

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2015 SCORING GUIDELINES

Question 2

The essay's score should reflect 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 your holistic evaluation of an essay's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 – Essays earning a score of 9 meet the criteria for the 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* the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. 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 the 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 the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. 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 the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. 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 writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the passage, misrepresent the strategies Chavez uses, or analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

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Question 2 (continued)

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. They are less perceptive in their understanding of the passage or Chavez’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Chavez 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 the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

2

Write in the box the number of the question you are answering
on this page as it is designated in the exam.2A
(1 of 4)

The 60's was the height of the civil rights movement. After King's assassination, there were many calls for a violent response to the ~~tragedy~~ tragedy that had struck them. Cesar Chavez pleads with the people to help them see that the best way, the only way to achieve meaningful and significant change is through nonviolent actions. His use of striking diction, juxtapositions, and appeals to the fundamental beliefs of his readers leave his ~~audience~~ audience with little doubt as to the proper course of action.

Chavez, less than 10 words into his request, has already tied "nonviolence" to "power"; this, followed by his claims of "nonviolence provides the opportunity to stay on the offensive" gives his readers the impression that nonviolence is inextricably connected with power and importance, ~~as~~ he goes on to say that those who ^{are} "truly concerned" about the people will not stray from the path of nonviolence, giving his readers no choice but to agree if they want to consider themselves good people. His deliberate contrasts of words such as "freedom" and "democracy" to harsher, unflattering terms such as "vicious type of oppression" and "no honor" to describe violence convinces to his audience that violence is a horrid thing will

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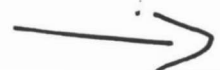
nonviolence and peaceful resistance embodies the virtues of America and citizens everywhere. Although he ~~and~~ ~~acknowledges~~ considers possible protests, ~~at~~ "we are not blind to feelings of frustration" he emphasizes "balance" and patience through his powerful word choices. This comparison between a "nearly perfect instrument" of change juxtaposed with "those who ~~exploit~~ espouse violence exploit people" serve the purpose of shaming readers who advocate for violence and strengthen support for nonviolent resistance. Chavez's coercive diction and juxtaposition delineates the pros of nonviolence and cons of violence, strengthening support for his cause.

Chavez also juxtaposes the two movements while contrasting historical allusions to give more credibility to his argument while portraying peaceful protest in a favorable light to gain support. Chavez uses Gandhi, a famous and highly respected advocate of nonviolence, to allude to the success peace can bring since Gandhi managed to win India back from an empire. By directly following that example up with one of a violent movement where poor and helpless people are killed he portrays the nonviolent movement as highly effective and successful. He ~~is~~ To further

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win the support of his readers Chavez asserts that millions stand behind the cause of nonviolence implying that nonviolence is more successful because they "attract people's support" as opposed to demoralization and death. By using historical examples and obvious contrasts, Chavez manages to portray peaceful protests in a highly favorable light, encouraging many readers to support his cause - one that seems to be successful, safe, and supported by many.

Chavez also makes full use of the morals of his readers when convincing them to gift him their support. Published in a religious magazine, Chavez's article appeals to reader's sense of religious duty by invoking god. By advocating that God has mandated that war is not something that can be taken away he sways many of the deeply religious to his side. He ^{also} further appeals to reader's sense of humanity and virtue, portraying nonviolence as something for those who don't want to exploit the weak or poor and for those who truly care about people. This audience's morality will not let them be a part of a "vicious type of oppressor" or have victory come at the



"expense of injury... and death" or even "lose regard for human beings". By depicting ~~nonviolence~~ as deplorable and vile, he convinces those with ~~not~~ even a shred of decency or humanity that nonviolence is the best and most moral way to bring change.

Chavez not only uses powerful contrast and moving diction to portray his cause favorably, he ~~but~~ also - cleverly - appeals to ~~his~~ his audience's sense of decency and religion to leave them ^{with the idea} ~~without a doubt - that~~ that nonviolence is the only ~~truly~~ truly successful and moral way to achieve their goals.

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The Civil Rights movement ^(CRM) was one that changed American Society drastically. It is studied in every American History class across the country, and Dr. Martin Luther King Jr. is a household name. Many credit the success of the CRM to Dr. King's use of nonviolence. Cesar Chavez expresses his unwavering support of Dr. King's method of nonviolence through logical support and contrast in his article published in a religious magazine.

Throughout his article he supports his claim that "Nonviolence is more powerful than violence" (12-13) with a strong argument. ~~with~~ Chavez uses the idea that ^{nonviolence} it will "attract people's support" (24), to ~~explain this~~ promote nonviolence. Anyone ~~considering~~ looking to elicit change wants just that: ~~of~~ people on their side. By proving that nonviolence results in gaining support with evidence such as America's "conscience" (25) and their "yearn[ing] for justice" (31) Chavez convinces his audience, and ~~any~~ activists or social reformers, that nonviolence is beneficial to ~~their~~ ^{any} cause. Chavez even refers to history to strengthen his argument, encouraging



his readers to learn from the past, "who gets killed in the case of violent revolution? The poor, the workers." (78-79). In most cases the people who are after change are the minority, the oppressed, the "poor." Chavez's use of this example dissuades ~~away~~ the people who are considering violence to achieve their goal from ever attempting it. When looking at the consequences of ~~and~~ violence in history, he convinces his audience that nonviolence is the right choice.

