

**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2007 SCORING GUIDELINES (Form B)**

**Question 3**

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

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

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- 9** Essays earning a score of 9 meet the criteria for those that are scored an 8 and, in addition, are especially sophisticated in their analysis or demonstrate particularly impressive control of language.

**8      Effective**

Essays earning a score of 8 **effectively** analyze the strategies that the speaker uses to praise his subject and move his audience. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7** Essays earning a score of 7 fit the description of those scored a 6 but provide a more complete explanation or demonstrate a more mature prose style.

**6      Adequate**

Essays earning a score of 6 **adequately** analyze the strategies that the speaker uses to praise his subject and move his audience. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 analyze the strategies that the speaker uses to praise his subject and move his audience. These essays may, however, provide uneven, inconsistent, or limited explanations. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

**4      Inadequate**

Essays earning a score of 4 **inadequately** analyze the strategies that the speaker uses to praise his subject and move his audience. The prose generally conveys the student's ideas but may suggest immature control of writing.

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the strategies that the speaker uses to praise his subject and move his audience. The essays may show less control of writing.

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**Question 3 (continued)**


**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing the strategies that the speaker uses to praise his subject and move his audience. These essays may misunderstand the prompt; fail to analyze the rhetorical strategies that the speaker uses to develop his argument; 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.

- 1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is completely off topic.

Wendell Phillips clearly had a passion for the Haitian Toussaint-Louverture, as his praise verges on outright reverence for the man. With unmistakable abolitionist fervor, Phillips attempts to ignite the passions of his audience by employing a very calculated structure in his speech that is characterized by zeal, a vehement defense of Louverture, and a fluid progression of ideas. Phillips' main mechanisms for moving his audience lie in his use of historical allusion, and parallel syntax and structure.

The entire selection is filled with allusions to great leaders of the past. Most importantly, the Haitian general is compared to the likes of Oliver Cromwell and George Washington. From the onset, Phillips addresses the American's patriotism ~~in~~ "support of George Washington. "...you, who think no marble white enough on which to carve the name of the Father of his Country," he proclaimed. Phillips juxtaposes his introduction of Louverture with his comment about Washington in the first paragraph. This appeals to the American audience's emotions as a revered <sup>American</sup> leader is being followed in discussion by a Haitian negro. Phillips does this to emphasize the similarity between the two in terms of greatness. He is trying to show the audience that Louverture is just as important as George Washington and deserves to be revered in as much as the famed Virginian Washington does. Next, Phillips states that "...if Cromwell was a general, at least this



man [Louverture] was a soldier." Again, there is a juxtaposition ~~with~~ of the "Haitian Negro" with Cromwell, ~~than~~ an "important English political leader known for military skill." This is showing that Louverture is just as great as Cromwell, and accordingly, equally important. Phillips' allusion to these leaders serves as a point of reference for the audience. To make them comprehend the magnitude of Louverture's greatness, Phillips compares him to important leaders like Cromwell and Washington who are already reputed with reverence.

To create a sort of "rapid fire" delivery, Phillips employs both parallel structure and parallel syntax in his discussion of Louverture. He says that Louverture "...forged a thunderbolt and hurled it at... the Spaniard, and sent him home conquered... the French, and put them under his feet... the English, and they skulked home to Jamaica." Phillips employs this parallel structure and syntax to emphasize how the Haitians successively challenged each of the three great European powers and came up victorious. The sentence structure is as if each clause were one of Louverture's challenges; each one successively following the next until all were successfully completed. Phillips uses this parallelism to show the extent of Louverture's deeds; the extent of his greatness in combating oppression.

Phillips' speech is indeed moving and does well to free the audience of prejudice in debating whether to allow negroes into the military. There is a great deal of emotion in his speech.

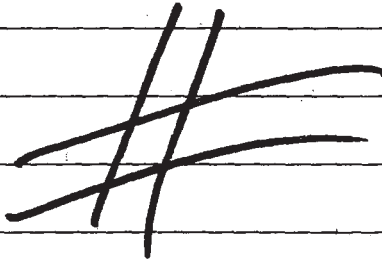


3

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

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and serves to highlight his use of historical allusion and parallelism. His comparisons of Louverture to Washington and Cromwell show the audience that the Haitian general was as great as them, and deserves to be credited ~~as~~ accordingly. Furthermore, Phillips' parallelism emphasizes the extent of Louverture's greatness in his accomplishments, to further show the people ~~of~~ his deserved ~~and~~ status of reverence. Phillips moves his audience in a way that probably contributed to developing the abolitionist fervor that helped the North win the Civil War.



The Union fights for me; I cannot fight for the Union. During the Civil War, when Northerners were debating about African-Americans fighting serving in the military, Wendell Phillips delivered a speech celebrating the Haitian general Toussaint-Louverture. Phillips employed contrast to praise the general and pathos to move his audience with nationalism.

