition
(C) matter-of-fact regarding the "feats" that most people can perform
(D) curious regarding what constitutes "pitch-perfect" instincts
(E) astounded by the "striking" deeds of those who possess expertise

14. The author most likely provides the information in note 2 in order to

(A) indicate that chess masters understand psychology
(B) explain what he has learned from Herbert Simon
(C) relate Herbert Simon's work to that of most psychologists
(D) show the types of subjects that inform psychology
(E) describe Herbert Simon's broad experience

15. Which statement explains the structure and purpose of Herbert Simon's assertion (lines 38-41) ?

(A) He describes the difference between skill and talent by using parallel sentences to compare the two concepts.
(B) He emphasizes the relationship between thought and action by contrasting passive and active constructions.
(C) He examines a technique for achieving goals by using a series to indicate how a person might visualize success.
(D) He illustrates a method of critical thinking by using two sentences to show a hypothesis and conclusion.
(E) He clarifies a complex thought process by using independent clauses to indicate how one idea links to the next.

16. According to note 3, Herbert Simon's article appears in

(A) a book in a series
(B) an academic anthology
(C) a scholarly journal
(D) a multivolume encyclopedia
(E) an annual conference report

17. Which purpose does the discussion of the "doggie" (lines 42-45) primarily serve?

(A) It contextualizes the accomplishments of experts.
(B) It demonstrates the flexibility of the young brain.
(C) It shows how learning takes place in the brain.
(D) It suggests we are all capable of appreciating experts.
(E) It indicates the importance of early experiences.

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

(The passage below is from a recent book on cognitive psychology.)

The psychologist Gary Klein tells the story of a team of firefighters that entered a house in which the kitchen was on fire.[1] Soon after they started hosing down the kitchen, the commander heard himself shout, "Let's get out of here!" without realizing why. The floor collapsed almost immediately after the firefighters escaped. Only after the fact did the commander realize that the fire had been unusually quiet and that his ears had been unusually hot. Together, these impressions prompted what he called a "sixth sense of danger." He had no idea what was wrong, but he knew something was wrong. It turned out that the heart of the fire had not been in the kitchen but in the basement beneath where the men had stood.

We have all heard such stories of expert intuition: the chess master who walks past a street game and announces "White mates in three" without stopping, or the physician who makes a complex diagnosis after a single glance at a patient. Expert intuition strikes us as magical, but it is not. Indeed, each of us performs feats of intuitive expertise many times each day. Most of us are pitch-perfect in detecting anger in the first word of a telephone call, recognize as we enter a room that we were the subject of the conversation, and quickly react to subtle signs that the driver of the car in the next lane is dangerous. Our everyday intuitive abilities are no less marvelous than the striking insights of an experienced firefighter or physician—only more common.

The psychology of accurate intuition involves no magic. Perhaps the best short statement of it is by the great Herbert Simon, who studied chess masters[2] and showed that after thousands of hours of practice they come to see the pieces on the board differently from the rest of us. You can feel Simon's impatience with the mythologizing of expert intuition when he writes: "The situation has provided a cue; this cue has given the expert access to information stored in memory, and the information provides the answer. Intuition is nothing more and nothing less than recognition."[3]

We are not surprised when a two-year-old looks at a dog and says "doggie!" because we are used to the miracle of children learning to recognize and name things. Simon's point is that the miracles of expert intuition have the same character. Valid intuitions develop when experts have learned to recognize familiar elements in a new situation and to act in a manner that is appropriate to it. Good intuitive judgments come to mind with the same immediacy as "doggie!"

Unfortunately, professionals' intuitions do not all arise from true expertise. Many years ago I visited the chief investment officer of a large financial firm, who told me that he had just invested some tens of millions of dollars in the stock of Ford Motor Company. When I asked how he had made that decision, he replied that he had recently attended an automobile show and had been impressed. "Boy, do they know how to make a car!" was his explanation. He made it very clear that he trusted his gut feeling and was satisfied with himself and with his decision. I found it remarkable that he had apparently not considered the one question that an economist would call relevant: Is Ford stock currently underpriced? Instead, he had listened to his intuition; he liked the cars, he liked the company, and he liked the idea of owning its stock. From what we know about the accuracy of stock picking, it is reasonable to believe that he did not know what he was doing.

The specific heuristics that Amos [Tversky, the author's colleague] and I studied provide little help in understanding how the executive came to invest in Ford stock, but a broader conception of heuristics now exists, which offers a good account. An important advance is that emotion now looms much larger in our understanding of intuitive judgments and choices than it did in the past. The executive's decision would today be described as an example of the affect heuristic,[4] where judgments and decisions are guided directly by feelings of liking and disliking, with little deliberation or reasoning.

1 *kitchen was on fire*: Gary A. Klein, *Sources of Power* (Cambridge, MA: MIT Press, 1999).

2 *studied chess masters*: Herbert Simon was one of the great scholars of the twentieth century, whose discoveries and inventions ranged from political science (where he began his career) to economics (in which he won a Nobel Prize) to computer science (in which he was a pioneer) and to psychology.

3 *"The situation . . . recognition"*: Herbert A. Simon, "What Is an Explanation of Behavior?" *Psychological Science* 3 (1992): 150–61.

4 *affect heuristic*: The concept of the affect heuristic was developed by Paul Slovic, a classmate of Amos's at Michigan and lifelong friend.