Within each of Chavez's pieces of evidence ~~and~~ he uses another powerful tool: contrast. The overall organization of his article ~~exists~~ follows a certain format; he first supports nonviolence and then follows that support with a hypothetical "if." For example, directly ~~and~~ after his paragraph praising the boycott, he has the "if," "If we ~~beat~~ the growers, at the expense of violence, victory would come ~~at the~~ ^{at the} expense of injury and... death." (66-68) The result is similar to that of when he used history as evidence. ~~The~~ ~~people~~ readers have

this continued comparison in their minds as they read; nonviolence - good results, violence - bad results. He maintains the comparison through diction as well describing nonviolent protests as "powerful" and the protestors as having a "just and moral cause." Meanwhile violence is described as "senseless," temporary, ^{and} demoralizing. ~~and~~ ~~that~~ ~~is~~ ~~the~~ ~~same~~ ~~as~~ ~~the~~ ~~violence~~ ~~is~~ ~~described~~ ~~as~~ ~~senseless~~ ~~and~~ ~~temporary~~ ~~and~~ ~~demoralizing~~. All strong and negative words when describing ~~and~~ ~~the~~ ~~purpose~~ ~~of~~ ~~change~~. No activist wants their ^{effort to bring} revolution ~~to~~ and its results to be "temporarily successful" (75), ~~or~~ which defeats the purpose of revolting, or ~~that~~ ~~is~~ ~~the~~ ~~same~~ ~~as~~ ~~the~~ ~~violence~~ ~~is~~ ~~described~~ ~~as~~ ~~senseless~~ ~~which~~ ~~implies~~ ~~that~~ ~~there~~ ~~is~~ ~~no~~ ~~reason~~ ~~behind~~ ~~it~~. ~~By~~ ~~perpetuating~~ this constant contrast between nonviolence and violence, and correlating the terms with successful and pointless, Chavez leads his readers to weigh the options and choose what he believes so strongly to be the right one: nonviolence.

Cesar Chavez's ~~is~~ vehement support of the nonviolent approach is made clear through his logical ~~the~~ reasons, ~~through~~ and his well developed

2

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

2B
(4 of 4)

use of contrast between good and bad. According to Chavez, it's not ~~under~~ ~~the~~ ~~control~~ even a choice. Nonviolence is the only way to go.

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~~The year following the death of Dr. Martin Luther King Jr. was a year of great struggle for the people of the South. The people were still a part of the same old South. On a day...~~

In his magazine article, labor union organizer and civil rights leader Cesar Chavez wrote of the importance of nonviolent means to further the movement for racial justice. On the tenth anniversary of Dr. Martin Luther King Jr.'s assassination, Chavez employed persuasive diction, moving pathological appeals, decisive short syntax, and authoritative ethos to convey his message. Chavez's appeal reached out to an audience of African-Americans working for justice and equality through a religious magazine. His use of diction, pathos, syntax, and ethos ~~effectively~~ ^{effectively} delivers his article. Throughout his writing, Cesar Chavez contrasted the diction he chose when writing of nonviolent and violent resistance. Violent approaches were coupled with "injuries," "deaths," "vicious," and "oppression." On the other hand Martin Luther King's approach of nonviolence was matched with "example," "power,"

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2

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

2C

(2 of 3)

"justice," and "freedom." The diction used persuades the reader to see an aura of light and positivity surrounding the nonviolent approach, in deep contrast with violence and its consequences. Chavez's persuasive diction developed positivity around nonviolence, making his article ~~more~~^{very} effective.

Cesar Chavez dove into rhetoric in developing his pathological appeals. He wrote of ~~the~~ the importance of an individual life in lines 37-39, equating it to the struggle for justice altogether. Knowing that an individual life has such a strong significance as the struggle, readers are overcome with a sense of duty and motivation. Chavez also wrote utilizing "we" and "our" pronouns, ~~including~~^{joining} both himself and the reader ~~joined~~^{joined} in the same cause. This appeals again to the reader's importance, promoting emotional involvement. Furthermore, Chavez wrote on the tenth anniversary of Dr. Martin Luther King Jr.'s death, an emotional day for all involved in civil rights. His choice of timing appeals to the emotions of readers and the call to



further the nonviolent means King
advocated for. The author's use of pathos
motivate and engage his readers emotionally.

Chavez, later in his essay, effectively
utilized short syntax to create ~~an~~ and present
a decisive reality surrounding violent resistance.
"People suffer from violence" in line 77
is a truth that does not leave room for
rebuttal or disagreement. Chavez tells the
reader to "examine history" - which illustrates
that the class of his readers is the class
that is hurt with violence. This short, decisive
syntax strengthen his argument against violent
resistance, leaving no room to ignore the
plain, haunting facts he presents.

