

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## REGENTS EXAMINATION

IN

## ENGLISH LANGUAGE ARTS

(Common Core)

**Thursday, August 13, 2015 — 12:30 to 3:30 p.m., only**

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

# Part 1

**Directions** (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

## Reading Comprehension Passage A

*An embittered Gulliver explains English law to someone who has no experience with it.*

...I assured his honor that law was a science, in which I had not much conversed, further than by employing advocates in vain, upon some injustice that had been done me; however, I would give him all the satisfaction I was able.

5 I said there was a society of men among us, bred up from their youth in the art of proving, by words multiplied for the purpose, that white is black, and black is white, according as they are paid. To this society all the rest of the people are slaves. For example, if my neighbor has a mind to my cow, he has a lawyer to prove that he ought to have my cow from me. I must then hire another to defend my right, it being against all rules of law that  
10 any man should be allowed to speak for himself. “Now, in this case, I, who am the right owner, lie under two great disadvantages: first, my lawyer, being practiced almost from his cradle in defending falsehood, is quite out of his element when he would be an advocate for justice, which is an unnatural office he always attempts with great awkwardness, if not with ill-will. The second disadvantage is, that my lawyer must proceed with great caution, or else he will be reprimanded by the judges, and abhorred by his brethren, as one that would  
15 lessen the practice of the law. And therefore I have but two methods to preserve my cow. The first is, to gain over my adversary’s lawyer with a double fee, who will then betray his client by insinuating that he has justice on his side. The second way is for my lawyer to make my cause appear as unjust as he can, by allowing the cow to belong to my adversary; and this, if it be skilfully done, will certainly bespeak the favor of the bench. Now your  
20 honor is to know that these judges are persons appointed to decide all controversies of property as well as for the trial of criminals, and picked out from the most dexterous lawyers, who have grown old or lazy; and having been biased all their lives against truth and equity, lie under such a fatal necessity of favoring fraud, perjury, and oppression, that I have known some of them refuse a large bribe from the side where justice lay, rather than injure  
25 the faculty by doing anything unbecoming their nature or their office.

“It is a maxim among these lawyers, that whatever has been done before may legally be done again; and therefore they take special care to record all the decisions formerly made against common justice and the general reason of mankind. These, under the name of precedents, they produce as authorities to justify the most iniquitous<sup>1</sup> opinions; and the  
30 judges never fail of directing accordingly.

“In pleading, they studiously avoid entering into the merits of the cause; but are loud, violent, and tedious in dwelling upon all circumstances which are not to the purpose. For instance, in the case already mentioned, they never desire to know what claim or title my adversary has to my cow, but whether the said cow were red or black, her horns long or  
35 short; whether the field I graze her in be round or square; whether she was milked at home or abroad; what diseases she is subject to, and the like; after which they consult precedents, adjourn the case from time to time, and in ten, twenty, or thirty years come to an issue.

---

<sup>1</sup>iniquitous — immoral

40 “It is likewise to be observed that this society has a peculiar cant and jargon<sup>2</sup> of their own that no other mortal can understand, and wherein all their laws are written, which they take special care to multiply; whereby they have wholly confounded<sup>3</sup> the very essence of truth and falsehood, of right and wrong; so that it will take thirty years to decide whether the field left me by my ancestors for six generations belongs to me or to a stranger three hundred miles off.

45 “In the trial of persons accused for crimes against the state, the method is much more short and commendable: the judge first sends to sound the disposition<sup>4</sup> of those in power, after which he can easily hang or save a criminal, strictly preserving all due forms of law.”

50 Here my master, interposing, said it was a pity that creatures endowed with such prodigious<sup>5</sup> abilities of mind as these lawyers, by the description I gave of them, must certainly be, were not rather encouraged to be instructors of others in wisdom and knowledge. In answer to which I assured his honor that in all points out of their own trade they were usually the most ignorant and stupid generation among us; the most despicable in common conversation, avowed enemies to all knowledge and learning, and equally disposed to pervert the general reason of mankind in every other subject of discourse as in that of their own profession.

—Jonathan Swift  
excerpted from *The Works of Jonathan Swift:*  
*Gulliver’s Travels*, 1932  
Black’s Readers Service Company  
First published 1726 by Ben J. Motte

---

<sup>2</sup>cant and jargon — a specialized language of a profession

<sup>3</sup>confounded — confused

<sup>4</sup>disposition — inclination

<sup>5</sup>prodigious — enormous

- 1 The narrator introduces the hypothetical dispute over a cow (lines 6 through 9) in order to show the
- (1) illogical nature of the legal system
  - (2) importance of having many lawyers
  - (3) ignorance of the common man
  - (4) reasonable traditions of dispute resolution
- 2 Lines 8 and 9 convey a tone of
- (1) seriousness
  - (2) sarcasm
  - (3) empathy
  - (4) reluctance
- 3 In lines 19 through 25, the narrator observes that the practices of judges are
- (1) respected
  - (2) constructive
  - (3) indifferent
  - (4) insincere
- 4 As used in line 26, the word “maxim” most nearly means
- (1) rule
  - (2) question
  - (3) secret
  - (4) conflict
- 5 The details presented in lines 32 through 37 contribute to a central idea by
- (1) acknowledging a cow’s value
  - (2) stressing the legal system’s irrelevance
  - (3) validating the narrator’s memory
  - (4) recognizing the legal system’s history
- 6 In lines 38 through 43, the narrator describes lawyers’ “peculiar cant and jargon” as being
- (1) primarily ceremonial
  - (2) deceptively complex
  - (3) deliberately insulting
  - (4) consistently objective
- 7 Lines 44 through 46 suggest that, in crimes against the state, judges are inclined to
- (1) rely on common sense
  - (2) follow the accepted precedent
  - (3) impose a lengthy sentence
  - (4) submit to higher authority
- 8 The text supports the narrator’s point of view by
- (1) referencing historical examples
  - (2) using concrete evidence
  - (3) employing exaggerated descriptions
  - (4) describing fantastic experiences
- 9 The text as a whole supports the narrator’s opinion that lawyers and judges are
- (1) stubborn
  - (2) corrupt
  - (3) misunderstood
  - (4) inexperienced
-

## Reading Comprehension Passage B

### Monologue for an Onion

I don't mean to make you cry.  
I mean nothing, but this has not kept you  
From peeling away my body, layer by layer,  
The tears clouding your eyes as the table fills  
5 With husks, cut flesh, all the debris of pursuit.  
Poor deluded human: you seek my heart.  
Hunt all you want. Beneath each skin of mine  
Lies another skin: I am pure onion—pure onion  
Of outside and in, surface and secret core.  
10 Look at you, chopping and weeping. Idiot.  
Is this the way you go through life, your mind  
A stopless knife, driven by your fantasy of truth,  
Of lasting union—slashing away skin after skin  
From things, ruin and tears your only signs  
15 Of progress? Enough is enough.  
You must not grieve that the world is glimpsed  
Through veils. How else can it be seen?  
How will you rip away the veil of the eye, the veil  
That you are, you who want to grasp the heart  
20 Of things, hungry to know where meaning  
Lies. Taste what you hold in your hands: onion-juice,  
Yellow peels, my stinging shreds. You are the one  
In pieces. Whatever you meant to love, in meaning to  
You changed yourself: you are not who you are,  
25 Your soul cut moment to moment by a blade  
Of fresh desire, the ground sown with abandoned skins.  
And at your inmost circle, what? A core that is  
Not one. Poor fool, you are divided at the heart,  
Lost in its maze of chambers, blood, and love,  
30 A heart that will one day beat you to death.

