

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2011 SCORING GUIDELINES

### 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\* how Kelley uses rhetorical strategies to convey her message about child labor to her audience. 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 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 how Kelley uses rhetorical strategies to convey her message about child labor to her audience. 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 how Kelley uses rhetorical strategies to convey her message about child labor to her audience. 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 how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These essays may misunderstand the passage, misrepresent the strategies Kelley uses, or may 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.

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

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**Question 2 (continued)**

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing Kelley’s use of rhetorical strategies to convey her message about child labor to her audience. They are less perceptive in their understanding of the passage or Kelley’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 how Kelley uses rhetorical strategies to convey her message about child labor to her audience. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Kelley 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.

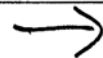
Throughout Florence Kelley's 1905 speech to the <sup>Philadelphia</sup> convention of the National American Women Suffrage Association, she emphasizes the need to alter the existing ~~social~~ <sup>working</sup> conditions for young children as a necessary change in society. Repeating key concepts, introducing numerous examples of horrendous conditions and state policies, and extolling the virtues of laws curtailing the workday, Kelley develops a highly effective argument that ~~she~~ pulls her audience into the issue and invites them to join her efforts. ~~Utilizing forceful emotional appeals to the consciences of her audience and numerous rhetorical strategies, Kelley~~

Utilizing forceful emotional appeals to the consciences of her audience, ~~in the~~ Kelley ~~urges~~ urges her audience to empathize with the victims of the labor policies. For example, ~~for example, she~~ <sup>in</sup> the <sup>opening</sup> ~~first~~ sentence of her speech, Kelley gives the audience an idea of the ~~scope~~ scope of the problems that over "two million children under the age of sixteen years" have to earn their own living. ~~Through such a dramatic~~ <sup>Through such a</sup> dramatic references to the population in question, Kelley ~~begins~~ commences her speech with a strong, ~~not just~~ jarring note that forces her audience to care. Continuing in this vein, Kelley describes how "several thousand little girls" work throughout each and every night in textile mills, slaving themselves over the production of consumer goods. ~~By noting the scale of the issue, Kelley~~ ~~sets~~ sets the stage for her main

➔

argument, ~~and~~ a sympathetic audience to which contrasts significantly with the existing laws of the land. By generating sympathy from her audience, Kelley prepares them for this argument, effectively linking the problem with the ~~the~~ state laws already in place.

Kelley ~~also~~ also crafts her argument with literary techniques and devices, which help ~~to~~ ~~place~~ place Kelley's suggestions in a more favorable light. ~~In~~ In the body of her speech, Kelley uses ~~parallel~~ <sup>parallel structure</sup> to start each paragraph, emphasizing the similar injustice of the laws "in Alabama," "in Georgia," and "in Pennsylvania." This notion of unfairness ~~is~~ is furthered by her diction when she ~~describes the laws as~~ simultaneously praises the ~~the~~ United States as a "great industrial" country while condemning many state laws as a "great evil." Additionally, Kelley ~~uses~~ ~~the~~ uses <sup>the</sup> oxymoron of "pitiful privilege" to describe the hypocritical nature of New Jersey's laws. Finally, she calls ~~her~~ her audience into action with a transition from ~~a~~ narration into firm assertion. After describing the horrible nature of legislation "enabling girls of fourteen years" to work all night" and little girls ~~and~~ and boys of "under twelve years of age" to spend their developing years in factories, Kelley ties her ample evidence to her concrete ~~goal~~ goal; women's rights. ~~Speaking~~ ~~to~~ Including her audience into her discussion, Kelley affirms



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

2

2A  
(3 of 3)

that ~~they together~~ ~~the~~ both the audience and ~~she~~ she  
are in <sup>agreement</sup> ~~part~~ together on the issue. ~~she~~ when she ~~addresses~~ asserts  
~~that they~~ that they "do not wish this."

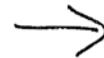
Throughout her persuasive speech, Kelley utilizes  
all the elements of effective rhetoric in her proposal  
for women's rights. ~~##~~

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In the late nineteenth century and early twentieth century, child labor was a major topic of debate. Florence Kelley, ~~was~~ a United States social worker and reformer, fought ardently against child labor and for improved working conditions for women. In <sup>her</sup> speech before the National American Women Suffrage Association, Kelley promotes an end to child labor and increased social reform. While Kelley conveys her message through ~~intentional~~ intentional forms of syntax and a call to action, she is most successful by appealing to pathos and ethos to institute a true cry for change.

Kelley makes adequate use of syntax in order to frame her argument, most notably by her use of parallelism. In describing all the difficulties and duties that child laborers must endure, Kelley maintains a constant pattern by her use of parallelism in order to emphasize the harsh realities of child labor. For instance, Kelley states "the children make our shoes in the shoe factories; they knit our stockings [...]. They spin and weave [...]. They carry bundles of garments from the factories to the tenements, little beasts of burden." Moreover, by outlining the countless tasks that children are called upon to do, Kelley engenders an emotional response in the audience. In short, Kelley successfully uses syntax and parallelism to highlight the plight of child laborers.

