

2023

AP[®]



AP[®] Research Academic Paper

Sample Student Responses and Scoring Commentary

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AP® Research Academic Paper 2023 Scoring Guidelines

The Response...				
Score of 1 Report on Existing Knowledge	Score of 2 Report on Existing Knowledge with Simplistic Use of a Research Method	Score of 3 Ineffectual Argument for a New Understanding	Score of 4 Well-Supported, Articulate Argument Conveying a New Understanding	Score of 5 Rich Analysis of a New Understanding Addressing a Gap in the Research Base
Presents an overly broad topic of inquiry.	Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.	Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might still be narrowing.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.
Describes a search and report process.	Describes a nonreplicable research method OR provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.	Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence.	Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.
Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Enhances the communication of the student’s ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.
Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND in-text), with few errors or inconsistencies.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.

Academic Paper

Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

Fast Fashion Development in the 21st Century

Word Count: 1489

Introduction

Well first, the reason I decided to do a research paper on fast fashion is because of the way fashion has impacted my life personally. My mother always makes sure whenever there is an event coming up at my school or even outside of school, that I'm the best dressed there. This isn't about me though, this paper is about a more important topic, fast fashion. Defined by a website called, goodonyou.eco, "Fast fashion can be defined as cheap, trendy clothing that samples ideas from the catwalk or celebrity culture and turns them into garments in high street stores at breakneck speed to meet consumer demand." Fast fashion has grown to become one of the biggest things in fashion today. Instead of the average person wasting thousands of dollars on a simple high-end store t-shirt, they can just shop at a fast fashion company like H&M, Forever 21, FashionNova, and more to get a shirt that looks just like it for a cheaper price. Fast fashion originated from the industrial revolution when the sewing machine was created to make it easier for others to make and get clothes. That's when people started to wear clothes for style, not necessity.

Research Question

My research question is, How has fast fashion developed and been influenced by social media in the 21st century? I asked this question because before I even thought about this research paper, I would see random clothing companies promote their products and I would also see celebrities partner up with different fast fashion companies on social media platforms. For example, a couple days ago on my instagram I saw a famous rapper by the name of, Toosi, partnered up with a fast fashion company, Boohoo, to promote their new line of clothing. With celebrities like Toosi promoting fast fashion business there is now way their supporters won't look at those businesses and shop at those stores. It's also easier to get clothes since you don't have to get up, travel to a store, buy clothes. You can just simply press a couple of buttons and the clothes will be delivered to you.

Hypothesis

My hypothesis for my research question is that fast fashion will keep on developing and growing their audience. Since there are always going to be people chasing a certain look or lifestyle that they want,

fast fashion businesses will stay in business. It's also easier to obtain clothes from fast fashion because stores like Gucci, Balenciaga, Chanel, and more don't meet customers' demands for clothes. Fast fashion meets the customers demands and matches the customers money with affordable prices with good quality clothing.

Abstract

Social media and fast-fashion being two of the many biggest innovations of the 21st century are now working together to make the fashion industry change from clothes that you want and like, to what is trending. Which makes me wonder, does social media contribute to fast fashion? Fast fashion has now changed from going out of the house and going to stores, to staying in the house to and getting the popular clothing from their favorite online-only stores, and getting the clothes in a short amount of time. Social media brands have different ways to promote their business by using ads to constantly pop up on the social media user's screen or having the top social media influencers post and promote the clothes the online-only brands offer. Fashion changes from seasons and what's popular, so the brands representing the fast fashion industry are going to change their whole store to what their target audience are interested in and what young adults are going to buy. Fast fashion stores like Zara, H&M, Forever 21, and more that specialize in fast fashion don't have content of their own to create off of and make, compared to Nike, Jordan, Gap, etc.

Review of Literature

Celebrities Influence

Celebrities have many followers on multiple social media platforms, who look to them for inspiration and eventually try to imitate their idol's style. Most of the celebrities' clothes are expensive and not easy to get access to, so their followers go to fast fashion websites like Shein, Fashion Nova, and etc. Fashion Nova for selling a gown similar to the iconic green dress worn by Jennifer Lopez to the 2000 Grammys, among other designs. 11 Versace's creation worn by Jennifer Lopez in 2000 on the left, compared against Fashion Nova's similar gown that was posted to their website last year.(Elizabeth Vulaj, 2020) The image below is a clear example of Fashion Nova imitating the green dress Jennifer Lopez was

wearing at the Grammys for a lower price with a higher availability. Seeing fast fashion brands having clothes close to what the celebrities are wearing makes the consumer more confident in buying the product and will bring in more consumers when they find out where the buyer got their clothes from.

