
AP[®] Seminar End-of-Course Exam

Sample Student Responses and Scoring Commentary Set 2

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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			
Row 1 Establish Argument (0, 2, 4 or 6 points)	0 points Does not meet the criteria for 2 points.	2 points Misstates or overlooks a theme or issue that connects the sources. The response's perspective is unclear or unrelated to the sources.	4 points Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.	6 points 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.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are not related in any way to any theme that connects the provided sources (ignores theme entirely, off-topic). Do not offer any perspective or claim (generated by the student). 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Offer a perspective that is unclear. Demonstrate a simplistic or mistaken understanding of the provided sources. May be dominated by summary rather than being driven by the student's perspective. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Offer a clear perspective that is derived from a single source or present a perspective that juxtaposes topics pulled directly from sources. Offer a reasonable understanding of the provided sources. Present a perspective that is trite, obvious, or overly general. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Offer a clear perspective that is either original or insightful. Offer a perceptive understanding of the provided sources used. Are driven by the student's perspective.
	Examples that earn 0 points: Ignore the theme entirely <ul style="list-style-type: none"> <i>"Taking vacations is a lot of fun." (Without further elaboration.)</i> Do not offer a perspective <ul style="list-style-type: none"> <i>"Source A talks about labor. Source D is a story about a girl."</i> 	Examples that earn 2 points: Demonstrate a simplistic or mistaken understanding of the sources <ul style="list-style-type: none"> <i>"Working is for losers."</i> Are dominated by summary <ul style="list-style-type: none"> <i>"In Memphis sanitation workers protested because of the poor wages they were paid."</i> 	Examples that earn 4 points: Derive a perspective from a single source <ul style="list-style-type: none"> <i>"People should be paid enough to afford the basic necessities of life regardless of their job ." (Source A)</i> <i>"Young people are not lazy, they just do not want to settle for jobs that diminish their quality of life." (Source B)</i> <i>"Increased use of Artificial Intelligence will lead to an increase in Health and STEM jobs in the future, so more students should major in STEM subjects." (Source C)</i> <i>"Joining the workforce for the first time can be an intimidating experience." (Source D)</i> Present a perspective that is trite, obvious, or overly general <ul style="list-style-type: none"> <i>"Everybody has to work to pay their bills."</i> <i>"People should follow their dreams."</i> 	Examples of that earn 6 points: Offer an original perspective <ul style="list-style-type: none"> <i>"To increase efficiency in our future economy, students should spend a lot more time in school learning computer science and how to effectively use AI."</i> <i>"Governments should prioritize policies to reduce housing costs so that those with full-time jobs can afford somewhere to live."</i> Offer an insightful perspective <ul style="list-style-type: none"> <i>"Corporations should allow more dynamic and flexible working patterns in terms of both hours and locations to appeal to younger workers."</i> <i>"Apprenticeships could offer a better alternative to college for many students looking for secure and well-paid future work. "</i>
	Additional Notes: <ul style="list-style-type: none"> A perspective is a "point of view conveyed through an argument." Read the whole response before scoring as an on-topic argument may emerge later in the response. 			

