

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Many recent college graduates have faced record levels of unemployment. This situation has led people to question what they value about higher education. Some high school students and their parents are wondering if a college education is worth the cost. Others, however, believe that a college education prepares students for more than just a job or career.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that evaluates whether college is worth its cost.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Crawford)

Source B (Roth)

Source C (chart)

Source D (Leonhardt)

Source E (Wieder)

Source F (Pew)

2014 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Source A

Crawford, Matthew B. "The Case for Working with Your Hands." *New York Times Magazine*. New York Times, 24 May 2009. Web. 19 Dec. 2011.

The following is excerpted from an article in the Sunday magazine section of a national newspaper.

High-school shop-class programs were widely dismantled in the 1990s as educators prepared students to become "knowledge workers." The imperative of the last 20 years to round up every warm body and send it to college, then to the cubicle, was tied to a vision of the future in which we somehow take leave of material reality and glide about in a pure information economy. This has not come to pass. To begin with, such work often feels more enervating than gliding. More fundamentally, now as ever, somebody has to actually do things: fix our cars, unclog our toilets, build our houses.

When we praise people who do work that is straightforwardly useful, the praise often betrays an assumption that they had no other options. We idealize them as the salt of the earth and emphasize the sacrifice for others their work may entail. Such sacrifice does indeed occur—the hazards faced by a lineman restoring power during a storm come to mind. But what if such work answers as well to a basic human need of the one who does it? I take this to be the suggestion of Marge Piercy's poem "To Be of Use," which concludes with the lines "the pitcher longs for water to carry/and a person for work that is real." Beneath our gratitude for the lineman may rest envy.

This seems to be a moment when the useful arts have an especially compelling economic rationale. A car mechanics' trade association reports that repair shops have seen their business jump significantly in the current recession: people aren't buying new cars; they are fixing the ones they have. The current downturn is likely to pass eventually. But there are also systemic changes in the economy, arising from information technology, that have the surprising effect of making the manual trades—plumbing, electrical work, car repair—more attractive as careers. The Princeton economist Alan Blinder argues that the crucial distinction in the emerging labor market is not between those with more or less education, but between those whose services can be delivered over a wire and those who must do their work in person or on site. The latter will find their livelihoods more secure against outsourcing to distant countries. As Blinder puts it, "You can't hammer a nail over the Internet." Nor can the Indians fix your car. Because they are in India.

If the goal is to earn a living, then, maybe it isn't really true that 18-year-olds need to be imparted with a sense of panic about getting into college (though they certainly need to learn). Some people are hustled off to college, then to the cubicle, against their own inclinations and natural bents, when they would rather be learning to build things or fix things. One shop teacher suggested to me that "in schools, we create artificial learning environments for our children that they know to be contrived and undeserving of their full attention and engagement. Without the opportunity to learn through the hands, the world remains abstract and distant, and the passions for learning will not be engaged."

"The Case for Working with Your Hands" by Matthew B. Crawford from *Shop Class as Soulcraft: An Inquiry into the Value of Work*, copyright © 2009 by Matthew B. Crawford. Used by permission.

Source B

Roth, Michael. "What's a Liberal Arts Education Good For?" *Huffington Post*. TheHuffingtonPost.com, 1 Dec. 2008. Web. 20 Dec. 2011.

The following is excerpted from an online article by the president of a liberal arts university.

Rather than pursuing business, technical or vocational training, some students (and their families) opt for a well-rounded learning experience. Liberal learning introduces them to books and the music, the science and the philosophy that form disciplined yet creative habits of mind that are not *reducible* to the material circumstances of one's life (though they may depend on those circumstances). There is a promise of freedom in the liberal arts education offered by America's most distinctive, selective, and demanding institutions; and it is no surprise that their graduates can be found disproportionately in leadership positions in politics, culture and the economy. . . .

What does liberal learning have to do with the harsh realities that our graduates are going to face after college? The development of the capacities for critical inquiry associated with liberal learning can be enormously practical because they become resources on which to draw for continual learning, for making decisions in one's life, and for making a difference in the world. Given the pace of technological and social change, it no longer makes sense to devote four years of higher education entirely to specific skills. Being ready on DAY ONE, may have sounded nice on the campaign trail, but being able to draw on one's education over a lifetime is much more practical (and precious). Post secondary education should help students to discover what they love to do, to get better at it, and to develop the ability to continue learning so that they become agents of change—not victims of it.

A successful liberal arts education develops the capacity for innovation and for judgment. Those who can image how best to reconfigure existing resources and project future results will be the shapers of our economy and culture. We seldom get to have all the information we would like, but still we must act. The habits of mind developed in a liberal arts context often result in combinations of focus and flexibility that make for intelligent, and sometimes courageous risk taking for critical assessment of those risks. . . .

America's great universities and colleges must continue to offer a rigorous and innovative liberal arts education. A liberal education remains a resource years after graduation because it helps us to address problems and potential in our lives with passion, commitment and a sense of possibility. A liberal education teaches freedom by example, through the experience of free research, thinking and expression; and ideally, it inspires us to carry this example, this experience of meaningful freedom, from campus to community.

The American model of liberal arts education emphasizes freedom and experimentation as tools for students to develop meaningful ways of working after graduation. Many liberal arts students become innovators and productive risk takers, translating liberal arts ideals into effective, productive work in the world. That is what a liberal education is good for.