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18. As it is used in line 46, the word "character" refers to a

(A) sign or symbol
(B) professional perspective
(C) quality or nature
(D) moral reputation
(E) personality type

19. The author discusses "Valid intuitions" (line 46) to set up a distinction between

(A) cynical and naïve responses
(B) analytical and emotional reasoning
(C) authentic and imagined achievements
(D) natural reactions and false mannerisms
(E) intellectual desire and financial motivation

20. Which of the following strategies does the author employ in the fifth paragraph (lines 52-70) ?

(A) He uses an interrogative sentence to summarize the chief investment officer's main concern about Ford.
(B) He uses a colon to emphasize the significance of "the one question" that an economist would find "relevant."
(C) He cites the chief investment officer to demonstrate the enthusiasm with which an informed expert forms an opinion.
(D) He repeats "he liked" in a series to show his own support of the chief investment officer's decision.
(E) He contrasts "what we know" and what "he did not know" to suggest that anyone could be an investor.

21. Which of the following pieces of information does note 4 provide?

(A) An acknowledgment of a theoretical contribution
(B) A description of the origins of heuristic study
(C) An example of a professional rivalry
(D) A comparison of different heuristics
(E) A definition of the affect heuristic

22. In the final paragraph (lines 71-82), the author concludes the passage by discussing

(A) a peer review that confirms how influential he is among psychologists
(B) an application of his research in other fields and subject areas
(C) a concept that indicates the direction of new research in his field
(D) a case study that shows the consequences of avoiding intuitive judgments
(E) an experiment that reveals the emotional outlook of modern people

23. In the passage, the author develops his argument primarily through

(A) scholarly debate
(B) clinical observations
(C) patient interviews
(D) informal anecdotes
(E) expert testimony

24. Which of the following best characterizes the author's attitude toward other psychologists?

(A) Congratulatory
(B) Respectful
(C) Grateful
(D) Envious
(E) Wary

25. The primary purpose of the passage is to

(A) explain the logic behind intuitive judgments
(B) discredit a theory accepted by most psychologists
(C) problematize a method of improving reasoning skills
(D) reveal a gap in the current state of psychological research
(E) indicate concerns about the rise of emotional decision making

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Questions 26-39. Read the following passage carefully before you choose your answers.

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

There is something preemptive about laziness, something that smacks of a decision to refuse all offers even before they're put on the table. The lazy don't come to the table. And I think there is a philosophical component to this reluctance. At bottom, laziness is negation, turning one's back on what others neutrally, cheerfully, or resignedly go to meet. The truly lazy—the ones who cannot bring themselves to greet and meet, to scheme and struggle, to interact on a daily basis with others—are, in effect, refusing to affix their signatures to the social contract. Given that success hinges on understanding, using, and occasionally subverting the social contract, the lazy don't stand a chance.

The secret to failure is far more elusive than the secret to success. Lagging behind when one could have advanced isn't just about laziness; it's about all the things that psychoanalysis takes a rather serious view of—the absence of love, coping with anger, rationalizing failure, the reluctance to supersede or replace one's father. Heavy stuff, and perhaps true, but the acknowledgment of which never put a dime in my pocket.

Laziness just is. It's like being freckled or color blind. Indeed, when the world was younger, intelligent people believed they had no choice in the matter of who was naughty or nice, passive or active. Hippocrates's theory[1] of "temperament," which anchored Western medicine for two millennia, put some muscle behind varieties of human behavior. Well, not muscle exactly—more like four potentially pathogenic substances, or cardinal humors, whose relative proportion in the blood determined personality and moods. The Church fathers, as it turns out, were on the right track; only the messenger and manner of delivery were wrong. It's not black bile or phlegm that causes Oblomov-like[2] symptoms but a certain kind of electrochemical activity in the left frontal lobe of the brain, or whatever. The point is, everyone enters the world predisposed physiologically to think and feel in certain ways.

Happenstance also has its place; I don't deny that. But do any two people react identically to the same stimuli? The event that jump-starts one person's psyche does not necessarily have the same effect on another's. It's one thing to concede that certain tendencies can be reinforced or weakened by experience; it is quite another to think that some event during my formative years, which might have occurred but didn't, would have had me sharing a bucket of Kentucky Fried Chicken with Bill Gates, or loping down a runway in Milan wearing a spiffy outfit by Valentino. In short, there's no contradiction in thinking that temperament defines you and thinking that you're still in charge of your life. Temperament is the gas, but you've got a foot on the pedal.

Because of some unpredictable sequence of recombinant DNA and early experiences, I always knew I'd write things. I also knew I was an incurable lazybones. This accounts, in my case, for the odd tension between writing and laziness, which Samuel Beckett describes to a T: "There is nothing to express, nothing with which to express, nothing from which to express, no power to express, no desire to express, together with the obligation to express." As a solid constituent of the couchant[3] class, I can say that the obligation to express does not weigh heavily. Still, I have my moments—moments when I feel like addressing the fading shimmer of my own skin. I want answers. Or, more precisely, one big answer. In a sense, life is like an examination that has only one question—the one that asks why you're taking the exam in the first place. Having been instructed to "fill in the blank" (an aptly phrased command), you ponder, and then wonder if perhaps the truest answer is no answer at all. But in the end, because there is, after all, plenty of time to reflect and you do want to leave the room, you hunker down and fill in the blank. My own response is hardly profound or incisive: I'm taking the exam because I like writing sentences, and because—well, what else do I have to do?

As for the laziness that moves with me wherever I go, I have finally found a way to make it "work" for me. Lassitude, aloofness, low-grade depression, coupled with a healthy respect for money, have gradually steered me to the obvious vocation. Yes, dear reader, I have become a screenwriter.

[1] Hippocrates was an ancient Greek physician who believed that bodily fluids, or humors, influenced human health and disposition.

[2] Oblomov is a nobleman in a nineteenth-century Russian novel who is famous for his lethargy and inertia.

[3] lying on the belly with the head raised, like a heraldic lion on a coat of arms

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26. Which statement provides the best rhetorical analysis of the first sentence (lines 1-3) ?

