AP English Language and Composition

Practice Exam #1 and Notes

For the **Spring 2020 Exam**

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Practice Exam

Exam Content and Format

The AP English Language and Composition Exam is 3 hours and 15 minutes long. There are two sections:

- Section I is 1 hour and consists of 45 multiple-choice questions, accounting for 45 percent of the final score.
- Section II is 2 hours, 15 minutes and consists of 3 free-response questions accounting for 55 percent of the final score.

Administering the Practice Exam

This section contains instructions for administering the AP English Language and Composition Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets. (Reminder: Final instructions for every AP Exam are published in the AP Exam Instructions book.)

SECTION I: Multiple Choice

When you are ready to begin Section I, say:

Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.

You have 1 hour for this part. Open your Section I booklet and begin.

Note Start Time Note Stop Time	
After 50 minutes, say:	
There are 10 minutes remaining.	
After 10 minutes, say:	

Stop working. I will now collect your Section I booklet and multiple-choice answer sheet.

There is a 10-minute break between Sections I and II.

SECTION II: Free Response

After the break, say:

Section II is the free-response portion of the exam.

The total Section II time is 2 hours and 15 minutes. This includes a 15-minute reading period. During the reading period, you will read and plan what you will write. You may take notes on the pages that contain the exam questions, but you must write your answers on the designated lined pages.

You may now open the Section II booklet and begin the reading period. Note Start Time here _____. Note Stop Time here_____. After 15 minutes, say: Stop. The reading period is over. You have 2 hours to complete Section II. You are responsible for pacing yourself, and may proceed freely from one question to the next. You must write your answers on the designated lined pages for the free-response questions. The suggested writing time for Question 1, 2, and 3 is 40 minutes each. After 40 minutes, you will be advised to go on to the next question. Open your Section II booklet and begin. Note Start Time . Note Stop Time . After 40 minutes, say: It is recommended that you now move on to the next question. Note Start Time _____. Note Stop Time _____. After 40 minutes, say: It is recommended that you now move on to the next question. After 30 minutes, say: There are 10 minutes remaining. After 10 minutes, say: Stop working and close your exam booklet. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected. Collect a Section II booklet from each student and check that each student wrote his or her answers on the lined pages corresponding to each question. Then say:

The exam is over. You are now dismissed.

Name:	

AP® English Language and Composition Answer Sheet for Multiple-Choice Section

No.	Answer
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AP® English Language and Composition Exam

SECTION I: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time 1 hour

Number of Questions

 $\begin{array}{c} \textbf{Percent of Total Score} \\ 45\% \end{array}$

Writing Instrument
Pencil required

Instructions

Section I of this exam contains 45 multiple-choice questions.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the English faculty who serve on the AP English Language and Composition Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

ENGLISH LANGUAGE AND COMPOSITION SECTION I

Time—1 hour

45 Questions

Directions: This part consists of selections from nonfiction works and questions on their rhetorical situation, claims and evidence, reasoning and organization, and style. After reading each passage, choose the best answer to each question and then enter the letter in the corresponding space on the answer sheet.

Note: Pay particular attention to the requirements of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1 - 13. Read the following passage carefully before you choose your answers.

(This passage is excerpted from a book published in 2002.)

Lakota tradition encouraged its fighting men to publicly recount their exploits in battle. Waktoglaka (wah-kto-glah-kah) is the word for that old custom, meaning "to tell of one's victories." It seems illogical that a culture in which humility was a virtue could allow its fighting men to brag in public. There was, however, an essential requirement: Each and every action recounted had to be verified by at least one witness. That verification ensured the truth. To truthfully describe one's action in combat through the forum of ceremony was not considered bragging because the recounting—the story of the action—was a gift. It became part of the identity and the lore of the storyteller's warrior society, and it served to strengthen the entire village—not to mention that the deed recounted served as an example for young men to emulate.

Most men who did the waktoglaka did not repeat the story unless asked because they realized the value of humility. While exploits in the arena of combat were the way to establish and enhance a good reputation and gain status in the community, lack of appropriate humility was a sure way to taint one's reputation and erode hard-won status. In other words, once the battle was over it was time to be humble.

To traditional Lakota, humility was the one virtue that enhanced other virtues. To be generous was good, for example, as long as one did not call attention to his or her generosity. Anything good that was done or said with humility carried more impact. According to all the stories, one of the most humble of all Lakota was Crazy Horse.

Crazy Horse was an Oglala Lakota. The Oglala, which means "to scatter one's own," were (and are) one of the seven Lakota groups. His is one of the most familiar names to emerge from the turbulent nineteenth century in the American West. In western American history, written by Euro-Americans, he is popularly regarded as the conqueror of both General George Crook and Lieutenant Colonel George Custer. On June 17, 1876, he led seven hundred to nine hundred Lakota and Cheyenne warriors and stopped Crook's northward advance at the Battle of the Rosebud, on the Rosebud River in what is now north central Wyoming. Eight days later, one thousand to twelve hundred Lakota and Northern Cheyenne warriors under his leadership, as well as the able leadership of several other notable Lakota battlefield leaders, defeated Custer's Seventh Cavalry at the Battle of the Little Bighorn. Crazy Horse was thirty-six years old at the time, and his combat experience and leadership helped to thwart—albeit temporarily—the United States Army's grand plan of 1876 to capture and herd all the Lakota onto reservations once and for all. But we Lakota don't remember him primarily because he defeated Crook or Custer; we remember him because—in spite of his larger-than-life achievements on the field of battle—he was a humble man.

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As a matter of fact, Crazy Horse's steadiness under fire earned him his first adult name, prior to Crazy Horse. Because he had a habit of dismounting in the midst of fighting, then kneeling beside his war horse to take deliberate aim at the enemy, he became known as His Horse Stands in Sight. Such conduct earned him more combat honors by his early twenties than most men achieved in an entire lifetime. He was known far and wide for his daring and recklessness in combat, but also for his ability to make good tactical decisions. If anyone earned the right to participate in the waktoglaka ceremony, it was he. But according to all the stories handed down about him he never did.

For all of his life Crazy Horse was painfully shy and probably spoke in public only twice. Though he was entitled to wear the symbols of his many achievements on the battlefield—eagle feathers—he was known to dress plainly. If he wore any decoration at all it was usually a single feather.

- 1. The passage is most likely excerpted from which of the following?
 - (A) A Lakota folk tale that encourages youth to emulate an important elder
 - (B) A cultural analysis that reveals the mythology of Lakota warrior society
 - (C) A Lakota author's account of his ancestral culture's history and values
 - (D) An attempt to reconcile the different values expressed in Lakota society
 - (E) An instructional guide that teaches readers the Lakota path to humility

- 2. Which of the following statements best summarizes the main claim about Crazy Horse's cultural legacy that is developed in the passage?
 - (A) He exemplifies the Lakota culture's devotion to truth.
 - (B) He embodies the virtue of humility in Lakota society.
 - (C) He symbolizes the fate of Lakota warriors who fail at waktoglaka.
 - (D) He epitomizes the Lakota warrior who enhances his status by telling stories.
 - (E) He typifies the Lakota warrior who is overly concerned with appearances.
- 3. According to the fourth paragraph, the battles of June 1876 established Crazy Horse's reputation for which of the following?
 - (A) Denunciation of his people's praise
 - (B) Commitment to telling only true war stories
 - (C) Generosity to his enemies as well as his friends
 - (D) Shyness about ceremonial displays
 - (E) Leadership skill on the battlefield
- 4. Which of the following best describes how the author represents "western American history, written by Euro-Americans" (paragraph 4, sentence 4)?
 - (A) He rejects it as a false and biased account of the Lakota people.
 - (B) He acknowledges it while suggesting Lakota stories offer a different perspective.
 - (C) He reveres it for its precise methodology and its adherence to objective truth.
 - (D) He denounces it as an attempt to excuse the ineptitude of Crook and Custer.
 - (E) He ignores it in order to present the Lakota people's more comprehensive account.

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Most men who did the waktoglaka did not repeat the story unless asked because they realized the value of humility. While exploits in the arena of combat were the way to establish and enhance a good reputation and gain status in the community, lack of appropriate humility was a sure way to taint one's reputation and erode hard-won status. In other words, once the battle was over it was time to be humble.

To traditional Lakota, humility was the one virtue that enhanced other virtues. To be generous was good, for example, as long as one did not call attention to his or her generosity. Anything good that was done or said with humility carried more impact. According to all the stories, one of the most humble of all Lakota was Crazy Horse.

Crazy Horse was an Oglala Lakota. The Oglala, which means "to scatter one's own," were (and are) one of the seven Lakota groups. His is one of the most familiar names to emerge from the turbulent nineteenth century in the American West. In western American history, written by Euro-Americans, he is popularly regarded as the conqueror of both General George Crook and Lieutenant Colonel George Custer. On June 17, 1876, he led seven hundred to nine hundred Lakota and Cheyenne warriors and stopped Crook's northward advance at the Battle of the Rosebud, on the Rosebud River in what is now north central Wyoming. Eight days later, one thousand to twelve hundred Lakota and Northern Cheyenne

warriors under his leadership, as well as the able leadership of several other notable Lakota battlefield leaders, defeated Custer's Seventh Cavalry at the Battle of the Little Bighorn. Crazy Horse was thirty-six years old at the time, and his combat experience and leadership helped to thwart—albeit temporarily—the United States Army's grand plan of 1876 to capture and herd all the Lakota onto reservations once and for all. But we Lakota don't remember him primarily because he defeated Crook or Custer; we remember him because—in spite of his larger-than-life achievements on the field of battle—he was a humble man.

Crazy Horse was born to be a warrior and a leader. He had an ability to stay calm in the midst of chaos and confusion, and to lead by example. In the Lakota society of his day the arena of combat provided opportunities for fighting men to display skill and courage. Acts of bravery on the battlefield earned them honors within their warrior societies and status in the society at large. Many men who achieved a following as combat leaders also went on to become political leaders as well, such as the Hunkpapa Lakota Sitting Bull.

As a matter of fact, Crazy Horse's steadiness under fire earned him his first adult name, prior to Crazy Horse. Because he had a habit of dismounting in the midst of fighting, then kneeling beside his war horse to take deliberate aim at the enemy, he became known as His Horse Stands in Sight. Such conduct earned him more combat honors by his early twenties than most men achieved in an entire lifetime. He was known far and wide for his daring and recklessness in combat, but also for his ability to make good tactical decisions. If anyone earned the right to participate in the waktoglaka ceremony, it was he. But according to all the stories handed down about him he never did.

For all of his life Crazy Horse was painfully shy and probably spoke in public only twice. Though he was entitled to wear the symbols of his many achievements on the battlefield—eagle feathers—he was known to dress plainly. If he wore any decoration at all it was usually a single feather.

- 5. In his description of the United States Army's plan "to capture and herd all the Lakota onto reservations once and for all" toward the end of the fourth paragraph, the author's tone conveys which of the following?
 - (A) Admiration for the scope of the Army's military ambitions
 - (B) Disapproval of the Army's dehumanizing treatment of the Lakota
 - (C) Awe at the Army's sophisticated strategies and superior weaponry
 - (D) Indignation at the Army's previous failures to follow through on the plan
 - (E) Pride in the Army's foresight and superior managerial skills
- 6. In the last sentence of the fourth paragraph, the author's focus shifts from
 - (A) the turbulent nineteenth century to the peaceful present
 - (B) the Oglala Lakota to the other six Lakota groups
 - (C) Crazy Horse to General Crook and Lieutenant Colonel Custer
 - (D) Euro-American history to Lakota cultural memory
 - (E) Crazy Horse's reputation among the Lakota to his place in history books

- 7. Sitting Bull's example in the fifth paragraph illustrates which feature of Lakota culture?
 - (A) Lakota politicians were contemplative while Lakota warriors were men of
 - (B) Warrior societies offered a path of entry into political power structures.
 - (C) Athletic victories in the arena were as significant as military victories in battle.
 - (D) Different groups within the Lakota prioritized different methods of leadership.
 - (E) Age and experience are even more desirable leadership qualities than bravery to the Lakota.
- 8. In the sixth paragraph, the author uses the story of the name His Horse Stands in Sight to illustrate which of the following?
 - (A) Crazy Horse's combination of recklessness and calculating calm
 - (B) Mounted battle tactics that came to characterize Lakota warfare
 - (C) The importance of a Lakota warrior's skill in horseback riding
 - (D) Crazy Horse's reputation among his people as a model of humility
 - (E) The storytelling style of a participant in the waktoglaka ceremony

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- 9. The passive constructions "he became known" (paragraph 6, sentence 2) and "he was known" (paragraph 7, sentence 2) suggest that the author holds which of the following beliefs about Crazy Horse?
 - (A) Crazy Horse did not know himself as well as his tribesmen knew him.
 - (B) Stories by his contemporaries offer a credible record of Crazy Horse's life.
 - (C) Crazy Horse's habits and appearance are thoroughly documented by historians.
 - (D) Common knowledge supports the author's firsthand observations of Crazy Horse.
 - (E) Crazy Horse's reputation and appearance are unknown to present-day readers.
- 10. In describing Crazy Horse as "painfully shy" near the beginning of the seventh paragraph, the author offers which of the following?
 - (A) An analysis of Crazy Horse's refusal to tell his war stories
 - (B) A personal identification with Crazy Horse's fear of public speaking
 - (C) An attribution of an emotional quality to explain Crazy Horse's humble demeanor
 - (D) A derogatory assessment of Crazy Horse's inept storytelling performance
 - (E) A charge that Crazy Horse was less brave than legend suggests

- 11. Which of the following best explains the author's use of the qualifier "probably" in the first sentence of the seventh paragraph?
 - (A) The author has chosen not to consult historical records for an exact account.
 - (B) Like Crazy Horse, the author shows humility by not asserting his own truth.
 - (C) By acknowledging the probability of error, the author gains readers' sympathy.
 - (D) The author has credible evidence of only two public speeches by Crazy Horse.
 - (E) The author does not want to contradict his earlier claim that Crazy Horse was "shy."
- 12. Which of the following is a logical conclusion that can be derived from the final two paragraphs of the passage?
 - (A) Crazy Horse displayed ferocity and courage in battle and modesty in dress and speech.
 - (B) Crazy Horse's shyness caused him to change his adult name.
 - (C) Elaborately decorated war apparel is a hindrance on the battlefield.
 - (D) Crazy Horse's lone eagle feather symbolized his habit of dismounting in battle.
 - (E) Crazy Horse rejected praise that didn't acknowledge the vital role of his war horse.

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- 13. Which of the following characteristics does the author anticipate may be true of some members of the audience?
 - (A) They are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.
 - (B) They have a detailed knowledge of the military campaigns of General George Crook and Lieutenant Colonel George Custer.
 - (C) They have an insufficient appreciation of humility as a virtue.
 - (D) They have a basic understanding of the combat tactics used by Lakota warriors.
 - (E) They are skeptical of the idea that the qualities of a good leader vary from one culture to another.

Questions 14 - 24. Read the following passage carefully before you choose your answers.

(This passage is excerpted from a speech delivered in 1910.)

Let the man of learning, the man of lettered leisure, beware of that queer and cheap temptation to pose to himself and to others as a cynic, as the man who has outgrown emotions and beliefs, the man to whom good and evil are as one. The poorest way to face life is to face it with a sneer. There are many men who feel a kind of twisted pride in cynicism; there are many who confine themselves to criticism of the way others do what they themselves dare not even attempt. There is no more unhealthy being, no man less worthy of respect, than he who either really holds, or feigns to hold, an attitude of sneering disbelief toward all that is great and lofty, whether in achievement or in that noble effort which, even if it fails, comes to second achievement. A cynical habit of thought and speech, a readiness to criticize work which the critic himself never tries to perform, an intellectual aloofness which will not accept contact with life's realities—all these are marks, not as the possessor would fain to think, of superiority but of weakness. They mark the men unfit to bear their part painfully in the stern strife of living, who seek, in the affection of contempt for the achievements of others, to hide from others and from themselves in their own weakness. The role is easy; there is none easier, save only the role of the man who sneers alike at both criticism and performance.

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. Shame on the man of cultivated taste who permits refinement to develop into fastidiousness that unfits him for doing the rough

work of a workaday world. Among the free peoples who govern themselves there is but a small field of usefulness open for the men of cloistered life who shrink from contact with their fellows. Still less room is there for those who deride or slight what is done by those who actually bear the brunt of the day; nor yet for those others who always profess that they would like to take action, if only the conditions of life were not exactly what they actually are. The man who does nothing cuts the same sordid figure in the pages of history, whether he be a cynic, or fop, ¹ or voluptuary. ² There is little use for the being whose tepid soul knows nothing of great and generous emotion, of the high pride, the stern belief, the lofty enthusiasm, of the men who quell the storm and ride the thunder. Well for these men if they succeed; well also, though not so well, if they fail, given only that they have nobly ventured, and have put forth all their heart and strength. It is war-worn Hotspur, ³ spent with hard fighting, he of the many errors and valiant end, over whose memory we love to linger, not over the memory of the young lord who "but for the vile guns would have been a valiant soldier."

- 14. In the first sentence of the passage, the speaker engages the attention of the audience with which of the following types of statement?
 - (A) A solemn oath
 - (B) A traditional formula
 - (C) A cautionary recommendation
 - (D) A candid confession
 - (E) A skeptical apology
- 15. In the context of the first paragraph, the speaker uses the word "temptation" in the first sentence to convey disapproval of the tendency to
 - (A) indulge in superficial pleasures
 - (B) play different roles for different people
 - (C) dismiss the value of friendship
 - (D) avoid difficult challenges
 - (E) disengage from moral responsibility

¹**fop**: a vain man devoted to his clothing and appearance

²**voluptuary**: a person interested in material wealth and physical satisfaction

³**Hotspur**: a character from Shakespeare's *King Henry IV*, *Part I* who leads a rebellion against the King

- 16. In the first paragraph, the speaker introduces an argument that criticizes
 - (A) "emotions and beliefs" (sentence 1)
 - (B) "all that is great and lofty" (sentence 4)
 - (C) "noble effort" (sentence 4)
 - (D) "intellectual aloofness" (sentence 5)
 - (E) "the stern strife of living" (sentence 6)
- 17. In the first paragraph, the speaker suggests that "the man of lettered leisure" (sentence 1) has a
 - (A) tendency to avoid conflict
 - (B) choice regarding his attitude toward involvement
 - (C) fundamental altruism that influences his actions
 - (D) desire to become better than he is
 - (E) valid reason to hold himself apart from others
- 18. The relationship between the first and second paragraphs is best characterized as
 - (A) a description of people followed by a narrative of their actions
 - (B) an introduction of a phenomenon followed by an enumeration of its causes
 - (C) the presentation of an argument followed by a rebuttal
 - (D) the consideration of pro and con within a single course of action
 - (E) the juxtaposition of two contrasting personality types

- 19. Which of the following choices accurately describes a strategic stylistic decision that the speaker makes in the first two sentences of the second paragraph ("It is not . . . nor defeat")?
 - (A) Negative words such as "not" and "nor" highlight contradictions within opposing viewpoints.
 - (B) Clauses beginning with "who" are used repeatedly to emphasize engaging images of the men under discussion.
 - (C) Punctuation marks are varied to highlight the contradictory qualities of the "man who is actually in the arena."
 - (D) Words highlighting struggle such as "sweat" and "strive" are used to acknowledge that critics of the active life make some valid points.
 - (E) Exaggerated terms such as "the best" and "the worst" are used ironically to undercut the observations of critics.
- 20. The primary purpose of sentences 4 and 5 of the second paragraph ("Among . . . actually are") in the speaker's line of reasoning is to
 - (A) argue for the importance of self-government
 - (B) describe the conditions under which it is possible to act
 - (C) identify the reasons why men choose the cloistered life
 - (D) distinguish different types and degrees of uselessness
 - (E) explain the motivation of the man of action

(This passage is excerpted from a speech delivered in 1910.)