—Suji Kwock Kim  
from *Notes from the Divided Country*, 2003  
Louisiana State University Press

- 10 The phrase “poor deluded human” (line 6) conveys a sense of
- (1) compassion
  - (2) fear
  - (3) loneliness
  - (4) shyness
- 11 The search suggested in lines 6 and 7 can best be described as
- (1) boring
  - (2) simple
  - (3) futile
  - (4) brief
- 12 The shift in line 10 indicates a transition in tone that can best be described as
- (1) sympathetic to critical
  - (2) humorous to angry
  - (3) hopeful to cruel
  - (4) admiring to fearful
- 13 The narrator’s references to veils (lines 17 and 18) remind the reader of the need for
- (1) caution
  - (2) secrecy
  - (3) clarity
  - (4) investigation
- 14 The phrase “onion-juice” (line 21) contributes to the narrator’s purpose by
- (1) demonstrating that self-reflection is satisfying
  - (2) implying that the search for identity is noble
  - (3) observing that experimentation is often dangerous
  - (4) suggesting that the quest for truth is harsh
-

## Reading Comprehension Passage C

The morning chill carried that clean-sheet crispness; that cleansing sort of air. Actually, for the tip of Long Island in early December, this weather was a little late in coming. But walking from our house to the shore of the bay, the new crystal air made me finally look ahead toward winter and turn my back to what had been a spectacular, lingering fall.

5 Every autumn here witnesses two great migrations: one axiomatic and one nearly unknown. Everybody knows birds fly south for the winter. Here, the marshes and barrier islands are interstate arteries for heavy traffic of songbirds, waterfowl, hawks and others. But except for people who fish, almost no one realizes the greater migration begins just beyond the beach.

10 This year, as usual, swarms of fish had arrived from New England in the last few weeks and departed down the coast in great migrating waves. They included millions and millions of anchovies and menhaden, pursued to the surface by armies of bluefish, striped bass, little tuna. Along the seafloor battalions of summer flounder, black sea bass, tautog, porgies and others moved to deeper grounds. Offshore, beyond sight of land on the rolling blue  
15 prairies of the sea, sharks and tunas passed like herds on the Serengeti (though now, like those herds, much diminished). Herring and mackerel had arrived mid-November with dolphins on their tails, and the remaining schools of striped bass, fattening for their long run to winter grounds, gobbled them greedily. Even now, into December, a few boats were still hunting bass. But we had caught enough, our freezer was stocked for winter and our smoker  
20 racks were busy, and we'd just hauled the boat.

Patricia and I put our footsteps to the gravelly beach and walked to the inlet to see who'd recently arrived. Bonaparte's gulls, a few long-tailed ducks, some black scoters and in the distance the feathered missiles called gannets were sending geysers skyward as a flock poured into a herring school. To me, this seasonal sense of place in the path of migrations,  
25 this finger on the pulse of the planet, is the purest joy.

We were just rounding the inlet entrance when, among the shells and tide-wrack, my gaze caught something so unexpected — here, and in this near-frost — it seemed improbable as a fallen angel: a sea turtle.

30 It was a baby, with a platter-sized shell. Species: Kemp's ridley, most endangered of all Atlantic turtles. Stunned by the boreal air and 49-degree water, the turtle's only sign of life was a mark in the wet sand suggesting a flipper had moved sometime since high tide had left it and withdrawn.

This nation that sees itself stretching from sea to shining sea conceals beneath her broad, waving skirts of bordering oceans some of the greatest wildlife in the world. And  
35 because it's so effectively hidden, it's some of the least understood.

Though the saltiness of our blood and tears speaks from within of our parent ocean, for most people oceans seem distant, out of sight and generally out of mind. Even many who love nature, who see our landscape and imagine herds of bison and skies darkened by  
40 passenger pigeons and clouds of waterfowl, who escape into the woods or mountains or even the shore, seem to get their vision stranded on the beach as though wildlife stops at the high-tide line, where our little stunned turtle reminded us that so much actually begins.

The water makes a perfect disguise that heightens the mystery, but in some ways that's a great pity, because the closest thing we have left to the thundering herds and great flocks  
45 is in the sea. Extending your vision into the grand swirl and suck of the many-fingered tides and beyond will grant you a renewed sense of both the abundance and fragility of life.

Whether or not we can see, hear, or feel the ocean from our own home territory, the ocean certainly feels all of us. Between a third and half the world's people now live within 50 miles of a coast (as any traveler can attest). In China, population density is three times higher in coastal areas than elsewhere. The collective weight of humanity may rest on

50 land, but we levy heavy pressure on the sea. Most of us exert our most direct interaction  
with the sea through the seafood we buy. But even air quality affects water quality because  
what goes up alights elsewhere, and climate change is challenging ocean habitats by melting  
sea ice and cooking corals, undermining food supplies for penguins, polar bears and reef  
fishes.

55 People who think of themselves as conservationists carry a concern for wildlife, wildlands  
and habitat quality as part of their sense of right and wrong. It is time to take these concerns  
below high tide. Most people would not question a hawk's place in the sky, nor ask what  
good is a gazelle, nor wonder whether the world really needs wild orchids. Yet when told of  
60 the plight of, say, sharks, many still think it quite reasonable to inquire, "What good are they;  
why do we need them?" Fifty million buffalo once roamed the rolling green prairies of  
North America. Gunners reduced them to near-extinction. Now, hunters cut from the same  
cloth are at work on the rolling blue prairies of the sea and, already, the big fish — including  
miracles like thousand-pound, warm-blooded bluefin tuna — are 90 percent gone. What we  
regret happening on land may again happen in the sea. Those who care about wildlife  
65 should get to know about oceans.

We brought the turtle home and warmed it a bit in the sun. It began to shed tears, a sign  
of ongoing glandular function and, for us, heightened hope. Soon a flipper waved — a certain  
signal of persistent life. Shortly thereafter, the aquarium people arrived to bring our little  
patient into veterinary rehab. Slowly warmed, within a few hours it was conscious and  
70 swimming, safe until release next spring.

Whether we help one unlucky creature or wish to save the world, for each of us the  
challenge and opportunity is to cherish all life as the gift it is, envision it whole, seek to know  
it truly, and undertake — with our minds, hearts and hands — to restore its abundance.  
Where there's life there's hope, and so no place can inspire more hopefulness than  
75 the great, life-making sea, home to creatures of mystery and majesty, whose future now  
depends on human compassion, and our next move.

—Carl Safina  
"Comes a Turtle, Comes the World"  
<http://www.patagonia.com>, Winter 2006



- 15 A purpose of the second paragraph is to draw attention to
- (1) a popular vacation spot
  - (2) the activities of the fishermen
  - (3) the beauty of the islands
  - (4) a lesser known event
- 16 The details in lines 11 through 18 reinforce the idea of
- (1) diversity
  - (2) discovery
  - (3) adaptation
  - (4) rehabilitation
- 17 The phrase “who’d recently arrived” in line 22 refers to
- (1) predatory species
  - (2) other observers
  - (3) migrating wildlife
  - (4) fishing boats
- 18 The figurative language in line 23 is used to suggest
- (1) confusion
  - (2) speed
  - (3) fear
  - (4) sound
- 19 Knowing the turtle’s species in lines 29 and 30 serves to make its discovery more
- (1) serious
  - (2) mysterious
  - (3) natural
  - (4) controversial
- 20 As used in line 30, the word “boreal” most nearly means
- (1) clean
  - (2) cold
  - (3) salty
  - (4) hazy
- 21 The author’s reference to “the saltiness of our blood and tears” (line 36) exposes the irony of our
- (1) disinterest in the ocean
  - (2) efforts in conservation
  - (3) destructive habits
  - (4) current situation
- 22 Which lines establish an important cause and effect relationship in the passage?
- (1) lines 5 and 6
  - (2) lines 19 and 20
  - (3) lines 49 and 50
  - (4) lines 55 and 56
- 23 Which lines best reflect a central claim?
- (1) “Actually, for ... in coming” (lines 1 and 2)
  - (2) “This year, as usual ... migrating waves” (lines 10 and 11)
  - (3) “Most of us ... we buy” (lines 50 and 51)
  - (4) “What we regret ... about oceans” (lines 63 through 65)
- 24 The author waits until lines 66 through 70 to reveal the fate of the baby turtle in order to
- (1) present a counterclaim
  - (2) inject humor
  - (3) introduce irony
  - (4) maintain reader interest

## Part 2

### Argument

**Directions:** Closely read each of the *four* texts provided on pages 11 through 16 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Should American citizens be required to vote in national elections?