Reporting Category	Scoring Criteria			
Row 2 Establish Argument (0, 2, 4, or 6 points)	0 points Does not meet the criteria for 2 points.	2 points 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.	4 points 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.	6 points 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.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are not related in any way to a theme that connects the provided sources (off-topic). Do not offer any claim (generated by the student) and/or no line of reasoning is present. Examples that earn 0 points: Are not related to the theme <ul style="list-style-type: none"> <i>"The weather is beautiful, and I would rather be outside."</i> Do not offer claims to establish a line of reasoning <ul style="list-style-type: none"> <i>"A young woman goes out looking for a job (Source D). AI is everywhere (Source C). People jump from job to job (Source B)."</i> 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Summarize the provided sources without linking them to one another or to an argument. Offer very general or confusing commentary, if any, connecting evidence and claims. Have a line of reasoning that fails. Examples that earn 2 points: Often stack overly general summaries of the sources without linkage to claims <ul style="list-style-type: none"> <i>"Source A says that 'all labor has dignity.' Source C is about how AI is changing what people do at work, and Source B is about the problems with younger people and labor. The way that we feel about work is very important."</i> 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Are organized well enough to discern the argument. Provide inconsistent or incomplete explanations linking evidence and claims. Make a claim that may be only partially supported. Have a line of reasoning that is difficult to follow at times. Examples that earn 4 points: Often jump from one claim to the next without providing a clear, logical connection between the claims <ul style="list-style-type: none"> <i>"Even sanitation workers deserve to be respected for the jobs they do (Source A). The rise of AI in America (Source C) is going to change everything. Not everyone, like in Source B, thinks that work is a great thing. Sometimes you need a job like the girl in Source D."</i> <i>"If a person applies for a job with confidence, they are likely to have a better chance of getting that job. While most young people don't belong to unions, some are organizing. That is a positive step for people who need work."</i> Often provide less than clear linkage between material from a source and their arguments' claims <ul style="list-style-type: none"> <i>"Workers under 35 expressed more 'layoff anxiety' than their older counterparts" (Source B). The reason that young people don't like their jobs is not what their parents think."</i> 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Are driven by the argument; points are intentionally ordered AND the links between claims and evidence are logical and convincing. Are thoughtful or sophisticated (e.g., may address a counterargument, or discuss limitations or implications). Have a sound line of reasoning. Examples that earn 6 points: Have a line of reasoning that is made explicit in logical transitions that connect arguments in a thoughtful manner <ul style="list-style-type: none"> <i>"Dignity must be felt by everyone who works to the best of their ability, no matter their job. A hardworking custodian, therefore, must be respected just as much as a hardworking CEO. While they may earn very different amounts of money, they can be equally dignified."</i> <i>"When job hunting, it's easy to be intimidated by the appearance of power. For example, Carrie sinks in spirit when she passes the 'mighty concerns' where she might find 'something to do' (Source D). Her reaction to these impressive buildings is understandable."</i> Use insightful commentary to connect claims and evidence <ul style="list-style-type: none"> <i>"AI has made its way into almost every business sector. According to one study, '30% of hours worked today could be automated by 2030' (Source C). This startling projection, which may inspire fear in some, needs to be viewed as an opportunity for those who value productivity at work."</i>

			<ul style="list-style-type: none">“As Terry Nguyen reports, young workers tend to job-hop not only because of their own attitudes, but also because companies are increasingly willing to let employees go (Source B). If a company wants to retain its employees, it should demonstrate loyalty to its workforce even during difficult times.”
Additional Notes: <ul style="list-style-type: none">Line of Reasoning is “an arrangement of claims and evidence that leads to a conclusion.”Commentary is “a discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.”			

Reporting Category	Scoring Criteria			
Row 3 Select and Use Evidence (0, 2, 4, or 6 points)	0 points Uses one or none of the provided sources.	2 points Repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.	4 points Accurately uses relevant information from at least two of the provided sources to support an argument.	6 points Appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Use only one of the provided sources. Do not make use of any of the provided sources. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Draw obviously mistaken conclusions from the sources. Mismatch claims and evidence. Offer evidence that has no bearing on the claims made. Examples that earn 2 points: Draw mistaken conclusions from the sources <ul style="list-style-type: none"> <i>“In source D, Carrie is looking for a job, but she feels like she’s too good to take a job just anywhere. Jobs are overrated.”</i> Mismatch claims and evidence <ul style="list-style-type: none"> <i>“In the future, there will more jobs in the health professions (Source C) which means that people in those fields will get more respect.”</i> 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Present evidence that adequately supports assertions. Use quotations or paraphrases that generally match the claims. 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. Examples that earn 4 points: Use quotations or paraphrases that generally match the claims <ul style="list-style-type: none"> <i>“With the growth of AI use, ‘customer service roles could decline’ (Source C). This could mean that we will be complaining about poor service more often to machines than to real human beings.”</i> <i>“In Source B, it is reported that many young people are avoiding jobs that will degrade their quality of life. For this reason, it’s possible that many high stress jobs are getting harder to fill.”</i> 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Fully integrate the source materials into the argument and put the sources into conversation with one another. May use a source to clarify points made in a second source, or to make a contrasting point, which is woven into the argument. Present evidence invoked to support the writer’s argument; the evidence is not the argument itself. Interpret the evidence in a way that adds substantially to the argument. Examples that earn 6 points: Provide a thoughtful reading of the sources in light of their context <ul style="list-style-type: none"> <i>“When Martin Luther King Jr. gave his speech in 1968 to a meeting of the American Federation of the State, County, and Municipal Employees, he reminded them of their dignity with an inspiring message: ‘you are engaged in work that serves humanity and is for the building of humanity’ (Source A)”</i> Put sources in conversation with each other <ul style="list-style-type: none"> <i>“Since young workers ‘do not dream of labor’ (Source B), they might be happy to know that AI is likely to be doing more of our work in the future (Source C).”</i>
	Additional Notes:			

