

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2012 SCORING GUIDELINES

Question 2

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; 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 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 a 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 strategies President Kennedy uses to achieve his purpose. 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 a 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 strategies President Kennedy uses to achieve his purpose. 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 strategies President Kennedy uses to achieve his purpose. 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 student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies President Kennedy uses to achieve his purpose. These essays may misunderstand the passage, misrepresent the strategies Kennedy uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to develop meaning or to achieve a particular effect or purpose.

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Question 2 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the rhetorical strategies President Kennedy uses to achieve his purpose. They are less perceptive in their understanding of the passage or Kennedy’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

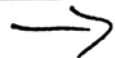
2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies President Kennedy uses to achieve his purpose. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Kennedy 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 a 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.

Throughout his speech in which he condemned ~~the~~
~~companies~~ for raising steel prices ~~the~~, Kennedy
~~he~~ repeatedly appeals to a sense of communal sacrifice
and collective responsibility in order to ~~the~~ rally his
everyman audience around this ostensible cause for outrage.
From ~~the~~ the beginning, Kennedy, ~~the~~ a
~~the~~ millionaire Harvard graduate, includes himself in the
aggrieved camp of everyday Americans by using the
first person "we." The list of sacrifices being
made by the "185 million Americans" are thus shared by
him as well. He is on their side, united with them.
Yet on the very same breath in which he lumps himself
in with the rest of the country, he takes another privileged
group — the "tiny handful of steel executives" — and sets
them apart, separate. Such us-vs.-them distinction
is a critical justification for the contempt and
righteous indignation that Kennedy heaps on the steel companies.

But his appeal ~~the~~ does not rest solely on
class warfare, because if he played up the class bit
for too long, he would lose the faith of his hardworking
and self-sacrificing audience. So he switches to real,
tangible patriotism — after all, there's a war on.
And so the pitch is not limited to union workers
but also extends to "Reservists... and servicemen" and "every
American businessman and farmer." These professions connote



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

2

2A
(2 of 2)

a fighting spirit, rugged individual ingenuity and self-reliance; one hundred percent Americanism. Kennedy is far from being in bed with the unions — he is careful to note (albeit without elaborating) that the steel companies enjoy an “unusually good labor contract,” implying that the steel companies have every ^{right and reason} ~~chance~~ to succeed. But his litany of economic statistics lend further credibility to his ~~condemnation~~ ^{condemnation} of the steel companies, precluding ^{the possibility of the companies replying} ~~that~~ “it was necessary for business.”

Further evidence of Kennedy's rhetorical caution can be found in his disclaimer that “Price and wage decisions... are and ought to be freely and privately made.” Because in 1962 it would have been unprecedented for a president to coerce a private company into taking a specific economic action. But again, ^{Kennedy invokes the} ~~uncontroversial~~ virtuous idea of “higher... responsibility” ~~so~~ so as not to undermine his message. And his final closing lines cleverly put the ball in his opponent's court. Kennedy does not directly go on the warpath or appear to be aggressive, yet manages to appear strong and principled without giving the steel companies ~~any~~ any ammunition to respond to the actual substance of his speech.

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After the price increase of steel in 1962, John F Kennedy had a very powerful response. In his speech made on April 11, 1962, Kennedy is extremely effective in his use of rhetorical strategies to convey his message. Kennedy employs a disapproving tone and strong diction in order to clearly achieve his goal in ~~revers~~ making the steel companies reverse the increase.

~~In his~~ Kennedy's tone parallels that of a father. For example, if the eldest brother, big and strong, beat up the youngest brother for no reason at all, the father would use a tone similar to Kennedy's. Father would emphasize the innocence of the younger brother, the American people, and how he could not defend himself. The American people couldn't handle the increase because of the recession. However, ~~the~~ Kennedy, by using this tone, wants to make the steel companies feel guilty about what they have done to the pure, innocent younger brother. To conclude his speech, Kennedy says "Some time ago I asked each American to consider what he would do for his country and I asked the steel



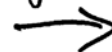
Write in the box the number of the question you are answering on this page as it is designated in the exam.

2

2B
(2 of 3)

companies. In the last 24 hours we had their answer. ⁽¹⁰⁷⁻¹¹⁰⁾ The tone of these 2 sentences is so powerful. It isn't angry - but ~~it~~ it is so ~~not~~ disapproving. Kennedy conveys his disappointment in the steel companies, which as any child knows is ~~it~~ much worse than anger. It ~~it~~ leads to feelings of guilt, which was Kennedy's goal.

Kennedy's well-chosen diction also contributes to the effectiveness of his speech. The diction also helps create the disapproving tone. In the introduction, Kennedy states "... the American people will find it hard, as I do, to accept a situation in which a tiny handful of steel executives whose pursuit of private power and profit exceeds their sense of public responsibility can show such utter contempt for the interests of 185 million ~~the~~ Americans." (16-21). This quote is packed with exceptional word choice, such as "utter contempt," and "tiny handful." He singles out the executives alone, making it seem as if they do not care about anything but themselves. Also, he makes sure to compare this "tiny handful" with "185 million Americans." Not only does this make the executives seem inconvenient, but it puts a small gang against



2

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

2B
(3 of 3)

a national army.

