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AP<sup>®</sup>

CollegeBoard

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# AP<sup>®</sup> Seminar End-of-Course Exam

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Part B**

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**End-of-Course Exam: Part B**

**24 points**

**General Scoring Notes**

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e., best fit).
- Each row is scored independently.

**0 (Zero)**

A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

**NR (No Response)**

A score of NR is assigned to responses that are blank.

Reporting Category	Scoring Criteria			
<p><b>Row 1</b> <b>Establish Argument</b> <b>(0, 2, 4 or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> Misstates or overlooks a theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources.</p>	<p><b>4 points</b> Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.</p>	<p><b>6 points</b> The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a perspective that is unclear.</li> <li>• Demonstrates a simplistic or mistaken understanding of the provided sources.</li> <li>• May be dominated by summary rather than being driven by the student’s perspective.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is derived from a single source or present a perspective that juxtaposes topics pulled directly from sources.</li> <li>• Offer a reasonable understanding of the provided sources.</li> <li>• Present a perspective that is trite, obvious, or overly general.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Offer a clear perspective that is either original or insightful.</li> <li>• Offer a perceptive understanding of the provided sources used.</li> <li>• Are driven by the student’s perspective.</li> </ul>	
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>• A perspective is a “point of view conveyed through an argument.”</li> </ul>				

Reporting Category	Scoring Criteria			
<p><b>Row 2</b> <b>Establish Argument</b> <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 2 points.</p>	<p><b>2 points</b> The line of reasoning is disorganized and/or illogical. The response lacks commentary, or the commentary incorrectly or tangentially explains the links between evidence and claims.</p>	<p><b>4 points</b> The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.</p>	<p><b>6 points</b> The line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.</p>
<b>Decision Rules and Scoring Notes</b>				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Summarize the provided sources without linking them to one another or to an argument.</li> <li>Offer very general or confusing commentary, if any, connecting evidence and claims.</li> <li>Have a line of reasoning that fails.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Are organized well enough to discern the argument.</li> <li>Provide inconsistent or incomplete explanations linking evidence and claims.</li> <li>Make a claim that may be only partially supported.</li> <li>Have a line of reasoning that is difficult to follow at times.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>Are driven by the argument; points are intentionally ordered AND the links between claims and evidence are logical and convincing.</li> <li>Are thoughtful or sophisticated (e.g., may address a counterargument)</li> <li>Have a sound line of reasoning.</li> </ul>	
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>Line of Reasoning is “an arrangement of claims and evidence that leads to a conclusion.”</li> <li>Commentary is “a discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.”</li> </ul>				

Reporting Category	Scoring Criteria			
<p><b>Row 3</b>  <b>Select and Use Evidence</b>  <b>(0, 2, 4, or 6 points)</b></p>	<p><b>0 points</b>                      Uses one or none of the provided sources.</p>	<p><b>2 points</b>                      Repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.</p>	<p><b>4 points</b>                      Accurately uses relevant information from at least two of the provided sources to support an argument.</p>	<p><b>6 points</b>                      Appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.</p>
Decision Rules and Scoring Notes				
<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Use only one of the provided sources.</li> <li>• Do not make use of any of the provided sources.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Draw obviously mistaken conclusions from the sources.</li> <li>• Mismatch claims and evidence.</li> <li>• Offer evidence that has no bearing on the claims made.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Present evidence that adequately supports assertions.</li> <li>• Use quotations or paraphrases that generally match the claims.</li> <li>• Interpret the sources in a way that does not substantially contribute to the argument; may pull data or information from the sources but do not utilize that information in a thoughtful or insightful way.</li> </ul>	<p><b>Typical responses that earn 6 points:</b></p> <ul style="list-style-type: none"> <li>• Fully integrate the source materials into the argument and put the sources into conversation with one another.</li> <li>• May use a source to clarify points made in a second source, or to make a contrasting point, which is woven into the argument.</li> <li>• Present evidence invoked to support the writer’s argument; the evidence is not the argument itself.</li> <li>• Interpret the evidence in a way that adds substantially to the argument.</li> </ul>	
<p><b>Additional Notes</b></p>				

