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# AP Seminar

# Performance Task 1

## Sample Student Responses

## and Scoring Notes

DRAFT

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# AP Seminar Rubric 2017-18

## Individual Research Report

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	<b>Understand and Analyze Context</b>	The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue.	The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue.	The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context.	6
		2	4	6	
2	<b>Understand and Analyze Argument</b>	The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way.	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).	The report demonstrates an understanding of the reasoning and validity of the sources' arguments.* This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions.	6
		2	4	6	
3	<b>Evaluate Sources and Evidence</b>	The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.	The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).	The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.	6
		2	4	6	
4	<b>Understand and Analyze Perspective</b>	The report identifies few and/or oversimplified perspectives from sources.**	The report identifies multiple perspectives from sources, making some general connections among those perspectives.**	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**	6
		2	4	6	

# AP Seminar Rubric 2017-18

## Individual Research Report (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
5	<b>Apply Conventions</b>	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete. <b>1</b>	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style. <b>2</b>	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style. <b>3</b>	<b>3</b>
6	<b>Apply Conventions</b>	The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience. <b>1</b>	The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience. <b>2</b>	The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience. <b>3</b>	<b>3</b>

\*For the purposes of AP Seminar, “validity” is defined in the glossary of the CED as “the extent to which an argument or claim is logical.”

\*\* For the purposes of AP Seminar, “perspective” is defined in the glossary of the CED as “a point of view conveyed through an argument.”

### Additional Scores

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

#### 0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric. For rows 1 to 4, if there is no evidence of any research (i.e. it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of **0** should be assigned.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

#### NR (No Response)

A score of **NR** is assigned to responses that are blank.

# AP Seminar Rubric Effective 2017-2018: Team Multimedia Presentation

Row/Proficiency	No points earned for...	Points earned for...			MAX Points
<b>1</b> <b>Establish Argument</b>	The presentation offers a series of unsubstantiated opinions. It is not academic in nature.	The presentation describes the existence of a problem or reports on a problem, but does not argue for a team solution or resolution. <b>2 Pts</b>	The presentation conveys the argument for the team's solution or resolution using evidence that is not well selected for the situation. <b>4 Pts</b>	The presentation conveys the convincing argument for the team's solution or resolution through strategic selection of supporting evidence. <b>6 Pts</b>	<b>Max 6</b>
<b>2</b> <b>Understand and Analyze Context (Evaluate Solutions)</b>	The presentation does not identify or only minimally identifies solutions, either the team's or others' (e.g., a list of solutions with brief annotations).	The presentation describes pros and/or cons of potential options related to the topic. <b>OR</b> The presentation describes limitations or implications of the solution proposed by the team, but in an inconsistent, illogical, overly broad, or otherwise unconvincing manner. <b>2 Pts</b>	The presentation explains the pros and/or cons of potential options and situates the team's proposed solution in conversation with them. <b>AND</b> The presentation evaluates the solution proposed by the team by thoroughly explaining its limitations or implications. <b>4 Pts</b>		<b>Max 4</b>
<b>3</b> <b>Engage Audience (Performance)</b>	All or all but one of the presenters make little or no use of techniques to engage the audience.	At times, some presenters (i.e. more than one) effectively engage the audience. As a team the presenters demonstrate uneven delivery or performance techniques. <b>2 Pts</b>	At times, some presenters (i.e. more than one) effectively engage the audience. As a team the presenters demonstrate uneven delivery or performance techniques. <b>4 Pts</b>	All presenters effectively engage the audience through strategic intentional use of performance techniques most of the time. <b>6 Pts</b>	<b>Max 6</b>
<b>4</b> <b>Engage Audience (Design)</b>	No design or minimal design with significant errors.	The presentation's design demonstrates an understanding of media and design elements but does not enhance the team's message, or does so inconsistently. <b>2 Pts</b>	Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution. <b>4 Pts</b>		<b>Max 4</b>
<b>5</b> <b>Collaborate Reflect</b>	All or all but one member of the team offer generic responses that could apply to any collaborative project. Or the answers by all or all but one of the team may be unacceptably brief.	Two or more of the responses in the oral defense support their answers with some relevant evidence specific to the team's project. <b>2 Pts</b>	All responses in the oral defense articulate detailed answers to the question asked and support those answers with relevant evidence specific to collaboration on this project. <b>AND</b> The answers in the oral defense taken together with the presentation demonstrate roughly equal participation from all team members. <b>4 Pts</b>		<b>Max 4</b>

