

2019

AP[®]

CollegeBoard

AP[®] Seminar End-of-Course Exam

Sample Student Responses and Scoring Commentary

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Part B

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2019 SCORING GUIDELINES

Part B, Question 4

Row/Proficiency	Points earned for...			MAX Points
1 ESTABLISH ARGUMENT	The response misstates or overlooks a theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources. 2 Pts	The response identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources. 4 Pts	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. 6 Pts	6
2 ESTABLISH ARGUMENT	The response’s 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. 2 Pts	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. 4 Pts	The response’s 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. 6 Pts	6
3 SELECT AND USE EVIDENCE	The response repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument. 2 Pts	The response accurately uses relevant information from at least two of the provided sources to support an argument. 4 Pts	The response appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument. 6 Pts	6
4 APPLY CONVENTIONS	The response 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. 2 Pts	The response 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. 4 Pts	The response 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. 6 Pts	6

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2019 SCORING GUIDELINES

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign scores of 0 (zero) and NR (No Response).

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.

Begin your response to **PART B** on this page. Do not skip lines.

As early as the Transcendentalist movement of the 19th century, prominent philosophers and scholars such as Henry David Thoreau and Ralph Waldo Emerson began arguing for a "return to nature" in America. A universal truth, they contended, could be found in nature and its constituents. Materialistic attitudes have consistently been denounced by man, from the backlash during the Roaring Twenties to the current anti-capitalist movement affecting the economy. In order to truly achieve prosperity, man must depart from current materialistic attitudes and return to nature in order to find the solutions of tomorrow.

The current materialistic attitude ^{in part} affecting America is in direct opposition to nature and should be denounced. As the great Transcendentalist Henry David Thoreau recognized during the heyday of the Industrial Revolution, "a man who has at length found something to do will not need to get a new suit to do it in; for him the old will do, that has lain dusty for an indeterminate period." Rather than having an obsessive attitude on assimilating more and more, the enlightened individual should be able to accomplish more with as little as possible. This minimalistic mindset can only be attained upon closely studying the inherent workings of our own environment: nature. Even an act as simple as garbage recycling can aid in this movement away from materialism; John Hoffman, the "gum of garbage," "radically alters the perception of garbage recycling in the national American consciousness" to reduce waste in general (Source B). Taught by his parents, Hoffman claims that this "dumpster-diving" lifestyle has allowed him to become a minimalist in a "strangely opulent way" (Source B). By rummaging through garbage on the streets, humans can attain all the essentials to life while rejecting American consumerism. Just as scavengers and decomposers in the natural

Continue your response to **PART B** on this page. Do not skip lines.

world reuse and recycle items and food, man can as well. ~~It is~~
~~clear as the~~ ~~impact~~ It is paramount that we denounce materialism
 as globalization becomes prominent in our society; a minimalist lifestyle
 can be more effective and conducive to success.

Moreover, in order to create the innovations of tomorrow, man
 must look to nature itself. Societies as early as the Pueblo peoples
 recognized that several weeks or months after something dies, "[its]
 soul may have already been torn back into bones and blood or
 thick green stalks and leaves. Nothing is wasted" (Source A).
 Recently, scientists have been further examining this minimalist
 trends observed in nature (little waste) in order to produce innovations
 to better the lives of humans as well as the longevity of nature
 at large. In "How Biomimicry Is Inspiring Human Innovation,"
 published in Smithsonian Magazine (2012), Tom Vanderbilt argues that
 one way to "reduce the human footprint" may involve "drawing on
 natural organisms and processes in order to spark innovation" (Source
 D). He presents the example of Luvata - "India's first planned hill
 city" that uses deciduous trees to catch and reflect monsoon rains.
 Such an approach will help to prevent drought in the region (Source D).
 Several other countries are reverting back to nature as a means of
 producing scientific innovations - among them are Canada, Sweden, and
 Japan - the first ever innovations created by human civilizations -
 from wagons to food preservatives - were created to complement existing
 components of nature; wagons to complement animals performing
 labor and preservatives to prolong storage of meat. Recently, however,
 innovations arising from the Industrial Revolution onward have been
 responding to existing innovations, not natural processes. The net
 result is ~~an~~ an increase in the human footprint that detrimentally
 affects our long-term prosperity.

