

## Question 2

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

Mary Ann Shadd Cary (1823-1893) was an African American writer, newspaper publisher, educator, lawyer, and abolitionist. In 1851 she went from the United States to Canada to work with the fugitive community (the escaped slaves and the freed slaves who crossed the border into Canada after the United States Congress passed the Fugitive Slave Act). She soon began publishing the newspaper *Provincial Freeman* to link the fugitives and to promote the antislavery cause.

The passage below is from an editorial (“Why Establish This Paper?”) that appeared in the second issue of the *Provincial Freeman* (March 25, 1854). Read the passage carefully, considering the circumstances in which it was written. Then, in a carefully written essay, analyze the techniques Mary Ann Shadd Cary uses to establish the necessity of her newspaper.

We need an organ, too, for making our voice heard at home. Some of our wants, grievances and demands are peculiar to ourselves. It is so with other classes. We form a considerable element in the political constitution of our country, one way and another. As the great country grows, we grow with it; as it improves and progresses, we are carried forward on the bosom of its onward tide. Questions will arise affecting us as a class, which we must know how skillfully and efficiently to meet. To be always at the mercy of the demagogue of the hour is neither safe, dutiful, nor in any sense becoming. We must allow our fellow subjects to know who we are and what we want, through our own authorized mouth-piece. Hence we must have a mouth-piece. Is not that plain?

Besides, it is due to our Constitution and Government, that we should train ourselves so as to fit us for the discharge of the duties of freemen, in full. Such freemen we never were before; and hence the need of our being fitted as well to look after our rights and interests as to discharge our duties. — We beg to ask especial attention to those two points. They are, to our own mind, matters of importance. Indeed, upon our first arrival in Canada they struck us forcibly; and every day, their importance to us has increased.

We say it in no ill spirit, but whatever blame may be cast upon us for saying it, it is neither to be denied nor concealed that there is not and never was a

30 newspaper in Canada which represented the intelligence of colored Canadians; never one, whose respectability made it such a paper, as in a free country we need not be ashamed of. We do not ask the friends of the Paper, nor the Publishing Committee, nor the Stockholders, to be responsible for this remark. We say it on our own responsibility, and if anybody chooses to find fault with it, let him write to us, and he shall have his say in our columns. But we venture to say that our statement is simply true.

We beg to add, that none of the papers published by our people, in the States, answer our purpose. They either pass us by, in cold contempt, ignore us altogether, keep themselves or their readers, or both, ignorant of what Canada is, or in some other way, by opposition or neglect disparaging us, as much as convenient. They will do us but very little good. We recollect a paper, of small size, published and edited by a Mr. *What do you call him?* called the Impartial Citizen, wherein there never was one column of information concerning Canada. And *one* of the reasons was the Editor knew next to nothing about Canada. We fear that other Editors in the States will be of as little service to us as that gentleman *then* was.

55 Good friends, we have a paper because we think we need one, and we have told you some reasons why. Do you agree with us?

GO ON TO THE NEXT PAGE.

### Question 3

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

In 2001 *The American Scholar* published an excerpt from a talk given by English author Margaret Drabble. In her talk, Drabble claimed that “Our desire to conform is greater than our respect for objective facts.” Using appropriate evidence from your reading, observation, and/or experience, write a carefully reasoned essay defending, challenging, or qualifying Drabble’s assertion about conformity.

**STOP**

**END OF EXAM**

---

# AP<sup>®</sup> English Language and Composition

## Free-Response Scoring Guidelines

### 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** develop a position on Drabble's assertion about conformity. 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** develop a position on Drabble's assertion about conformity. 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 develop a position on Drabble's assertion about conformity. 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** develop a position on Drabble's assertion about conformity. 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 developing a position on Drabble's assertion about conformity or in providing evidence to support that position. The essays may show less control of writing.

#### 2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on Drabble's assertion about conformity. The students 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.