Running head: INTERVENTION IN LIBYA SLAVE TRADE

## Intervention in Libya Slave Trade: An International Perspective

AP Capstone

Word Count: 1316

## INTERVENTION IN LIBYA SLAVE TRADE

### Intervention in the Libya Slave Trade: An International Perspective

Libya has been an integral part of the migration patterns out of Africa and the Middle East for the last 40 years, and since the 2000's, it has been a key transit country in migration to Europe (OHCHR, 2016). Because of Libya's role in migration, and the increasing number of migrants passing through, smuggling has become one of the fastest growing criminal businesses in the country. This, in turn, is increasing the price and danger of migrating, especially through Libya. Many migrants trying to migrate through Libya to Europe are being subjected to abuse, killing, slavery, and extortion through smuggling. The current situation in Libya, and an increase in smuggling activity, has introduced the issue of modern slavery to the country (Gallagher, 2015). This has affected the citizens of the country itself, the people being smuggled, and Libya's relationships with surrounding countries. Some of these countries are reluctant to intervene because of previous interventions from countries like the United States in Libya and Syria (Buckley, 2012). But, many of the surrounding countries believe that something needs to be done to stop the smuggling and slave trade in Libya. And although the majority of the countries and organizations agree that there should be an intervention, they disagree on how an intervention should occur. Some believe only a military intervention will be successful, while others support a more peaceful approach.

Among those supporting a perspective of intervention, there is lack of agreement on the best course of action. This is supported by two reports from the United Nations, one from The Office of the United Nations Commissioner for Human Rights (OHCHR) and another from the UN High Commissioner for Refugees (UNHCR), both agreeing that the issue in Libya is a human rights crisis and that it violates and abuses the International Human Rights and

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Humanitarian Law. Both of these globally respected organizations support humanitarian intervention. One of the OHCHR's approaches to the situation is for the international community to support the Libyan authorities so that they can then do all in their power to address the human rights crisis now facing the country. Not only do they encourage the international community to help, they also urge the country to improve the conditions for the migrants that cannot be released. In addition, OHCHR supports ratification of the 1951 Refugee Convention and its 1967 Protocol and would adopt a national asylum law (Office of the United Nations High Commissioner for Human Rights, 2016). Similarly, the UNHCR also argues for a peaceful approach. Their position is based on the fact that, as of October 2015, the situation in Libya is distinguished by a lack of rule of law and order. As a result, the organization explains that "independent analysts caution that the process of stabilizing the country remains fraught with uncertainty" due to disagreements between different political leaders, and further explains that the UN and international efforts should work to create a peaceful intervention to the political crisis in Libya (UNHCR, 2015, p. 4). The UNHCR notes that there are many security and humanitarian challenges and implications that would need to be addressed when talking about a possible solution or intervention. They emphasize that all sides of the conflict are in violation of the International Human Rights and Humanitarian Law. UNHCR explains that their reasoning for a peaceful intervention, versus a military one or none at all, is due to the fact that the conflict in Libya has further pushed the already extremely vulnerable situation of refugees and migrants, especially those from sub-Saharan countries. These refugees are already exposed to a great risk of abuses, including abduction, torture, exploitation, extortion, and killings. Given the volatile

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environment already facing the country, a more aggressive intervention would cause more issues than it would solve for refugees and citizens.

Although most countries and organizations believe that an intervention in Libya is required, those who disagree argue that past history suggests intervention may not improve the situation. This is supported by Caitlin Buckley (2012), a foreign affairs analyst with seven years of experience in public service, who points out that similar situations in Syria and Libya were handled differently, with NATO pursuing military intervention in Libya but not in Syria. Applying the way the international community reacted to previous crises in Libya and Syria to the current issue, Buckley (2012) notes that “there is an abundance of international opposition to any kind of military intervention in Syria” (p. 88). For example, both Russia and China indicated that they are in opposition of the violence in Syria, and they agree that there should be a cease fire, and there should not be any international intervention. Two of the solutions that Buckley proposes are for economic sanctions and for military intervention. Finally, similar to the OHCHR and the UNHCR, Buckley insists that the international community should continue to enforce a ceasefire.