Kennedy's use of tone and diction make his speech extremely effective, in urging the the companies to lower prices. subtly
Steel

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President John F Kennedy was a very skilled speaker and writer. He was able to take situations and allow ~~the~~ ~~people~~ All of America the opportunity to truly understand what was happening in their country. JFK did not sugarcoat anything ~~he~~ ~~was~~ but he was able to present it in a way that it became accessible to the citizens of America, it also made them want to be involved and make a difference in their world.

President JFK's tone shows his sympathy for his nation but at the same time ~~the~~ ~~encouragement~~ that the hard times will start to get better.

JFK uses many examples to help with his direction. His word choice showed knowledge on the subject matter of which he was speaking.

John F Kennedy instills the ideas of wanting to make a difference in his nation by allowing them to think they have responsibility to their country. He asks them what they could do to help the economy. He asks them to not forget about those men who are over fighting in combat while we are over here fighting for money.

President John F. Kennedy has many
→

Other Rhetorical Strategies in his passage. He uses listing to help further prove his point; he uses quotations from people in the steel companies and he uses detail. In a way President JFK ~~also~~ also uses a technique in his speech called repetition. Repetition is not directly in his speech but is more indirect. In the president's Inaugural address speech he ~~is~~ said the very famous quote of "ask not what your country can do for you, but what you can do for your country", he also in his speech regarding the increased steel prices asked that same question in a different way. He asked the American people to reflect on that statement and then he told them about how he asked the steel companies that same question and that is enough to get everyone riled up and ready to fight along side him.

JFK was very smart when it came to speeches because he was able with his tone and diction make everyone agree with him and stop fighting with each other - and start fighting for the same cause

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2012 SCORING COMMENTARY

Question 2

Overview

This question asked students to analyze the rhetoric of a speech given by John F. Kennedy at a 1962 news conference in which Kennedy lambasted the steel industry for its increase in prices. The prompt asked students to “analyze the rhetorical strategies President Kennedy uses to achieve his purpose.” Exam readers looked for analyses that accomplished four tasks: (1) reading for comprehension of Kennedy’s rhetorical purpose; (2) identifying features of the text that illustrated elements of rhetorical strategies; (3) explaining these strategies in the context of the speech; and (4) explaining the logic by which the selected strategies work (or fail to work) to advance Kennedy’s rhetorical purpose.

Sample: 2A

Score: 9

This more than effective essay is especially sophisticated in its argument, thorough in its development, and impressive in its control of language. The student demonstrates how President Kennedy, “millionaire Harvard graduate,” both distances himself from the privileged class of steel executives with whom one might expect him to share a class identification and situates himself among the “aggrieved camp of everyday Americans” in his audience by invoking the dichotomous logic of us versus them. However, lest Kennedy raise the specter of class warfare — an issue of special concern, as he might seem to be intervening in the market and violating its ideology of free enterprise — he must establish another rationale for reinforcing his identification with that audience; hence, the appeal to patriotism anchored in his salute to American types (farmers, reservists, servicemen) and his invocation of a higher authority. This essay is especially astute in its superb analysis of the way that Kennedy’s identifications are carefully crafted and is remarkable in how it minutely traces the emergence of a strategy, rather than focusing superficially on the deployment of isolated rhetorical devices.

Sample: 2B

Score: 5

This essay advances uneven evidence and explanations in supporting its analysis of Kennedy’s rhetorical strategies. The first example uses a family metaphor (father, elder son, and younger son) in order to identify the triangulation of Kennedy, the steel executives, and the American people in the speech. The student’s use of the family metaphor simplifies the context of the speech, and the characterization of Kennedy’s tone as paternal is not entirely apt. However, the family analogy is not wholly inaccurate; it allows the student to understand how Kennedy is in an authoritative position to adjudicate guilt: he assigns guilt to the elder son (the steel industry) for unnecessarily inflicting pain on the younger one (an innocent American public). Although the use of the metaphor may be strained, it nonetheless succeeds in highlighting the workings of pathos. As further evidence of the unevenness of this essay, the second paragraph makes an adequate observation about the contrast between a “tiny handful” of steel executives pitted against “185 million Americans” but embeds the contrast in an otherwise unconvincing and underdeveloped paragraph ostensibly analyzing “Kennedy’s well-chosen diction.”

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Question 2 (continued)

Sample: 2C

Score: 3

The student does demonstrate an awareness of how audience shapes a message and also understands the task of rhetorical analysis when pointing out that Kennedy does not “sugarcoat” his message as he frames it for American citizens. The essay notes and paraphrases key parts of the speech, focusing on a call to action based on nationalist impulses (“John F Kennedy enstils [*sic*] the ideas of wanting to make a difference in his nation be [*sic*] allowing them to think they have responsibilities to their country”). However, the essay fails to connect its claims with the speech through sufficient and clarifying discussion. In the fourth paragraph, the essay lapses into a disjointed and particularly limited recitation of devices identified by the student as rhetorical. Control of writing is less mature than in a higher-scored response.