

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2010 SCORING GUIDELINES (Form B)

Question 2

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

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

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

8 Effective

Essays earning a score of 8 **effectively** analyze* the strategies Marquart uses to characterize the upper Midwest. They develop their position with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

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

6 Adequate

Essays earning a score of 6 **adequately** analyze the strategies Marquart uses to characterize the upper Midwest. They develop their position 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 strategies Marquart uses to characterize the upper Midwest. The evidence or explanations used may be uneven, inconsistent or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the strategies Marquart uses to characterize the upper Midwest. These essays may misunderstand the passage, misrepresent the strategies Marquart uses or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

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

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Question 2 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the strategies Marquart uses to characterize the upper Midwest. They are less perceptive in their understanding of the passage or Marquart’s strategies, or the 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 analyzing the strategies Marquart uses to characterize the upper Midwest. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Marquart uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

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

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

2A
Question 2 (1 of 3)

→ In this passage, Debra Margret conveys her profound love for the upper Midwest region, even as it was dubbed an uninhabitable ^{and plain} location for many who first approached it. Through her use of thorough use of allusions and la diction to characterize the early region as unimpressive, she is able to convince her reader of the transformation of the region into a great place to be raised in unique qualities of the region that could not be found anywhere else.

→ In her writing, Margret constantly creates alludes to writers and and surveyors alike in order to describe the special qualities of the special qualities of the region, even though. For example, she refers to Sylvia Griffith Wheeler when she writes, "we are the folks presidents talk to when times require." Margret use of the allusion here to characterize her people as of natural heritage and of important to America because presidents themselves find significance in their opinions. Also, she highlights the nation that citizens that hail from this region are among those that are most integral to the nation, showing her strong respect for the nation. However, the favorable qualities of the people are juxtaposed to the barren ~~like quality~~ features of the region, especially when she writes quotes Major Stephen Long as saying that

Question 2

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

2A
(2 of 3)

It was a region "uninhabitable by a people depending upon agriculture for subsistence." By juxtaposing the people that the environment produced with the environment itself, she slights those "early assessors" who believed that the upper Mid-West was a region devoid of any favorable characteristics. Also, by introducing the idea that the region was first thought to be "uninhabitable," she highlights her evident pride for those able to develop lifestyles there.

→ Marquet also utilizes ^{exact} diction to label the region first seen by surveyors and later by her own ancestors. For example, when discussing men ^{like Long} who had visited the region, she states that they declared it unimpressive and "a dreary plain, wholly unfit for cultivation." Here, ~~she~~ she sets up the views ~~of~~ of harsh critics of the region for comparison with her own feelings for the region itself. Marquet goes on to ~~say~~ introduce a story about her grandparents, who felt "anticipation" when waiting to receive their land. By juxtaposing the ~~unfavorable~~ unfavorable aspects of the land judged by surveyors with her grandparents feeling of "anticipation," she shows the reader how the land represented a new beginning for many Americans who disregarded the criticism of earlier assessors. She once again
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Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question 2 ^{2A}
(3 of 3)

portrays her respect for the people of the upper Midwest by showing their ~~determination~~ ^{increased} ability to cultivate a previously labeled "unimpressive" land.

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Question 2

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

2B
(1 of 3)

Marguerite characterizes the upper Midwest as an entity whose landscape is bland^{flat} yet very ordered^{structured}. She employs juxtaposition, ~~potent~~^{varied} diction, and reference to historical figures' impressions to relay her characterization.

Marguerite utilizes juxtaposition to illustrate how the Upper Midwest is bland, ~~and neat~~^{orderly, and neat}. She states "as the expedition moved west, the neatness of the good was foiled by steep rivers, valleys, foothills, and mountains, but here in the monotonous square states..." The juxtaposition of these two elements creates a stark contrast between the orderly and flat midwest and the jagged and valley-filled states to the west. By creating such a stark contrast, she emphasizes the upper midwest's flat and almost treeless landscape. Her juxtaposition conjures images of flat squares compared to mountainous and ~~stagnant~~^{majestic} landscapes. She also juxtaposes how it was easy to subdivide the midwestern states for the land ordinance of 1785, where as the expedition was "foiled" by the difficult terrain of other states. This juxtaposition once again illustrates the neatness and structure of the upper midwestern states. It is a land which is very readily and easily carved up compared to its western neighbors.

Marguerite also employs varied diction to depict the upper Midwest's bland landscape. She utilizes words such as
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Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question 2 **2B**
(2 of 3)

"lonely, treeless, and devoid of rises and curves," "square states," "flyover region that one must endure," "easy inclines," and "farmable plains." Such words and phrases invoke in the reader the ^{image of the} monotonous landscape of the upper midwest. Her description characterizes the landscape as plain and dull, yet at the same time her diction depicts a landscape which is serene and very undaunting. The upper midwest has "easy inclines," and "farmable plains." It's a place attractive to those who ^{are} ~~enjoy~~ farming, like her grandparents. She combines these different descriptions to characterize the upper midwest as dull yet orderly. The use of the ~~words~~ words "flyover region which one must endure," conveys an image of an utterly boring place.

Lastly, Margwont ~~states~~ makes references to other people's impressions to characterize the upper midwest as a land which may find uninteresting and unremarkable. She notes how the midwest's "assessors" such as James ~~W. Wainwright~~ declared the region "a dreary plain." This conjures images of an uninviting and dull region whose landscape is almost depressing. While Margwont does acknowledge that the landscape is bland, she also shows how it is structured and orderly by making reference to ~~the~~ the Land Ordinance of 1785. She notes how the upper midwest was ~~the~~ "heartland" the place when Jefferson's idea of a rectangular cadastral survey, found its most perfect confluence of longitude, latitude etc.!