Let the man of learning, the man of lettered leisure, beware of that queer and cheap temptation to pose to himself and to others as a cynic, as the man who has outgrown emotions and beliefs, the man to whom good and evil are as one. The poorest way to face life is to face it with a sneer. There are many men who feel a kind of twisted pride in cynicism; there are many who confine themselves to criticism of the way others do what they themselves dare not even attempt. There is no more unhealthy being, no man less worthy of respect, than he who either really holds, or feigns to hold, an attitude of sneering disbelief toward all that is great and lofty, whether in achievement or in that noble effort which, even if it fails, comes to second achievement. A cynical habit of thought and speech, a readiness to criticize work which the critic himself never tries to perform, an intellectual aloofness which will not accept contact with life's realities—all these are marks, not as the possessor would fain to think, of superiority but of weakness. They mark the men unfit to bear their part painfully in the stern strife of living, who seek, in the affection of contempt for the achievements of others, to hide from others and from themselves in their own weakness. The role is easy: there is none easier, save only the role of the man who sneers alike at both criticism and performance.

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without

error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. Shame on the man of cultivated taste who permits refinement to develop into fastidiousness that unfits him for doing the rough work of a workaday world. Among the free peoples who govern themselves there is but a small field of usefulness open for the men of cloistered life who shrink from contact with their fellows. Still less room is there for those who deride or slight what is done by those who actually bear the brunt of the day; nor yet for those others who always profess that they would like to take action, if only the conditions of life were not exactly what they actually are. The man who does nothing cuts the same sordid figure in the pages of history, whether he be a cynic, or fop, ¹ or voluptuary. ² There is little use for the being whose tepid soul knows nothing of great and generous emotion, of the high pride, the stern belief, the lofty enthusiasm, of the men who quell the storm and ride the thunder. Well for these men if they succeed; well also, though not so well, if they fail, given only that they have nobly ventured, and have put forth all their heart and strength. It is war-worn Hotspur,³ spent with hard fighting, he of the many errors and valiant end, over whose memory we love to linger, not over the memory of the young lord who "but for the vile guns would have been a valiant soldier."

¹**fop**: a vain man devoted to his clothing and appearance

²**voluptuary**: a person interested in material wealth and physical satisfaction

³**Hotspur**: a character from Shakespeare's *King Henry IV*, *Part I* who leads a rebellion against the King

- 21. Hotspur represents an example of
 - (A) "the same sordid figure in the pages of history" (paragraph 2, sentence 6)
 - (B) "a cynic, or fop, or voluptuary" (paragraph 2, sentence 6)
 - (C) "the being whose tepid soul knows nothing of great and generous emotion" (paragraph 2, sentence 7)
 - (D) "the men who quell the storm and ride the thunder" (paragraph 2, sentence 7)
 - (E) "the young lord" (paragraph 2, sentence 9)
- 22. Which observation best counters the speaker's argument about action in the passage?
 - (A) Action without discretion can incur disastrous results.
 - (B) Change can only occur through direct action.
 - (C) True action can only be achieved by leaders of men.
 - (D) Individual action is more important than collective action.
 - (E) Failure to act often instills a sense of shame.

- 23. The passage as a whole claims that the learned cynic's core failings are
 - (A) indecision and procrastination
 - (B) poor health and bad manners
 - (C) vanity and rude language
 - (D) cowardice and inauthenticity
 - (E) indiscretion and ill-temper
- 24. The speaker's tone in the passage is best described as
 - (A) inquisitive
 - (B) critical
 - (C) pedantic
 - (D) apologetic
 - (E) egocentric

Questions 25 - 32. Read the following passage carefully before you choose your answers.

(The passage below is a draft.)

- (1) The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think. (2) Psychologists Jessie Sun and Simine Vazire at the University of California, Davis, have shown that while people offer accurate self-assessments of many individual traits, they tend to miss when they are being rude to others. (3) As it turns out, knowing what your personality is generally like is not the same as accurately discerning how you are behaving in the moment—an important distinction when it comes to treating other people considerately.
- (4) According to Sun and Vazire, self-knowledge can be divided into trait self-knowledge and state self-knowledge—in other words, knowledge of your own characteristics as opposed to "knowledge of how your personality fluctuates from moment to moment." (5) Sun and Vazire conspired on an experiment to study the latter category. (6) The study's experimental subjects were equipped with audio recorders that would automatically activate every 9.5 minutes during the day, recording thirty seconds of audio at each activation. (7) Participants completed self-evaluations at certain times of day according to several different personality measurements: extroversion, agreeableness, conscientiousness, and neuroticism.
- (8) The self-assessments and the ratings of objective observers generally aligned. (9) But Sun and Vazire noticed some major differences among different categories of personality traits. (10) Participants often reported feeling more neurotic—anxious or worried—than the observers believed. (11) However, there were even larger discrepancies between observers' and subjects' assessments of agreeableness—a description encompassing qualities like warmth, friendliness, and tact. (12) Sun and Vazire saw these results as remarkable, given that agreeableness might be expected to be a more obvious trait.
- (13) Sun and Vazire argue that the study underscores the importance of state self-knowledge in ordinary interactions, since "being aware of and able to do something about your disagreeableness in the

moment might be more useful than knowing that you are generally a disagreeable person." (14) These facts make it obvious that everyone should behave accordingly.

25. The writer is considering changing the beginning of sentence 1 (reproduced below) to better introduce the topic and engage the reader's attention.

The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think.

Which of the following versions of the underlined portion of sentence 1 best accomplishes this goal?

- (A) (As it is now)
- (B) "Know yourself" is a well-known maxim, but the latest findings in social psychology suggest
- (C) The latest findings in social psychology, a field that reflects what people have written about the human mind for thousands of years, are now suggesting
- (D) Many people would say that self-reflection is an important habit, and the suggestion from the latest findings in social psychology is
- (E) Social psychology is a constantly evolving discipline, and its latest findings suggest

26. The writer wants to avoid revealing any potential biases in sentence 5 (reproduced below).

Sun and Vazire conspired on an experiment to study the latter category.

Which of the following versions of the underlined portion of sentence 5 best accomplishes this goal?

- (A) (as it is now)
- (B) dreamed up
- (C) fabricated
- (D) threw together
- (E) designed
- 27. The writer wants to add a sentence after sentence 7 to expand on the narrative in the second paragraph and provide additional context for the third paragraph. Which of the following choices best accomplishes this goal?
 - (A) These self-ratings were then compared to the assessments of researchers who listened to the subjects' audio recordings.
 - (B) The study required over nine years of work by the researchers.
 - (C) It took the researchers a long time to transcribe data from the audio recordings of the subjects.
 - (D) Vazire and Sun's test subjects were mostly students at Washington University in St. Louis, Missouri.
 - (E) Vazire was Sun's graduate advisor at the time of the study, although they copublished the results.

28. The writer is considering deleting the underlined portion of sentence 10 (reproduced below) from the sentence.

Participants often reported feeling more neurotic—anxious or worried—than the observers believed.

Should the writer delete the underlined text?

- (A) Yes, because it distracts from the focus of the paragraph by introducing irrelevant details.
- (B) Yes, because it reveals the writer's biases and may therefore affect the audience's acceptance of the overall argument.
- (C) Yes, because it introduces a shift in tone that is not consistent with the language used in the rest of the passage.
- (D) No, because it offers information that may be helpful to the audience in understanding a potentially unfamiliar term.
- (E) No, because it supports an emotional appeal the writer is making in an attempt to persuade the audience to accept the paragraph's claims.
- 29. The writer wants to add the following sentence to the third paragraph.

Sun observed that this is understandable, since subjective feelings of unease are not necessarily apparent to others.

Which of the following is the most logical place to insert this sentence in the paragraph?

- (A) Before sentence 8
- (B) Before sentence 9
- (C) Before sentence 10
- (D) Before sentence 11
- (E) Before sentence 12

(The passage below is a draft.)

- (1) The latest findings in social psychology suggest that self-knowledge is a more complex phenomenon than you might think. (2) Psychologists Jessie Sun and Simine Vazire at the University of California, Davis, have shown that while people offer accurate self-assessments of many individual traits, they tend to miss when they are being rude to others. (3) As it turns out, knowing what your personality is generally like is not the same as accurately discerning how you are behaving in the moment—an important distinction when it comes to treating other people considerately.
- (4) According to Sun and Vazire, self-knowledge can be divided into trait self-knowledge and state self-knowledge—in other words, knowledge of your own characteristics as opposed to "knowledge of how your personality fluctuates from moment to moment." (5) Sun and Vazire conspired on an experiment to study the latter category. (6) The study's experimental subjects were equipped with audio recorders that would automatically activate every 9.5 minutes during the day, recording thirty seconds of audio at each activation. (7) Participants completed self-evaluations at certain times of day according to several different personality measurements: extroversion, agreeableness, conscientiousness, and neuroticism.
- (8) The self-assessments and the ratings of objective observers generally aligned. (9) But Sun and Vazire noticed some major differences among different categories of personality traits. (10) Participants often reported feeling more neurotic—anxious or worried—than the observers believed. (11) However, there were even larger discrepancies between observers' and subjects' assessments of agreeableness—a description encompassing qualities like warmth, friendliness, and tact. (12) Sun and Vazire saw these results as remarkable, given that agreeableness might be expected to be a more obvious trait.
- (13) Sun and Vazire argue that the study underscores the importance of state self-knowledge in ordinary interactions, since "being aware of and able to do something about your disagreeableness in the moment might be more useful than knowing that you are generally a disagreeable person." (14) These facts make it obvious that everyone should behave accordingly.

- 30. The writer wants to add a new sentence at the end of the third paragraph (sentences 8-12) to show how the information in the paragraph serves as evidence for the passage's primary claim. Which of the following choices best accomplishes this goal?
 - (A) According to Sun and Vazire, these results suggest that "there might be some biases that prevent people from recognizing their own agreeable behaviors or disagreeable behaviors."
 - (B) In some instances participants thought they were being rude when observers thought they were not, while in other cases the reverse was true.
 - (C) Additionally, Sun and Vazire reported some discrepancies between self-reporting and observer evaluations for neuroticism, a measure of how much worry the subject was feeling.
 - (D) Sun and Vazire hypothesized that some respondents who overestimated the rudeness of their behavior may have been particularly agreeable people who held themselves to overly high standards.
 - (E) These results, according to Sun and Vazire, "show that we can probably trust what people say about their momentary levels of extraversion, conscientiousness, and likely neuroticism."

31. The writer is considering adding the following sentence after sentence 13.

Due to ethical considerations, Sun and Vazire did not release the audio files they collected, but they did make some transcripts available.

Should the writer make this addition after sentence 13?

- (A) Yes, because it provides an interesting detail that helps to hold the reader's interest.
- (B) Yes, because it strengthens the passage by providing evidence in favor of accepting the study's conclusions.
- (C) Yes, because the reader might otherwise wonder how the study compares to similar research in the field.
- (D) No, because the intended audience is likely to be bored by discussions of research methodology.
- (E) No, because it detracts from the discussion of the implications of the study's findings and thus interrupts the flow of the passage's conclusion.

32. The writer wants to change sentence 14 (reproduced below) to qualify the passage's conclusion and express it in less absolute terms.

These facts make it obvious that everyone should behave accordingly.

Which of the following choices best accomplishes this goal?

- (A) This writer, for one, is confident that everyone should live by that advice.
- (B) Who knows if the results are valid, but either way, Sun and Vazire's advice is worth a try when it comes to improving daily interactions.
- (C) If the researchers' conclusions are correct, careful attention to your behavior is an important tool for ensuring smooth interactions with others.
- (D) Of course, being open to acknowledging that you are being disagreeable in the first place is an important step toward improving your interpersonal relationships.
- (E) Sun and Vazire's conclusions are very interesting from the perspective of those who want to improve their daily personal interactions.

Questions 33 - 39. Read the following passage carefully before you choose your answers.

(The passage below is a draft.)

- (1) In fact, the CDC considers lack of sleep a public health infection. (2) Lack of sleep is tied to conditions like heart disease and high blood pressure, and businesses lose billions of dollars every year due to lost productivity when workers are too exhausted to perform. (3) Given the importance of sleep and the serious impacts that come from not getting enough, everyone should be tracking their sleep patterns.
- (4) A good way to track sleep is with wearable fitness trackers. (5) Mostly worn around the wrist, these devices track movement, and many also detect heart rate, so they can provide excellent information about sleep patterns. (6) These devices use an accelerometer to detect movement in three directions: forward/backward, up/down, left/right. (7) Trackers that measure heart rate can also provide data about how much time asleep is spent in deep sleep as opposed to light sleep.
- (8) The data these devices provide are not as accurate as the data that come from a sleep lab.
 (9) Polysomnography—a sleep study done in a lab—measures a sleeping person's brain waves, eye and leg movements, breathing, and heart rate to get a precise measure of how much sleep the person gets, including accurate measurements of light and deep sleep. (10) Fitness trackers are not as accurate. (11) One study demonstrated that one fitness tracker overestimated sleep time by more than 60 minutes per night. (12) Most trackers also cost over \$100, making them difficult to obtain for many people.
- (13) The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives. (14) With the addition of heart rate monitors, trackers are becoming increasingly accurate. (15) They may never reach the accuracy of polysomnography, but they also do not require a trip to a lab. (16) The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general. (17) Data from a fitness tracker can make it possible to discover patterns and learn more about what disrupts sleep and what leads to healthy sleep. (18) So don't wait; go buy one now!

- 33. Which of the following sentences, if placed before sentence 1, would best introduce the topic to the audience and help set up the main argument of the passage?
 - (A) The Centers for Disease Control and Prevention (CDC), originally known as the Communicable Disease Center, is a federal agency that was founded in 1946.
 - (B) According to a recent report from the Centers for Disease Control and Prevention (CDC), Americans are not getting enough sleep.
 - (C) In 2015 the Centers for Disease Control and Prevention (CDC) issued a study indicating that wearable technology such as fitness trackers are not hazardous to people's health.
 - (D) When I woke up the other morning and checked my fitness tracker, I was disappointed to see that I only got five hours of sleep the night before.
 - (E) A recent study by researchers from Korea and the United States examined the accuracy of a number of different fitness trackers that are commonly used to measure sleep patterns.
- 34. The writer is considering changing the underlined portion of sentence 1 (reproduced below) so that it conveys the information in the sentence in the most precise way.

In fact, the CDC considers lack of sleep a public health infection.

Which version of the underlined portion of sentence 1 best accomplishes this goal?

- (A) (as it is now)
- (B) fragility
- (C) condition
- (D) epidemic
- (E) contagion

35. The writer is considering adding the following sentence after sentence 6.

Based on movement tracking, the devices can estimate how long someone is asleep and how often the person wakes up during the night.

Should the writer add this sentence?

- (A) Yes, because it provides commentary that helps explain why the details presented in sentence 6 are important to the point the writer is making in the paragraph.
- (B) Yes, because it indicates a shift from the discussion of the benefits of fitness trackers to a recognition that trackers are not perfect.
- (C) Yes, because explains the specific effects that result from the cause presented in sentence 6.
- (D) No, because it introduces new evidence without explaining how that evidence affects the central argument.
- (E) No, because it presents evidence that contradicts the claim the writer made in sentence 6.

36. The writer wants to add a sentence before sentence 8 (reproduced below) to introduce the main idea of the third paragraph.

The data these devices provide are not as accurate as the data that come from a sleep lab.

Which of the following sentences best accomplishes this goal?

- (A) It is difficult to say how accurate fitness trackers are when used at home, however, because most research on their effectiveness has been done in laboratory settings.
- (B) Aside from fitness trackers, there are many other tools for monitoring sleep, including smartphone apps and even devices that attach to bedsheets.
- (C) In addition, fitness trackers are becoming less expensive and more accurate as time goes on and technology improves.
- (D) One recent study compared the accuracy of seven different sleep tracking devices.
- (E) Granted, fitness trackers are not perfect tools.

(The passage below is a draft.)

- (1) In fact, the CDC considers lack of sleep a public health infection. (2) Lack of sleep is tied to conditions like heart disease and high blood pressure, and businesses lose billions of dollars every year due to lost productivity when workers are too exhausted to perform. (3) Given the importance of sleep and the serious impacts that come from not getting enough, everyone should be tracking their sleep patterns.
- (4) A good way to track sleep is with wearable fitness trackers. (5) Mostly worn around the wrist, these devices track movement, and many also detect heart rate, so they can provide excellent information about sleep patterns. (6) These devices use an accelerometer to detect movement in three directions: forward/backward, up/down, left/right. (7) Trackers that measure heart rate can also provide data about how much time asleep is spent in deep sleep as opposed to light sleep.
- (8) The data these devices provide are not as accurate as the data that come from a sleep lab.
 (9) Polysomnography—a sleep study done in a lab—measures a sleeping person's brain waves, eye and leg movements, breathing, and heart rate to get a precise measure of how much sleep the person gets, including accurate measurements of light and deep sleep. (10) Fitness trackers are not as accurate.
 (11) One study demonstrated that one fitness tracker overestimated sleep time by more than 60 minutes per night. (12) Most trackers also cost over \$100, making them difficult to obtain for many people.
- (13) The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives. (14) With the addition of heart rate monitors, trackers are becoming increasingly accurate. (15) They may never reach the accuracy of polysomnography, but they also do not require a trip to a lab. (16) The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general. (17) Data from a fitness tracker can make it possible to discover patterns and learn more about what disrupts sleep and what leads to healthy sleep. (18) So don't wait; go buy one now!

37. The writer is considering deleting sentence 13 (reproduced below).

The potential benefits of monitoring sleep patterns using a fitness tracker, however, outweigh the negatives.

Should the writer keep or delete this sentence?

- (A) Keep it, because it gives the writer authority by demonstrating a clear understanding of the benefits of using fitness trackers.
- (B) Keep it, because it provides logical support for the claim made in sentence 2 that lack of sleep causes serious health and business issues.
- (C) Keep it, because it offers a contrasting position that helps rebut the counterargument presented in the third paragraph.
- (D) Delete it, because it does not provide a logical transition from the information in the third paragraph to the information in the fourth paragraph.
- (E) Delete it, because it contradicts the information in sentence 12 about the cost of fitness trackers and the fact that many people cannot afford them.
- 38. Which of the following changes to the underlined portion of sentence 16 (reproduced below) most effectively expresses the relationship between ideas in the sentence?