(A) The author betrays a sense of resentment by using the modification "even before."
(B) The author adopts an authoritative stance on the topic by beginning with "There is."
(C) The author defines the scope of his argument by referring to "all offers."
(D) The author expresses his anger by selecting the confrontational verb "smacks."
(E) The author suggests the difficulty of the topic by describing "something" in two contrasting ways.

27. In lines 3 and 4, the author uses the word "table" idiomatically to discuss

(A) religious belief
(B) cultural awareness
(C) civic participation
(D) financial obligation
(E) legal responsibility

28. In lines 12-14 ("Given … chance"), the author's primary purpose is to

(A) argue against the authority of the social contract
(B) trivialize the difficulties of being lazy
(C) discourage the reader's identification with lazy people
(D) assert the power of the social contract
(E) counsel the reader to be wary of lazy people

29. The author's writing in lines 5-14 ("At bottom . . . chance") is characterized by the use of

(A) short sentences that accentuate key facts and opinions
(B) series that broaden the scope of the discussion
(C) adjectives used as nouns to criticize different groups
(D) dashes to indicate hesitation
(E) abstract language to obscure his point

30. In the second paragraph (lines 15-23), the author primarily implies that laziness is a

(A) factor contributing to failure but not the sole cause
(B) common characteristic among intellectuals and artists
(C) personal trait that people try to hide from one another
(D) psychological problem that may be cured through therapy
(E) coping strategy that requires time to perfect

31. The author's tone in the statement "Laziness just is" (line 24) can best be described as

(A) apprehensive
(B) embittered
(C) pragmatic
(D) apologetic
(E) morose

32. In the third paragraph (lines 24-41), the author discusses Hippocrates' theory in order to

(A) argue that environment has an immense influence on people
(B) criticize the division of human nature into basic types
(C) assess whether science or religion had a greater influence on early medicine
(D) confirm that laziness leads to serious character flaws
(E) establish the long-standing belief that habits of mind are innate

33. At the end of the fourth paragraph (lines 42-56), the author acknowledges that people

(A) are motivated by competition
(B) can control their behavior
(C) should learn to question others
(D) need to spend some time alone
(E) tend to act out in anger

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34. Why does the author mention Bill Gates and Valentino in lines 50-53 ("sharing a bucket … Valentino") ?

(A) To state that memory is subject to change
(B) To imagine what could be accomplished if one had multiple lives
(C) To provide examples of casual and formal lifestyles
(D) To assert that people do not have a definitive path in life
(E) To compare the unique talents of two very different people

35. Which statement best describes the significance of the Beckett quotation in lines 62–65 ("There is … to express") ?

(A) Writing is inherently a paradoxical endeavor.
(B) The best writers are their own harshest critics.
(C) One is born with the ability to write creatively; the skill cannot be taught.
(D) Writing is an ambition that few attempt to realize.
(E) There is a time and a place to speak in earnest.

36. The author assumes a self-important tone in lines 65–70 ("As a solid … big answer") to

(A) express indignation, so as to distance himself from the lazy
(B) convey surprise, so as to emphasize the unexpected nature of his self-revelation
(C) affect seriousness, so as to conceal his indifference to the topic
(D) chastise his audience, so as to reinforce his authority
(E) mock himself, so as to build credibility with his audience

37. In the fifth paragraph, the author suggests that "the truest answer" (line 75)

(A) requires a level of philosophical awareness that defies human expression
(B) is not worth providing if it cannot be revised from time to time
(C) would take too long to articulate within a single lifetime
(D) could not possibly describe the communal experience of all people
(E) necessitates the type of intellectual discipline and rigor that few people possess

38. Based on the author's views in the first paragraph, the "truly lazy" (line 8) would most likely respond to an actual examination question by

(A) convincing others to leave the examination room with them
(B) negotiating so that they could answer the question another day
(C) refusing to enter the examination room at all
(D) having someone else answer the question for them
(E) waiting to the last minute before answering the question

39. Which statement best describes a major turning point in the passage?

(A) In Paragraph 3 (lines 24-41), the author shifts from the negative to the positive aspects of laziness.
(B) In Paragraph 4 (lines 42-56), the author begins addressing the psychological implications of laziness.
(C) In Paragraph 4 (lines 42-56), the author starts speaking about laziness in the abstract.
(D) In Paragraph 5 (lines 57-81), the author's objective analysis of laziness gives way to subjective experience.
(E) In Paragraph 5 (lines 57-81), the author's criticism of laziness turns to justification.

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Questions 40-55. Read the following passage carefully before you choose your answers.

(This passage is from an essay by an eighteenth-century British writer.)

There is one essential point wherein a political liar differs from others of the faculty; that he ought to have but a short memory, which is necessary according to the various occasions he meets with every hour, of differing from himself and swearing to both sides of a contradiction, as he finds the persons disposed, with whom he has to deal. In describing the virtues and vices of mankind, it is convenient, upon every article, to have some eminent person in our eye, from whom we copy our description. I have strictly observed this rule; and my imagination this minute represents before me a certain great man famous for this talent, to the constant practice of which he owes his twenty years' reputation of the most skilful head in England, for the management of nice affairs. The superiority of his genius consists in nothing else but an inexhaustible fund of political lies, which he plentifully distributes every minute he speaks, and by an unparalleled generosity forgets, and consequently contradicts the next half hour. He never yet considered whether any proposition were true or false, but whether it were convenient for the present minute or company to affirm or deny it; so that if you think fit to refine upon him by interpreting everything he says, as we do dreams, by the contrary, you are still to seek, and will find yourself equally deceived whether you believe or no: the only remedy is to suppose that you have heard some inarticulate sounds, without any meaning at all. And besides, that will take off the horror you might be apt to conceive at the oaths wherewith he perpetually tags both ends of every proposition: though at the same time I think he cannot with any justice be taxed with perjury, when he invokes God and Christ, because he has often fairly given public notice to the world, that he believes in neither.

