



Chief Reader Report on Student Responses: 2025 AP[®] English Language and Composition Set 2 Free-Response Questions

• Number of Students Scored	617,689		
• Number of Readers	3,121		
• Score Distribution	Exam Score	N	%At
	5	82,754	13.4
	4	173,142	28.0
	3	202,765	32.8
	2	99,155	16.1
	1	59,873	9.7
• Global Mean	3.19		

The following comments on the 2025 free-response questions for AP[®] English Language and Composition were written by the Chief Reader, Michael Neal, Associate Professor, Florida State University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Synthesis

Topic: Mapping Apps

Max Score: 6

Mean Score: 3.78

What were the responses to this question expected to demonstrate?

Students responding to this question were expected to read six sources on the topic of mapping software and devices and then write an essay that synthesized material from at least three of the sources and developed their position on the value, if any, of mapping software and devices. Students were expected to respond to the prompt with a thesis that takes a defensible position; use evidence from at least three provided sources to support their line of reasoning clearly, referencing the sources; explain how the evidence supports their line of reasoning; and use appropriate grammar and punctuation in presenting their argument.

As per the Course and Exam Description, students were expected to be able to read the prompt, understand the task, use sources provided to write paragraphs that reflect their ability to establish claims and provide evidence, and demonstrate the connections between them to support their argument in a line of reasoning.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

This year's synthesis question required students to develop a position on "the value, if any, of mapping software and devices." The prompt was generally accessible, and most students demonstrated an understanding of the task's requirements by presenting a defensible position and engaging with the central issue. Many students exhibited familiarity with the cognitive demands of the prompt, addressing the value of mapping software through various lenses, including convenience, safety, overreliance, and unintended consequences such as traffic disruptions.

Successful responses demonstrated the skills outlined in the Scoring Guidelines by presenting a defensible thesis, selecting and integrating relevant evidence, providing a clear line of reasoning, and demonstrating sophistication of thought. These responses engaged thoughtfully with multiple sources, often acknowledging the complexity of the issue by considering both the advantages and disadvantages of GPS technology. For example, one response utilized a source discussing the rise in residential traffic due to app-directed shortcuts, integrating it into the argument that mapping software, while designed for efficiency, can disrupt local communities. Another essay referenced a source highlighting the safety benefits of GPS for emergency services, balancing this with concerns about user dependency and erosion of navigational skills.

Many responses also provided comprehensive commentary that linked evidence to their thesis and reasoning as demonstrated in this particular response that offers commentary to connect the source material to the claim: "In fact, according to a study described in Source D, there is evidence that proves participants who used a GPS were not able to recall certain features as well as participants who did not use a GPS. For this reason, one mustn't completely rely on mapping software and devices because one must understand their basic surroundings and how to get from one place to another." The same response continued: "Driving is a part of everyday life, and being familiar with the roads around you will not only make you a better driver, but a safer one as well. These mapping software apps are supposedly created to solve problems and prevent congestion from occurring on local streets to minimize impact on citizens, however these apps are now being proven to be more problematic for individuals than helpful." This response effectively included commentary that connected the source evidence to the argument as related to the prompt.

In contrast, responses that earned a lower score in Row B often included a mix of specific evidence and broad generalizations. For example, some responses mentioned that “mapping apps help people get to places faster” but failed to provide specific examples or detailed analysis to support this claim. Furthermore, responses that did not earn a point in Row A typically presented an attempt at a thesis that merely summarized the issue without making a clear claim. For instance, one response stated, “Mapping software has both benefits and drawbacks” without indicating a defensible position anywhere in the response.

