

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours and 15 minutes

3 Questions

Question 1

Suggested reading and writing time—55 minutes

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts as one-third of the total essay section score.)

Historic preservation laws are intended to protect buildings deemed to be of historic, cultural, or architectural value. The laws affect both government buildings and private property, putting constraints on how and to what extent the structures can be altered, renovated, or replaced. Proponents of these laws claim they are necessary for the preservation of history and culture and the architectural integrity of a neighborhood. Opponents of the laws argue that such laws prevent progress and negatively impact real estate development, building renovation, and building design.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the value, if any, of laws designed to preserve buildings deemed to be of historic importance.

Source A (National Park Service Web site)

Source B (Merlino book)

Source C (Appelbaum opinion article)

Source D (Webb graph)

Source E (Martin article)

Source F (Rosen cartoon)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Source A

“National Historic Preservation Act.” *National Park Service*, U.S. Department of the Interior, 2 Dec. 2018, [nps.gov/subjects/historicpreservation/national-historic-preservation-act.htm](https://www.nps.gov/subjects/historicpreservation/national-historic-preservation-act.htm).

The following is excerpted from a Web site maintained by the United States National Park Service.

After World War II, the United States seemed poised at the edge of a limitless future, and its vision of progress was characterized by the sleek and the new. Urban renewal was seen as a way to clear out the slums, get rid of “obsolete” buildings, make space for an exploding population, and accommodate the burgeoning car culture. Wide swaths were demolished: entire blocks, neighborhoods, business districts, all razed to make way for the new. By the 1960s, urban renewal had altered the face of the nation’s cities.

But out of this wholesale erasure of the old grew the most important law governing how we treat those places that define our past: the National Historic Preservation Act. It was the first national policy governing preservation and it would shape the fate of many of our historic and cultural sites over the next half-century. There had been earlier measures to foster preservation—the Antiquities Act of 1906 and the Historic Sites Act of 1935—but none were as sweeping or as influential as the National Historic Preservation Act.

In 1965, President Lyndon B. Johnson convened a special committee on historic preservation. The committee studied the dismal situation, then delivered a report to Congress. Their report, called *With Heritage So Rich*, became a rallying cry for the preservation movement. Up until that time, the National Park Service’s Historic American Buildings Survey (HABS) had documented 12,000 places in the United States. By 1966, half of them had either been destroyed or damaged beyond repair. . . .

Before the year was out, Congress passed the National Historic Preservation Act. It was the most comprehensive preservation law the nation had ever known. The act established permanent institutions and created a clearly defined process for historic preservation in the United States.

Historic structures that would be affected by federal projects—or by work that was federally funded—now had to be documented to standards issued by the Secretary of the Interior. The law required individual states to take on much more responsibility for historic sites in their jurisdictions. Each state would now have its own historic preservation office and was required to complete an inventory of important sites. The law also created the President’s Advisory Council on Historic Preservation and the National Register of Historic Places, an official list not only of individual buildings and structures, but also of districts, objects, and archeological sites that are important due to their connection with the past. . . .

With the passage of the act, preservation in the United States became formalized and professionalized. The National Historic Preservation Act was tied to a growing awareness of the past and of community identity. Many communities realized that there was an unexpected economic force behind preservation. The act helped foster heritage tourism, attracting visitors who wanted to experience the past in ways that no book or documentary could match. The distinctive character of old architecture and historic districts became a powerful draw for many Americans, and antidote to anonymous suburbs and strip malls.

Source B

Merlino, Kathryn Rogers. *Building Reuse: Sustainability, Preservation, and the Value of Design*. University of Washington Press, 2018.

The following is excerpted from a book advocating for more reuse of existing buildings.

In the United States, the recognition of value in buildings began with the identification and preservation of historical structures that had played an important part of the story of creating our nation. Historic designation usually takes into consideration national standards of significance set within specific boundaries: to be designated, a building must be proven to be associated with an important moment in local or national history, or with a historical individual or group, or must represent an exceptional architectural style or tradition. Of course, the question of what should be considered “significant” historical and cultural value in a building is often hotly debated by owners, historians, politicians, community groups, and other interested parties. When the terms of significance can’t be established or agreed upon, it becomes practically impossible to “officially” declare something historic—and suddenly, the building lacks “value.” For this reason, basing preservation decisions solely on whether a building has been designated as “historic” significantly limits the way we value and preserve existing buildings. In effect, the word *historic* saves them, but *old* or *existing* does not, and anyone who wants to demolish a building can simply argue that the building lacks historical significance. Considering that “nonhistoric” buildings comprise the vast majority of our existing building stock, we need to broaden our definition of *value* if we are to maintain cultural and environmental sustainability.