The measurements are not exact, and there is a strong benefit in that people who track their sleep are apt to be more mindful of sleep in general.

- (A) The measurements are not exact;
- (B) The measurements not being exact,
- (C) Because the measurements are not exact,
- (D) Even if the measurements are not exact,
- (E) The measurements are not exact; furthermore,

- 39. The writer wants to change this passage so that it will be appropriate for doctors and other scientists rather than a general audience. In order to make the passage appropriate for the intended audience, which sentence is most necessary for the writer to delete?
 - (A) Sentence 2
 - (B) Sentence 5
 - (C) Sentence 9
 - (D) Sentence 11
 - (E) Sentence 18

Questions 40 - 45. Read the following passage carefully before you choose your answers.

(*The passage below is a draft.*)

- (1) Since its emergence as a genre, science fiction literature has shown readers visions of the future.
 (2) These fictional scenarios have sometimes become reality. (3) As a result, some readers and critics see forecasting technological and social developments as science fiction's essential goal. (4) However, science fiction's purpose lies not in predicting the future but in providing perspective on the present.
- (5) In Mary Shelley's *Frankenstein* (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions. (6) Although Shelley's novel is sometimes invoked when biological research takes an ethically controversial turn, the novel itself does not try to anticipate the real scientific or technological developments that followed it. (7) Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.
- (8) Richard Morgan's *Altered Carbon* (2002), which depicts a world in which wealthy elites extend their lives indefinitely by uploading their consciousness into new bodies, expresses anxieties about modern society in a similar way. (9) Uploaded consciousness also facilitates interstellar travel in the novel. (10) Rather, the futuristic plot allows Morgan to articulate contemporary concerns about social inequality and its relationship to access to technology.
- (11) Ultimately, the real role of science fiction is to hold a distorted mirror up to contemporary life, exposing what is familiar to a critical eye.

40. The writer wants to illustrate the point made in sentence 2 (reproduced below) by adding historical evidence to the end of the sentence, adjusting the punctuation as needed.

These fictional scenarios have sometimes become reality.

Which choice best accomplishes this goal?

- (A) in Edward Bellamy's 1888 novel *Looking Backward*, for example, all housework such as cooking and cleaning has been turned into paid labor that is organized by the national government
- (B) the works of H. G. Wells, for instance, depicted voyages to the Moon and to the bottom of the ocean long before these achievements were realized
- (C) in the 1950s and 1960s, US military planners studied the ideas in Robert Heinlein and other science fiction novelists
- (D) the Italian artist and inventor Leonardo da Vinci sketched a detailed model of a helicopter centuries before such a vehicle was actually produced
- (E) the science fiction writer Arthur C. Clarke wrote nonfictional speculative essays of "futurology" in addition to his novels

41. The writer is considering deleting the phrase "which many critics consider the first science fiction novel," in sentence 5 (reproduced below).

In Mary Shelley's Frankenstein (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions.

Which of the following factors is most important for the writer to consider when deciding whether to keep or delete the phrase?

- (A) Whether the audience has seen any of the film adaptations of Frankenstein
- (B) Which other works by Mary Shelley the audience is likely to be aware of
- (C) Why some science fiction critics choose not to write about Frankenstein
- (D) What the critics in Mary Shelley's day thought about Frankenstein
- (E) Whether the audience is likely to regard Frankenstein as a science fiction novel
- 42. Which version of the underlined portion of sentence 7 (reproduced below) creates the most logical transition from the previous sentence?

Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.

- (A) (As it is now)
- (B) Perplexingly
- (C) In the same manner
- (D) As one would expect
- (E) Likewise

43. The writer wants to ensure that sentence 9 (reproduced below) develops the parallel discussions of Frankenstein and Altered Carbon in the second and third paragraphs and logically connects the other sentences in the third paragraph.

Uploaded consciousness also facilitates interstellar travel in the novel.

Which version of sentence 9 best accomplishes this goal?

- (A) (As it is now)
- (B) Morgan's style throughout the novel is far from spare.
- (C) The author draws on the conventions of the hard-boiled detective novel—not just on those of science fiction.
- (D) The author does not attempt to provide a detailed scientific account of how such a transformation could happen.
- (E) Critically acclaimed, the novel won the prestigious Philip K. Dick award for best paperback science fiction novel in 2003.

(The passage below is a draft.)

- (1) Since its emergence as a genre, science fiction literature has shown readers visions of the future.
 (2) These fictional scenarios have sometimes become reality. (3) As a result, some readers and critics see forecasting technological and social developments as science fiction's essential goal. (4) However, science fiction's purpose lies not in predicting the future but in providing perspective on the present.
- (5) In Mary Shelley's *Frankenstein* (1818), which many critics consider the first science fiction novel, the scientist Victor Frankenstein creates a new form of human life, only to find his creation hideous and regret his actions. (6) Although Shelley's novel is sometimes invoked when biological research takes an ethically controversial turn, the novel itself does not try to anticipate the real scientific or technological developments that followed it. (7) Instead, it reflects the concerns of Shelley and her contemporaries about the consequences of unchecked technological development in the Industrial Revolution, such as pollution and the loss of traditional ways of life.
- (8) Richard Morgan's *Altered Carbon* (2002), which depicts a world in which wealthy elites extend their lives indefinitely by uploading their consciousness into new bodies, expresses anxieties about modern society in a similar way. (9) Uploaded consciousness also facilitates interstellar travel in the novel. (10) Rather, the futuristic plot allows Morgan to articulate contemporary concerns about social inequality and its relationship to access to technology.
- (11) Ultimately, the real role of science fiction is to hold a distorted mirror up to contemporary life, exposing what is familiar to a critical eye.

- 44. The writer is considering adding the following sentence immediately before sentence 11.
 - Those who believe that science fiction predicts the future are simply wrongheaded.

Should the writer make this addition?

- (A) Yes, because it makes a claim that effectively reinforces the writer's point of view regarding the readers and critics mentioned in the first paragraph.
- (B) Yes, because it adds an important qualification regarding the point the writer makes about science fiction and forecasting in the first paragraph.
- (C) Yes, because it provides an effective transition between the information given in sentence 10 and the refinement of the writer's position offered in sentence 11.
- (D) No, because it creates an inappropriate shift in tone at the beginning of the passage's final paragraph.
- (E) No, because the point it makes is not consistent with the writer's analysis of science fiction novels in the passage.

- 45. The writer wants to add a sentence after sentence 11 to conclude the passage with a quotation that effectively restates and reinforces the overall argument. Which choice best accomplishes this goal?
 - (A) In the words of literary critics David Rejeski and Robert Olson, "to be human is to ponder the future."
 - (B) According to English professor John Huntington, "If we in the present are going to think about the future in any scientific way, we have to reason from the experience of the past."
 - (C) As University of Glasgow lecturer Gavin Miller argues, "Science fiction does not invite us to be prophets, but anthropologists making sense of a complex and troubling foreign culture—which we may eventually come to recognize as our own."
 - (D) As political scientists Joseph Coates and Jennifer Jarratt observe, "Today is the best indicator of tomorrow, but today decreases in value for points further in the future."
 - (E) As science fiction writer Orson Scott Card puts it, novelists must imagine fantastical and sometimes terrifying possibilities, "so that if the worst does come, we'll already know how to live in that universe."

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING:

- PLACED YOUR AP ID LABEL ON YOUR ANSWER SHEET
- WRITTEN AND GRIDDED YOUR AP ID CORRECTLY ON YOUR **ANSWER SHEET**
- TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET

AP® English Language and Composition Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

2 hours and 15 minutes **Number of Questions**

Percent of Total Score

Writing Instrument

Pen with black or dark blue ink

Reading Period

15 minutes. Use this time to read the question and plan your answer to Question 1, the synthesis question. You may begin writing your response before the reading period is

Writing Period

Time

2 hours

Suggested Time

40 minutes per question

Weight

The questions are weighted equally.

Instructions

The questions for Section II are printed in this booklet. You may use this booklet to organize your answers and for scratch work, but you must write your answers on the lined pages provided for each question.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading Question 1, analyzing and evaluating the sources, and planning your answer. You may read the other essay questions at this time. You may begin writing your response before the reading period is over.

Section II of this exam requires answers in essay form. Each essay will be judged on its clarity and effectiveness in dealing with the assigned topic and on the quality of the writing. Quality is far more important than quantity. You should check your essays for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections.

Write clearly and legibly. Number each answer as the question is numbered in the exam. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. You may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

ENGLISH LANGUAGE AND COMPOSITION SECTION II

Total time—2 hours and 15 minutes
3 Questions

Question 1

Suggested reading and writing time—55 minutes

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

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

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

Space exploration has historically been led by government programs with public funding, but in 2004 the United States legalized privatized space travel. Since then private industries have been investigating ways to make exploring space both affordable and profitable. Critics of privatized space exploration believe that the costs of space travel are too prohibitive to be worthwhile for the general public.

Carefully read the following six sources, including the introductory information for each source.

Write an essay that synthesizes material from at least three of the sources and develops your position on the extent to which privatizing space exploration is beneficial.

Source A (McCarthy)

Source B (Schwartz)

Source C (Pappalardo)

Source D (table)

Source E (cartoon)

Source F (Al-Rodhan)

In your response you should do the following:

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

Source A

McCarthy, Kevin. "Commercial Space: Hearing Before the Subcommittee on Space, Committee on Science, Space, and Technology." 20 Nov. 2013, www.govinfo.gov/content/pkg/CHRG-113hhrg86894/pdf/CHRG-113hhrg86894.pdf.

The following is excerpted from the testimony of a United States representative during a congressional hearing.

America is built on a strong heritage of exploration, discovery, and innovation. From President Thomas Jefferson's commissioning of the Lewis and Clark Expedition to exploring the American West, to the Transcontinental Railway linking east and west together, to the public-private partnership that helped the airline industry grow to become a safe mode of travel all over the world, to the internet, which has generated as much economic growth in 15 years as the Industrial Revolution did in 50.

Space, like the internet before the dot-com boom of the 1990s, was originally a government-run enterprise. Many believe that the commercial spaceflight is poised to have its own dot-com moment in the near future. NASA's Commercial Crew and Cargo program alone has already created thousands of high-quality jobs here in America, including many at the NASA Dryden Flight Research Center, which I represent. My district is also home to Mojave Air and Space Port where many commercial spaceflight companies have located to research, develop, and test their hardware that will soon take Americans back to space.

This is why I support the commercial spaceflight industry: the creation of thousands of good paying jobs on U.S. soil and the continuation of America's legacy in space exploration and innovative technologies. Think about this: Over the last 50 years, about 500 humans have been to space. With the commercial space market, the number could double over the next ten years with the government only serving as a customer. The next U.S. astronauts to fly to space on American rockets will do so because of this new model.

The use of innovative public-private partnerships offers the government new ways of solving problems. A study shows these partnerships benefit the taxpayer, by providing space services at nearly 1/10 the cost of traditional contracting methods, getting results for less money, getting innovation, growth, and risk-sharing in the private sector. As NASA leads continued exploration missions and related technology development, entrepreneurs will follow, spending their own money and creating new industries.

However, it is up to us as legislators to ensure our current regulatory environment is appropriate for the needs of the 21st Century and to make sure safety is paramount in the commercial spaceflight industry's endeavors. This is why I introduced H.R. 3038 to ensure that the U.S. commercial spaceflight industry has a clear path ahead as it continues to innovate and generate high-quality American manufacturing jobs. A robust commercial space industry will also help attract students to the STEM fields of education by inspiring the next generation to literally reach for the stars.

Source B

Schwartz, John. "Thrillionaires: The New Space Capitalists." *The New York Times*, 14 June 2005, www.nytimes.com/ 2005/06/14/science/space/thrillionaires-the-new-space-capitalists.html.

The following is excerpted from a newspaper article about space entrepreneurship.

[Paul G.] Allen, who became a co-founder of Microsoft, is responsible for SpaceShipOne, the pint-size manned rocket that won the \$10 million Ansari X Prize competition last year as the first privately financed craft to fly to the cusp of space—nearly 70 miles up.

Mr. Allen is not the designer; that is Burt Rutan, the legendary aeronautical engineer with the sideburns that look like sweeping air scoops. He is not one of the test pilots who made the competition-winning flights; they are Michael Melvill and Brian Binnie. Mr. Allen is, instead, the one who gets little glory but without whom nothing is possible—he is the guy who signs the checks. And he did what the rich do: he hired good people.

The SpaceShipOne flight made him the best-known member of a growing club of high-tech thrillionaires, including the Amazon founder Jeff Bezos, who find themselves with money enough to fulfill their childhood fascination with space. Rick N. Tumlinson, co-founder of the Space Frontier Foundation, a group that promotes public access to space, said the effort had become a geeky status symbol. "It's not good enough to have a Gulfstream V," he said. "Now you've got to have a rocket."

Many self-professed "space geeks" say the possibility that entrepreneurs like Richard Branson of the Virgin Group may help regular people see the black sky—well, regular rich people, at least—has drawn away much of the excitement that government-financed human space efforts long enjoyed.

"It's completely shifted," said Charles Lurio, a space consultant with an interest in private efforts that goes way beyond ardent. "This is where the action is, not at NASA."

The new generation of deep-pockets space entrepreneurs includes Mr. Bezos, who founded Blue Origin, in Washington State, and quietly announced this year that he had bought 165,000 acres of land in West Texas as a base for his eventual launching operations.

Elon Musk, the founder of PayPal, created the rocket company SpaceX, and John Carmack, the creator of computer games like Doom and Quake, has been testing rocket designs through his company, Armadillo Aerospace near Dallas.

The engine for Mr. Allen's craft was developed by SpaceDev, a company formed as a second act by another computer entrepreneur turned space man, Jim Benson. And Larry Page, a co-founder of Google, recently joined the board of the X Prize Foundation.

The rise of the space money men is a unique moment in history, said Dr. Peter H. Diamandis, a co-founder of the X Prize. "There is sufficient wealth controlled by individuals to start serious space efforts," he said.

What's more, they are frustrated, he went on, adding: "The dreams and expectations that Apollo launched for all these entrepreneurs have failed to materialize. And in fact, those who look into it realize that the cost of going into space has gone up and the reliability has, effectively, gone down."

For Mr. Allen, 52, SpaceShipOne was no set-it-and-forget-it bauble of a project. It was an expression of a lifelong passion, he said, a "love of science and technology, and what can be done with engineering."

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Source C

Pappalardo, Joe. Spaceport Earth: The Reinvention of Spaceflight. Abrams Press, 2017.

The following is excerpted from a book about advances in spaceflight.

SpaceX's footprint at Cape Canaveral is getting larger. The company is planning a new launch control center, the details of which became public in the form on an environmental review. The first renders resemble a giant water tower with the curves of a Martian vehicle from The War of the Worlds, standing as high as three hundred feet over Kennedy Space Center. SpaceX calls it "a very uniquely shaped building with limited windows" and adds that, "mitigation to reduce bird collisions will be addressed in the final design."

Why does it have to be so big? "The launch and landing control center would be of sufficient size to host a data center; firing room; engineering room; control center for Falcon 9, Falcon Heavy and Dragon; customer control center; temporary customer offices; and indoor and outdoor meeting space," the company says in the environmental impact report.

SpaceX's expansion at Kennedy anticipates a ferocious satellite launch schedule. "There are over 70 missions on its manifest from commercial and government customers in the U.S. and countries around the world, representing more than \$10 billion under contract," SpaceX says in the report.

SpaceX plans on building a 133,000-square-foot hangar to handle these customers. "With plans to refurbish and reuse Falcon vehicles to support manifest rate, an additional vehicle processing and storage facility is required," the report says.

Fitting the company's sense of its place in history, SpaceX company is reserving an area to serve as a "rocket garden" to display its retired, trailblazing spacecraft to visitors. There's a similar such garden at Kennedy Space Center's visitor's center, which tells you something about the place SpaceX sees itself in aerospace history.

This is not just hubris. Musk and SpaceX have changed the trajectory of spaceflight, not just in the United States but across the world. The increase in launch competition and drop in launch prices is called the "SpaceX effect" for good reason. And the company is poised to keep going, using the profits from paying customers to create even more ambitious rockets and spacecraft meant to carry people.

In 2019 the company will launch astronauts to the International Space Station, proving its human-rated Dragon capsule is ready for customer rental. What the company does with a crew-rated capsule will be sure to capture headlines, and already has.

In fall 2018, SpaceX announces the identity of the first private passenger it intends to shoot into space: Japanese billionaire Yusaku Maezawa. The passenger comes on stage to reveal that he will fund a trip around the moon and will take six others with him as part of a global art project in 2023. "I choose to go to the moon," Maezawa says during the announcement. "With artists!"

This isn't a stunt, this is a customer. The whole point of the private space movement is that anyone could pay for a ticket for any reason. The old idea that space is reserved for stern-faced scientists and military pilots—and any other flight is silly—is an archaic, vanishing distinction.

SPACEPORT EARTH by Joe Pappalardo. Copyright © 2017, 2019 Joe Pappalardo. Used by permission of Abrams Press, an imprint of Harry N. Abrams, Inc., New York. All rights reserved.

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Source D

Federal Aviation Administration. *The Annual Compendium of Commercial Space Transportation:* 2018. Jan. 2018, www.faa.gov/about/office_org/headquarters_offices/ast/media/2018_AST_Compendium.pdf.

The following is excerpted from a government report about commercial flights to space. Suborbital reusable vehicles (SRVs) are commercially developed reusable space vehicles that travel just beyond the threshold of space, about 100 km (62 mi) above the Earth.

U.S.-based providers of SRVs

Operator	Vehicle	Seats*	Maximum Payload kg (lb)	Price	Announced Operational Year
Blue Origin	New Shepard	6	22.7 (50)**	TBD	2017
Masten Space Systems	Xodiac	N/A	TBD	TBD	2016
UP Aerospace	SpaceLoft XL	N/A	36 (79)	\$350,000 per launch	2006 (actual)
Virgin Galactic	SpaceShipTwo	6 passengers 2 crew	600 (1,323)	\$250,000 per seat	2018
World View	Voyager	6 passengers 2 crew	TBD	\$75,000	2018

^{*} Spaceflight participants only; several vehicles are piloted. ** Net of payload infrastructure

Source E

Toos, Andrew. "Their Lowest Cost Vacation Yet." 4 Nov. 2011, www.cartoonstock.com/cartoonview.asp?catref = aton 3069.

The following is a cartoon about space tourism.



Their lowest cost vacation yet.

www.CartoonStock.com

Source F

Al-Rodhan, Nayef. "The Privatization of Space: When Things Go Wrong." *Center for Security Studies* 14 Aug. 2015, isnblog.ethz.ch/technology/power-vertical-or-power-horizontal-russias-challenge-to-the-international-order.

The following is excerpted from an editorial by a member of an international security policies think tank.

A few weeks ago, SpaceX's Falcon 9 rocket carrying an unmanned Dragon capsule destined for the International Space Station (ISS) exploded. The explosion was likely caused by a failed strut. In October of last year, Orbital Sciences had a rocket destined for the ISS explode for unrelated reasons, just after they were awarded a \$1.9 billion contract with NASA. In the wake of these incidents, it may be time to assess the implications of private sector involvement in state-sponsored space programs.

