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# AP<sup>®</sup> Seminar

# Performance Task 2

## Sample Student Responses and Scoring Commentary

# DRAFT

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## AP Seminar Performance Task 2: Individual Written Argument (IWA) Rubric and Scoring Notes 2019

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

### **On/Off-Topic Decision:**

**For the purpose of the IWA, if the response is not in any way related to a theme connecting at least two of the stimulus materials it will be counted as off-topic and will receive a score of 0. Such responses should be rare.**

- *Considering the student-oriented scoring approach of the College Board, readers should reward the student who derives their ideas from the materials, even if they wandered away from them as they pursued their topic.*
- *If you can infer any connection to a theme derived from two or more stimulus materials, the response should be scored. A failure to adequately incorporate the stimulus materials falls under rubric row 1, not here.*

**A READER SHOULD NEVER SCORE A PAPER AS OFF-TOPIC. INSTEAD, DEFER THE RESPONSE TO YOUR TABLE LEADER.**

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Row/Proficiency	Score 0 if...	Points earned for...	MAX Points	
<b>1 UNDERSTAND AND ANALYZE CONTEXT</b>	The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence. OR The response includes a discussion of at least one of the stimulus materials however it does not contribute to the argument.  0 Pts	The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)  5 Pts	<b>5</b>	
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Does the accurate and appropriate use of the stimulus material help progress the argument or contribute to the narrative of the response?</b>			
	NO, <ul style="list-style-type: none"> <li>• You could delete the reference with little to no effect on the response.</li> <li>• It's no more than a jumping off point for the student's argument, no more than perfunctory mention.</li> <li>• It's only used for a definition or facts that could be obtained from other, more relevant sources.</li> <li>• The use of the stimulus material is tangential.</li> <li>• The response may misrepresent what the sources are discussing/arguing or may use the source in such a way that ignores its context.</li> </ul>	YES, Its use reflects an accurate understanding of the source materials and demonstrates an understanding of its context (e.g., date, region, topic) AND The deletion of the reference to the stimulus material would change or weaken the argument.		
<b>2 UNDERSTAND AND ANALYZE CONTEXT</b>	The response either provides no context. OR The response makes simplistic references to or general statements about the context of the research question.  0 Pts	The response explains the significance or importance of the research question by situating it within a larger context.  5 Pts	<b>5</b>	
	<b>Decision Rules &amp; Scoring Notes</b>			
	<b>Does it provide a detailed explanation of why the research question matters (e.g. academically, historically or practically) by putting it in context?</b>			
	Where to look: Usually first few paragraphs.  NO, <ul style="list-style-type: none"> <li>• Unsubstantiated assertions without explanations (e.g. "this is important").</li> <li>• Overly broad, generalized statements about context.</li> <li>• Contextual details are tangential to the research question and/or argument.</li> </ul> YES, but <ul style="list-style-type: none"> <li>• The response provides context for only part of the question rather than articulating why all parts of the research question are significant and relevant.</li> </ul>	YES, Contains specific and <b>relevant</b> details (i.e., what, who, when, where) to convey why the research question matters/is important. AND There is alignment between research question and/or argument and context.		

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<b>3 UNDERSTAND AND ANALYZE PERSPECTIVE</b>	<p>The response provides only a single perspective.</p> <p>OR</p> <p>The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.</p> <p style="text-align: center;">0 Pts</p>	<p>The response describes multiple perspectives and identifies some relevant similarities or differences between them.</p> <p style="text-align: center;">6 Pts</p>	<p>The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.</p> <p style="text-align: center;">9 Pts</p>	9
<b>Decision Rules &amp; Scoring Notes</b>				
<b>Does the response have multiple perspectives (defined as a point of view as expressed through an argument)?</b>				
<p><b>NO,</b></p> <ul style="list-style-type: none"> <li>• Only one perspective.</li> <li>• May use a lens or lenses that all work to convey the same point of view. <i>Note: A lens is a filter through which an issue or topic is considered or examined.</i></li> </ul> <p>OR</p> <p><b>YES, but</b></p> <ul style="list-style-type: none"> <li>• Alternate perspectives are often conveyed as personal opinions, or assertions without evidence.</li> <li>• The perspectives are isolated from each other, without comparison.</li> <li>• Perspectives may be oversimplified by treating many voices/stakeholders/stances as one.</li> </ul>	<p><b>YES, but</b></p> <ul style="list-style-type: none"> <li>• Makes general comparisons between perspectives describing only basic agreement or disagreement.</li> <li>• While the response explains that disagreement/agreement exists, it does not explain how by clarifying the points on which they agree or disagree.</li> </ul>	<p><b>YES,</b></p> <ul style="list-style-type: none"> <li>• Elaborates on the connections among different perspectives.</li> <li>• Uses the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluates comparative strengths and weaknesses of different perspectives by placing them in dialogue).</li> </ul>		

