

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2013 SCORING COMMENTARY

Question 1

Overview

Question 1 provided students with seven sources to draw from in composing essays that “examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument.” Students were instructed to respond to the prompt with an **argument** supported by a synthesis of material from at least three of the sources. Students were also required to clearly and accurately cite the sources they used in formulating their responses.

As always, this year’s synthesis question asked students to integrate reading and writing skills. Students had to read and comprehend six verbal texts and one pictorial text and consider how these texts might constitute a “conversation” about the question posed by the prompt. Next, students had to **use** the sources to help them formulate their own arguments in response to the question. While the direction to “examine the factors” might not seem to call for an argument, the prompt clarifies the argumentative task with the verb “should consider.” Students’ arguments, in other words, had to take a position on the responsibilities a group or agency must take into consideration when undertaking the two-fold task of deciding who or what to memorialize *and* how to memorialize this subject. Students had to substantiate their positions with information or perspectives offered in at least three of the sources; they were also free to draw from their own experiences and observations to supplement their use of sources to explain and support their positions. Finally, students had to demonstrate responsible attribution skills by clearly identifying the sources of material they used to help them formulate their responses. The direction to “use the sources to illustrate and support your reasoning” was intended to underscore the centrality of the student’s own argument in the synthesis essay. “Using” sources entails more than simply quoting or paraphrasing and citing sources and surrendering responsibility for formulating an argument to the sources themselves.

Sample: 1A Score: 8

The student develops an effective argument that examines three key factors (location, size, and material) a group or agency should consider in memorializing an event or person *and* in creating a monument in order to “effectively pay homage to deep sacrifice or honor moments of great achievement.” The sources selected illustrate a critical understanding of each source’s position, allowing the student to convincingly engage the sources to facilitate the student’s own argument. For example, in the first body paragraph, the student argues that it was a good decision to place the statue of Christopher Columbus in a serene location in order to invite reflection on the “important role Christopher Columbus had in American history” rather than “behind an abandoned building or amongst a cluster of billboards” that would have robbed people of the opportunity to be inspired by Columbus’ contributions. The student proceeds to effectively contrast the appropriateness of the location of Columbus’ statue with the placement of the Holocaust Memorial Museum within the boundaries of the United States since Americans did little to stop the atrocities. Likewise, in the second body paragraph, the student compares the decision to downsize the Holocaust Memorial Museum with Maya Lin’s thoughtful choice of materials for the Vietnam Veterans Memorial to demonstrate the importance of considering the “effect on those paying omage [*sic*] to an event or person.” The student’s final paragraph rounds out a fully developed essay emphasizing, once again, the importance of the message portrayed by a monument, bringing back a connection to the Vietnam Veterans Memorial and adding an explanation of how the design of the statue of Crazy Horse “commemorates the great accomplishments Crazy Horse had in the Black Hills while commemorating his love for them.” The sources are clearly cited, and source material is smoothly integrated into the student’s own prose. The essay earned an 8 for its effective argument, appropriate synthesis of sources, and consistent ability to control a wide range of the elements of effective writing, as particularly evidenced in its coherence and transitions.

8

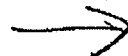
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1

1A
(1 of 4)

There are many ways to memorialize a person or event. One can write a song, piece together a scrapbook, or design a monument to commemorate ~~the~~ a special person or an important event. A monument, through careful consideration of its location, size, material, and purpose, can effectively pay homage to deep sacrifice or honor moments of great achievement.

When a group or agency first contemplates memorializing an event or person through a monument, they should consider location. A beautiful park or a place where the person held close to their heart can elevate the meaning of the monument. A monument of Christopher Columbus stands tall in Riverside Park in Easton, Pennsylvania (Source B). Seeing his monument while strolling ~~the~~ under the trees on a sunny day in Riverside Park makes one remember the important role Christopher Columbus had in American history. If his monument were located behind an abandoned building or amongst a cluster of billboards and other signs, the people would not consider his importance as beautiful and inspiring. When contemplating where to build a museum to commemorate the Holocaust, many individuals were furias with the plans of a Holocaust museum being built onto The Mall in Washington, D.C. (Source E). Protesters questioned why "a museum dedicated to the memory



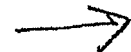
1A
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of the Holocaust would be built in the United States, who did little to stop the Holocaust from occurring." (Source E). ~~They~~ A group or agency must consider that the Mall in Washington, D.C. has no significant importance to anyone effected by the Holocaust. It is ^{when considering building a monument} important to consider the location in order to properly memorialize an event or person.