Over the past few years, private companies such as SpaceX and Virgin Galactic have been hailed as the new major players in space. Indeed, they are effectively changing how space exploration is conducted and how related technology is developed and implemented. From an operational point of view, private companies are able to implement decisions and fund projects much faster than most governments can.

These companies have been able to complete missions that only governments had been able to previously, and have garnered major contracts with NASA. But although this takes pressure off of governments and introduces a more competitive environment for space-related innovation, outsourcing government projects can lead to complications, or at the very least, a shift in how space exploration is conducted.

The most cited benefit of the shift to private space exploration is cost. These companies must bid for NASA contracts, which lowers the taxpayer cost of these missions, as some research and development R&D costs are absorbed by the company. Governments and private companies also function differently in terms of the different interest groups to whom they are responsible. NASA is beholden to the government and the taxpayer, while private companies must deal with a more complex web of investors/shareholders, the bottom line, and the need to keep a secure contract. Yet with these benefits, there are new challenges that must be addressed; perhaps the greatest of which is "what happens when something goes wrong"? Rocket missions and space travel are inherently difficult and risky; it's only a matter of time before this becomes a bigger issue. . . .

So far, SpaceX has had a practically flawless track record: under contract with NASA, it has already made seven trips to the ISS. NASA has a strong vested interest in these companies, even geopolitically speaking, as they end the Russian monopoly in supplying the ISS. SpaceX plans on sending humans to space in 2017, and NASA has publicly said that this last incident will not hinder that goal.

So far, so good. While these companies remain private, they still have to answer to their investors, and to governments, but otherwise have quite a large amount of freedom. What will happen when they go on the market? Overnight, the company would have to answer to its shareholders and function in a very different dynamic. The bottom line for a company is arguably more intensely scrutinized than where a government is investing its tax dollars. Given the benefits of private space exploration, it would behoove the government to stand behind such companies when things do go wrong.

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GO ON TO THE NEXT PAGE.

Suggested time—40 minutes.

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

The United States participation in the Second World War began in 1941 and lasted until the Axis powers surrendered in 1945. During that period, on September 24, 1942, Congresswoman Clare Boothe Luce delivered the following address, "The Role of American Women in Wartime," to a women's banking committee. Read the passage carefully. Write an essay that analyzes the rhetorical choices Luce makes to convey her message that women needed to prepare to make more sacrifices as the war effort continued.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

And now I am going to say something which I could only say among us girls. So far in this war we are still the luckiest women in the whole world. For Line instance we still have lipsticks, and even some silk 5 stockings. And although many of us have gone into uniforms, they are still made of good cloth and are well cut. Sisters, for a lot of us, perhaps too many of us, important though the part we have played in it so far, it is still easy—and I almost said "glamorous" for 10 us. But, believe me, for each of us these are the good old days now, my friends.

Now we have got to face a great, big fact. We have got to face the fact that the 'interesting' part of our participation in this war effort is just about over. 15 There isn't going to be any glamour in what we have to do from here on in. I realize that for most women there is little that is glamorous in a war, any war. But we have to be frank enough with ourselves to admit that in our effort to help, we have still managed to do 20 a lot of things that are both helpful and, by a remarkable coincidence, attractive. We've been able, as we went about our wartime activities, to find time to wonder, as I say, a little about those uniforms. We've had time to be disturbed a bit about the 25 freezing of fashion designs, about the lack of silk stockings. Yes, we've found time to look a little for

But, from here on in to victory, glamour is out and toughness is in. From here on in to victory, girls, the

way is going to be hard. From here on in, women and men and children, too, for that matter, are going to have to take on the serious task of winning this war. Our president has called this the "toughest war in history" and whether you here tonight class yourself as a political follower of the president or one of his political opponents, you must accept that definition as completely accurate.

What, then are we women going to do in the tough days that lie ahead? Well, we're going to do a lot of 40 the things we are doing right now, but we are going to do them a lot more intensely and, if you will pardon me, a lot more intelligently.

With our men, we're going to work and fight for victory. We're going to submit, but we're going to 45 understand why we submit to, rules and regulations; we're going to take, and manage with, more and more rationing. We're going to have colder homes, different foods, less clothing—we're going to accept the challenges imposed by these conditions. We're going 50 to keep our homes and jobs going because we know, being women, what happens if we don't keep them going.

The women of the next few years—and please believe that my use of the plural 'years' while 55 pessimistic, is honest—the women of the next few crucial years are going to see that their children, those precious treasures for whom we fight, are kept healthy and warm and well fed and well schooled and as

GO ON TO THE NEXT PAGE.

glamorous.

happy as possible under conditions which are bound to become less and less favorable and not at all glamorous for anyone from here on in.

Yes, ladies, the road ahead is going to be a bumpy one. It is going to be full of ruts and rocks, the ruts of endless, colorless effort, and the rocks of almost insurmountable obstacles. It takes no gifted prophet to foresee this road to victory. A soft war leads to a hard peace. A hard war leads to a happy peace. We must fight a hard war. I think we will not much long kid ourselves that this war can be won by an effort

70 which, though extremely great, is still a comfortable one. I think we are coming to the grim realization that such dreams of comfort are insidious saboteurs of our war effort.

We have got to come to some grim conclusions in
the days that lie ahead. We have got to come to the
conclusion that it will not be won until we all fight to
win it, every minute of every hour of every day, from
here on in. We dare not measure our effort by its drain
on our comforts; we dare to measure it only by its
contribution toward the victory for which we fight.

Suggested time—40 minutes.

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

One of the first-year-student orientation initiatives at a local university is to collect incoming students' cell phones and keep them for 48 hours. The purpose of the initiative is to give students an opportunity to integrate into their new school culture and make friends on campus. Carefully consider the effects of this initiative and the extent to which they might support, complicate, or contradict its intended goals.

Write an essay that argues your position on the advisability of the 48-hour cell phone ban.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

STOP

END OF EXAM	
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THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET. MAKE SURE YOU HAVE DONE THE FOLLOWING:

- COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET
- CHECKED THAT YOUR AP ID LABEL IS IN THE BOX ON THE FRONT COVER

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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Notes on the AP English Language and **Composition Practice Exam**

Multiple-Choice Section

Course Framework Alignment and Rationales

Skill		Essential Knowledge	Unit		
1.A. Identify and describe		RHS-1.A. The rhetorical situation	1		
components of the rhetorical		of a text collectively refers to the			
situation: the exigence, audience,		exigence, purpose, audience,			
purpose	, context, and message.	context, and message.			
(A)		pes reference a specific Lakota practio			
	0 , 0	encouraged young men to emulate successful warriors older than			
	_	s a series of historical facts and cultu			
		typical of a folk tale, so it is not likely	•		
		from one. These facts and observation			
		nd purpose of the passage are a mod	•		
	_	account of his ancestral culture's his	•		
		assage is excerpted from such an acc			
(B)	1	passage does present cultural analysis			
	· ·	one of this analysis discusses mythol	0,		
	· -	assage is excerpted from a cultural a	•		
	, ,,	ather, the historical facts and cultura			
	· -	passage suggest that the context and			
		day Lakota author offering an accoun			
	•	and values and that the passage is ex	xcerpted		
>	from such an account.				
(C)		sents a series of historical facts and cu			
	observations in ways that suggest that the context and purpose of the				
	passage are a modern-day Lakota author offering an account of his ancestral culture's history and values. In the final sentence of the fourth				
		expression "we Lakota" indicates that			
	author is himself a Lakota. Toward the middle of the fourth paragraph,				
	the author indicates that the passage discusses significant events				
	involving the Lakota that occurred during the 1870s. The passage itself				
	was published early in the twenty-first century, so these events are elements of his ancestral culture's history. The final phrase of the fourth				
	paragraph stresses the importance of a particular Lakota cultural value				
by indicating that the Lakota warrior Crazy Horse is re					
	,	y rather than his accomplishments on	•		
		-			
battlefield. Thus, it is likely that the passage is excerpted from a L author's account of his ancestral culture's history and values.			Lanota		
	author o account of file and	contai cartaico motor y una varaco.			

Question 1 (continued)

(D)	Incorrect. The passage does discuss a need to reconcile an activity—waktoglaka—with Lakota society's value of humility, but it does
	not suggest that the various Lakota values it discusses are in need
	of reconciliation, so it is unlikely that the passage is excerpted from
	a longer work focused on such a reconciliation. Rather, the facts
	and observations the passage presents suggest that the context and
	purpose of the passage are a modern-day Lakota author offering
	an account of his ancestral culture's history and values and that the
	passage is excerpted from such an account.
(E)	Incorrect. The passage highlights the strong emphasis Lakota culture
	places on humility but does not offer guidance on how to attain such
	humility, so it is unlikely that the passage is excerpted from such an
	instructional guide. Rather, the facts and observations the passage
	presents suggest that the context and purpose of the passage are
	a modern-day Lakota author offering an account of his ancestral
	culture's history and values and that the passage is excerpted from
	such an account.

Skill		Essential Knowledge	Unit
5.A. Describe the line of reasoning		REO-1.B. Writers may express a	3
	ain whether it supports an	claim and then develop a line of	
argumen	t's overarching thesis.	reasoning to justify the claim.	
(A)	A) Incorrect. Although the passage mentions that honesty is a core Lakota value and suggests that Crazy Horse shared this value, the passage makes no specific claims regarding a cultural legacy built around Craz Horse's honesty. Rather, the author's main claim about Crazy Horse's cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third		
	paragraph and developed	throughout the rest of the passage.	
(B)	is that he embodied the very expresses this claim by into of the third paragraph as and by asserting in the first the Lakota remember him accomplishments. He devover the course of the four accounts of Crazy Horse's about the extreme nature	in claim about Crazy Horse's cultural irtue of humility in Lakota society. The troducing Crazy Horse in the final set "one of the most humble of all Lakota hal sentence of the fourth paragraph the primarily for his humility rather that relops a line of reasoning to justify the 1th through seventh paragraphs by all numerous accomplishments with an of his humility, such as his never part ony (paragraph 6, final sentence) and 1th	hat his e claim ternating ecdotes ticipating

Question 2 (continued)

	2 (continued)
(C)	Incorrect. In the final two sentences of the sixth paragraph, the author indicates that Crazy Horse never participated in a waktoglaka ceremony, and the passage makes no claims indicating that this lack of participation symbolizes the fate of warriors who show insufficient humility and thereby fail at waktoglaka. Rather, the author's main claim about Crazy Horse's cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.
(D)	Incorrect. In the first sentence of the seventh paragraph, the author indicates that Crazy Horse rarely spoke in public, and the passage makes no claims that Crazy Horse or any other Lakota warrior enhanced his status by telling stories. Rather, the author indicates in the second sentence of the second paragraph that "exploits in the arena of combat" were the way to enhance one's status among Lakota warriors, and his main claim about Crazy Horse's cultural legacy is that Crazy Horse embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.
(E)	Incorrect. In the final two sentences of the passage, the author indicates that Crazy Horse dressed plainly, suggesting that he was minimally concerned with appearances. Furthermore, the passage makes no claims about any Lakota warriors being overly concerned with appearances. Rather, the author's main claim about Crazy Horse's cultural legacy is that he embodied the virtue of humility in Lakota society, a claim that is first introduced in the final sentence of the third paragraph and developed throughout the rest of the passage.

Skill		Essential Knowledge	Unit
	tify and explain claims ence within an argument.	CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.	3
(A)	Incorrect. Although the fourth paragraph suggests that many people praised Crazy Horse for his role in the battles of June 1876, the passage does not mention Crazy Horse's denouncing his people's praise and does not suggest that these battles established his reputation for doing so. Rather, the fourth paragraph offers commentary on these battles to establish a logical relationship between the factual evidence it presents and the claim that factual evidence supports that these battles established Crazy Horse's reputation for leadership skill on the battlefield.		
(B)	to the Lakota of telling on in the fourth paragraph at Horse, whom the passage Accordingly, the battles of his reputation for telling of paragraph offers comment relationship between the	rst paragraph does discuss the imporally true war stories, this issue is not rand is not raised in connection with Condicates did not tell war stories at all June 1876 cannot be said to have est only true war stories. Rather, the four stary on these battles to establish a log factual evidence it presents and the clathat these battles established Crazy Fakill on the battlefield.	ised razy l. ablished th gical aim that
(C)	showing generosity to his of June 1876 established h paragraph offers commen relationship between the	agraph makes no mention of Crazy H enemies and does not argue that the his reputation for doing so. Rather, the stary on these battles to establish a log factual evidence it presents and the cl that these battles established Crazy F skill on the battlefield.	battles e fourth gical aim that
(D)	was "painfully shy" and she raised in the fourth paragetited as helping to establish the fourth paragraph offer a logical relationship between that factual evidence.	eventh paragraph asserts that Crazy Inunned ceremonial displays, this issueraph, and the battles of June 1876 are sh his reputation for such shyness. Rars commentary on these battles to est even the factual evidence it presents a see supports that these battles establish dership skill on the battlefield.	e is not not ther, ablish nd the
(E)	significant battles that too played a leadership role for commentary on these suc achievements" in the final a logical relationship betw	ragraph, the author describes two ok place in June 1876 in which Crazy for the victorious side. The author offer cesses, such as terming them "larger-l sentence of the fourth paragraph, to ween the factual evidence he presents se battles established Crazy Horse's rebattlefield.	rs than-life establish and the

Skill		Essential Knowledge	Unit
3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.		CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9
(A)	American history as writt or presents biased accoun perspective on the facts po- last sentence of the fourth to the Lakota for his hum	the author never asserts that western ten by Euro-Americans makes false cluts; rather, he offers a different, contrastresented in such histories by indicating paragraph that Crazy Horse is memorility rather than for the accomplishment an important figure in histories were	sting ng in the orable ents on
(B)	Correct. In the fourth paragraph, the author acknowledges western American history as written by Euro-Americans by offering no objections to the basic facts of the battles of June 1876 as presented by those histories, but he offers a different, contrasting perspective on those facts by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in histories written by Euro-Americans.		
(C)	Incorrect. In the fourth paragraph that his humility rather than for the fourth paragraph than for the fourth paragraph that his humility rather than for the fourth paragraph than four	aragraph, the author acknowledges were by Euro-Americans by offering notes of the battles of June 1876 as present gives no indication that he reveres such its methodology distinctively precipal different, contrasting perspective on stories by indicating in the last sentent Crazy Horse is memorable to the Labor the accomplishments on the battleft gure in histories written by Euro-Americans was a support of the second contraction.	nted ch an ise. the ce of kota for field that
(D)	Incorrect. In the passage to on the part of Crook and western American history for them. Rather, the auth on the facts presented in softhe fourth paragraph the for his humility rather that	the author makes no mention of inept Custer and gives no indication that he as written by Euro-Americans make for offers a different, contrasting persp such histories by indicating in the last nat Crazy Horse is memorable to the lan for the accomplishments on the bar ant figure in histories written by Euro	citude e thinks s excuses oective sentence Lakota ttlefield

Question 4 (continued)

(E) Incorrect. In the fourth paragraph the author incorporates an account of the major battles of June 1876 as presented in typical western American histories written by Euro-Americans, so he cannot be said to ignore such history, nor does he offer a more comprehensive Lakota account of these battles. Rather, the author offers a different, contrasting perspective on the facts presented in Euro-American histories by indicating in the last sentence of the fourth paragraph that Crazy Horse is memorable to the Lakota for his humility rather than for the accomplishments on the battlefield that make him an important figure in Euro-American histories.

Skill		Essential Knowledge	Unit
7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.		STL-1.D. A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.	6
(A)	Incorrect. The passage only refers to the scope of the Army's ambitions in passing, and nothing about the tone of the description conveys admiration for those ambitions. Rather, the author's tone in the description conveys disapproval of the Army's behavior by characterizing it as dehumanizing through choices such as the use of the word "herd," whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.		
(B)	Correct. After giving a detailed and positive description of Lakota cultural values in the first three paragraphs, the author's tone in the phrase "to capture and herd all the Lakota onto reservations once and for all" conveys disapproval of the Army's behavior by characterizing it as dehumanizing through choices such as the use of the word "herd," whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.		
(C)	Incorrect. The passage makes no mention of the army's strategies or weaponry, and nothing about the tone of the description conveys awe. Rather, the author's tone in the description conveys disapproval of the Army's behavior by characterizing it as dehumanizing through choices such as the use of the word "herd," whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.		
(D)	Incorrect. Although the use of the phrase "once and for all" in the description suggests that the Army may have tried and failed to accomplish something similar in the past, nothing about the tone of the description conveys indignation at previous failures to follow through on the plan. Rather, the author's tone in the description conveys disapproval of the Army's behavior by characterizing it as dehumanizing through choices such as the use of the word "herd," whose primary meaning relates to work with animals rather than respectful treatment of fellow human beings.		
(E)	or managerial skills, and r conveys pride in the Army conveys disapproval of the dehumanizing through ch	kes no mention of the army's foresign nothing about the tone of the descript y. Rather, the author's tone in the desc e Army's behavior by characterizing it noices such as the use of the word "he relates to work with animals rather th low human beings.	ion cription t as rd,"

Skill		Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.		REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	reference to turbulent epocentury, but it does not contist focus to the present date paragraph, the author shift in which Crazy Horse is a Crook or Custer," to Lake for having been "a humb in which the author uses	isodes that occurred during the ninet haracterize the present as peaceful or ay. Rather, in the last sentence of the f ifts his focus from Euro-American his remembered "primarily because he do tota cultural memory, in which he stan le man." This shift is an example of the contrast to develop his ideas by exam- ways in which Crazy Horse is remem	eenth shift ourth story, efeated ads out e way
(B)	Incorrect. In the second sentence of the fourth paragraph the author does make reference to the Oglala being one of seven Lakota groups, but this topic is not brought up in the last sentence of the fourth paragraph, and the author does not shift focus in this sentence from the Oglala to other Lakota groups. Rather, in this sentence the author shifts his focus from Euro-American history, in which Crazy Horse is remembered "primarily because he defeated Crook or Custer," to Lakota cultural memory, in which he stands out for having been "a humble man." This shift is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.		
(C)	reference to Crazy Horse Custer, but the shift in fo Lakota cultural memory than from Crazy Horse to of Crazy Horse is then di and this shift in focus fro Horse is remembered "pi to Lakota cultural memo "a humble man," is an example of the custom of the control of the custom of the	the control of the fourth paragraph does make to, General Crook, and Lieutenant Colocus is away from Crook and Custer of Crazy Horse as a humble man, rath to Crook and Custer. Lakota cultural rescussed throughout the rest of the paragraph of the paragraph of the paragraph of the paragraph of the stands out for having ample of the way in which the author leas by examining differences between the stands out for having leas by examining differences between the stands out for having leas by examining differences between the stands out for having leas by examining differences between the stands out for having leas by examining differences between the stands out for having leas by examining differences between the stands of th	onel nto her memory ssage, Crazy r Custer," been uses

Question 6 (continued)

(D)	Correct. In the last sentence of the fourth paragraph, the author shifts his focus from Euro-American history, in which Crazy Horse is remembered "primarily because he defeated Crook or Custer," to Lakota cultural memory, in which he stands out for having been "a humble man." This shift is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.
(E)	Incorrect. The last sentence of the fourth paragraph does make reference to Crazy Horse's reputation among the Lakota and to his place in traditional Euro-American history books, but the shift in focus is away from Crazy Horse's place in Euro-American history books as the man who defeated Crook and Custer and onto his reputation among the Lakota as a humble man. Lakota cultural memory of Crazy Horse is then discussed throughout the rest of the passage, and this shift in focus from Euro-American history to Lakota cultural memory is an example of the way in which the author uses contrast to develop his ideas by examining differences between two ways in which Crazy Horse is remembered.

