

2017

AP[®] CollegeBoard

AP Research Academic Paper

Sample Student Responses and Scoring Commentary

Inside:

- ☑ Sample J
- ☑ Scoring Guideline
- ☑ Student Samples
- ☑ Scoring Commentary

AP[®] RESEARCH 2017 SCORING GUIDELINES
Performance Task Rubric: Academic Paper

Content Area	Performance Levels		
1 Understand and Analyze Context	The paper identifies a broad topic of inquiry and/or a purpose. 2	The paper identifies a focused topic of inquiry and describes the purpose. 4	The paper explains the topic, purpose, and focus of the inquiry and why further investigation of the topic is needed by connecting it to the larger discipline, field, and/or scholarly community. 6
2 Understand and Analyze Argument	The paper identifies or cites previous scholarly works and/or summarizes a single perspective on the student’s topic of inquiry. 2	The paper summarizes, individually, previous scholarly works representing multiple perspectives about the student’s topic of inquiry. 4	The paper explains the relationships among multiple scholarly works representing multiple perspectives, describing the connection to the student’s topic of inquiry. 6
3 Evaluate Sources and Evidence	The paper uses sources/evidence that are unsubstantiated as relevant and/or credible for the purpose of the inquiry. 2	The paper uses credible and relevant sources/evidence suited to the purpose of the inquiry. 4	The paper explains the relevance and significance of the used sources/cited evidence by connecting them to the student’s topic of inquiry. 6
4 Research Design	The paper presents a summary of the approach, method, or process, but the summary is oversimplified. 3	The paper describes in detail a replicable approach, method, or process. 5	The paper provides a logical rationale for the research design by explaining the alignment between the chosen approach, method, or process and the research question/project goal. 7
5 Establish Argument	The paper presents an understanding, argument, or conclusion, but it is simplistic or inconsistent, and/or it provides unsupported or illogical links between the evidence and the claim(s). 3	The paper presents a new understanding, argument, or conclusion that the paper justifies by explaining the links between evidence and claims derived from the student’s research. 5	The paper presents a new understanding, argument, or conclusion that acknowledges and explains the limitations and implications in context. 7
6 Select and Use Evidence	Evidence is presented, but it is insufficient or sometimes inconsistent in supporting the paper’s conclusion or understanding. 2	The paper supports its conclusion by compiling relevant and sufficient evidence generated by the student’s research. 4	The paper demonstrates an effective argument through interpretation and synthesis of the evidence generated by the student’s research, while describing its relevance and significance. 6
7 Engage Audience	Organizational and design elements are present, but sometimes distract from communication or are superfluous. 1	Organizational and design elements convey the paper’s message. 2	Organizational and design elements engage the audience, effectively emphasize the paper’s message and demonstrate the credibility of the writer. 3
8 Apply Conventions	The paper cites and attributes the work of others, but does so inconsistently and/or incorrectly. 2	The paper consistently and accurately cites and attributes the work of others. 4	The paper effectively integrates the knowledge and ideas of others and consistently distinguishes between the student’s voice and that of others. 6
9 Apply Conventions	The paper’s use of grammar, style and mechanics convey the student’s ideas; however, errors interfere with communication. 1	The paper’s word choice and syntax adheres to established conventions of grammar, usage and mechanics. There may be some errors, but they do not interfere with the author’s meaning. 2	The paper’s word choice and syntax enhances communication through variety, emphasis, and precision. 3

AP[®] RESEARCH 2017 SCORING GUIDELINES
Performance Task Rubric: Academic Paper

NOTE: To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

ADDITIONAL SCORES: In addition to the scores represented on the rubric, readers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the paper displays a below-minimum level of quality as identified in that row of the rubric.

AP[®] RESEARCH 2017 SCORING COMMENTARY

Academic Paper

Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

HOW DOES USING SURREALISM IN VISUAL ART BETTER SHOW MEANING TO THE
VIEWER THAN ART USING REALISM?

Word Count: 3736

Abstract

The purpose of this study was to create surrealist art and realist art in order to compare how easily a meaning or theme can be found. Prior research has yet to be conducted on this comparison. A limitation was that the analysis is bias since this research was done by the artist. Data was collected through creation and comparative analysis. Subjects included three surrealist artworks that each had a realist counterpart. Results showed that surrealism is more effective at showing meaning/themes through art. Therefore, the conclusion can be made that in order to make the meaning of the artwork more easily found by the viewer, surrealism should be used.