Reporting Category	Scoring Criteria			
Row 4 Apply Conventions (0, 2, 4 or 6 points)	0 points Does not meet the criteria for 2 points.	2 points 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.	4 points 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.	6 points 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			
	Typical responses that earn 0 points: <ul style="list-style-type: none">Are not related in any way to a theme that connects the provided sources (off- topic).Response does not provide enough writing to assess.	Typical responses that earn 2 points: <ul style="list-style-type: none">Use grammar and syntax that is so clumsy as to make the meaning difficult to decipher. Require multiple readings to uncover meaning or intent.Use blatant unattributed paraphrases and/or there is an absence of sources/quotation marks/reference to sources or their authors.	Typical responses that earn 4 points: <ul style="list-style-type: none">Are written in a style that is adequate, if sometimes clunky, but conveys basic meaning.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.Lacks integration of sources.Refer to sources/authors and use quotation marks or paraphrases appropriately.	Typical responses that earn 6 points: <ul style="list-style-type: none">Feature writing that enhances the argument, are easy to read, and concise. Grammar and syntax need not be perfect.May demonstrate an understanding of the context of the provided sources.Weave source material effectively into the argument’s composition.Accurately cite sources (use quotation marks and paraphrases correctly).
	Examples that earn 0 points: Are off topic <ul style="list-style-type: none">“I prefer skateboarding.”	Examples of that earn 2 points: Demonstrate writing that impedes understanding <ul style="list-style-type: none">“The work these guys do don’t get seen cause it’s like that at times you know things are getting disrespectful.” On multiple occasions, omit attribution and/or citation <ul style="list-style-type: none">“Because all labor has dignity, it must be respected. The people who know this are very important and we should follow them.” Omit quotation marks <ul style="list-style-type: none">“Carrie was looking for something she could do—anything.”	Examples that earn 4 points: Demonstrate writing that may be awkward, wordy, or grammatically incorrect, but these flaws do not impede understanding <ul style="list-style-type: none">“From where the boss sits, If there is a situation in which it is right for a person to use AI then it is okay for someone to do it as long as they have the permission.”	Examples that earn 6 points: Demonstrate writing that is clear, concise, and compelling <ul style="list-style-type: none">“Every morning, remote employees wander from their bedrooms to their kitchen tables where their computers await them. These workers hope never to find a message saying, “due to new innovations in AI technology, your job has been terminated.” Understand context of provided sources <ul style="list-style-type: none">“In Sister Carrie, a novel published in 1900, we see the working world through the eyes of a jobseeker filled with wonder and dread (Source D). In the 21st century, these feelings still exist for many people who desire a job that will provide them with a living and, as Martin Luther King Jr. said over fifty years ago in 1968, a sense of dignity (Source A).”

			<p>Paraphrase and quote sources correctly</p> <ul style="list-style-type: none">• <i>“According to an article published in Vox, young workers are not unique in their experience of difficulty on the job; however, they vocalize their displeasure in ways that not so long ago would have made them less employable by other employers. In fact, workers from this generation don’t seem to be worried about being ‘deemed too radical’ (Source B).”</i>
	<p>Additional Notes:</p>		

Sample A

From dancing to painting to playing soccer, many young children are introduced to a plethora of hobbies at a young age. While children often engage in hobbies as a way to pass time and partake in something they enjoy, recent changes within the job market suggest that children who continue with their hobbies may grow up to have an increased ability to find enjoyable, well-paying employment in comparison to their counterparts. Introducing children to a variety of hobbies at a young age allows them to create common communities, gain a diverse skillset, and learn to balance their commitments, integral skills in securing enjoyable and economically-sustainable employment.

