

2025



AP[®] Seminar End-of-Course Exam

Scoring Guidelines Set 2

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End-of-Course Exam: Part A

15 points

General Scoring Notes

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

0 (Zero)

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.

Question 1: Argument, main idea, or thesis**3 points**

Reporting Category	Scoring Criteria			
Row 1	0 points Does not meet the criteria for one point.	1 point The response misstates the author's argument, main idea, or thesis.	2 points The response identifies, in part and with some accuracy, the author's argument, main idea, or thesis.	3 points The response accurately identifies the author's argument, main idea, or thesis.
Understand and Analyze Argument	Decision Rules and Scoring Notes			
(0-3 points)	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are irrelevant to the argument (do not even relate to the topic or subject of the text) 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Misidentify the main argument or provide little or no indication of understanding of any part of the main argument. Just state the topic of the argument. Restate the title or heading. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Accurately identify only part of the argument (part is omitted or is overgeneralized). Describe all parts, but either vaguely or with some inaccuracy. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Correctly identify all of the main parts of the argument. Demonstrate understanding of the argument as a whole.
		Examples that earn 1 point: Misidentify the main argument <ul style="list-style-type: none"> <i>"Fossils are important."</i> Restate the title or heading <ul style="list-style-type: none"> <i>"Green energy faces a fossil problem."</i> 	Examples that earn 2 points Identify only part of the argument <ul style="list-style-type: none"> <i>"America needs more lines to carry electricity, but construction faces a problem with local communities and people that protect fossils."</i> Describe all parts, but either vaguely or with some inaccuracy <ul style="list-style-type: none"> <i>"Green energy has a problem because there isn't enough capacity and building faces opposition."</i> 	Examples that earn 3 points: Include all parts of the argument <ul style="list-style-type: none"> <i>"Renewable energy projects are confronting a severe problem as there is an urgent need for more transmission lines. This need is in conflict with goals to preserve fossils – so careful planning of construction is needed."</i>
Additional Notes: The argument/thesis has three main parts: <ol style="list-style-type: none"> Significantly more transmission lines are required to meet the needs of expanding green/renewable energy. There is a tension between the need for expansion and preservation (Accept any form of tension such as concerns, challenges, and/or varying perspectives). Careful planning will be needed to balance development and conservation. 				

Question 2: Explain line of reasoning**6 points**

Reporting Category	Scoring Criteria			
Row 2 Understand and Analyze Argument (0, 2, 4 or 6 points)	0 points Does not meet the criteria for two points.	2 points The response correctly identifies at least one of the author’s claims.	4 points The response provides a limited explanation of the author’s line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them.	6 points The response provides a thorough explanation of the author’s line of reasoning by identifying relevant claims and clearly explaining connections among them.
Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Do not identify any claims accurately. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Accurately identify only one claim. OR <ul style="list-style-type: none"> Identify more than one claim, but make no reference to connections between them. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Accurately identify some claims but there are some significant inaccuracies or omissions. AND <ul style="list-style-type: none"> Provide few or superficial connections between claims (demonstrating a limited understanding of the reasoning). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Accurately identify most of the claims. AND <ul style="list-style-type: none"> Clearly explain the relationships between claims (including how they relate to the overall argument).
Additional Notes: <ul style="list-style-type: none"> A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this. Author’s claims <ol style="list-style-type: none"> America’s renewable energy drive needs more transmission lines but faces resistance. (Begins by summarizing the argument.) Pushback has highlighted the challenge of how to build without facing problems from local communities/green groups. (Articulates the problem.) Capacity needs to increase a lot and quickly. (Outlines urgency and extent of the need.) The effort to increase capacity already faces opposition from various groups (Also accept various groups such as conservation groups, locals, and/or fossil fuel interests from New England to the Arizona desert). (Restates the problem.) Construction is needed to protect people and landscapes from global heating. (Highlights the dilemma facing opposition groups.) Developers of renewable energy projects face severe problems because of lack of capacity regardless of available funding. (Exemplifies consequences of not expanding transmission.) Smart planning can help reduce this tension. (Solution.) 				

