

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2006 SCORING GUIDELINES (Form B)

Question 3

The score should reflect a judgment of the quality of the essay as a whole. 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 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 argument or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 respond to the prompt **effectively**. They effectively establish and support their position on one or more than one of Schopenhauer's claims, using appropriate evidence. These essays may refer to the passage explicitly or implicitly. 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 are distinguished by more complete or purposeful argumentation or by a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt **adequately**. They adequately establish and support their position on one or more than one of Schopenhauer's claims. These essays may refer 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 establish and support their position on one or more than one of Schopenhauer's claims but do so unevenly, inconsistently, or insufficiently. 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 respond to the prompt **inadequately**. They may have difficulty establishing a position on any of Schopenhauer's claims, may use unconvincing evidence, or be insufficiently developed. 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 are less successful in developing their position and/or less consistent in controlling the elements of writing.

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Question 3 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing their position in relation to any of Schopenhauer's claims. These essays may misunderstand the prompt, fail to present an argument, respond with unrelated ideas or inappropriate evidence, or substitute a simpler task such as summary. The prose often demonstrates consistent weaknesses in writing.

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

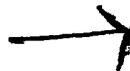
Question #3

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

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Schopenhauer claims that learning through reading has an effect of limiting one's opinion while self-thinking still opens up opinions which ~~can be~~ ^{is more} useful in developing the world. To some extent, Schopenhauer's claims are true. Reading literature, however, still can open up views that can benefit the society. However, educational readings can have propaganda effect on one's mind. Thus, when the reading involves educational books, it is better to self-think that can open up views.

In cases where the reading involves literature, Schopenhauer's claim do not necessarily apply. On the other hand, literature can open up views by anticipating the "foreign and heterogeneous to the bent." ~~Because literature does not force opinions~~ ^{It} broadens one's opinion by considering the oppositional thoughts on an issue. For example, when Harriet Beecher Stowe wrote "Uncle Tom's Cabin", some one-minded slavery supporter saw the negative aspects of slavery and changed their minds to oppose slavery. In such cases, applying new opinions through literature, can ~~bring~~ ^{improve} one's mind for the better. In short, readings that are not absolute such as literature



broadens one's mind which can be used for the improvement of the world

On the otherhand, readings that are absolute such as educational books can be harmful to one's thinking by narrowing opinions. ~~Science and history textbooks~~ Educational books such as science and history textbooks demand the learner to accept facts, and facts by definition only elicits one view. This severely limits the learners' view and cannot be useful in improving the world, because bias are brewed from it. For example, there is a saying that "winners write history." In China, who's history involved numerous changes in emperors, the saying is true. Everytime a new dynasty is introduced, people are forced to accept the idea that their current king is and was always right. This is particularly achieved by rewriting ~~school~~ history textbooks as the Qin emperor did. Thus, textbooks can ~~cause~~ narrow one's mind through propaganda.

In such cases, it is better to learn through self-study as Schopenhauer proposed. By weighing different opinions through self-observations, new possibilities and creativity are created. In most



Question #3

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cases, such as ~~creativity~~ are key to improving the world. For instance, scholars, who learned through educational textbooks, of ancient Europe ~~believed that~~ were "propagandized" to believe that the Earth was flat and had limits in its boundaries. However, Galileo who studied the phenomenon of Earth through observation proposed that the Earth is round. The conclusion obtained by anticipating new views through self observation compelled the world of globalization. His theory helped explorers like Columbus discover other parts of the world, which ultimately helped cultural sharing between nations. Thus, observation is better than learning through educational books when improving the world - forcibly

In short, books that do not demand one opinion can be beneficial to the society like literature.

However, books that do demand one opinion ~~through~~ facts like ~~the~~ school textbooks can be through

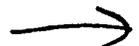
harmful by narrowing one's mind in which observation may be a better method in developing the world as Schopenhauer claims -

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In the above passage, Arthur Schopenhauer hypothesises that men who read too much to a great extent ~~get~~ are absorbed in their own reading, forgetting to think for themselves, accepting all thoughts and ideas which are 'siphoned' in by the books. Schopenhauer also states that the true thinkers and geniuses are those who have extracted their knowledge from their surroundings, environment, world...

Schopenhauer's statement, in my opinion, holds true for any application or situation in life. Our primitive ancestors who invented the revolutionary wheel, did not do so by reading or learning material from books, rather they simply observed how logs rolled down a hill and thus reached their own conclusions. Thus, it is not due to books or learned scholars that our world is as it is, but due to an observant individual who interpreted his own observations.

