

2023

AP<sup>®</sup>



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# AP<sup>®</sup> Seminar End-of-Course Exam

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Part B**

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**End-of-Course Exam: Part B**

**24 points**

**General Scoring Notes**

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e., best fit).
- Each row is scored independently.

**0 (Zero)**

A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

**NR (No Response)**

A score of NR is assigned to responses that are blank.

AP Seminar 2023 Scoring Guidelines

Reporting Category	Scoring Criteria			
<p><b>Row 1</b> <b>Establish Argument (0, 2, 4 or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> Misstates or overlooks a theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources.</p>	<p><b>4 points</b> Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.</p>	<p><b>6 points</b> The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.</p>
Decision Rules and Scoring Notes				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a perspective that is unclear.</li> <li>• Demonstrate a simplistic or mistaken understanding of the provided sources.</li> <li>• May be dominated by summary rather than being driven by the student’s perspective.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is derived from a single source or present a perspective that juxtaposes topics pulled directly from sources.</li> <li>• Offer a reasonable understanding of the provided sources.</li> <li>• Present a perspective that is trite, obvious, or overly general.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is either original or insightful.</li> <li>• Offer a perceptive understanding of the provided sources used.</li> <li>• Are driven by the student’s perspective.</li> </ul>	
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>• A perspective is a “point of view conveyed through an argument.”</li> </ul>				

AP Seminar 2023 Scoring Guidelines

Reporting Category	Scoring Criteria			
<p><b>Row 2</b> <b>Establish Argument</b> <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> The line of reasoning is disorganized and/or illogical. The response lacks commentary, or the commentary incorrectly or tangentially explains the links between evidence and claims.</p>	<p><b>4 points</b> The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.</p>	<p><b>6 points</b> The line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Summarize the provided sources without linking them to one another or to an argument.</li> <li>Offer very general or confusing commentary, if any, connecting evidence and claims.</li> <li>Have a line of reasoning that fails.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Are organized well enough to discern the argument.</li> <li>Provide inconsistent or incomplete explanations linking evidence and claims.</li> <li>Make a claim that may be only partially supported.</li> <li>Have a line of reasoning that is difficult to follow at times.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>Are driven by the argument; points are intentionally ordered AND the links between claims and evidence are logical and convincing.</li> <li>Are thoughtful or sophisticated (e.g., may address a counterargument)</li> <li>Have a sound line of reasoning.</li> </ul>	
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>Line of Reasoning is “an arrangement of claims and evidence that leads to a conclusion.”</li> <li>Commentary is “a discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.”</li> </ul>				

AP Seminar 2023 Scoring Guidelines

Reporting Category	Scoring Criteria			
<p><b>Row 3</b>  <b>Select and Use Evidence</b>  <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b>                      Uses one or none of the provided sources.</p>	<p><b>2 points</b>                      Repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.</p>	<p><b>4 points</b>                      Accurately uses relevant information from at least two of the provided sources to support an argument.</p>	<p><b>6 points</b>                      Appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Use only one of the provided sources.</li> <li>• Do not make use of any of the provided sources.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Draw obviously mistaken conclusions from the sources.</li> <li>• Mismatch claims and evidence.</li> <li>• Offer evidence that has no bearing on the claims made.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Present evidence that adequately supports assertions.</li> <li>• Use quotations or paraphrases that generally match the claims.</li> <li>• Interpret the sources in a way that does not substantially contribute to the argument; may pull data or information from the sources but do not utilize that information in a thoughtful or insightful way.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Fully integrate the source materials into the argument and put the sources into conversation with one another.</li> <li>• May use a source to clarify points made in a second source, or to make a contrasting point, which is woven into the argument.</li> <li>• Present evidence invoked to support the writer’s argument; the evidence is not the argument itself.</li> <li>• Interpret the evidence in a way that adds substantially to the argument.</li> </ul>	
<b>Additional Notes</b>				

AP Seminar 2023 Scoring Guidelines

Reporting Category	Scoring Criteria			
<p><b>Row 4</b> <b>Apply Conventions (0, 2, 4 or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> Contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.</p>	<p><b>4 points</b> Is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.</p>	<p><b>6 points</b> Communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g. it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.</p>
<b>Decision Rules and Scoring Notes</b>				
	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Use grammar and syntax that is so clumsy as to make the meaning difficult to decipher. Require multiple readings to uncover meaning or intent.</li> <li>• Use blatant unattributed paraphrases and/or there is an absence of sources/quotation marks/reference to sources or their authors.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Are written in a style that is adequate, if sometimes clunky, but conveys basic meaning.</li> <li>• May contain multiple misspellings or other errors, but not so many as to impede understanding. May attempt elevated word choice but may be incorrect, or may lapse into colloquial language.</li> <li>• Refer to sources/authors and use quotation marks or paraphrases appropriately.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Feature writing that enhances the argument, are easy to read, and concise. Grammar and syntax need not be perfect.</li> <li>• May demonstrate an understanding of the context of the provided sources.</li> <li>• Weave source material effectively into the argument’s composition.</li> <li>• Accurately cite sources (use quotation marks and paraphrases correctly).</li> </ul>
<b>Additional Notes</b>				

Begin your response to PART B on this page. Do not skip lines.