Attaching value to buildings exclusively for their architectural, cultural, or historic significance is problematic in three ways. First, only buildings with the highest historic status are considered valuable enough to be protected from demolition, but this type of building represents only a small percentage of designated buildings. As a result, the majority of historic designations are primarily honorific; and while they provide financial incentives for maintaining a building’s character and may give it greater stature and recognition, they do not protect it from demolition. Second, the historic designation process is piecemeal and irregular—and therefore complicated, time-consuming, and discouraging. The result is that only a small fraction of eligible buildings are even nominated, and those that win registry constitute a tiny portion of the buildings that—by the same standards—would qualify. Finally, attaching value to buildings exclusively because of their notarized historical significance ignores the fact that all buildings inherently hold value as *environmental* artifacts. They are repositories of extracted and manufactured materials and represent expended energy and carbon emissions; and as such, they hold great value as environmental resources. Consequently, while we rigorously recycle our paper, glass, and metal, we do not apply this ethic to our largest manufactured artifacts, our buildings. Regarding our existing building stock as an environmental resource is essential to advancing any agenda of sustainability.

The opportunities that older buildings offer are enormous. Older buildings not only have worth as resources of materials but also can be retrofitted with energy-efficient technologies for high performance. In fact, some older buildings already have a head start. Studies show that many older buildings already perform as well as or better than new buildings by many measures.

Source C

Appelbaum, Binyamin. “When Historic Preservation Hurts Cities.” *The New York Times*, 26 Jan. 2020, [nytimes.com/2020/01/26/opinion/historic-preservation-solar-panels.html](https://www.nytimes.com/2020/01/26/opinion/historic-preservation-solar-panels.html).

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

I live in a historic neighborhood in the heart of Washington, D.C. It’s not historic in the sense that anything especially important happened here—certainly not in the modest rowhouses that make up the bulk of the neighborhood. What “historic” means, here and in cities across the country, is that this is a neighborhood where buildings are not supposed to change.

The law says window frames on Capitol Hill must be wooden, or something that looks very much like wood. If a front door has two parts and opens down the middle, it cannot be replaced by a single door that swings open from the side. If the house was built two stories tall, it must remain two stories tall—unless the addition can’t be seen from the street.

Humans don’t like change, so it’s not surprising that historic preservation laws have become quite popular. There are now more than 2,300 local historic districts across the United States, and I know many people who would like to have their own neighborhood frozen in time.

But historic preservation comes at a cost: It obstructs change for the better. And while that price is generally invisible, it is now on public display because of the city’s efforts to prevent Washington homeowners in historic neighborhoods from installing visible rooftop solar panels. . .

“I applaud your greenness, and your desire to save the planet . . .” Chris Landis, an architect who sat on one of the boards that pass judgment on proposed changes to Washington homes, told a homeowner in October who had the temerity to request permission to install 12 front-facing solar panels on his own roof. “But I just have this vision of a row of houses with solar panels on the front of them and it just—it upsets me, as somebody who’s supposed to protect the architectural fabric of a neighborhood.”

From *The New York Times*. © 2020 The New York Times Company. All rights reserved. Used under license.

Source D

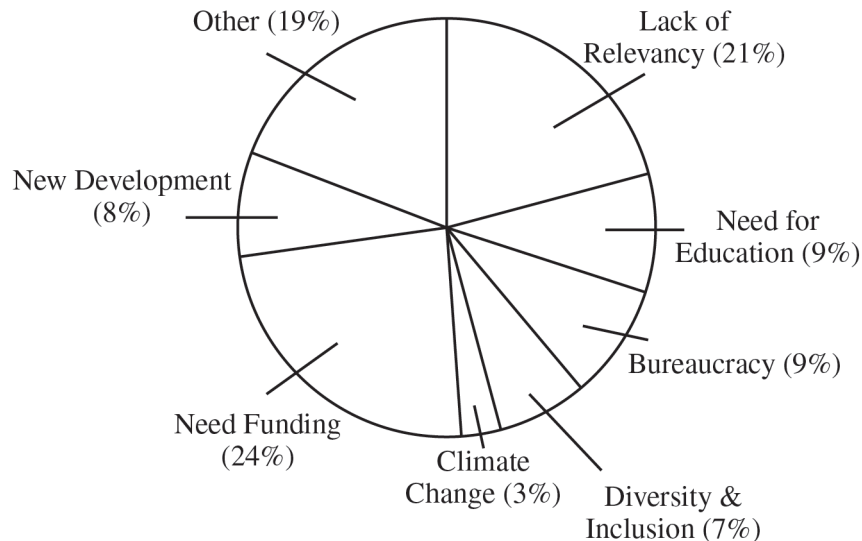
Webb, Amy. “Building Relevance: What Are the Top Challenges Facing Preservation?”
National Trust for Historic Preservation: Preservation Leadership Forum, 8 Oct. 2020,
 forum.savingplaces.org/blogs/amy-webb1/2020/10/08/survey-top-challenges-facing-
 preservation.

