New language for Task 2 (Essay) and Task 4 (Cultural Comparison)

**Changes approved across French, German, Italian, and Spanish Language**

**FRQ 2**: **Persuasive Essay** is changing its name to **Argumentative Essay** to align better with expectations for this task. The task model directions have been aligned to expectations in the scoring guidelines.

* The expectations for this task have not changed, nor have the types of sources that are provided. The scoring guidelines have not changed except for the name of the task.

Students will read the following instructions:

You will write an **argumentative essay** to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then you will have 40 minutes to prepare and write your essay.

Essay   
**In your argumentative essay, you should:**

* Present the sources’ different viewpoints on the topic
* Clearly indicate your own viewpoint and defend it thoroughly
* Use information from all of the sources to support your essay
* Identify sources appropriately
* Organize your essay into clear paragraphs

**In case it helps, here’s a little description of Argumentative vs Persuasive essays:**

**In an argumentative essay, students:**

* State a claim or an argument, based on fact, opinion, or perspective on a topic
* Develop and defend their argument by providing supporting evidence from sources
* Can take a pro, con, or neutral stand on an issue (although the neutral issue may require a more nuanced and sophisticated argument)

**In a persuasive essay, students:**

* Identify a problem or an issue
* Describe why what they have identified is a problem or an issue
* Provide their own opinions/viewpoints/perspectives about the problem or issue
* May base their opinions on emotions and may support their views through emotional reactions
* Develop an argument to persuade others to adopt their perspective/opinion (this may or may not involve providing evidence from sources)
* Propose possible solutions
* Include a call for action/a call for others to join in the work toward a solution

**FRQ 4**: **Cultural Comparison** will be reworded to get students to focus more on the target culture. Students will be asked to compare an aspect of culture in a Spanish-speaking community with which they are familiar to the same cultural aspect in their own OR another community.

“What is the…towards…in a Spanish-speaking community with which you are familiar? Compare…in a Spanish-speaking community to…in your own or another community.”…etc.

Students may still begin their presentations with either the target language community or their own/other as they have been able to do in the past.