Some people may think that such an accomplishment as this, can be of no great use to the owner or his party, after it has been often practised, and is become notorious; but they are widely mistaken: Few lies carry the inventor's mark, and the most prostitute enemy to truth may spread a thousand without being known for the author. Besides, as the vilest writer has his readers, so the greatest liar has his believers; and it often happens, that if a lie be believed only for an hour, it has done its work, and there is no farther occasion for it. Falsehood flies, and truth comes limping after it; so that when men come to be undeceived, it is too late, the jest is over, and the tale has had its effect: like a man who has thought of a good repartee when the discourse is changed or the company parted: or, like a physician who has found out an infallible medicine, after the patient is dead.

Considering that natural disposition in many men to lie, and in multitudes to believe, I have been perplexed what to do with that maxim so frequent in everybody's mouth, that "Truth will at last prevail." Here has this island* of ours, for the greatest part of twenty years, lain under the influence of such counsels and persons, whose principle and interest it was to corrupt our manners, blind our understanding, drain our wealth, and in time destroy our constitution both in Church and State; and we at last were brought to the very brink of ruin; yet, by the means of perpetual misrepresentations, have never been able to distinguish between our enemies and friends.

*England

40. The author's primary purpose in the passage is to

(A) show how behavior that is widely condemned as vicious is a source of national prosperity
(B) express resignation about the resistance of successful liars to attempts to reform them
(C) trivialize the friendships of a self-serving political elite
(D) illustrate the process by which individuals become interested in politics
(E) disparage a vice and explain how it has flourished

41. The words "ought" and "necessary" (lines 2-3) convey the author's sense of

(A) shame
(B) obligation
(C) defiant zeal
(D) cynical pragmatism
(E) sympathetic identification

42. The author's attitude in describing "a certain great man" (line 12) is best characterized as

(A) wistfully admiring
(B) openly fascinated
(C) mockingly contemptuous
(D) ironic yet compassionate
(E) defensive and uncertain

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43. The "talent" mentioned in line 13 refers most nearly to a

(A) facility with financial matters
(B) flexibility of conviction
(C) pronounced physical agility
(D) vicious and cruel propensity
(E) mediocre performance

44. In line 15, the phrase "nice affairs" refers to

(A) sumptuous entertainments
(B) familial relationships
(C) conscientious preparations
(D) matters requiring tactful handling
(E) kind and friendly interchanges

45. In context, the phrase "unparalleled generosity" (line 19) serves as

(A) decisive refutation of an argument
(B) categorical support for a gesture
(C) deceptively unpretentious rhetoric
(D) hyperbolic sarcasm
(E) effusive praise

46. In lines 23-27, the statement "so that . . . or no" emphasizes which of the following qualities of liars?

(A) Their prepossessing appearance
(B) Their inscrutability
(C) Their reasonableness
(D) Their assertiveness
(E) Their eloquence

47. The author suggests that people hear "inarticulate sounds" (line 28) when they listen to the speaker because the words are so

(A) self-glorifying
(B) self-contradictory
(C) frightening
(D) conventional
(E) melodious

48. The primary function of the second paragraph (lines 37-53) is to

(A) contradict the position taken in the first paragraph
(B) reveal the error in a particular belief
(C) develop the character of the "great man" introduced in the first paragraph
(D) examine the purpose of a cherished ideal
(E) parody the way in which liars exploit rhetoric for their own purposes

49. What is the primary function of the statement "Falsehood flies, and truth comes limping after it" (lines 47-48) ?

(A) It uses an ad hominem argument to convey the author's contempt for liars.
(B) It personifies falsehood to evoke sympathy for those accused of lying.
(C) It creates a visual contrast to emphasize the power of lies.
(D) It employs alliteration to suggest that truth and falsehood are closely related.
(E) It uses hyperbole to undermine its literal meaning.

50. Lines 50-53 ("like a man . . . is dead") exemplify

(A) a contrast between genuine and hypocritical virtue
(B) the maliciousness of liars
(C) the perplexing unreasonableness of lying
(D) the inconvenience of truth in worldly matters
(E) the inefficacy of truth in limiting lies' effects

51. The primary function of the sentence in lines 54-57 ("Considering . . . prevail") is to

(A) question the validity of a popular saying
(B) refute assertions made in the previous paragraph
(C) minimize the severity of the danger described
(D) offer qualified approval for a particular phenomenon
(E) give an example of a political circumlocution

52. The author's attitude toward the state of "this island of ours" (line 58) is one of

(A) dismay
(B) ambivalence
(C) neutrality
(D) forgiving magnanimity
(E) deepening loyalty

53. The parallel phrasing in lines 60-63 ("whose . . . State") helps to create a tone of

(A) guarded skepticism
(B) mounting outrage
(C) subtle hopefulness
(D) reluctant patriotism
(E) bleak melancholy

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54. Which of the following comes closest to the meaning of the concluding observation in lines 58-66 (“Here . . . friends”) ?

(A) Certain politicians have injured the nation by diverting its resources to their own pockets.
(B) Powerful liars have manipulated language to escape punishment for their transgressions.
(C) External threats have multiplied since a particular party assumed control of the government.
(D) The public is so envious of successful liars that it has come to hold honest people in contempt.
(E) The devious speech of liars has so confused the public that no one knows whom to trust.