The following is based on a graph from a survey on preservation, conducted by a nonprofit organization dedicated to preserving historic structures. The graph shows historic preservation professionals’ responses to the question “What are the top challenges to preserving historic places?”

While survey respondents identified a broad range of issues, the top seven preservation challenges as of the fall of 2019 . . . included:

1. Need for funding
2. Need to communicate the relevancy of preservation
3. Pressures from new development
4. Bureaucratic [complicated administrative] nature of some preservation processes
5. Need to educate the next generation of preservationists, particularly in the preservation trades
6. Lack of diversity in the preservation movement
7. Risks posed by climate change

WHAT ARE THE TOP CHALLENGES TO PRESERVING HISTORIC PLACES?



Source E

Martin, Shayla. “Can a Grassroots Movement Save Harlem’s Culturally Rich Buildings? We Talked to the Women Preserving the Neighborhood’s History.” *Veranda*, 19 Aug. 2021, veranda.com/home-decorators/a37189748/preservation-of-harlem/.

The following is excerpted from an article published in a magazine focused on home design.

Valerie Jo Bradley is one of the cofounders of Save Harlem Now!, a nonprofit advocacy group that formed to preserve buildings and landscapes that contain important African American history from the early 20th century. “We realized we’ve got to be organized and proactive to deal with the fact that only 3.7 percent of Harlem’s buildings are landmarked compared to 66 percent of Greenwich Village and 50 percent of the Upper West and Upper East sides.”

Since its establishment in 2015, the group has worked with the Landmarks Preservation Commission to designate key buildings and historic districts for legal protection (among them, the rowhouse-rich area of West 130th and 132nd streets between Lenox Avenue and Adam Clayton Powell Jr. Blvd.; the Harlem branch of the New York Public Library, frequented by [Langston] Hughes and fellow writer James Baldwin, is also on their list). This year, Save Harlem Now! received a grant from the National Trust for Historic Preservation’s African American Cultural Heritage Action Fund to bolster their preservation efforts.

And not a moment too soon. Since the early aughts,¹ development in Harlem has ramped up, replacing endemic boutiques, coffee shops, grocery stores, and even the architectural vernacular itself with mirrors of other urban landscapes.

“[Bradley] sees historic district designation as a way to slow down development trends, or at least to ensure that the physical history and cultural legacy is retained in Harlem, and I agree with her,” says Brent Leggs, executive director of the Action Fund. “Preservation is people-centered. Although we’re using old things—old buildings, old stories—it’s really about leveraging the power of place to have a positive impact on people’s lives right now in the present moment,” Leggs adds. “A lot of our work examines the different tools that can be used to mitigate both racial and cultural displacement. And the preservation efforts happening now in Harlem really highlight the ways that the culture is retained.”

Of course, preservation alone will not stave off gentrification,² but it’s an essential component, adds Darren Walker, president of the Ford Foundation and co-chair of the National Advisory Council of the Action Fund. “Without ensuring that people have access to critical resources like affordable housing and good jobs in their communities, we won’t be able [to] preserve the essence of what makes places like Harlem so special: its residents.”

Under Walker’s leadership, the Ford Foundation’s America’s Cultural Treasures Initiative has made unprecedented investments in significant arts centers in Harlem, including the Apollo Theater, Dance Theatre of Harlem, and the Studio Museum in Harlem. “We want these anchors of our community—and the people who live there—to remain resilient and not get swept away in the tidal wave of gentrification Harlem is experiencing,” he says. Also on Walker’s list: keeping larger cultural institutions rooted in Harlem, places like

the Schomburg Center for Research in Black Culture, one of the leading worldwide archives for information on people of African descent, and Mother AME Zion Church, the oldest African American church in New York City.