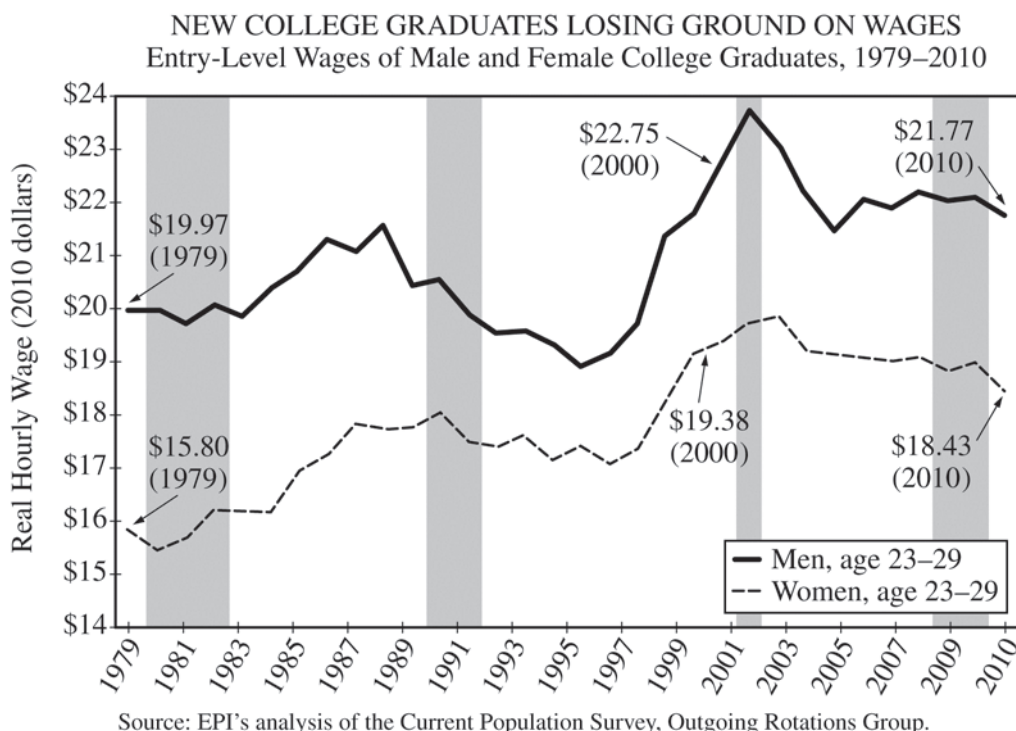
President Michael S. Roth
Wesleyan University
Huffington Post

Source C

Shierholz, Heidi. "New college grads losing ground on wages." *Economic Policy Institute*. Economic Policy Institute, 31 Aug. 2011. Web. 20 Dec. 2011.

The following is from an online article published by a nonprofit, nonpartisan think tank that aims to broaden discussions about economic policy to include the needs of low- and middle-income workers.

As college students head back to the classroom this semester, a harsh reality confronts them—the rewards for the time, energy, and money that young people put into college are less than they were a decade ago. Since 2000, America's young college graduates have seen wages, adjusted for inflation, deteriorate. This lack of wage growth may be particularly surprising to those used to reading about the vast unfilled need for college graduates, which if true would lead to *increases* in their earnings. The **chart below** tracks the average inflation-adjusted hourly wage for young college graduates with no advanced degree from 1979 to 2010.



After gains in the 1980s and particularly in the 1990s, hourly wages for young college-educated men in 2000 were \$22.75, but that dropped by almost a full dollar to \$21.77 by 2010. For young college-educated women, hourly wages fell from \$19.38 to \$18.43 over the same period. Now, with unemployment expected to remain above 8% well into 2014, it will likely be many years before young college graduates—or any workers—see substantial wage growth.

Source: EPI's analysis of the Current Population Survey, Outgoing Relations Group. Taken from "New college grads losing ground on wages" by Heidi Shierholz, copyright © 2011 by Economic Policy Institute. Used by permission.

Source D

Leonhardt, David. "Even for Cashiers, College Pays Off."
New York Times. New York Times, 25 June 2011.
Web. 20 Dec. 2011.

The following is excerpted from an online article in a national newspaper.

The evidence is overwhelming that college is a better investment for most graduates than in the past. A new study even shows that a bachelor's degree pays off for jobs that don't require one: secretaries, plumbers and cashiers. And, beyond money, education seems to make people happier and healthier.

"Sending more young Americans to college is not a panacea," says David Autor, an M.I.T. economist who studies the labor market. "Not sending them to college would be a disaster."

The most unfortunate part of the case against college is that it encourages children, parents and schools to aim low. For those families on the fence—often deciding whether a student will be the first to attend—the skepticism becomes one more reason to stop at high school. Only about 33 percent of young adults get a four-year degree today, while another 10 percent receive a two-year degree.

So it's important to dissect the anti-college argument, piece by piece. It obviously starts with money. Tuition numbers can be eye-popping, and student debt has increased significantly. But there are two main reasons college costs aren't usually a problem for those who graduate.

First, many colleges are not very expensive, once financial aid is taken into account. Average net tuition and fees at public four-year colleges this past year were only about \$2,000 (though Congress may soon cut federal financial aid).

Second, the returns from a degree have soared. Three decades ago, full-time workers with a bachelor's degree made 40 percent more than those with only a high-school diploma. Last year, the gap reached 83 percent. College graduates, though hardly immune from the downturn, are also far less likely to be unemployed than non-graduates.

Skeptics like to point out that the income gap isn't rising as fast as it once was, especially for college graduates who don't get an advanced degree. But the gap remains enormous—and bigger than ever. Skipping college because the pace of gains has slowed is akin to skipping your heart medications because the pace of medical improvement isn't what it used to be.