**Your Task:** Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not American citizens should be required to vote. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

#### Guidelines:

##### Be sure to:

- Establish your claim regarding whether or not American citizens should be required to vote
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

#### Texts:

Text 1 – Telling Americans to Vote, or Else

Text 2 – Compulsory Voting

Text 3 – Does Mandatory Voting Restrict or Expand Democracy?

Text 4 – How Compulsory Voting Subverts Democracy

## Text 1

### Telling Americans to Vote, or Else

Jury duty is mandatory; why not voting? The idea seems vaguely un-American. Maybe so, but it's neither unusual nor undemocratic. And it would ease the intense partisan polarization<sup>1</sup> that weakens our capacity for self-government and public trust in our governing institutions.

5 Thirty-one countries have some form of mandatory voting, according to the International Institute for Democracy and Electoral Assistance. The list includes nine members of the Organization for Economic Cooperation and Development and two-thirds of the Latin American nations. More than half back up the legal requirement with an enforcement mechanism, while the rest are content to rely on the moral force of the law.

10 Despite the prevalence of mandatory voting in so many democracies, it's easy to dismiss the practice as a form of statism<sup>2</sup> that couldn't work in America's individualistic and libertarian political culture. But consider Australia, whose political culture is closer to that of the United States than that of any other English-speaking country. Alarmed by a decline in voter turnout to less than 60 percent in 1922, Australia adopted mandatory voting in  
15 1924, backed by small fines (roughly the size of traffic tickets) for nonvoting, rising with repeated acts of nonparticipation. The law established permissible reasons for not voting, like illness and foreign travel, and allows citizens who faced fines for not voting to defend themselves. ...

20 Proponents offer three reasons in favor of mandatory voting. The first is straightforwardly civic. A democracy can't be strong if its citizenship is weak. And right now American citizenship is attenuated — strong on rights, weak on responsibilities. There is less and less that being a citizen requires of us, especially after the abolition of the draft. Requiring people to vote in national elections once every two years would reinforce the principle of reciprocity at the heart of citizenship.

25 The second argument for mandatory voting is democratic. Ideally, a democracy will take into account the interests and views of all citizens. But if some regularly vote while others don't, officials are likely to give greater weight to participants. This might not matter much if nonparticipants were evenly distributed through the population. But political scientists have long known that they aren't. People with lower levels of income and education are less  
30 likely to vote, as are young adults and recent first-generation immigrants.

Changes in our political system have magnified these disparities.<sup>3</sup> During the 1950s and '60s, when turnout rates were much higher, political parties reached out to citizens year-round. At the local level these parties, which reformers often criticized as "machines,"  
35 connected even citizens of modest means and limited education with neighborhood institutions and gave them a sense of participation in national politics as well. (In its heyday, organized labor reinforced these effects.) But in the absence of these more organic forms of political mobilization, the second-best option is a top-down mechanism of universal mobilization.

40 Mandatory voting would tend to even out disparities stemming from income, education and age, enhancing our system's inclusiveness. It is true, as some object, that an enforcement mechanism would impose greater burdens on those with fewer resources. But this makes it all the more likely that these citizens would respond by going to the polls, and they would stand to gain far more than the cost of a traffic ticket.

---

<sup>1</sup>partisan polarization — one-sidedness

<sup>2</sup>statism — central governmental control of economic and social policy

<sup>3</sup>disparities — inequalities

45 The third argument for mandatory voting goes to the heart of our current ills. Our low turnout rate pushes American politics toward increased polarization. The reason is that hard-core partisans are more likely to dominate lower-turnout elections, while those who are less fervent about specific issues and less attached to political organizations tend not to participate at levels proportional to their share of the electorate. ...

50 The United States is not Australia, of course, and there's no guarantee that the similarity of our political cultures would produce equivalent political results. For example, reforms of general elections would leave untouched the distortions generated by party primaries in which small numbers of voters can shape the choices for the entire electorate. And the United States Constitution gives the states enormous power over voting procedures. Mandating voting nationwide would go counter to our traditions (and perhaps our  
55 Constitution) and would encounter strong state opposition. Instead, a half-dozen states from parts of the country with different civic traditions should experiment with the practice, and observers — journalists, social scientists, citizens' groups and elected officials — would monitor the consequences.

60 We don't know what the outcome would be. But one thing is clear: If we do nothing and allow a politics of passion to define the bounds of the electorate, as it has for much of the last four decades, the prospect for a less polarized, more effective political system that enjoys the trust and confidence of the people is not bright.

—William A. Galston  
excerpted from “Telling Americans to Vote, or Else”  
<http://www.nytimes.com>, November 5, 2011

## Text 2

### Compulsory Voting

All democratic governments consider participating in national elections a right of citizenship and a citizen's civic responsibility. Some consider that participation in elections is also a citizen's duty. In some countries, where voting is considered a duty, voting at elections has been made compulsory and has been regulated in the national constitutions or electoral laws. Some countries impose sanctions<sup>1</sup> on non-voters.

Compulsory voting is not a new concept. Belgium (1892), Argentina (1914) and Australia (1924) were among the first countries to introduce compulsory voting laws. Countries such as Venezuela and the Netherlands practised compulsory voting at one time but have since abolished it.

Advocates of compulsory voting argue that decisions made by democratically elected governments are more legitimate when higher proportions of the population participate. They argue further that voting, voluntarily or otherwise, has an educative effect upon the citizens. Political parties can save money as a result of compulsory voting, since they do not have to spend resources convincing the electorate that it should turn out to vote. Lastly, if democracy is government by the people, presumably this includes all people, so that it is every citizen's responsibility to elect his or her representatives.

The leading argument against compulsory voting is that it is not consistent with the freedom associated with democracy. Voting is not an intrinsic<sup>2</sup> obligation and the enforcement of such a law would be an infringement of the citizen's freedom associated with democratic elections. It may discourage the political education of the electorate because people forced to participate will react against the perceived source of oppression. Is a government really more legitimate if high voter turnout is achieved against the will of the voters? Many countries with limited financial resources may not be able to justify the expense of maintaining and enforcing compulsory voting laws. It has been proved that forcing the population to vote results in an increased number of invalid and blank votes compared to countries that have no compulsory voting laws.

Another consequence of compulsory voting is the possible high number of "random votes". Voters who are voting against their free will may check off a candidate at random, particularly the top candidate on the ballot paper. The voter does not care whom they vote for as long as the government is satisfied that they have fulfilled their civic duty. What effect does this immeasurable category of random votes have on the legitimacy of the democratically elected government? ...

—Maria Gratschew  
excerpted from "Compulsory Voting"  
*Voter Turnout Since 1945: A Global Report*  
International Institute for Democracy and  
Electoral Assistance (International IDEA), 2002

---

<sup>1</sup>sanctions — penalties

<sup>2</sup>intrinsic — essential

### Text 3

#### Does Mandatory Voting Restrict or Expand Democracy?

Does mandatory voting restrict or expand democracy? For many people who have never heard about the idea, mandatory voting sounds very strict: requiring people to go to the polls on Election Day. In the United States, it seems strange to present an action many consider a right as a required duty. Nevertheless, in many foreign countries, mandatory voting (sometimes referred to as compulsory voting) is an obvious democratic option.

The system in fact is present in more than 30 democracies around the world. However, all policies are not the same. Mandatory voting can be used to elect all political representatives or it can be restricted to specific elections. For example, in France, mandatory voting is only used for Senatorial elections.