Skill		Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.		CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	presented as an example of leader prior to becoming Sitting Bull does suggest to leader, but nothing about becoming a political leader in the fifth paragraph illustrated to sentence of the fifth of Sitting Bull to illustrate	tence of the fifth paragraph, Sitting Bu of a man who achieved a following as a political leader. This way of describin that he was a man of action as a combination in a combination of a contemplation of the contemplati	a combating at tive after ample as were er, in mple
(B)	Correct. In the last sentence of the fifth paragraph, the author indicates that Sitting Bull's success as a leader within a warrior society offered him a path of entry into a leadership role within Lakota political power structures. The author strategically uses this example to illustrate the point that warrior societies offered such a path and to amplify the point made in the third sentence of the fifth paragraph that in Lakota culture, success on the battlefield earned status in Lakota society at large.		
(C)	Incorrect. The fifth paragraph makes no mention of Sitting Bull's having had athletic victories, so it cannot be claimed that his example in the fifth paragraph illustrates a feature of Lakota culture in which athletic victories in the arena were as significant as military victories in battle. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.		
(D)	came from a different gro no differences in methods be claimed that Sitting Bu culture in which different different methods of leade paragraph, the author use	fth paragraph indicates that Sitting Bu up within the Lakota than Crazy Hor s of leadership are discussed, so it can ll's example illustrates a feature of Lak- groups within the Lakota prioritized ership. Rather, in the last sentence of the s the example of Sitting Bull to illustrate, warrior societies offered a path of cures.	se, not cota the fifth ate the

Question 7 (continued)

(E) Incorrect. Although age and experience are mentioned several times during the passage, no mention is made in the fifth paragraph of exactly which features of Sitting Bull's background were seen as the most desirable leadership qualities, so it cannot be claimed that Sitting Bull's example illustrates a feature of Lakota society in which age and experience are even more desirable leadership qualities than bravery to the Lakota. Rather, in the last sentence of the fifth paragraph, the author uses the example of Sitting Bull to illustrate the point that in Lakota culture, warrior societies offered a path of entry into political power structures.

Skill		Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.		CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	Correct. In the sixth paragraph, the author explains that the name His Horse Stands in Sight derived from Crazy Horse's reckless behavior of dismounting during battle and kneeling beside his war horse but that while engaging in this behavior he demonstrated calculating calm by taking "deliberate aim at the enemy" (paragraph 6, sentence 2). Thus, it can be said that the author uses evidence strategically and purposefully to illustrate the point that the story of the name His Horse Stands in Sight demonstrates Crazy Horse's combination of recklessness and calculating calm.		
(B)	Incorrect. The story does refer to a particular mounted battle tactic used by one Lakota warrior, but it suggests that this behavior was highly unusual, so it cannot be said to illustrate mounted battle tactics that came to characterize Lakota warfare. Rather, the story illustrates Crazy Horse's combination of recklessness and calculating calm by juxtaposing the recklessness of his habit of dismounting in battle with the calm he demonstrated by taking deliberate aim at the enemy while dismounted.		
(C)	it makes no claims about and the importance of su importance of a Lakota w the story illustrates Crazy and calculating calm by j	refer to a Lakota warrior riding a hor the rider's skill in horseback riding its ch skill, so it cannot be said to illustra varrior's skill in horseback riding. Rath y Horse's combination of recklessness uxtaposing the recklessness of his hab with the calm he demonstrated by taking while dismounted.	elf te the ner,

Question 8 (continued)

(D)	Incorrect. Although elsewhere in the passage the author discusses
	the importance of Crazy Horse's reputation among his people as a
	model of humility, this particular story does not refer to Crazy Horse's
	humility, so it cannot be said to illustrate Crazy Horse's reputation
	among his people as a model of humility. Rather, this story illustrates
	Crazy Horse's combination of recklessness and calculating calm by
	juxtaposing the recklessness of his habit of dismounting in battle with
	the calm he demonstrated by taking deliberate aim at the enemy while
	dismounted.
(E)	Incorrect. Although the passage discusses the storytelling style of
	participants in the waktoglaka ceremony elsewhere, this particular
	story does not discuss storytelling style, so it cannot be said to illustrate
	the storytelling style of a participant in the waktoglaka ceremony.
	Rather, this story illustrates Crazy Horse's combination of recklessness
	and calculating calm by juxtaposing the recklessness of his habit
	of dismounting in battle with the calm he demonstrated by taking
	deliberate aim at the enemy while dismounted.

Skill		Essential Knowledge	Unit
7.B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.		STL-1.L. The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.	7
(A)	that Crazy Horse lacked k passive voice cannot be sa a belief. Rather, the author sentences without attribut suggests that the author be	e sentences suggests that the author be nowledge of himself, so their use of the id to suggest that the author holds such is use of the passive voice in these two ing the claims they make to specific of elieves that these claims are generally Crazy Horse passed on by his content Crazy Horse's life.	ne ch o o observers accepted
(B)	without attributing the cla	of the passive voice in these two sententims they make to specific observers so at these claims are generally accepted orse passed on by his contemporaries Horse's life.	and that
(C)	passed down by the Lakot their use of the passive voi believes that Crazy Horse's documented by historians in these two sentences wit specific observers suggests generally accepted and that	ences focus on claims about Crazy Ho a rather than documented by historia ice cannot be said to suggest that the is habits and appearance are thorough a. Rather, the author's use of the passive hout attributing the claims they make is that the author believes that these claims the stories about Crazy Horse passes a credible record of Crazy Horse's life.	ans, so author ly ve voice e to aims are

Question 9 (continued)

- (D) Incorrect. Although the use of the passive voice in these two sentences without attributing the claims they make to specific observers does suggest that the author sees those claims as common knowledge, the author never made firsthand observations of Crazy Horse, so their use of the passive voice cannot be said to suggest that the author believes that common knowledge supports his own firsthand observations of Crazy Horse. Rather, the author's use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse's life.
- (E) Incorrect. The author makes no claims about the knowledge of presentday readers in these two sentences, so their use of the passive voice cannot be said to suggest that the author believes that Crazy Horse's reputation and appearance are unknown to such readers. Rather, the author's use of the passive voice in these two sentences without attributing the claims they make to specific observers suggests that the author believes that these claims are generally accepted and that the stories about Crazy Horse passed on by his contemporaries offer a credible record of Crazy Horse's life.

Skill		Essential Knowledge	Unit
5.A. Desc	cribe the line of reasoning ain whether it supports an t's overarching thesis.	REO-1.C. Writers explain their reasoning through commentary that connects chosen evidence to the claim.	3
(A)	not recounting his war stories and suggests that this behavior may relate to his having been "painfully shy," but the author never indicates that Crazy Horse declined to tell war stories when asked, so it cannot be claimed that in describing him as "painfully shy" the author offers "an analysis of Crazy Horse's refusal to tell his war stories." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony		nay ndicates cannot offers ner, shy)
(B)	(paragraph 6, final two sentences). Incorrect. In describing Crazy Horse as "painfully shy," the author does suggest that Crazy Horse had a fear of public speaking, but the author gives no indication that he himself suffers from such a fear, so it cannot be claimed that the author is offering "a personal identification with Crazy Horse's fear of public speaking." Rather, the author offers an attribution of an emotional quality (being shy) to explain an aspect of Crazy Horse's humble demeanor—his never having discussed his exploits in battle at a public waktoglaka ceremony (paragraph 6, final		
(C)	explains his reasoning by chosen to demonstrate the demeanor—his never hav waktoglaka ceremony (pa	razy Horse as "painfully shy," the authorized offering commentary that connects e at one aspect of Crazy Horse's humble ing discussed his exploits in battle at ragraph 6, final two sentences)—can on of the emotional quality of being signals.	vidence e a public be
(D)	told stories and says nothing performances Crazy Horse that in describing Crazy I derogatory assessment of Rather, the author offers a shy) to explain an aspect of the stories and the stories are shy to explain an aspect of the stories are shy to explain an aspect of the stories are shy to explain an aspect of the stories are shy to explain an aspect of the stories are shy to explain an aspect of the stories are shown in the stories are shown	icates that Crazy Horse rarely if ever ing about the quality of any storytelling se may have given, so it cannot be clain Horse as "painfully shy," the author off Crazy Horse's inept storytelling perform an attribution of an emotional quality of Crazy Horse's humble demeanor— poits in battle at a public waktoglaka contences).	med fers "a formance." (being this never
(E)	about accounts of Crazy F describing him as "painfu Horse was less brave than an attribution of an emoti of Crazy Horse's humble of	passage suggests that the author has colorse's bravery, so it cannot be claimed lly shy," the author offers "a charge the legend suggests." Rather, the author conal quality (being shy) to explain and demeanor—his never having discusse ic waktoglaka ceremony (paragraph 6	d that in at Crazy offers aspect d his

Skill		Essential Knowledge	Unit
qualified counterar	ain ways claims are through modifiers, rguments, and alternative	CLE-1.X. Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the	7
perspecti		scope of an argument.	
(A)	the author is not sufficient "spoke in public only twice "clearly," the author's refer paragraph suggest that he records, and nothing in the chosen not to consult hist could well be explained by only two public speeches evidence to rule out Crazy which the author is not cu		zy Horse y" or urth orical onally obably" e of icient of
(B)	Horse's humility, the authorse's humility, the authorsesage, and nothing about suggests humility, so it see "probably" here is best exploit asserting his own trut be explained by the authorspeeches by Crazy Horse's	assage makes repeated references to Cor offers a clear point of view through ut the way he makes his arguments spems unlikely that his use of the qualification plained as the author's showing "humh." Rather, this use of "probably" coult's having credible evidence of only twhile not having sufficient evidence to made other speeches of which the author of the speeches of which th	ecifically er ility by d well wo public o rule
(C)	Incorrect. Although the u an acknowledgement on t assertion that Crazy Hors it does not suggest that the wrong than right, nor is it seeking to gain readers' sy well be explained by the a public speeches by Crazy	se of the qualifier "probably" does refule author's part of the possibility that e "spoke in public only twice" is incore author thinks the assertion is more made in a way that suggests the authompathy. Rather, this use of "probably uthor's having credible evidence of or Horse while not having sufficient evidence wing made other speeches of which the	the rect, likely or is " could aly two lence to
(D)	of the seventh paragraph of Crazy Horse spoke in pub- been validated sufficiently such as "definitely" or "cle explained by the author's of speeches by Crazy Horse	the qualifier "probably" in the first set to specify that it is reasonable to asserblic only twice but that this assertion by for the author to use a characterizativarly." This use of "probably" could we having credible evidence of only two while not having sufficient evidence to made other speeches of which the authors to speeches of which the authors are speeches are speeches are speeches of which the authors are speeches are speec	t that has not on ll be public o rule

Question 11 (continued)

(E) Incorrect. Although the author has made an earlier claim that Crazy Horse was "shy," this use of the qualifier "probably" is used to suggest that a piece of evidence supporting that claim is more likely to be valid than invalid, so it cannot be said that a likely explanation for the author's use of the qualifier "probably" here is a desire not to contradict this claim. Rather, this use of "probably" could well be explained by the author's having credible evidence of only two public speeches by Crazy Horse while not having sufficient evidence to rule out Crazy Horse's having made other speeches of which the author is not currently aware.

Skill		Essential Knowledge	Unit
5.A. Describe the line of reasoning and explain whether it supports an argument's overarching thesis.		REO-1.M. The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.	5
(A)			kamples kneeling graph with y twice" with d to these aim that
(B)	shyness and comment on to being known as Crazy changed his adult name, s from these paragraphs that his adult name. Rather, th	aragraphs provide evidence of Crazy how he came to earn an adult name particles, but they say nothing about where one cannot derive the logical conclust Crazy Horse's shyness caused him these paragraphs present evidence to sut Crazy Horse displayed ferocity and others and speech.	orior y he usion o change upport
(C)	Incorrect. The final two passay nothing about whether hindrance on the battlefier from these paragraphs that hindrance on the battlefier to support the logical con	aragraphs mention war apparel, but the elaborately decorated war apparel weld, so one cannot derive the logical coat elaborately decorated war apparel is eld. Rather, these paragraphs present elusion that Crazy Horse displayed fe modesty in dress and speech.	vas a onclusion s a evidence

Question 12 (continued)

(D)	Incorrect. The final two paragraphs mention that Crazy Horse was
	known to wear a single feather, that he was entitled to wear eagle
	feathers, and that he was known for his habit of dismounting in
	battle, but they provide no evidence relating the feather Crazy Horse
	wore to his dismounting in battle, so one cannot derive the logical
	conclusion from these paragraphs that "Crazy Horse's lone eagle feather
	symbolized his habit of dismounting in battle." Rather, these paragraphs
	present evidence to support the logical conclusion that Crazy Horse
	displayed ferocity and courage in battle and modesty in dress and
	speech.
(E)	Incorrect. The final two paragraphs mention Crazy Horse's war horse
	but say nothing about his rejecting praise or insisting that others
	acknowledge the vital role of his war horse, so one cannot derive the
	logical conclusion from these paragraphs that Crazy Horse rejected
	praise that didn't acknowledge the vital role of his war horse. Rather,
	these paragraphs present evidence to support the logical conclusion
	that Crazy Horse displayed ferocity and courage in battle and modesty
	in dress and speech.

Skill		Essential Knowledge	Unit
1.B. Explain how an argument		RHS-1.F. Writers' perceptions of	2
demonstrates understanding of an		an audience's values, beliefs, needs,	
audience	's beliefs, values, or needs.	and background guide the choices	
		they make.	
(A)	Correct. The author choo	ses to explain basic elements of Lakot	a culture,
		e term waktoglaka (paragraph 1, sente	
	and the composition of th	e Lakota people (paragraph 4, sentenc	ces 1–2),
	which suggests that he bel	ieves some members of his audience l	nave
	little background knowled	lge of the Lakota and need basic infor	mation
	about them. He also indicate	ates that it is primarily "we Lakota" wl	no are
	1	from Lakota accounts that stress his l	,
	(paragraph 4, final sentence	ce) rather than Euro-American accour	nts
	of Crazy Horse's battlefield	d successes that made him "one of the	most
		e from the nineteenth-century Americ	
	West (paragraph 4, sentence 3). Thus, it is reasonable to conclude that		
	the author anticipates that some members of his audience "are more		
	familiar with Euro-American accounts of Crazy Horse than with Lakota		
	accounts."		

Question 13 (continued)

(B)	Incorrect. The author chooses to provide basic details about major battles involving General George Crook and Lieutenant Colonel George Custer, which suggests that he anticipates that some members of his audience may lack detailed knowledge of the military campaigns of Crook and Custer; conversely, nothing about the passage suggests that he anticipates that some members of his audience already have detailed knowledge of these campaigns. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.
(C)	Incorrect. Although the author stresses the importance of humility as a virtue to the Lakota, he does not make choices, such as arguing for the importance of humility in general, that would suggest that he anticipates that some members of his audience may have an insufficient appreciation of humility as a virtue. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.
(D)	Incorrect. The author chooses to provide basic details about Lakota combat tactics, which suggests that he anticipates that some members of his audience may lack a basic understanding of the combat tactics used by Lakota warriors; conversely, nothing about the passage suggests that he anticipates that some members of his audience already have such a basic understanding. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.
(E)	Incorrect. The passage does not make claims about how the qualities of a good leader vary from one culture to another, and none of the choices the author makes suggest that he anticipates that some members of his audience may be skeptical of the idea that such variation exists. Rather, the author makes choices that suggest that he anticipates that some members of his audience are more familiar with Euro-American accounts of Crazy Horse than with Lakota accounts.

Skill		Essential Knowledge	Unit
1.A. Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.		RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. The speaker does not offer the audience a promise or oath regarding the speaker's own behavior to engage the audience's attention rather, the speaker engages the audience's attention by introducing the thesis of the passage's argument through the use of the imperative "Let" followed by cautions against a particular behavior.		ittention; ing the
(B)	Incorrect. The speaker does not attempt to engage the audience's attention by reciting a traditional formula; rather, the speaker engages the audience's attention by introducing the argument's thesis through the use of the imperative "Let" followed by cautions against a particular behavior.		ngages rough
(C)	Correct. The speaker engages the audience's attention by using the imperative "Let" to urge the audience to pay attention to the dangers posed by affecting an aloof, cynical indifference to emotions and beliefs. This recommendation cautioning against such behavior serves to introduce the argument's thesis.		
(D)	Incorrect. The speaker does not offer the audience an admission or confession regarding the speaker's own behavior to engage the audience's attention; rather, the speaker engages the audience's attention by introducing the thesis of the passage's argument through the use of the imperative "Let" followed by cautions against a particular behavior.		
(E)	sort to engage the audience audience's attention by int	es not offer the audience an apology of ce's attention; rather, the speaker enga troducing the thesis of the passage's ar perative "Let" followed by cautions ag ng to skepticism.	ges the gument

Skill		Essential Knowledge	Unit
compar	plain how word choice, risons, and syntax ute to the specific tone or a text.	STL-1.A. Words have both connotative and denotative meanings.	5
(A)	(A) Incorrect. In the context of the first paragraph, the speaker does not use the word "temptation" to convey criticism of the tendency to be attracted to superficial pleasures such as food and drink; rather, the speaker uses it to criticize a tendency to be attracted to behaviors that lead to the failing of disengaging from moral responsibility by treating "good and evil as one."		to be ; the ors that
(B)	use the word "temptation" attracted to behaving in d people; rather, the speake to playing one particular	of the first paragraph, the speaker doe "to convey criticism of the tendency to ifferent ways to please different kinds r uses it to criticize a tendency to be a role that leads to the failing of disenga- by treating "good and evil as one."	to be of ttracted
(C)	Incorrect. In the context of the first paragraph, the speaker does not use the word "temptation" to convey criticism of the tendency to undervalue friendship or take friends for granted; rather, the speaker uses it to criticize a tendency to be attracted to behaviors that lead to the failing of disengaging from moral responsibility by treating "good and evil as one."		
(D)	Incorrect. While the paragraph as a whole criticizes the tendency to avoid difficult challenges, the speaker's use of the word "temptation" is connected directly to specific criticism of behaviors that lead to the failing of disengaging from moral responsibility by treating "good and evil as one" rather than to the criticism of avoiding difficult challenges that appears later in the paragraph.		tion" to the od and
(E)	"temptation" to convey th "outgrown emotions and maturity but instead a ma	the first paragraph, the speaker uses at the tendency to believe oneself to beliefs" is not a sign of sophistication infestation of attraction to a dangerount from moral responsibility by treating	and us lure