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<b>4 ESTABLISH ARGUMENT</b>	<p>The response provides only unsubstantiated opinions or claims. OR The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.</p> <p style="text-align: center;">0 Pts</p>	<p>The argument presents a claim with some flaws in reasoning.  The response is logically organized, but the reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p> <p style="text-align: center;">8 Pts</p>	<p>The response is a clear and convincing argument.  The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p> <p style="text-align: center;">12 Pts</p>	<b>12</b>
<b>Decision Rules &amp; Scoring Notes</b>				
<b>Is there an evidence-based argument present?</b>				
<p><b>NO,</b></p> <ul style="list-style-type: none"> <li>• <i>May be just opinion.</i></li> <li>• <i>May be expository writing (e.g., report, summary, chronicle, etc.); no case is made.</i></li> <li>• <i>Contrived solution to a non-existent problem or complete lack of a conclusion.</i></li> </ul>	<p><b>YES, but</b></p> <ul style="list-style-type: none"> <li>• <i>Response organizes the argument well OR links evidence and claims well in discrete sections, but does not do both. In other words, the response may fail to explain how evidence supports a claim—i.e., it lacks commentary-- OR the overall organization of the response is difficult to follow, even though it has done an adequate job of commenting on the evidence.</i></li> <li>• <i>Often the evidence drives the argument, rather than contributing to the response’s argument.</i></li> <li>• <i>Conclusion/resolution lacks either enough detail to assess plausibility or is not fully aligned with the research question.</i></li> </ul>	<p><b>YES,</b></p> <ul style="list-style-type: none"> <li>• <i>Organization is often signposted or explicit.</i></li> <li>• <i>The commentary explains fully <b>how</b> evidence supports claims. (i.e., the commentary will engage with the content of the evidence to draw conclusions.)</i></li> <li>• <i>Student voice (commentary) drives the argument.</i></li> <li>• <i>Alternate views are explored, not just mentioned.</i></li> <li>• <i>The solution/conclusion is fully aligned with the research question. Has enough detail to assess plausibility of conclusion/solution (perhaps with an assessment of limitations and implications).</i></li> </ul>		
<b>5 SELECT AND USE EVIDENCE</b>	<p>Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.</p> <p style="text-align: center;">0 Pts</p>	<p>The response includes mostly relevant and credible evidence.</p> <p style="text-align: center;">6 Pts</p>	<p>The response includes relevant, credible and sufficient evidence to support its argument.</p> <p style="text-align: center;">9 Pts</p>	<b>9</b>
<b>Decision Rules &amp; Scoring Notes</b>				
<b>Does the response select relevant evidence from credible sources? (Ask is it an appropriate authoritative source for that particular claim?). Is the evidence selected sufficient to support the argument?</b>				
<p><i>Where to look: Bibliography and works cited Individual instances of selected evidence throughout (commentary of the evidence).</i></p>				
<p><b>NO,</b></p> <ul style="list-style-type: none"> <li>• <i>Many sources are not credible for the context in which they are used.</i></li> <li>• <i>Includes no well-vetted sources (i.e., scholarly, peer-reviewed, credentialed authors, independently verified), beyond the stimulus materials.</i></li> </ul>	<p><b>YES, but</b></p> <ul style="list-style-type: none"> <li>• <i>Most but not all sources are relevant to the topic and credible for the context.</i></li> <li>• <i>Includes at least one piece of scholarly work (although dominated by less scholarly sources). General reference guides such as encyclopedias and dictionaries do not fulfill this requirement.</i></li> <li>• <i>Many sources are only referenced rather than drawn on with any depth.</i></li> <li>• <i>The selected evidence doesn’t fully support claims (e.g. there are gaps, trivial selection).</i></li> <li>• <i>May cite several scholarly works, but selects excerpts that only convey general or simplistic ideas OR the evidence is dropped in without explanation of how it supports a claim.</i></li> </ul>	<p><b>YES,</b></p> <ul style="list-style-type: none"> <li>• <i>Makes purposeful use of relevant evidence from a variety of scholarly work (e.g., peer-reviewed, credentialed authors, independently verified, primary sources, etc.).</i></li> <li>• <i>The response effectively connects evidence to the argument, even if the relevance of the evidence is not initially apparent.</i></li> <li>• <i>There is purposeful analysis and evaluation of evidence used (i.e., goes beyond mere citation or reference).</i></li> <li>• <i>The selected evidence fully supports claims.</i></li> </ul>		

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<b>6 APPLY CONVENTIONS (CITATION)</b>	The response is missing a bibliography/works cited OR the response is largely missing in-text citations/footnotes.  0 Pts	The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.  3 Pts	The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style.  5 Pts	<b>5</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<p style="text-align: center;"><b>Is the citation/attribution accurate?</b></p> <ol style="list-style-type: none"> <li>1. Check the bibliography for consistency in style (and if there are fundamental elements missing).</li> <li>2. Check for clarity/accuracy in internal citations.</li> <li>3. Check to make sure all internal citations match up to the bibliography.</li> </ol> <p>Where to look: Bibliography/works cited and internal citations.</p>				
NO, There are internal citations, but no bibliography (or vice versa); unsuccessful linking of internal citations and bibliography.	YES, but <ul style="list-style-type: none"> <li>• Uneven, inconsistent citations; unclear references, including citations with missing elements or essential elements that must be guessed from a url.</li> <li>• Inconsistent linking of citations to bibliographic references.</li> <li>• Inconsistent attributive phrasing.</li> </ul>	YES, <ul style="list-style-type: none"> <li>• Contains few flaws.</li> <li>• Consistent evidence of linking internal citations to bibliographic references.</li> <li>• Consistent and clear attributive phrasing.</li> </ul> <p>The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p>			

<b>7 APPLY CONVENTIONS (GRAMMAR AND STYLE)</b>	The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.  0 Pts	The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.  2 Pts	The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.  3 Pts	<b>3</b>	
	<b>Decision Rules &amp; Scoring Notes</b>				
	<p style="text-align: center;"><b>Is the grammar and style appropriate for an academic audience?</b></p>				
NO, Multiple grammatical errors that make reading difficult. Overall style is colloquial or in other ways not appropriate for an academic paper.	YES, but Some instances of errors which occasionally make reading difficult. Some lapses into colloquial language.	YES, <ul style="list-style-type: none"> <li>• Few flaws.</li> <li>• Word choice and syntax enhance communication of complex ideas.</li> <li>• Clear prose that maintains an academic or scholarly tone.</li> </ul>			

Digital Game-based Learning in Classrooms and its Effects

AP Seminar

2019

Word Count: 2190

Video games have become an integral part of entertainment for many individuals. The popularity of video games does not come as a surprise as technology has developed exponentially over the years. Not only have they emerged as a new form of entertainment, these games have also transformed other aspects of culture including other types of entertainment, art, and even education (University of Minnesota Libraries, 2016). Many educators are exploring the possibility of using games to improve education despite claims arguing that playing them is mindless work. According to research from Aurora University (2016), a private liberal arts college, game-based learning has improved learning as games allow for application and practice in relevant contexts rather than merely memorizing what is taught. Furthermore, Jane McGonigal (2010), a game designer with a PhD in performance studies from the University of California Berkeley, explains that getting on the verge of an epic win motivates individuals to work hard even after failure and encourages collaboration to solve problems, increasing the capabilities of individuals. McGonigal (2010) argues that gamers are “super-empowered hopeful individuals” who have the capability of solving world problems. If gaming presents the potential to solve world problems, then it is possible that the advantages gaming yield are beneficial in other aspects such as education. Despite the benefits of gaming, it can be costly to implement and some researchers believe that it can cause Attention Deficit Hyperactivity Disorder (ADHD). This conflict gives rise to one primary question: Should digital game-based learning be incorporated in classrooms as part of the learning process? Despite barriers and assumed harms of it, the advantages that digital game-based learning yield outweigh those negatives thus, it should be incorporated in classrooms as it increases academic performances and advances learning while also fostering skills and attitudes that are beneficial both academically and socially.