While much of the debate about how to intervene revolves around intervention in Libya alone, Amos Guiora, an Israeli-American professor of law at S. J. Quinney College of Law, University of Utah, specialising in counterterrorism and drone attacks, expands the perspective of intervention by raising questions about whether or not to intervene in the Middle East as a whole. The author asserts that Former President Obama’s foreign policy on the Middle East was problematic. Agreeing with Buckley, Guiora believes in the importance of the theme of intervention and how it has defined the relationship between the West and the non West.



## INTERVENTION IN LIBYA SLAVE TRADE

Although intervention in events like in Libya or Syria may be deemed necessary by some countries, he suggests “humanitarian intervention is an inherently complicated proposition”(Guiora, 2011 p. 272). This is because the article in the U.N. charter concerning this situation lacks clear criteria as to when intervention should be required or justified. Given this, Guiora (2011) argues that the ambiguous nature of the charter should not serve as an “out” for other countries to not intervene on their own, especially the U.S. Guiora believes that there should have been intervention in Syria, like there had been in Libya, but he thought it to be unlikely due to the vagueness of Obama’s policies, and the silent leaders of other countries like the French or British. Overall, inconsistent policies and action with regard to Libya and Syria make addressing the Middle East region as a whole difficult.

Although there is widespread agreement that some kind of intervention is necessary, there is no single, widely accepted solution or way to solve the human rights crisis in Libya. While the points of view on this situation seem to be varied, in reality they are not that far apart. Most of the International community agrees that the intervention should be peaceful. The disagreement arrives when countries and organizations argue on exactly how the intervention should be carried out. For example, the UNHCR believes that an intervention should be carried out by other countries, while Peter Szilágyi, an Associate Professor and Head of MS in Finance at the Department of Economics and Business, emphasizes how, during the first situation in Libya and Syria, Italy took an individual approach to the problem by negotiating with countries like Morocco, Tunisia, and Libya because they thought the debates were completely useless. Other organizations, like the International Labour Organization and Walk Free Foundation (2017), who, through the 2030 Sustainable Development Goals, are committing to “the target of ending

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modern slavery and human trafficking by the year 2030” (p. 15), argue that a solution should take a multifaceted response. That response would address the economic, social, cultural and legal forces that drive the modern slave trade, then build a policy that is constructed around prevention and protection. No matter what other countries, organizations, or the United Nations think should or should not be done, they all agree on the severity of the current issue in Libya and the human rights crisis it represents.

## INTERVENTION IN LIBYA SLAVE TRADE

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## The Economics Behind the Current Opioid Crisis in America and Its Effect on U.S Society

### Introduction

Debates surrounding the current approach towards combatting the opioid crisis in America have developed into a huge topic of conversation in recent years considering that it is believed to have cost the United States economy a staggering \$504 billion as of 2015 (“Council of...”). The opioid drug issue has reached critical levels in the United States and has even resulted in the deaths of over 50,000 Americans who have died from drug overdose in 2015 alone. Of those approximately 50,000 Americans 63 percent were reportedly involved with opioid abuse (“Council of...”). To shed some light on the problem, opioids are a drug that are largely effective for their prescription uses such as reducing acute pain or as a product for anesthesia during surgery. The catch, however, falls along the side effects experienced through the use of these prescription opioid drugs; their high potential for abuse. This side effect may quite possibly lead users to substitute the moderately beneficial treatment for a more lethal opioid alternative such as heroin or even illicitly produced fentanyl.

Studies centered around the economic cost of the crisis mainly direct their focus upon the healthcare aspect of the problem. Statistics have shown that “prescription opioid abusers utilize significantly more healthcare resources than non-addicted peers” (“Opioid Overdose...”). In addition, according to extensive survey data conducted by the Substance Abuse and Mental Health Services Administration (“SAMHSA”), “2.4 million Americans have an opioid-use disorder” (“SAMHSA”). With this in mind it is of the utmost urgency that the United States government allocate additional resources towards regulating the consumption of opioid products and in-turn provide greater rehabilitation opportunities for those suffering from opioid abuse.