Continue your response to **PART B** on this page. Do not skip lines.

There are limitations to the proposed ~~return~~ ^{return} back to nature, however. Given the current population of society, nature would be unable to support the sheer number of resources modern humans utilize. For this very purpose man established factories and mechanized agriculture). Additionally, humanity might adversely affect nature with too much dependence on its natural resources, even ~~if~~ if we employ a minimalist lifestyle. For this very reason, the solution does not rest on completely abandoning materialism; rather, we must find a gradual return back to nature to complement our "modern" lifestyles. A balance of the two would produce the greatest long-term benefits while addressing the aforementioned limitations.

In conclusion, man must partially depart from current materialistic attitudes and return to nature in order to find the solutions of tomorrow. If we can gradually become more minimalist - taking inspiration from the Pueblo Native Americans or the Dumpster Divers of Philadelphia - human society can achieve the true pinnacle of prosperity.

Begin your response to PART B on this page. Do not skip lines.

Recycling or ^{Repurposing} ~~Reproposing~~ items is a ~~new~~ ^{to reproduce.} new and trendy way to help the environment. Millions are ~~starting~~ ^{starting} to recycle, reuse, and reduce items that can ^{be} harmful. New trends that are starting to form are trends ~~like~~ ^{such as} upcycling, where you take old clothes that do not fit and you ~~can~~ add some parts to make the older item better. Recycling and Reusing is very important and helpful for our environment.

When someone has a garden they are told get some compost and that will help the soil. Compost is just broken down materials that the earth has made. Leslie Marmon Silko in her "Interior and Exterior Landscapes" from ~~source~~ ^{source A} talks about archaeologists ~~finding~~ discovering that ancient people in New Mexico recycled everything and anything. ~~Silko states that~~

According to Silko "corn-cob, the husks, stalks on plants, and even animal bones" ~~the~~ (source A) were used to build houses and important areas that the ancient people needed. Back then that was all they had so they had to use what the earth gave them. Whatever the ancient people did not use they gave back to the earth and allowed it to "go back to dust" (source A). When they did this they created a cycle of the earth.

Continue your response to PART B on this page. Do not skip lines.

giving, ^{them} using, and then them giving it back. In Today's world this is recycling, however though at the time the ancient people did not realize what they were doing and how much they helped the earth.

Rummaging through trash or garbage sounds gross but some people have to do it to survive.

Alessandra Ponte in "Garbage Art and Garbage Hoarding" describes that some people do have to garbage hunt to find food, clothing, or anything else they make need. According to Alessandra Ponte a group called the Diggers, formed in San Francisco ~~in~~ ^{during} the 60s, would garbage dig and they actually "distributed free food and opened up a large number of Free Stores" (source B). These free stores were either used foods that was saved, or food that was still good that the Diggers found. All of the items were free and no one had to pay for it. This group helped hundreds of homeless people around the San Francisco area. Now days more and more food pantries ~~of~~ donated goods that instead ~~of~~ throwing the cans away people are donating. Every time this happens it creates a cycle and allows people that can not afford food access to food.

Recycling clothes ~~to~~ donating clothes are something everyone is encouraged to do. ~~These signs that say~~ Famous brands like Goodwill motto is when "you donate you give a ^{new} job"

Continue your response to PART B on this page. Do not skip lines.

recycling clothes is ^{apart} ~~the start of~~ another cycle that can help this earth. Source C talks about a man that goes to a discount store and buys clothes instead of buying ~~one~~ expensive item. Back in 1846 when this story was made money was tight so people had to spend wisely. When the man choose to use his money to get more clothes instead of just one nice item he made a great choice. In this article he ~~is~~ says "if my jacket & trousers, my hat & shoes are fit to worship God in, they will do" this quote shows that his man believes that if his clothes are okay for God then they are okay for people. This mental state that this man is at saved him money which in turned saved the ~~nation~~ earth money. Which at the end of the cycle saved the earth.