Introduction

Literature Review

The world is filled with artists, thus the world is filled with art. Anyone can call themselves an artist and anything can be called art. What makes a real artist and what is true art? A true artist sets out to create art and has a reason for doing so. True art has a purpose. It has a reason to exist. Whether that be that an artist was simply expressing an emotion or a designer creates an interface for a new website. If a piece was created with the intention of being art, it is art. No matter the medium. No matter the process. It is created with a purpose. That purpose may just be to release stress in the form of a scribble or a masterpiece done over the course of five years. One of the most simple explanations of art was said by Paul Klee, “Art does not reproduce the visible; rather, it makes visible.”

The creation process for an artist consists of three main parts. The first is the idea. The formation of the purpose. The message that the artist wants to convey to the audience. All art starts with a thought. Some sort of inspiration that leads to creation. The second step is the artist’s decision of how this concept/purpose will be physically displayed. The artist could choose to display their idea in an infinite amount of ways. During this step the artist must consider which method will best be interpreted to the audience. Although some artists might want their art to be left unexplained, this is a crucial step because an artwork can easily be misinterpreted or completely overlooked if the method is not carefully chosen. The third step is the actual physical process of creating. The stroke of a brush across canvas. The dipping of a pen into an onyx inkwell. This is where the hours of practice and training show. There is a clear difference between an artist that has spent years perfecting their stroke and a beginner even if their first two steps are identical. All of the steps are of equal importance.

Within the world of art many artists have similar purposes as to why they create what they create. A common purpose is to visualize human/societal flaws that are not normally represented in an image. After observing concepts such as greed or self absorption artists will then create art that expose these

weaknesses/flaws. Some artists do this just to make a comment on the imperfections while others are trying to make society more self aware. Even though these artists' first step is very similar, their pieces are drastically different. These artists often make contrasting decisions in step two. The way by which these societal flaws are depicted drastically affects the interpretation of the piece by the audience. The different methods of creation can be sorted into two main categories. The first being abstract and second being non abstract. An abstract piece is simply a piece that does not replicate reality and a non abstract depicts possible reality. The most prominent no abstract movement is Realism. Realism was the result of artists deciding to change. They no longer wanted to create art like other artists had been creating it (The Art History, 2014) During the 1850s a group of artists in France began to tire of the pieces they had been seeing during their lives. They were done with Romanticism. Romanticism was filled with bizarre subjects such as winged demons and humans were depicted with inaccurate, exaggerated emotions. The Realists decided that they wanted to depict people more accurately. They created pieces that represented exactly what they observed with their eyes. Realist pieces were often done of ordinary people in ordinary



Fig. 1. Gustave Courbet, Bonjour Monsieur Courbet. 1854, Oil on canvas, 4' 3" x 4' 11".

settings. No matter the social class or importance of the subject, each was depicted just as they were observed (Art Fortune). The commercial and industrial revolution can be observed in realist works. The popularity of realism drastically grew when photography was invented. People no longer wanted to see strange paintings of heaven and hell but rather what was really going on in the world. One of the most famous pieces during this time is Bonjour, Monsieur Courbet, 1854

(Fig. 1). A Realist painting by Gustave Courbet. Courbet depicted three average men as closely to reality as he could. The realist movement had a lasting impact on art all throughout history.

All other art movements that do not attempt to recreate reality fall under the category of abstract. This includes movements such as expressionism, cubism, impressionism, dadaism, etc. One of the more