A fear many parents have regarding games is that they may lead to the development of ADHD. Some researchers believe there is a connection between the diagnosis of ADHD and the fast growing pace of technology and media (Austin, n.d.). Margaret V. Austin, a clinical psychologist with a PhD from California School of Professional Psychology, explains that the fast pace of video games could be detrimental to young children who are not developed enough to process screen images quickly. The quick pace of screen images on games can interrupt cognitive functioning and lead children to become accustomed to it. The expectation of an instant response can leave them easily bored and distracted. Despite this belief, Austin and Dr. Natalie Weder, a child psychiatrist cited by Caroline Miller (2016), state that there is no scientific evidence to support those claims. Weder even states that games can capture the attention of those with ADHD (Miller, 2016). This demonstrates the ability of games to increase engagement in students. Studies have illustrated that utilizing digital games in education allows students to reap the benefits of learning. According to Jordan Shapiro (2014), a teacher and Digital Learning Coordinator at Temple University's Intellectual Heritage Department, there is a great amount of disengagement among students in classrooms and the hopes of learning through games is to excite them and thus, increase engagement while providing instant, reliable data for teachers. As explained by Mande Holford and Lindsay Portnoy (2017), a professor of Chemical Biology at Hunter College and the Chief Learning Officer of World Economic Forum, respectively, the coupling of non-digital and digital games characterized by interactiveness, creates a "multi-sensory" learning experience for students. This is similar to the experience provided by virtual reality (VR) as it captures the attention of students. For example, Google Expedition, an app designed for exploration through VR tours (Expedition Helps, n.d.), has been utilized for a virtual field trip to Dubai. On this "trip," students learned about architecture and the

transformation of buildings over time. The use of games in education increases students' interaction and engagement with content, deepening their learning experience. Consequently, this helps students retain more information in the long run. However, giving students either non-digital or digital games that ask questions and allow them to see the consequence of their selected answer choice, rather than simply displaying facts, captures the curiosity and interest of students while adding depth to their learning (Holford & Portnoy, 2017). Jordan Shapiro (2014) supports Holford and Portnoy's claim by citing a Stanford Research Institute study showing that there was a 12 percent increase in student achievement of those who played games compared to those who did not, a significant change in education. This illustrates the benefits of incorporating games in learning as increased engagement between students and learning material significantly enhances student academic performance. Furthermore, educational games are even more beneficial for students who are deemed "low performing students," as 65 percent of teachers claim to see an increase in engagement in those students while only a 3 percent see a decrease (Shapiro, 2014). Putting learning in the form of games excites a majority of kids as it resonates with their style of learning better than a traditional lecturing approach. Overall, no matter where students are academically, games provide exciting experiences that engage students with content while increasing their learning achievements.

In addition to capturing engagement, games also foster motivation and collaboration among students that greatly benefit them academically and socially. Contrary to the belief that video games cause anti-sociality, they actually help develop social and cooperation skills as gamers are connected to family, friends, and even people from around the world (The Institute of Games, n.d.). As mentioned earlier, McGonigal (2010) explains that when gamers are on the verge of an epic win, it serves as motivation for them to continue to work hard and collaborate

with others to complete the task. Even if there is failure, individuals are more likely to overcome them in a game than in real life (McGonigal, 2010). This epic win applies to students because rather than giving up in class, they are more inclined to persevere through a difficult lesson which improves their academic achievement. Psychologists support McGonigal's claim by explaining that players who have been rewarded and are aware of future rewards are motivated to work diligently and longer at the task to reach that epic win (Eichenbaum, Bavelier, & Green, 2014). According to Jones, Scholes, Johnson, Katsikitis, and Carras (2014), professors from the University of the Sunshine Coast, Queensland University of Technology, and John Hopkins University, not only is a desire to win beneficial in education but it can also enhance feelings of competence, "a psychological need for challenge and feelings of effectance" and therefore, psychological well-being. One's experience of competence within a gaming environment is enhanced by factors such as rewards and challenges which resultantly improve personal feelings of success (Jones et al., 2014). The sense of motivation that games promote augments one's confidence and contributes to a sense of achievement thus, improving well-being. Pedro Campos, Sofia Pessanha, and Joaquim Jorge (2011), professors from the University of Madeira and Technical University at Lisbon, conducted an experiment with an augmented reality (AR) game to analyze the effects of the games on learning and cooperation. The system used was a wooden board that had nine divisions for pieces representing augmented reality markers (Campos, Pessanha, & Jorge, 2011) that produce animated figures in 3D (AnyMotion, 2017). The learning objective of the experiment was animals and their environments therefore, the slots presented images of environments and the pieces displayed animals. The goal of the game was to correctly place the pieces into their corresponding slots on the board. A green border would appear around correct pairings of animals and the environments they live in while a red border

would appear around those that are incorrect. In addition, the system would either congratulate students with an applause or enthusiastically encourage students to try again. As a result, the professors found that by utilizing AR games in kindergarten classrooms, it motivates student learning and fosters collaboration. Not only were the students attentive, they were driven to keep attempting the game to reach success even when the feedback revealed they were extremely wrong. Furthermore, when the game gave immediate feedback to students rather than at the end of the game, there was a significant increase in collaborative comments and interactions among students. Campos, Pessanha, and Jorge (2011) explain that kindergarten students are in a stage of life where they are learning how to live in a society. By promoting collaboration among students, AR games prepare them for their future as the games help integrate them “in the society as a free, autonomous human being with solidarity” during a time where they are learning the attitudes, comprehension, and expressions of society (Campos, Pessanha, & Jorge, 2011). Although this study emphasizes AR games, utilizing games in general as part of learning can cause changes in education and society as they drive students to work hard and foster collaboration, an important skill to possess in life. To further explain the positives of fostering collaboration, R. F. MacKay (2013), a writer for the Office of Vice Provost for Online Learning at Stanford University that works to advance education, explains that games allow for collective intelligence. The human mind is meant to interact with others and games provide the perfect medium for this. Collectively working together, humans are smarter compared to when working alone (MacKay, 2013). This is evident in the study conducted in kindergarten classes as there was a significant increase in corrective actions and pointing gestures (Campos, Pessanha, & Jorge, 2011). This illustrates the concept of collective intelligence as the increase in corrective actions and pointing gestures suggest that students work better collectively as there are more

ideas being distributed, allowing a greater chance of reaching a solution. Similarly in "Speech to United Nations General Assembly," the first female prime minister of Britain, Margaret Thatcher, discusses climate change as she states "action will only be effective if it is taken at the international level" therefore, claiming that collaboration among every nation is necessary to combat climate change and its detrimental effects (Thatcher, 1989). Similar to the role it plays in mitigating climate change, collaboration among students is important in achieving change because it allows for discussion of ideas and a greater chance of reaching a viable solution. Collaboration leads to collective intelligence while preparing students to be independent individuals with a sense of solidarity in the future.