In addition, Kelley institutes a call to action as her central purpose in order to send her message and resolve the issues



associated with child labor, for instance, Kelley states, "we [i.e.] are citizens who enjoy the right of petition," in ~~stating~~ <sup>citing</sup> the political rights of her audience, Kelley engenders a feeling of necessity of action amongst her listeners, ~~for Kelley continues~~ for, Kelley continues by saying, "not one ~~of~~ <sup>of</sup> ABCA organization in this country ever fails to respond to an appeal for help in the freeing of the children?" Kelley's clear purpose is to present a call for action against child labor. By motivating her peers, Kelley hopes that more and more individuals will pick up the sword and fight child labor.

Lastly, Kelley is most successful in conveying her message by appealing to both ethos and pathos. For example, in citing the ethical (ethos) issues of child labor, Kelley states "Tonight while we sleep, several thousand little girls will be working in textile mills." Kelley wants her audience to ponder the rights and wrongs of child labor. By presenting a blatantly "wrong" concept, Kelley successfully produces an uneasy feeling in her audience. This identification of injustice therefore serves Kelley's broader goals in combating child labor and instituting laws preventing the unethical treatment of children. Also, by citing specific states and legislative bodies, Kelley details how the unethical nature of child labor stems from the top of the political spectrum. Nevertheless, throughout her oration, Kelley most often means to be



~~emotions~~ emotions of her audience in order to present her point. By pointing out how "two million children under the age of sixteen years are earning their bread" and by detailing the countless duties of a child laborer, Kelley underscores an emotional and personal cry against child labor - her desired goal. Ergo, by appealing to the ethics and emotions of her audience, Kelley conveys the true horrors of child labor. Kelley calls her audience to take action against child labor ~~is~~ "For the sake of the children."

In attempts at garnering support for the implementation of child labor laws, Florence Kelley utilizes numerous rhetorical strategies. ~~By~~ yet each <sup>different</sup> strategy comes together to form one coherent idea - a cry for the complete and total destruction of child labor.

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In the early 1900's, young women were put to hard work in cotton & textile mills. Several reformer like Florence Kelley fought successfully to improve working conditions for women and child labor. She did this by delivering a speech to the National American Woman Suffrage Association (NAWSA). Through-out this speech, Kelley uses several rhetorical strategies to convey her message to her audience.

Florence Kelley uses her point of view to distinguish on how women are being put to do more work than they deserve rather than keep them working all night. She states on how when people sleep, young women are being put to work all night in textile mills and cotton mills. This message shows the harsh treatment that womans get. It also shows how they are being cut from these rights by not being able to choose what they do. Instead, there forced to work under harsh treatment.

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2011 SCORING COMMENTARY**

**Question 2**

**Overview**

This question examined students' ability to engage in close reading and rhetorical analysis of a piece of nonfiction prose — that is, their ability to explain the meaning, purpose, and effect of a passage and the rhetorical strategies the author employs to convey meaning, achieve purpose, and create an effect. In particular, students were asked to read and analyze an address delivered by social reformer Florence Kelley, an advocate for reforming child labor laws and extending voting rights to women, to the National American Woman Suffrage Association convention in 1905. The prompt directed students to “analyze the rhetorical strategies Kelley uses to convey her message about child labor to her audience.”

**Sample: 2A**

**Score: 8**

Using precise language, this essay demonstrates strong control of the analysis of Kelley's rhetorical strategies. The first paragraph provides a good understanding of the context of Kelley's speech, and the student develops the analysis effectively with appropriate evidence. For example, the discussion of Kelley's use of numbers, “noting the scale of the issue,” convincingly illustrates how Kelley appeals to her audience's emotions. Similarly, the student notes “the oxymoron of ‘pitiful privilege’ to describe the hypocritical nature of New Jersey's laws.” The student's facility with analysis and consistent control of language (e.g., “Utilizing forceful emotional appeals to the consciences of her audience, Kelley urges her audience to empathize with the victims of the labor policies”) make the essay effective rather than adequate.

**Sample: 2B**

**Score: 6**

The introduction and conclusion of this essay illustrate the student's control of language and the subject. Between this beginning and end, the essay presents adequate analysis, but the analysis is not as precise or fully developed as it would need to be to earn a higher score. For example, paragraph 2 is sufficient, as it provides explanations of Kelley's use of “syntax and parallelism to highlight the plight of child laborers”; however, these explanations could go further with more precise language. Similarly, the essay's discussion of ethos and pathos in paragraph 4 is sufficient, but it is less precise than it would need to be in order to be effective.

**Sample: 2C**

**Score: 1**

This essay begins with a paragraph summarizing the context in which Kelley delivered her speech, announcing that “Kelley uses several rhetorical strategies to convey her message to her audience.” However, the essay does little more than that. It contains no real analysis of the speech and no development of any ideas. The student's one attempt at analyzing Kelley's “point of view” is unsuccessful. Additionally, the control of language is consistently weak (e.g., the first sentence of paragraph 2 is especially inarticulate).