Recycling & Reusing items to the max they can be used is one way ~~we~~ ^{anyone} can save the earth and preserve it. Trends for recycling ~~are~~ ^{help} are starting, clubs are forming, and even new art ~~genres~~ ^{genres} are beginning. According to Source B, "artists use light bulbs, medical equipments, textiles, paper, ~~elect-~~ronics, etc" (Source B). Reusing materials helps fix global issues, trash issues, and when you make less materials you ~~make~~ ^{release} less harmful chemicals in the air.

Continue your response to **PART B** on this page. Do not skip lines.

Starting small recycling cycles can make a big difference overall. Which in the end helps preserve, save, and make the earth happy.

Begin your response to PART B on this page. Do not skip lines.

Throughout the sources the theme repeats itself by materialistic objects. The sources have a positive and negative perspective. Objects or materials ~~are~~ ^{is} as much needed ~~when it comes over times~~ ^{on a daily basis}. In Source B, it states, "Dumpstering, along with curbing..., may be a spontaneous reaction to the sight of something useful in a garbage can." When wanting to get an object(s) and living in a lower class status dumpstering is one of the way people do it. Many live with "dumpster-diving lifestyle" based on not having the needs when providing for a family ~~or~~ or yourself. As stated in Source B, it states, "...they were forced to use cast-off furniture, electrical appliances, books, and food for themselves and their children." ~~The~~ John Hoffman is just one of many families who had to other peoples' furniture for survival. In source C, the author states, about new materials isn't as needed. The author states, "Old shoes will serve a hero longer than they have served his valet - if a hero ever has a valet - bare feet are older than shoes, and he can make them do." This quote means that no matter what is on the person it will not create a new person. It's ok to feel good with having old clothing.

AP[®] SEMINAR 2019 SCORING COMMENTARY

End-of-Course Exam Synthesizing and Creating Evidence-Based Argument

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

Overview

This section of the exam assessed students' ability to:

- Read sources critically, understanding the different perspective contained in each source;
- Identify a theme or issue connecting the sources;
- Use the theme as the basis for developing a logically organized, well-reasoned argument presenting the student's perspective on that theme;
- Incorporate at least two of the sources to provide support for the student's argument;
- Build the argument with a clear line of reasoning or series of logical claims;
- Link claims to the supporting evidence;
- Cite sources appropriately (by name or letters A, B, C or D assigned in the prompt).

Sample: A

1 Establish Argument Score: 6

2 Establish Argument Score: 6

3 Select and Use Evidence Score: 6

4 Apply Conventions Score: 6

HIGH SAMPLE RESPONSE

Row 1: Establish Argument — The response earned **6** points for this row because, before taking a position, it considers multiple factors: the Industrial Revolution, Transcendental philosophers, and our modern materialistic mindset. This thoughtful introduction ends by positing, “In order to truly achieve prosperity, man must depart from current materialistic attitudes and return to nature in order to find the solutions of tomorrow.” This well-controlled argument relies upon a careful reading of the sources.

Row 2: Establish Argument — The response earned **6** points for this row because it orders claims intentionally to build an engaging argument. It begins, “The current materialistic attitude affecting America is in direct opposition to nature and should be in part denounced.” Based on that observation, the response argues, “in order to create the innovations of tomorrow, man must look to nature itself.” Finally, the response acknowledges, “There are limitations to the proposed return back to nature.” With that realization, the response concludes that the plan must balance modern lifestyles and a return to nature in order to achieve results that positively impact the economy and the environment. The response's extensive commentary invites the reader to accept the individual claims and the overarching argument. Though the conclusion is a bit too grand (“achieve the pinnacle of prosperity”), the response asks the reader to look at prosperity as more than economy, to see prosperity as humanity thriving in its environment.