The Hamilton Project, a research group in Washington, has just finished a comparison of college with other investments. It found that college tuition in recent decades has delivered an inflation-adjusted annual return of more than 15 percent. For stocks, the historical return is 7 percent. For real estate, it's less than 1 percent.

Another study being released this weekend—by Anthony Carnevale and Stephen J. Rose of Georgetown—breaks down the college premium by occupations and shows that college has big benefits even in many fields where a degree is not crucial.

Construction workers, police officers, plumbers, retail salespeople and secretaries, among others, make significantly more with a degree than without one. Why? Education helps people do higher-skilled work, get jobs with better-paying companies or open their own businesses.

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Source E

Wieder, Ben. "Thiel Fellowship Pays 24 Talented Students \$100,000 Not to Attend College." *The Chronicle of Higher Education*. The Chronicle of Higher Education, 25 May 2011. Web. 20 Dec. 2011.

The following is excerpted from an online article in a publication for college and university faculty members and administrators.

The winners were announced today for a new fellowship that has sparked heated debate in academic circles for questioning the value of higher education and suggesting that some entrepreneurial students may be better off leaving college.

Peter Thiel, a co-founder of PayPal, will pay each of the 24 winners of his Thiel Fellowship \$100,000 not to attend college for two years and to develop business ideas instead.

The fellows, all 20 years old or younger, will leave institutions including Harvard University, the Massachusetts Institute of Technology, and Stanford University, to work with a network of more than 100 Silicon Valley mentors and further develop their ideas in areas such as biotechnology, education, and energy. . . .

At least one student initially chosen as a Thiel fellow, however, ended up turning down the deal, opting to continue her traditional education by accepting admission at MIT.

Mr. Thiel said he had expected some applicants would decide to stay on their academic track.

He admits he probably wouldn't have applied for a program like the Thiel Fellowship when he was a student in the 1980s either.

Mr. Thiel studied philosophy at Stanford in the 1980s and later completed law school there, but he now wishes he had given more thought to the educational decisions he made and their implications.

"Instead, it was just this default activity," he said.

Questioning the Value of College

The fellowship seeks to help winners develop their ideas more quickly than they would at a traditional university. Its broader aim goes beyond helping the 24 winners, by raising big questions about the state of higher education.

Mr. Thiel ignited controversy when he told TechCrunch in April that he sees higher education as the next bubble, comparable to previously overvalued markets in technology and housing.

Both cost and demand for a college education have grown significantly in the years since Mr. Thiel was a student. He sees that rise as irrational.

Students today are taking on more debt, and recently tightened bankruptcy laws make it more difficult to shake that debt, he argues, and those factors make higher education a risky investment. "If you get this wrong, it's actually a mistake that's hard to undo for the rest of your life," he said.

Critics contend that even so, Thiel's advice to leave school and develop a business is applicable only to a tiny fraction of students and that Thiel's own success, aided by business relationships forged during his days at Stanford, argues against leaving school.

But Thiel is convinced that the social pressure for students to pursue "lower-risk trajectories" in their career choices will lead to less innovation in the future.

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Source F

Pew Social & Demographic Trends. "Executive Summary." *Is College Worth It?* Pew Research Center, 15 May 2011. Web. 20 Dec. 2011.

The following is excerpted from a 2011 report on a national survey of 2,142 adults ages 18 and older.

Here is a summary of key findings:

Survey of the General Public

Cost and Value. A majority of Americans (57%) say the higher education system in the United States fails to provide students with good value for the money they and their families spend. An even larger majority—75%—says college is too expensive for most Americans to afford. At the same time, however, an overwhelming majority of college graduates—86%—say that college has been a good investment for them personally.

Monetary Payoff. Adults who graduated from a four-year college believe that, on average, they are earning \$20,000 more a year as a result of having gotten that degree. Adults who did not attend college believe that, on average, they are earning \$20,000 a year less as a result. These matched estimates by the public are very close to the median gap in annual earnings between a high school and college graduate as reported by the U.S. Census Bureau in 2010: \$19,550. A more detailed Pew Research Center analysis . . . shows that this gap varies by type of degree and field of study.

Student Loans. A record share of students are leaving college with a substantial debt burden, and among those who do, about half (48%) say that paying off that debt made it harder to pay other bills; a quarter say it has made it harder to buy a home (25%); and about a quarter say it has had an impact on their career choices (24%).

Why Not College? Nearly every parent surveyed (94%) says they expect their child to attend college, but even as college enrollments have reached record levels, most young adults in this country still do not attend a four-year college. The main barrier is financial. Among adults ages 18 to 34 who are not in school and do not have a bachelor's degree, two-thirds say a major reason for not continuing their education is the need to support a family. Also, 57% say they would prefer to work and make money; and 48% say they can't afford to go to college.

Split Views of College Mission. Just under half of the public (47%) says the main purpose of a college education is to teach work-related skills and knowledge, while 39% say it is to help a student grow personally and intellectually; the remainder volunteer that both missions are equally important. College graduates place more emphasis on intellectual growth; those who are not college graduates place more emphasis on career preparation.

For Most College Graduates, Missions Accomplished. Among survey respondents who graduated from a four-year college, 74% say their college education was very useful in helping them grow intellectually; 69% say it was very useful in helping them grow and mature as a person; and 55% say it was very useful in helping them prepare for a job or career.