Overall, students who were engaged with the prompt incorporated multiple sources and developed an argument were most successful in demonstrating the cognitive demands and skills required by the question.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Instead of engaging in a critical analysis of the sources and thoughtfully connecting their insights back to the main argument or line of reasoning, responses that scored lower primarily summarized the content of the sources. One paragraph in a student’s response merely summarized a source by saying, “In the article, Lisa Foderaro talks about how navigation apps like Waze are causing problems for neighborhoods. She says that while the apps help drivers get places faster, they send a lot of cars through quiet streets that were not meant for heavy traffic. City officials have tried to work with the app companies to stop the rerouting, but it has been hard to find solutions. Some neighborhoods have even put up signs or tried other ways to keep drivers out.” 	<ul style="list-style-type: none"> Students who understood the task better demonstrated a stronger ability to engage with the sources by allowing them to interact with one another in support of their thesis. Many used one source to present a claim, while bringing in another to either strengthen the argument or provide a counterpoint, which they then refuted or reconciled within their reasoning. This approach also led to more coherent, persuasive, and sophisticated arguments. One response stated, “Roads are becoming more dangerous, and inefficient with the use of GPS and other mapping technology. Along with people’s worsened spatial memories and inability to recall routes without map-assisted technology, the issue of inefficiency on roads exponentially builds up.”
<ul style="list-style-type: none"> Lower-scoring responses oversimplified the argument presented in the prompt, often reducing the issue to a basic or overly general statement. One response stated, “Mapping software and devices are always helpful because they make sure you never get lost. Since they tell you exactly where to go, there’s really no downside to using them.” This approach overlooked important details, counterarguments, or underlying assumptions, resulting in a weaker response. By failing to engage deeply with the prompt, these students missed opportunities to develop a more thoughtful and convincing argument that reflects analysis and synthesis of the sources. 	<ul style="list-style-type: none"> Many students who earned higher scores demonstrated more nuanced and complex understandings of the issue regarding the value, if any, of mapping devices for navigation. Rather than presenting one-dimensional arguments either wholly for or against these technologies, these students acknowledged both the significant benefits—such as increased convenience, improved safety, and enhanced accessibility—and the drawbacks, including overreliance on technology, privacy concerns, and unintended consequences like traffic congestion in residential areas. After this overview, they staked out their own position in response, showcasing higher-level analytical

	skills and resulting in more sophisticated and persuasive arguments.
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should prioritize instruction in argumentation, synthesis, and source integration. A helpful starting point is to have students first ask themselves, “What do I think about this source?” before selecting sources that support or challenge their position. This encourages ownership of their argument and promotes more purposeful use of evidence.

Students should also learn how to blend sources into their argument. Smooth integration demonstrates synthesis, strengthens credibility, and maintains coherence. Teaching signal phrases can be helpful with this. The use of signal phrases can help introduce sources, clarify authorship, and maintain the writer’s voice. This prevents essays from becoming strings of disconnected quotations. Analyzing the evidence contained in the sources and explicitly connecting it back to the thesis is equally important.

Teachers can also use mnemonic devices such as SOAPSTONE (Subject, Occasion, Audience, Purpose, Speaker, Tone) to help students analyze sources under timed conditions. Instruction can include reading and annotating prompts, understanding line of reasoning, addressing counterclaims, scoring sample essays with the rubric, analyzing visuals such as charts and graphs, and managing time effectively to annotate passages.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find example responses for this free-response question (FRQ) on the [AP Central AP English Language and Composition Exam page](#), along with scoring notes and specific commentary explaining why each point was or was not earned.
- The AP English Language and Composition [Course and Exam Description](#) (CED) includes a diverse collection of resources, including the Instructional Approaches section, which has a dedicated description of approaches for the Synthesis FRQ.
- Teachers will find formative assessment practice for Synthesis in Unit 3, Unit 6, and Unit 9 [AP Classroom Progress Checks](#). These FRQs are scaffolded to provide students support as they practice synthesizing sources and constructing their own argument. Specifically, the Unit 3 FRQ Progress Check breaks the Synthesis task into bite-size pieces to guide students into the development of a response.
- Teachers may also make use of the released [Synthesis FRQs in the AP Classroom Question Bank](#) as a part of classroom practice for students. Simply filter the Question Type for FRQ: Synthesis. To practice a values-based Synthesis prompt like the one featured on this year’s FRQ 1, teachers might consider using the following prompts: “Preserving, Reading, or Studying Everyday Writing,” “STEM Education,” “Value of Daylight Saving Time,” and “Vertical Farms_Synthesis FRQ.”
- Many of the [AP Daily Videos](#) located in AP Classroom will support building students’ skills specifically for the Synthesis question. Listed below are some of the AP Daily Videos that offer a range of entry points for students who are working to develop and refine their synthesis skills.
 - Unit 1: Skill 3.A: Daily Video 3
 - Strong responses were more successful at embedding quotations from sources into their writing. This AP Daily Video explains how to introduce quoted, paraphrased, and summarized information from sources.
 - Unit 3: Skill 4.A Daily Video 3