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Row 3: Select and Use Evidence — The response earned **6** points for this row because it chooses evidence deliberately and places sources in conversation with one another. The first body paragraph calls on Thoreau to argue that the “enlightened individual should be able to accomplish more ... with little.” This philosophy links to the tenets of Source B’s dumpster diver, John Hoffman. Next, the response pairs Sources A and D to illustrate the scope of nature’s ability to use and influence sustainable design. The response contextualizes the entire argument — start to finish — with knowledge of history, philosophy, and culture. Though this particular response utilized all four provided sources, it could have exchanged any of the sources with outside knowledge to the same effect. It is not necessary to use all four sources for a score of 6 in this row.

Row 4: Apply Conventions — The response earned **6** points for this row. Though it is not without minor flaws, the response maintains an academic tone and utilizes transitions to guide the reader through the complex argument. Furthermore, the response recognizes the sources as being people who are making arguments in a particular time and place. In fact, there is some question as to whether Thoreau was speaking about his current day (1846 was not the “hey-day” of the Industrial Revolution) or he was offering these observations as reflections on living during the Industrial Revolution. Ultimately, this timed response is well-written.

Sample: B

1 Establish Argument Score: 4

2 Establish Argument Score: 4

3 Select and Use Evidence Score: 4

4 Apply Conventions Score: 4

MEDIUM SAMPLE RESPONSE

Row 1: Establish Argument — The response earned **4** points for this row because the thematic connection is straightforward, and the response relies on the perspectives drawn from the sources to create a simple argument: “Recycling and reusing is very important and helpful for our environment.”

Row 2: Establish Argument — The response earned **4** points for this row because it creates a line of reasoning that focuses on the ways recycling and reusing items creates a cycle that improves our environment. Though the claims are somewhat obvious, they are ordered and coherent. The first claim is made inductively, but there is very little commentary. The second claim is borrowed from Source B, but the response does offer a single line of commentary to link the evidence to the overarching argument. The third claim about recycling clothing offers a specific way modern people can recycle, but the commentary on the evidence is strained.

Row 3: Select and Use Evidence — The response earned **4** points for this row because — though it features directly quoted evidence from the sources — it doesn’t consistently utilize said evidence in an insightful way. For the most part, claims and evidence are well-matched (even synthesized at times), but most of the commentary provides a simple analysis of quotations. In paragraph four, note the use of Source C: The source is forced into the argument as an example of recycling clothing. This is a misreading of Thoreau, but the treatment of the other two sources is adequate, so the best fit for this row is a medium score.

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Row 4: Apply Conventions — The response earned 4 points for this row because it generally communicates clearly but does suffer some stylistic lapses that occasionally interrupt the argument. For example, the second claim is adequate but not well-written: “Rummaging through trash or garbage sounds gross but some people have to do it to survive.” We see this informal language throughout.

Sample: C

1 Establish Argument Score: 2

2 Establish Argument Score: 2

3 Select and Use Evidence Score: 2

4 Apply Conventions Score: 2

LOW SAMPLE RESPONSE

Row 1: Establish Argument — The response earned 2 points for this row because there is no student-driven argument. The response begins by saying, “Throughout the sources the theme repeds itself by materialistic objects” and comes to the conclusion, “It’s ok to feel good with having old clothing.” The response doesn’t move beyond a cursory reading of Source B and a partial misreading of Source C.

Row 2: Establish Argument — The response earned 2 points for this row because it offers an overview of Sources B and C instead of formulating an original argument. Furthermore, it fails to comment on the sources in a way that links them to one another. For example, the response moves directly from Source B’s discussion of John Hoffman dumpster diving in order to survive into how Thoreau “states, about new materials isn’t as needed.” The reader is left to guess how these two ideas might be related.

Row 3: Select and Use Evidence — The response earned 2 points for this row because citations from the sources serve little purpose. Though two sources are explicitly mentioned, the discussion of those sources merely points to details that summarize the writer’s own understanding of the sources rather than using them to support an argument: “This quote means that no matter what is on the person it will not create a new person.”

Row 4: Apply Conventions — The response earned 2 points for this row because it features language issues that interfere with communication. Multiple errors in grammar and style, especially in what might be considered a claim, limit the response’s ability to communicate. For example, one of the opening lines of the response reads, “Objects or materials is as much needed when on a daily basis.” The rampant errors in this single statement impede the reader’s ability to discern whether this line acts as a claim or thesis.