Above All, Character. While Americans value college, they value character even more. Asked what it takes for a young person to succeed in the world, 61% say a good work ethic is extremely important and 57% say the same about knowing how to get along with people. Just 42% say the same about a college education.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 1

The essay score should reflect the essay's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate it as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 **effectively** evaluate whether college is worth its cost. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing, and the link between the sources and the writer's argument is strong. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style

6 – Adequate

Essays earning a score of 6 **adequately** evaluate whether college is worth its cost. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient, and the link between the sources and the writer's argument is apparent. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 evaluate whether college is worth its cost. They develop their argument by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the link between the sources and the writer's argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** evaluate whether college is worth its cost. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the writer's attempts at development; the link between the sources and the writer's argument may be weak; or the writer may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

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2014 SCORING GUIDELINES

Question 1 (continued)

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in evaluating whether college is worth its cost. They are less perceptive in demonstrating understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in evaluating whether college is worth its cost. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The link between the sources and the writer’s argument is weak or absent. These essays may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose of essays that score 2 often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or they do not use or even allude to one source.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question 1 H₁

As a high school junior soon to enter my senior year, the looming threat of college casts a shadow over everything I do. Standardized testing, extracurricular activities, and especially grades have all been categorized under a single phrase: "Colleges will like that". But why do we strive to get into a "good college"? Why is there such a strong emphasis on how college will impact our lives, for better or for worse? Is college ultimately about the learning experience, or the opportunity to get a higher-paying job? Ultimately, because college represents a child's transition into independence, the intellectual and practical enrichment that it provides justifies its lofty costs.

Of course, the primary goal of attending college is to have some sort of meaningful educational experience. Unfortunately, those who see college as a gateway for getting lucrative jobs in the future fail to take their college experience at face value. Constantly looking towards a distant goal will detract from the strong engagement that is required to truly learn and digest material. College is most certainly an individual and natural learning experience that represents the first time a student can really choose what kind of experience they want to have (no more required history classes or gym classes). Roth states that college allows students "to discover what they love to do, get better at it... so they become agents of change - not victims of it" (Source B). He emphasizes how colleges ~~are~~ allow students to make that choice over what they truly want to do in life, not what their parents or friends tell them they should do.



H

2 Question 1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

If everyone keeps clamoring for those lucrative jobs (business, engineering), then the competition for those positions will increase to the point where the profit will become considerably less. In fact, this misguided sense of conformity towards high-paying jobs may be a reason that people do not see college as profitable, because they are only focused on the material profit. While decreasing ~~for~~ wages for college graduates echoes the dangers of conformity to the aforementioned fields, ~~Source C~~ (Source C), clearly conformists are missing out on the huge field of opportunities that college provides. Everyone is different, so freshmen should not feel the need to base their college experience on a future career that might not be the right fit, valued only for its purported profitability. Rather, a student should take advantage of the opportunity to discover who he/she is by making their own choices over what field(s) to explore. It's the people who take the time to discover and expand their interests that get the most out of their college experience. The expense is worth the personal enrichment college can provide, if the student chooses to make the most out of it.

Some argue that the financial risk involved in attending college simply outweighs any intellectual benefits that can arise from higher education. However, such sentiment fails to take ~~the~~ into account the financial skills that paying for college cultivates. This is one of the first instances in a child's life where they have to start buying their own food, gas, and other services. By enrolling in college, they are ~~also~~ also acknowledging that they will have to start thinking



Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question 1

H₃

about how they will pay for college. In a study by a research group in Washington named the Hamilton Project, "college tuition in recent decades has delivered an inflation-adjusted annual return of more than 15 percent" (Source D). Clearly, people who took the financial risk of investing in college have seen considerable financial benefits, along with the resourcefulness they have had to cultivate in the years of paying ~~for college~~ for college. Another 2011 study revealed that people with college degrees thought they were receiving \$20,000 more a year than those without a degree (Source F). The results clearly show that college has been worth the financial investment, both in terms of enrichment and being financially stable even after paying the high costs of tuition. In fact, "an overwhelming majority of college graduates - 86% - say that college has been a good investment for them personally" (Source F). With a majority of people who actually experienced the educational and financial roller coaster of college & acknowledging that college was worth it ~~for them~~, college clearly represents a positive experience for most. Living on their own for the first time causes them to find jobs for themselves and be financially responsible for their own budgets. These ^{practical} skills, coupled with the aforementioned returns on investment support the sentiment that college's risks are ultimately worth it.

Ultimately, college cultivates an enriching, independent experience that is worth every penny of its exorbitant costs. By enrolling in college, students learn to take advantage of their opportunities to expand their intellectual horizons, discovering what they gravitate towards.



H/4

Question 1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

most while learning to be responsible for their own well-being. I truly believe that college will give me a chance to explore myself, to find what I am truly too passionate for. Away from the influence of well-meaning, but often misguided parents/friends who believe that college is a step towards job conformity, students who truly take advantage of what ~~the~~ college has to offer will ultimately receive the most meaningful experience that can occur. College is worth the cost, but ~~it~~ ~~only~~ ~~if~~ ~~one~~. It will only yield what ~~you put into it~~ the student puts into it.

#

In a world where advancement is key, not improving might as well be getting left in the dust. ~~But~~ College is seen as this step of improving. It has become social norm for a high school graduate to continue their education at a college or university before obtaining a career and not doing so seems taboo. However, as college costs continue to rise, people are beginning ~~to~~ to question the value of this higher education. ~~But~~ But the question here is whether education can be evaluated based on simply cost. A college education is so important in that students are able to improve their work ethic^{and character}, achieve a higher level of education, and choose a career path through their studies.