Cheaper Looks

According to Elizabeth Valuj, from Santa Clara University, “Although it is true that certain individuals “. . . can afford to go to Bergdorf Goodman and buy a handbag they saw Kim Kardashian carrying to the gym . . . [m]ost of us, on the other hand, feel lucky when we can go to a fast fashion retailer and buy something that looks remarkably similar. We do not usually stop to think how much we are hurting Chanel, Louis Vuitton, Gucci, or Saint Laurent.” “. Shoppers go into stores thinking about what is trending and what is the most affordable thing to buy, that looks expensive. Without knowing that buying clothes from fast fashion brands that sell cheaper look-alikes from expensive brands, can hurt those brands that sell expensive clothing. When people see that they can get the same clothes and style for a cheaper price, they will most likely change the way they shop and start shopping at fast fashion brands instead of the expensive designer clothing, like Louis Vuitton, Gucci, Prada, and etc. Ritualistic synchrony’s universality suggests that it may hold some kind of adaptive benefit for societies, as is the case with other global practises such as irrigation, tool use, cooking, and children’s games.(Michele J. Gelfand et al, 2020) Consumers seeing everybody buy clothes for cheap with the same style of clothing will then make their own type of fast fashion brand and make profits off of easily accessible cheap clothing and promote it with inescapable ads on social media platforms.

Fast Fashion Waste

Now let’s get a little more deeper with fast fashion and go into the environmental state of it. Globally, 80 billion pieces of new clothing are purchased each year, translating to \$1.2 trillion annually for the global fashion industry. The majority of these products are assembled in China and Bangladesh while the United States consumes more clothing and textiles than any other nation in the world [1]. (Rachel Bick et al, 2018). Sweatshops in China and Bangladesh that create most fast fashion clothes for

the U.S., have to make a certain amount of shirts in a short amount of time to hurry and ship the clothes to the U.S., so that the fast fashion can put out the clothes that are trending at that time. Then as soon as the trend is completely over they throw the trendy clothes away and start off with new clothes to sell for the new trend, which the sweatshop workers now have to create a new line of clothing in a short period of time for a new trend. Approximately 85 % of the clothing Americans consume, nearly 3.8 billion pounds annually, is sent to landfills as solid waste, amounting to nearly 80 pounds per American per year. (Rachel Bick et al, 2018). Americans are consuming trendy clothing and are throwing them away to be sent to be landfills which can affect the air quality and produce air pollutants. "Next to social externalities, also the environmental consequences of the industry are not to be underestimated, e.g. fast fashion is the second largest nature polluter in the world, next to big oil" (Niinimäki et al., 2020; Quantis, 2018). Fast fashion as a global environmental justice issue Environmental justice is defined by the United States Environmental Protection Agency, as the "fair treatment and meaningful involvement of all people regardless of race, color national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations and policies" (Rachel Bick et al, 2018).

Method

To answer my proposed research question, I will use the method of historical research. I will have to go back and see past events to understand how fast fashion has developed into what it is now. To see where I should start in my historical method, I will go to my local fast fashion store employees and interview them. I would also interview expert advisors that specialize in my research topic.

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Academic Paper

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

Sample: J

Score: 1

This paper earned a score of 1: “Report on existing knowledge.” The topic of inquiry, presented on page 1 “How has fast fashion developed and been influenced by social media in the 21st century?” is overly broad. As the paper states on page 1: “I asked this question because before I even thought about this research paper.” Although the literature review has three different sections, the topic of inquiry is situated within a single perspective and does not arrive at a genuine gap in the research. The references page shows no clear citation style, and some sources cited in the paper are not included in the reference section. There are missing components of a research paper such as student-generated evidence and a new understanding. The paper places an abstract section between the hypothesis and literature sections which suggests lack of organization that impedes communication of ideas (page 3).

The paper did not earn a score of 0 because there is an identifiable topic, fast fashion’s development in the 21st century, which could be reasonably researched. The paper engages with at least part of the research process.

This paper did not earn a score of 2 because the topic of inquiry presented is overly broad. A method of historical research is mentioned on page 5, but the student does not attempt to *use* the method, and there is no evidence of the interviews the student said they would do being completed. All the verbs on page 5 are future tense, indicating the student never used the method. The paper simply ends and the References begin without the student utilizing the method presented.