Reporting Category	Scoring Criteria			
<b>Row 4</b> <b>Apply Conventions (0, 2, 4 or 6 points)</b>	<b>0 points</b> Does not meet the criteria for 2 points.	<b>2 points</b> Contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.	<b>4 points</b> Is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.	<b>6 points</b> Communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g. it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.
	Decision Rules and Scoring Notes			
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are not related in any way to a theme that connects the provided sources (off-topic).</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use grammar and syntax that is so clumsy as to make the meaning difficult to decipher. Require multiple readings to uncover meaning or intent.</li> <li>Use blatant unattributed paraphrases and/or there is an absence of sources/quotation marks/reference to sources or their authors.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Are written in a style that is adequate, if sometimes clunky, but conveys basic meaning.</li> <li>May contain multiple misspellings or other errors, but not so many as to impede understanding. May attempt elevated word choice but may be incorrect, or may lapse into colloquial language.</li> <li>Refer to sources/authors and use quotation marks or paraphrases appropriately.</li> </ul>	<b>Typical responses that earn 6 points:</b> <ul style="list-style-type: none"> <li>Feature writing that enhances the argument, are easy to read, and concise. Grammar and syntax need not be perfect.</li> <li>May demonstrate an understanding of the context of the provided sources.</li> <li>Weave source material effectively into the argument’s composition.</li> <li>Accurately cite sources (use quotation marks and paraphrases correctly).</li> </ul>	
<b>Additional Notes</b>				

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America has long had a complicated relationship with ~~authority~~ authority figures. The country's founding came from the denial of British authority and the embrace of the nation-wide sense of individualistic freedom. To this day, America sees itself as the land of the free, which ~~lowers~~ <sup>lowers</sup> its ~~citizens~~ ~~ability~~ citizens' ability to trust authority figures such as employers, family, and the government. Just as George Orwell predicted in his book 1984, technology has only increased this distrust in authority, particularly through social media and data collection. Americans ~~do not~~ ~~are~~ ~~not~~ ~~are~~ fear they will face life-changing consequences as a result of social media use as well as the people and organizations that obtain their data. These fears of the country are justified and contribute to a decline in American trust in authority figures.

Social-media revolutionized the 21st century in the United States. It started a racial reckoning, raised nationwide awareness of sexual harassment, and even contributed to the election of a president. Despite these large overarching effects, it's important to remember that, to most Americans social media is a simple communication tool, often used to connect with family and friends. Despite these good intentions of social media, Americans have more and more reason to fear ~~or~~ revealing personal life on social media, ~~especially~~ ~~the~~ ~~especially~~ particularly employers use of it to screen candidates. Employers are one of the most common authority figures in America and as a result of this, are restricted in what they can know about employees or prospective hires. Employers are required by law to disregard factors such as race, religion, and age when selecting a candidate. Despite this, employers use social media to discover these traits and affect their hires. In an article published in Harvard Business Review entitled "Stop Screening

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Job Candidates' Social Media" it is revealed that "70% of employers check out applicants profiles as part of their screening process, and 54% have rejected applicants because of what they found." (Source C) Americans distrust in authority figures is only worsened by employers invading their personal lives. To make matters worse, is how employers are letting candidates' social media affect their ~~hiring~~ hiring decision. The article (source C) continues, "they (recruiters) were also swayed by factors that are supposedly off limits such as relationship status..., age..., gender..., and religion." Employers are one of the most common authority figures in the country. Americans cannot trust them when they invade their personal lives to determine an event as life changing as getting a new job. Especially when acknowledgement of such factors is illegal and a blatant violation of the individuals right to privacy.