To begin with, high school has been popularized in media as a time to have fun and enjoy the teenage years. This has been imprinted in the mind of the modern student. ~~and~~ One salient example is the occurrence of "senioritis". High school seniors feel that because they are in their last year of high school, they no longer have to work hard. By ending education after high school, students are not able to obtain a strong work ethic as they would in college that would benefit them for the rest of their lives. Not only would college bolster a good work ethic, but also it would build character. In Source F, Pew Research Center



reveals that 61% of Americans believe a good work ethic is extremely important and 57% believe the same about social skills. College is the opportunity to bolster both of these values. It provides a environment surrounded by a wide array of people, cultures, and ethnicities. It is a perfect place to meet and learn how to converse and get along with different types of people. College also helps students obtain a good work ethic through its strenuous classes. By pushing through the workload of college, a student can obtain a strong work ethic that will benefit them in whatever they choose to do.

Also, college is worth its cost because of the higher education a student will receive. While one might argue that the debt of this education will impact a student's entire life, ~~Source D~~ it is completely untrue. In Source

D, David Lounsbury outlines that financial aid is a major impact on the cost of college. "Average net tuition and fees at public four-year colleges this past year were only about \$2000" (Source D). This is no doubt affordable for students. Additionally, "education helps people do higher-skilled work, get jobs with better paying companies or even their own businesses". Even if a student accumulates a debt, they are able to pay it off, and then earn more in the future. Source F supports this by saying that



annual earnings gaps between a high school graduate and a college graduate is close to \$19,550.

~~A college education~~ By seeing that cost is not a reason a student should avoid college, the focus on the higher education can be made. Students on college are able to focus on subjects they love, and learn more about them. Source B says "The habits of mind developed in a liberal arts context often result in combinations of focus and flexibility that make for intelligent, and sometimes courageous risk taking for critical assessment of those risks..." By going to ~~the~~ college, a student is able to make better decisions because they are more educated. The advanced learning will make students more disciplined and critical thinkers that will benefit the rest of their lives.

Finally, college provides an ecosystem where a student can experiment with different levels of subjects and focus on the ones they love, allowing them to pursue an enjoyable career. In high school, classes are standardized, and all students take the same classes: math, science, social studies and arts. They may not enjoy these classes or be suited for them. By ending education after high school, a ~~the~~ person cannot experiment and find a subject or career



B₄ 1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

they truly love. It is often told to young students "do what you love". By not going to college, they might not ever discover what they love. A college education "emphasizes freedom and experimentation as tools for students to develop meaningful ways of working after graduation". (Source B) Through this higher education, a student can find a career that they love, and that is meaningful.

In conclusion, ~~get~~ a college education is more than worth the cost. It provides benefits that will affect a student's entire life. College allows students to improve their work ethic and build character through its environment, achieve a higher level of education, and find a career that is both meaningful and enjoyable to them. These benefits outline a clear choice that college should be pursued, and its benefits outweigh its cost.

##

In the late twentieth century America experienced a spike of men and women pursuing a college education. However, the amount of reward for a college degree has been declining in recent years and this ignites doubt into the minds of families considering college. In a changing world, though, it is becoming increasingly necessary to obtain a degree. A college education, like any other investment, will become more highly required by workplaces and will pay off in students' futures.

The ominous wage drop is a serious threat to those who have recently obtained a degree. As shown in Source C, the hourly wage fell ~~from~~ by "almost a full dollar" from 2000 to 2010. However, with the recent recession this displays almost all of America's entry wage drops. "Full-time workers with a bachelor's degree made 40 percent more than those with only a high-school diploma" thirty years ago and that gap reached 83 percent in 2010 (Source D). This shows that, although graduates' wages are dropping, non-graduates' wages are dropping even more drastically. The return calculated from obtaining a college degree could be more than 15 percent, which is ~~is~~ an even better investment than stocks, which return only half that (Source D). So, although college is expensive, it will offer a better return in the long run and will definitely give graduates a legup in the workplace over those without a degree.

After experiencing these returns from their education,



"86 [percent] say that college has been a good investment for them personally (Source F). This remark indicates that an education not only pays off monetarily but emotionally. While graduates earn approximately \$20,000 more per year than non-graduates, college prepares students for more than just a job (Source F). College offers unique experiences with time management, personal discovery, and leadership not learned anywhere else; the value of these gains cannot be expressed through money. In a survey, many graduates concluded that their education "was useful in helping them grow intellectually... mature as a person... helping them prepare for a job or career" (Source F). Character development and other skills gained in the college experience, offset the costs for many families. along with future returns in salary

Some Americans, such as Peter Thiel, ~~don't~~ foresee a grim future if America is inhabited by only graduates. Thiel, co-founder of Pay-Pal, believes "Social pressure for students" to earn a degree "will lead to less innovation in the future." (Source E). However, college, as Mr. Thiel should know, often makes students more innovative and gives them the tools to make big changes. It is unlikely that Thiel, a graduate of Stanford University, would have had the opportunity, resources, or connections to co-found PayPal if he had not pursued an education. ^(Source E) If Thiel is to place his fellows into "Silicon valley mentors... in such areas as biotechnology, education, and energy" his Fellows must certainly be aware and have



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1 E3

learned about their field of interest, such as biotechnology (Source E). Because "Thiel's own success [was] aided by business relationships forged during his days at Stanford" he makes a highly unconvincing argument that an education will not pay off, but his idea will (Source E). Many ^{work} places, in such a competitive job market, will often choose graduates over non-graduates for a job. This, combined with the availability of opportunities, connections, and monetary return obtained at college proves an education is worth your time, money, and ~~work~~ effort.

#

In recent years, many American families have begun to doubt more than ever before whether college is a cost worth spending on their children. Their concerns are well-founded; it seems that, due to recent trends in America's economy and educational system, college is a less lucrative, worthwhile investment of time and money than it ~~was~~ ever been in modern American ~~history~~ history. This is due largely to the facts that college degrees are becoming less and less helpful in earning money as a young adult, colleges are often restrictive in the molding of young minds, and that, ~~in fact~~ the prior statements considered, colleges are simply too expensive for the average American family to afford.

