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Sample Student Responses and Scoring Commentary

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AP® Research Academic Paper 2020 Scoring Guidelines

The Response...				
Score of 1 Report on Existing Knowledge	Score of 2 Report on Existing Knowledge with Simplistic Use of a Research Method	Score of 3 Ineffectual Argument for a New Understanding	Score of 4 Well-Supported, Articulate Argument Conveying a New Understanding	Score of 5 Rich Analysis of a New Understanding Addressing a Gap in the Research Base
Presents an overly broad topic of inquiry.	Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.	Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might still be narrowing.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.
Describes a search and report process.	Describes a nonreplicable research method OR provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.	Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence.	Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.
Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Generally communicates the student’s ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Competently communicates the student’s ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Enhances the communication of the student’s ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.
Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND in-text), with few errors or inconsistencies.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.

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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 their voice and that of others; and
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

The Link between Asian American Portrayal in the Media and Euro-American Historical Views

of Asians

Word count: 1202

Figures title: THE LINK BETWEEN ASIAN AMERICAN PORTRAYAL IN THE MEDIA AND EURO-AMERICAN HISTORICAL VIEWS

The Asian American population is continuing to grow throughout the years. The idea that Asian Americans have not been able to truly represent themselves in the media is quite surprising because of how our society is today. The reason this is so hard hitting, is because the way Asian Americans are represented in the general media, ultimately affects the way they are being treated in their everyday lives. There is a problem in or with determining the root cause of the lack of Asian American representation in the entertainment industry and social media, and the way it affects Asian Americans in society. Despite the pervading theory that there should be a wide scale of representation in media of all subgroups in American society and media, the reserved characteristic of Asian culture could be an explanation as to why there had been a lack of exposure of the Asian American culture in society. This problem has negatively impacted the way Asian Americans are perceived in society and the way they are treated because of the previous accusations and the lack of relevance in society that they have as a subgroup. A possible cause of this problem is stereotypes that have come into society and the lack of acknowledgement of certain subgroups. This study, which will observe the amount of Asian American presence there is in the media (movies, tv shows, magazines, advertisements), and then be compared to their opposing Euro American presence. There will also be a look at some history on the treatment of Asians and Asian Americans to look at the relationship between the groups and their opportunity on having success in the now media driven world.

Darrell Hamamoto (1994) gives attention to the history of Asians and their contribution to America and the way that they have been portrayed by white Americans. Hamamoto believes that this also translates to the way that Asian Americans are represented in the media now. The author states that the Asian American characters that are seen throughout television history are

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often one dimensional in comparison to the European American main characters. The author provides this evidence from looking into the UCLA Film and Television Archives. Hamamoto (1994) has looked into popular TV shows that have had significant Asian/Asian American characters in shows like *AfterMASH* and *Star Trek* has alluded to Asian Americans being servants who clean and take care of their white American colleagues. The author is able to talk about the way that the white Americans treat Asian Americans. The way that Asians have been treated, the suggested way that things could change would be the cultural aspect and the capability that all other Americans are able to see and appreciate the difference in the cultures. Another article that compliments this general idea of the way Asian Americans are treated differently by the way they are portrayed looks at a different form of media. The article is focused on the way that Asian Americans are portrayed in magazines and advertisements. Ki-Young Lee and Sung-Hee Joo (2005) are able to look at the amount of representation that Asian Americans have within magazines and way that they must look in them. They are able to see that Asian Americans are supposed to fit a stereotypical role which is widely shown throughout many magazines. Lee and Joo (2005) do logistic regression analyses to support their findings and claim that there is an expectancy violation to make the magazines. The authors believe that with the stereotypes, and the constant reinforcement of it through the advertising, it can cause negative affects to the members of the Asian American community. In the article, "Getting the message: Media images and stereotypes and their effect on Asian Americans" it emphasizes the way that Asian American culture is perceived in the "monoracial standard" of America. Mok (1998) speaks about the way that media often falsely portrays the Asian American culture and the way that it affects the perception of them. When people often use the media as a source of

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information in judging certain people, the author sees how it can affect the self-awareness of Asian Americans and see how they feel about being a person of color within society.

There is an article, “Racial microaggressions and the Asian American experience” that reports the way that a group of Asian Americans and their racial microaggressions were being looked at. Sue, Bucceri, Lin, Nadal, & Torino (2007) construct a questionnaire that allowed for 8 main microaggressive themes that are directed toward the Asian American group. These 8 themes are feeling like an alien in their own land, ascription of intelligence, the exoticization of Asian women, invalidation of interethnic differences, denial of racial reality, pathologizing cultural values/communication styles, second class citizenship, and invisibility. This is almost direct to the problem when questions were being asked to actual Asian Americans and the way they personally were experiencing what it was like being an Asian American in our society. An article that relates to that topic is towards inaccurate portrayals that are harmful and stereotyped against Asian Americans “Asian Americans in the television media: Creating incentive for change.” Which makes white racism primarily dominant and puts minorities to a disadvantage in society and economics. The author believes that the media can manipulate societal norms which affect everyone. Kwak (2004) also believes that television's widespread influence can reduce social inequity and should be exploited when possible.

In one of the most recent articles about this topic, “In 1993, 'Joy Luck Club' Changed Hollywood. Until It Didn't,” focuses on the issue of Asian American representation in the entertainment industry and how far Asian Americans have come within decades of a very significant Asian American based movie, the Joy Luck Club. Chow (2018) believes that Asian American representation in the film industry should have/could have been kick started with the release of the Joy Luck Club in 1993. It was a significant piece which allowed for many people

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to become aware of Asian American culture and received a large amount of praise at the time.

But the Asian American representation hadn't quite furthered like people would have expected, and Asian Americans were back behind the scenes pretty much up until the movie *Crazy Rich Asians* released this year. Chow pointed out that there was such a significant gap for another Asian American "movement" (so to speak) and he questions if this movement will stick, and if the representation of this subgroup will get a time in the spotlight and stay there.

Then on the contrary, there is another article that sees things like stereotypes as sort of a great thing that will benefit them with the way they were treated by other Americans. This article speaks about the "model minority" and how it is the most influential stereotype of Asian Americans today. In the article, it is evaluating another article and how the term "model minority" is seen as a seemingly positive stereotype. Kawai, Y. (2005) the history of Asians and Asian Americans are looked at to see the dialect of the "model minority" and how it is portrayed in Hollywood. Racial meanings for Asian Americans has to look at the history of America and their relation with Euro Americans.

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

Sample: I

Score: 1

The Link between Asian American Portrayal in the Media and Euro-American Historical Views of Asians

The paper earned a score of 1 because it is a simplistic review of existing knowledge. The paper presents an overly broad topic of inquiry, the way Asian Americans are represented in the general media (page 2).

The paper didn't earn a score of 0 because it does have a topic, albeit broad, and summarizes and reports on existing knowledge in the field.

This paper didn't earn a score of 2 because there is no presentation of a method that would produce student-generated information and there is no evidence that any data were collected, evaluated, or analyzed using such a method. There are also no results or a written conclusion.