55. The change in tone from the first to the third paragraph serves which of the following functions?

(A) It heightens the seriousness of the author’s themes and views.
(B) It balances antithetical viewpoints.
(C) It allows for an ironic reassessment of the man portrayed in the first paragraph.
(D) It invites the reader to be skeptical of the author’s judgment.
(E) It offers a sense of reasonable compromise.

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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ACKNOWLEDGMENTS

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Section II: Free-Response Questions

This is the free-response section of the 2015 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

2015

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

At a Glance

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

Reading Period

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

Writing Period

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

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

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

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 4KBP6-S
36

Section II begins on page 5.

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.)

Children are some of the most highly sought consumers in the world; therefore, marketers continue to compete for the money children spend and for the influence they have on their parents' spending. Some organizations, including child advocacy groups, have expressed concern about the ethics of marketing to children. However, others believe that some types of marketing can have a positive influence on children.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay that develops a position on the ethics of marketing goods and services to children.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. 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 (graph)
Source B (Benady)
Source C (Beder)
Source D (cartoon)
Source E (FTC)
Source F (Brooks-Gunn and Donahue)

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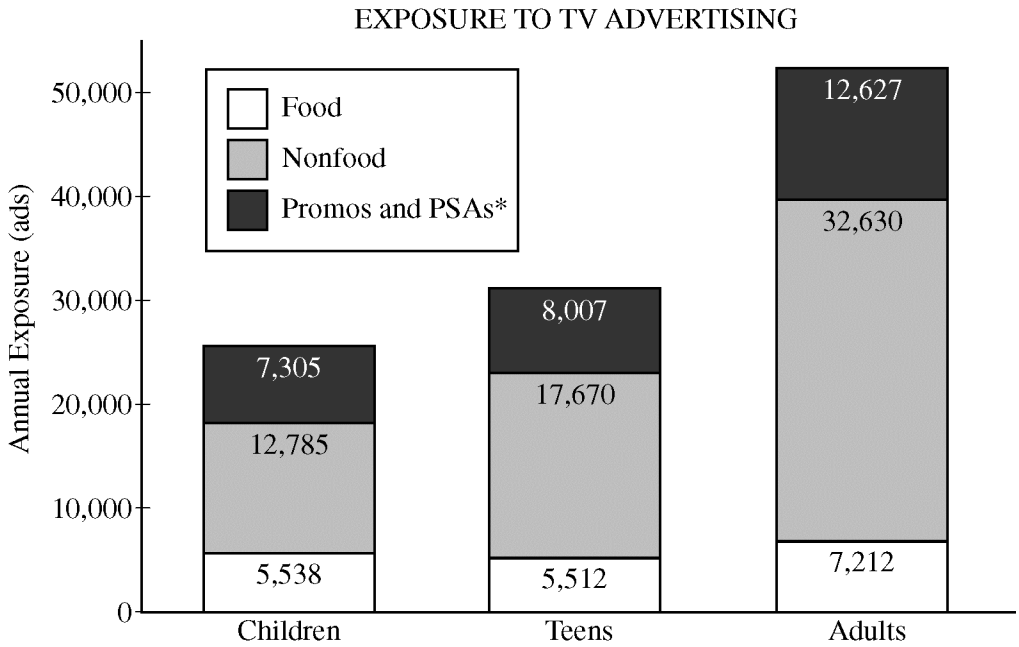
GO ON TO THE NEXT PAGE.

Source A

Holt, Debra J. et al. "Children's Exposure to TV Advertising in 1977 and 2004: Information for the Obesity Debate." *Federal Trade Commission*. Federal Trade Commission, 1 June 2007. Web. 17 April 2012.

The following is adapted from a graph in a report on television advertising written by the Bureau of Economics staff at the Federal Trade Commission. The data shown in the graph is from 2004.



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Source B

Benady, David. "The Positive Power of Pestering." *Marketing Week*. Centaur Media, 18 Jan. 2008. Web. 17 May 2012.

The following is excerpted from an opinion piece published in an online marketing magazine in Great Britain.

From the people who invented the much-derided technique called pester power, here is kiddie marketers' latest twist on that old and discredited practice: Positive pester power.

The idea is that brands have developed clever persuasive tools to influence consumer behaviour. What if those tools could be harnessed to promote positive behaviour among children?

Advertising and marketing techniques could encourage children to eat healthily, participate in sport and read books. They could give children the ammunition to encourage their parents to be more environmentally and socially aware and to change their lifestyles in positive ways.

There are already examples of positive marketing to children—Sainsbury's [a British supermarket chain] has created the Blue Parrot range of healthy kids' food, children's TV channel Nickelodeon promotes fresh fruit and vegetables on its stations and the massive marketing budgets behind the Harry Potter books are credited with encouraging children to read.

In these days of corporate social responsibility, brands are keen to demonstrate their ethical credentials at every turn. And kids' brands are no different.

The problem is that the words pester power have negative associations, usually referring to the way brands pressurise kids to harass their parents into buying them crisps, soft drinks, chocolates or the latest expensive toy. Some see all marketing to children as containing an element of pester power as it is parents who foot the bill. Simply putting the word "positive" in front of the term seems oxymoronic. . . .

So is it morally acceptable for brands to get children to persuade their parents to help them pursue positive behaviour? The idea, floated by schools marketing agency the National Schools Partnership, has attracted support from the most surprising quarters.

The Children's Food Campaign, which has spearheaded the fight to ban junk food advertising, backs positive pester power as a force for good. Other child experts agree it is a good idea.

But some oppose all commercial marketing aimed at children. Pressure group Compass has called for an all-out ban on advertising to kids and no doubt our supreme spiritual leader the Archbishop of Canterbury Rowan Williams—known for his anti-marketing views—would back that call.

