

2024



AP[®] English Language and Composition

Scoring Guidelines Set 2

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Synthesis Essay**6 points**

Mobile food service establishments, such as food trucks and food carts, have become increasingly trendy in recent years, offering customers appealing and often innovative dining options out of vehicles that can easily be located near workplaces and leisure activities. These businesses have sometimes been held back from expanding because of local regulations that restrict their activities and require operators to obtain licenses and certifications. Proponents of these regulations say that laws are needed to ensure that the meals offered by mobile food services are safe and that these businesses do not have an unfair advantage over traditional restaurants.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on what are the most important factors for cities to consider when regulating mobile food service establishments.

Source A (Baker article)

Source B (New Orleans permit guide)

Source C (U.S. Census Bureau graph)

Source D (Meehan article)

Source E (Neseman cartoon)

Source F (Weber book)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
Row A Thesis (0–1 points)	0 points For any of the following: <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a thesis that presents a defensible position.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> • Only restate the prompt. • Do not take a position, or the position is vague or must be inferred. • Equivocate or summarize other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). • State an obvious fact rather than making a claim that requires a defense. 		Responses that earn this point: <ul style="list-style-type: none"> • Respond to the prompt by developing a position on what are the most important factors for cities to consider when regulating mobile food service establishments, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating there are pros/cons.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> • <i>“Mobile food services have become very popular lately and that popularity has caused problems for cities and food truck operators.”</i> Address the topic of the prompt but do not take a position <ul style="list-style-type: none"> • <i>“Cities have much to consider when they think about food truck regulations.”</i> Address the topic of the prompt but state an obvious fact as a claim <ul style="list-style-type: none"> • <i>“Unlike traditional restaurants, mobile food services are able to move around to different locations.”</i> 		Examples that earn this point: Present a defensible position that responds to the prompt <ul style="list-style-type: none"> • <i>“Cities should focus on whether regulations hurt businesses.”</i> • <i>“In the end, regulating food trucks so that they cannot set up in close proximity to restaurants will help preserve restaurants, which, in turn, help to preserve culinary diversity.”</i> • <i>“Cities should prioritize the health and well-being of communities when setting regulations for mobile food services. However, since these businesses improve the community and create jobs for members of the community, cities need to make it easy for them to succeed.”</i>
Additional Notes: <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the sources must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0–4 points)</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence from or references at least two of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides evidence from or references at least three of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of sources rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Use complicated or complex sentences or language that is ineffective because it does not enhance the argument. 		
<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. 2. Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response. 4. Employing a style that is consistently vivid and persuasive. 		
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

Rhetorical Analysis**6 points**

Simu Liu is an actor who has starred in television shows and movies, including *Shang-Chi and the Legend of the Ten Rings*. His 2022 memoir, *We Were Dreamers: An Immigrant Superhero Origin Story*, describes his experiences as a Chinese immigrant in Canada. Liu’s parents emigrated to Canada from China when Liu was a baby, leaving him with his grandparents. In the following excerpt from Liu’s memoir, the family is getting the four-year-old Liu ready to reunite with his father and travel to Canada himself. Read the passage carefully. Write an essay that analyzes the rhetorical choices Liu makes to convey his message about the experience of preparing to emigrate from China.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0–1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Fail to address the rhetorical choices the writer of the passage makes. • Describe or repeat the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Respond to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Liu makes to convey his message about the experience of preparing to emigrate from China.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>“When he was a baby, Simu Liu’s parents left him to emigrate from China to Canada.”</i> <p>Make a claim but do not address the writer’s rhetorical choices</p> <ul style="list-style-type: none"> • <i>“In his memoir, Simu Liu conveys the difficulties of being uprooted from one country to emigrate to another.”</i> <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> • <i>“When he was preparing for his emigration to Canada, four-year-old Simu Liu had to learn many new things, including a new language.”</i> 		<p>Examples that earn this point:</p> <p>Present a defensible thesis that analyzes the writer’s rhetorical choices</p> <ul style="list-style-type: none"> • <i>“Simu Liu uses humor, descriptive language, and narration to convey his mixed feelings about emigrating to a different country.”</i> • <i>“In his memoir, Liu shifts between the innocence of a four-year-old child and the wisdom of his adult self to describe his experiences meeting his father again and preparing to move to Canada.”</i> • <i>“Simu Liu was, like many child immigrants, not given a choice in his own future when his parents decided to emigrate to a different country. Through the specific narrative examples he chooses to discuss in this excerpt, Liu conveys the hesitance, unwillingness, and confusion he felt during his own experience as a child immigrant.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0–4 points)</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a passage rather than specific details or techniques. • Mention rhetorical choices with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of rhetorical choices contributes to the student’s interpretation of the passage. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. • Oversimplify complexities in the text. • Use complicated or complex sentences or language that is ineffective because it does not enhance their analysis. 	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> 1. Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). 2. Explaining a purpose or function of the passage’s complexities or tensions. 3. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

Argument Essay

6 points

In a 2019 interview, award-winning poet and memoirist Jimmy Santiago Baca asserted: “In America we value possessions. We would much rather talk about a new car than talk about a story that happened between grandfather and me. We’d much rather get on the computer and play video games and enact some cataclysmic¹ epic² than to talk about the epics in our own lives.”

Write an essay that argues your position on the extent to which Baca’s claim about the value of possessions is valid.

¹ destructive on a large scale

² a narrative or story of grand proportions

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0–1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Do not take a position, or the position is vague or must be inferred. • State an obvious fact rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Respond to the prompt by taking a position on the extent to which Baca’s claim about the value of possessions is valid, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating that there are pros/cons.
<p>Examples that do not earn this point:</p> <p>Do not take a position</p> <ul style="list-style-type: none"> • <i>“Baca states that some people prefer playing video games to having conversations.”</i> <p>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> • <i>“Talking about possessions can occupy a lot of time.”</i> 		<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> • <i>“Focusing on possessions often keeps people from giving personal relationships enough attention.”</i> • <i>“Baca notes that Americans place too much value on possessions. For many people, this materialistic approach becomes a way of avoiding genuine relationships and not fully participating in their own lives.”</i> • <i>“Many people end up valuing their possessions more highly than they value their experiences and the other people in their lives, which results in their failing to appreciate some of the most important aspects of life.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence</p> <p>AND</p> <p>Commentary</p> <p>(0–4 points)</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no evidence or evidence that is irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary of evidence rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Use complicated or complex sentences or language that is ineffective because it does not enhance the argument. 	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. 2. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by situating it within a broader context. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		