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Question 2

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

2B
(3 of 3)

This characterization ~~emphasizes~~ illuminates the landscape's neatness and evenness.

In conclusion, Marquand characterizes the upper midwest's landscape as one which is bland and dull yet neat and orderly at the same time through use of juxtaposition, varied diction, and reference to other's opinions.



Question 2

In "The Horizontal World", ^{piece} Marquart expresses her ~~ideas~~ of the Midwest through ~~her~~ a ~~memory~~ memory she recalls. Her characterization of the ~~Mid~~ American Midwest is eloquently supported by the wide variety of rhetorical strategies ~~such as~~ such as anecdotes, analogies ~~and~~ and ~~relative~~ relative diction which make her piece extraordinarily developed.

(Encountering her piece, the reader is likely to reflect on her opinions ^{of the Midwest} due to her strategic rhetorical ~~usage~~ usage.)

Towards the opening of her piece, Marquart recalls an "instantaneous event" in which she was driving along the North Dakota roads. The anecdote she includes grasps the reader's attention at the beginning of the piece due to its vibrant language and inclusion of author by the usage of the word "you". She uses a metaphorical sentence to describe her path on the journey through the state when she says "If your tires ... path". This sentence ~~rhetorically~~ figuratively describes the fact that there are many mountains ~~and that~~ ~~the~~ by saying that the car will effortlessly go on

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its own with only a small movement. Instead of directly saying the physical state of North Dakota, her Agwahe anecdote triggers the reader's imagination of the view of the Midwest.

Marquart includes a small historical ^{reference} ~~example~~ ~~anecdote~~ towards the middle of the passage which she ~~refers~~ ^{alludes} to again through an analogy. Marquart states how the Midwest was before, a ~~land of~~ "dreary plain, wholly unfit for cultivation" ~~and~~ despite the fact that it had "easy inclines and fertile plains." When the colonists had arrived, they also ^{continuously} described ~~the~~ the Midwest as a land of "squares" which they had ended up cultivating. Marquart inserted an analogy in her piece to describe this effort of developing the Midwest by "fixing it with geometry, seeds, steam, steel, and water." In her analogy, ~~she~~ ^{they} "fixes" the Midwest with these ~~possessions~~ ^{what} as a way to show ~~how~~ the Midwest is really based on, ~~and~~ ~~is~~ a land of squares with cultivated plants and water to keep them healthy. Instead of ^{literally} saying ^{material things} what ~~were~~ exactly in the Midwest, she uses an analogy which really ^{sophisticates} her piece and makes it rhetorically more whilst provoking the reader's mind. #

**AP[®] ENGLISH LANGUAGE AND COMPOSITION
2010 SCORING COMMENTARY (Form B)**

Question 2

Sample: 2A

Score: 8

This response effectively analyzes the strategies Marquart uses to characterize the upper Midwest. The response opens with a statement of the central idea (“Debra Marquet [*sic*] conveys her profound love for the upper Midwest region”), followed by a statement of intent to analyze diction and allusions in Marquart’s characterization of the region as one having “unique qualities . . . that could not be found anywhere else.” The development of evidence and explanations is appropriate and convincing. The second paragraph focuses on allusion with the opening comment: “Marquet [*sic*] constantly alludes to writers and . . . surveyors alike in order to describe special qualities of the region.” The student provides examples and convincing commentary: “By juxtaposing the people that the environment produced with the environment itself, she slights those ‘early assessors’ who believed that the upper Mid-West was a region devoid of any favorable characteristics.” The following paragraph focuses on the effects of Marquart’s diction: “Marquet [*sic*] goes on to introduce a story about her grandparents, who felt ‘anticipation’ when waiting to receive their land.” The response concludes with an insightful comment: “She once again portrays her respect for the people of the upper Midwest by showing their ability to cultivate a previously labeled ‘unimpressive’ land.” The student refers to the passage explicitly, and the language of the analysis is controlled and consistently effective.

Sample: 2B

Score: 6

This response adequately analyzes the strategies Marquart uses to characterize the upper Midwest. The evidence for analysis clearly focuses on three strategies and describes Marquart’s purpose: “juxtaposition to illustrate how the upper midwest is bland, orderly, and neat,” “diction to depict the upper midwest’s bland landscape,” and “references to other people’s impressions to characterize the upper midwest as a land which many find uninteresting and unremarkable.” The explanations are appropriate and convincing, though at times repetitive. In the second paragraph the student notes and sufficiently explains how Marquart’s use of juxtaposition “conjures images of flat squares compared to mountainous and majestic landscapes” and “illustrates the neatness and structure of the upper midwestern states.” The third and fourth paragraphs continue with an adequate analysis of diction and of references. Although not as effective an analysis as those found in higher-scoring essays, the response indicates a better understanding of the complexity of the passage than did lower-scoring responses, and the prose is generally clear.

Sample: 2C

Score: 4

This response inadequately analyzes the strategies Marquart uses to characterize the upper Midwest. The essay explains the intent to analyze strategies such as “anecdotes, analogies and relative diction which makes her piece extraordinarily developed.” The student discusses these strategies but generalizes rather than clearly analyzes: “The anecdote she includes grasps the reader’s attention at the beggining [*sic*] of the piece due to its vibrant language and inclusion of author by the usage of the word ‘you’.” The response includes less convincing explanations throughout. The prose generally conveys the student’s ideas, but it is the insufficiency of the analysis (“In her analogy, they ‘fix’ the Midwest with these possessions as a way to show what the Midwest is really based on; a land of squares with cultivated plants and water to keep them healthy”) that prevented this response from achieving a higher score.