The two most notable examples of compulsory voting occur in Belgium and Australia. Belgium has the oldest tradition of [a] compulsory voting system. The system was introduced in 1892 for men and 1949 for women. Today, all Belgian citizens age 18 or over have to vote in every electoral event. If an individual fails to vote in at least four elections, he or she lose[s] the right to vote for the next 10 years and as a result face a general social stigma and specific problems like near impossibility in having a job in the public sector. In Australia, compulsory voting was adopted as a way of integrating the large population of immigrants that the country welcomes and is endorsed through non-voters facing potential fines.

Many people compare voting to taxes. In fact, one of mandatory voting's biggest advocates, former American Political Science Association president Arend Lijphart, uses this comparison in his writings like *Patterns of Democracy*. According to him, just as taxes are a way to feed the national economy, voting can be seen as a way to feed the civic economy. Moreover, when compelled to vote, citizens begin to be more involved in political life and in turn are encouraged to take a more active role in other areas of civic society. And no other change comes close to having as sweeping an impact on rates of voter participation.

Given Lijphart's arguments, would compulsory voting make sense in the United States? Not necessarily— for many Americans the right to vote also implies the right not to vote. In fact, some people might even interpret mandatory voting as a violation of [the] First Amendment's prohibition of compelled speech. Moreover, mandatory voting opposition argues that a forced electorate would not necessarily be the most politically intelligent electorate.

Some apolitical citizens might choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty. Finally, voters in fact gain a certain kind [of] influence from their ability not to vote — elected officials can't take their vote for granted.

Whether you are an advocate for or against mandatory voting, the concept is a thought provoking idea that should not be overlooked just because it seems so foreign to the United States. But it should never be used to avoid tackling the root of political disengagement.

Democracies don't just need active citizens; they need educated and active citizens, which is why at FairVote we advocate for strong learning democracy programs for students. Americans also need faith in the power of elected officials to represent them effectively and the motivation that comes from elections having real choices from across the spectrum. Such changes can't happen overnight, the way passage of compulsory voting could take place. But they are essential building blocks of a successful democracy.

—Wael Abdel Hamid  
adapted from “Does Mandatory  
Voting Restrict or Expand Democracy?”  
<http://www.fairvote.org>, October 18, 2010

## Text 4

### How Compulsory Voting Subverts Democracy

...Democracy is an achievement that has come about through determination, hard work, struggle, even bloodshed. On these grounds alone, it deserves to be honoured. But democracy can only be honoured if we appreciate the gift we're fortunate enough to possess in the first place. Sadly, a considerable number of people do not appreciate it, and have never given the matter a moment's thought. I'd argue that the massive indifference towards politics that now pervades the general populace will only be overcome by removing the compulsion to vote. Politicians would then be forced to argue their cases with more conviction, and to educate their constituents about the historical struggle that was necessary to achieve what most of us now take for granted.

People have to be persuaded of the importance of voting to the democratic process. Yet compelling people to do so subverts our democratic rights. Democracy is about freedom; it is the antithesis of compulsion. Compulsory voting raises a question we shouldn't even be asking: whether voting is a civil right or a civic duty.

The right *not* to vote in an election is as fundamental as the right to vote. Both the Universal Declaration of Human Rights and the UN's International Covenant on Civil and Political Rights refer to people's rights to "freely chosen representatives". This right is something we each possess and can each choose to use, but it should never become a dictate. ...

It's certainly true that in countries where voting is voluntary, like the USA and UK, voter apathy is highest among the poor and uneducated. It's also hard to dispute the fact that, because these people—in Western countries at least—do not vote, they're ignored, and because they're ignored, they don't bother to vote. But the argument falls down with the claim that, by forcing these people to vote, politicians will be compelled to pay attention to them, and take steps to improve their situation. It's much more likely politicians will fight for the welfare of the poor and uneducated if they have to go out and *seek* their vote. ...

Those who believe countries with compulsory voting are more democratic argue that it legitimises democracy, that the election results in countries like the USA, where voting isn't compulsory and voter turnout is low, do not accurately reflect the country's political opinion. But I believe that not having an opinion *is* an opinion, that being indifferent to the outcome of an election and disliking all of the options put before one are both opinions. If people don't turn out to vote, they're definitely stating their opinions, many of which are both strongly held and well thought through. ...

Perhaps the clinching argument as to whether or not compulsory voting is more democratic is that, according to the experts, coercing<sup>1</sup> everyone to the polling booth in fact makes little or no difference to the final outcome. The experts (academics, pollsters and civil servants) have all calculated that in the last four Australian federal elections the results would have been the same even had the voting been voluntary. ...

Although falling voting figures around the world may be a worry, compelling people to vote is not the answer. Too many people feel they're powerless in the face of both the political system and the huge, undemocratic power of the modern corporation. They also feel that one politician is little different from another, and that none of them is going to deal in a meaningful way with any of the big issues. So it takes a politician who can galvanise<sup>2</sup> the public to get them voting. In the 2008 US Presidential election,

---

<sup>1</sup>coercing — forcing

<sup>2</sup>galvanise — excite into action

45 people sensed a new political star in Obama, someone who would make a difference,  
and voter turnout was the highest for forty years. ...

50 Numbers are unimportant. Quality rather than quantity should be the focus of a healthy  
democracy. Voting should be carried out by those who care, by those who want to vote. It  
isn't too hard to argue that those who want to vote deserve to be heard more than those who  
do not. Is it truly worth listening to someone who has nothing to say or who doesn't *want* to  
say anything? ...

—Peter Barry  
excerpted from “How Compulsory  
Voting Subverts Democracy”  
<http://quadrant.org.au>, September 1, 2013

---



## Part 3

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 18 and 19 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

## Text

*The following excerpt is a diary entry from the novel Dracula.*

When I found that I was a prisoner a sort of wild feeling came over me. I rushed up and down the stairs, trying every door and peering out of every window I could find; but after a little the conviction of my helplessness overpowered all other feelings. When I look back after a few hours I think I must have been mad for the time, for I behaved much as a rat  
5 does in a trap. When, however, the conviction had come to me that I was helpless I sat down quietly—as quietly as I have ever done anything in my life—and began to think over what was best to be done. I am thinking still, and as yet have come to no definite conclusion. Of one thing only am I certain; that it is no use making my ideas known to the Count. He knows well that I am imprisoned; and as he has done it himself, and has doubtless his  
10 own motives for it, he would only deceive me if I trusted him fully with the facts. So far as I can see, my only plan will be to keep my knowledge and my fears to myself, and my eyes open. I am, I know, either being deceived, like a baby, by my own fears, or else I am in desperate straits;<sup>1</sup> and if the latter be so, I need, and shall need, all my brains to get through.

I had hardly come to this conclusion when I heard the great door below shut, and knew  
15 that the Count had returned. He did not come at once to the library, so I went cautiously to my own room and found him making the bed. This was odd, but only confirmed what I had all along thought—that there were no servants in the house. When later I saw him through the chink of the hinges of the door laying the table in the dining-room, I was assured of it; for if he does himself all these menial offices, surely it is proof that there is  
20 no one else to do them. This gave me a fright, for if there is no one else in the castle, it must have been the Count himself who was the driver of the coach that brought me here. This is a terrible thought; for if so, what does it mean that he could control the wolves, as he did, by only holding up his hand in silence. How was it that all the people at Bistritz and on the coach had some terrible fear for me? What meant the giving of the crucifix, of  
25 the garlic, of the wild rose, of the mountain ash? Bless that good, good woman who hung the crucifix round my neck! for it is a comfort and a strength to me whenever I touch it. It is odd that a thing which I have been taught to regard with disfavour and as idolatrous should in a time of loneliness and trouble be of help. Is it that there is something in the essence of the thing itself, or that it is a medium, a tangible help, in conveying  
30 memories of sympathy and comfort? Some time, if it may be, I must examine this matter and try to make up my mind about it. In the meantime I must find out all I can about Count Dracula, as it may help me to understand. To-night he may talk of himself, if I turn the conversation that way. I must be very careful, however, not to awake his suspicion. ...