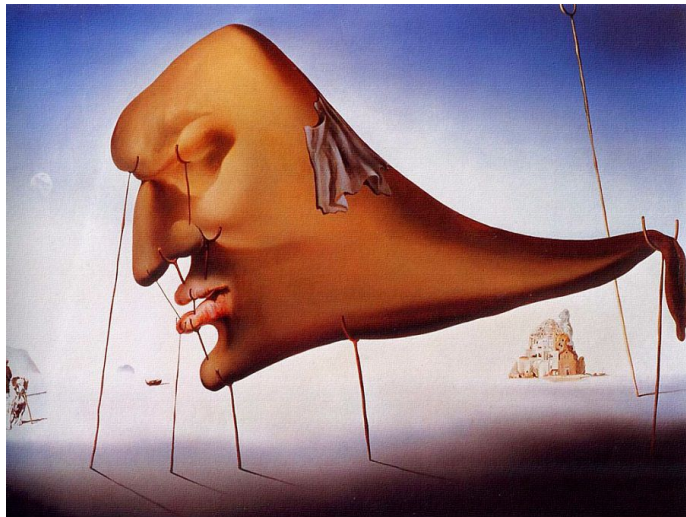


Fig. 2. Salvador Dali, *Le Sommeil (Sleep)*. 1937
Oil on Canvas, 510mm x 780mm.

prominent and recent movements is surrealism. Surrealism is similar to realism in some aspects. Both contain elements that are true to reality. However, surrealism uses these elements to create something impossible and imaginative. According to *The Art Story* (2014), a very popular source of information on art history, Surrealism was formed during the 1920s after World War I. Artists believed

that humanities focus on logic and rational thought somehow lead to violence. Surrealist artists rejected rationalism and focused on the imagination of the human mind (Moma). They were very interested in dreams and abstract thought. Their pieces often depict real objects that are arranged or distorted to create a very strange look. The most famous surrealist artist is Salvador Dali. One of his more popular pieces is *Le Sommeil (Sleep)*, 1937 (Fig. 2). The audience can tell that there is a face but the way it is portrayed in the painting is not like any face that can be observed. Surrealism opens up a whole new world of ideas and concepts. It is more free and expressive than realism and shows more of what's going on in the artist's mind. Surrealism is not limited to disfigured faces and melting clocks. Surrealism can come in many different forms. Salvador Dali is the only common known surrealist but there are many modern surrealist artists that use very diverse styles and mediums. The artist Emilio Villalba is an excellent example of modern surrealists. He focuses primarily on portraits such as "Untitled" (Fig. 3). He uses real facial

features and distorts or duplicate them to create a very strange image. There is no real limit to surrealism.

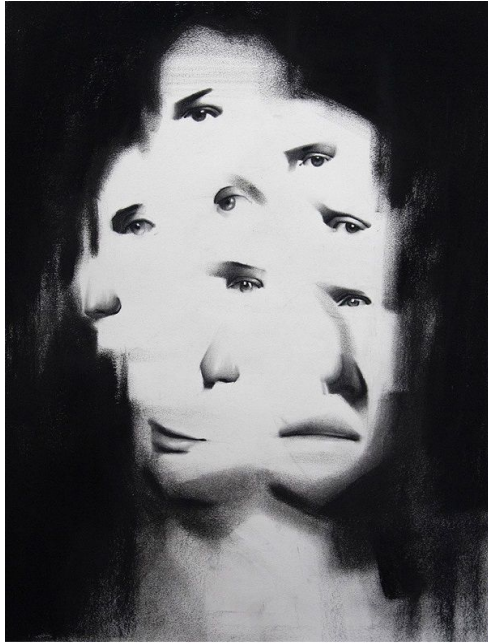


Fig. 3. Emilio Villalba, Untitled. 2016
Charcoal on Paper, 14" x 22."

The only rule is that it must be imaginative. It is one of the most expressive forms of art because of this rule.

Today there are still many Realist artist as well as Surrealist artists. Realist artists continue to portray exactly what they observe whether it be through photography or painting etc. Surrealists continue to visualize their strange thoughts. When it comes to bringing a societal flaw to the attention of an audience, which method is more effective? While a message can be given through realist pieces, surrealism evokes more thought and allows for more complex concepts to be displayed. An observer is less likely to study and ponder an image of a rat caught in a trap than they are an

image of a rat walking away from a trap with a piece of cheese and leaving its head behind. Surrealism opens up so many more possibilities for the visualization of concepts than realism. It is very difficult to draw the audience in with something they see everyday in their own lives. What intrigues them is a unique perspective into the mind of an artist and an image they have never seen before nor expected to see.