- As identified above, stronger responses were better at connecting their cited sources to their argument. This video describes how to build a line of reasoning and ensure that the utilized sources support the student’s claims. It also provides a sample support paragraph that incorporates multiple sources in one paragraph.
- Unit 3: Skill 6A: Daily Video 2
 - This video builds upon the discussion of line of reasoning with a greater emphasis on using commentary to link the source to the claim. It also highlights the difference between summarizing and analyzing evidence, which is a marker of stronger responses.

Question 2

Task: Rhetorical Analysis

Topic: Gilliland Opinion Article

Max Score: 6

Mean Score: 3.51

What were the responses to this question expected to demonstrate?

The students responding to this question were instructed to read an excerpt from Raquel Vasquez Gilliland’s opinion article “Go Outside, Sink Your Feet Into the Dirt and Engage With the World,” and then write an essay that analyzed the rhetorical choices Vasquez Gilliland made to develop her argument about the value of engaging with nature. Students were expected to respond to the prompt with a thesis that analyzed the writer’s rhetorical choices; select and use evidence to support their claims; explain how the evidence supported their argument to form a line of reasoning; demonstrate an understanding of the rhetorical situation; and use appropriate grammar and punctuation in communicating their argument.

As per the Course and Exam Description, students were expected to be able to read and understand the rhetorical situation and address the strategic choices related to that rhetorical situation, explain how the writer/speaker’s rhetorical choices contributed to the purpose of the address, identify and describe their claims, and analyze and select the appropriate evidence to support their claims.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

The prompt was accessible to students in terms of both the prose and the subject matter. Most students formulated a thesis focused on Vasquez Gilliland’s use of rhetorical devices and tied these to her argument about engaging with nature. However, since the common language of the prompt refers more broadly to “rhetorical choices,” it invites idea-driven claims as well, such as, “By relating to the audience and describing her relationship with nature, Vasquez Gilliland suggests that the land has the power to ground people and help them solve sometimes practical, sometimes philosophical problems.”

Responses frequently discussed imagery, personification, examples, and anecdotes and grasped that nature was important to Vasquez Gilliland with many quoting her mother’s advice: “Go outside. Be in nature.” The students often included the “loneliness and isolation” Vasquez Gilliland identifies, an idea that seemed to personally resonate with some of them. Stronger responses had clearer explanations of the connection between the evidence and the claim(s) the students asserted. They recognized that her opinion article was in part a “call to action” as seen in one response that stated, “Finally, Gilliland directly addresses her reader with a call to action to get readers to go outside and see for themselves the value of nature.” Stronger responses also provided commentary to connect the choices directly to their argument. Some, however, struggled at times with the complexities of Vasquez Gilliland’s relationship to nature. These responses fell back on repeating the prompt phrasing, general ideas about the reader or how a reader might respond, or personal impact or application: “I could use his advice as if I am in a slump in baseball, or if I don’t do well in football, I could go for a walk, or I could hang out barefoot in my backyard(which is a forest).”

A number of responses touched on the genre and context, pointing out that the article was published in a newspaper and that Vasquez Gilliland likely had different experiences than her readers. However, they often stopped short of explaining the relevance of her choices to that specific situation. There were also some strong discussions about the complexities at work in the passage: “Thus, Gilliland’s personification of nature shows that humans and nature should and do adapt to each other, each gaining calming inspirational value from the