According to recent studies, ~~new~~ new college graduates are making less money today than they were ten years ago, indicating the declining value of a college degree in the job market. As shown by the graph in Source C, ~~the average hourly wage for an entry-level male college graduate~~ the average ~~hourly~~ hourly wage for an entry-level male college graduate ~~dropped~~ dropped by about \$3.00 ~~from 2002 to 2010~~ from 2002 to 2010 — this ~~decline~~ decline was also felt by entry-level female employees, whose wages dropped by about \$1.60 from 2003 to 2010. Considering that those same female employees were already making several dollars less than their male counterparts, the smaller decrease is hardly comforting. It is clear that college degrees are faltering in their reliability to provide a stable living.

Aside from the mere statistical economic decline, coming into question is the very method by which colleges shape the minds of their



A
2

Question 1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Students. Peter Thiel, cofounder of Pay-Pal and Stanford Law School ~~graduate~~ graduate, admits he wishes he could go back and do things differently, stating that to him, ~~like~~ like so many young Americans today, college was "just this default activity." (Source E) Thiel has thus created the Thiel Fellowship, intended to develop talented young minds by removing them from colleges—places including Harvard, MIT, and Stanford—and putting them under the ~~care~~ care and tutelage of "a network of ~~more~~ more than 100 silicon valley mentors..." Clearly, Thiel believes, like many progressive members of our society, that colleges are no longer the optimal route to success.

When considering the data presented above, the fact that most families struggle financially to put their children through college begins to seem tragically pointless. Indeed, in a 2011 report on a national survey of ~~2,142~~ 2,142 adults ~~that~~, ^{57%} 57% of Americans say that the higher education system fails to provide students with good value for the money they and their families spend. (Source F) Furthermore, an even larger majority of 75% says college is too expensive for most American families to afford. (F) This, coupled with the problem of debt linked to student loans—24% of indebted students say their debt has had an impact on their career choices (F)—brings serious doubt as to whether college is worth the many costs it demands.

Colleges are declining as the ~~best~~ best course of action for American young adults to follow. Recent



Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question I A₃

developments have rendered college degrees ~~more~~ less useful in earning a wage than at any point in the last decade, and ~~those~~ ^{those} vary. Some degrees are handed out by restrictive, one-track institutions that deny much room for creative thought and development of insight. When one finally ~~is~~ learns that, aside from all other issues, college is simply too much of a financial burden, they may very well have already written off going to college as a simple waste of time and resources.

#

Is college really worth the debt, the hardwork, and headaches you'll receive? With jobs getting harder to get into and standards being raised, attending college can be a big advantage when applying for a job or starting ~~for~~ business. ~~However, many people, that are looking at things having a lot of credibility and knowledge, which not attend college. But, this is just some cases.~~ With all the studies and statistics taken, it can be proven that college can be beneficial to one's life.

Numbers and percentages can speak for themselves. There is a great difference between those who have attended college and those who have not. Workers with a bachelor's degree made 40% more than those who just graduated ^{high school} ~~university~~. However, that percentage has increased to 83%. ~~university~~ (source D).
Jobs and businesses nowadays are looking for people who have the motivation and determination to work diligently and



and passionately. ~~and~~ College is a great symbol of one's ~~perseverance~~ determination. That diploma on the wall is a trophy that not many people have, therefore showing that you have something that someone else doesn't. Why would a job want someone with a high school diploma, over a person with a college degree?

Colleges can also help shape a person. They can find what they truly love to do. High schools require so many classes, that there is no room in a student's schedule to put an art class or music class or a philosophy class. College can allow for an escape that allows for freedom and productivity. They allow for people to express their creativity in liberal arts classes (SOURCE B) ~~and~~ These liberal arts classes can extend far, even after college. It can show that people can express themselves in ways that other people (the ~~others~~ ones



who didn't attend college) can't. Being able to express your judgements, views, and opinions, is what will get a person far in life. Mainly, that's what bosses have to do. They tell their employees what they want accomplished. They wouldn't be able to say what they want if they didn't have the knowledge to do it.

The main purpose of college is to have the ability to obtain a job easier and 55% of graduates feel as if college helped them prepare for a career (source F). Also, 74% felt as if college helped them grow intellectually as a person. Neither of these accomplishments can affect a person negatively, therefore there is no harm in attending college. Some may feel as if the debt and loans from college are a major factor in one's life and ~~drive~~ decisions, but with financial aid and the advantages in job-hunting, the college experience can be a great outcome in the future.



D4

Write in the box the number of the question you are answering on this page as it is designated in the exam.

~~Some people may argue that famous names, such as Steve Jobs and George Washington, should not attend college. But, ~~most people~~ many~~

Although many people are starting to believe that college is not worth the stresses involved, many should consider the outcomes. All the effort and sweat can be rewarding in the future.

#

All highschool students are asked "where do you want to go to college?" While many of us know exactly where we want to go, others still are not sure if college is even right for them. College can be expensive, especially if you don't want a typical job that colleges advocate for. With this in mind, a lot of people want to go to college and see a great benefit of it. This is why it all depends on the student whether college is worth the cost.

In high-school, many kids will go for classes such as shop-class programs because they enjoy working with their hands.

Unfortunately, according to source A, these classes "were widely dismantled in the 1990s."

^{Schools}
~~They~~ wanted kids to do typical cubical work after being sent to college. What would happen, though, if all students decided to do regular work? What would happen if there was no one to become a plumber or electrician? Jobs such as these are on the rise, according to source A. There is becoming a greater need for them.