Method

Overview

The the process used to analyze the artworks was Experimental Research. This method was the best choice for the research because it is simple and focuses on cause and effect. The variables considered were the elements of surrealism and symbolism in the artworks and the correlating meaning/them for each piece. The creation of each piece was done with a specific issue/meaning in mind. The artworks all contained various different forms of surrealism. Not all of the the pieces even depicted humans such as *The Sacrifice of Mice*, which depicts a mouse caught in a rat trap. Also, different body parts were depicted as being separated. As different forms of surrealism were used, different flaws/meanings were conveyed. A “flaw” could be something as simple as greed. It could also be a more a complex issues within society. The effectiveness and clarity of these flaws within the artworks were analyzed in a qualitative data table in contrast with pieces that do not use surrealism.

Instruments

H pencil

*This is used to sketch
the idea roughly,*



Kneaded Eraser

*This is used to correct any mistakes
made during the first sketch.*



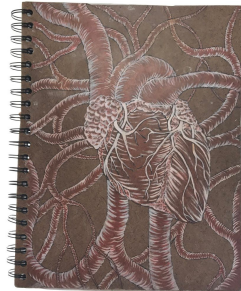
0.05 mm felt tip pen

*This is used to trace the
lines in the rough sketch*



12" x 9" sketchbook

*This is where the sketch and
the pen drawing is done.*



Adobe Photoshop CC 2015

*This is the program in which the final
product is created.*

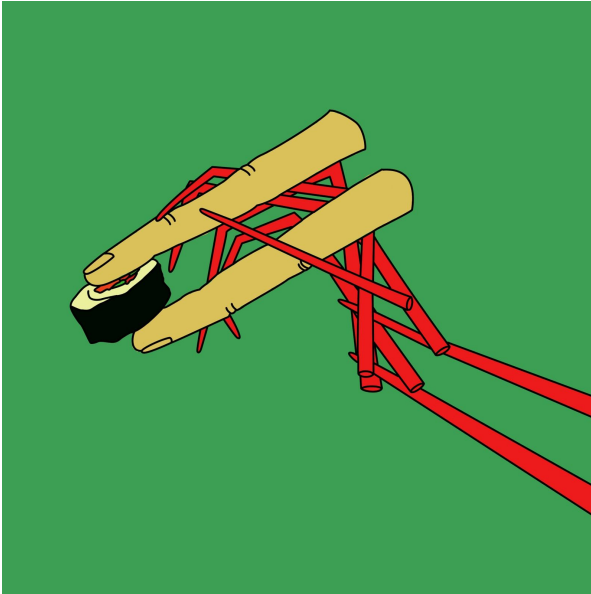


Procedure

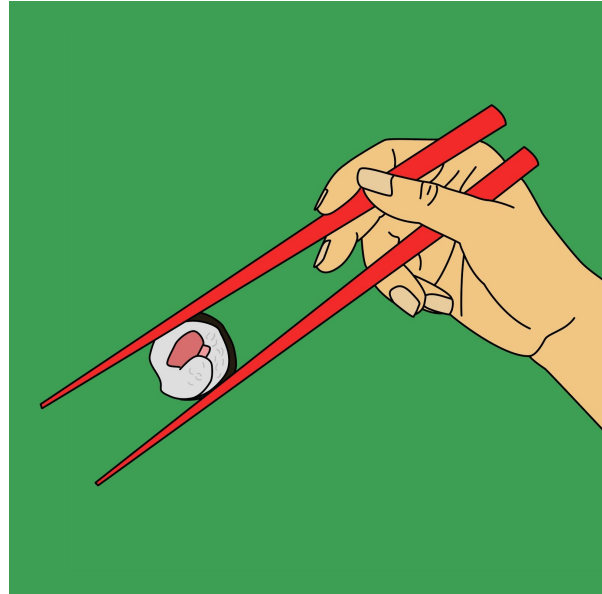
To begin a piece an idea for the subject and the composition must be created. The subject can be chosen by selecting familiar object/figure and changing aspects to create a surrealist metaphor. Once the subject has been chosen the composition must be created. Different sketches are made to visualize the position of the objects in relation to one another within the piece. The length of this step may vary because it could take many attempts before the desired look is achieved. Once one is selected the drawing can begin. To aid in the accuracy of the subject an image can be taken of a figure posed similar to the figure/subject created in mind. This step will improve the proportions and perspective of the piece. Then use 2H pencil is used to sketch the subject. Once the pencil drawing is done a kneaded eraser is used to correct any errors in proportion or composition. Once the proportions are correct the 2H pencil is no longer needed. A 0.05 mm felt tip pen is used next. The pen is used to trace directly on top of the pencil drawing. Once the drawing is completely traced an eraser is used to erase all of the pencil drawing so that only the pen drawing is left. Once only the traced line remains a picture is taken with an iPhone of the drawing. This image is sent to a laptop that has Adobe Photoshop CC 2015 installed. Then Ps (Adobe Photoshop CC 2015) is opened. Once opened the following options are selected: File, New. This opens a new window that has options for the new file/image. First the title is chosen. Then the size is changed to 10 inches by 10 inches. The resolution is set to 300 dpi. The color is RGB (8 bit). The background is set to white. Once the new file is created a new layer is created by clicking the new layer option. Then the “file” menu is opened and “place embedded” is chosen. Then the imaged of the drawing is selected. Then the image is resized and positioned to fit on the work area. Once it is correctly positioned a new path is created by clicking the new path option. Then the pen tool is selected by pressing the “p” key. Once selected, the tool is used to trace all of the lines in the image of the drawing. Once the path is complete the brush tool is selected by pressing the “b” key. Then the brush size is set to 10px and the brush hardness is set to 100%. Then the create new stroke option is chosen within the path window. This stroke is done in