When students join a new activity, they are introduced to a plethora of others who share common interests. This allows children to form a sort of community that closely mimics labor unions---unions that represent the working needs of the individuals within them. Historically, labor unions have stood up for worker rights, higher pay, and increased employment. As Dr. Martin Luther King Jr. pointed out, this sort of grouping together and pushing for changes is what truly results in action, just as black Americans grouped together in Selma for their voting rights and the Montgomery strike against segregated bussing---both which were exceptionally successful due to the thousands that partook in them (Source A). Unfortunately, this sort of unity lacks in today's work force. In fact, author Terry Nguyen from Vox points out that workers "between the ages of 16 and 24 have the lowest union membership rate, according to a 2022 Bureau of Labor Statistics report" (Source B). Union rates, however, can be brought up, if young adults are familiar with the idea of developing communities with those around them for the long term. Even in activities generally done in solitude, like painting, artists will find themselves belonging to a community of other artists, who share their vision and interests. Additionally, in some cases, the community of young children may later turn into a union of sorts, standing up for rules and information surrounding a given hobby. When individuals are involved in such communities, they are more likely to establish similar connections as adults, accordingly giving them a passage to fight for their labor rights and needs over compromising for the bare minimum.

Another benefit that hobbies offer are a diverse skillset, which can help with finding a new job or pursuing nontraditional forms of employment. Business Insider recently stated that younger generations are more "likely to change jobs more often than any other generation," and as found by a Bloomberg poll, this is often because of salary increases (Source B). In today's economy, shifting between jobs offers individuals higher pay in general and therefore improve one's financial stability. However, college education still makes it difficult to pursue more than one or two different interests, reducing job mobility. Therefore, as 22-year-old content creator Jade Carson noted, many are choosing to quit their undesirable jobs to learn the skills necessary to enter a new field with better pay and satisfaction (Source B). If young children, however, were introduced to a variety of hobbies, they would be equipped with the skills necessary for a plethora of different jobs. For example, my mother, who received her education in civil engineering, realized that there was a lack of civil engineering opportunities in Andhra Pradesh, India, at the time of her graduation. Rather than struggling with this type of work, she pivoted to pursue teaching her hobby professionally---singing. She realized that there was a huge demand for music teachers who focused on Indian classical music, and she therefore used her skillset to create a business

focused on teaching children to sing. Over the past 20 years, this business has now grown to become our house's primary source of income. Had she not had this additional skill, my mother would be completely dependent on a civil engineering job, regardless of what the pay, sustainability, and enjoyment of this were. With the growth in AI and automation services, labor demand for jobs like creatives and arts management are expected to grow by 11%---the skills for which can be grown through engagement in hobbies as a child, therefore improving the employment opportunities of future generations (Source C).

Some may argue that despite the benefits, hobbies should not be prioritized because they may take away from a child's time that they may spend on academics and a traditional employment path. While this may be true, eliminating hobbies completely is not the solution. Beyond offering diverse career paths, hobbies also teach children to balance their commitments and priorities---from schoolwork to sports practice to practicing their photography skills---a balance that is becoming even more important in today's work sphere, as individuals may attempt to pursue a side gig alongside their primary employment or change jobs. As previously stated, the job dissatisfaction that many face today has caused individuals to explore different employment options, oftentimes changing their specification completely (Source B). This change, however, does come with risks. As critics argue, nontraditional employment and employment where individuals lack a professional certification may be difficult to get into and succeed in. However, here is where the skills of balance are useful. Young workers will have had the experience of prioritizing their commitments and balancing multiple activities at once---whether it be working at their current job while pursuing further education, taking up a safe, guaranteed minimum wage job while sending out job applications to more selective companies, or pursuing a niche career like content creation on the side. By enrolling in hobbies like swimming, tennis, chess class, and music as a child myself, I now find it easier to balance activities like AP classes, research programs, and internships, something my friends who didn't pursue hobbies struggle with today. This ability of balancing different commitments ensures a fail-safe situation, in which employees can uphold their current, safe employment option while also pursuing an option that offers them more satisfaction and increased pay. On the other hand, those who are not used to balance may find it difficult to do two or more things at once---putting them either in the dissatisfactory situation of continuing with their current employer or the risky situation of quitting their jobs to pursue another career---both of which can be mitigated with the introduction of hobbies and relating balancing skills from a young age.