Speaking of a right to privacy, Americans fear they are being that as well, mostly to authority figures. Data published by Pew Research Center entitled "Americans and Privacy: Concerned, Confused, and Feeling Lack of Control over Their ~~the~~ Personal Information" shows what Americans believe is being tracked, by who, and whether or not they are concerned about it (Source D). They found that social media sites were the number one point of concern that Americans had pertaining to how much personal information they might know about them. 85% of respondents said they were concerned how much personal information social-media sites know. ~~Similarly~~ Similar numbers were echoed for various authority figures and groups, 80% of Americans were concerned about how much companies know about them, 61% for law enforcement and 58% for an employer. This data reveals that Americans don't trust these groups with their personal data and ~~don't~~ largely don't trust authority figures. ~~Americans also noted~~ The research (source D) also noted that Americans believe two major authority figures are



Continue your response to PART B on this page. Do not skip lines.

tracking them both on and off-line, 91% and 69% of respondents believe that companies are tracking at least some of their actions ~~both~~ online and offline respectively. 77% (online) and 57% (offline) believed the same about the government. This data proves Americans actively distrust authority figures like companies, law enforcement, and even the government to respect their privacy. This lowers Americans opinion of ~~the~~ ~~own~~ authority figures altogether.

~~The following trust~~ Employer overstep into digital ~~world~~ private life and widespread data-supported skepticism of the privacy of actions and data are two concerning trends on their own, however how they connect to each other is even more alarming. It is the actions similar to employers screening social media that leads to the statistics provided by Pew Research Center. Harvard Business Review (Source C) tells us that 59% of Americans share their ~~political views~~ ~~sexual~~ sexual orientation on social media, 21% show political views, 41% show religion, and ~~also show~~ 3% even show pregnancy status. These are deeply personal details to millions of Americans. When authority figures take action like ~~now~~ rejecting hiring candidates as described in "Stop Screening Job Candidates' Social Media" Americans develop the distrust shown in the data provided by Pew Research (Source D).

~~The~~ America's complicated relationship with authority figures is only getting more convoluted. Americans fear life-changing consequences of their use of technology such as not getting hired. They reflect this fear in opinion polling about trust in national entities. It has become apparent that Americans distrust authority figures and the use of technology is only making this worse.

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~~The saying~~ The saying "Big Brother is always watching." ~~is~~ ~~well~~ is well known and a common debate in today's society. Surveillance has become more and more common as technology grows however, does it effect the lives of people and do they care? A majority of the people are un-educated about to topic so they continue to do nothing about it or they are aware <sup>of the threats</sup> and still continue to take no action to stop this. It has even become a common theme on television where people are placed through full surveillance for entertainment.

~~People~~ Most people are unaware of the personal threats so they continue to use it. In a study preformed by Pew Research Center, it is explained that only 10% of people know "a great deal" about what is being done with the data collected about them (source D). This shows how little people are aware of what their company or government knows about their personal information. While there are some people that know a great deal many are unaware and this would explain the ignorance they face when releasing important information. This information is especially important for companies when choosing candidates for jobs. In a paper done by Harvard Business Review it is explained that, "it allows them to discover all the information they aren't allowed to ask about during an interview." (source C). This usage for social media can expose ones

Continue your response to PART B on this page. Do not skip lines.

"true self" to the interviewer swaying their opinion on who will receive the job. Some might say that social media could be a positive way to show aspects of one's life, however this is not true because factors that would not originally affect the interviewing process such as, marital status, gender, religion are all now viewed as a preference of who the "boss" would want to work there, not based on achievements.

Most people choose to do nothing about the information released even if they are aware. The story 1984 by George Orwell was written in 1949, the reader can assume from this, that it is about the future. Orwell goes on to explain the constant surveillance and paranoia the main character faces while surrounded by ways for the "Ministries" to watch him at all times. The idea that "Winston" (the main character) is seen to be the only one, in this futuristic society that is rebelling against the "Ministry" shows that even though he is not the only one aware of this he is the only one that chooses to do something making him the minority. (Source B). This theme of not doing anything to protect one's personal information is also shown in a study called the privacy paradox which states that "After participants saw evidence of privacy violation, their privacy concern ~~increased~~ <sup>increased</sup> and trust in the device decreased. However their behavior did

Continue your response to PART B on this page. Do not skip lines.

not align with their concern..."(Source A). The study ~~is~~ shows the participants' awareness of this but no change in action. Some might say that privacy may not be important to these specific people however 13 people removed personal information from the site but after a while went back to sharing personal data (Source A).