*Later.*—I endorse the last words written, but this time there is no doubt in question.  
35 I shall not fear to sleep in any place where he is not. I have placed the crucifix over the head of my bed—I imagine that my rest is thus freer from dreams; and there it shall remain.

When he left me I went to my room. After a little while, not hearing any sound, I came out and went up the stone stair to where I could look out towards the South. There was some sense of freedom in the vast expanse, inaccessible though it was to me, as of compared with  
40 the narrow darkness of the courtyard. Looking out of this, I felt that I was indeed in prison, and I seemed to want a breath of fresh air, though it were of the night. I am beginning to feel this nocturnal existence tell on me. It is destroying my nerve. I start at my own shadow, and am full of all sorts of horrible imaginings. God knows that there is ground for my terrible fear in this accursed place! I looked out over the beautiful expanse, bathed  
45 in soft yellow moonlight till it was almost as light as day. In the soft light the distant hills became melted, and the shadows in the valleys and gorges of velvety blackness.

---

<sup>1</sup>straits — difficult situations

50 The mere beauty seemed to cheer me; there was peace and comfort in every breath I drew. As I leaned from the window my eye was caught by something moving a storey below me, and somewhat to my left, where I imagined, from the order of the rooms, that the windows of the Count's own room would look out. The window at which I stood was tall and deep, stone-mullioned,<sup>2</sup> and though weatherworn, was still complete; but it was evidently many a day since the case had been there. I drew back behind the stonework, and looked carefully out. ...

55 What manner of man is this, or what manner of creature is it in the semblance of man? I feel the dread of this horrible place overpowering me; I am in fear—in awful fear—and there is no escape for me; I am encompassed about with terrors that I dare not think of. ...

—Bram Stoker  
excerpted from *Dracula*, 1897  
The Modern Library  
Random House, Inc.

---

<sup>2</sup>mullioned — divided into panes

---

# REGENTS IN ELA (Common Core)

Printed on Recycled Paper

REGENTS IN ELA (Common Core)

# FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

# CCE

## ENGLISH LANGUAGE ARTS (Common Core)

Thursday, August 13, 2015—12:30 to 3:30 p.m., only

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department’s web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts (Common Core). More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)*.

#### Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. The scoring key for this exam is provided below. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers				
Part 1				
1 ..... <b>1</b> .....	6 ..... <b>2</b> .....	10 ..... <b>1</b> .....	15 ..... <b>4</b> .....	20 ..... <b>2</b> .....
2 ..... <b>2</b> .....	7 ..... <b>4</b> .....	11 ..... <b>3</b> .....	16 ..... <b>1</b> .....	21 ..... <b>1</b> .....
3 ..... <b>4</b> .....	8 ..... <b>3</b> .....	12 ..... <b>1</b> .....	17 ..... <b>3</b> .....	22 ..... <b>3</b> .....
4 ..... <b>1</b> .....	9 ..... <b>2</b> .....	13 ..... <b>3</b> .....	18 ..... <b>2</b> .....	23 ..... <b>4</b> .....
5 ..... <b>2</b> .....		14 ..... <b>4</b> .....	19 ..... <b>1</b> .....	24 ..... <b>4</b> .....

## Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

### *Introduction to the Tasks*

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

### *Introduction to the Rubric and Anchor Papers*

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

### *Practice Scoring Individually*

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

**Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)  
Part 2 Rubric

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
<b>Content and Analysis:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim  -do not demonstrate analysis of the texts
<b>Command of Evidence:</b> the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts  -do not make use of citations
<b>Coherence, Organization, and Style:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
<b>Control of Conventions:</b> the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

American citizens should not be required to vote, ~~for this~~ because compulsory voting contradicts the fundamental purpose of democracy itself. When one thinks of democracy, the word 'freedom' often comes to mind. This freedom that is linked to a democratic society includes the right to vote, but it also includes the right not to vote or voice opinion. If people were required to cast their vote by law, an ~~then a large~~ array of problems would arise ~~that~~ ~~could~~ ~~eventually~~ ~~alter~~ ~~the~~ ~~foundations~~ ~~of~~ ~~the~~ ~~voting~~ ~~system~~ ~~and~~ ~~the~~ ~~freedoms~~ ~~that~~ ~~many~~ ~~citizens~~ ~~often~~ ~~take~~ ~~for~~ ~~granted~~. Although successful in other countries, compulsory voting in the United States would only be problematic due to the American people's belief in the freedom to choose or not to choose.

The purpose of voting is to elect officials that resolve and reform problems ~~in a matter~~ ~~that~~ ~~pertains~~ ~~to~~ ~~the~~ ~~voter's~~ ~~personal~~ ~~opinion~~ ~~and~~ ~~viewpoint~~. Mandating ~~the~~ voting may "discourage the political education of the electorate" (text 2, line 20) by forcing ~~some~~ ~~voters~~ to "choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty" (text 3, lines 31-32). Random voters do not legitimize a democracy and its ~~ideals~~ ~~and~~ ~~its~~ ~~ideals~~, but rather contradict it, for their participation was forced and insincere. If voter turnout is in decline



as it is stated in text 4, ~~then~~ then what difference do careless votes make just to simply avoid penalty?

It all comes down ~~to~~ to the politicians themselves.

~~It~~ "It's much more likely politicians will fight for the welfare of the poor and uneducated if they have to go out and seek their vote" (text 4, lines 24-25).

If a person wants to vote for a politician that represents their opinion then they certainly have the option to and can legally do so. But, ~~if~~ if one has no opinion on the matter than what good is their vote? "Voting should be carried out by those who care, by those who want to vote" (text 4, line 46).

Granted, there are some upsides to mandatory voting.

~~Text~~ In text 1, an argument is made that lists out the reasons to introduce compulsory voting, and ~~one~~ one of the reasons is that it would voice the opinion of all ~~people~~ citizens so that the country as a whole can decide on elections or issues. However, "it should never be used to avoid tackling the root of political disengagement" (text 3, line 31). The current ~~system~~ ~~system~~ system of voting is fully functional and provides a basis for a true democracy by giving people the right to or to not vote.

Although positive in certain aspects, compulsory voting should not be instituted into the United States electoral system. The ~~idea~~ ~~idea~~ fundamental parts of being a member of democracy, ~~such~~ such as the right to vote or not to vote, would

---

**Anchor Paper – Part 2 – Level 6 – A**

---

be challenged if voting was mandated. The freedoms of the American people would be questioned if voting became a requirement, and that is reason enough to not enstate a system of compulsory voting.

**Anchor Level 6–A**

The essay introduces a precise and insightful claim, as directed by the task (*American citizens should not be required to vote because compulsory voting contradicts the fundamental purpose of democracy itself and This freedom ... includes the right to vote, but it also includes the right not to vote or voice opinion*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims, stating that *Although successful in other countries, compulsory voting in the United States would only be problematic due to the American people's belief in the freedom to choose or not to choose*. The essay presents ideas fully and thoughtfully (*The purpose of voting is to elect officials that resolve and reform problems in a matter that pertains to the voter's personal opinion and viewpoint*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*Random voters do not legitimize a democracy and its ideals, but rather contradict it, for their participation was forced and insincere*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 2, line 20*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing a claim against mandatory voting as an act from which *an array of problems would arise that could eventually alter ... the freedoms that many citizens often take for granted*, then addressing the counterclaim as a means of supporting the claim which is reaffirmed in the conclusion (*The freedoms of the American people would be questioned if voting became a requirement, and that is reason enough to not enstate a system of compulsory voting*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Granted, there are some upsides to mandatory voting and The current system of voting is fully functional and provides a basis for a true democracy*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

As early as Ancient Greece, parts of the world have been privileged with the gift of representative democracy. The American Revolution was fought over the ideals of a democracy – the right of citizens to choose their own representatives to national government. Currently, however, many U.S. citizens of voting age are not exercising this hard-won Freedom, even though "participating in national elections is not only a right of citizenship but a citizen's civic responsibility" (Text 2, lines 1-2). A mandatory voting law for national elections should be enacted in the United States to create responsible citizens, to ensure a more democratically elected national government and to reduce the polarization that now exists in our government.