The internet may be the defining technology of the 21<sup>st</sup> century. With it, a wealth of knowledge and social connection is available across the globe. Without it, nowadays, it is extremely hard to be successful. The internet presents a critical opportunity to enhance the American ideal of equality of opportunity through access to information as well as people.

However, unfortunately, current access to internet is limited, especially for traditionally marginalized groups such as African Americans, hispanics, women, and those of lower incomes. ~~As~~ A study from the PEW Research Center found that all such groups experience trouble with the "speed, reliability, or quality of their high-speed internet connection at home in a way that makes it hard to do the things they need to do <sup>(source C)</sup> online." The majority of those with lower incomes, hispanics, blacks, and women said they at least sometimes had problems while their higher income, white, men ~~counter-parts~~ counterparts did not. In such households, learning is even harder. Anything from researching for a paper to asking friends for help is made impossible by a lack of internet. This digital divide furthers already existing divisions in these marginalized groups and perpetuates lower standards of learning and success in life for these individuals.

Furthermore, the social benefits of the internet should not be dismissed. These social benefits not only improve well-being but can also affect student's future success. For example, sociologist Mark Granovetter emphasized how 'weak ties' can be pertinent for employment (Source B). Nowadays, these weak connections can be easily built using the internet. One example is LinkedIn. This site allows prospective employees to publish their

Continue your response to PART B on this page. Do not skip lines.

certifications for any employer to see. Those that successfully advertise themselves on such platforms will have a much easier time finding employment than those who don't. Even regular social media such as Instagram and Facebook matter as it has been shown that employers do take these into account, legally or not. For example, a candidate from a well-off background with thousands of followers on Instagram might be looked at ~~to~~ more favorably ~~than~~ than one from a rural background with none at all, despite similar qualifications. So groups that have less internet access, such as women, non-caucasian, and lower class people as discussed earlier will have a disadvantage in finding employment. Thus the role of the internet in facilitating such connections cannot be ignored.

So what is there to do about this? One major roadblock for wider internet access is, ironically, Internet Service Providers (ISPs) themselves. While many, such as Cox, could provide better internet to rural areas, they choose not to as it is expensive. However they also lobby Congress to prevent competition from arising and thus people living in rural areas are left behind. As John Donne wisely notes, no man is an island and a loss to one is a loss for all (Source D). This is precisely applicable here as these people living in rural areas, 'islands' without internet, are left behind and ignored. This is why such anticompetitive practices are so harmful and prevent equal opportunity for such people. Additionally, such companies ~~also lobby to~~ lobbying to prevent ~~competition also prevents~~ natural competition also means that these conglomerates have no incentive to improve the quality of internet to their customers. This is



Continue your response to PART B on this page. Do not skip lines.

why so many complain of issues in accessing their internet (Source C).

There are new initiatives that have the potential to mitigate this internet outage. For example, Starlink, a relatively new ISP based on satellite coverage has the potential to reach rural areas. This means those who were previously disadvantaged might be given a chance at success through the internet. As long as initiatives like these are not stifled, internet access will eventually become universal.

Internet access should be universal. As it is key to equality of opportunity, a very American value, the US government should be interested in providing universal access. Beyond fostering natural competition in the ISP market, the government could also step up and offer its own internet services. Just as healthcare is seen as a human right, implemented by the Affordable Care Act through Medicaid, internet access should also be seen as a human right, and thus be ~~protected~~ provided by the government. Such ~~equal~~ equal access would ensure equality of access for all, regardless of race, gender, or class, ~~and~~ through providing knowledge and the power of internet social connections to everyone.

Begin your response to PART B on this page. Do not skip lines.

The value of friendship, and the value of being alone both have the negative and positive impacts on a person. Say if you have a ton of friends, always spending time with them, sure that all seems like a positive to the naked eye, but investing all of that time to kick back with your friends gives you little time to invest in for things that really matter, like college. On the other hand being "lonely" can give you lots of time to look in on important things in life, this may or may not lead to depression. Being lonely and having social ties both have their positive and negative impacts.