¹ early 2000s

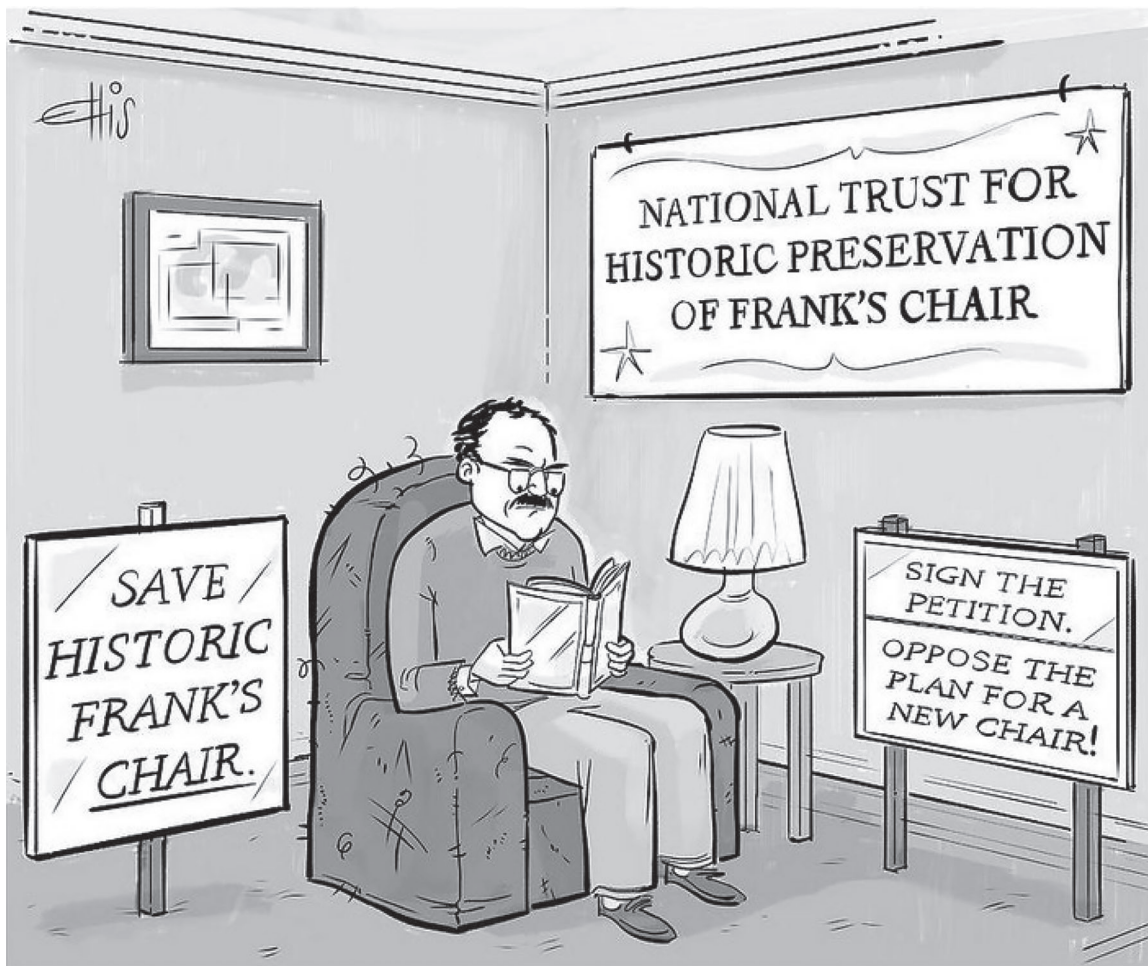
² process in which a neighborhood or area is changed or renovated through the influx of middle-class residents and businesses, often displacing the original residents of the area

by Shayla Martin, *Veranda*, Hearst Magazine Media, Inc.

Source F

Rosen, Ellis. "National Trust for Historic Preservation of Frank's Chair." *New Yorker Collection*, 3 Jan. 2022, condenaststore.com/featured/national-trust-for-historic-preservation-of-franks-chair-ellis-rosen.html.

The following is a cartoon from the collection of a weekly magazine of journalism and culture.