A Bulgarian philosopher, Ivan Varnenski, once said "Wait not for knowledge to be laid in your hands, extract it from your surroundings". It is true. We can gain more knowledge and more accurate ideas and perceptions by simply walking out of our front door and looking at the ground! One can notice ~~many~~ numerous ~~facts~~ things which cannot be ^{seen} ~~gained~~ by reading extensively; it



is only through ourselves that we may gain real knowledge and become enlightened.

Reading often imposes the writer's view and ideas on us, ^{often} preventing us from developing our own perceptions on the book's topic. By simply creating a literary piece of work which presents a radical new idea, we can develop a cult-like following. Almost all of today's major religions are driven by this way. Give a man a Bible, if he reads it, he will want to be baptised! Is it not peculiar that countless religions are based on books?

Knowledge and wisdom is ~~not obtained~~ obtained from your own views and ideas on the world, and if you seek to attain that knowledge through reading someone else's thoughts, then you will be nothing more than a sheep following its master. "Attain your own wisdom, and ^{only then} you may seek the wisdom of others".

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Free
Thinking

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

question 3

BC
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I agree with many things Schopenhauer has to say in this writing. I agree especially on his statement "~~reading robs the mind~~" "much reading robs the mind of all elasticity". I have always ^uthought that the fun of thinking and the adventure of exploring ones own mind can be easily ~~disturbed~~ interrupted by ^uthoughts of other people. This does not stop ~~be~~ between ~~the~~ reading and thinking, but listening is also important.

What Schopenhauer has to say could only be said because of his time period, when schods and advertisements were less developed. Today, there are more distractions of ~~thought~~ thought then just books. Today, there are many advertisements in many countries all over the world. These ~~advertisements~~ advertisements don't allow people to think ~~what~~ ^u what they want when they are walking. Such distraction is bad for the mind.

The mind has to be influenced by natural things such as nature. It should also be influenced by things that are important for people such as relationships, not things like new cell phones or new ~~and~~ candies.

One important thing that Schopenhauer said was "much reading". Having "much" bring



question 3

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

3C
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emphasized, I would like to say that some books can help you understand and think more about certain topics. Without knowledge, even free thinking is difficult.

In conclusion, free thinking is very important to me; but to enrich free thinking, reading is necessary. Without "foreign and heterogeneous" ideas, the ~~mind~~ mind is ~~is~~ limited in its development.

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**AP[®] ENGLISH LANGUAGE AND COMPOSITION
2006 SCORING COMMENTARY (Form B)**

Question 3

Sample: 3A

Score: 7

This essay demonstrates the importance of reading all essays through to the end before scoring them. The essay examines Schopenhauer's claim that, in the words of this student, "learning through reading has an effect of limiting one's opinion while self-thinking still opens up opinions which is more useful in developing the world." The student generally agrees with Schopenhauer but notes that the reading of literature is an exception to the limiting effects of reading. As the essay develops, the student demonstrates a breadth of intellectual experience and an ability to focus that experience on the argument at hand. While this essay's control of language is simply adequate, its argumentation is more complete than the average 6 essay.

Sample: 3B

Score: 5

This student agrees with Schopenhauer that "men who read to a great extent are absorbed in their own reading, forgetting to think for themselves, accepting all thoughts and ideas which are 'siphoned' in by the books" and that the "true thinkers and geniuses are those who have extracted their knowledge from their surroundings." The student appears to be well-read and capable of finding appropriate evidence and analyzing it with some skill. The two-paragraph introduction seems intentional, and the student establishes his/her position clearly. The remainder of the essay, however, provides insufficient evidence and analysis to adequately support the student's position. The unevenness of the effort resulted in a score of 5.

Sample: 3C

Score: 3

This immature essay struggles in its movement from agreement with Schopenhauer that "much reading robs the mind of all elasticity" to its final qualification of Schopenhauer's position. The introductory paragraph provides a limited sense of the student's purpose. The second paragraph unsuccessfully attempts to equate today's ubiquitous advertising with the sort of reading about which Schopenhauer writes. The third and fourth paragraphs demonstrate extremely limited and frivolous thinking, but the last paragraph suggests—finally—that the student has some experience with fluently incorporating textual evidence.