In source A, Francesca Street is a reporter from CNN did a documentary on a 70 year old man, Mauro Morandi who enjoys living a lone to the fullest. Morandi lives on his "own slice of heaven" on the beautiful Isle of ~~the~~ Budoni in the Maddalena of Italy. ~~It is a view that doesn't grow old - and one Morandi doesn't share with a single soul.~~ Each day for the past 29 years, Mauro Morandi has woken up to a golden sunrise illuminating the Mediterranean sea... It's a view that doesn't grow old - and one Morandi doesn't share with a single soul." Morandi values his lonely days in his own slice of heaven, capturing each day like it's his

Continue your response to PART B on this page. Do not skip lines.

last, just genuinely enjoying where he lives and what is around him. Even though he would love to keep this all to himself, he has opened up on social media showing his beautiful captures to the world. "I felt a bit selfish and I wanted to share with the whole world what I consider one of the great beauties of nature... Because I think like Dostoevsky that only beauty can save this world from ~~man-made~~ <sup>man-made</sup> destruction." This piece of evidence is very valuable, as he explains that even though he wants to experience this only for himself, which ~~he~~ he comes to realize is selfish, to go on and share with everyone how beautiful parts of our world can be, trying to bring peace for everyone.

In source B, Janice M. McCabe, Associate Professor of Sociology, Dartmouth College writes an excerpt "How your college friendships help you or don't?" she begins to go into detail on how college students spend various amounts of time with their friends, not putting in enough time to their education. "College students spend a tremendous amount of time with their friends. One estimate suggests that the average college student spends only 15 ~~to~~ hours a week in class but 66 hours

Continue your response to PART B on this page. Do not skip lines.

a week with his or her friends." This is just ridiculous, 86 hours with friends goofing off doing who knows what, 15 hours a week on education?! Students don't even realize how they should manage their activities and don't realize how much this is hurting their academics. Friendship does matter for academics and social success, but students need to have a grasp on time management to have success in academics and social status. "Friends matter for students' academic and social success. As the examples of Alberto, Mary, and Steve show, each network type comes with particular benefits as well as drawbacks during college and beyond. Students need to be aware of their networks and how that is helping or hindering them..." So yes, friendships help students in academics and social success but in the long run these friendships will only get you so far on your own personal journey to success...

In conclusion the value of friendship and those ties, and the value of loneliness and that none both have their positives and negatives. Like in source A, the old man loved being lonely until he opened up and started showing his beautiful island to the world through captures, in source

Continue your response to PART B on this page. Do not skip lines.

B, college students putting in more time with friends than academics, but need to know how to manage their time better.

Begin your response to PART B on this page. Do not skip lines.

~~Source A for Part B~~ The four sources I have read have different ideas in them but mainly I see life ~~is~~ ~~experiences~~ experiences the ~~first~~ different perspectives I will talk about is the ones from "Meet the 79-year-old man who lives alone on an Italian island", "How your college friendships help you--or don't", "Navigating technological challenges" and "No man is an island". The first perspective is mainly about a man who lives on a island alone while being the age of 79 years old. This source connects to the others by <sup>pointing</sup> ~~1.~~ there focus on one objective or person. This connects them by their storyline and how they go about. This source mainly focuses on a guy named Marco Morandi, it says "The enigmatic 79-year-old lives alone on the beautiful Isle of Budelli in the Maddalena archipelago of Italy. It says this place has been his since 1989 and he calls it Slice of Paradise. Source B talks about college and friendships. In source B it mainly talks about the different networks in college such as the mapping networks, media and etc. The claim of source B is that the average college student spends 15 hours a week with ~~classes~~ <sup>classes</sup> and 86 hours a week with his or her friend. They categorized different types of friend groups and put the different ones as a tight knit, compartmentalizers and surplacers. Source C talks about <sup>navigating</sup> technology. They explain everything for different races in graphs. Source D talks about every man is a piece of something he is not his own island meaning a man will always have someone above him ~~meaning~~ <sup>meaning</sup> and being there. The claim is "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a ~~island~~ <sup>land</sup> ~~is~~ <sup>be was</sup> away by the sea, Europe is the less.

## **End-of-Course Exam**

### **Part B: Synthesizing and Creating Evidence-Based Argument**

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

#### **Overview**

This question assessed students' ability to:

- Read the sources critically, understanding the different perspective of each source.
- Identify a theme or issue connecting the provided sources.
- Use the theme as an impetus for writing a logically organized, well-reasoned, and well-crafted argument presenting the student's perspective.
- Incorporate two or more of the sources to support the newly-developed argument.
- Build the argument with a series of logical claims.
- Link claims to supporting evidence.
- Cite sources, identifying them either by author or by letters assigned in the prompt.
- Complete the task within a 90-minute time period.

