
AP[®] Research Academic Paper

Sample Student Responses and Scoring Commentary

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Sample I

- Scoring Guideline**
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AP[®] RESEARCH — ACADEMIC PAPER

2019 SCORING GUIDELINES

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

AP[®] RESEARCH 2019 SCORING COMMENTARY

Academic Paper

Overview

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

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

Running head: Love, Life's Greatest Puzzle

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Love: Life's Greatest Puzzle

Effects of the Literary Movement Romanticism on Relationships in the 21st Century

Word Count: 681

Love: Life's Greatest Puzzle

Abstract

Love: Life's Greatest Puzzle

Love: Life's Greatest Puzzle

Effects of the Literary Movement Romanticism on Relationships in the 21st Century

Introduction

Love is everywhere. It can be seen in novels, in music, in movies, television, commercials, and in the relationships people have and experience on a daily basis. Despite how normative love and relationships are, they are concepts that are incredibly difficult to navigate, resulting in heartwrenching break ups, and various different crimes of passion that can occur every day. The purpose of this research is to identify what love means in western society, and to identify its origins and affects on the individuals who experience it.

Romanticism

According to British philosopher Alain de Botton, the literary movement Romanticism can be credited for the manner in which members of Western society think about love. Botton describes Romanticism as an intellectual and spiritual movement that had a devastating impact on the ability of ordinary people to lead successful emotional lives. “(SOH Talks & Ideas, 2016).” Romanticism provided our world with very distinct ideologies about love: what love is, how it feels to love someone, how love operates, and what to expect from love.

First, Romanticism provided the concept that there is, undoubtedly, a soul mate for everyone. And, the process to locating this mate is characterized by acting on instinct, and following a “special feeling.” According to British philosopher, Alain de Botton, that “special feeling” is meant to mark the end of all loneliness in one’s life. According to Romanticism, a

Love: Life's Greatest Puzzle

person may spend an incredible amount of time feeling misunderstood and unloved. However, with the entry of a soulmate into the stage of life, an individual has an opportunity to throw away their inclinations to sugarcoat, or lie, about issues that trouble them, as the single person made to understand them and their troubles has arrived. The arrival of this soul mate opens up new opportunities for honesty, as well as the intimacy associated with vulnerability. "(SOH Talks & Ideas, 2016)."

Additionally, Romanticism shifted the concepts of marriage from what Botton describes as an "emotionally temperate union," to a passionate, life-long love story. "(The School of Life, 2016)." Combining the age-old concept of marriage with a love story that lasts a lifetime and has no drops in levels of sexual and emotional intimacy.

Thirdly, Romanticism puts sex on a pedestal of being the ultimate expression of love for another person. As a result, making adultery and a sex life of poor quality catastrophic sign, signaling the failure of a relationship. As evidenced by the tragic themes of adultery in novels such as *Anna Karenina*, and *Madam Bovary*. "(SOH Talks & Ideas, 2016)."

Romanticism leaves no room for criticism, and no room to change. as it defines true love as something synonymous with accepting everything about one's partner. Imperfections are supposed to be cherished, and partners are expected to love the unlovable in any and all situations. This leaves no room for compromise, as the idea that one's partner or oneself may

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need to change is taken as an indicator that the relationship is deteriorating. "(SOH Talks & Ideas, 2016)."

Botton explains that the ideologies in and behind Romanticism center around the concept that humans are inherently good, and almost divine in nature. As a result, these ideologies allow two individuals to see their partners as perfect. He states that individuals will begin to experience things that lead them to believe that they and their partners are not perfect. He explains that it is difficult to properly handle that feeling of realizing the lack of inherent goodness when it is necessary to operate against an ideology that says that everyone is good.

As a result of these concepts surrounding members of western society in the novels that are read, works of film that are watched, and music that is listened to, these individuals are put at an incredible disadvantage, as they are societally unprepared for the hardships and difficulties associated with appropriate navigation of romantic interpersonal relationships. In a study conducted by Gary Casey and Aimee Ladd at Illinois state university, Student who expected to have to navigate negative mood regulation displayed better conflict resolution and management behaviors than those who expected otherwise. (Creasey & Ladd, 2004).

Discussion

Love: Life's Greatest Puzzle

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**AP[®] RESEARCH
2019 SCORING COMMENTARY**

Academic Paper

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

Sample: 1

Score: 1

This paper scored a 1 because it is a report on existing knowledge. The paper has an overly broad topic of inquiry (page 3: “The purpose of this research is to identify what love means in western society, and to identify its origins and effects on the individuals who experience it”). The topic of inquiry is situated in the single perspective of romanticism (pages 3–5).

This paper did not score a 2 because the discussion section of this paper is blank, and the paper does not contain a method. Furthermore, the paper is reporting on existing knowledge rather than generating new evidence.