Despite the ability of games to engage students with curriculum standards, encourage them to work harder, and foster collaboration, explicit and implicit costs of implementing games in classrooms pose as a barrier in game-based learning. According to a survey conducted by Games and Learning (2014), an independent news and information service, 44 percent of teachers say that costs are a large obstacle in implementing games. If schools were to implement games, there are typically two options: adopting existing games or developing new games (Whitton, 2012). Although educational games that have been developed are of great quality and visuality, they are usually expensive. Not only that, it takes time for teachers and students to learn how to play the games, and even then they may not directly align with learning objectives (Whitton, 2012). This makes it difficult to use them in higher levels of education. However, this can be avoided if an original game is developed to specifically align with learning goals of a course. This option can not only be costly but creating a game requires expertise and a considerably large amount of time (Whitton, 2012). Consequently, cost and time can be obstacles in implementing games in education.

In an effort to implement games as a part of the learning process in classrooms, educators should work with game designers or adopt existing games. Although cost is a limitation, it is important to weigh the benefits and costs to see what is more advantageous for students. Schools should assess whether or not student academic success is a problem area and what they want to achieve as a whole to ensure the outcome exceeds the cost (McIntyre, 2016). However, Cheryl Bodnar, an assistant Professor of Experiential Engineering Education at Rowan University, disregards cost and merely focuses on games' benefits as she emphasizes the retention of information by her students after months and even years of learning it (VentureWell, 2018). If games seem like a necessary addition to education for certain schools, partnerships with professional game designers to incorporate games into courses is a viable option. VentureWell (2018) cites Cheryl Bodnar as it explains that professional game designers ensure the game will align with learning objectives while making them entertaining to capture the interest of students thus, increasing the depth of their learning. If creating a game is not an attractive path, Bodnar recommends looking into existing games that have already been used to improve the learning of students (VentureWell, 2018). Furthermore, educators should be familiarized with the games in advance to using them in order to understand how they can be best used in classrooms (McIntyre, 2016). Educators should plan beforehand how they want to incorporate the games, recognizing that games should be a complement to teaching done by educators. Games should be used as an activity for students to solve challenges in groups or by themselves without teacher interference thus, teachers should then "assess the learning transfer that [they] facilitate from the game experience to the curriculum" (Farber, 2016). This solution helps transform education and each individual's sense of solidarity as it ensures that students are engaged in the curriculums. This allows in depth learning that increases the academic performance of students while

fostering motivation and collaboration skills that not only improve academic achievement but also benefit individuals in society.

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## The Correlation in South Africa's Economic Disparity and Apartheid

Industrialization, nationalism, and racism: the driving forces of imperialism. As early European nations began to industrialize, the need for new territory with raw materials was of the utmost importance in order to expand power (Doran). In order to compensate for the lack of fuel to run the masses of machinery, thirteen European countries plus the United States met at a conference in Berlin, and together, they discussed the imperial borders to be placed around the entirety of Africa ("The Berlin Conference"). Although the English had been granted territory from this meeting, they had more tucked away from the Napoleonic wars that would later cause a dispute that would change the course of South African's lives ("Boer War Begins in South Africa").

Upon 1806, the British empire seized control of the Dutch Cape Colony, sparking resistance from Boers, or Afrikaners, descendants of the original Dutch settlers of Southern Africa. From there, a troubled power-sharing ensued between the Boers and British colonists until the 1940s, in which the Afrikaner National Party held a strong majority, and strategists used the idea of Apartheid to execute control over social and economic systems (Chokshi, Carter, Gupta, Martin, and Allen). Neighborhoods and school were divided on the premise of skin color, much alike in the 1950s segregated America, in which the country was thoroughly divided based upon race. In this era of division in the United States, a series of laws were executed in order to regulate social, political, and economic interactions between whites and Africa-Americans. That is, until strong leaders and spokesmen such as Martin Luther King surfaced in a peaceful protest against all injustices. He influenced society around the globe with writings and speeches such as "Letter from Birmingham Jail", and "I had a Dream," and he has even addressed the woes of South Africans facing the discrimination of apartheid. He inspired many of that same country to

speak out of its ills with awe-inspiring messages such as, “Society must protect the robbed and punish the robber,” and, “Justice too long delayed is justice denied,” which sparked the passion needed in many to help progress the end of apartheid in South Africa (King). From the start of apartheid in 1948 to the official end of its enactment in 1994, laws regarding race heavily influenced every social, political, and even economical aspect of the residents of South Africa, and although apartheid has legally been put to an end for over twenty years, its effects are still prominent (“Apartheid”). For this research paper, I decided to investigate the devastations of apartheid further, which brings me to the question of: “What economic drawbacks did Apartheid cause that continuously influences South Africa today?”

For starters, apartheid hindered the education and health outcome of black South Africans, allowed for the high poverty levels for black South Africans, and it led to the increase of unemployment. After apartheid had been ejected, South Africa’s mineral-based economy had provided a reputable amount of economic growth to support rising standards of living. In the past decade, however, the bloom has come to a halt, and labor strife reminiscent of apartheid has exposed fatal weaknesses in the economy that continue on to today (Looney). As for the formal economy, the unemployment rate is at a staggering 28%, there are widespread complexities of access to education in South Africa that hinders the ability to acquire a secure profession, and the opportunities to acquire a sustainable job, even with an education, are very limited. However, the informal economy is designed in such a way that, in alliance to, London Vaughn’s research, “there are such obvious economic systematic disparities among the people of South Africa,” (Vaughn).

According to a report conducted by the World Bank, South Africa is the most unequal country listed out of one-hundred forty-nine. The report analyzed South Africa’s progress after

apartheid, homing in on the years between 2006 and 2015. Results of the following's collected information found that "poverty has a strong 'spatial dimension' that demonstrates the enduring legacies of apartheid," with the worst groups being affected by poverty being black South Africans, the less educated, large families, and the unemployed. What this means is that, uncoincidentally, poverty is found to have affected the same exact groups of people in social/ethnic contexts (Nico Gous). Apartheid had legislated two different universes under the law--one for the rich and one for the poor. Post-apartheid is no different. As of 2019 today, the disparity in income, skill, and education is not only enlarging but also proven to be intergenerational, meaning involving or affecting multiple generations at a time. In "All the Charts that Show South Africa's Inequality is Only Getting Worse," by Lynsey Chutel and Dan Kopf, based off of World Bank's "South Africa Economy Update," the duo found, "when identifying who 'the poor' are, the profile has remained the same before and after apartheid. Two fifths of sons born to very poor fathers will never get out of the bottom 40% of the next generation's income." This means that, although apartheid is no longer legally enforced by South African legislation, the same people from before its abolishment are still struggling in the workforce, whether it's finding a job or maintaining one (Chutel and Kopf).