#### **Sample: A**

**1 Establish Argument Score: 6**

**2 Establish Argument Score: 6**

**3 Select and Use Evidence Score: 6**

**4 Apply Conventions Score: 6**

#### **Row 1: Establish Argument**

The response earned **6** points for this row because it identifies a common theme, social connections through the internet, that is found across multiple sources, but extends to an original perspective that includes “The internet presents a critical opportunity to enhance the American ideal of equality of opportunity”. This perspective is carried through the entire response. The use of source C in a paragraph centered on limited internet access to marginalized groups is particularly insightful. Finally, the response offers solutions (Ex: “Internet service providers...could provide better internet to rural areas”) but does acknowledge the limitations of the solutions and of the overall argument in demonstrating a developed understanding of the issue.

#### **Row 2: Establish Argument**

The response earned **6** points for this row because of its clear line of reasoning aligned with its argument. The paragraphs are balanced effectively between evidence and commentary. The second paragraph is particularly thoughtful in focusing on the lack of access for marginalized groups. The evidence and commentary drawn from sources B and C in that paragraph clearly align with the argument. Finally, the introduction and conclusion frame the argument logically and cohesively.

**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Row 3: Select and Use Evidence**

The response earned **6** points for this row because the evidence is highly relevant and synthesized effectively. The response rarely puts two sources in one paragraph, but the argument is never compromised, and the evidence is integrated fully. Source B is used narrowly, yet the response adds an example of LinkedIn to connect with the evidence of “weak ties” in employment settings. Lastly, the use of evidence from source D, “no man is an island and a loss to one is a loss of all”, and putting the source in conversation with source C at the end of the paragraph effectively supports the compelling argument.

**Row 4: Apply Conventions**

The response earned **6** points for this row because the language use and phrasing enhance the response consistently. Ex: “Conglomerates have no incentive”, and, “Beyond fostering natural competition”. The response also demonstrates skill in its construction of cohesive paragraphs. Lastly, all evidence is attributed and/or cited accurately throughout the response, and the response takes the time to explain why the selected sources are valuable for their argument. For example, it specifies that information about Internet connection quality comes from the Pew Research Center and the role of “weak ties” in employment is established by a sociologist Mark Granovetter.



**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Sample: B**

**1 Establish Argument Score: 4**

**2 Establish Argument Score: 4**

**3 Select and Use Evidence Score: 4**

**4 Apply Conventions Score: 4**

**Row 1: Establish Argument**

The response earned **4** points for this row because it correctly identifies a theme, the value of friendship, and establishes a perspective, “Being lonely and having social ties both have their positive and negative impacts”. However, this perspective is overly general.

**Row 2: Establish Argument**

The response earned **4** points for this row because it is mostly clear and organized but lacks development in commentary. The commentary does explain the link between evidence and claims consistently, but only at a surface level. “So yes, friendships help students in academics and social success but in the long run these friendships will only get you so far”. The response has accurate claims but underdeveloped commentary.

**Row 3: Select and Use Evidence**

The response earned **4** points for this row because it does include relevant evidence from two sources in support of the argument. The response does isolate the two sources, though, with the use of source A exclusively in the second paragraph and source C in the third paragraph. Source A is used to show the benefits of being alone, while source B supports the value of having friendship networks. Also, the evidence extracted from both sources A and B is not synthesized well; instead, it relies on quoting/paraphrasing large chunks of text.

**Row 4: Apply Conventions**

The response earned **4** points for this row because the writing style is consistent and adequate. The basic meaning is conveyed with minimal interference for the reader. “The peice [sic] of evidence is very valuable...explain.” The response attributes information from the sources accurately but does not provide any context. Finally, the response follows paragraphing rules consistently.

**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Sample: C**

**1 Establish Argument Score: 2**

**2 Establish Argument Score: 2**

**3 Select and Use Evidence Score: 2**

**4 Apply Conventions Score: 2**

**Row 1: Establish Argument**

The response earned **2** points for this row because it offers a perspective that is unclear, “[the sources] have different issues in them but mainly I see life experiences”. The response is dominated by summary, never arriving at a clear perspective of its own.

**Row 2: Establish Argument**

The response earned 2 points for this row because it lacks commentary and fails to establish a line of reasoning as it is overly dependent on summarizing the provided sources. “In source B it mainly talks about the different networks”.

**Row 3: Select and Use Evidence**

The response earned **2** points for this row because it does use information from three sources, but the evidence is incorporated in a confusing manner and repeats information. Lastly, it draws mistaken/incomplete conclusions about the sources and, at times, how the sources connect. “This connects them by there storyline and how they go about” and “Source B talks about college and their friendships”.

**Row 4: Apply Conventions**

The response earned **2** points for this row because there are many issues with grammar and syntax that interfere with the communication to the reader. Lastly, it should be noted that the response does use source attribution consistently.