Some opponents of a mandatory voting law argue that compulsory voting "is not consistent with the freedom associated with democracy" (Text 2, lines 17-18), but neither is voter apathy. A democracy is government by the people – all people eligible to vote. "Moreover, when compelled to vote, citizens begin to be more involved in political life" (Text 3, line 22). When citizens must vote, they will become more politically aware, educating themselves about issues that pertain to their lives as U.S. citizens. There probably will be an increase in "strong learning democracy programs for students" (Text 3, line 39) and for adults as well to prepare citizens for mandatory voting. "A democracy

can't be strong if its citizenship is weak" (Text 1, lines 20-21).

A mandatory voting law will guarantee a more democratically elected national government. Politicians play to the voting audience, dismissing those who historically don't vote. This undemocratic but human tendency will be eliminated when all eligible citizens vote. No longer will politicians ignore "people with lower levels of income and education... young adults and recent first generation immigrants" (Text 1, lines 29-30).

Mandatory voting would force politicians "to argue their cases with more conviction and to educate their constituents" (Text 4, lines 7-8). When all eligible voters are required to vote, the extreme polarization of the national government, which in itself is a travesty of democracy, would slowly end. The U.S. would become a more truly representative form of government. Politicians would be forced to address the needs of all the voting population, working harder to gain the votes of those citizens who have historically been ignored.

Mandatory voting is a must in a true democracy. "Requiring people to vote in national elections <sup>once every two years</sup> would reinforce the principle of reciprocity at the heart of citizenship" (Text 1, lines 23-24). As a result, our government would finally become an inclusive democracy, requiring all citizens of voting age to vote. Voting citizens,

---

**Anchor Paper – Part 2 – Level 6 – B**

---

regardless of age or income, education or gender,  
race or ethnicity, would use their votes to  
create a truly democratic United States of America.

**Anchor Level 6–B**

The essay introduces a precise and insightful claim, as directed by the task (*A mandatory voting law for national elections should be enacted in the United States to create responsible citizens, to ensure a more democratically elected national government and to reduce the polarization that now exists in our government*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Some opponents of a mandatory voting law argue that compulsory voting “is not consistent with the freedom associated with democracy”... but neither is voter apathy. A democracy is government by the people – all people eligible to vote*). The essay presents ideas fully and thoughtfully (*When citizens must vote, they will become more politically aware, educating themselves about issues that pertain to their lives as U.S. citizens and Politicians play to the voting audience, dismissing those who historically don’t vote*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*No longer will politicians ignore “people with lower levels of income and education ... young adults and recent first generation immigrants” and When all eligible voters are required to vote, the extreme polarization of the national government ... would slowly end*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 3, line 22*) and (*Text 4, lines 7-8*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by first introducing the claim and the supporting arguments to be discussed, followed by three body paragraphs that illustrate each argument, and ending with a concluding paragraph that reiterates the claim (*Mandatory voting is a must in a true democracy and As a result, our government would finally become an inclusive democracy, requiring all citizens of voting age to vote*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Voting citizens, regardless of age or income, education or gender, race or ethnicity, would use their votes to create a truly democratic United States of America*). The essay demonstrates control of conventions, exhibiting occasional errors (*Freedom, eligible, undemocratic but human tendency, truly*) only when using sophisticated language.

The democracy of the United States "has come about through determination, hard work, struggle, even bloodshed" (Text 4, lines 1-2). As a nation, the United States has fought to ensure that its people would be represented in government and that the principles of democracy would be available to all. As a united democracy, all people should be required to vote to assure that the government represents everyone. Responsible and effective citizenship requires that every person of voting age, regardless of class, income or education, must vote.

A democracy "can't be strong if its citizenship is weak" (Text 1, line 20). It is everyone's civic duty to voice their opinion to the government. Voting is a natural right and a privilege; voting guarantees that a country does not become oppressive to its <sup>citizens</sup> ~~people~~. Some people say mandatory voting is wrong because "it is not consistent with the freedom associated with democracy" (Text 2, lines 17-18), but if one describes democracy as the equal opportunity for everyone to participate freely in government, then it naturally follows that everyone must vote. Voters at no time are forced to vote for any one candidate. They have choices, guaranteed by the democracy they live in.

In our nation where so much inequality exists, voting provides every American with the equal opportunity to cast a ballot, regardless of status, or education. Required voting would guarantee that every minorities' voice is heard. This is true democracy. The politicians would be forced to listen and change their attitudes

if all people were required to vote. Opponents of mandatory voting say that there might be more "random votes" (Text 2, lines 27-28). At least it is a vote, and it helps people get used to going to the polls. Even those voters who vote randomly have participated in their rightful duties. Also, voting equals out tensions between "income, education and age" (Text 1, lines 39-40) and supports the ideals of democracy.

Lastly, every American of voting age should be required to vote because "other democracies have found mandatory voting to be successful." The system in fact is present in more than 30 democracies around the world (Text 3, line 6). Even though some Americans claim that the right to vote is the right not to vote (Text 3, line 26), what does a non-existent vote say about the willingness of a person to participate in a democracy? If everyone makes an effort to vote in national elections, citizens will "begin to be more involved in political life" (Text 3, line 22). In order to have a true popular mandate, everyone in the United States must vote.

In conclusion, every American must be required to vote. Mandatory voting insures participation in government and pride in the outcome of elections. Every voting age citizen will be able to voice their opinion and politicians will have to listen.

## Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*As a united democracy, all people should be required to vote to assure that the government represents everyone. Responsible and effective citizenship requires that every person of voting age, regardless of class, income or education, must vote*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*In our nation where so much inequality exists, voting provides every American with the equal opportunity to cast a ballot, regardless of status, or education*) and to distinguish the claim from alternate or opposing claims (*Some people say mandatory voting is wrong because “it is not consistent with the freedom associated with democracy” ... but if one describes democracy as the equal opportunity for everyone to participate freely in government, then it naturally follows that everyone must vote*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Required voting would guarantee that every minorities’ voice is heard* and *Lastly, every American of voting age should be required to vote because other democracies have found mandatory voting to be successful. “The system in fact is present in more than 30 democracies around the world*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, lines 17-18*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by three body paragraphs, each of which addresses both the claim and counterclaims through the use of specific examples from the texts (*Even those voters who vote randomly have participated in their rightful duties* and *If everyone makes an effort to vote in national elections, citizens will “begin to be more involved in political life*), and concluding with a clear reiteration of the introductory claim (*In conclusion, every American must be required to vote. Mandatory voting insures participation in government and pride in the outcome of elections*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Voters at no time are forced to vote for any one candidate. They have choices, guaranteed by the democracy they live in*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language.



As United States voter participation drops to less than half of the population, people question whether voting should be mandatory rather than voluntary. The debate presents two sides to the argument. One side shows mandatory voting as beneficial in increasing citizenship, decreasing disparities, and decreasing political polarization. The other side of the argument shows mandatory voting as an invasion of personal rights of Americans and ineffective in producing a more accurate outcome. ~~Mandatory voting~~ The just answer to this debate should be clear, that requiring American citizens to vote in national elections would be a violation of one's democratic rights.

Democracy is a "free" society in which citizens are given the freedoms they were born with. The government stands by the idea that it is their job to protect our rights. It is not their job to "enforce" our rights or to make them mandatory. All American citizens are given the freedom of speech. This means one has the right to say or propose an opinion, but also to not say or propose an opinion. (Text 4) points out that compulsory voting subverts democracy and what this country fought for. (Text 4, line 14) states that, "The right not to vote... is as fundamental as the right to vote." Making it a law to use our freedom and privilege to vote is a contradiction within itself. It does not make sense to enforce a freedom.