Innovation is also becoming a better job. Our society always is making new



inventions to help everyone with their daily lives. In source E, The fellowship is going to such lengths as paying people to not go to college so that they can focus on innovation. It is no measly sum either. Their innovation competition had twenty-four winners and each will receive \$100,000.

This just shows how people who do not want to go to college, or do not need to, do not have to go to college. It would not be a good use of money if they go to college for a degree when all they want to be is someone like a carpenter.

On the other hand, there are kids who see great value in college. I myself am striving to become a veterinarian and am excited to be able to go to college. College tends to help when searching for jobs in the fact that having a degree looks good on most resumes.

Source F gives statistics saying that 55% of college grads said that [college] was very useful in helping them prepare for a job. College can even ~~get~~ help you earn more money. In source D, it states that the income gap between those with a degree and those that do not is increasing. "Three decades ago, full-



time workers with a bachelor's degree made 40%^{percent} more than those with ~~diploma~~^{only a} high-school diploma. Last year, the gap reached 83 percent." This shows how going to ~~college~~^{college} can be very beneficial to someone who plans on having typical jobs.

Overall, college can benefit or harm a person. If they want to be a doctor or an accountant or anything that might require a degree, it would be best to go to college. If you are someone who prefers working with their hands and learning by experience, college might not be the place for you, a trade school or internship might be the way to go. Every one is different, which is why they can't all be put in college; but, just because you ~~at~~ might not want to go to college, it doesn't mean you are ~~any~~ less valuable than someone with a diploma. We will always need builders, plumbers, and electricians as well as doctors, office workers, and teachers.

#

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question one I

After graduating from High School the ideal goal is to go off to college, get a college degree, and start your future, however there is many people that can't afford it or think it is a waste of money. When ~~you~~ deciding if you want to continue down that path people should consider the impact college has on you as a person, if a college degree is necessary for ^{a certain} your future job, and ~~whether~~ or not its fair to have to pay for ~~it~~ your own education.

College can be extremely expensive and ~~sometimes~~ ^{may} not be worth its price so it is important to ~~think~~ ^{consider} the impact it has on ^{a person} ~~you~~. Although college provides ~~you~~ many opportunities in life it can cause too much stress and pressure. People realize they are paying a lot of money so they have to succeed. On the other hand "education seems to make people happier and healthier" (source D). It all depends on ^{the} ~~your~~ view ~~on~~ of the situation and the effect it'll have ~~on you~~. People have said that college can provide ~~you~~ ^{people} with



I 2

Question one

Write in the box the number of the question you are answering on this page as it is designated in the exam.

traits that ~~you~~^{be} will need later on.
for example, "successful liberal arts education develops the capacity for innovation and judgement." (source B). it can ~~be~~^{be a} benefit ~~you~~ depending on the point of view.

Another important factor is whether or not a college degree is mandatory for ~~your~~^{the} future job. for example "jobs that don't require one: secretaries, plumbers and cashiers" (source D). if ~~your~~^a goal in life is a job that doesn't require one don't waste ~~your~~ money on college. However, "leadership positions in politics, culture and the economy" (source B) require education at a different level. Consideration factors are the number of people living off one salary. someone taking care of 6 kids may not be able to afford an education for each and every child. Always look into job requirements when debating the worth of college.

A lot of students grow up and have to pay for their own education. As ~~the~~^{some}



know high school jobs don't pay well and it can be unfair. "since lack of wage growth" (source C). has caused students to have some issues. "Hourly wages... dropped by almost a full dollar" (source C). it shouldn't be fair because making 20\$ an hour is not enough to pay 4 years of education. On the plus side they have something called student loans. This can help manage money and "a good investment for them personally" (source F). ~~College~~ loans can also be a bad thing because "students are leaving college with a substantial debt burden" (source F). Being in debt can affect the rest of someone's life.

College's pricing has been a debate and people can argue both sides of the actual worth of college. Not everyone has a chance to go and not everyone should go because it is a choice.

#

College is not worth the the cost ~~of~~
~~because~~ of gaining thousands of dollars on the sight opportunity
of joining it all back plus a little ^{more} ~~advantage~~ ^{because} even if jobs
are ^{admitted} ~~gained~~ the wages ^{earned} are not guaranteed to have a marginal difference
above the cost of college, discriminates against the ^{interested} ↑

The ultimate goal of going to college is
to be able to use the
↑ ~~largest~~ degree in the work force and create an
happy life. Unfortunately w/ the bills gained from college
and wages of jobs not ~~good~~ guaranteed, ^{shown} ~~shown~~ by
the graph on Source C, the only thing gained from
college is stress for several years due to bills and
lack of income. Another

Going to college is expensive. In today's
modern societies it costs ~~hundreds~~ of dollars and
not all classes can afford it. The cost of college
goes against one of the biggest morals of the
~~the~~ U.S., anti-discrimination. Going to college is
not worth the cost of ~~perking~~ ^{all the} ~~the~~
hard work against discrimination in this case
against poverty. Source F provides a quote
"An even larger majority - 75% - says the
college is too expensive for most Americans to afford"



C₂

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Overall with ~~out~~^{out} the guarantee of successful wages being able to pay the bills from college, ~~in a~~ a system the unfortunate could at even pay for to try with, College is not worth the cost of gambling and advertising discrimination against the less fortunate as Sarah Ritten said

#

Most Parents in the US expect their children to go to collage, truth being that may not be the case anymore.

College tuition has become a very high price, in many instances students ^{have} dropped out of collage due to bills, collage ^{tuition} and the other needed materials. The values of collage are know being questioned. ~~Income~~ Income of collage ~~grads~~ grads is lowering along with unemployment rising.