black and is created on the previously blank layer that was created. Then a new blank layer is created below the layer containing the stroke. Then the brush tool is selected. Then a new color is selected to fill in the subject. The brush size is set to 20-250px depending on the size of the subject that needs to be filled in. The brush tool is then used to apply color to the layer behind the stroke layer. Once the piece is colored correctly a background color must be selected. The background color should complement the colors used within the subject. Once the background color has been chosen the piece must be exported. The “file” dropdown menu is opened and the “save as” option is chosen. The file is saved as a .psd file first. Then the “file” dropdown menu is opened and the “save as” option is chosen. The file is saved as a .jpeg. The .jpeg file is the finished piece and can be uploaded or sent anywhere. After the Surrealist piece is created a piece depicting the same subject in realist form is created. The same steps above are followed but the image may only depict what could possibly be seen in actual reality. The artworks are then placed into the data table and analyzed thoroughly.

Findings

*Illustration Set No.1**Chopsticks*

Chopsticks is a digital illustration done in Adobe Photoshop CC. It depicts red chopsticks in the form of a hand that appear to be holding a pair of human fingers. The fingers have a sushi roll between them. All of this is done on a green background. The piece is square and the focal point is located on the left side. The color scheme is complimentary. This piece is meant to represent materialism.

Realist Chopsticks

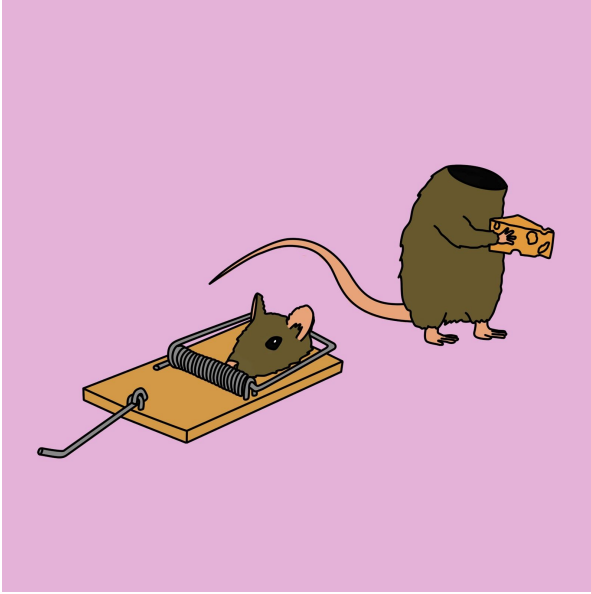
This is the realist version of *Chopsticks*. It is a digital illustration done in Adobe Photoshop CC. It depicts a human hand holding red chopsticks. Between the ends of the chopsticks is a sushi roll. All of this is done on a deep green background. The piece is rectangular and the focal point is located on the left side. The color scheme is complimentary. This piece is meant to represent materialism.