Once a location has been determined, the size and material for the monument must be planned. ~~The size of a monument or museum is important to ensure that the person of event being commemorated gets the proper amount of remembrance. After the decision to build a Holocaust Museum in The Mall in Washington, D.C. was made, protesters began debating that the design plan was too large. The purpose of the museum was to remember the Holocaust, "not to overpower the Mall or its visitors" (Source E). By downsizing the museum, they were able to create a place of remembrance without overpowering the other memorials and monuments in The Mall. The material of a monument can also help provide the right sense of remembrance. When designing the Vietnam Veterans Memorial in Washington, D.C., Maya Lin put much thought into the material of the monument. She chose "black granite in order to make the~~



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surface reflective and peaceful" (Source G). The mirroring effect of the granite helped to ~~se~~ create a world of reality and a world of ~~reality~~ remembrance. Her choice of material helps ~~to~~ complete the feeling of sorrow while remembering the bravery of those who served in Vietnam. ^{The} Material and size of a memorial can greatly change the feeling ~~of~~ of remembrance and its effect on those paying homage to an event or person.

~~Finally~~ ^{Additionally}, when considering memorializing an event or person and in creating a monument, the message a group or agency ~~is~~ is trying to portray through the monument should be considered. When designing the Vietnam Veterans Memorial, Maya Lin decided to create a wall of names ~~sculpted~~ ^{cut} into the ground. It was important to commemorate those who lost their lives in Vietnam and she felt the best way to remember everything about each individual person was engraving their name into a wall. This allows people to remember everything about the person rather than just one instance, as a picture does. (Source G). When constructing the ~~monument~~ monument for Crazy Horse, the sculptors decided to have him "pointing out over his beloved black hills" (Source C). This commemorates the great accomplishments Crazy Horse had in the Black Hills while commemorating his love for them. (Source C). ~~Because~~ The message a monument displays is very



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important in the remembrance of that person or event.

When designing a monument to commemorate a person or significant event, the ~~best~~ location, size, material, and purpose of the monument should be considered.

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Question 1 (continued)

Sample: 1B

Score: 5

The student opens the essay with some description of the prevalence of monuments that immortalize “memory in granite and stone,” then proceeds to identify three key factors a group or agency should consider in memorializing an event or person *and* in creating a monument: meaningful representation, purposeful intention of remembrance, and smooth incorporation within the “surrounding landscape.” Although essays scoring in the upper range do sometimes use each factor as an organizing element, the links between the factors and paragraphs in this essay are strained, and the formulaic structure keeps the essay from adequately developing the student’s argument. The essay is unevenly developed, moving in and out of focus in each paragraph, and sometimes making unsubstantiated claims, as in the second paragraph, where the student notes that the reason the H. Elroy Johnson statue was neglected was “because this is only meaningful to a select few people.” Likewise, the paragraph about memory contains mostly summary of a single source and presents a vague commentary that while the statue of Crazy Horse “may offend some people,” it serves a purpose. The student brings the essay back into focus in discussing the importance of a monument working “harmoniously with the land” but relies on lengthy quotations rather than on the student’s own commentary in developing the argument. Although the student uses at least three sources and cites them appropriately, the essay earned a 5 for its inability to synthesize the sources in the service of the student’s argument and for its uneven explanation of how the sources contribute to the student’s examination of the factors to be considered in memorializing an event or person *and* in creating a monument.

Sample: 1C

Score: 2

The student demonstrates little success in developing a position on the factors to be considered in memorializing an event or person *and* in creating a monument, choosing instead to open the essay by questioning the government’s rationale for creating monuments because of the “excessive amounts of money” spent and the idea that “monuments and memorials don’t bring emotion to people.” In the second paragraph, the student simplistically argues that the Lincoln Memorial “has no importance to some” because it sits on old mud from the Potomac River Valley, a piece of evidence drawn almost word for word from Source A without any attribution. The student continues to examine only one side of the task (creation of monuments) in the third paragraph by contrasting the waste associated with building the Holocaust Memorial Museum because it “angered many people” with the “fantastic job” Maya Lin did in designing the Vietnam Veterans Memorial because it did not “damage the earth.” The student consistently struggles to use and cite sources in the service of an argument. The essay earned a 2 for its misreading of sources, simplistic argument, and consistent weaknesses in writing, particularly in its lack of development and control.

5

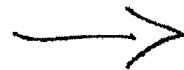
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Question 1 (1 of 3)

1B

Monuments are structures which honor great moments, immortalizing the memory in granite and stone. They are truly everywhere - these manmade structures. It is possible to find them in parks, carved in mountains, and possibly standing next to great historical ~~the~~ places as well. But one cannot just ~~be~~ create a monument and expect it to be able to "stand"... What factors must be considered? If a group or agency decides to try to immortalize an event or person in a monument, they should consider the following. The monument should represent something meaningful, should be there for remembrance, and should work with the surrounding landscape - not destroy it.