Ellis Rosen
The New Yorker Collection
The Cartoon Bank; © Condé Nast

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Synthesis Essay**6 points**

Historic preservation laws are intended to protect buildings deemed to be of historic, cultural, or architectural value. The laws affect both government buildings and private property, putting constraints on how and to what extent the structures can be altered, renovated, or replaced. Proponents of these laws claim they are necessary for the preservation of history and culture and the architectural integrity of a neighborhood. Opponents of the laws argue that such laws prevent progress and negatively impact real estate development, building renovation, and building design.

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- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
Row A Thesis (0–1 points)	0 points For any of the following: <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a thesis that presents a defensible position.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. Equivocate or summarize other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). State an obvious fact rather than making a claim that requires a defense. 		Responses that earn this point: <ul style="list-style-type: none"> Respond to the prompt by developing a position on the value, if any, of laws designed to preserve buildings deemed to be of historic importance, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating there are pros/cons.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“Historic preservation laws are laws designed to preserve buildings deemed to be of historic importance.”</i> Address the topic of the prompt but do not take a position <ul style="list-style-type: none"> <i>“Historic preservation laws have been called controversial.”</i> Address the topic of the prompt but state an obvious fact as a claim <ul style="list-style-type: none"> <i>“There are laws that protect historic buildings.”</i> 		Examples that earn this point: Present a defensible position that responds to the prompt <ul style="list-style-type: none"> <i>“Laws that protect buildings are necessary to save history.”</i> <i>“Laws designed to protect historical buildings are essential to preserve both culture and architecture.”</i> <i>“While laws designed to protect historical buildings may help preserve cultural history as well as neighborhood integrity, they should rarely exist as they prevent building owners from possible renovations and sale.”</i>
Additional Notes: <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0–4 points)</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p>1 point EVIDENCE: Provides evidence from or references at least two of the provided sources. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points EVIDENCE: Provides evidence from or references at least three of the provided sources. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of sources rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Use complicated or complex sentences or language that is ineffective because it does not enhance the argument. 		Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. 2. Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

The world is constantly shifting, growing, and adapting. New advancements are made each and every day to improve the lives of people across the globe. In this ever-changing climate, it is vital that we take the time to appreciate how we got to where we are today. Although the process of officially labelling a site as historic can be complicated and difficult, historic preservation laws hold significant value due to the economic, environmental, and cultural benefits that stem from the preservation of historic sites.

Despite these many benefits, opponents of preservation argue that the funding aspect creates a barrier to preserving historic places. In fact, 24% of professionals surveyed identified the need for funding as a top challenge to preserving historic places ~~at times~~ (Source D). However, the economic benefits of preservation are strong enough to outweigh the cost of funding these sites. As seen after the passage of the National Historic Preservation Act, communities saw how historic preservation could "foster heritage tourism" (Source A). The protection of historic locations captivated travelers, ~~attracting them~~ motivating them to visit historic areas to experience the past. Bringing in tourists not only results in the appreciation of the style and culture of the historic buildings, but also brings business to the towns in which the historic sites are located, thereby positively impacting the economy in areas that practice historic preservation. Ultimately, money must be put into these historic sites, but their preservation ~~also~~ stimulates the economy by driving tourism.

Beyond the economic benefits of preservation, historical sites also ~~also~~ positively impact the environment. Buildings are not merely buildings, they are "repositories of extracted and manufactured materials" (Source B).

Page 2

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

Constructing a building requires significant nonrenewable resources. The demolition of old buildings to ~~and~~ replace them with new structures significantly depletes these essential resources. On the other hand, by preserving these old buildings, resources are conserved, promoting sustainability. Additionally, when older buildings are preserved, they can still be altered in ways that allow them to ~~to~~ operate using technologies that are just as environmentally friendly as in modern buildings. Unfortunately, there are some limitations to adaptations made to historic buildings, as seen in parts of DC that prohibit installing rooftop solar panels (Source C). However, the preservation of materials outweighs the restrictions on modernization, demonstrating the value of preserving historic buildings.

Although preventing changes to historic buildings can inhibit the use of environmentally friendly practices, it is necessary to preserve the past so the cultural ~~and~~ historic legacy of a location is retained. The preservation of history through buildings may not seem essential, as the events took place in the past, but Brent Leggs, executive director of the Action Fund asserts that, "It's really about leveraging the power of the place to have a positive impact on people's lives right now" (Source E). Leggs is referring to Harlem, a neighborhood that has historically been a center of African American culture. By designating buildings in this neighborhood as historic, the process of gentrification of Harlem will be slowed significantly, preserving the culture of its residents by allowing their community to remain intact. Through historic preservation of buildings, ~~modern~~ past and present cultures are also preserved.

