AP CollegeBoard

AP® English Language and Composition

Scoring Commentaries - Packet 1

Rhetorical Analysis Question - Johnson

AP English Language and Composition
Rhetorical Analysis Question (2020)
2020 Scoring Commentaries

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A	1	4	1
B	1	4	0
C	1	3	1
D	1	3	0
E	1	2	0
F	1	1	0
G	0	1	0

Sample A
Score: 6/6 Points (A1 – B4 – C1)

<u>**Row A: 1/1**</u>
The response earned one point for Row A because it clearly articulates a defensible thesis at the end of the first paragraph: "This is why Claudia Johnson, a fellow First Lady herself, uses her prowess as a political figure to emphasize the contributions of Eleanor Roosevelt through alluding to great quotes she felt embodied the spirit of Eleanor Roosevelt and by utilizing her perspective of having known Eleanor personally and admiring her to encourage women to act in similar ways of Eleanor Roosevelt."

<u>**Row B: 4/4**</u>
The response earned four points for Row B because it successfully integrated specific textual references to support all claims within the student's argument. Each paragraph begins with a clear claim that explains how Johnson characterizes Roosevelt. The response consistently explains how the evidence supports a line of reasoning; for example, the response explains in paragraph two that Johnson's use of quotations "illuminates the kind of person Eleanor Roosevelt was," and it is this rhetorical choice that makes Johnson "successful in eliciting a fire within her audience that encourages them to use their credibility as women in the political sphere to do good like Eleanor Roosevelt once did." The response continues to provide additional evidence in paragraph three, explaining how Roosevelt "created a better life for others" and "did this not only in the public's eye but also her personal life." Paragraph three continues to describe how Johnson's characterization of Eleanor Roosevelt encourages the audience to "make legitimate change in the world that betters the lives of others." The line of reasoning is clear throughout as the response repeatedly focuses on how Johnson is "encouraging women across the world to act" in her tribute to Roosevelt.

<u>**Row C: 1/1**</u>
The response earned one point in Row C for a complex understanding of the rhetorical situation in paragraph one, which references "the twentieth century, with segregation and rampant wars prevalent." This is again obvious in paragraphs three and four with the discussion about Johnson's credibility and influence as the speaker since she was also a "First Lady" and involved in the "political sphere."

Sample B
Score: 5/6 Points (A1 – B4 – C0)

Row A: 1/1

The response earned one point for Row A for its thesis at the end of the first paragraph: "In Claudia Johnson's speech at the first anniversary luncheon of the Eleanor Roosevelt Memorial Foundation, Johnson uses ethos, exemplification, and rhetorical questions to motivate her audience to make a change in the world, proving that anybody is capable of making a difference."

Row B: 4/4

The response earned four points for Row B for integrating specific evidence to support all claims in a line of reasoning that examines how Johnson is "using Roosevelt as a model example of what everybody in the audience must do." Paragraph two examines Johnson's choice of ethos, specifically through references to "Marcus Aurelius" and the saying from "a rabbi of the Jewish community in berlin." The response ties both pieces of evidence to Johnson's purpose that "anyone is capable of doing what they want in their lives." Paragraph three explains exemplification and its contribution to Johnson's purpose with a focus on how Johnson's use of examples encourages "change in the mindset of her audience" by highlighting "Roosevelt's constant determination to make a change." As the response continues, paragraph four examines Johnson's use of rhetorical questions as a means to make "Johnson's goal more approachable for her audience members." The response continues to return to Johnson's larger purpose of using Roosevelt as an example that the audience is "just as capable as she is to enact change and promote what they believe is right."

Row C: 0/1

The response did not earn a point for Row C. While the response explains Johnson's rhetorical choices and discusses the purpose of this tribute, it does not demonstrate a complex understanding of the choices in light of the rhetorical situation. There is no discussion of complexities in the passage. Style is appropriate to the task but is not consistently vivid or persuasive.

Sample C
Score: 5/6 Points (A1 – B3 – C1)

Row A: 1/1

The response earned one point for Row A for developing a clearly defensible thesis statement in the final sentence of the introductory paragraph: "In this speech, she exemplified the many accomplishments of Eleanor Roosevelt, and described the kindness she always showed in order to pay a respectful and adequate tribute to the world's First Lady."

Row B: 3/4

The response earned three points for Row B because it includes textual references relevant to the thesis and explains how some of the evidence supports a line of reasoning. Paragraph two examines Johnson's "choice to list [Roosevelt's] many successes and achievements" and explains that "it was uncommon to see women achieving high statuses and fighting for causes on their own." While most of the evidence in paragraph two is paraphrased, the response does create a line of reasoning, specifically that Johnson's description of Roosevelt's "career successes" as well as the "international scale" of her activism was meant to "impress any spectator at the memorial, and earn the response of any listener." This observation is especially perceptive. Paragraph three, a combined discussion of Roosevelt's kindness and her call to action, does not integrate all evidence to support the key claims, as commentary lacks development and specificity.

Row C: 1/1

The response earned one point for Row C for sophistication because of an understanding of the complexities of the rhetorical situation. An understanding of the context of the rigidity of gender roles during this time is utilized to an impressive degree in the second paragraph.

Sample D
Score: 4/6 Points (A1 – B3 – C0)

Row A: 1/1
The response earned one point for Row A for the clear, defensible thesis at the end of the first paragraph: "In her speech given at the first anniversary luncheon of the Eleanor Roosevelt Memorial Foundation, Claudia Johnson uses rhetorical questions, aphorisms, and her arrangement of sentences to effectively pay tribute to the former First Lady, Eleanor Roosevelt." The thesis is reiterated in the final paragraph of the response as well.