In history, there have been some monuments created that were not treated well - perhaps it did not have a profound impact on people viewing the structure. A certain H. Elroy Johnson posed for a sculpture, named "The Maine Lobsterman" (Roundside America). This sculpture was to be cast in bronze and displayed at the 1939 New York World's Fair, but because of money issues, this could not be completed. Instead, the statue was coated in a bronze paint. Over the years, the statue was neglected and was slowly becoming destroyed. The statue was vandalized, and eaten by rats. Obviously, people lacked respect for this object. Why? It is because this is only meaningful to a select few people. When creating monuments, you must be willing to care for it - keep it in a place where it is appreciated. Otherwise, it will not be cared about.



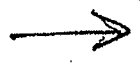
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Question 1

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It is evident that the monuments created should also be there in order to spark one's memory. To stand as a great reminder of the past. A sculptor named Koczak Ziolkowski made an icon of Crazy Horse, an influential Sioux leader. (Downes) Downes says, "... it was hard not to be ~~impress~~ impressed, even moved, by this effort to honor the memory of a people this country once tried mightily to erase." Even in that quote, the word "memory" was said. This monument may offend some people, but honestly, it serves its purpose: It is a reminder of this country's past. One that will not be easily forgotten.

Lastly, this monument should not disturb any of the nature that was there before it. It should work harmoniously with the land. The nature and monument itself should work together to bring out the best qualities in each other. In source G, ^{Maya Lin} ~~Lin~~ ^{Maya} says, "The idea of destroying the park to create something that by its very nature should commemorate life, seemed hypocritical, nor was it in my nature." In reference to the Vietnam Veterans Memorial. She also said, "I wanted my design to work with the land, to make something with the site, not to fight it or dominate it." It is clear that Lin has a great respect respect for nature, which is both admirable and thoughtful. She creates a monument which not only coincides with nature, but is also extremely meaningful and is an immortalized memory.



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Question 1.

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of the past.

So in conclusion, there are no doubt many other things to keep in mind when considering creating a monument. But, the most important things, are that first off, the monument should be meaningful. It should be looked upon in awe and satisfaction, making people reflect not only on the monument, but themselves. Second, the monument should be memorable. It should have a great connection with the past, and have the ability to be remembered far into the future. Last, the monument should work with nature to create something beautiful and unique with the land.

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2:

1C

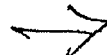
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As you tour the country, monuments and memorials are scattered everywhere. They are important because they remind remind Americans of the past and how far America has progressed. However, the government does not need to spend an excessive amount of money on memorials and monuments. In some cases the monuments and memorials don't bring emotion to people, it's all personal.

Memorials and monuments don't have meaning if the person has no personal relationship or experience with the event or person. For example, The Lincoln Memorial has no importance to some. "It holds no relic or spiritual trace of a past presence", Lincoln's memorial "did not even exist in his lifetime." (Source A) It sits there on mud from the Potomac river valley since the late 19th century, it is pure representation. Why waste money on something most Americans don't appreciate, "The people and their names would allow everyone to respond and remember." (Source G) Memorials and monuments don't show appreciation any greater than an individual who educates oneself about an event that means something to them.

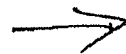


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1C
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Also, money is wasted on the location and the production of the monument. Surprisingly, there is ~~at least~~ "a Holocaust museum in the town whose political sages refused to lift a finger to halt the Holocaust or open our shores to the few survivors." (Source E) The museum is located in the Washington D.C mall which angered many people, not only did USA not help during the Holocaust, but ~~in the 1940s~~ now America decides to put the museum in a mall. ~~By building some memorials and monuments~~ ~~By~~ Having monuments and memorials can sometimes cause more bad than good. Maya Lin, ~~was~~ designer of the Vietnam Veterans Memorial, did a fantastic job in designing the memorial so Americans can enjoy and appreciate the veterans of the war without the thought of the money and damage problem. To build a monument that would "destroy the park" would be "hypocritical." (Source G) ~~Monuments~~ are built to remind us of how far we have come, and to give ~~thank~~ thanks to all these who have sacrificed, but we shouldn't ~~be~~ damage the earth by doing so.



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Simply, remembering names and ~~is~~ educating ourselves about events and people would show more appreciation. Monuments and Memorials are a wonderful thing to an extent, ~~but they~~ they can cause more harm than good. Monuments and Memorials need to be toned down, and be built with more emotion, that relates to people.

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2013 SCORING GUIDELINES

Question 1

The essay score should reflect the essay's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper 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 a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

- 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 development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 **effectively** examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. 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** examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They develop their argument by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

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Question 1 (continued)

4 – Inadequate

Essays earning a score of 4 **inadequately** examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the essay's attempts at development, the link between the argument and the sources may be weak, or the student may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing.

- 3** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in examining the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in examining the factors a group or agency should consider in memorializing an event or person *and* in creating a monument. They may merely allude to knowledge gained from reading the sources rather than cite the sources themselves. These essays may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. Essays that score 2 often demonstrate 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, weak in their control of writing, or do not allude to or cite even one source.
- 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, synthesis means using sources to develop a position and citing them accurately.