A major barrier to this essential preservation is the process of labelling a site as historical. The bureaucratic nature of designating a site as

Page 3

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

Historic was labelled a ~~top~~ top challenge by 9% of experts (Source D). Additionally, the requirements for a building to be deemed historically significant are not widely agreed upon, making it difficult to determine whether or not a building qualifies for preservation or not (Source B). This causes many buildings that could potentially be historic to not become preserved, resulting in their demolition. ~~The process of~~ Historical preservation is a valuable idea, but there have been issues effectively putting it into practice. If the process for establishing sites as historically significant was improved, historic preservation would be a major success, with ~~many~~ many positive impacts. Change ~~can be~~ can be beneficial, but it is just as important to preserve reminders of the past.

Page 4

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Question 1 Question 2 Question 3

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There is no doubt that humans have had the capability to change the future through important historic events in the past. ~~movements like~~ ^{movements like} the Civil ~~rights~~ ^{rights} movement, or the woman's rights movements are examples of historical events that reshaped the American people know today. ~~However buildings like the white house are where most of changes occurred which is the reason. Although important~~
 In order to share these events, and allow history to be remembered, there are museums and buildings that hold meaning, and these ~~the~~ building are able to stay up thanks to the Historical Preservation Law. This law allowed Historical relevant places to be a permanent institution, meaning they couldn't be knocked down or replaced. However, ~~the~~ although keeping ^{something from the} ~~that~~ past allows ^{people} ~~us~~ to ~~learn~~ ^{learn} ~~from past mistakes and hopefully stop repetition in history,~~ ^{from past mistakes and hopefully stop repetition in history,}
 Ultimately, the Historical preservation law should be ~~emphasized~~ ^{emphasized} stopped because change is apart of moving on to a better future, and because space is valuable for the generation of the present, and not past.

Historical ~~preservation~~ ^{preservation} ~~buildings~~ ^{buildings} ~~are~~ ^{are} ~~legally~~ ^{legally} protected ~~Historical preservation focuses on the value of the~~
~~building, or whether it is historically relevant~~
 from being destroyed or taken down if it is historically valuable and important. However according to Appeltbaum ^{Benjamin}, ~~Benjamin~~ ^{writer of "When Historical Preservation Hurts Cities"}, Benjamin explains that Historical Preservations

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Question 3



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Makes it so that, "buildings (in neighborhoods) are not supposed to change" (source C). The preservation act doesn't ^{just} preserve ~~the~~ ^{the} past, but it also stops the neighborhood ⁱⁿ ~~the~~ past because by keeping a historical building, it only gives reminders of the past, making change to be almost impossible. ^{Since} ~~because~~ not only would there be ^{no} ~~space~~ ^{space} for newer buildings, but because the ^{preserved} building draws the attention away from what's becoming around it. Benjamin also clearly states that, "Humans don't like change" (source C) which is only further proven by the preservation of old buildings that mean nothing to today's world because the history was already made.

This leads to the second reasoning. ~~Not only does preservation become an obstacle from making a change, but also because the space that~~ ~~preservations are taking up, can~~ ~~be used to build things more useful for the people in the present.~~ ~~Preservations top 1 problem according to Webb and Tony,~~ ~~are "needs for funding" (source D).~~ ~~About 24% of people~~ ~~agreed to needs for funding while in second place about 21%~~ ~~of people say relevancy was the problem for historical preservations.~~ ~~Money~~ ~~is one problems shown that, historical preservations~~ ~~and~~ ~~having trouble maintaining themselves because they aren't earning enough since the relevancy of the buildings are starting to decline. If people aren't interested in an~~

Page 3

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Question 1 Question 2 Question 3



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Old building then they won't spend money to see or preserve it. With that, the space ~~that is being used~~ for preservations are taking up can be replaced ~~and~~ by homeless shelters to ~~it~~ not only make it relevant to the problems of today, but also help the people of the present rather than the buildings of the past. According to urlino, Kathryn Rogers Historical Reservation tried to solve this problem, by only keeping historical building that have "value in order to maintain cultural and environmental sustainability" (source B), however the problem with this is that most of historically valued things are kept in one building ^{dedicated to itself,} when they ~~are~~ should be kept in one building with other artifacts. By maintaining the artifacts a whole building won't be wasted and ~~the~~ history can still be remained.