In conclusion, privacy sharing is talked about a lot but is never fought. If people were truly scared about this topic, why wouldn't they take action to fight the release of personal information? At this point in time the risks outweigh the rewards, so what is the next step toward personal privacy?

Begin your response to PART B on this page. Do not skip lines.

A connection that all ~~x~~ of these sources have is that they all have something to do with ~~that~~ ~~someones~~ privacy. Whether its through home security cameras, social media, advertisements, etc. A argument between the sources would be that media, sites, advertisements, peers, the government, etc, does not have access to ones personal information and privacy. Evidence to support this claim is ~~that~~ when source A states ~~that~~ "But as the privacy paradox highlights, users expressing privacy concerns often fail to act in accordance with them. They freely divulge personal information in exchange for services and convenience. A study from source A about device data shows that "After the participants saw evidence of privacy violation, their privacy concerns increased, and trust in the device decreased". Another source that supports this claim is source D. A group of people were randomly assigned questions about how ~~concerned~~ concerned they are about how much information different groups have about them. That study showed that within social media sites ~~85% of people were~~ that 40% of 85 people were significantly concerned about their privacy.

Continue your response to PART B on this page. Do not skip lines.

39% of people ~~of 84~~ out of 84 felt that advertisers ~~had~~ ~~are~~ ~~is~~ ~~affected~~ concerned them with their personal information.

30% of 80 people in sales companies, 26% out of 61 people in law enforcement, 19% of 58 people in their employer, and lastly 9% of 43 people felt that their friends and family were a concern to their personal information. ~~These pieces~~

~~of evidence~~ In conclusion, these pieces of evidence ~~also~~ support the argument and idea on how much concern and uncertainty there is within sites, media devices, etc, and their privacy within those things

## End-of-Course Exam

### Part B: Synthesizing and Creating Evidence-Based Argument

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

#### Overview

This question assessed students' ability to:

- Read the sources critically, understanding the different perspective of each source;
- Identify a theme or issue connecting the provided sources
- Use the theme as an impetus for writing a logically organized, well-reasoned, and well-crafted argument presenting the student's perspective
- Incorporate two or more of the sources to support the newly-developed argument
- Build the argument with a series of logical claims
- Link claims to supporting evidence
- Cite sources, identifying them either by author or by letters assigned in the prompt
- Complete the task within a 90-minute time period.

#### Sample: A

**1 Establish Argument Score: 6**

**2 Establish Argument Score: 6**

**3 Select and Use Evidence Score: 6**

**4 Apply Conventions Score: 6**

#### Row 1: Establish Argument

This response earned **6** points for this row because it demonstrates a clear understanding of the common theme of technology and privacy, then extends to an original perspective of distrust of authority figures. Using Source B in a particularly insightful way, the response establishes a clear and original perspective not present in any of the sources: "Just as George Orwell predicted in his book *1984*, technology has only increased this distrust in authority, particularly through social media and data collection."

#### Row 2: Establish Argument

The response earned **6** points for this row because it presents a thoughtful, organized argument. The response first addresses the use of social media by employers (an authority figure) creating mistrust, then transitions to loss of privacy rights and distrust of authority figures broadly. The introduction and conclusion frame the compelling argument that lack of data privacy contributes to distrust in authority.

**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Row 3: Select and Use Evidence Score**

The response earned **6** points for this row because the evidence is carefully selected and well-suited to the argument. While this response rarely puts two sources in one paragraph, the through line of the argument is never compromised. When the response does explicitly put the sources in conversation with each other, it does so in a concise and clear manner that illuminates the evidence and commentary previously provided: “These are deeply personal details to millions of Americans. When authority figures take action like rejecting hiring candidates as described in ‘Stop Screen Job Candidates’ Social Media’ Americans develop the distrust shown in the data provided by Pew Research (Source D).” Commentary throughout reflects an insightful interpretation of the sources.