### Economists Weigh in on the Severity of the Crisis

When evaluating the sheer benefits of initiating both fiscal and regulatory policies that limit opioid abuse in the United States, one must also take into account the toll that such policies pose on the economy. Although there are multiple studies that attempt to measure the losses accredited to the opioid crisis, economists believe that these methods of evaluations are vastly underestimated. According to the White House Council of Economic advisors (CEA), they believe that these methods undervalue the most important loss attributed to the opioid crisis, the fatalities resulting from opioid related overdoses (“Council of...”). The CEA estimates the cost of the opioid crisis to be at a grand total of \$504 billion as of 2015 based on Harvard economic statisticians’ Aldy and Viscusi’s age-adjusted approach, which yields total fatality costs at \$431.7 billion and total non-fatality costs at \$72.3 billion (Alemany).

In comparison to other evaluations of the total economic cost of the opioid epidemic, the CEA presents a much larger estimate. This is in part due to the fact that they provide a full account for the value of lives lost through the use of conventional methods used by Federal agencies. These conventional methods provide a cost-benefit analysis for health related interventions in comparison to previous studies that have based their statistics on non-fatality costs alone. CEA estimates take into account illicit opioids such as heroin as well as exclusively prescribed opioids and have reached the conclusion that in terms of overdose deaths, the crisis has doubled in the past ten years (“Council of...”).

The CEA plans to issue a number of publications regarding the opioid crisis in order to provide policymakers in congress with the economic analysis necessary to review potential policy options. In a statement issued by the CEA, “CEA will conduct further economic analysis of actual and proposed demand and supply-side interventions; consider the impact of public programs such as Medicare and Medicaid; and explore the important role of medical innovation

in combatting the crisis” (“Council of...”). By doing so the CEA hopes to better educate policymakers on the economic causes attributed to the crisis with the intent of assessing the success of various interventions to combat the issue.

### Government Response to the Pressing Matters Associated with the Opioid Crisis

President Donald Trump addressed the opioid epidemic in October of 2017 by declaring it, “a public health emergency” and that, “the government is indeed fully aware of the massive strain that the opioid crisis has held on various aspects of human life” (Allen et al.). The announcement stops entirely short of declaring the crisis a national emergency and since its release there have been absolutely no significant new funding allocated by the White House and Congress to deal with the issue. Dr. Andrew Kolodny, the co-director of Opioid Policy Research Collaboration at Brandeis University's Heller School, calls the announcement "very disappointing." “Without funding for new addiction treatment, he says, declaring a public health emergency isn't enough” (Allen et al.).

In a written testimony provided by the Department of Health and Human Services (HHS) the department acknowledges that, “over the past 15 years, communities across our Nation have been devastated by increasing prescription and illicit opioid abuse, addiction, and overdose” (U.S. Department...). The HHS attributes the origin and growth of the opioid epidemic to two primary issues, the first of which being the significant rise in opioid analgesic prescriptions that began in the late 1990’s. During this period, healthcare providers began prescribing opioid medication to treat pain among their patients at what can now be seen as an alarming rate. Previous instances of opioid prescriptions such as prescribing at high doses for longer durations have been recently discovered to be linked with various factors contributing to the rise in opioid abuse, overdose, and addiction in the United States. The other issue sheds light upon the lack of

healthcare providing systems to provide individuals suffering from opioid abuse with the necessary evidence-based opioid addiction treatment and the full range of medication-assisted treatment (MAT). According to the National Institute on Drug Abuse (NIH), “the majority of people with opioid addiction in the U.S. do not receive treatment, and even among those who do, many do not receive evidence-based care” (National Institute...).

#### Business employers highlight the effects of opioid abuse on worker productivity

Direct correlating with the issues surrounding the lack of opioid healthcare providing systems, according to FAIR Health Study, “opioids make up one-quarter of all worker’s compensation drug prescription costs and workers who take opioids for longer than three months don’t go back to work at all due to dependence and side effects” (“Morbidity and...”). Brian Marcotte, the president and CEO of the National Business Group on Health (NBGH) believes that the misuse and abuse of opioids negatively affects employee productivity, costs of workplace, labor availability, workers’ compensation claims, as well as overall medical expenses. When taking a look at employer beliefs and actions in response to the crisis, survey statistics conducted by the NBGH suggest that eighty percent of large employers are concerned about prescription opioid abuse while twenty-one percent have established programs to help manage employees suffering from abuse (“Employers Take...”). The loss in productivity and even lost earnings due to premature deaths take an absolutely dramatic toll on the economy and ends up costing employers approximately \$25.5 billion a year.