Within today's changing job market, it is inevitable that young adults must prepare in a vastly different way than their precedents for the jobs they may have. With these changes come new needs, including an employee's ability to balance their commitments, create common communities, and withhold a diverse skillset. Fortunately, through pursuing a variety of hobbies at a young age, children can effectively equip themselves with the skills needed to face the job market later on. Limitations do exist---as children may not be able to prioritize time towards hobbies, or may struggle to create friendships that are a basis for community development. Additionally, there is no guarantee that the skills gained through hobbies will be effective; with the rapid changes in the job market, it is possible that employees will need a completely separate set of skills just a decade from now. Nevertheless, based on the job market today, it is evident that those with financially-secure and satisfactory jobs will find that the skills needed to achieve their success can be grown through their engagement in

hobbies as young children. This finding putd the idea of pursuing hobbies as young children at the forefront of sustainable and satisfactory employment.

Sample B

Millions of students within high school and college are on social media's platforms today, such as Instagram and Tiktok. This media is a way for citizens to express feelings on certain matters and be connected to others who feel the same. During the Covid19 Pandemic when people could not leave their homes, social media became integrated into everyday life. If people could not go out and speak to people, why shouldn't they be able to talk to them online? Thus began the growth of social media. Covid19 itself also had devastating impacts, specifically on the economy and its inflation, ideas that were talked over on social media. This begs the question: How have perspectives on work stayed the same over the years? While it is believed that social media, such as Instagram and Tiktok, is the reason for a lack of want to work, in reality it is due to the salaries of workers and the difference in economies between the past and present that have created these new social attitudes.

Salaries and wages of workers has been a topic of debate since the 1960's and is a cause for differing social attitudes. Martin Luther King Jr. spoke to a crowd about how he and others are tired of "laboring every day and not even making a wage adequate to get the basic necessities of life" and that action must be taken (Source A). Riots and movements began during this time, with citizens wanting genuine and economic equality. These riots caused people to gain a new understanding on work and how while people work hours and hours every day, they are not paid to match this effort. Social attitudes of not wanting to go into work stemmed from these ideas of the inequality of pay and work. In total, wages of workers being unequal to the effort put in by the workers created new social attitudes.

New social attitudes are due to a vast difference between economies of the past versus of the present. For instance, the 2019 Covid Pandemic affected the economy greatly as it created stagnant wages and new inflation that caused changes in the lifestyles of those living in the timeline. A 21 year old girl named Anne Dakota said that her father was able to get a "job straight out of high school" then save up and buy his own house in his twenties, however she does not even "think that is possible" for her with her current income (Source B). Millennials/Gen Z have witnessed different labor market's than those of past generations due to the changes the economy underwent following the pandemic. Due to the difference between labor and economic experiences in the present and past, it is easier for Gen Z and Millennials to be constantly stress about money because of stagnant wages and hyper inflation, which would in turn create new social attitudes towards work. These social attitudes would include those of not wanting to go into work, which is perceived as laziness but is rather a want to not be constantly stressed about money. In total, the difference between past economies versus the one that is lived in today post Pandemic is vast and causes social attitudes of not wanting to work with the rejection of work itself.

While many people believe that social media is a sole reason for new social attitudes, it is not. Rather social media magnified feelings that were already there. Due to people becoming workers as Content Creators, more working citizens realize that they did not want to settle "for a job that diminishe[d] their quality of life" (Source B). Social media is a way for people to express their opinions and ideas and while new social attitudes did greaten due to social media it did not stem from it. With people having the want to not work due to inequality and people not liking the stagnant wages from post Pandemic economies, social media did not begin this craze of new social attitudes. The influencers and content creators

hold great influence over their viewers and their lifestyle magnified the want for this from regular workers, bringing out a feeling that has been seen through decades of history. In conclusion, social media magnified new social attitudes within workers, however it was not the stem of it.

Social media is not the cause of social attitudes shifting away from wanting to work in this age, but rather magnified it. These new social attitudes towards work were an effect of wages of past workers and the differences between past and present economies.