It is argued that mandatory voting can be beneficial. Many times people have tried to institute theories about society that seem logical and beneficial, but actually prove to be the opposite. (Text 1) theorizes the benefits of compulsory

voting and idealizes the positive outcomes it will have on American society. However, these theories are taken out of context of how society works in reality, as well as the other factors that are involved in such a law. (Text 1, lines 23-24) states that compulsory voting will, "reinforce the principle of reciprocity at the heart of citizenship." However, it is more likely that such a ~~new~~ law won't inspire citizenship but instead will cause less of it. Firstly, the law could cause a fierce counter-reaction from those who oppose the law. Secondly, people may feel even less trust in a government that would put such a violating law upon them.

(Text 1) also points out that it will decrease the polarization within politics since the more ~~indifferent~~ <sup>indifferenced</sup> public will be forced to participate. However, the law will create even more ~~disunification~~ disunification among those who are in favor of and against the law. Also, the indifferenced public will continue to be indifferent and will not vote based on opinion. This actually lessens the votes of those who believe in what they are voting for. (Text 2, lines 24-25) states that, "It has been proved that forcing the population to vote results in an increased number of invalid or blank votes." (Text 2) also discusses an increase in "random votes".

Requiring people to vote is a violation of the rights that American citizens fought for. Mandatory voting would be ineffective and would likely produce the same outcome.

## Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*The just answer to this debate should be clear, that requiring American citizens to vote in national elections would be a violation of one’s democratic rights*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Making it a law to use our freedom and privilege to vote is a contradiction within itself. It does not make sense to enforce a freedom*) and to distinguish the claim from alternate or opposing claims [(Text 1, lines 23-24) states that compulsory voting will, “reinforce the principle of reciprocity at the heart of citizenship.” However, it is more likely that such a law won’t inspire citizenship but instead will cause less of it]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [(Text 4) points out that compulsory voting subverts democracy and what this country fought for and This actually lessens the votes of those who believe in what they are voting ... forcing the population to vote results in an increased number of invalid or blank votes.”]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 14) and (Text 1, lines 23-24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph that states the claim and opposing argument, followed by three body paragraphs and concluding with a final paragraph that clearly reiterates the introductory claim (*Requiring people to vote is a violation of the rights that American citizens fought for*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*One side shows mandatory voting as beneficial in increasing citizenship, decreasing disparities, and decreasing political polarization. The other side of the argument shows mandatory voting as an invasion of personal rights of Americans and ineffective in producing a more accurate outcome*). The essay demonstrates control of the conventions, exhibiting occasional errors (*goverment-their, privilege, disunification, indifferenced*) only when using sophisticated language.

In a democracy, a right is an option, not a mandate. This applies to the right to vote. Forcing people to vote is an infringement on their ~~rights~~ freedoms. Additionally, if citizens don't care enough to vote, they still will not care when they are forced, causing ~~a mess~~ them to vote randomly. Lastly, if politicians have to work to get citizens to vote, they will work even harder to keep those votes. American citizens should not be required to vote in national elections.

No right should ever <sup>be</sup> forced upon a citizen. Because voting is a right, making it mandatory would be an infringement on the citizen's freedoms (Text 2, line 19). The right to vote also constitutes the right to not vote (Text 3, line 26), and both are equally important (Text 4, line 14). ~~Forcing~~ ~~the~~ The right to vote is something a citizen chooses whether he or she wants to act upon ~~it~~, just as with any other right. Forcing someone to vote would be just as foolish as forcing someone to buy a gun or speak out against the government. We have the right to do these things, but utilizing our rights needs to be kept an option.

If a citizen doesn't care enough about

a vote to show up for it, this same apathy will be present ~~and~~ if they are forced to vote. The argument is that we should be focused on finding quality in our votes, not quantity (Text 4, lines 46-47). Similarly, voters need to be educated and active, not just simply active (Text 3, line 38). If a voter isn't informed about the politicians running or the current political state of the country, it is impossible for them to make an educated vote. Forcing these people to vote will cause elected ~~officials~~ politicians that aren't necessarily the most politically intelligent (Text 3, lines 29-30). Another factor contributing to this would be citizens voting randomly only because it is the law. Many people will vote for whoever is first on the ballot (Text 2, lines 28-30) or vote for a person for reasons other than politics (Text 3, lines 41-42). In addition, in countries where voting is mandatory, there is a higher number of blank or invalid votes (Text 2, lines 24-26). While some argue that if all citizens are forced to vote, the government would be more legitimate in representing the country's opinions, these factors clearly prove otherwise (Text 2, lines 22-23).

Another argument against that statement is that indifference is an

opinion. If someone doesn't care who wins an election, then not voting is a better indication of their opinion than choosing a candidate randomly. In order to get people to vote, politicians need to excite them. People don't vote because they don't care for either candidate. If there is a politician that highly appeals to them, they will vote. This forces politicians to work harder to gain votes, creating a better political system. American citizens should not be forced to vote. This would lessen the need of politicians to appeal to voters, and cause a misrepresentation of the country's opinion. If a voter doesn't care about the election, they should by no means be forced to vote. Voting is a right that should never be forced upon anyone.

**Anchor Level 5-C**

The essay introduces a precise and thoughtful claim, as directed by the task (*Forcing people to vote is an infringement on their freedoms and American citizens should not be required to vote in national elections*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Forcing someone to vote would be just as foolish as forcing someone to buy a gun or speak out against the government. We have the right to do these things, but utilizing our rights needs to be kept an option*) and to distinguish the claim from alternate or opposing claims (*While some argue that if all citizens are forced to vote, the government would be more legitimate in representing the country's opinions, these factors clearly prove otherwise*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*If a citizen doesn't care enough about a vote to show up for it, this same apathy will be present if they are forced to vote. The argument is that we should be focused on finding quality in our votes, not quantity and Another factor contributing to this would be citizens voting randomly only because it is the law*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, line 19*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the arguments to be discussed to support the claim, followed by three paragraphs that address each argument in the form of refuting the counterclaims, and a conclusion that reiterates the claim (*American citizens should not be forced to vote*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*If a voter isn't informed about the politicians running or the current political state of the country, it is impossible for them to make an educated vote*). The essay demonstrates control of the conventions, exhibiting occasional errors (*additionally, whoever, them, candidate*) only when using sophisticated language.

Americans should all be ~~forced~~<sup>forced</sup> to vote in the United States because if they do, ~~it will~~ help ~~educate~~ educate all the lower class, less educated and less wealthy people. Not only can it improve the lives of these people, but ~~the~~ America is a democratic country. Democracy is defined as equality, and to achieve this, everyone in the country must vote. By forcing everyone in the country to vote, it will not ~~not~~ violate ~~any~~<sup>any</sup> American's freedom, because they live in a democracy and voting ~~is~~ is a civic duty. As a democratic country, the United States should ~~adhere~~ adhere to the concepts of a democracy and adopt compulsory voting, forcing everyone to vote ~~in~~<sup>in</sup> all major political elections in this country.

In many ways, ~~the~~ compulsory voting can be beneficial to ~~the~~ poor and uneducated because everyone that is ~~an~~<sup>an</sup> American citizen under law ~~would~~ would be forced to vote, it would inspire politicians to reach out to them. They may attempt to make their lives better, increasing their living standards. They may fight for welfare all in an attempt to gain more votes (Text 4, lines 22-25). When every ~~person~~ individual is forced to vote, it can ignite a desire in them to become more educated in politics in order to ~~vote~~ vote for the one they believe is a better choice politically. Forcing citizens to vote is a great way to enhance the education of individuals all across the country (Text 3, lines 21-24).