However, many would argue the widespread inability of finding a job in South Africa has nothing to do with apartheid, and everything to do with the substantial population growth and unavailability of jobs. This could be, some assume in Contemporary South Africa, because there is no tradeoff between higher wages and lower employment and lower wages and higher employment, and according to "The Employment Problem in South Africa," by Gary Fields, there are three defenses to this effect. "The first concerns increased wages. It has been said that if wages are raised, firms will hire just as many workers as before," and this is assuming that

employment is influenced by other factors. Such as, the amount of labor that may be required in order to support a unit of capital. The second argument to this effect does not follow the other whatsoever. Instead of raising wages, it is said that maybe the solution would be to lower wages, and to create more jobs. The next states, “pushing wages up raises purchasing power and, through multiplier effects, leads to more jobs than are lost.” The argument is that lack of all three of aforementioned points is some cause of South Africa’s economy not proving to be successful so far (Fields 4). In spite of, this does not explain the extreme economic disparity between different social and ethnic groups, and it does not explain why 10% of South Africans (majority white) own more than 90% of the nation’s fortune, but 80% of the population (staggeringly black) owns near nothing at all (Goodman). What exactly sets these people apart from the minority of South Africa that is not facing poverty?

From these sources, I can evaluate that the appropriate solution towards South Africa’s economic inequality is no quick and easy fix. However, without further research upon the social and political aspects apartheid influences, such radical economic differences in wages, there is not much of a solution to be successful. Moreover, I assuredly claim the first step towards fixing the ruins of apartheid would be to address the ruining, which not a lot of global leaders have. From there, money needs to be put forth into investigating the disparity in wages based on different social/political stances, as well as the availability of a job and/or education for these social groups. From what I have gathered in my research, an achieved education does have a more promising effect in acquiring a profession, however, the wage gaps have yet to be determined as of a result of apartheid itself or a shortcoming in the South African economic system or both. Next, a plan needs to be implemented and driven through enforcement by the government based on collected information from possible research.

To whatever degree or extent, there is one possible solution, similar to Franklin D. Roosevelt's The New Deal. In which, he organized a series of huge construction projects of buildings, roads, and parks in order to create jobs, regulated stock through the government, and created new ways to get loans for farming and businesses to not run out of business ("New Deal"). The jobs were a temporary solution to bring many Americans out of poverty and restore a source of income for few. Even though the stock is not the main culprit in South Africa's debt, regulating it could provide a safety net in the case of an extreme crash and millions of failed investments. Although this did not completely bring America out of its economic depression in the late 1920s and early 1930s, it certainly did help for the time being, and South Africa could create a credible new deal of their own to lift them from the brinks of drowning and drive towards a better purpose. In "A Three-Pronged New Deal Could Help South Africa's Economic Woes," a series of ideas are composed. For one, as stated in the article, South Africa could strengthen its "ladders of opportunity." In which, the country offers residents new opportunities to obtain standard jobs and get the chance to move out of the hole of poverty. To support these newfound ladders of opportunity (like schools and skill training), government investment needs to be introduced. Subsequently, this will also require more money from taxpayers as well as a new system as to how public services are governed. This could be accomplished by private firms, non-governmental organizations, and very active engagement of citizens (Levy).

Furthermore, I do strongly hold the idea of South Africa being a country of economic equality, especially after the travesty of apartheid. In his Letter from Birmingham Jail, Dr. Martin Luther King Jr. describes an era similar to that of apartheid, and he fought for the current equality that America faces today. The achievement of such economic impartiality can be, to some, a faraway, unachievable dream. The truth is that despite the segregation apartheid

imposed, the differences in education between races, and, therefore, the quality of job able to be obtained by someone, the future of economic equality that differs from the current state of economic disparity is certainly possible. The solution to our problems are always there and billowing past society, yet people never stop to get a grasp of a possible solution, and Bob Dylan perfectly demonstrates this in “Blowin in the Wind,” in which he addresses all the graspable solutions fleeting past people in a single moment with the line, “The answer, my friend, is blowing in the wind.” If only, people as a whole could look at issues head-on (Dylan). Instead, society looks the other way, completely ignoring any signs of chaos in hopes of it solving itself. By looking closely at South Africa’s economic strugglers influenced by apartheid and examining the social and political impacts that carry it out today, a plausible, long-term solution could pave the way for this optimistic nation.



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## AP Seminar IWA

### Problem of Money System

Today, our Humanity faces on two major problems; Environmental destruction and Excessive urbanization. Let's start with the case of environmental destruction. According to National Aeronautics and Space Administration (NASA), Atmospheric carbon dioxide and sea temperatures are increasing every year. According to information that provided by NASA, the temperature of the sea rose from -0.4 to 0.6 degrees from 1910 to 2010, and carbon dioxide emissions in the atmosphere increased about 10 billion of tones from 1990 to 2010. As the temperatures of the oceans have risen, glaciers in the Antarctic and Arctic are melting six time faster than before, and because the sea level is rising, some islands are in danger of disappearing from the map. Moreover, due to environmental destruction, some species are in danger of extinction. Good example is a polar bear. Most of the polar bears hunt prey by using ice floating in the sea. However, due to environmental destruction, the ice melted, and the polar bears could no longer find their food. Therefore, polar bears are now in danger of extinction. The exact cause of environmental destruction has yet to be identified. However, many of the researcher and professor are arguing that our human activity is one of the reason of environmental destruction. Margaret Thatcher, who is prime minister of the United Kingdom, is one of the person who argued that our human activity is one of the reason of environmental destruction. On November 8 1989, she was invited to the UN General Assembly, and in her 30-minute speech in UN General Assembly, she argued that human activities are destroying our planet, and we have to do something for our next decay. She said, "It is life itself-human life, the innumerable species of our planet-that we wantonly destroy. It is life itself that we must battle to preserve...Put in its bluntest form: the main threat to our environment is more and more people, and their activities: The land they

cultivate ever more intensively; the forests they cut down and burn; the mountain sides they lay bare; the fossil fuels they burn... ”

Then, how about Urbanization? The first urbanization takes place in the early 19th century. The industrial revolution took place in the early 19th century when steam locomotives and steam machines were invented. Due to the industrial revolution, many jobs have been created in urban cities, and many poor people move their home from rural to urban areas to earn money. Unfortunately, this movement was not temporary. This urbanization continues to this day, and according to a population researcher Mark R. Montgomery, he warned that urbanization in next ten years would become worse. He wrote *The Urban Transformation of the Developing World* to show how much urbanization is going on. In his article, he said, “The total urban population of these countries was estimated by the UN Population Division to have been 1.97 billion persons in the year 2000, but that total is projected to increase to 3.90 billion by 2030 and further to 5.26 billion by 2050. (Montgomery)” He also showed the graph of the increasing percentage urban in developing countries. According to this graph, about 40% of the population of Africa will migrate to the cities from 2010 to 2050, and about 30% of the population of Asia will migrate to the urban cities from 2010 to 2050. And as many people know, this urbanization is now a problem in many countries. Because of the urbanization, people have left the rural city, so many rural cities become ghost towns or old people’s city. Moreover, because the gap between urban and rural areas is getting wider, nobody wants to do the job of the primary industry.