Sample C

The one theme that can connect all of the sources is "Labor". Each source informs us about different points of views of the word labor. For example, how would you define labor? I would define it as, a type of work from given by someone to another person, and if they did a good job they would get a reward. In Source A you have Martin Luther King Jr. talking how all type of labor has dignity. It states, "You are demanding that this city will respect the dignity of labor", and "... we overlook the work and the significance of those who are not in professional jobs, of those who are not in the so-call big jobs." He is fighting for the lives of all the black people out in the world and how they are treated for their work. Again it states, "...they are making wages so low that they cannot begin to function in the mainstream of the economic life of our nation." This is informing us about all of the wages of the black people and how they get mistreated. "... We are tired of smothering in an airtight cage or poverty in the midst of an affluent society. We are tired of walking the streets in search for jobs that do not even exist. We are tired of working our hands off and laboring every day and not even making a wage adequate to get the basic necessities of life." Martin is done with the so-call free labor that these people are getting off of the black people. In source B it informs us on how different types of age groups have different thoughts on work. "Gen Z workers were more 'likely to change jobs more than any other generation,'" Many people believe that the Gen Z kids have no perseverance but they are being the smartest. They just figured out if they don't get paid the correct amount they can just leave and get a job where they get paid more than the last. This is the same with millennials, "...Bloomberg poll found that millennials, followed by boomers, are the most likely to leave their current position for a higher salary...." Many people go where they can get paid more. This is the opposite of Source A. In Source A people would work of any type of money they could get. It states, "...Gen Z. 'I want to be in a role where I can grow.... I don't want to be stressed, depressed, or always waiting to clock out.'..." This shows that the newer generation would hate a desk job. They want jobs that they can learn from and where they can grow. They would also want to make more money each year. In source C the charts show the the US labor market is going through a rapid evolution. As you can see in the first chart at least every single category is boosting forward. The ones that are boosting the most are the jobs where you can grow and be creative. The second most are the builders and managers. The ones that are least booming are production work and agriculture. The ones that are not booming seem to be the jobs where people can't wait to clock out or the ones with the most depressed people according to Source B. The second chart shows the same thing but now with the office support and customer service going in the negatives. These charts just show what people want to do now a days. If Martin Luther King Jr. saw these charts before his speech he would be speechless and think that the people now are more selfish for themselves and less grateful. In Source D it is a short excerpt from Theodore Dreiser. It's about a little girl that was walking around and sees in interesting building. She saw men and women running around doing work and all she got was curious and wanted to see what they were doing. This curiosity got her to work there later into the book. All of these Sources have one thing in common, "Labor". While exploring each source we were able to see all the different perspectives on labor.

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

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

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

The response earned **6** points for this row because the response presents an insightful approach to the perspective that hobbies prepare children to be competitive in the job market and obtain a job they enjoy. (“Introducing children to a variety of hobbies at a young age allows them to create common communities, gain a diverse skillset, and learn to balance their commitments, integral skills in securing enjoyable and economically-sustainable employment.”)

Row 2: Establish Argument

The response earned **6** points for this row because it builds a thoughtful and well-developed argument that is supported by claims and evidence. The response begins by presenting the ways in which activities create communities with shared interests that mimic groups like unions, thus teaching children how to advocate for their (and their group’s) needs. The response then addresses how hobbies help one build “a diverse skillset” allowing one to “pivot to pursue teaching [a] hobby professionally” when one career prospect doesn’t work out. And finally, the response presents and refutes a counterargument: “Some may argue that despite the benefits, hobbies should not be prioritized because they may take away from an child’s time that they may spend on academics and a traditional employment path.” The response also provides convincing commentary linking evidence to claims. For example, the response states that “Another benefit that hobbies offer are a diverse skillset, which can help with finding a new job or pursuing nontraditional forms of employment. Business Insider recently stated that younger generations are more “likely to change jobs more often than any other generation,” and as found by a Bloomberg poll, this is often because of salary increases (Source B). In today’s economy, shifting between jobs offers individuals higher pay in general and therefore improve one’s financial stability. However, college education still makes in difficult to pursue more than one or two different interests, reducing job mobility. Therefore, as 22-year-old content creator Jade Carson noted, many are choosing to quit their undesirable jobs to learn the skills necessary to enter a new field with better pay and satisfaction (Source B). If young children, however, were introduced to a variety of hobbies, they would be equipped with the skills necessary for a plethora of different jobs.” The response then provides anecdotal evidence to illustrate their point.