Question 3: Evaluate effectiveness of the evidence**6 points**

Reporting Category	Scoring Criteria			
Row 3 Evaluate Sources and Evidence	0 points Does not meet the criteria for two points.	2 points The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.	4 points The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.	6 points The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument.
(0, 2, 4 or 6 points)	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> • Misidentify evidence or exclude evidence from the response. AND • Provide no evaluative statement about effectiveness of evidence. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> • Identify at least one piece of evidence (or source of evidence) but disregard how well it supports the claims. OR • Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> • Provide a vague, superficial, or perfunctory assessment of how well at least two pieces of evidence support the argument. OR • Explain the relevance of evidence or credibility of sources presented, but explanations lack detail. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> • Provide detailed evaluation of how well the evidence presented supports the argument by <ul style="list-style-type: none"> • Evaluating the strengths and/or weaknesses of the evidence. AND <ul style="list-style-type: none"> • Evaluating the relevance of specific evidence, and credibility of sources of the specific pieces of evidence presented.
	Additional Notes: <ul style="list-style-type: none"> • A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this. • Responses which solely evaluate sources of information and not specific pieces of evidence presented from those sources cannot score 6 for Row 3. 			

Summary of Evidence

Source (as provided in text)	Credibility	Evidence/Relevance to claims
Greenlink West project	Unknown	<p><i>The Greenlink West project would build a 470-mile-long transmission line...but cuts through an area containing everything from woolly mammoth tusks to giant sloths and ancient camels.</i></p> <p>Example of a project supports the claim there is a problem (there is opposition).</p>
Cara Marcy, US Energy Information Administration	June 2018	<p><i>If the US is to eliminate planet-heating emissions by 2050 it will need to increase its current 700,000 circuit-mile network of poles and wires by threefold,...</i></p> <p>Provides evidence to support the claim of a need for massive capacity increase.</p>
Eric Larson et al. Net – Zero America Report	Net-Zero Report is published by Princeton University October 2021	<p><i>“If the US is to eliminate planet heating emissions by 2050 it will need to increase its current 700,000 circuit-mile network of poles and wires by threefold.”</i></p> <p><i>Provides evidence to support the claim of a need for massive capacity increase.</i></p>
Jessica Wilkinson	North America renewable energy team lead at Nature Conservancy	<p><i>“We are seeing local concerns being raised and they are growing as these projects increase in size.”</i></p> <p>Supports the claim that there is opposition/resistance.</p> <p><i>Smart planning can avoid disturbing valued landscapes and help reduce this tension.</i></p> <p>Supports solution.</p>
Tim Latimer	Chief Executive of Fervo Energy, a developer of geothermal projects.	<p><i>“But this is the next big barrier to renewables. There really is no transition without transmission.”</i></p> <p><i>“We need to solve this problem if we are going to deal with climate change,”</i></p> <p><i>...other opportunities have been hampered by the lack of grid opportunities.</i></p> <p><i>“It’s difficult to get private finance for something where you can’t get revenues for nine more years, so you just give up.”</i></p> <p>Support the claim that lack of capacity puts renewable energy projects at risk.</p>
Sherri Grotheer	President of the Protectors of Tule Springs Fossil Beds	<p><i>“Sometimes kneejerk reactions can cause unintended consequences and we know there are innumerable fossils left here, there is evidence of fossils everywhere just under the surface,”</i></p> <p><i>“It’s one of the most significant fossil sites in the continental US and maybe beyond,”</i></p>

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		<p><i>“It’s just very cool. I just want them to look at alternative routes. There is also the concern of putting projects like this in national parks, because then you think ‘where does this end?’”</i></p> <p>Supports reasoning of opponents to Greenlink project.</p>
Unknown [The Guardian]		<p><i>Even as clean energy projects have gathered pace, turbocharged by last year’s \$370bn in climate spending...they face frustrating waits...</i></p> <p>Supports the claim that lack of capacity puts renewable energy projects at risk.</p>
Joseph Rand	Energy Markets & Policy, Berkeley Lab, 2023.	<p><i>The typical wait is now four years...</i></p> <p>Supports the claim that lack of capacity puts renewable energy projects at risk.</p>
US Department of Energy		<p><i>...said there is a “pressing need” for new infrastructure, with California alone needing to add more than \$9bn-worth of new transmission to avoid rolling power blackouts</i></p> <p>Supports the claim that lack of capacity puts renewable energy projects at risk.</p>
The Nature Conservancy Report	Report from 2023	<p>...found that while an area the size of Texas is needed for new renewable projects and their power lines in the US, this can be shrunk by more than half if sited in an efficient way, avoiding sensitive habitats and prized cropland.</p> <p>Supports solution.</p>

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."</i> (Without further elaboration.) 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."</i> (Source A) <i>"Young people are not lazy, they just do not want to settle for jobs that diminish their quality of life."</i> (Source B) <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."</i> (Source C) <i>"Joining the workforce for the first time can be an intimidating experience."</i> (Source D) 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>

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			<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. 	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. 	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 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> 	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> 	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>		