other in terms of inspiration or nourishment.” However, more students chose to take a less nuanced view of the topic.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Weaker responses demonstrated the inability to move beyond the language of the prompt when constructing the thesis: “In the opinionated essay writing of Vasquez Gilliland to develop her argument about the value of engaging with nature she uses different rhetorical choices. Gilliland uses, imagery to relay her message and tell her story, tone shifts throughout her essay, and metaphorical language.” While such a claim earned the thesis point for Row A, it demonstrated a gap in students’ knowledge about the richly varied ways in which a thesis can be constructed. 	<ul style="list-style-type: none"> • Stronger responses moved beyond repeating the prompt language of “engage with nature,” or they included that phrase but extended it to provide a more clearly articulated defensible thesis, asserting why or how that engaging should be done: “Gilliland’s use of personification, anecdotes, and direct address conveys her argument that engaging with nature is about listening to it and including it in our everyday lives, all of which allow us to see its value.”
<ul style="list-style-type: none"> • Weaker responses failed to consistently provide specific evidence. Rather than focusing on specific words and phrases, they fell back on more general assertions such as, “Throughout paragraphs 1-4 her tone is very calming, helpful, and positive and she thinks of the memories of being in her hometown with her grandmother and her mother.” 	<ul style="list-style-type: none"> • Stronger responses were precise with the use of evidence. Detailed paraphrases and carefully selected quotes from the passage were often used effectively: “By using the pronoun ‘you’ after having explained the interconnectedness of humans and nature, Gilliland directly calls out to her readers, capturing their attention. She uses the word ‘too’ in front of ‘my mother’s advice’ to establish a rapport between herself and the reader, encouraging them to follow in her mother’s advice about getting out into nature just as she did.”
<ul style="list-style-type: none"> • The commentary for weaker responses was often simplistic or repetitive. These responses were frequently characterized by general statements about reader/audience reaction that could be said of any part of the passage or sometimes even all texts in general: “The vivid use of explanation helps us uncover a deeper connection with a visual picture of what is going on. The use of lemon and lime basil staining paints a picture in out head of what she is visualizing. This is useful for the reader to connect with the story and understand it on a more meaningful level.” 	<ul style="list-style-type: none"> • Stronger commentary was precise in connecting to the central claim. These responses might also frame ideas in terms of the reader, but they did so with clear explanation that integrated the evidence: “Her anecdote of her life in the big city shows her dissatisfaction with how little nature there was there, and it is intended to convince readers of the value of nature and point out the problem of the lack of nature in cities.”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

The rhetorical analysis question invites students to identify and analyze choices writers make in a particular situation. That principle of analysis is a useful starting point for teachers to reinforce to their students. Constructing a rhetorical analysis response begins with careful reading and identifying choices in the passage that can be connected to potential rhetorical purposes. Considering rhetorical situation, exploring what makes a passage complex, and tracing the writer’s line of reasoning are all skills the students need to develop. Students need to refine their reading practices in untimed classroom settings with texts that have less clearly defined rhetorical situations than those associated with letters or speeches.

Teachers can also emphasize how “rhetorical choices” involve more than a list of devices. The Rhetorical Analysis prompt allows students to consider the varied decisions writers make given their particular rhetorical situations. Teachers might consider asking during reading discussions and reflections questions such as, “What do you see in the passage for which you have no term?” That way, students begin to see that they can discuss those moments in the text they see as important without feeling chained only to those choices that they can easily label. It also helps them to meet the passage on its own terms rather than approaching it with a preconceived idea of the devices to discuss before they read the text.

When helping students develop commentary about the examples of choices they find in the text, another useful question to have students consider is, “What does this moment in the text uniquely contribute?” As students consider what each example brings to the argument, it moves them away from the repetitive or general assertions (imagery that “paints a picture,” for example) that is predetermined and general. Instead, they can begin to see how the various moments in the text work together to convey a message, achieve a purpose, or make an argument.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find example responses for this free-response question (FRQ) on the [AP Central AP English Language and Composition Exam page](#), along with scoring notes and specific commentary explaining why each point was or was not earned.
- The AP English Language and Composition [Course and Exam Description](#) (CED) includes a diverse collection of resources, including the Instructional Approaches section, which has a dedicated description of approaches for Rhetorical Analysis.
- Teachers will find formative assessment practice for Rhetorical Analysis in Units 1, 4, and 7 [AP Classroom Progress Checks](#). These FRQs are scaffolded to provide students support as they practice examining the rhetorical situation and rhetorical choices that authors/speakers employ.
- Teachers may also make use of the released [Rhetorical Analysis FRQs in the AP Classroom Question Bank](#) as a part of classroom practice for students. Simply filter the Question Type for FRQ: Rhetorical Analysis. To practice rhetorical analysis with texts from a book or opinion article like those featured on this year’s FRQ 2, teachers might consider using the following prompts: “Stamper 2017 Preface to Word by Word,” “Urschel and Thomas 2019 Preface to Mind and Matter,” and “Sasse_Summer Jobs_Rhetorical Analysis.”
- Many of the [AP Daily Videos](#) located in AP Classroom will support building students’ skills specifically for the Rhetorical Analysis. Listed below are some of the AP Daily Videos that offer a range of entry points for students who are working to develop and refine their Rhetorical Analysis skills.
 - Practice Session 5: FRQ (Rhetorical Analysis)