In conclusion historical preservation laws are only limiting change and are more focus on maintaining the past rather than fix the present, which is why ~~they~~ ^{historical preservations} should be stopped.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1 Question 2 Question 3

Begin your response to each question at the top of a new page. Do not skip lines.

~~Due~~ Due to the ever and always changing society that is the world of today, the value of laws that are put into place to preserve buildings of historic importance is ~~high~~ relatively ^{high} as change is a necessity.

The value of preservation laws for historic buildings is ~~high~~ ^{high} due to the amount of challenges that come with preservation. Source D shows the issues associated with preservation. It explains, through survey results, that the issues range from a lack of funding to pressures from new developments to lack of diversity and education. Because of these challenges that are present when going through the process of preservation for buildings that are of historic value, putting laws into place that support that should be of high value and importance.

The value of preservation laws for historic buildings is high because of the amount of disparity when it comes to deeming things historic. ~~Having~~ ^{Having} precise laws that are clear ~~on~~ about the standards and specifications needed to be considered historic ~~is~~ ~~the~~ ~~of~~ ~~those~~ ~~laws~~ ~~is~~ ~~high~~ ~~because~~ ~~there~~ ~~aren't~~ ~~is~~ important and would make them of high value. Source B explains the difficulty of considering/deeming things historic. It explains some of the standards, such as associated history or location, that go into

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

- **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

deciding whether or not a building is historic ~~Merlino~~ (Merlino). Having specific laws that clearly describe the specifications and standards are of high value. This is because it is a problem, and need for these laws are of high value and the problem requires immediate response. Source F shows the ~~type of historic preservation specifications~~ type of objects that could get deemed historic should ~~specific laws~~ specific laws not be put into place. Source F shows a man sitting in a chair ~~that~~ that has no immediately recognizable important features or conditions or importance that would qualify it to be deemed historic, yet, he is petitioning for it to be saved regardless (Rosen). The historicification of objects just because we like them is not the reason historic preservation happens. This is why there is high value in laws that are in place for preservation.

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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Question 1

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

Overview

Students responding to this question were expected to read six sources on the topic of historic preservation laws and then write an essay that synthesized material from at least three sources and developed their position on the value, if any, of laws designed to preserve buildings to be of historic importance. Students were expected to respond to the prompt with a thesis that takes a defensible position; use evidence from at least three provided sources to support their line of reasoning clearly, properly citing the sources; explain how the evidence supports their line of reasoning; and use appropriate grammar and punctuation in presenting their argument.

As per the Course and Exam Description, students were expected to be able to read the prompt, understand the task, use a minimum number of sources provided to write paragraphs that reflect their ability to establish claims and provide evidence, and demonstrate their understanding of prose and their ability to write using cogent, meaningful discourse.

Sample: 1A

Score: 1-4-0

Thesis (0–1 points): 1

The response presents a clear thesis at the end of the first paragraph that sets up the claims about historic preservation laws: “Although the process of officially labelling a site as historic can be complicated and difficult, historic preservation laws hold significant value due to the economic, environmental, and cultural benefits that stem from the preservation of historic sites.” This is a defensible position that responds to the prompt by presenting a series of reasons why historic preservation laws have value.

Evidence and Commentary (0–4 points): 4

The response provides specific evidence from Sources D, A, B, C, and E, using a blend of short quotations and paraphrase. The response consistently embeds and responds to specific words and phrases from the sources and integrates them into the response’s explanation, such as in paragraph 3 when the response states “Unfortunately, there are some limitations to adaptations made to historic buildings, as seen in parts of DC that prohibit installing rooftop solar panels (Source C),” or the explanation in the fourth paragraph about the importance of Harlem, which connects the specific example in source E to the idea of a “cultural and historic legacy of a location.”

The response is organized with a line of reasoning both within and between the paragraphs. Beginning with paragraph 2, each paragraph opens with a claim and then moves smoothly back and forth between sustained discussions of the complications and difficulties of preserving historic buildings. For example, paragraph 2 explores the economic benefits of historic preservation and paragraph 3 focuses on the environmental benefits, each of which support the thesis adequately. The claims in both paragraphs are clearly explained and tied to the thesis, such as at the end of paragraph 2 when the response states that “Ultimately, money must be put into these historic sites, but their preservation stimulates the economy by driving tourism.”