End-of-Course Exam

Part B: Synthesizing and Creating Evidence-Based Argument (continued)

Row 3: Select and Use Evidence

The response earned **6** points for this row because the response successfully selects evidence to support a convincing argument. On multiple occasions, the response synthesizes sources to support claims. A successful example is in paragraph two when the response skillfully uses evidence from Source A to illustrate that groups working together to affect change is more effective than an individual advocating for themselves. The response then provides evidence from Source B to show that “this sort of unity lacks in today’s work force.” The response juxtaposes the successes of the Selma and Montgomery demonstrations with the statistic young workers “have the lowest union membership rate.” The response then discusses how hobbies will help children form connections and skills that they will carry into adulthood and will be “more likely to establish similar connections as adults, accordingly giving them a passage to fight for their labor rights and needs over compromising for the bare minimum.”

Row 4: Apply Conventions

The response earned **6** points for this row because communication is clear and enhances the argument. For example, “Young workers will have had the experience of prioritizing their commitments and balancing multiple activities at once---whether it be working at their current job while pursuing further education, taking up a safe, guaranteed minimum wage jobs while sending out job applications to more selective companies, or pursuing a niche career like content creation on the side.” The response shows clear messaging through sophisticated grammatical control, clear transitions, and varied sentence structure. The response consistently attributes and cites accurately, and when necessary, provides context that makes clear the relevance of the evidence to the argument, e. g. “Business Insider recently stated that younger generations are more “likely to change jobs more often than any other generation,” and as found by a Bloomberg poll, this is often because of salary increases (Source B).”

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

The response earned **4** points for this row because while the response attempts to bring in social media to create a unique perspective, at its core the perspective is arguing that people do not want to work due to inadequate pay and overall economic inequality (“While it is believed that social media, such as Instagram and Tiktok, is the reason for a lack of want to work, in reality it is due to the salaries of workers and the difference in economies between the past and present that have created these new social attitudes.”). This argument is derived from Source B.

Row 2: Establish Argument

The response earned **4** points for this row because the argument structure is largely clear, however, there are some instances where it does not fully explain links between claims and evidence. The response also presents some ideas that are sometimes illogical, or it simplifies complex ideas or situations. For example, the response refers to Source A when discussing unrest due to unfair wages and correctly attributes the movement led by King to “citizens wanting genuine and economic equality,” but the commentary is faulty due to its brushing over the racial inequalities that King discusses in the speech. The response also jumps to the conclusion that “Social attitudes of not wanting to go into work stemmed from these ideas of the inequality of pay and work.” The response misses the nuance between the indignity and hopelessness conveyed by King’s speech and the impact it could have on one hoping for a better future.

End-of-Course Exam

Part B: Synthesizing and Creating Evidence-Based Argument (continued)

Row 3: Select and Use Evidence

The response earned **4** points for this row because while it does not blatantly misunderstand any of the sources, the response misses nuances in the evidence and sometimes does not select the most effective evidence. For example, the evidence supporting the statement “Social attitudes of not wanting to go into work stemmed from these ideas of the inequality of pay and work” might have been better supported by Source B. However, Source A and Source B are used to adequately support claims.

Row 4: Apply Conventions

The response earned **4** points for this row because while there may be some minor grammatical errors, the communication is clear overall. The response accurately attributes and cites sources. The response does not successfully provide necessary contextualization for Source A, and that lack of contextualization impacts the reader’s ability to fully understand how the evidence is supporting the claim.

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**

The response earned **2** points for this row because the response identifies a theme that connects the sources (labor), however the perspective on this theme is unclear. The response asserts that “I would define is as, a type of work from given by someone to another person, and if they did a good job they would get a reward.” The response seems to simply define labor rather than present an argument.

Row 2: Establish Argument

The response earned **2** points for this row because it introduces each source followed by a series of long quotations or a summary of the source. There is no apparent organization beyond going through the sources in order. The response attempts to restate evidence or simply summarizes; it fails to present claims or provide commentary linking the summary or quotations to ideas.

Row 3: Select and Use Evidence

The response earned **2** points for this row because at least two sources are discussed, but the information from the sources does not provide support for an argument. The sources are merely quoted or summarized.

Row 4: Apply Conventions

The response earned **2** points for this row because communication is unclear due to lack of control of grammar and sentence construction. For example, the attempt at a thesis statement is not clear, “I would define is as, a type of work from given by someone to another person, and if they did a good job they would get a reward.” Errors such as this appear throughout the response. The response does cite sources accurately, but as the rubric states, a low scoring essay exhibits “grammar and style that interferes with communication... OR... incorrectly attributes”, therefore due to the style of communication, this response earned 2 points in this row.