- Students who struggled to develop a complex thesis statement often relied on language from the prompt. This video provides strategies to help students go beyond the prompt and identify the larger message of the passage.
- Unit 3: Skill 6.A: Daily Video 3
 - As described in this Chief Reader Report, rich commentary was characteristic of strong responses. These tend to focus on specific words and details from the example when analyzing the choice. This video addresses this aspect and provides sample questions for students to ask themselves when analyzing a rhetorical choice the writer makes.
- Unit 4: Skill 2A: Daily Video 1
 - One trait of weaker responses was an oversimplified thesis that relied heavily on the language of the prompt. This video instructs students on how to craft a thesis statement (including examples of both open and closed theses) that indicates a complex understanding of the passage.

Question 3

Task: Argument

Topic: Value of Optimism

Max Score: 6

Mean Score: 3.56

What were the responses to this question expected to demonstrate?

Students responding to this question were expected to read a quotation from Amanda Gorman on how to maintain optimism in challenging times and then write a response that argued their position on the extent to which Gorman’s claim about the relationship between optimism and pessimism is valid. Students were expected to respond to the prompt with a thesis that presented a defensible position; provide evidence to support their claim; explain how the evidence supported their claim in a line of reasoning; and use appropriate grammar and punctuation in communicating their argument.

As per the Course and Exam Description, students were expected to be able to select evidence to develop and refine their claims, use appropriate reasoning to support their arguments, and connect the evidence to their claims in a line of reasoning.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

This highly accessible prompt allowed students both the freedom to approach Gorman’s claim in a variety of ways and the agency to select evidence from a range of contexts on which they were knowledgeable and/or have relevance to them. Students drew evidence from various areas to support their positions, including history, economics, philosophy, classic and contemporary literary works, popular films, popular culture, as well as personal experiences.

Most students were able to develop defensible thesis statements that varied from general statements such as, “Gorman’s claim is valid” or “Being optimistic is not bad, but you have to know when is the right time to use it” to more nuanced positions such as “Amanda Gorman, through her statement regarding pessimism and optimism, exchanges a typical viewpoint for one that incites deeper thinking and challenges negativity and positivity as a whole, ultimately intertwining them with other virtues.” Stronger responses understood Gorman’s claim more fully and identified its complexities and tensions.

This prompt measured students’ abilities to provide evidence and connect that evidence to a larger argument through commentary. Weaker responses often provided examples and summary without commentary, and, as a result, struggled to develop a line of reasoning. Stronger responses articulated multiple claims and then provided specific evidence to support each of these claims. The type of evidence developed in the responses was less important than how the responses’ commentary explained its relevance to the claims. For example, two very common general examples used as evidence this year were references to a glass being half-full/half-empty and to the concept of the yin and the yang. Though some of these responses produced cogent commentary that effectively made a convincing point within the responses’ larger arguments, many remained undeveloped.

Responses earned the point in Row C most often by crafting arguments that consistently identified complexities in Gorman’s claim. Many, for instance, articulated the limitations of Gorman’s assertion by explaining under what circumstances they might be in conversation with each other. One such response surmised, “Women’s rights activists were not operating under the principles of pure optimism, as they were

aware that the societal structures in place were rigid and unwavering ... they did not hold the purely optimistic view that they would achieve, total equality, and identical opportunities of men, but they strove towards a more immediate goal: earning the right to vote.”