One man sees collage as a maybe. Co-founder of PayPal Peter Theil has started a fellowship. 24 lucky collage students will leave their collage for a "real" chance to start their own business. Peter has given the example of not just learning, but getting out ~~the~~ ~~world~~ ~~world~~ successfully in the world quicker than through a University. He plans to do this in the future with more than 24 students.

74% of four year collage students say their education and time their was great, while 55% said it prepared them for a job and, career. With finicial aid you could go to ~~collage~~ a four year collage. ~~It~~

In this time collage seems to be a better choice, with a higher education, and more skills at hand. ~~It's~~ ~~It's~~ It's the ideal way to a happy lifestyle.



AP[®] SUMMER INSTITUTE SCORING NOTES

2014 AP English Language and Composition

Question 1

Sample Identifier: H

Score: 9

- Presents a clear introduction and effectively contextualizes the argument by asking several questions and argues that "the intellectual and practical enrichment that it [college] provides justifies its lofty cost."
- Effectively puts Source B for support in conversation with Sources C, D, and F to make the argument that college is worth the cost.
- Elaborates by contrasting the liberal arts philosophy of Source B with the "misguided sense of conformity towards high-paying jobs" and suggesting that people may not see the full value of college "because they are only focused on the material profit."
- Considers a counterargument: "Some argue that the financial risk involved in attending college simply outweighs any intellectual benefits that can arise from higher education" and refutes this claim using the sources skillfully.
- Synthesizes sources smoothly for a full and purposeful argument.
- Ends with especially effective control, underscoring the essay's success.
- Earned a score of 9.

Sample Identifier: B

Score: 8

- Effectively examines the costs and benefits beyond finances in arguing that college is worth the cost.
- Effectively synthesizes 3 sources to demonstrate the various facets of the cost debate.
- Develops a strong link between the sources and the writer's argument; for example using Source F to note that Americans value both a good work ethic and social skills and elaborating on how college can "bolster both of these values."
- Considers an opposing argument and uses Sources D and F to refute the claim that college costs will negatively impact students for the rest of their lives.
- Demonstrates consistent control of a wide range of the elements of effective writing.
- Earned a score of 8.

Sample Identifier: E

Score: 7

- Presents appropriate evidence, incorporating sources with some purpose to argue that "A college education, like any other investment, will become more highly required by workplaces and will pay off in students' futures."
- Adequately focuses on the question and purposefully incorporates sources in responding to it.
- Adequately concludes that work places may choose graduates over non-graduates and "This, combined with the availability of opportunities, connections, and monetary return obtained at college proves an education is worth your time, money, and effort."
- Demonstrates a more mature prose style than is often found in a 6, using phrases such as "As shown in;" "This remark indicates that;" and "So" to create links between the sources and the argument.
- Earned a score of 7.

AP[®] SUMMER INSTITUTE SCORING NOTES

2014 AP English Language and Composition

Sample Identifier: A

Score: 6

- Adequately states a position and uses appropriate sources for evidence and support, providing an economic argument regarding the cost of college.
- Adequately connects Source C with the argument, using the chart to compare wages of male and female college graduates and noting that both have declined.
- Uses Source E to support its argument: "Thiel, believes, like many progressive members of our society, that colleges are no longer the optimal route to success," and uses Source F to reinforce this point.
- Provides appropriate and sufficient evidence and explanations.
- The essay earned a score of 6.

Sample Identifier: D

Score: 5

- Adequately evaluates whether college is worth its cost, stating "it can be proven that college can be beneficial to one's life."
- Adequately incorporates several sources; for example, reference to a "trophy" diploma resulting from "determination" when elaborating Source D.
- Makes a viable comparison between high school and college opportunities, with a strained link to Source B: "It can show that people can express themselves in ways that other people (the ones who didn't attend college) can't."
- Remains at a fairly high level of generality (e.g., these liberal arts classes can extend far even after college) with many unsupported assertions (e.g., "College can allow for an escape that allows for freedom and productivity.")
- Develops an argument but demonstrates both adequate and inadequate features.
- Earned a score of 5.

Sample Identifier: G

Score: 4

- Inadequately evaluates whether college is worth the cost.
- Presents vague assertions: "it all depends on the student whether college is worth the cost."
- Sources dominate the essay with little explanation provided; for example, reports on Source E ends with an empty statement: "This just shows how people who do not want to go to college, or do not need to, do not have to go to college."
- The prose generally conveys the writer's ideas.
- Earned a score of 4.

Sample Identifier: I

Score: 3

- Demonstrates less success in evaluating whether college is worth its cost by straying into irrelevant considerations, e.g., "whether or not its [sic] fair to have to pay for your own education."
- Cites 3 sources (F, D, and B), but is particularly limited in its explanation, demonstrating less success than a 4.
- Consists of many vague generalizations, e.g., "It all depends on the view of the situation and the effect it'll have."
- Earned a score of 3.

AP[®] SUMMER INSTITUTE SCORING NOTES

2014 AP English Language and Composition

Sample Identifier: C

Score: 2

- Attempts to establish a position through assertion but demonstrates little success in evaluating whether college is worth its cost.
- Oversimplifies and fails to establish link between the two sources cited and the assertion that the cost of college "discriminates against the impoverished."
- Exhibits weak control of syntax.
- Earned a score of 2.

Sample Identifier: F

Score: 1

- Attempts to discuss whether college is worth the cost: "The values of collage [sic] are know [sic] being questioned."
- Alludes to 1 source but is especially simplistic in its explanation.
- Weak in control of writing.
- Earned a score of 1.