Skill		Essential Knowledge	Unit
compone	ntify and describe ents of the rhetorical : the exigence, audience, , context, and message.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. In the first paragraph, the speaker criticizes those who believe they have "outgrown emotions and beliefs" rather than emotions and beliefs themselves. The speaker elaborates on this criticism by equating "intellectual aloofness" with "an attitude of sneering disbelief toward all that is great and lofty," which the speaker characterizes as a manifestation "not of superiority but of weakness."		
(B)	Incorrect. In the first paragraph, the speaker criticizes those who hold "an attitude of sneering disbelief toward all that is great and lofty" but does not criticize great and lofty things themselves. The first paragraph introduces the argument criticizing this attitude of sneering disbelief, which it equates with "intellectual aloofness" and goes on to characterize as a manifestation "not of superiority but of weakness."		
(C)	Incorrect. In the first paragraph, the speaker criticizes those who hold "an attitude of sneering disbelief" toward "noble effort" but does not criticize noble effort itself. The first paragraph introduces the argument criticizing this attitude of sneering disbelief, which it equates with "intellectual aloofness" and goes on to characterize as a manifestation "not of superiority but of weakness."		
(D)	Correct. In the first paragraph, the speaker introduces an argument that equates "intellectual aloofness" with "an attitude of sneering disbelief toward all that is great and lofty," which the speaker criticizes as a manifestation "not of superiority but of weakness."		
(E)	to bear their part painfull strife of living itself. The s the outset of the passage a aloofness" with "an attitude of the passage and of the passage are the passage and of the passage and of the passage are the passage are the passage are the passage and of the passage are the passage a	ngraph, the speaker criticizes men "un y in the stern strife of living," not the speaker introduces criticism of such mand elaborates on it by equating "intelede of sneering disbelief toward all that ker characterizes as a manifestation "isss."	stern nen at lectual is great

Skill		Essential Knowledge	Unit
	ntify and describe	RHS-1.B. The exigence is the	1
1 *	ents of the rhetorical	part of a rhetorical situation that	
	: the exigence, audience,	inspires, stimulates, provokes, or	
	context, and message.	prompts writers to create a text.	
(A)	Incorrect. The speaker does not suggest in the first paragraph that all men "of lettered leisure" have a tendency to avoid conflict. Rather, the exigence that has prompted the argument presented in the passage is the belief that such men face a choice regarding involvement with "life's realities."		
(B)	the passage is the belief the between "an intellectual a realities" on the one hand	at has prompted the argument present nat "the man of lettered leisure" faces a loofness" that disdains involvement w , and on the other an embrace of invo pends himself in a worthy cause."	choice tith "life's
(C)	Incorrect. The speaker does not characterize the actions of "the man of lettered leisure" as either selflessly altruistic or self-interested; rather the exigence that has prompted the argument presented in the passage is the belief that such men of leisure face a choice regarding involvement with "life's realities."		
(D)	"of lettered leisure" typica thus become better than t has prompted the argume	es not suggest in the first paragraph the lly have a desire to improve themselve they currently are. Rather, the exigence ent presented in the passage is the beli- garding involvement with "life's realit	es and e that ef that
(E)	men "of lettered leisure" h passage criticizes this beh argues that the reasons of to "hide from others and prompted the argument p	agraph the speaker does suggest that so all themselves apart from others, but avior as a manifestation of weakness aftered for it are invalid excuses for such from themselves." The exigence that he presented in the passage is the belief the a choice regarding involvement with	t the and n men as aat

Skill		Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.		REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	with a particular personal on contrasting them to ot	raph does focus on a description of pelity type, but the second paragraph for her people with a different personality detailing the actions of the people de	cuses y type
(B)	Incorrect. The first paragraph does introduce a phenomenon associated with a particular personality type, but the second paragraph does not focus on enumerating the causes of that phenomenon. Rather, the second paragraph focuses on contrasting people with the personality type described in the first paragraph to people with a different personality type.		
(C)	Incorrect. The first paragraph does present an argument regarding people with a particular personality type, but the second paragraph contrasts people with that personality type to other people with a different personality type to offer support for the argument presented in the first paragraph rather than to rebut it.		
(D)	Incorrect. The first and second paragraphs do not offer contrasting perspectives on a single course of action; rather the first paragraph is devoted primarily to criticizing men with a personality type that takes "pride in cynicism" and "will not accept contact with life's realities" while the second paragraph compares these men unfavorably with a contrasting personality type characterized by the man that embraces action.		
(E)	with a personality type the accept contact with life's reliving." The second paragraph	uph is devoted primarily to criticizing at takes "pride in cynicism" and "will ealities" or take part in "the stern striftraph compares these men unfavorably pe characterized by the man that embels in a worthy cause."	not fe of with a

Skill		Essential Knowledge	Unit
combine and depe	lain how writers create, e, and place independent endent clauses to show hips between and among	STL-1.L. The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.	7
(A)	Incorrect. In the first two sentences of the second paragraph, negative words such as "not" and "nor" do appear repeatedly, but they are not used to highlight contradictions within opposing viewpoints; rather, they are used to highlight the speaker's single viewpoint regarding the differences between two personality types. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by "who" repeatedly to emphasize engaging images of these two personality types and reinforce the contrast between them.		
(B)	Correct. In the first two sentences of the second paragraph, the speaker makes a strategic stylistic decision to use clauses introduced by "who" repeatedly to present engaging and contrasting images of the two types of men under discussion; for example, "the man who points out how the strong man stumbles" but does not engage with life's realities is contrasted to the vivid image of "the man who is actually in the arena, whose face is marred by dust and sweat and blood who spends himself in a worthy cause."		
(C)	Incorrect. In the first two sentences of the second paragraph, a variety of punctuation marks do appear, but the qualities of the "man who is actually in the arena" are portrayed as consistent rather than contradictory, and the different types of punctuation marks found in the section are used to clarify the logical relationship among ideas rather than to highlight contradictions. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by "who" repeatedly to emphasize engaging images of two		
(D)	personality types and reinforce the contrast between them. Incorrect. In the first two sentences of the second paragraph, words such as "sweat" and "strive" are used to praise the man of action for striving "valiantly" and "daring greatly" rather than to acknowledge that critics of the active life make valid points. In this section of the passage, the speaker does make a strategic stylistic decision to use clauses introduced by "who" repeatedly to emphasize engaging images of two personality types and reinforce the contrast between them.		
(E)	no suggestion that superlabeing used ironically; rathrange of possibilities—the failure "while daring great the speaker does make a sintroduced by "who" repe	sentences of the second paragraph, thatives such as "the best" and "the worster, they are used to define the end post triumph of high achievement at one thy" at the other. In this section of the strategic stylistic decision to use clause atedly to emphasize engaging images aforce the contrast between them.	extractive are sints of a extreme, passage, es

Skill		Essential Knowledge	Unit
5.C. Recognize and explain the use of methods of development to accomplish a purpose.		REO-1.K. When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.	4
(A)	Incorrect. Sentences 4 and 5 of the second paragraph refer to the existence of self-government but do not make an argument for its importance. The primary significance of these sentences in the speaker's line of reasoning is to explain that among the "free peoples," the "men of cloistered life who shrink from contact with their fellows" and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.		
(B)	Incorrect. Sentences 4 and 5 of the second paragraph refer to people who use the "conditions of life" as an excuse not to take action but make no argument regarding a distinction between conditions under which it is possible to act and those under which it is not. The primary significance of these sentences in the speaker's line of reasoning is to explain that among the "free peoples," the "men of cloistered life who shrink from contact with their fellows" and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.		
(C)	Incorrect. Sentences 4 and 5 of the second paragraph criticize men who choose the cloistered life, but the reasons for this choice are not presented in this section of the passage. The primary significance of these sentences in the speaker's line of reasoning is to explain that among the "free peoples," the "men of cloistered life who shrink from contact with their fellows" and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.		
(D)	paragraph in the speaker's "free peoples," the "men of their fellows" and fail to ta	nificance of sentences 4 and 5 of the s s line of reasoning is to explain that ar of cloistered life who shrink from cont ake practical action are of little use an practical action but also criticize the a are of even less use.	nong the act with d those

Question 20 (continued)

(E) Incorrect. Sentences 4 and 5 of the second paragraph refer to men of action who "bear the brunt of the day," but their motivation for doing so is not presented in this section of the passage. The primary significance of these sentences in the speaker's line of reasoning is to explain that among the "free peoples," the "men of cloistered life who shrink from contact with their fellows" and fail to take practical action are of little use and those who not only fail to take practical action but also criticize the actions of those who do take action are of even less use.

Skill		Essential Knowledge	Unit
3.A. Identify and explain claims and evidence within an argument.		CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.	3
(A)	Incorrect. It is "the man who does nothing" whom the speaker describes as cutting a "sordid figure in the pages of history," whereas Hotspur is described as a man of action "spent with hard fighting" and therefore represents an example of "the men who quell the storm and ride the thunder."		ng" and
(B)	Incorrect. It is "the man who does nothing" who represents an example of "a cynic, or fop, or voluptuary," whereas Hotspur is described as a man of action "spent with hard fighting" and therefore represents an example of "the men who quell the storm and ride the thunder."		d as a nts an
(C)	Incorrect. "The being whose tepid soul knows nothing of great and generous emotion" is set in opposition to "the men who quell the storm and ride the thunder," whereas Hotspur is described as a man of action "spent with hard fighting" and therefore represents an example of "the men who quell the storm and ride the thunder."		he storm of action
(D)	Correct. Hotspur represents an example of the men of action "who quell the storm and ride the thunder" whom the speaker praises. Like them, Hotspur is described as a man of action "spent with hard fighting" and is then cited as evidence by the speaker that the man of action is memorable whereas men such as the "young lord," who find excuses not to take action, are forgotten.		es. hard nan of
(E)	excuses not to take action, are forgotten. Incorrect. Hotspur is described as a man of action "spent with hard fighting" and is therefore set in opposition to "the young lord" who finds excuses not to take action. As a man of action, Hotspur represent an example of "the men who quell the storm and ride the thunder."		who epresents

Skill		Essential Knowledge	Unit	
qualifie	plain ways claims are and through modifiers, rarguments, and alternative ctives.	CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9	
(A)	whether they succeed or f and have put forth all thei fails to address the possib- action that lacks sufficient without discretion can income	Correct. Throughout the passage, the speaker praises men of action whether they succeed or fail "given only that they have nobly ventured, and have put forth all their heart and strength." Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, the observation that "action without discretion can incur disastrous results" introduces a contrasting perspective on the speaker's argument that serves to rebut or counter it.		
(B)	Incorrect. The speaker argues that "The credit belongs to the man [taking direct action] who is actually in the arena" and would likely agree that "change can only occur through direct action," so this observation does not serve to counter the speaker's argument. Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that "action without discretion can incur disastrous results" introduces a contrasting perspective on the speaker's argument that serves to rebut or counter it.			
(C)	Incorrect. Although the speaker praises men of action throughout the passage, the speaker never makes a claim distinguishing the actions of leaders from the actions of followers, so the observation that "true action can only be achieved by leaders of men" does not serve to counter the speaker's argument that men of action merit praise whether they succeed or fail "given only that they have nobly ventured, and have put forth all their heart and strength." Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that "action without discretion can incur disastrous results" introduces a contrasting			
(D)	perspective on the speaker's argument that serves to rebut or counter it. Incorrect. Although the speaker praises taking action throughout the passage, the speaker never makes a claim distinguishing individual action from collective action, so the observation that "individual action is more important than collective action" does not serve to counter the speaker's argument that men of action merit praise whether they succeed or fail "given only that they have nobly ventured, and have put forth all their heart and strength." Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that "action without discretion can incur disastrous results" introduces a contrasting perspective on the speaker's argument that serves to rebut or counter it.			

Question 22 (continued)

(E) Incorrect. The speaker argues that those who fail to do the "rough work of a workaday world" should feel shame and would likely agree that "failure to act often instills a sense of shame," so this observation does not serve to counter the speaker's argument. Because the speaker fails to address the possible gravity of the negative consequences of action that lacks sufficient planning, however, the observation that "action without discretion can incur disastrous results" introduces a contrasting perspective on the speaker's argument that serves to rebut or counter it.

Skill		Essential Knowledge	Unit
	ntify and explain claims ence within an argument.	CLE-1.A. Writers convey their positions through one or more claims which require a defense.	1
(A)	Incorrect. The passage never claims that the learned cynic is marked by the core failings of indecision and procrastination because the passage presents the cynic as having no plans to take action, meaning he cannot fail to decide among several possible actions [indecision] or fail by continually putting off a planned action [procrastination]. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics "dare not even attempt [to take action]," and inauthenticity, because their pose of "intellectual aloofness" is feigned to obscure their actual "weakness."		
(B)	Incorrect. The passage makes no specific claims about the learned cynic's health or manners. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics "dare not even attempt [to take action]," and inauthenticity, because their pose of "intellectual aloofness" is feigned to obscure their actual "weakness."		
(C)	Incorrect. Although the passage does make passing reference to the learned cynic's possible vanity in the first paragraph, this trait is not presented as a core failing, and the passage does not characterize the language the cynic uses to express his views as rude. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics "dare not even attempt [to take action]," and inauthenticity, because their pose of		
(D)	"intellectual aloofness" is feigned to obscure their actual "weakness." Correct. Throughout the passage, the speaker defends the claim that the learned "man of lettered leisure" who succumbs to the temptation to "pose as a cynic" is marked by the core failings of cowardice, because such cynics "dare not even attempt [to take action]," and inauthenticity, because their pose of "intellectual aloofness" is feigned to obscure their actual "weakness."		

Question 23 (continued)

(E) Incorrect. The passage makes no specific claims about the learned cynic's discretion or temperament. Rather, throughout the passage the speaker defends the claim that the learned cynic is marked by the core failings of cowardice, because such cynics "dare not even attempt [to take action]," and inauthenticity, because their pose of "intellectual aloofness" is feigned to obscure their actual "weakness."

Skill		Essential Knowledge	Unit
comparis	lain how word choice, sons, and syntax te to the specific tone or text.	STL-1.D. A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.	6
(A)	Incorrect. The speaker does not employ words or phrases expressive of curiosity about the passage's subject that would create an inquisitive tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage's subject to create a critical tone.		
(B)	Correct. Through the choice of adjectives and phrases conveying a negative opinion such as "unhealthy" and "no man less worthy of respect," the speaker establishes a critical tone toward the passage's subject, the "man of lettered leisure to whom good and evil are as one."		
(C)	Incorrect. The speaker does not employ words or phrases conveying the high degree of concern with book learning and formal rules that would create a pedantic tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage's subject to create a critical tone.		
(D)	Incorrect. The speaker does not employ words or phrases conveying regret about the speaker's own behavior or offering a justification for the behavior of others that would create an apologetic tone; rather, the speaker uses words and phrases conveying a negative opinion about the passage's subject to create a critical tone.		
(E)	around the speaker's own egocentric tone; rather, th	es not offer a first-person account bui experiences and desires that would con- e speaker characterizes the passage's so phrases presented in the third person critical tone.	reate an subject

Skill		Essential Knowledge	Unit
conclus	ite introductions and ions appropriate to the e and context of the eal situation.	RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	introduction that focuses awareness. There is anoth	s it is now does not include an engaging the audience on the topic of the passager option that better captures the audithe subject of the passage.	ige, self-
(B)	Correct. This introduction uses a familiar maxim, or saying, that serves to engage the audience and focus it on the subject of the passage: self-awareness. The sentence also engages the audience's interest by indicating that self-knowledge is more complex than the saying "know yourself" would suggest. Using this version of the beginning of sentence 1 better introduces the topic and catches the audience's		
(C)	attention with a well-known saying. Incorrect. This version of the beginning of sentence 1 suggests that the passage will delve into the subject of the human mind. However, the human mind as a topic is very broad, and it does not specifically relate to the subject of social psychology. There is another option that more specifically introduces the topic of self-awareness and at the same time engages the audience's attention.		
(D)	Incorrect. This is an attractive choice because this version states that self-reflection is an important habit, and the passage as a whole discusses self-awareness. However, this version of the introduction suggests that the passage will discuss the importance of self-reflection as a habit, whereas it actually deals with an experiment that exposes the complexities of assessing one's personality. The introduction should reflect this topic in a way that engages the audience's attention.		
(E)	psychology is constantly does not serve to engage	the beginning of sentence 1 states that evolving. While this statement may be the audience's attention or introduce t cifically deals with the complexities of	e true, it he topic

Skill		Essential Knowledge	Unit
understa	nonstrate an anding of an audience's values, or needs.	RHS-1.M. Word choice may reflect writers' biases and may affect their credibility with a	8
		particular audience.	
(A)	Incorrect. The expression "conspired on" carries a negative connotation and therefore reveals a potential bias. The writer should choose a word with more neutral connotations in order to maintain credibility with the audience.		
(B)	in this context because the not imagining or invention	eamed up" is not the best word choice e psychologists are designing an expens ag one. The writer should use a precise sentence and avoids showing a bias.	riment,
(C)	Incorrect. The word "fabricated" suggests that the researchers "made up" the experiment, which is not the most precise word choice to use in this context. The writer should choose a word that has neutral connotations and does not reveal a bias.		to
(D)	Incorrect. The phrase "threw together" suggests that the psychologists designed the experiment haphazardly or carelessly, which does not fit the context of the passage. The writer should use a precise word choice that avoids revealing a negative bias.		not fit
(E)	context of the sentence an	ned" means planned or created, which ad maintains a neutral connotation. U ias that could damage the writer's crea	sing this

Skill		Essential Knowledge	Unit
6.C. Use appropriate methods of development to advance an argument.		REO-1.I. When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.	3
(A)	Correct. Adding this sentence expands on the narrative of the second paragraph, which describes the setup of the experiment. It also provides additional context for the third paragraph, which describes the differences between the participants' self-assessments and the observers' assessments. Thus, this sentence helps the writer develop ideas through narration, offering details about the experiment.		
(B)	Incorrect. This sentence describes how long it took the researchers to complete the experiment. While this may be useful information, it does not expand on the narration of the paragraph, which discusses the setup of the experiment, nor does it provide context for the following paragraph, which compares the subjects' and observers' assessments.		ion, it usses the owing
(C)	Incorrect. Describing how long it took the researchers to transcribe the audio recordings is not relevant to the description of the experiment's setup. The writer should add a sentence that expands on the narrative in the second paragraph, which describes the experiences of participants in the experiment and provides context for the following paragraph, which compares the subjects' and observers' assessments.		
(D)	Incorrect. This sentence provides details about the test subjects, which is not relevant to the narrative developed in the second paragraph. The sentence should expand on the experiences of the participants in the experiment and provide context for the third paragraph, which discusses the results.		ph. ants in
(E)	Sun, which is not relevant paragraph. The sentence so of the participants in the sentence services are sentences.	larifies the relationship between Vazin to the narrative developed in the sec should instead expand on the experien study and provide important context explains the results of the study.	ond nces