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Lower scoring responses often oversimplified the task and crafted arguments about why optimism or pessimism is good or bad: “Optimism is the most powerful viewpoint to have” and “I disagree with Amanda. I don’t think being pessimistic helps at all in hard situations. Being completely optimistic through hard times will benefit you significantly, rather than being pessimistic.” 	<ul style="list-style-type: none"> Stronger responses were able to address optimism and pessimism being in conversation with each other by exploring the implications of an imbalance of pessimism and optimism, or by addressing reader assumptions that pessimism is inherently bad and optimism inherently good: “being optimistic will not fix or cure depression.” These responses were more likely to address the nuance in Gorman’s claim.
<ul style="list-style-type: none"> Many of the weaker responses fell into two categories: responses that provided examples to support just one claim and responses that made multiple claims in service of supporting the argument’s position but without specific evidence or commentary to support those claims. 	<ul style="list-style-type: none"> Stronger responses crafted multiple claims in support of the thesis statement and then provided specific examples and clear commentary to support those claims. For example, one response discussed a character in Cormac McCarthy’s <i>The Road</i> and then offered a coherent explanation of its significance to the argument: “The idea of the coast referenced throughout the novel as the father’s driving motivational force suggests that in times of strife, there is always a light in the darkness to cling to.”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

The argument task is designed to provide students an opportunity to engage in an ongoing conversation about a larger issue. Teachers should focus students' attention on reading into the complexities and nuances of the quote and have students practice developing a range of responses that go beyond binary positions.

Two instructional approaches that are especially valuable to help students develop the skills necessary to be successful with this task are Stasis Theory and the Toulmin Model of Analysis. Stasis Theory provides a framework for students to both address the issue by identifying points of agreement and disagreement by asking questions of fact (what happened?), definition (what is it?), quality (was it good or bad?), and policy (what should be done?). Having considered these questions, students can make claims and develop a line of reasoning through the evidence and commentary they provide.

The Toulmin Model of Analysis is an instructional approach that helps students write more effective commentary by considering key components of the argument: claims, grounds, warrants, backings, qualifiers, and rebuttals. While this is only one type of argument, exercises like this can help students see different structures. Teaching students to express a warrant clearly can lead to opportunities for equally strong evidence to support their arguments. The Toulmin Model can also help students extend their commentary with backings, reservations, and rebuttals. Additionally, this model instructs students to consider using qualifiers to provide more nuance to their claims and compose more sophisticated arguments that consider the merit of opposing positions. These are just two of the many available approaches to helping students develop more complex and thoughtful positions. They should be seen as heuristics and invention strategies rather than requirements for all arguments or formulas to follow.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find example responses for this free-response question (FRQ) on the [AP Central AP English Language and Composition Exam page](#), along with scoring notes and specific commentary explaining why each point was or was not earned.
- The AP English Language and Composition [Course and Exam Description](#) (CED) includes a diverse collection of resources, including the Instructional Approaches section, which has a dedicated description of approaches for the Argument question.
- Teachers will find formative assessment practice for Argument in Unit 2, Unit 5, and Unit 8 [AP Classroom Progress Checks](#). These FRQs are scaffolded to provide students support as they practice constructing their own argument.
- Teachers may also make use of the released [Argument FRQs in the AP Classroom Question Bank](#) as a part of classroom practice for students. Simply filter the Question Type for FRQ: Argument. To practice with prompts in which personal anecdotes are relevant, similar to those featured on this year's FRQ 3, teachers might consider using the following prompts: "Value of Exploring the Unknown," "Grit," "Value of Perfection," and "Pursuit of Happiness."
- Many of the [AP Daily Videos](#) located in AP Classroom will support building students' skills specifically for the Argument FRQ. Listed below are some of the AP Daily Videos that offer a range of entry points for students who are working to develop and refine their Argument skills.
 - Unit 4: Skill 6.C: Daily Video 2
 - This video discusses personal examples as a sufficient way to support a claim. It focuses on advancing an argument through definition and description, two modes that rely heavily on anecdotes like this year's prompt.
 - 2022 Review Session 7: Argument Task: Analyzing the Prompt

- Strong responses demonstrated a complex understanding of the nuances and complexities of the quotation. This video provides and applies an acronym to a sample prompt to instruct students how to identify potential issues or impacts revealed through an Argument prompt.
- 2024 Practice Session 8: FRQ (Question 3: Argument)
 - This video unpacks the “Value of Exploring the Unknown” prompt, specifically highlighting how to successfully include personal anecdotes as evidence. It also provides instruction on incorporating specific details to strengthen evidence.