Phillips said Toussaint-Louverture ~~to be~~ was a soldier, statesman, and a martyr. The contrast between the Haitian general and Cromwell, or Washington, is not skin deep, his success should not be covered up by the way he looks on the outside but by his leadership role. Phillips begins with showing the reader the difference between Toussaint-Louverture and Cromwell. He says, "For... Cromwell was only a soldier, and the state he founded went down with him into his grave." Phillips is implying that Cromwell was a skillful military man, but did not make his legacy stand. While Louverture, on the other hand, was a general who made his empire stand. Then, Phillips ~~compares~~ <sup>shows</sup> the contrast between Washington and the Haitian general. He says, "... the great Virginian held slaves." He calls Washington "the great Virginian" so he would not offend anyone. Basically, Phillip challenged Washington's integrity and character. He said Louverture "risked his empire rather than permit the slave trade...." Phillip reveres Louverture for his unselfish accomplishments and later says "... the Muse of History... will write... above all, the name of... Toussaint-Louverture."

Although Phillips is subtle in his attacks on the other men, his verbose speech employs pathos about them to spark nationalism. As an American, Washington is revered and respected to no end. The "great Virginian"



3

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

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captured many hearts by his bravery. Phillip gets <sup>the listeners</sup> ~~them~~ excited, although he says it is not a story of Washington the listener hears Washington-like qualities. He mentions the Britons, Frenchman, and Spaniards all of which Americans have beaten. He then describes those men as "men who despised him" and "hated him" because he beat them. Phillips made a connection with Toussaint-Louverture ~~and~~ the way those men feel about him with how those same men feel about the Americans. That pride and nationalism derived from that moved the crowd to see Toussaint-Louverture not as a Haitian negro but as a general who led the Haitians to victory.

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## Question 3

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

3C 1 of 2

Wendell Phillips was a white man, and for him to speak up for a black <sup>man</sup> during that era, was amazing. ~~It is~~

His speech had constant references to famous historic characters. His tone is very firm and serious, to ~~show~~ <sup>show more</sup> confidence.

He tries to sound very sincere, therefore refers to the audience by saying, "Were I here to tell you the glory of Washington, I should take it from your hearts." He makes

~~attempts~~ attempts ~~to~~ to ~~give~~ give a sense of nationalism by praising the president and presenting him as a super character.

He then ~~adds~~ adds on the "testimony of Britons, Frenchmen, Spaniards," ~~to~~ to give a more powerful effect.

He puts all those powerful European countries to one side and Toussaint ~~Louverture~~ Louverture on the other, as if, he were a hero, who had single handedly managed all other enemies.

He then compares Toussaint's skills to that of Cromwell's and claims that he is better than Cromwell and better than Washington.

Wendell Phillips use of Cliche, when he compares Haiti to Attica and states, "we measure genius by quality, not by quantity..." brings a sense of justice to people. He finishes his speech by using a long compound sentence which briefly puts every country and historic person he mentioned earlier in the same level and Toussaint-Louverture above all. His





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

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Use of powerful language and ~~clarity~~  
his ~~clarity~~ to mention

Such huge, historic characters cheered and excited the crowd, therefore, gave a better ~~clarity~~ motivation to accepting other races.

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**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2007 SCORING COMMENTARY (Form B)**

**Question 3**

**Sample: 3A**

**Score: 8**

This essay is an effective examination answer. The student correctly perceives that Wendell Phillips “attempts to ignite the passions of his audience by employing a very calculated structure in his speech that is characterized by zeal, a vehement defense of Louverture, and a fluid progression of ideas.” The student notes Phillips’s comparison of Louverture to Oliver Cromwell and George Washington, both leaders of revolutionary movements, and illustrates the effects of these comparisons on Phillips’s audience—namely, to instill in them the same respect for Louverture as for Washington, the father of their country, and for Cromwell, a great military leader. The essay effectively analyzes and provides examples of parallel structure and parallel syntax to “create a sort of ‘rapid fire’ delivery.” In summary, this student clearly understands Phillips’s purpose and explains how the structure and style of the speech manifest that purpose.

**Sample: 3B**

**Score: 6**

This essay does a solidly adequate job of showing how Phillips “employed contrast to praise the general and pathos to move his audience with nationalism.” The second paragraph competently demonstrates how Phillips creates a connection between his audience and Toussaint-Louverture, using the comparison to Cromwell to emphasize “that Cromwell was a skillful military man, but did not make his legacy stand,” whereas “Louverture, on the other hand, was a general who made his empire stand.” The student notes the careful language Phillips uses to describe Washington as “the great Virginian,” who nevertheless “held slaves,” while Louverture “risked his empire rather than permit the slave trade.” The student concludes with an attempt to analyze Phillips’s use of pathos by appealing to the audience’s sense of pride and nationalism. A stronger development of this analytic strategy might have elevated this adequate response to a higher score.

**Sample: 3C**

**Score: 3**

This essay offers an inadequate response to the prompt. The opening paragraph mentions strategies that Phillips uses in his speech, but the student seems incapable of explaining adequately *why* Phillips uses those strategies and of providing clear examples of them. The next paragraph mentions Phillips’s use of “cliché” and offers an example of a sentence that contains none, and then alludes to a “long compound sentence which briefly puts every country and historic person he mentioned earlier in the same level and Toussaint-Louverture above all.” The combination of unfocused and incorrect analysis and weak prose style keeps this essay at the level of 3.