Skill		Essential Knowledge	Unit
	rite sentences that clearly rideas and arguments.	STL-1.T. Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.	8
(A)	Incorrect. The underlined text defines a term that is important to the meaning of the sentence, so it is not irrelevant to the focus of the paragraph. The writer should keep the underlined text because it is a parenthetical element that provides clarifying information that helps the audience understand a potentially unfamiliar term.		of the it is a
(B)	Incorrect. The underlined text clarifies the meaning of "neurotic," which does not reveal any biases the writer may have. Therefore, this is not a valid reason to delete the text. The writer should keep the parenthetical element, because it addresses the audience's needs by defining a potentially unfamiliar term.		
(C)	Incorrect. The parenthetical element interrupts the sentence to clarify what the writer means by "neurotic," but it maintains the same formal tone used in the rest of the passage. The writer should keep the underlined text, because it addresses the needs of the audience by defining a potentially unfamiliar term.		e same eep
(D)	Correct. The parenthetical element may not be essential to understanding what it is describing, but it provides helpful information to the audience by clarifying a potentially unfamiliar term, "neurotic." Therefore, the writer should leave the underlined text in the sentence to serve the audience's needs.		eurotic."
(E)	Incorrect. By clarifying what "neurotic" means, the writer is not mal an emotional appeal in an attempt to persuade the audience to accept the paragraph's claims. Rather, the parenthetical element addresses to audience's needs by providing helpful information.		accept

Skill		Essential Knowledge	Unit
6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.		REO-1.N. Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	5
(A)	Incorrect. It would not make logical sense to insert the sentence before sentence 8, which begins the discussion of how the participants' self-assessments and the observers' ratings compared. Because the sentence relates specifically to subjects' feelings of anxiety, it should be placed later in the paragraph after those feelings are first mentioned.		s' self- sentence
(B)	Incorrect. The sentence does not make logical sense placed before sentence 9, because at this point in the paragraph it would interrupt the general discussion of ratings of personality traits with a discussion of one specific personality trait: anxiety. The sentence should instead be placed before sentence 11, because the sentence expands on the discussion of anxiety in sentence 10.		rrupt cussion istead
(C)	Incorrect. The sentence does not make logical sense placed before sentence 10, because the sentence includes Sun's response to a discovery about subjects' feelings of anxiety. If placed before sentence 10, the sentence does not make sense because the audience does not know what Sun's observation refers to. The sentence should appear later in the paragraph so that it logically links to the discussion of subjects' anxiety in sentence 10.		discovery the now ter in the
(D)	Correct. Before sentence 11 is the most logical place to insert the sentence, because the sentence expands on the idea that subjects reported feeling more anxious than observers believed, an idea introduced in sentence 10. Sentence 11 moves on to the idea that discrepancies existed between observers' and subjects' assessments of agreeableness. Therefore, to create coherence, the writer should add the sentence before sentence 11 because the sentence logically links to the idea in sentence 10.		at ents of l add the
(E)	anxiety would interrupt the This placement would no	e sentence 12, the sentence related to s he discussion about subjects' agreeabl t make logical sense, so the sentence s graph in order to create coherence.	e traits.

Skill		Essential Knowledge	Unit
comprise	relop paragraphs ed of a claim and e that supports the claim.	CLE-1.K. Effective use of evidence uses commentary to establish a logical relationship between the evidence and the	3
		claim it supports.	
(A)	Correct. This sentence adds commentary to show how the information in the third paragraph serves as evidence for the passage's main claim, which is that people do not always recognize how they are behaving at a given moment. This sentence provides Sun and Vazire's commentary on the results of the study, which showed that subjects did not always recognize their agreeable and disagreeable behaviors. Therefore, the sentence creates a logical relationship between the evidence in the paragraph and the main claim it supports.		
(B)	Incorrect. This sentence adds more details about the discrepancies between the participants' and observers' reports, which does not provide any commentary to link the evidence in the paragraph to the passage's primary claim. Therefore, the writer should add a different sentence that comments on the study's findings and explains how they support the main claim of the passage.		
(C)	Incorrect. While this sentence provides more details about the study's results, it does not explain how the study as described in the paragraph provides evidence for the main claim of the passage. The writer should add a sentence that shows how the paragraph supports the idea that people do not always recognize their behaviors in the moment.		ragraph should that
(D)	Incorrect. This sentence provides the researchers' hypothesis about one aspect of the study. However, it does not comment on how the paragraph provides evidence for the main claim of the passage, which is that people often fail to recognize their behavior at a given moment.		the which is
(E)	aspect of the study, but it in the third paragraph sup that we cannot always tru disagreeable behaviors. The likely can trust what peop	provides Sun and Vazire's assessment of does not show how the evidence prest oports the passage's main claim, which st what people say about their agreeal the focus in this sentence is on the fact alle say about other characteristics, but behaviors that are critical to the writer	ented n is ole and that we it does

Skill		Essential Knowledge	Unit
conclusi purpose	ite introductions and ions appropriate to the and context of the al situation.	RHS-1.J. The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. A conclusion may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or	4
(A)	Incorrect. While the audience may find it interesting to know about the ethical considerations related to audio files, this fact does not logically fit in the conclusion, which discusses the implications of the study. The writer therefore should not add the sentence.		
(B)	Incorrect. Although the fact that the researchers took ethical considerations into account enhances the credibility of the study's conclusions, placing a sentence about it at this point in the passage interrupts the flow of the writer's conclusion. Therefore, the writer should not add the sentence here. The writer should not add the sentence if it does not help bring the argument to a unified end.		
(C)	Incorrect. Whether or not the methodology used here is similar to that used in other psychological studies is not directly relevant to the argument of the passage. The writer should not add the sentence here because it fails to bring the argument to a unified end.		
(D)	Incorrect. The sentence does not delve into boring details of research methodology, so this is not a valid reason to exclude the sentence. However, the sentence does not logically fit in the conclusion, which discusses the implications of the study's findings.		
(E)	the study's findings. There the flow of the conclusion information about the dec	as it is written explains the implication efore, adding this sentence would inte a because the sentence introduces irre- cision not to share audio files. The wri- nce if it does not help bring the argum	rrupt levant iter

Skill		Essential Knowledge	Unit
4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.		CLE-1.W. Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.	7
(A)	the study. However, the w	esserts the writer's confidence in the reserviter should qualify the passage's conc depends on the validity of the study's	clusion
(B)	Incorrect. This sentence goes too far in questioning the results of the study, which weakens the effectiveness of the argument. The writer should find a middle ground between trivializing the study's importance and asserting its validity in absolute terms.		e
(C)	Correct. This version qualifies the original sentence by acknowledging the possibility that the researchers' conclusions may not be correct and uses the phrase "an important tool" to demonstrate the writer's recognition that attention to one's behavior is one of several tools that may improve interactions. By avoiding absolute terms when expressing claims, the writer demonstrates a commitment to accuracy.		
(D)	Incorrect. This version introduces the idea that people have to be willing to acknowledge their disagreeable behaviors, which is an idea not explored in the passage. The sentence should qualify the conclusion by acknowledging that it depends on the validity of the study.		
(E)	Incorrect. This sentence makes a vague claim that the study's findings are "interesting," which is too weak a statement to effectively conclude the passage's argument. The writer should develop a stronger conclusion while avoiding absolute terms.		

Skill		Essential Knowledge	Unit
2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.		RHS-1.I. The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	4
(A)	Incorrect. This sentence gives general information about the CDC. However, while sentence 1 mentions the CDC's assessment of lack of sleep, the passage as a whole does not focus on the CDC. Therefore, the sentence is not the most effective introduction: it does not introduce the subject or set up the main argument of the passage. The writer should choose a sentence that introduces the main idea that America are not getting enough sleep and sets up the passage's argument about how they can improve their sleep.		
(B)	Correct. This sentence works best placed before sentence 1. It uses an authoritative source to introduce the fact that Americans are not getting enough sleep, which is the main topic of the passage. It also sets up the main argument of the passage about the benefits of tracking one's sleep by demonstrating the need to address the problem of inadequate sleep.		
(C)	approval of fitness tracker However, while the passa one's sleep is beneficial, it trackers. Thus, this senter of the passage, nor does it passage. The writer should idea that Americans are re	ctive choice because it mentions the Crs, which are discussed in the passage. ge argues that using fitness trackers to does not discuss the safety of wearing nee does not specifically relate to the st effectively lead into the argument of d choose a sentence that introduces that getting enough sleep and sets up the how they can improve their sleep.	track fitness ubject the ne main
(D)	Incorrect. This is an attractive choice because it uses an anecdote to introduce the topic of using a fitness tracker to track one's sleep. However, because the writer does not use a first-person narration in the rest of the passage, this is not the most effective introduction to the passage. The writer should use an introduction that more specifically relates to the argument of the passage, which is that using a fitness tracker to track one's sleep has many benefits.		
(E)	trackers at tracking sleep, passage. The writer should	age does discuss the accuracy of fitnes that subject is not the main focus of t d use a sentence that sets up the argur using a fitness tracker to track one's sl	he nent of

Skill		Essential Knowledge	Unit
8.A. Stra	tegically use words,	STL-1.C. Precise word choice	5
compari	sons, and syntax to	reduces confusion and may help	
convey a	specific tone or style in	the audience perceive the writer's	
an argur	nent.	perspective.	
(A) Incorrect. An infection is a sickness caused by a bacterium or a vir While lack of sleep can cause serious health issues, it cannot be described as an infection because it is not caused by an infective at The writer should choose a more precise word to describe the probof of lack of sleep in the United States.		e ve agent.	
(B)	Incorrect. Fragility means weakness. While people who regularly miss out on sleep may not be as strong as healthy sleepers, it is not accurate to call lack of sleep "fragility." The writer should choose a more precise word that describes the widespread problem of lack of sleep.		
(C)	Incorrect. A condition is a poor state of health. While lack of sleep may cause a poor state of health, this is not the most precise way to refer to the widespread issue of lack of sleep in the United States.		
(D)	Correct. An epidemic is a disease or affliction affecting a great number of people at the same time, which is an accurate way to describe the widespread lack of sleep in the United States. Therefore, the writer should use this word because it is a more precise word choice and better helps the audience understand the writer's perspective of the nation's sleep problem.		e the iter nd better
(E)	cannot be spread by direct most precise way to refer	a contagious disease. Because lack of t contact as a virus can, this word is n to lack of sleep. The writer should cho escribes the widespread nature of lack	ot the

Skill		Essential Knowledge	Unit
6.A. Develop a line of reasoning and commentary that explains it throughout an argument.		REO-1.C. Writers explain their reasoning through commentary that connects chosen evidence to the claim.	3
(A)	Correct. The writer should add the sentence because it provides commentary that helps explain why the details in sentence 6, about how fitness trackers detect movement, are important to the writer's point that fitness trackers can help track sleep. Without this sentence, it would not be clear how the information provided in sentence 6 was relevant to the main point of the paragraph. Therefore, the writer should add the sentence.		
(B)	Incorrect. While the sentence acknowledges that fitness trackers "estimate" how long a person sleeps, its purpose is not to indicate a shift to a recognition that fitness trackers are not perfect at tracking sleep. Rather, the sentence serves another purpose by helping explain the significance of the details given in sentence 6.		
(C)	Incorrect. A clear cause-and-effect relationship does not exist between this sentence and sentence 6, so this is not a valid reason to add this sentence. Instead, the sentence explains the significance of the information given in sentence 6 to the main point of the paragraph.		
(D)	Incorrect. The sentence explains how the fitness tracker's accelerometer enables the tracker to estimate how long someone sleeps, which is consistent with the central argument the writer is making in the paragraph. Therefore, the writer should add this sentence.		n is
(E)	Incorrect. The evidence in this sentence comments on the details presented in sentence 6 rather than contradicting them, so the writer should add this sentence to the passage. The sentence serves a purpose by explaining why the details in sentence 6 are important to the writer's point in the paragraph.		

Skill		Essential Knowledge	Unit	
4.C. Qua	alify a claim using	CLE-1.AE. Transitions	9	
modifier	rs, counterarguments, or	may be used to introduce		
alternati	ve perspectives.	counterarguments.		
(A)	Incorrect. This sentence contradicts the information provided in			
	_	les evidence to show that fitness track		
	_ · ·	The writer should use a transitional so		
		erargument presented in the third pa	ragraph,	
		ers have disadvantages too.		
(B)	Incorrect. This sentence is	ntroduces other tools that can measu	re	
	*	nce does not effectively introduce the		
	1 2 2 1	h, which discusses the disadvantages		
	fitness trackers. The write	r should use a transition to lead into	this	
	counterargument.			
(C)	Incorrect. This sentence c	ontradicts the information provided		
	in the third paragraph, which is that fitness trackers are still not			
		ill fairly expensive. The writer should		
	transitional sentence that	leads into the counterargument prese	ented in	
	the third paragraph.			
(D)	Incorrect. This sentence in	nentions a recent study of seven sleep	tracking	
	devices. However, the par	agraph makes no mention of the resu	ılts of the	
	study. Rather, the paragra	ph discusses the disadvantages of usi	ng fitness	
	trackers to track sleep. Th	e writer should use a transitional sen	tence to	
	introduce this counterarg	ument.		
(E)	Correct. The third paragr	raph discusses the disadvantages of fit	tness	
	trackers, such as their ina	ccuracy compared with data from sle	ep labs	
	and their high cost. There	fore, the writer should use a transition	nal	
	sentence that introduces t	his counterargument. This sentence is	is the best	
		ain idea of the third paragraph, becar	use it	
	acknowledges that fitness	trackers are not "perfect tools."		

Skill		Essential Knowledge	Unit	
4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.		CLE-1.AC. When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.	9	
(A)	this is not a valid reason t	Incorrect. The writer does not use the sentence to establish authority, so this is not a valid reason to keep the sentence. Rather, the writer offers a contrasting perspective on the counterargument presented in the third paragraph.		
(B)	Incorrect. The sentence does not logically link to the claim made in sentence 2. Sentence 2 is about the health and business issues associated with lack of sleep, while sentence 13 is about the benefits of monitoring sleep patterns with a fitness tracker. The writer uses sentence 13 in response to the counterargument presented in the third paragraph.			
(C)	Correct. The writer should keep sentence 13 because it effectively rebuts the counterargument presented in the third paragraph, which discussed the disadvantages of fitness trackers. This sentence argues that despite these disadvantages, using fitness trackers provides numerous benefits that outweigh the negatives. Therefore, the writer should keep this sentence, because it offers a contrasting perspective on the counterargument.			
(D)	Incorrect. The sentence does in fact provide a logical transition from the third paragraph, which discusses the disadvantages of fitness trackers, to the fourth paragraph, which discusses the benefits. Because the sentence rebuts the counterargument made in the third paragraph, the writer should not delete the sentence.			
(E)	12, because it acknowledg	oes not contradict the information in ges that fitness trackers have negatives of fitness trackers outweigh the negative ective rebuttal of the counterargument	. Still, it ves, so	

Skill		Essential Knowledge	Unit
8.B. Write sentences that clearly convey ideas and arguments.		STL-1.I. Subordination and coordination are used to express the intended relationship between ideas in a sentence.	7
(A)	Incorrect. This version does not express the intended relationship between ideas in the sentence. The writer wants to emphasize that tracking one's sleep is beneficial despite the fact that the measurement from fitness trackers are not exact. Therefore, the writer needs to use subordination to show this imbalance of ideas.		hat rements
(B)	Incorrect. This version does not effectively express the intended relationship between the ideas in the sentence, which is that the first idea is subordinate to the second one. Therefore, the writer needs to construct the sentence in such a way to show the imbalance of ideas.		e first ds to
(C)	Incorrect. This version incorrectly suggests a cause-and-effect relationship between the ideas of the sentence. Instead, the writer should show that tracking one's sleep is beneficial despite the fact that the measurements from fitness trackers are not exact.		
(D)	Correct. This version of the underlined text most effectively expresses the intended relationship between the ideas in the sentence. Specifically the first idea of the sentence is subordinate to the second one, as indicated by the conjunction "Even if." Thus, the writer correctly uses subordination to show that tracking one's sleep is still beneficial even if the measurements from fitness trackers are not exact.		ecifically, s ly uses
(E)	Incorrect. The use of "furthermore" suggests that the second idea in the sentence follows logically from the first. Instead, the writer should indicate that the first idea of the sentence is subordinate to the second. That is, tracking one's sleep is beneficial despite the fact that the measurements from fitness trackers are not exact.		should second.

Skill		Essential Knowledge	Unit	
2.B. Demonstrate an understanding of an audience's beliefs, values, or needs.		RHS-1.F. Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make.	2	
(A) Incorrect. Sentence 2 describes the serious health and economic consequences of lack of sleep, which would be useful information for an audience of doctors and other scientists. Therefore, the writer shown ot delete this sentence because it is appropriate based on the audience needs and values.		on for er should		
(B)	sleep, which an audience	Incorrect. Sentence 5 explains how fitness trackers can monitor sleep, which an audience of doctors and scientists would find useful information. Therefore, the writer should not delete this sentence.		
(C)	Incorrect. Sentence 9 provides technical information about polysomnography, which is appropriate in a passage intended for doctors and scientists. For this reason, the writer should not delete the sentence.			
(D)	Incorrect. Sentence 11 cites a scientific study on the accuracy of fitness trackers at tracking sleep, which is appropriate for the needs and values of an audience of doctors and scientists. Thus, the writer should leave the sentence in the passage.		d values	
(E)	Correct. The writer should delete sentence 18 because it is not appropriate for an audience of doctors and scientists. The sentence would be more appropriate if the writer were trying to persuade a general audience to purchase a fitness tracker, but not an audience of doctors interested in the science of sleep tracking. Thus, because the writer is aware of the audience's values and needs, he or she should delete the last sentence of the passage.		e a nce of se the	

Skill		Essential Knowledge	Unit
comprise	elop paragraphs ed of a claim and that supports the claim.	CLE-1.F. Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.	2
(A)	Incorrect. This choice describes a plot element from the novel <i>Looking Backward</i> , but this plot element has not become a historical reality. Therefore, this choice does not illustrate the claim in sentence 2 that science fiction sometimes predicts reality. The writer should choose another example of predictions from science fiction that became reality.		
(B)	Correct. By providing historical examples of science fiction works that predicted future events, this choice illustrates the point made in sentence 2. By using this evidence, the writer strategically illustrates the point about science fiction sometimes predicting real historical developments.		
(C)	Incorrect. This is an attractive choice because it suggests that science fiction novelists had an effect on U.S. military plans. However, it does not indicate how the fictional scenarios described by these authors later became reality, so it is not the best choice to illustrate the writer's point. The point of sentence 2 is better illustrated by an example of specific predictions from science fiction that became reality.		
(D)	Incorrect. While Leonardo da Vinci's sketch of a helicopter anticipated an actual vehicle developed centuries later, da Vinci's sketches do not clearly belong in the genre of science fiction. The writer should choose a historical example of works that are clearly science fiction and that predict the future.		do not choose
(E)	wrote nonfiction essays all not illustrate how a scenar so it is not the best choice	escribes how a science fiction author bout the future. However, this example rio from science fiction later became at the writer should choose an example fiction that became reality.	e does reality,

Skill		Essential Knowledge	Unit
8.B. Write sentences that clearly convey ideas and arguments.		STL-1.T. Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.	8
(A)			
(B)	Incorrect. Whether the audience is familiar with Mary Shelley's other works is irrelevant to the writer's decision whether to keep the parenthetical element in sentence 5. The writer should determine whether the audience needs to know that <i>Frankenstein</i> is considered the first science fiction novel.		
(C)	Incorrect. Because the parenthetical element in the sentence states that <i>Frankenstein</i> is considered the first science fiction novel, the writer should consider whether that information is necessary for the audience. Why some critics choose not to write about this novel is not relevant to the audience's awareness of the genre <i>Frankenstein</i> belongs to.		
(D)	Incorrect. What critics in Shelley's day thought of the novel is irrelevant to the question of whether audiences need to know that <i>Frankenstein</i> is a science fiction novel. The writer should consider whether this parenthetical element is necessary to address the audience's needs.		nstein his
(E)	Correct. The writer needs genre Frankenstein belong parenthetical element in the likely views Frankenstein decide whether to delete the novel as science fiction. T	s to assess the audience's awareness of gs to before deciding whether to delet the sentence. Knowing whether the au as a science fiction novel will help the the part of the sentence that identifies herefore, if the audience is unaware the d science fiction, then the writer would	the e the adience writer the

Skill		Essential Knowledge	Unit
6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.		REO-1.Q. Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.	5
(A)	Correct. The previous sentence states that Shelley's novel does not reflect concerns over future scientific or technological developments. Sentence 7 then states that the novel reflects concerns over contemporary issues, such as the Industrial Revolution. Therefore, "Instead" is the best transition to use to show the relationship between these two contrasting ideas.		
(B)	Incorrect. "Perplexingly" is not the best transition to use, because there is nothing confusing about the idea that Shelley had concerns about the consequences of the Industrial Revolution. The transition should rather reflect the fact that sentence 7 has ideas that contrast with the ideas of sentence 6.		
(C)	Incorrect. "In the same manner" suggests that the ideas of sentence 6 and sentence 7 are similar. However, the two sentences actually express contrasting ideas, so this transition is not the most appropriate choice.		
(D)	Incorrect. "As one would expect" suggests that the ideas of sentence 7 naturally follow the ideas of sentence 6. However, the two sentences express contrasting ideas about the concerns of Shelley's novel, so using this transitional element is not the most appropriate choice. The transition should rather show a shift in ideas.		
(E)	with the ideas in sentence contrasting ideas. The tra	ith the ideas in sentence 7 agree ith the ideas in sentence 7 agree ith the ideas in sentence 6 when in fact the two sentences express ontrasting ideas. The transitional element should reflect the idea at Shelley's novel was concerned with issues other than the ethics of ological research.	