Then, what is the common issue of the two problems that we face today? Environmental destruction and Excessive urbanization. Someone may argue that urbanization affects the environment, while others say that urbanization and environmental degradation have nothing to do with it. However, I think both of these problems are related to human activity, and furthermore, I think that the current system of money has a profound effect on

human activities. Therefore, I argue that money system is currently sickening the world and threatening the human race.

To start with, the current system of money deepens the distinction between the rich and the poor people. In the distant past, human beings made money to exchange each other's goods without dispute. And we used shell, clay, or gold and silver for easy money around us. So, there were many restrictions on the production of money, and money growth was similar as natural growth because nature and money were closely related. But the current money is a little different. We use bill, which can live steadily for 6 to 10 years, and by depositing in bank, we can keep money numerically. Therefore, money becomes a permanent existence, which is not affected by nature. Because of the perpetuation of money, money changed itself once more. Money changes from natural growth to exponential growth because the limit on money growth has been removed due to the perpetuation of money. And this eternal growth of money is the main problem of today's money system. You have to know two thing. if money growth infinitely, money interest also increases infinitely. And because money cannot make something from nothing, one side have to lose money while the other side gains profit. So ironically, while 80 percent of the people who make less money have to pay the cost for the other 20 percent of the richer people, 20 percent of the rich people earn money from the 80 percent of the poorer people. Furthermore, Margrit Kennedy, who is the author of Interest and Inflation Free Money, argued that exponential growth of money is very unrealistic in real world. She explain why by using the example. She said, "...Suppose Joseph invested 1 penny at an interest rate of 5 percent when his son Jesus was born. And if Joseph was born again in 1990, he can find the 1.34 billion gold clusters of the same weight as the Earth in the bank..." Therefore, as you can see, money make the poor continue to be poor and the rich continue to be rich, and the gap between the rich and the poor is getting bigger because of money.

Moreover, because of the gap between the poor and the rich, the poor must earn

money with whatever means and methods they need to survive, and that causes very aggressive competition among humans. Many experts see that this aggressive competition causes the environmental destruction. Hans Christoph Binswanger, who is a doctor of economics, is one of the persons who argued that human economic activity is the main reason of environmental destruction. He used Lake Baikal as an example. He said "The people who lived there lived well before the bills were introduced. The performances were different every day, but they only took as much as they needed every day. Today, however, they catch fish very competitively. This is all because of the introduction of bills. In addition to this, bank loans were also created, and fishermen naturally borrowed and bought a larger ship, which made it more effective to catch fish. Because of the need to repay the loan, the competition between people has become even worse and the surrounding environment has been destroyed by human activity." Moreover, according to the World Resources Institute, about 18 million hectares of trees in the rainforest are being shredded each year for the money, and to support this information, Margaret Thatcher argued that "every year an area of forest equal to the whole surface of the United Kingdom is destroyed. At present rates of clearance we shall, by the year 2000, have removed 65 percent of forests in the humid tropical zones...the main threat to our environment is more and more people." Therefore, as you can see, the current system of money has a negative effect on human beings and our earth.

I strongly argue that all these problems come from an endless growth of money. So to stop the growth of money, we need to set a limit on money so that we can control the growth of money. And aging money will be the answer to this problem. In other words, we have to put an expiration date on money. I will make money like a customer reward point. As many people know, most of the customer reward points has an expiration date, and after the expiration date, we cannot use it. Same principle. We can use money same as a pest, but if we don't use money over the expiration date, you will lose some of the money.

So, because we made an expiration date on money, there will be a limit on the money that people can hold it. And because there are limits on the money that people can hold it, money cannot grow exponentially. Therefore I think this system can effectively reduce the gap between the rich and the poor.

But unfortunately, this solution has a big main limitation. First, this solution is too broad for an individual to do it alone. In the past, many cities tried to use “aging money” system, but most of them failed because government didn’t allow them to use it, and many rich people didn’t like this system. So this idea is too hard to do it alone. Second, there will be obstacles to the development of large-scale science. Finally, when the expiration date is coming, nobody will be willing to accept the money.

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# AP<sup>®</sup> SEMINAR

## 2019 SCORING COMMENTARY

### Performance Task 2

#### Individual Written Argument

#### Sample: A

**1 Understand and Analyze Context Score: 5**

**2 Understand and Analyze Context Score: 5**

**3 Understand and Analyze Persp Score: 9**

**4 Establish Argument Score: 12**

**5 Select and Use Evidence Score: 9**

**6 Apply Conventions Citation Score: 5**

**7 Apply Conventions Grmr Style Score: 3**

#### HIGH SAMPLE RESPONSE

**The response is determined to be on-topic.** The response firmly situates itself in the stimulus materials by contextualizing the question of adding digital game-based learning to classrooms in the theme of problem-solving, found in both the McGonigal and Thatcher sources. Moreover, the response is evaluating a potential change to the educational landscape, which connects to the stimulus packet's overarching theme.

#### Row 1: Understand and Analyze Context

The response earned 5 points. While the use of the Thatcher source serves as a contrived jumping-off point, the connection to the McGonigal is well-integrated. By drawing the parallels between gamers and students, the response recognizes the potential for students to harness the same skill set gamers possess for "solving world problems" to achieve their own "epic wins" in the classroom. The response also underscores the importance of perseverance by discussing its role in academic achievement. On page 5, the response reveals an accurate understanding of the Ted Talk by placing it in conversation with "psychologists [who] support McGonigal's claim."

#### Row 2: Understand and Analyze Context

The response earned 5 points. While the response does not situate the topic of digital game-based learning in a particular place, it implicitly places the conversation in today's education system. Moreover, the response cites emerging research about newly-conceptualized applications of video games to lend currency and momentum to the question of including such technology in the classroom. The response also conveys the opposing views on video games to demonstrate the uncertainty surrounding their application to education and thus show why the research question is one that needs to be asked and answered.

#### Row 3: Understand and Analyze Perspective

The response earned 9 points. The response includes many stakeholders--parents, students, researchers, and teachers--and explores alternative perspectives among those various stakeholders. For example, in the paragraph beginning on page 3, the response introduces a conversation about the concerns associated with video games, explaining that many parents fear a "connection between the diagnosis of ADHD and the fast growing pace of technology and media." The response reveals the complexity of this perspective by supporting it with the findings of researchers. Then, the response introduces an objection from another perspective--that of a child psychologist, a teacher, and a professor which suggests that "there is no scientific evidence to support those claims" about the dangers of video games. Here, the response also provides an example of specific disagreement.