*Illustration Set No.2**Candle Man*

Candle Man is a digital illustration done in Adobe Photoshop CC. It depicts a human figure sitting and carving a face into a pumpkin with a knife. The human figure appears to have a candle instead of a head. The figure is surrounded by jack o'lanterns. All of this is done on a dull blue background. The piece is square and the focal point is located in the center. The color scheme is complimentary. This piece is meant to represent lack of identity.

Realist Candle Man

This is the realist version of *Candle Man*. It is a digital illustration done in Adobe Photoshop CC. It depicts woman sitting and carving a face into a pumpkin with a knife. The figure is surrounded by jack o'lanterns. All of this is done on a dull blue background. The piece is square and the focal point is located in the center. The color scheme is complimentary. This piece is meant to represent lack of identity.

*Illustration Set No.3**Mouse Trap*

Mouse Trap is a digital illustration done in Adobe Photoshop CC. It depicts a rat trap with a mouse head on it. Next to the trap is a mouse body standing and holding a piece of cheese. All of this is done on a pale pink background. The colors are saturated and the mouse trap is simple. The mouse head is expressionless and plain. The piece is square and the focal point is located in the center. This piece is meant to represent lack of identity.

Realist Mouse Trap

This is the realist version of *Mouse Trap*. It is a digital illustration done in Adobe Photoshop CC. It depicts a rat trap with a dead mouse caught in it. Next to the dead mouse is a piece of cheese. The mouse is a dark dull color. The rat trap is also a very dull color. There are crumbs of cheese next to the mouse's hand. All of this is done on a pale pink background. The piece is square and the focal point is located in the center. This piece is meant to represent lack of identity.

Analysis

Chopsticks

This piece was meant to represent the theme of materialism. The surrealist version evokes much curiosity. First makes the viewer question what they are looking at. It then makes them question “why?” At this point the piece has done its job already in a way. It has made the viewer think and look within themselves for an answer. The viewer could then conclude that the chopsticks are using the person just as products and materialism controls people. The Realist version seems to be less thought provoking. The audience does not have to wonder what it is. It could be easily overlooked and passed by. To derive the theme of “materialism” from this piece would be extremely far fetched and unlikely. The only aspect that might hint at materialism in the realist piece are the colors. Red represents the fast and instant marketing that often uses red in their branding. The green represents envy and the longing for something.

Candle Man

This piece was meant to represent the theme of identity. The surrealist version poses many questions to the viewer. First, what is the figure? Why is the head missing? What is in place of the head? This gets the viewer thinking and analyzing. They then could conclude that the man is a candle and he wears the pumpkins like a jack o’lantern. Then the viewer wonders “why?” Since there are many heads around the man it could be inferred that he/she is unsatisfied with their own work. Then the viewer could see that it is representative of how people are unsatisfied with themselves and keep changing their identity for others. The realist piece actually seems to be affective as well. It poses the question of “why is she carving so many pumpkins?” This spark of curiosity could lead to the same conclusion that the surrealist piece did. Although, the realist piece could be more easily ignored and forgotten.

Mouse Trap

This piece was meant to represent the theme of greed. The surrealist version is very strange and would catch the viewer’s attention easily. They then would wonder why the mouse’s head came off and why he

is standing with the cheese instead of being dead. The piece is very simple which draws the focus more on the content instead of distracting the viewer with details. The viewer can conclude that the mouse sacrificed his head to get the cheese. This could then lead them to believe greed caused this sacrifice. The realist piece is more detailed and more repulsive. This could make the viewer want to look away and not take the time to analyze it. However, if the viewer did take the time to analyze it they could draw the same conclusion as the surrealist piece. One aspect that could make the concept of greed more obvious is using a different background color. Pink does not represent greed. Using green would have been a better choice. However, the pink makes the piece more inviting and pleasing to look at.