#### Conclusion

Although differing sides may debate their opposing viewpoints on the issue there is no argument that the opioid crisis is a top priority that must be dealt with. The opioid crisis affects millions of individuals and families across the world and as a result has had a direct impact on

the economy with hundreds of billions of dollars lost. While allocating funds towards the opioid crisis would mean increasing taxes, it is necessary for the betterment of the situation. Action must be taken quickly with the hopes of regulating the consumption of opioid products and providing rehabilitation opportunities for those suffering from opioid abuse.

Word Count: 1274



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Anxiety isn't the same thing as fear, but instead anxiety is having a feeling of uneasiness and worry. Many symptoms that can occur in anxiety include worry, fear of failure, dread, low self esteem, over thinking, and sweating. Different types of anxiety disorders that the symptoms can occur in are test and performance anxiety, and GAD ( Generalized anxiety disorder).

What is test and performance anxiety, and GAD? Test and performance anxiety is (wikipedia ) "Is a combination of physiological over-arousal, tension and somatic **symptoms**, along with worry, dread, fear of failure, and catastrophizing, that occur before or during **test** situations." (Brown.edu ) states that GAD is "Characterised by a pattern of persistent worry and anxiety that is out of proportion to the impact of the event of circumstances that is the focus of worry.

Both test and performance anxiety and GAD have similar symptoms. For example, both anxiety disorders have symptoms that include (Mayo.edu/anxiety) excessive worrying, eating disorders, and sleep deprivation. When having these symptoms in anxiety, there are many ways that the symptoms can worsen. (Mayo.edu/ anxiety) Symptoms can increase from the use of alcohol, nicotine, and caffeine. Alcohol can increase anxiety because when you drink alcohol, it can change brain activity. For example, let's say a person drinks alcohol because of stress. That alcohol can increase anxiety because when you drink alcohol, it can change brain activity. For example, let's say a person drinks alcohol because of stress.

Alcohol can increase anxiety because when you drink alcohol, it can increase anxiety change brain activity. For example, let's say a person drinks alcohol because of stress. A person may have a possibility of increasing symptoms of anxiety an anxiety disorder due to the Neural System and central nervous system. Next, smoking can bring anxiety disorders because the nicotine in cigarettes causes high blood pressure for many people. people. Unfortunately, nicotine is very addictive, making it difficult for most people to quit smoking.

Finally, caffeine can increase the chances for anxiety symptoms because caffeine is known to cause hyperactivity in most people. For example, when people drink caffeine, there are many different “symptoms” that can happen to people. For example, with hyperactivity can come the feelings of being jittery, thus, leading to feelings of anxiety. Those who have frequent anxiety are more negatively impacted by caffeine. Consider a kid who ate too much sugar, but instead of just being a little hyperactive, you have this intense feeling of anxiety.

Although alcohol, nicotine, and caffeine are legal and are not classified as drugs, they each can have negative effects on people, especially those individuals who are susceptible to anxiety Attacks. ([ncbi.nlm.nih.gov/pmc/articles](https://ncbi.nlm.nih.gov/pmc/articles)) States that they are mostly “used by “normal” people, in contrast to Illicit “hard drugs, which are traditionally viewed as the province of the deviant.” Since nicotine, alcohol, and caffeine are used like a drug, that can initially bring the deviant.” Since nicotine, alcohol, and caffeine are used like a drug, that can initially bring more symptoms for anxiety. If symptoms of anxiety can increase from the use of alcohol, nicotine,

and symptoms for anxiety. If symptoms of anxiety can increase from the use of alcohol, nicotine, and

caffeine, which are all legal and heavily used within society on a daily basis, then the best course of action for those with anxiety disorders is to carefully avoid these things, as would one avoid eating peanuts if one is allergic to peanuts.

