

**Section I** (45% of exam score)

🕒 60 minutes

✎ #2 pencil

✎ 45 multiple choice questions

🕒 10 minute break

**Section II** (55% of exam score)

🕒 2 hours and 15 minutes

✎ dark blue or black pen

📄 3 essays

**Q1 Synthesis**

**Task:** Argue a clear position *using the College Board's sources as support.*

**Intro:** provide context for the issue/subject

**Thesis:** [claim] + [unifying idea]

**Q2 Rhetorical Analysis**

**Task:** analyze an argument

**Intro:** *Unless you're attempting sophistication, just write a thesis.*

**Thesis:** [Author] [rhetorical choice 1], [rhetorical choice 2], and [rhetorical choice 3] in order to inform [audience], ultimately moving them to [purpose: do].

**Q3 Argument**

**Task:** Argue a clear position *using student-generated examples as support.*

**Intro:** provide context for the issue/subject

**Thesis:** [claim] + [unifying idea]

**Body paragraphs:** Aim for 2, citing 2 sources each.

**Topic sentence:** [reason that supports claim and connects to unifying idea]

**Evidence** (1 sentence): cite specific evidence from a source

**Analysis** (3-4 sentences) This evidence (proves, supports, demonstrates, confirms, refutes, disproves, shows the limitations of, suggests, implies) (insert unifying idea of claim) because (explain how the evidence relates to the claim by articulating the assumptions that must be accepted to consider the evidence valid).

Repeat evidence and commentary with a second source

Final sentence connecting the example to the thesis/universal idea

**Body paragraphs:** Aim for 2-3

**Topic sentence:** [Author] [rhetorical choice] in order to [purpose of this specific rhetorical choice].

**Evidence** (1 sentence): cite specific evidence from a source.

**Analysis** (3-4 sentences): describe the intended impact of the choice on the audience. Why did the writer use this rhetorical choice? What did the writer hope to accomplish with this choice? What will it help the audience know? What will it make the audience want to do?

**Body paragraphs:** Aim for 2-3

**Topic sentence:** reason that supports claim and connects to unifying idea]

**Evidence** (2-3 sentences): explain the example ("For example...")

**Analysis** (3-5 sentences): This evidence (choose one: proves, supports, demonstrates, confirms, refutes, disproves, shows the limitations of, suggests, implies) (insert unifying idea based on claim) because (explain how your evidence relates to the claim by articulating the assumptions that must be accepted to consider the evidence valid).

Final sentence connecting the example to the thesis/universal idea

**Sophistication:**

- Consistently identify and explore complexities or tensions *across the sources*
- Articulate the implications or limitations of an argument (student's or sources') by situating it within a broader context
- Make effective rhetorical choices that consistently strengthen the force and impact of the student's argument
- Employ a style that is consistently vivid and persuasive

**Sophistication:**

- Explain the significance or relevance of the writer's rhetorical choices (given the rhetorical situation)
- Explain a purpose or function of a passage's complexities or tensions (including what may be intentionally absent)
- Employ a style that is consistently vivid and persuasive

**Sophistication:**

- Craft a nuanced argument by consistently identifying and exploring complexities or tensions
- Articulate the implications or limitations of an argument (either the student's or one related to the prompt) by situating it within a broader context
- Make effective rhetorical choices that consistently strengthen the force and impact of the student's argument
- Employ a style that is consistently vivid and persuasive

**Reminders:**

- Use at least 3 sources (I strongly recommend 4)
- Cite your sources with a parenthetical (Source A).

**Reminders:**

- Chunk the passage into 3 sections (first the speaker does THIS, then the speaker does THAT).
- Organize your essay chronologically.

**Reminders:**

- Choose examples that make you sound smart (avoid Disney, children's books), but also that you know enough about to develop appropriately.
- Make sure your examples fit the prompt/your thesis.