Limitations

There is one obvious and significant limiting factor within the research. All of the analysis was done by the researcher. This greatly increases bias and decreases the validity of the analysis. This could have limitation could have been avoided by implementing a survey to get outside opinions of the artworks. The survey would have a large sample size and include both artists and non-artistic participants. It would ask the participants to try and identify a meaning or theme within one of the surrealist pieces and then ask them to do the same with a realist piece. They would then note how quickly they were able to find a specific message or if they could not find one at all. This would give the researcher a better idea of how art is analyzed by the common person. Adding multiple perspectives would lead to a more accurate conclusion and benefit other artists more by showing them how non-artistic people perceive surrealism. Another limitation is the amount of artworks. There are only three surrealist pieces and their realist counterparts. It would be best to have double that in order to observe more examples of the contrast between the two genres. This would give a diverse selection of surrealist pieces. Some more outlandish and some closer to reality. This would show if more extreme surrealism is more effective or if there is a sweet spot in between surrealism and realism.

Conclusion and Future Directions

The results of the analysis were very interesting. Although the analysis was done by the researcher, there was still an unexpected trend within the three artworks. It was expected that all three artworks would be completely dependent on surrealism to retain the meaning. In reality there seemed to be a spectrum of surrealism dependency and each of the three artworks was placed at a different location on the spectrum. “Mouse Trap” was the least dependent on surrealism. The theme of greed can still be observed from a mouse caught dead in a trap. Surrealism was not completely necessary to show this. Once all three sets of artworks were analyzed it could be seen that each piece had a varying degree of dependency on surrealism. “Mouse Trap” is the least dependent, “Chopsticks” is the most dependent, and “Candle Man” is somewhere in between. It was by complete coincidence that the artworks seemed to fall so neatly into different categories of dependency and it revealed the fact that using surrealism will not always yield the same results. The effectiveness of surrealism is very situational rather than always being beneficial. This could go in many future directions. One would be repeating the research and showing more of the spectrum. This would give a better idea of how surrealism affects the interpretation and give more insight on when surrealism should be used as well as how it should be used. It could lead to the question, “Does surrealism captivate the viewer more so than realism?” It would be very beneficial to the art world to study whether or not surrealism encourages intrigue and interpretation more so than realism. It would show if people are more likely to actually take the time to analyze the piece rather than move on after a quick glance. The use of surrealism in art could be studied in numerous ways. What this research has shown is that using surrealism in visual art can make a message more clear.

References

Bernard Dorival, *Twentieth Century Painters: From Cubism to Abstract Art*, trans. Arnold Rosin (New York: Universe Books, 1958)

<http://questiaschool.com/read/689585/twentieth-century-painters-from-cubism-to-abstract>

J. H. Matthews, *The Imagery of Surrealism* (Syracuse, NY: Syracuse University Press, 1977)

<http://questiaschool.com/read/9057948/the-imagery-of-surrealism>

Dali, Salvador. *Le Sommeil (Sleep)*. 1937. Oil on canvas. 510mm x 780mm.
Museum of Modern Art, New York.

Courbet, Gustave. *Bonjour Monsieur Courbet*. 1850. Oil on canvas. 4' 3" x 4' 11".
Musée Fabre, France.

Villalba, Emilio. *Untitled*. 2016. Charcoal on Paper. 14" x 22".
Location Unknown.

"Surrealism Movement, Artists And Major Works". 2017. *The Art Story*. Accessed March 31 2017.
<http://www.theartstory.org/movement-surrealism.htm>.

"Realism Movement, Artists And Major Works". 2017. *The Art Story*. Accessed March 31 2017.
<http://www.theartstory.org/movement-realism.htm>.

"Realism - Art Fortune - Art Styles". 2017. *Artfortune.Com*. Accessed March 31 2017.
<http://www.artfortune.com/realism/>.

"Moma | Surrealism". 2017. *Moma.Org*. Accessed March 31 2017.
https://www.moma.org/learn/moma_learning/themes/surrealism.

"Surrealism". 2017. *Tate.Org.Uk*. Accessed March 31 2017.
<http://www.tate.org.uk/learn/online-resources/glossary/s/surrealism>.

"Art, Philosophy Of - The Interpretation Of Art". 2017. *Encyclopedia Britannica*. Accessed March 31 2017.
<https://www.britannica.com/topic/philosophy-of-art/The-interpretation-of-art>.