Question 43

Skill		Essential Knowledge	Unit
guide th	e transitional elements to ne reader through the line oning of an argument.	REO-1.N. Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	5
(A)	novel, but it does not logi paragraph. The writer sho discussion of <i>Frankenstein</i>	nay describe another plot element of the cally connect to the other sentences in buld choose a sentence that develops an and <i>Altered Carbon</i> in the sense that rned with contemporary issues than for	n the n parallel t their
(B)	to the discussion and doe of the paragraph. The wri a parallel discussion betw	describes Morgan's style, which is not as not logically connect to the other setter should choose a sentence that devereen the two novels in the sense that the tried with current issues than potential	ntences elops neir
(C)	detective novel is interesti sentences of the paragrap parallel discussions of the	he author drew on the conventions of the author drew on the conventions of the but does not logically link to the one. The sentence should instead develope two novels by showing that both authors contemporary issues than futuristic	ther op the nors
(D)	third paragraphs logically sentence 9 logically conne paragraph. This sentence parallel discussion of <i>Franthat</i> the respective author portrayed in the novels, b in the novels. This version	s to ensure that the ideas in the second link to each other, as well as make su ects with the other sentences in the the is the best choice because it develops inkenstein and Altered Carbon in the se is were not concerned with the actual but with the contemporary concerns re- in of sentence 9 reinforces this idea and the other sentences of the paragraph.	re ird a ense science eflected
(E)	Incorrect. This sentence has does not logically link to the The sentence should instead over the sentence should instead over the sentence should instead over the sentence should be sentenced.	nighlights the novel's critical acclaim, lethe other sentences in the third parage and develop a parallel discussion of the their authors were more worried about potential scientific issues in the future	raph. e two ut

Question 44

Skill		Essential Knowledge	Unit
compari	tegically use words, sons, and syntax to specific tone or style in nent.	STL-1.F. A writer's shifts in tone from one part of a text to another may suggest the writers' qualification, refinement, or reconsideration of their perspective on a subject.	6
(A)	reinforce the point the wr "wrongheaded" is an abus in tone at the beginning of	ctive choice because the sentence does riter makes in the first paragraph. How sive term that creates an inappropriate of the final paragraph. Therefore, it does oint made in the first paragraph and separagraph.	vever, e shift es not
(B)	about forecasting in the fi	oes not qualify the point the writer m rst paragraph; rather, it reinforces tha e way. Because the sentence shifts the not be added to the final paragraph.	t point—
(C)	create a transition betwee incorporates abusive lang thus should not be added	ctive choice because the sentence does in sentence 10 and sentence 11. Howe uage that is not appropriate in contex to the final paragraph. What's more, thing of sentence 11 serves as an adequage of the final paragraph.	ver, it t and the word
(D)	Correct. Calling those whe wrongheaded is not an apto use. First, the term is rawriter is simply name-call point of view is not representation.	no oppose the writer's point of view oppopriate rhetorical strategy for the wather offensive and would suggest that ling instead of arguing. Second, the oppopriate in any significant detail through of wrongheadedness is baseless in cold the sentence because it shifts the ton	t the opposing hout the ontext.
(E)	the body paragraphs. How	in fact consistent with the writer's and wever, it is not consistent with the write hould not be added to the beginning of	ter's tone

Question 45

Skill		Essential Knowledge	Unit
conclu purpo	Vrite introductions and asions appropriate to the se and context of the ical situation.	RHS-1.J. The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. A conclusion may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.	7
(A)	on pondering the future. fiction is not concerned v	is not an effective choice because it for The passage's main argument is that s with predicting the future but with bet int. Therefore, the quotation does not r	cience ter
(B)	Incorrect. This quotation scientific theories about that science fiction is not	argues for using past experiences to father future. However, the passage arguest concerned with the future but with beat. Therefore, this quotation is not an experience of the concerned with the future but with beat.	es etter
(C)	it reinforces the overall a	effectively concludes the passage becar rgument: that science fiction helps rea esent, not the future. Therefore, this qu ument to a unified end.	ders
(D)	Incorrect. This quotation foresee the future, but on that science fiction is less	makes the point that the present help ly to an extent. The passage, however, concerned with predicting future even current events. Therefore, this quotat	argues nts than
(E)	of the present instead of most effective conclusion	gues that science fiction reflects on the the future. Therefore, this quotation is a because it suggests that science fiction lations that may arise in the future.	not the

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Essential Knowledge	Unit
1	С	1.A	RHS-1.A	1
2	В	5.A	REO-1.B	3
3	Е	3.A	CLE-1.K	3
4	В	3.C	CLE-1.AC	9
5	В	7.A	STL-1.D	6
6	D	5.C	REO-1.K	4
7	В	3.A	CLE-1.F	2
8	A	3.A	CLE-1.F	2
9	В	7.B	STL-1.L	7
10	С	5.A	REO-1.C	3
11	D	3.C	CLE-1.X	7
12	A	5.A	REO-1.M	5
13	A	1.B	RHS-1.F	2
14	С	1.A	RHS-1.I	4
15	Е	7.A	STL-1.A	5
16	D	1.A	RHS-1.I	4
17	В	1.A	RHS-1.B	1
18	Е	5.C	REO-1.K	4
19	В	7.B	STL-1.L	7
20	D	5.C	REO-1.K	4
21	D	3.A	CLE-1.K	3
22	A	3.C	CLE-1.AC	9
23	D	3.A	CLE-1.A	1
24	В	7.A	STL-1.D	6
25	В	2.A	RHS-1.I	4
26	Е	2.B	RHS-1.M	8
27	A	6.C	REO-1.I	3
28	D	8.B	STL-1.T	8
29	D	6.B	REO-1.N	5
30	A	4.A	CLE-1.K	3
31	Е	2.A	RHS-1.J	4
32	С	4.C	CLE-1.W	7
33	В	2.A	RHS-1.I	4
34	D	8.A	STL-1.C	5
35	A	6.A	REO-1.C	3
36	Е	4.C	CLE-1.AE	9
37	С	4.C	CLE-1.AC	9
38	D	8.B	STL-1.I	7
39	E	2.B	RHS-1.F	2

Multiple-Choice Question	Answer	Skill	Essential Knowledge	Unit
40	В	4.A	CLE-1.F	2
41	Е	8.B	STL-1.T	8
42	A	6.B	REO-1.Q	5
43	D	6.B	REO-1.N	5
44	D	8.A	STL-1.F	6
45	С	2.A	RHS-1.J	7

Free-Response Section

Scoring Guidelines

Question 1: Synthesis Essay

6 points

Space exploration has historically been led by government programs with public funding, but in 2004 the United States legalized privatized space travel. Since then private industries have been investigating ways to make exploring space both affordable and profitable. Critics of privatized space exploration believe that the costs of space travel are too prohibitive to be worthwhile for the general public.

Carefully read the following six sources, including the introductory information for each source.

Write an essay that synthesizes material from at least three of the sources and develops your position on the extent to which privatizing space exploration is beneficial.

Source A (McCarthy)

Source B (Schwartz)

Source C (Pappalardo)

Source D (table)

Source E (cartoon)

Source F (Al-Rodhan)

In your response you should do the following:

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

Reporting Category	S	Scoring Criteria
Row A Thesis (0–1 points) 4.8	 O points For any of the following: There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a thesis that presents a defensible position.
	Decision F	Decision Rules and Scoring Notes
	 Responses that do not earn this point: Only restate the prompt. Do not take a position, or the position is vague or must be inferred. Equivocate or summarize other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). State an obvious fact rather than making a claim that requires a defense. 	 Responses that earn this point: Respond to the prompt by developing a position on the extent to which privatizing space exploration is beneficial, rather than restate or rephrase the prompt. Clearly take a position rather than just stating there are pros/cons.
	Examples that do not earn this point: Restate the prompt • "Companies are now investigating ways to make space exploration affordable and profitable in the private sector." Address the topic of the prompt, but do not take a position • "Some people see privatized space exploration as a good way to make space exploration more efficient, but others believe that it is too expensive for private companies to do effectively." Address the topic of the prompt but state an obvious fact as a claim • "Space travel is very expensive no matter who is paying for it."	 Examples that earn this point: Present a defensible position that responds to the prompt "Privatizing space travel is a good use of resources." [Minimally acceptable thesis] "Private companies have shown that they have the ability to play an important role in space exploration." "Space travel should not be privatized because the exploration of space should be for everyone rather than just for wealthy people." "Since it is not clear whether space travel can be made into a profitable business enterprise, we should not leave this important task to private companies alone." "As long as it is done carefully, privatizing space travel opens opportunities for government and business to work together to deliver the best value for Americans and expand our horizons." "Because space travel is extremely dangerous and expensive, there are some problems with privatized space travel that the government would do well to consider rather than rushing into a fully privatized space program."
	 Additional Notes: The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources must include at least minimal evidence that could be used to support tha cite that evidence to earn the thesis point. The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supposed. 	 Additional Notes: The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources must include at least minimal evidence that could be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.

			Scoring Criteria		
Row B 0 Evidence Sil AND (if AND Commentary in fe (0-4 points) pr 4.4 6.4 6.8 6.8	O points Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.	1 point EVIDENCE: Provides evidence from or references at least two of the provided sources. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	2 points EVIDENCE: Provides evidence from or references at least three of from the provided sources. AND COMMENTARY: Explains how some of the evidence relates to the evidence relates to the student's argument, but no line of reasoning is extablished, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
FO.	Typical responses that earn 0 points: • Are incoherent or do not address the prompt. • May be just opinion with no textual references to references that are irrelevant.	Typical responses that earn 1 point: • Tend to focus on summary or description of sources rather than specific details.	Typical responses that earn 2 points: Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.	Typical responses that earn 3 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.	Typical responses that earn 4 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.

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Category	S	Scoring Criteria
Row C Sophistication (0-1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
2.A	Decision R	Decision Rules and Scoring Notes
4.C	Responses that do not earn this point: • Attempt to contextualize their argument, but such attempts consist	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:
8.A 8.B	predominantly of sweeping generalizations ("In a world where…" OR "Since the beginning of time…").	 Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources.
8.C	 Only hint at or suggest other arguments ("While some may argue that" OR "Some people say"). 	2. Articulating the implications or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating it within a broader
	 Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	context. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument throughout the response.
		4. Employing a style that is consistently vivid and persuasive.
	Additional Notes: • This point should be awarded only if the sophistication of thought or reference.	Additional Notes: This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.

Question 2: Rhetorical Analysis

6 points

The United States participation in the Second World War began in 1941 and lasted until the Axis powers surrendered in 1945. During that period, on September 24, 1942, Congresswoman Clare Boothe Luce delivered the following address, "The Role of American Women in Wartime," to a women's banking committee. Read the passage carefully. Write an essay that analyzes the rhetorical choices Luce makes to convey her message that women needed to prepare to make more sacrifices as the war effort continued.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category		Scoring Criteria
Row A Thesis (0–1 points)	 O points For any of the following: There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.
	Decision	Decision Rules and Scoring Notes
	 Responses that do not earn this point: Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	Responses that earn this point: • Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible thesis about the rhetorical choices Luce makes to convey her message.
	Examples that do not earn this point: Restate the prompt • "Luce makes a number of rhetorical choices that are designed to help women prepare to make sacrifices for the war effort." • "In her speech to the women's banking committee, Luce encourages women to prepare for the sacrifices they will need to make as the war progresses." Make a claim, but do not address the writer's rhetorical choices • "Luce's speech uses rhetoric in order to make her message of necessary sacrifice more compelling to her listeners." Repeat provided information from the passage • "Luce tells her audience that the war effort so far has almost been glamorous, but she warns that it will not be glamorous in the future."	 Examples that earn this point: Present a defensible position that analyzes the writer's rhetorical choices "In her speech, Luce draws her listeners in by presenting herself as one of them in order to convince them that unity and shared sacrifice will be necessary to win the war effort." "Luce sets out to convince her audience that hardship will be necessary for victory in the Second World War. To bring her listeners to that conclusion, she first gets them to feel how good they have it before evoking the sacrifices that are needed and the values of home and family that they are defending in order to bring them to a state of agreement and determination."
	Additional Notes:	
	 The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that could be used to support the not cite that evidence to earn the thesis point. The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully sup 	wided the sentences are in close proximity. se. include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need t structures the essay, but it needn't do so to earn the thesis point. the point whether or not the rest of the response successfully supports that line of reasoning.
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Reporting Category			Scoring Criteria		
Row B Evidence AND Commentary (0-4 points) TA EA EA EA EA EA EA EA	O points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument. De	EVIDENCE: By Provides some specific, relevant Previdence. AND COMMENTARY: Explains how some of the Explains how some of t	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.
	• Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.		• Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.	3 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.	 4 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.
	 Additional Notes: Writing that suffers from grammatical and/or me To earn the fourth point in this row, the response argument, purpose, or message of the passage. 	imatical and/or mechanical error. row, the response may observe r e of the passage.	 Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. 	on cannot earn the fourth point i corical choice if each instance furt	in this row. ther contributes to the

Keporting		Scoring Criteria
Row C Sophistication (0-1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
2.A	Decision	Decision Rules and Scoring Notes
4.C	Responses that do not earn this point:	Responses that earn this point may demonstrate sophistication of thought and/or
6.B	mpts consist	a complex understanding of the rhetorical situation by doing any of the following:
8.A 8.B	predominantly of sweeping generalizations ("In a world where" OR "Since the beginning of time").	 Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation).
8.0	 Only hint at or suggest other arguments ("While some may argue that" OR "Some people say"). Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. 	 Explaining a purpose or function of the passage's complexities or tensions. Employing a style that is consistently vivid and persuasive.
	 Oversimplify complexities in the text. Use complicated or complex sentences or language that are ineffective because they do not enhance their analysis. 	
	Additional Notes: • This point should be awarded only if the sophistication of thought or reference.	Additional Notes: This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.

Question 3: Argument Essay

6 points

One of the first-year-student orientation initiatives at a local university is to collect incoming students' cell phones and keep them for 48 hours. The purpose of the initiative is to give students an opportunity to integrate into their new school culture and make friends on campus. Carefully consider the effects of this initiative and the extent to which they might support, complicate, or contradict its intended goals.

Write an essay that argues your position on the advisability of the 48-hour cell phone ban.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category		Scoring Criteria
Row A Thesis (0–1 points) 4.8	 O points For any of the following: There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a defensible thesis that presents a defensible position.
	Decision F	Decision Rules and Scoring Notes
	 Responses that do not earn this point: Only restate the prompt. Do not take a position, or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 	Responses that earn this point: • Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position on the advisability of the 48-hour cell phone ban.
	Examples that do not earn this point: Do not take a position • "The 48-hour cell phone ban is intended to integrate students into their new school community, and there are different views on how effective it is in doing so." Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim • "Students who do not have their cell phones will be forced to interact with the people around them rather than texting or calling off-campus friends."	Examples that earn this point: • "Although the 48-hour cell phone ban may encourage some types of socialization, the policy ignores the ways that socializing can be encouraged as well as inhibited by the use of cell phones and other digital devices." • "New students may be hesitant to give up their cell phones, but it is the best way for them to be fully present for social interactions that may shape their college experience."
	 Additional Notes: The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully sup 	dditional Notes: The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.

			Scoring Criteria		
Evidence Si AND (i' Commentary ir (0-4 points) P EAA 6.8 6.8	O points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	I point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.	EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
		Ď	Decision Rules and Scoring Notes	sa	
F0 · •	Typical responses that earn 0 points: • Are incoherent or do not address the prompt. • May be just opinion with no evidence or evidence that is irrelevant.	Typical responses that earn 1 point: • Tend to focus on summary of evidence rather than specific details.	Typical responses that earn 2 points: • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.	3 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.	4 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
۷ •	Additional Notes: Writing that suffers from gra	nmatical and/or mechanical er	Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.	ication cannot earn the fourth p	point in this row.

Reporting Category		Scoring Criteria
Row C Sophistication (0-1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
2.A	Decision	Decision Rules and Scoring Notes
9.8 9.8	Responses that do not earn this point: • Attempt to contextualize the text, but such attempts consist	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:
8.A 8.B	predominantly of sweeping generalizations ("In a world where" OR "Since the beginning of time").	 Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.
8.6	• Only hint at or suggest other arguments ("While some may argue that" OR "Some people say").	2. Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader
	 Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	3. Making effective rhetorical choices that consistently strengthen the force and
		4. Employing a style that is consistently vivid and persuasive.
	Additional Notes: • This point should be awarded only if the sophistication of thought creference.	Additional Notes: This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.

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