The question is whether the Government can be persuaded to love pester power of the positive variety. Children's minister Ed Balls has launched an investigation into the commercialisation of childhood, and is poised to appoint a children's expert to lead the research. Brand owners are fearing the worst.

Brands need to sharpen their arguments and convince the Minister—and whichever half-baked TV personality he appoints to lead the review—that they can play a constructive role in advancing the interests of children.

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Source C

Beder, Sharon. "Marketing to Children." *University of Wollongong*. University of Wollongong, n.d. Web. 17 May 2012.

The following is excerpted from an article on the Web site of the author, a faculty member in the School of Social Sciences, Media and Communication at the University of Wollongong in Australia.

There are questions about the ability of children so young to understand advertising and its intent and not be deceived and manipulated by it. Experts say that children don't understand persuasive intent until they are eight or nine years old and that it is unethical to advertise to them before then.[1] According to Karpatkin and Holmes from the Consumers Union, "Young children, in particular, have difficulty in distinguishing between advertising and reality in ads, and ads can distort their view of the world."[2] Additionally children are unable to evaluate advertising claims.

At the same time, Richard Mizerski, an Australian professor of marketing, observes; "their cognitive structures are beginning to form and they are most sensitive to external influences."[3] This is especially a problem when advertisements appear on school walls and posters and book covers and gain legitimacy from the supposed endorsement of the school so that children think they must be true.[4]

One study by Roy Fox, Associate Professor of English Education at the University of Missouri-Columbia, found that children watching athletes in television commercials thought that the athletes paid to be in the advertisements to promote themselves rather than the products. They believed children in advertisements were real rather than paid actors and they often confused advertisements with news items. Generally they did not understand the commercial intent and manipulation behind advertisements.[5]

Older children pay less attention to advertisements and are more able to differentiate between the ads and TV programs[6] but they are also easy prey for advertisers. Around puberty, in their early teens, children are forming their own identities and they are "highly vulnerable to pressure to conform to group standards and mores."[7] At this age they feel insecure and want to feel that they belong to their peer group. Advertising manipulates them through their insecurities, seeking to define normality for them; influencing the way they "view and obtain appropriate models for the adult world;" and undermining "fundamental human values in the development of the identity of children."[8] Advertisements actively encourage them to seek happiness and esteem through consumption.

It is for these reasons that marketing to children should be carefully restricted. In particular advertisements aimed at children under the age of 9 years old, including on the internet and during children's television programmes, should be banned. Such advertising subsidises the cost of these services at the cost of our children's values, sense of well-being, health and integrity. Moreover the future of the planet is at stake if we allow advertisers and marketers to turn children into hyper consumers of the future.

[1]Stephen Frith, 'What's the Problem?', in Tracy Newlands and Stephen Frith (eds), *Innocent Advertising? Corporate Sponsorship in Australian Schools* (Sydney: New College Institute for Values Research, University of NSW, 1996), p. 13.

[2] Rhoda H. Karpatkin and Anita Holmes, 'Making schools ad-free zones', *Educational Leadership*, Vol. 53, No. 1 (1995).

[3]Richard Mizerski, 'The relationship between cartoon trade character recognisation and attitude toward product category in young children', *Journal of Marketing*, Vol. 59, No. 4 (1995)

[4]Anon, 'What Business Does Big Business Have in our Schools?', World Wide Web, 1996.

[5]Roy F. Fox, 'Manipulated kids: teens tell how ads influence them', *Educational Leadership*, Vol. 53, No. 1 (1995)

[6]Mizerski, op.cit.

[7]Frith, op.cit., p. 13.

[8]Ibid., pp. 13-14; Mizerski, op.cit.

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Source D

Wilcox, Cathy. Untitled cartoon. "Food Marketing to Children." *Cancer Council NSW*. Cancer Council NSW, n.d. Web. 17 April 2012.

The following cartoon is from the Web site of a community-funded, community-focused charitable organization in Australia.

By permission of Cathy Wilcox, Sydney Morning Herald.

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Source E

"Interagency Working Group Seeks Input on Proposed Voluntary Principles for Marketing Food to Children." *Federal Trade Commission.* Federal Trade Commission, 28 April 2011. Web. 17 April 2012.

The following is excerpted from a press release by the Federal Trade Commission, whose mission is to protect America's consumers by preventing fraud, deception, and unfair business practices in the marketplace.

In an effort to combat childhood obesity—the most serious health crisis facing today's youth—a working group of four federal agencies today released for public comment a set of proposed voluntary principles that can be used by industry as a guide for marketing food to children.

Led by former Sen. Sam Brownback and Sen. Tom Harkin, Congress directed the Federal Trade Commission, together with the Food and Drug Administration, the Centers for Disease Control and Prevention, and the U.S. Department of Agriculture, to establish an Interagency Working Group of federal nutrition, health, and marketing experts to develop recommendations for the nutritional quality of food marketed to children and adolescents, ages 2 to 17. The working group seeks public comment on the proposed voluntary nutrition and marketing principles it has developed. After public comment, the working group will make final recommendations in a report to Congress. This is not a proposed government regulation.

The proposed voluntary principles are designed to encourage stronger and more meaningful self-regulation by the food industry and to support parents' efforts to get their kids to eat healthier foods. While the goals they would set for food marketers are ambitious and would take time to put into place, the public health stakes could not be higher. One in three children is overweight or obese. . . .

"Children are strongly influenced by the foods they see advertised on television and elsewhere. Creating a food marketing environment that supports, rather than undermines, the efforts of parents to encourage healthy eating among children will have a significant impact on reducing the nation's childhood obesity epidemic," said Health and Human Services Secretary Kathleen Sebelius. "These new *Principles* will help food and beverage companies use their creativity and resources to strengthen parents' efforts to encourage their children to make healthy choices."