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# **AP<sup>®</sup> SAMPLE STUDENT RESPONSES AND SCORING NOTES**

## **2018 AP SEMINAR**

### **Performance Task 1**

#### **Individual Research Report**

#### **Sample: A**

**1 Understand and Analyze Context Score: 6**

**2 Understand and Analyze Arg Score: 6**

**3 Evaluate Sources and Evidence Score: 6**

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

**5 Apply Conventions Score: 3**

**6 Apply Conventions Score: 3**

#### **High Sample Response**

##### **Row 1: Understand & Analyze Context (6)**

This report earned a score of 6 for this row because it situates the problem of the Libyan slave trade within the research context of past (and potentially future) interventions by other countries. The bibliography contains a number of academic journals, a UN report, and a UN position paper. The report uses the work of Gallagher (*Journal of International Affairs*) to make clear the significance of the problem, namely, that the “increase in smuggling activity has introduced the issue of modern slavery to the country.”

##### **Row 2: Understand & Analyze Argument (6)**

This report earned a score of 6 for this row because throughout it traces reasoning in the research literature and tells a critical research story. It does so through transitions, purposeful use, and direct commentary [e.g., “Their position is based on the fact that...” [p. 3] or “Given the volatile environment already facing the country, a more aggressive intervention would cause more issues than it would solve for refugees and citizens.”]

##### **Row 3: Evaluate Sources and Evidence (6)**

This report earned a score of 6 for this row because the sources selected are credible and relevant (purposeful use). Additionally, the report makes use of direct evaluation [e.g., p. 4 “Caitlin Buckley (2012), a foreign affairs analyst with seven years of experience in public service...” The bibliography tells us that the source of this information is a lengthy article from the *Journal of Strategic Security*.]

##### **Row 4: Understand & Analyze Perspective (6)**

This report earned a score of 6 for this row because the report puts various perspectives in conversation. [E.g., The perspectives derived from the U.N. documents are supported, contradicted, qualified, and expanded by perspectives gleaned from academic articles.]

##### **Row 5: Apply Convention (Attribution) (3)**

This report earned a score of 3 for this row because the report, for the most part, accurately and consistently attributes sources. There is some loose attribution in the introduction, namely, missing attributive phrases for paraphrased material. However, throughout the body of the report, attribution is precise. There is also the imprecise internal reference to OHCHR in the introduction. The acronym isn’t defined until paragraph 2. Overall, however, this report contains few flaws in attribution.

# **AP<sup>®</sup> SAMPLE STUDENT RESPONSES AND SCORING NOTES**

## **2018 AP SEMINAR**

### **Performance Task 1**

#### **Individual Research Report**

#### **Row 6: Apply Conventions (Grammar & Style) (3)**

This report earned a score of 3 for this row because it is written in a clear style in a tone appropriate for an academic report. There are few flaws.

#### **Sample: B**

**1 Understand and Analyze Context Score: 4**

**2 Understand and Analyze Arg Score: 4**

**3 Evaluate Sources and Evidence Score: 4**

**4 Understand and Analyze Persp Score: 4**

**5 Apply Conventions Score: 3**

**6 Apply Conventions Score: 2**

#### **Medium Sample Response**

#### **Row 1 - Understand and Analyze Context (4)**

This report earned a score of 4 for this row because it situates the problem of opioid addiction, but not within the context of economic research, as stipulated by the title. The bibliography shows some variety in source selection (two news sources and a number of well-chosen government sources), but there are no academic journals represented. Further, there is little research, other than the White House Council of Economic Advisors and what appears to be an organization website, that addresses the economic issues pertaining to the opioid crisis, the stipulated focus of the report.

#### **Row 2 - Understand and Analyze Argument (4)**

This report earned a score of 4 for this row because at times it offers effective explanation of the reasoning within the source's argument. [e.g., p. 2 "This is in part due to the fact that they provide a full account for the value of lives lost through the use of conventional methods used by Federal agencies.] A great deal of the report, however, summarizes information about the severity of opioid addiction or the U.S. government's recognition of the problem.

#### **Row 3 - Evaluate Sources and Evidence (4)**

This report earned a score of 4 for this row because, at times, it makes use of credible and relevant evidence [e.g., on p. 2, the use of the White House Council of Economic Advisors as a source for government estimates of cost]. However, elsewhere, the report uses news sources to report on academic research [e.g., on p. 2, the source for the data from the "Harvard economic statisticians" is CBS News.]

#### **Row 4 - Understand and Analyze Perspective (4)**

This report earned a score of 4 for this row because the perspectives are identified, but often the connections need to be inferred or are confusing. [E.g., on p. 2 "In comparison to other evaluations of the total economic cost of the opioid epidemic, the CEA presents a much larger estimate." The focus of the preceding paragraph has been the CEA's estimate, so the comparison is actually between the CEA and the CEA. Another example on pp. 3-4: The report develops an argument about the "lack of healthcare" for opioid abuse, but doesn't develop the connection to economic impact.]



