

**2008 AP[®] ENGLISH LANGUAGE AND COMPOSITION
FREE-RESPONSE QUESTIONS (Form B)**

Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Read the following excerpt from *The Decline of Radicalism* (1969) by Daniel J. Boorstin and consider the implications of the distinction Boorstin makes between dissent and disagreement. Then, using appropriate evidence, write a carefully reasoned essay in which you defend, challenge, or qualify Boorstin's distinction.

Dissent is the great problem of America today. It overshadows all others. It is a symptom, an expression, a consequence, and a cause of all others.

I say dissent and not disagreement. And it is the distinction between dissent and disagreement which I really want to make. Disagreement produces debate but dissent produces dissension. Dissent (which comes from the Latin, *dis* and *sentire*) means originally to feel apart from others.

People who disagree have an argument, but people who dissent have a quarrel. People may disagree and both may count themselves in the majority. But a person who dissents is by definition in a minority. A liberal society thrives on disagreement but is killed by dissension. Disagreement is the life blood of democracy, dissension is its cancer.

STOP

END OF EXAM

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2008 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 that are 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.

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

8 Effective

Essays earning a score of 8 **effectively** defend, challenge, or qualify Boorstin's distinction. The evidence used is appropriate and convincing. 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 6 essays but provide a more complete argument or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** defend, challenge, or qualify Boorstin's distinction. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 defend, challenge, or qualify Boorstin's distinction. These essays may, however, provide uneven, inconsistent, or limited explanations or evidence. 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** defend, challenge, or qualify Boorstin's distinction. The evidence used may be insufficient. 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 defending, challenging, or qualifying Boorstin's distinction. The essays may show less control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying Boorstin's distinction. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

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Question 3 (continued)

- 1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, 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.

Argumentative Essay Peer Editing Worksheet and Instructions

Name: _____

Peer: _____

Date: ____4/19-20/2016_____

Issue: ____Dissent_____

Read and complete each editing task as follows:

- ☐ Highlight the THESIS in the opening paragraph.
- ☐ Circle the evidence used that supports the claim.
- ☐ Underline the counterclaim twice.
- ☐ Circle the evidence used that supports the claim.
- ☐ Highlight the conclusion to be sure the thesis has been restated.
- ☐ Draw a star next to every indentation. There should be a new indentation every time a new paragraph is started (there should be 4).
- ☐ Put question marks over words that have questionable spelling.
- ☐ Put a dot under the first word in each sentence to be sure your peer has varied sentence structure.
- ☐ Write the number of sentences in each paragraph in the margin beside each paragraph.

Briefly advise your peer as to what information should be added to each paragraph.

Paragraph 1: (Introduction/thesis- should include reasons for belief)

Paragraph 2: (3 elaborated reasons for support, plus evidence)

Paragraph 3: (3 elaborated reasons for counterclaim, plus evidence)

Paragraph 4: (3 elaborated reasons for counterclaim, plus evidence)

Conclusion: (Merely restating or original/fresh)

If you had to give your peer a grade on this essay, based on the criteria assigned, what would you give him/her?
1-9

Why?