"As a parent and grandparent, I know the power advertising and marketing can have on kids, and my hope is that the food industry will embrace these voluntary principles and apply them so parents can make informed decisions about the foods they feed their children," said Agriculture Secretary Tom Vilsack.

"To their credit, some of the leading companies are already reformulating products and rethinking marketing strategies to promote healthier foods to kids. But we all have more work to do before we can tip the scales to a healthier generation of children," said FTC Chairman Jon Leibowitz. "This proposal encourages ***all*** food marketers to expand voluntary efforts to reduce kids' waistlines." . . .

The proposed principles are voluntary and do not call for government regulation of food marketing. They are an opportunity for food and beverage manufacturers, public health advocates, the entertainment industry, academics, and other stakeholders to provide comments that will inform the working group's final recommendations to Congress.

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Source F

Brooks-Gunn, Jeanne, and Elisabeth Donahue, eds. "The Power of Positive Marketing." *The Future of Children: Children and Electronic Media* 18.1: n.pag. Princeton University and The Brookings Institution, 2008. Web. 17 April 2012.

The following is excerpted from a report detailing the effects of marketing to children and youth through electronic media.

[R]esearch examining social marketing campaigns suggests that media can also be a powerful tool in promoting healthy behavior and preventing risky behavior among children and adolescents. Recent reviews indicate that social marketing through television, radio, outdoor and print advertising, and the Internet is effective in changing health behaviors on a population level. In general, these studies show that social marketing has successfully changed health behavior such as smoking, physical activity, and condom use, as well as behavioral mediators such as knowledge, attitudes, and beliefs related to these behaviors.

The success of the *truth* campaign in preventing smoking among young people, for example, has been well documented. This effort, supported by the American Legacy Foundation, tapped into adolescents' need for independence, rebellion, and personal control by presenting appealing social images of a nonsmoking lifestyle—cool kids living without tobacco. According to research, the decline in youth smoking attributable to this campaign equates to some 300,000 fewer youth smokers and thus millions of added life years as well as tremendous reductions in health care and social costs. An analysis of a smaller state-funded anti-smoking campaign in Massachusetts found that adolescents who were aged twelve to thirteen years at the study's outset and who reported exposure to television antismoking advertisements were significantly less likely to progress to established smoking than their peers who did not report exposure.

Other health-related campaigns that have documented success include the 1% or Less campaign and the KNOW HIV/AIDS public education program. The California Adolescent Nutrition and Fitness (CANFit) program found that after its 1% or Less campaign in East Los Angeles, whole milk purchases dropped from 66 percent to 24 percent of overall sales and that the share of all low-fat milk sold had more than doubled. The KNOW HIV/AIDS campaign, a public education effort in 2003, which built on the existing partnership between the Kaiser Family Foundation and Black Entertainment Television has also reported successful results. In a 2004 survey of African Americans reported by Victoria Rideout, 82 percent of all respondents and 94 percent of young adults aged eighteen to twenty-four recalled at least one KNOW HIV/AIDS campaign advertisement or program component, and 70 percent recalled seeing two specific advertisements. Respondents who reported exposure to one or more campaign component said that the campaign had influenced their plans for the future, including visiting a doctor or getting tested for HIV, and were more likely than respondents who were not aware of campaign components to indicate they planned to engage in these behaviors.

Prepared by Ann Cami based on information contained in *The Future of Children: Children and Electronic Media*, Jeanne Brooks-Gunn and Elisabeth Donahue, eds., Volume 18, Number 1, Spring 2008. www.futureofchildren.org.

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Question 2

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

Jane Addams (1860–1935) was a well-known and respected activist who devoted her career to social services in Chicago. On February 23, 1903, she delivered the following address to the city's Union League Club—a civic organization—to commemorate the birthday of George Washington, the first president of the United States. Read the excerpt carefully. Then, in a well-organized essay, analyze the rhetorical strategies Addams uses to communicate her views on the significance of George Washington's legacy. Support your analysis with specific references to the text.

What is a great man who has made his mark upon history? Every time, if we think far enough, he is a man who has looked through the confusion of the moment and has seen the moral issue involved; he is a man who has refused to have his sense of justice distorted; he has listened to his conscience until conscience becomes a trumpet call to like-minded men, so that they gather about him and together, with mutual purpose and mutual aid, they make a new period in history.

Let us assume for a moment that if we are going to make this day of advantage to us, we will have to take this definition of a great man. We will have to appeal to the present as well as to the past. We will have to rouse our national consciences as well as our national pride, and we will all have to remember that it lies with the young people of this nation whether or not it is going to go on to a finish in any wise worthy of its beginning.

If we go back to George Washington, and ask what he would be doing were he bearing our burdens now, and facing our problems at this moment, we would, of course, have to study his life bit by bit; his life as a soldier, as a statesman, and as a simple Virginia planter.

First, as a soldier. What is it that we admire about the soldier? It certainly is not that he goes into battle; what we admire about the soldier is that he has the power of losing his own life for the life of a larger cause; that he holds his personal suffering of no account; that he flings down in the gage of battle his all, and says, "I will stand or fall with this cause." That, it seems to me, is the glorious thing we most admire, and if we are going to preserve that same spirit of the soldier, we will have to found a similar spirit in the civil life of the people, the same pride in civil warfare, the spirit of courage, and the spirit of self-surrender which lies back of this.