Lastly, Chavez appeals to ethos through
authority. His article is published in a religious
organization magazine, making his appeal to
God powerful among his readers. He appeals
authoritatively to both Dr. Martin Luther King,
Jr and Ghandi, both world-recognized leaders
and figureheads of successful nonviolent
protest. Chavez's ~~the~~ ethical appeals are
effective in alluding to moral and authoritative
motivations to rebel nonviolently.

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2015 SCORING COMMENTARY

Question 2

Overview

The “Analysis” prompt was intended to test students’ abilities to articulate their understanding of a short, argumentative text as an intentional “speech act” — that is, not merely as words on the page but as words in action, words intended to have a social impact. This year’s text was an excerpt from a magazine article by Cesar Chavez detailing how nonviolence works not simply as a strategy but as a moral principle of the farm workers’ movement. The prompt supplied contextual information about the occasion of the article (the 10th anniversary of the assassination of Martin Luther King, Jr.), the identity of the author (Cesar Chavez, a labor union organizer and civil rights leader), and the publication venue (the magazine of a religious organization devoted to helping the poor). From this information students had to infer the original audience and something of the rhetorical purpose of Chavez’s “argument about nonviolent resistance.” From their reading of the text, students had to understand the particularities and the overarching point of Chavez’s argument, discern its logic and appeals, and further infer the intentionality behind it. This year’s analysis question directed students’ attention not to “rhetorical devices” or even “rhetorical strategies” but to “rhetorical choices” made by Chavez. This terminology was selected to emphasize the primacy of authorial agency and communicative purpose over the implementation of formal tropes in the text.

Sample: 2A

Score: 8

This essay effectively identifies and analyzes three of Cesar Chavez’s rhetorical choices — striking diction, juxtaposition, and appeals to reader’s fundamental moral beliefs — to argue that “nonviolence is the best and most moral way to bring change.” Providing convincing evidence and analysis (for example, “Chavez uses Ghandi [*sic*], a famous and highly respected advocate of nonviolence, to allude to the success peace can bring since Ghandi [*sic*] managed to win India back from an empire”), the essay builds its case through a well-developed structure, moving from the analysis of how Chavez’s diction works (“less than 10 words into his request, [Chavez] has already tied ‘nonviolence’ to ‘power’”) to end with a broader point about how Chavez appeals to the audience’s beliefs (“He also appeals to readers’ sense of humanity and virtue, portraying nonviolence as something for those who dont [*sic*] want to exploit the weak or poor”). Although not flawless (sometimes the student overstates the case: “By depicting violence as deplorable and vile, he convinces those with even a shred of decency or humanity”), the essay clearly demonstrates its control over a wide range of the elements of effective writing. For its well-developed rhetorical analysis and effective prose style, this essay earned a score of 8.

Sample: 2B

Score: 6

This essay adequately argues that Cesar Chavez “expresses his unwavering support of Dr. King’s method of nonviolence through logical support and contrast.” The essay analyzes how Chavez develops his argument with logic (nonviolence attracts support while history shows that violence results in the further oppression of the poor, the workers). Then the essay turns to consider “another powerful tool: contrast,” observing that the “overall organization of [Chavez’s] article follows [*sic*] a certain format; he first supports nonviolence and then follows that support with a hypothetical ‘if.’” This claim is supported with appropriate and sufficient explanation: “‘If we webeat [*sic*] the growers at the expense of violence, victory would come at the expense of injury and ... death.’ ... The readers have this continued comparison in their minds as they read, nonviolence — good results, violence — bad results.” The essay concludes by quickly summarizing its two main points, contending, “According to Chavez, it’s not even a choice. Nonviolence is the only way to go.” Despite its rather rushed conclusion and occasional lapses, this essay earned a score of 6 for its adequate rhetorical analysis and generally clear prose.

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Question 2 (continued)

Sample: 2C

Score: 3

This essay inadequately analyzes the rhetorical choices, identified as “persuasive diction, moving pathological appeals, decisive short syntax, and authoritative ethos,” that Cesar Chavez employs. The student misreads the passage (which begins by pointing out that Dr. King inspired the farm workers’ movement led by Chavez) to be an appeal “reach[ing] out to an audience of African-Americans working for justice and equality.” The student also incorrectly mislabels Chavez’s aim of “promoting emotional involvement” in his readers as “pathological.” Although the student understands Chavez is making an appeal to pathos here, the essay’s analysis of this rhetorical strategy is insufficiently explained and at moments simplistic: “Knowing that an individual life has such a strong significance as the struggle, readers are overcome with a sense of duty and motivation.” Similarly, sweeping claims — such as “[h]is short, decisive syntax strengthen [*sic*] his argument against violent resistance, leaving no room to ignore the plain, haunting facts he presents” — are inadequately explained and supported. Although the essay’s control of writing is more typical of essays earning a higher score, it demonstrates a less perceptive understanding and analysis of the passage than essays scored a 4, and therefore it earned a score of 3.