Row B: 3/4
The response earned three points for Row B because it includes textual references relevant to the thesis and explains how some of the evidence supports a line of reasoning. In paragraph two, the response explains how the evidence supports a line of reasoning and contributes to the speaker's argument through a discussion about Johnson's use of rhetorical questions: "Johnson effectively manages to include the audience in her praise of the Roosevelt and establishes a direct connection between them. The direct connection helps further her purpose of paying tribute to Eleanor Roosevelt because getting others involved in this movement to help the rest of the world, is what Roosevelt stood for, and it would be the best way to honor her memory." While paragraph three identifies Johnson's use of aphorism to "pay tribute to the virtues of Eleanor Roosevelt," the commentary is simplistic, and the evidence is not clearly explained. Paragraph four examines "Johnson's arrangement of sentences" and provides some clearer connections to the line of reasoning. By describing Johnson's sentence organization as means "to show Eleanor did not fit into the societal generalizations" and as an example of how "Roosevelt blossomed under pressure," the response is able to draw a larger conclusion about Roosevelt's character.

Row C: 0/1
The response did not earn a point for Row C. The response did not demonstrate a complex understanding of the rhetorical situation. There is no attempt to analyze the interaction between Johnson's rhetorical choices. The ideas are clearly conveyed, but the style is not vivid or persuasive.

Sample E
Score: 3/6 Points (A1 – B2 – C0)

Row A: 1/1
The response earned one point for Row A for the defensible thesis found in the last two sentences of the first paragraph: "Throughout her speech she glorifies Eleanor Roosevelt's actions and upholds her beliefs describing the enormous impact she had on millions of peoples lives. Claudia uses rhetorical strategies alliteration, hypophora, and amplification in her speech to leave a lasting and meaningful impression on everyone who heard it."

Row B: 2/4
The response earned two points for Row B because it provides some specific, relevant evidence and explains how some of the evidence relates to the thesis. The second paragraph begins with a claim that Johnson "uses the rhetorical strategy alliteration throughout her speech." While the response argues that "Eleanor Roosevelt is not afraid to stand up for what she believes in," the response struggles to clearly explain how Johnson's use of alliteration advances Johnson's argument about Roosevelt's character. Paragraph three examines hypophora as a way for Johnson to "cause the audience to look at themselves and to question how they view what she is saying." However, the link between Johnson's rhetorical choice and the commentary is simplistic and broad. Paragraph four explains how some of the evidence relates to the argument: "Her use of amplification during her speech causes the audience to feel the urgency in what she is saying and how important it is to the world. Furthermore, it causes the audience to want to make a change just as Eleanor Roosevelt." However, the line of reasoning is not clearly established. Instead, the response relies upon broad generalizations such as "it causes the audience to want to make a change just as Eleanor Roosevelt."

Row C: 0/1
The response did not earn a point for Row C. While the response refers to broad generalizations about Eleanor Roosevelt's character, it does not demonstrate sophistication of thought or understanding of the rhetorical situation, as evidenced by the final paragraph, which discusses how "you can effectively use rhetorical strategies in your own speeches." There is no identification or explanation of any complexities or tensions in the passage. And while clear, the response is not consistently vivid or persuasive in style.

Sample F
Score: 2/6 Points (A1 – B1 – C0)

Row A: 1/1
The response earned one point for a rather weak, but defensible, thesis statement developed at the end of the first paragraph: "Claudia Johnson portrays Eleanor Roosevelt tribute by portraying Roosevelt in an uplifting tone/matter and shows that she had the right reasons for her achievements."

Row B: 1/4
The response earned one point for Row B. The second paragraph provides evidence that is mostly general: "Johnson talks about how she came to love Roosevelt and others did also." The remainder of the paragraph provides generalizations about Johnson's purpose: "By doing this she put a picture in the audience's head that Roosevelt was a well liked person but it doesn't portray what people disliked about her." Paragraph three refers to the speech specifically several times. However, the attempt at commentary summarizes the evidence: "Johnson says 'she does not need our praise,' by stating this it shows the audience that Eleanor Roosevelt didn't work hard just for the praise but for the outcome that followed."

Row C: 0/1
The response did not earn a point for Row C. It does not demonstrate sophistication of thought or understanding of the rhetorical situation, as evidenced by statements such as, "But why didn't she show negative factors of Roosevelt?" There is no identification or explanation of any complexities or tensions in the passage. The response is not vivid or persuasive. Ideas are often repetitive.

Sample G
Score: 1/6 Points (A0 – B1 – C0)

Row A: 0/1
The response did not earn the point for Row A. The response identifies Johnson's use of paradox but makes no claim about how this choice advances Johnson's purpose.

Row B: 1/4
The response earned one point for Row B because it describes rhetorical choices rather than offering any discussion of the effects of these choices in the speech. The response provides an example but offers no explanation: "Johnson uses a paradox when she says 'She thought of the suffering individual, not the theoretical principle.' because she is trying to explain how Roosevelt was doing things not because it was the right thing do but because someone needed help." The attempts at commentary simply restate the cited evidence from the speech: "These examples were used to show if there was someone in need of help she would try to help."

Row C: 0/1
The response did not earn a point for Row C because it does not demonstrate sophistication of thought. The response does not identify or explain any of the complexities or tensions in the passage. The style is not vivid or persuasive.