If we look out upon our national perspective, do we not see certainly one great menace which calls for patriotism? We see all around us a spirit of materialism—an undue emphasis put upon material possessions; an inordinate desire to win wealth; an inordinate fear of losing wealth; an inordinate desire to please those who are the possessors of wealth. Now, let us say, if we feel that this is a menace, that with all our power, with all the spirit of a soldier, we will arouse high-minded youth of this country against this spirit of materialism. We will say to-day that we will not count the opening of markets the one great field which our nation is concerned in, but that when our flag flies anywhere it shall fly for righteousness as well as for increased commercial prosperity; that we will see to it that no sin of commercial robbery shall be committed where it floats; that we shall see to it that nothing in our commercial history will not bear the most careful scrutiny and investigation; that we will restore commercial life, however complicated, to such honor and simple honesty as George Washington expressed in his business dealings.

Let us take, for a moment, George Washington as a statesman. What was it he did, during those days when they were framing a constitution, when they were meeting together night after night, and trying to adjust the rights and privileges of every class in the community? What was it that sustained him during all those days, all those weeks, during all those months and years? It was the belief that they were founding a nation on the axiom that all men are created free and equal. What would George Washington say if he found that among us there were causes constantly operating against that equality? If he knew that any child which is thrust prematurely into industry has no chance in life with children who are preserved from that pain and sorrow; if he knew that every insanitary street, and every insanitary house, cripples a man so that he has no health and no vigor with which to carry on his life labor; if he knew that all about us are forces making against skill, making against the best manhood and womanhood, what would he say? He would say that if the spirit of equality means anything, it means like opportunity, and if we once lose like opportunity we lose the only chance we have toward equality throughout the nation.

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GO ON TO THE NEXT PAGE.

Let us take George Washington as a citizen. What did he do when he retired from office, because he was afraid holding office any longer might bring a wrong to himself and harm to his beloved nation? We say that he went back to his plantation on the Potomac. What were his thoughts during the all too short days that he lived there? He thought of many possibilities, but, looking out over his country, did he fear that there should rise up a crowd of men who held office, not for their country's good, but for their own good? Would he not have foreboded evil if he had known that among us were groups and hordes of professional politicians, who, without any blinking or without any pretense that they did otherwise, apportioned the spoils of office, and considered an independent man as a mere intruder, as a mere outsider; if he had seen that the original meaning of office-holding and the function of government had become indifferent to us, that we were not using our foresight and our conscience in order to find out this great wrong which was sapping the foundations of self-government? He would tell us that anything which makes for better civic service, which makes for a merit system, which makes for fitness for office, is the only thing which will tell against this wrong, and that this course is the wisest patriotism.

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Question 3

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

Consider the following quotation from "The American Scholar," a speech given by philosopher and writer Ralph Waldo Emerson (1803–1882) in 1837.

"Books are the best of things, well used; abused, among the worst."

In a well-organized essay, examine the extent to which Emerson's assertion about the power of books is true or relevant today. Support your argument with appropriate examples from your reading, observations, or experience.

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).**
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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: C
Question 3: B
Question 4: D
Question 5: E
Question 6: C
Question 7: A
Question 8: E
Question 9: C
Question 10: A
Question 11: B
Question 12: D
Question 13: C
Question 14: E
Question 15: E
Question 16: C
Question 17: A
Question 18: C
Question 19: B
Question 20: B
Question 21: A
Question 22: C
Question 23: D
Question 24: B
Question 25: A
Question 26: B
Question 27: C
Question 28: D
Question 29: B
Question 30: A
Question 31: C
Question 32: E
Question 33: B
Question 34: D
Question 35: A
Question 36: E
Question 37: A
Question 38: C
Question 39: D
Question 40: E
Question 41: D
Question 42: C
Question 43: B
Question 44: D
Question 45: D
Question 46: B
Question 47: B
Question 48: B
Question 49: C
Question 50: E
Question 51: A
Question 52: A
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
2015 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 ethics of marketing goods and services to children. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing, and the link between the sources and the writer's argument is strong. 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** develop a position on the ethics of marketing goods and services to children. They develop their argument by adequately synthesizing at least three of the sources, and the link between the sources and the writer's argument is apparent. 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 ethics of marketing goods and services to children. They develop their argument 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 link between the sources and the writer's 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 ethics of marketing goods and services to children. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the writer's attempts at development, the link between the sources and the writer's argument may be weak, or the writer 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 ethics of marketing goods and services to children. 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 ethics of marketing goods and services to children. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The link between the sources and the writer's argument is weak or absent. 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 2 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 use or even allude to even one source.

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

— Indicates an entirely blank response.

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Question 2

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

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

---

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

8 Effective
Essays earning a score of 8 **effectively** analyze the rhetorical strategies Addams uses to communicate her views on the significance of George Washington's legacy. 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 Addams uses to communicate her views on the significance of George Washington's legacy. 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 Addams uses to communicate her views on the significance of George Washington's legacy. 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.

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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)

4 Inadequate
Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Addams uses to communicate her views on the significance of George Washington's legacy. These essays may misunderstand the passage, misrepresent the strategies Addams 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.

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

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

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

— Indicates an entirely blank response.

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Question 3

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

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

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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** examine the extent to which Emerson's assertion about the power of books is true or relevant today. 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** examine the extent to which Emerson's assertion about the power of books is true or relevant today. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 examine the extent to which Emerson's assertion about the power of books is true or relevant today. 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.

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

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Question 3 (continued)

4 Inadequate
Essays earning a score of 4 **inadequately** examine the extent to which Emerson's assertion about the power of books is true or relevant today. 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 examining the extent to which Emerson's assertion about the power of books is true or relevant today. The essays may show less maturity in control of writing.

2 Little Success
Essays earning a score of 2 demonstrate **little success** in examining the extent to which Emerson's assertion about the power of books is true or relevant today. 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.

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

— Indicates an entirely blank response.

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Scoring Worksheet

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

2015 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
108-150	5
95-107	4
78-94	3
54-77	2
0-53	1

AP English Language and Composition

The College Board

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