# **AP<sup>®</sup> SAMPLE STUDENT RESPONSES AND SCORING NOTES**

## **2018 AP SEMINAR**

### **Performance Task 1**

#### **Individual Research Report**

##### **Row 5 - Apply Conventions (Bib & Citations) (3)**

This report earned a score of 3 for this row because sources are accurately and consistently cited. Internal citations match with the bibliography page. There are few flaws.

##### **Row 6 - Apply Conventions (Grammar & Style) (2)**

This report earned a score of 2 for this row because information is sometimes densely packed into sentences that are not well-controlled. [e.g., “The CEA estimates the cost of the opioid crisis to be at a grand total of \$504 billion as of 2015 based on Harvard economic statisticians’ Aldy and Viscusi’s age-adjusted approach, which yields total fatality costs at \$431.7 billion and total non-fatality costs at \$72.3 billion (Alemany).” Or “CEA estimates take into account illicit opioids such as heroin as well as exclusively prescribed opioids and have reached the conclusion that in terms of overdose deaths, the crisis has doubled in the past ten years (“Council of ...”)] The problem is especially notable when the writer integrates data from sources.

##### **Sample: C**

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

**2 Understand and Analyze Arg Score: 2**

**3 Evaluate Sources and Evidence Score: 2**

**4 Understand and Analyze Persp Score: 2**

**5 Apply Conventions Score: 1**

**6 Apply Conventions Score: 1**

##### **Low Sample Response**

##### **Row 1: Understand and Analyze Context (2)**

The report earned a score of 2 for this row because the topic is too broad. There is no title to focus the report, which covers issues ranging from eating disorders to abuse of alcohol to overuse of nicotine. It doesn’t contextualize the issue in the research literature (there is no bibliography, but there are vague internal citations, suggesting research.) The introduction imprecisely distinguishes fear and worry from anxiety, but there is no discussion of why such a distinction is important.

##### **Row 2: Understand and Analyze Argument (2)**

The report earned a score of 2 for this row because it restates definitions and evidence without a specific purpose or a link to a specific source. [E.g., p. 2 “Next, smoking can bring anxiety disorders because the nicotine in cigarettes causes high blood pressure for many people.” The source of this information is unclear.] Sometimes there are loose links to sources [e.g., p. 2, the source (ncbi.nlm.nih.gov/pmc/articles)], but the report does not articulate the source’s line of reasoning.

# **AP<sup>®</sup> SAMPLE STUDENT RESPONSES AND SCORING NOTES**

## **2018 AP SEMINAR**

### **Performance Task 1**

#### **Individual Research Report**

##### **Row 3: Evaluates Sources and Evidence (2)**

The report earned a score of 2 for this row because the sources used do not address relevance or credibility. The sources referenced are identified very broadly (e.g., p. 1, “(Brown.edu),” or “(Mayo.edu/anxiety)”). Often, the information used to develop the report is derived from the writer, rather than a source. [E.g., on p. 2, “Consider a kid who ate too much sugar, but instead of just being a little hyperactive, you may have this intense feeling of anxiety.”]

##### **Row 4: Understand and Analyze Perspective (2)**

The report earned a score of 2 for this row because it vaguely identifies oversimplified perspectives from some sources. Overall it discusses the symptoms and causes of anxiety rather than specific perspectives from the research about these symptoms and their causes. [E.g., on p. 2, “Alcohol can increase anxiety because when you drink alcohol, it can increase anxiety change brain activity.”]

##### **Row 5 - Apply Conventions (Bib & Citations) (1)**

The report earned a score of 1 for this row because there is no bibliography, and the internal citations are vague “(Mayo.edu/anxiety)”, (Wikipedia). Hyperlinks are substituted for internal citations.

##### **Row 6 - Apply Conventions (Grammar & Style) (1)**

The report earned a score of 1 for this row because it contains significant grammar errors that impede comprehension and flow of reading. [E.g., repetition of sentences on the bottom of page 1,] demonstrating a significant lack of editing. The tone is colloquial [E.g., “For example, let’s say a person drinks alcohol because of stress.”]