**Row 4: Apply Conventions**

The response earned **6** points in this row because it demonstrates skill in construction at the sentence and paragraph level; in addition, sources are introduced thoughtfully, and quotes are contextualized. The intentional use of the title of Source C, “Stop screening Job Candidates’ Social Media,” is used to help reinforce the argument.



**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Sample: B**

**1 Establish Argument Score: 4**

**2 Establish Argument Score: 4**

**3 Select and Use Evidence Score: 4**

**4 Apply Conventions Score: 4**

**Row 1: Establish Argument Score**

The response earned **4** points for this row as it correctly identifies a theme of surveillance, opening with the cliché phrase “Big Brother is always watching.” The introduction provides a clear perspective that people are aware of surveillance but take no action to protect their privacy. However, this perspective is derived solely from Source A.

**Row 2: Establish Argument Score**

The response earned **4** points for this row as it is organized well enough to discern the argument, but overall lacks developed commentary and links between the evidence and claims. The first body paragraph argues few people understand how their information is used before showing one way companies use personal information. The same basic argument is repeated in the following paragraph, again using sources as examples without further development of the thesis. The response concludes, “Privacy sharing is talked about a lot but is never fought.” Overall, the response is repetitive with accurate but underdeveloped claims.

**Row 3: Select and Use Evidence Score**

The response earned **4** points for this row because it correctly uses evidence from at least two sources to adequately support the argument. However, all sources are used as illustrative examples, not to develop a sophisticated argument. Source D is used to assert that many understand they are being surveilled, but few understand how their information is used. Source C is used to provide an example of how companies use personal information from social media. Source B is used to provide an example of how a fictitious character averts surveillance. Source D is used as an example to show how even when people are provided with proof their information is being tracked, they take no action to avoid it. Overall, the response lacks synthesis and thoughtful use of the sources.

**Row 4: Apply Conventions Score**

The response earned **4** points for this row because the writing style is adequate and attribution is accurate. Where there are no glaring errors impeding communication, there are several areas where the student writing is clunky, vague, and does not enhance the overall argument. For example, the main claim is embedded in a run-on sentence with imprecise pronoun use (“A majority of the people are un-educated about to [sic] topic so they continue to do nothing about it or they are aware of the threats and still continue to take no action to stop this”). The response continues to use imprecise pronouns and run-on sentences throughout.

**End-of-Course Exam**  
**Part B: Synthesizing and Creating Evidence-Based Argument**

**Sample: C**

**1 Establish Argument Score: 2**

**2 Establish Argument Score: 2**

**3 Select and Use Evidence Score: 2**

**4 Apply Conventions Score: 2**

**Row 1: Establish Argument Score**

The response earned **2** points for this row because the perspective, “A argument between the sources would be that media, sites, advertisements, peers, the government, etc. does not have access to ones personal information and privacy,” is not presented clearly, is not consistent with actual arguments made in the sources, and is not consistent throughout the response. The response is mostly summary and not driven by a perspective.

**Row 2: Establish Argument Score**

The response earned **2** points for this row because a framework for a line of reasoning is present, “Another source that supports this claim is,” but the response fails to make or support a claim. There’s insufficient commentary throughout the response, and it often moves directly from quoting one source to another.

**Row 3: Select and Use Evidence Score**

The response earned **2** points for this row because the response often repeats information from Source A and consistently misinterprets information from Source D: “That study showed that within social media sites that 40% of 85 people were significantly concerned about their privacy.”

**Row 4: Apply Conventions Score**

The response earned **2** points for this row because there are issues with attribution. The response uses a direct quote from Source D without using quotation marks: “Respondents were randomly assigned ... different groups have about them.”