Question 1 (continued)

The response uniformly offers evidence from the sources, citing specific details from one or two sources in each paragraph after paragraph 1. In paragraph 3, for example, the commentary explains how Source C supports a line of reasoning when it states “by preserving these old buildings, resources are conserved, promoting sustainability. Additionally ... they can still be altered in ways that allow them to operate using technologies that are just as environmentally friendly as in modern buildings.” The focus on the details in this example serve to support the claim that “historical sites also positively impact the environment.”

Sophistication (0–1 points): 0

Although the response does connect evidence from the sources, such as sources D and A in paragraph 2, to develop and support the idea that the “economic benefits of preservation are strong enough to outweigh the cost of funding” historic sites, it does not consistently identify or explore complexities or tensions among the sources to indicate a sophistication of thought. The response does not situate the argument within a broader context, limiting the discussion to the immediate implications of historic preservation laws. The style is clear, but it is not consistently vivid or persuasive.

Sample: 1B**Score: 1-3-0****Thesis (0–1 points): 1**

The thesis is stated at the end of paragraph 1: “However, although keeping something from the past allows people to learn from past mistakes and hopefully stop repetition in history, ultimately, the Historical preservation law should be empead/stopped because change is apart of moving on to a better future, and because space is valuable for the generation of the present, and not past.” This takes a defensible position that addresses the prompt by claiming the value of historical preservation is not enough to justify laws mandating it.

Evidence and Commentary (0–4 points): 3

The response provides specific details from three sources (B, C, and D), all in the form of direct quotations. It uniformly offers evidence to support claims. In paragraph 3, for instance, the response claims that “the space that preservations are taking up, can be used to build things more useful for the people in the present.” It goes on to support this claim with evidence from two sources that show the perceived problems preservation causes (“needs for funding” and “relevancy” from Source D and “sustainability” from Source B) as impediments to freeing up space that could lead to meaningful change that “help the people of the present rather than the buildings of the past.” Even though the response uniformly offers specific evidence to explain claims, it only explains how some of the evidence supports a line of reasoning. In paragraph 2, the response focuses on the importance of words and details from Source C to make the claim that preservation “stops the neighborhood in the past ... making change to be almost impossible,” which doesn’t support the line of reasoning established in the thesis that “change is apart of moving on to a better future.”

Question 1 (continued)**Sophistication (0–1 points): 0**

The response lacks a nuanced argument that explores the complexities or tensions across the sources. While the response does contain a line of reasoning that takes a position contrary to many of the sources, it addresses each source in isolation. Furthermore, the response does not consistently make effective rhetorical choices to strengthen the force or impact of its argument that the preservation of historical buildings impedes positive change for the present and future. This response also fails to demonstrate a vivid or persuasive style.

Sample: 1C**Score: 1-2-0****Thesis (0–1 points): 1**

Paragraph 1 is composed of a single sentence which serves as a thesis: “Due to the ever and always changing society that is the world of today, the value of laws that are put into place to preserve buildings of historic importance is relatively high as change is a necessity.” It presents a defensible claim about the necessity of change in regard to laws for historic building preservation.

Evidence and Commentary (0–4 points): 2

The response references three sources: Source D in paragraph 2 and Sources B and F in paragraph 3. Although there are no direct quotations, each reference does contain some specific evidence: “lack of funding,” “some of the standards, such as associated history or location,” and “a man sitting in a chair that has no immediately recognizable important features.” The response also contains simplistic explanations that do not strengthen the argument, such as the following explanation found in paragraph 2: “Because of these challenges that are present when going through the process of preservation for buildings that are of historic value, putting laws into place that support that should be of high value and importance.”

Additionally, no line of reasoning is established in the response. Paragraphs 2 and 3 each begin with a straightforward claim—“The value of preservation laws for historic buildings is high”—but the response does not explain how these claims connect to the thesis. Although the ending sentence of each paragraph makes a reference to the thesis, the connection is not explained.

Sophistication (0–1 points): 0

The rhetorical choices are not particularly effective, relying heavily on repetitive structures (“The value of historic preservation laws is” or “This is why there is high value”). The response also does not explore complexities or tensions between the sources: in paragraph 3, the response references Sources B and F to support its thesis, but the response does not address the implications or limitations of the sources, nor does it situate them in any context broader than that contained within the sources themselves.