AP[®] RESEARCH 2017 SCORING COMMENTARY

Academic Paper

Sample: J

- 1 Understand and Analyze Context Score:** 4
- 2 Understand and Analyze Argument Score:** 2
- 3 Evaluate Sources and Evidence Score:** 2
- 4 Research Design Score:** 3
- 5 Establish Argument Score:** 3
- 6 Select and Use Evidence Score:** 2
- 7 Engage Audience Score:** 2
- 8 Apply Conventions Score:** 2
- 9 Apply Conventions Score:** 2

LOW SAMPLE RESPONSE

How does using Surrealism in Visual Art Better Show Meaning to the Viewer than Art Using Realism?

Content Area: Understand and Analyze Context — Row 1

The response earned 4 points for this row because the paper identifies a focused topic of inquiry and research question (see page 6, paragraph 2: "When it comes to bringing a societal flaw to the attention of an audience, which method is more effective?"). The response did not earn 2 points because this topic of inquiry is narrow enough to warrant investigation within this context. The response did not earn 6 points because the research question is not defended in relation to a larger context or discipline. Even though the paper discusses Realism and Surrealism in a broad manner on pages 4 to 6, it makes no effort to situate the student's particular investigation of the aesthetic expression of social commentary within a larger discourse.

Content Area: Understand and Analyze Argument — Row 2

The response earned 2 points for this row because the paper identifies and defines Realism and Surrealism in the literature review, but fails to develop them as distinct perspectives placed in dialogue with the student's own inquiry. The response did not earn 4 points because the paper largely employs non-scholarly sources to support its discussion.

Content Area: Evaluate Sources and Evidence — Row 3

The response earned 2 points for this row because the sources presented within the literature review represent a cursory glance at available material in the subject area, leading to a highly superficial and, at times, strongly misleading discussion of Surrealism in particular. For example, on page 5, paragraph 2, the student claims that: "Salvador Dali is the only common known surrealist". The response did not earn 4 points because the paper fails to substantiate the choice and use of its sources.

AP[®] RESEARCH 2017 SCORING COMMENTARY

Academic Paper

Content Area: Research Design — Row 4

The response earned 3 points for this row because the paper's discussion of method is present, though not replicable. The response did not earn 5 points because the method outlined on page 7 and elaborated on pages 8 to 10 is at once vague and oversimplified, and inappropriately detailed. That is, the identification of the method as "Experimental Research" is insufficiently elaborated and the fine-tuned description of steps in procedure (see page 9, paragraph 1: "First the title is chosen. Then the size is changed to 10 inches to 10 inches. The resolution is set to 300dpi. The color is RGB [8 bit]") overlooks more fundamental artistic choices in regards to texture, color, depth, and composition.

Content Area: Establish Argument — Row 5

The response earned 3 points for this row because the paper poses a question (page 6, paragraph 2: "When it comes to bringing a societal flaw to the attention of an audience, which method is more effective?"), mounts an argument, and comes to a conclusion. The response did not earn 5 points because the argument and conclusion are relatively simplistic. For example, on the bottom of page 16, the student states: "What this research has shown is that using surrealism in visual art can make a message more clear" - a provocative claim about Surrealism, but also one which is insufficiently substantiated in the paper.

Content Area: Select and Use Evidence — Row 6

The response earned 2 points for this row because the paper does provide evidence derived from the student's own research in the form of original artworks. The response did not earn 4 points because this evidence is insufficient to support the paper's ambitious claims regarding Realism and Surrealism as conveyors of meaning.

Content Area: Engage Audience — Row 7

The response earned 2 points for this row because the paper's organizational and design elements convey the paper's communication and appeal - as in the reproductions of the student's original works on pages 11, 12, and 13. The response did not earn 1 point because these elements do not detract from the paper's ability to communicate. The response did not earn 3 points because the overall organization of the paper is functional, but does not especially enhance the credibility of the writer.

Content Area: Apply Conventions — Row 8

The response earned 2 points for this row because the paper contains a pattern of missing citations and unsupported claims - for example, the Paul Klee quote on page 3 and unsubstantiated claims on pages 3 and 6. The response did not earn 4 points because these errors are sufficient to detract from the credibility of the student's voice.

Content Area: Apply Conventions — Row 9

The response earned 2 points for this row because the paper uses clear and simple language. The response did not earn 1 point because the use of language does not impede the main idea of the paper. The response did not earn 3 points because the functional language fails to emphasize the nuanced complexities of the aesthetic concepts the student is discussing.