1. The CED says a writer's choices are guided by...

   ☐ the audience's actual beliefs

   ☐ the writer's perceptions of the audience

   ☐ the length of the text

   ☐ the publication date

2. The test for whether a paragraph has been shaped for an audience is...

   ☐ whether it states the thesis in its first sentence

   ☐ whether it quotes and cites at least one source

   ☐ whether it would read the same to another audience

   ☐ whether it is long enough to cover every point

3. What did Nightingale's diagrams show caused most deaths?

   ☐ Old age

   ☐ Preventable diseases

   ☐ Accidents at sea

   ☐ Battle wounds

4. The reason you chose a piece of evidence should become...

   ☐ the conclusion of the whole essay

   ☐ a footnote after the quotation

   ☐ the topic sentence of the paragraph

   ☐ the first sentence of your commentary

5. A thesis must always be a single explicit sentence.

   ☐ True ☐ False

6. A thesis earns its rubric point when it...

   ☐ restates the prompt clearly

   ☐ takes a defensible position responding to the prompt

   ☐ lists three reasons

   ☐ is at least three sentences long



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   ☐ ethos

   ☐ syntax

   ☐ pathos

   ☐ logos

   *Tick every correct option.*

8. Select **all** the questions the CED's framing suggests asking before drafting.

   ☐ what does the audience need?

   ☐ what does the audience value?

   ☐ what does the audience believe?

   ☐ how long should the text be?

   *Tick every correct option.*

9. Which are jobs evidence can do?

   ☐ Decorate the page

   ☐ Amplify

   ☐ Illustrate

   ☐ Clarify

   *Tick every correct option.*

10. Including more evidence is generally safer under time pressure.

    ☐ True ☐ False

1. **the writer's perceptions of the audience**

   It is the writer's **picture** of the audience, which may be inaccurate – and that is why arguments fail.

2. **whether it would read the same to another audience**

   If it could be re-addressed unchanged, it was not written for anyone in particular.

3. **Preventable diseases**

   The same numbers in a table had been ignored.

4. **the first sentence of your commentary**

   The hardest sentence to write is one you already had when you selected the evidence.

5. **False**

   The CED says it is **not necessarily** a single sentence and may require a thorough reading to identify.

6. **takes a defensible position responding to the prompt**

   It must be arguable; restating the prompt takes no position and earns nothing.

7. **ethos; pathos; logos**

   Syntax is a stylistic feature, not a mode of persuasion.

8. **what does the audience need?; what does the audience value?; what does the audience believe?**

   Length is a formatting decision, not an audience analysis.

9. **Amplify; Illustrate; Clarify**

   Naming the job is analysis.

10. **False**

    Two pieces doing the same job earn the marks of one and use the space commentary needed.



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