# AP<sup>®</sup> SEMINAR

## 2019 SCORING COMMENTARY

### Performance Task 2

#### Individual Written Argument

##### Row 4: Establish Argument

The response earned 12 points. The response's focus, transitions, and commentary render the line of reasoning clear and convincing. For example, the response moves from discussing engagement to motivation by saying "[i]n addition to capturing engagement, games also foster motivation and collaboration," linking each of these positive consequences of gaming. Similarly, the response transitions from the benefits of gaming to a counter argument by explaining, "[d]espite the ability of games to engage students...explicit and implicit costs of implementing games in classrooms pose as a barrier in game-based learning." Even though the response explains its overall organization, it would have benefitted from more purposeful use of paragraph breaks to convey movement into a new idea. Nevertheless, the written explanation of its line of reasoning is strong.

The response also provides robust commentary to connect evidence and claims. For example, when engaging with the McGonigal TedTalk, the response applies McGonigal's evaluation of video games to an academic context: "This epic win applies to students because rather than giving up in class, they are more inclined to persevere through a difficult lesson which improves their academic achievement." The conclusion assesses the plausibility of implementing such a solution by examining its limitations, providing an adequate discussion of the costs and availability of suitable classroom games. The conclusion is well-aligned, citing the benefits of gameplay on students mentioned throughout which answers a question about integrating such technology into education.

##### Row 5: Select and Use Evidence

The response earned 9 points. While an examination of the "References" page seems to reveal sources that are less scholarly than would typically be appropriate for an academic research paper, the response's integration of the sources demonstrates their relevance and credibility through commentary. For example, the Margaret Austin citation entry shows her article being published on GulfBend.org, but the response clarifies her expertise: "a clinical psychologist with a PhD from California School of Professional Psychology."

Additionally, it is important to consider that the recency of this topic might impact the availability of such content in academic, peer-reviewed publications.

##### Row 6: Apply Conventions (Citation)

The response earned 5 points. Each of the in-text citations has an accompanying citation, and each of the references consistently includes all essential elements. The response demonstrates consistency, as is evident on page 3 where for each reference made to an outside source, the response uniformly provides relevant attributive material.

##### Row 7: Apply Conventions (Grammar and Style)

The response earned 3 points. The language throughout is consistently appropriate for an academic audience. Very minor lapses in tone, such as referring to children as "kids" on page 4, do not detract from this paper's sophistication.

**AP<sup>®</sup> SEMINAR**  
**2019 SCORING COMMENTARY**

**Performance Task 2**  
**Individual Written Argument**

**Sample: B**

**1 Understand and Analyze Context Score: 0**

**2 Understand and Analyze Context Score: 0**

**3 Understand and Analyze Persp Score: 6**

**4 Establish Argument Score: 8**

**5 Select and Use Evidence Score: 6**

**6 Apply Conventions Citation Score: 3**

**7 Apply Conventions Grmr Style Score: 2**

**MEDIUM SAMPLE RESPONSE**

**The response was determined to be on topic.** While the response is not rooted in the overarching theme of change, it does engage thematically with marginalization, which can be found in both “Letter from Birmingham Jail” and “Blowin’ in the Wind.”

**Rubric Row 1: Understand and Analyze Context**

The response earned 0 points. While the response does cite “Letter from Birmingham Jail,” the references made in the second paragraph of the response are shoehorned in, conflating segregation in the United States with apartheid in South Africa. Claiming that “he has even addressed the woes of South Africans” suggests a misunderstanding of the source material.

In the conclusion, the response cites both Martin Luther King, Jr. and Bob Dylan, but both are insufficient to demonstrate an understanding of the sources and a meaningful engagement. For example, the Dylan reference is used only to develop a metaphor about how social solutions are “billowing past society” while people ignore them.

**Row 2: Understand and Analyze Context**

The response earned 0 points. While the response provides ample historical context about apartheid, as seen on pages 1-3, and even explains the connection between income levels pre and post-apartheid, it does not clarify any controversy surrounding the question as to whether apartheid has an impact on current economic disparities. Therefore, the entirety of the research question lacks significance and urgency.

Additionally, the response fails to contextualize present-day America when linking it to South Africa. It asserts that “[King] fought for the current equality that America faces today,” expanding on the equality by saying it’s an “achievement of...economic impartiality” which can seem an “unachievable dream,” without acknowledging America’s own socioeconomic inequalities.

# AP<sup>®</sup> SEMINAR

## 2019 SCORING COMMENTARY

### Performance Task 2

#### Individual Written Argument

#### Row 3: Understand and Analyze Perspective

The response earned 6 points. The response presents the perspective that apartheid is mostly responsible for “hinder[ing] the education and health outcome of black South Africans,” and the accompanying economic challenges. It also recognizes the perspective that “substantial population growth and unavailability of jobs” is what causes “the widespread inability of finding a job in South Africa.” However the comparison does not elevate to the nine because the response does not fully evaluate the multiple perspectives. Instead, it reduces comparisons between them to simply stating a disagreement--“this does not explain the extreme economic disparity between different social and ethnic groups, and it does not explain why 10% of South Africans (majority white) own more than 90% of the nation’s fortune, but 80% of the population (staggeringly black) owns near nothing at all (Goodman)--suggesting that the first perspective does take into account the social and ethnic groups in a way that this perspective does not.

#### Row 4: Establish Argument

The response earned 8 points. The response applies a logical organizational pattern, beginning with the history of South Africa, moving into a discussion about the lingering consequences of apartheid, presenting a counter-argument, and arriving at an examination of solutions for a conclusion. The response’s explanation of its overarching organization, however, is often vague, relying entirely on transitions such as “[f]or starters” and “however” to explain the connections between claims. Similarly, when linking evidence and claims, the response relies on cursory commentary, such as “[t]his means that” to prove its connection. In fact, the response’s argument largely relies on the evidence to drive it forth, rather than using commentary to make meaningful contributions to the discussion or analysis of evidence. Most of the paragraphs are comprised of evidence, and many paragraphs end with evidence before moving on to the next idea. Both characteristics are evident on page 3.

While the response reads largely like a report, it does come to an argument about the causes of “the widespread inability of finding a job in South Africa” and posits that the economic issues would be resolved through something “similar to Franklin D. Roosevelt’s The New Deal.” Although the response discusses how the New Deal gave “jobs...to bring many Americans out of poverty,” the response does not provide any commentary that explains how such a project is relevant to solving consequences stemming from apartheid. When the response attempts to expound on the promise of the solution, it simply states that “[t]he solution to our problems are always there and billowing past society.” Therefore, there is not adequate detail or commentary to logically align and render plausible this solution.

#### Row 5: Select and Use Evidence

The response earned 6 points. While there are some journal articles, the response treats all sources the same. The reference materials and journalistic articles outweigh the scholarly content, and their use does not discern among differing levels of credibility and relevance. For example, the response cites a blog entry by London Vaughn to provide an explanation of South Africa’s economy without including any commentary to explain why the source is appropriate in speaking to that point. Additionally, at least two of the entries in the Works Cited, such as those for Chokshi and Vaughn, are not readily retrievable thereby impacting the ability to assess their credibility and relevance.

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## 2019 SCORING COMMENTARY

### Performance Task 2 Individual Written Argument

#### Row 6: Apply Conventions (Citation)

The response earned 3 points. The response inconsistently applies formatting decisions in the body. For example, in the parenthetical citation for Nico Gous, the response uses his full name while elsewhere it includes only last names.

The response references two sources, “All the Charts that Show South Africa’s Inequality is Only Getting Worse” and “New Deal” in the text but they do not appear in the Works Cited.

#### Row 7: Apply Conventions (Grammar and Style)

The response earned 2 points. The response is mostly clear, but it is characterized by having many errors such as “[u]pon 1806,” and “{n]eighborhoods and school were...”

The response also lapses into casual or awkward language. For example, “[f]or starters,” “The second argument to this effect does not follow the other whatsoever,” “I can evaluate,” and “no quick and easy fix” are inappropriate for an academic audience.

However, these errors do not impede the response’s overall clarity.

#### Sample: C

**1 Understand and Analyze Context Score: 0**

**2 Understand and Analyze Context Score: 0**

**3 Understand and Analyze Persp Score: 0**

**4 Establish Argument Score: 0**

**5 Select and Use Evidence Score: 0**

**6 Apply Conventions Citation Score: 0**

**7 Apply Conventions Grmr Style Score: 0**

#### LOW SAMPLE RESPONSE

**The response was determined to be on-topic.** The response explicitly makes use of the Montgomery and Thatcher sources and attempts to link the issue each source addresses--urbanization and climate change, respectively--by saying that “both of these problems are related to human activity.” While the explanation of the link proves tenuous, the response clearly situates itself in the stimulus packet. Moreover, in its solution, where it discusses “set[ting] a limit on money,” it talks about a change to our current economic system, which relates to the overarching theme of change found in the stimulus packet.

#### Row 1: Understand and Analyze Context

The response earned 0 points. While the response makes use of both the Thatcher and the Montgomery sources, it ignores the context in which the sources were produced and fails to go beyond repetition. For example, the response precedes the use of the Thatcher source by stating that “many of the researcher and professor [sic] are arguing...” implying that Thatcher is either a researcher or professor. Similarly, the response treats the Thatcher source as though it is discussing climate change today, rather than 30 years ago. Because of such treatment of the materials, the response fails to demonstrate an accurate understanding of the stimulus documents.

Moreover, the inclusion of both the Thatcher and Montgomery sources merely repeats information, rather than engaging with it in a way that progresses its narrative.

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## 2019 SCORING COMMENTARY

### Performance Task 2

#### Individual Written Argument

##### Row 2: Understand and Analyze Context

The response earned 0 points. The response begins by discussing two broad problems (i.e., environmental destruction and excessive urbanization) affecting "our Humanity [sic]." While the response does describe some specific details about climate change, it is not rooted in any particular aspect of "environmental destruction" or "excessive urbanization." Similarly, the response does not provide a context that renders the two problems relevant to each other, which leaves the overarching response without a clear significance or focus.

##### Row 3: Understand and Analyze Perspective

The response earned 0 points. While the response includes multiple perspectives, they are oversimplified. For example, when describing the cause of environmental destruction and excessive urbanization, it distills its explanation: "all these problems come from an endless growth of money." To explain the broad and complex issues of "[e]nvironmental destruction and [e]xcessive urbanization," the response relies exclusively on Montgomery and Thatcher, which indicates an oversimplified treatment of complex ideas. The response references "the gap between the poor and the rich," but it fails to expound on either perspective and explains it solely by indicating that "the gap...is getting bigger because of money."

##### Row 4: Establish Argument

The response earned 0 points. The response not only fails to explain its overall organization, but also provides very limited commentary to clarify the connection between evidence and claims. For example, the response explains the connection in moving from a discussion of environmental destruction to urbanization by posing the question, "Then, how about Urbanization?" without any further reasoning. Even when it does try to expand on the connection later, the response says that "both are related to human activity," which is inadequate in describing how the two relate to each other.

Moreover, in the places where the response does include evidence, the selections are merely dropped in without any engagement: "Furthermore, Margrit Kennedy, who is the author of *Interest and Inflation Free Money*, argued that exponential growth of money is very unrealistic in real world. She explain why by using the example. She said, '...Suppose Joseph invested 1 penny at an interest rate of 5 percent when his son Jesus was born. And if Joseph was born again in 1990, he can find the 1.34 billion gold clusters of the same weight as the Earth in the bank...' Therefore, as you can see, money make the poor continue to be poor and the rich continue to be rich, and the gap between the rich and the poor is getting bigger because of money." For further evidence, see the paragraph that ends on page 4.

Additionally, the solution to "set a [time] limit on money" to resolve environmental destruction and urbanization is not logically aligned without further commentary to elucidate its relevance. Moreover, the response does not provide any detail or evidence to indicate the plausibility of this solution beyond "I think the system can effectively reduce the gap between the rich and the poor."

##### Row 5: Select and Use Evidence

The response earned 0 points. The response is limited in its range of sources, two of which were provided in the stimulus documents. Those sources that are used are all treated as the same. For example, the attribution to Margrit Kennedy requires some explanation about her credibility and relevance to the conversation.

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**2019 SCORING COMMENTARY**

**Performance Task 2**  
**Individual Written Argument**

**Row 6: Apply Conventions (Citation)**

The response earned 0 points. The Works Cited page seems to be arranged in an arbitrary manner, and the NASA citation is missing essential elements. Additionally, the in-text citation for Hans Cristoph Binswanger is absent from the list of works cited. Also, the quoted material from Margrit Kennedy about interest rates involving Joseph and Jesus is misquoted.

**Row 7: Apply Conventions (Grammar and Style)**

The response earned 0 points. The response is characterized by a minimal command of the language, rife with errors and informality. Take for example the following excerpt from the response's conclusion: "And aging money will be answer of this problem. In the other words, we have to put expiration date on money. I will make money like a customer reward points. As many people know, most of the customer reward points has a expiration date, and after expiration date, we cannot used it. Same principle. We can use money same as a pest, but if we don't use money over the expiration date, you will lost your some of the money."