In order to achieve a successful democracy, everyone must vote in order to increase the legitimacy of the election. ~~Democracy~~ Democracy is government by the people, so that should include everyone. Every citizen holds his/her responsibility to vote for an elected representative, as defined by democracy (Text 2, lines 15-16). Democracy is a gift

That every country is not blessed with, so people should honor their ability to vote. With the struggle that the United States took to get the democracy it has now, there should be no option to whether one should vote or not, everyone should be involved (Text 4, lines 1-2)

Many may make the argument that the right to vote is also their right not to vote. They believe that by forcing everyone in the country to vote in political elections, it is taking away their freedom. This concept of thinking, however, is mainly rejected because the idea is foreign to us as a country (Text 1, line 1-2). But although the idea is foreign to us, does not make it wrong. In fact many other countries practice this concept of compulsory voting. Belgium (1842), Argentina (1914) and Australia (1924) first introduced these ideas of democracy (Text 2, lines 6-7). This system is now present in over thirty democracies around the world. Belgium currently has the oldest tradition of compulsory voting, and if one even contemplates the idea of not voting, they will face a severe social stigma, so much so that it will become increasingly difficult for them to keep a job. They will lose their right to vote for about ten years, and in some countries individuals will be fined (Text 3, lines 6-17). Just because the concept may seem foreign to us, does not make it wrong. Evidence suggests that in all reality, compulsory voting is the "norm" for many people around the world.

There are many benefits to taking on compulsory voting in the United States, and this system of voting should not be rejected. It can help educate and improve the lives of many Americans, some who desperately need it. Democracy is focused on the concept of equality, and if everyone does not place a vote in our country, then what we



---

**Anchor Paper – Part 2 – Level 4 – A**

---

few was never worth it. Not all foreign concepts should be looked at as negative, or restricting. Adopting this system of compulsory voting is logical, and it can help us improve as a country.

**Anchor Level 4–A**

The essay introduces a precise and thoughtful claim, as directed by the task (*As a democratic country, the United States should adhere to the concepts of a democracy and adopt compulsory voting, forcing everyone to vote in all major political elections in this country*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Because everyone that is an American citizen under law would be forced to vote ... They may attempt to make their lives better, increasing their living standards and Democracy is focused on the concept of equality, and if everyone does not place a vote in our country, then what we fought for was never worth it*) and to distinguish the claim from alternate or opposing claims (*Many may make the argument that the right to vote is also their right not to vote and although the idea is foreign to us, does not make it wrong*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Forcing citizens to vote is a great way to enhance the education of individuals all across the country and This system is now present in over thirty democracies around the world*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 4, lines 22-25*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim, two body paragraphs focused on the benefits of and necessity for compulsory voting (*it would inspire politicians to reach out and everyone must vote in order to increase the legitimacy of the election*), followed by a paragraph that addresses the counterclaim (*They believe that by forcing everyone in the country to vote in political elections, it is taking away their freedom*), and a summative conclusion that states that *adopting this system of compulsory voting is logical, and it can help us improve as a country*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Democracy is defined as equality, and to achieve this, everyone in the country must vote*). The essay demonstrates partial control, exhibiting occasional errors (*compulsatory; political; benifitial; not, everyone; one ... they*) that do not hinder comprehension.

When people think of the United States, liberty is widely associated with ~~the United States~~ America. It ~~is the same without freedom~~. America would not be the same country that it is today without the freedoms that come with citizenship. The right to vote is extremely significant in maintaining a proper democracy. However, this does not necessarily mean that mandatory voting should be enforced.

"The right not to vote in an election is as fundamental as the right to vote." (Text 4, Line 14) The right that American citizens possess concerning ~~the~~ voting rights is something we choose to use and should ~~never~~ never be forced <sup>to do</sup> (Text 4, Lines 16-18) Making voting compulsory truly does not change anything. Those who want to have a say in their government have the ability to freely vote, and those who don't care enough should not be obligated to vote. Forcing voting does not increase an individual's pride if they never had much in

the first place. In some cases, citizens may see this as a threat against their freedom, which can result in anger and frustration. "In fact, some people might even interpret mandatory voting as a violation of First Amendment's prohibition of compelled speech." (Text 3, Lines 27-28) The United States encourages and supports free will; ~~in~~ making voting an obligation with consequences would be a complete contradiction of its own ~~government's~~ fundamental beliefs.

In relation and concern to ~~the~~ the leaders of our country, mandatory voting could result in weak and inefficient officers being brought into the government. "The voter does not care whom they vote for as long as the government is satisfied that they have fulfilled their civic duty." (Text 2, Lines 29-30) Citizens who are being forced to vote may not take the election seriously, or may <sup>even</sup> vote for whomever the more popular electorate is. If the ballot is not carefully thought about,

a candidate who is not the best for the job could be elected, which could greatly affect the future lives of Americans

"Numbers are unimportant.

Quality rather than quantity should be the focus of a healthy democracy."

(Text 4, Lines 46-47) Those citizens

who truly want to have their voice heard through their votes

can and will continue to vote.

However, this does not mean that

the citizens who ~~should~~

~~to vote~~ should oppose voting

should be forced to. ~~by law~~

#### Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*The right that American citizens possess concerning voting rights is something we choose to use and should never be forced to do*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The United States encourages and supports free will; making voting an obligation with consequences would be a complete contradiction of its own fundamental beliefs*) and to distinguish the claim from alternate or opposing claims (*The right to vote is extremely significant in maintaining a proper democracy. However, this does not necessarily mean that mandatory voting should be enforced*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*mandatory voting could result in weak and inefficient officers being brought into the government and If the ballot is not carefully thought about, a candidate who is not the best for the job could be elected, which could greatly affect the future lives of Americans*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes (*Text 4, Line 14 and Text 3, Lines 27-28*). However, citation of some paraphrased material is lacking. The essay exhibits acceptable organization of ideas and information to create a coherent essay, starting with an introduction that addresses the claim and counterclaim, followed by two body paragraphs that show how citizens may view mandatory voting as a threat against their freedom and may not take the election seriously, and concluding with a reiteration of the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*However, this does not mean that the citizens who oppose voting should be forced to*). The essay demonstrates partial control, exhibiting occasional errors (*an individual's ... they and Those citizens ... their voice heard*) that do not hinder comprehension.

Voting has been a part of our Country since the beginning, it has always been a key part in our democratic government. Lately there has ~~been~~ been many concerns that not enough people are voting and that voting should be mandatory in the United States. Voting should not be mandatory for many reasons.

If voting was mandatory it would restrict our democracy. American citizens have always had the right to vote. The right to vote is the same as the right not to vote, if you take away one it will be like you are taking away the other.

The biggest problem with mandatory voting is if all citizens are required to vote then the election will ~~be~~ not be accurate. In text 2, lines 27-28 it says "Another consequence of compulsory voting is the possible high number of random votes." There will be a lot of random votes because some of the people, especially the ones that wouldn't usually vote are not politically educated or aware. In text 3, lines 31-32 it states "Some apolitical citizens might choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty." In places such as ~~the~~ Belgium and Australia where there is mandatory voting the citizens are fined or punished if they don't vote. Some americans might just randomly select a candidate simply because they cannot afford to pay the fine. Text 4, lines 46-49

Make a very good ~~is~~ point. cdt says "Numbers are unimportant. Quality rather than quantity should be the focus of a healthy democracy. Voting should be carried out by those who care, by those who want to vote. It isn't hard to argue that those who want to vote deserve to be heard more than those who do not". This is a good point because if you have people who want to vote and are politically aware then ~~you~~ it will be a better chance of electing the best candidate.

Mandatory voting is not a good idea for the United States of America. If you take away the right not to vote it will be no ~~the~~ different than taking away the right to vote. Mandatory voting also has those who are unaware of politics and don't want to vote voting in political elections. This can account for many random votes because people wouldn't want to get punished for not voting. So the people that are aware and care about the elections are the ones that deserve to vote.

## Anchor Level 4-C

The response introduces a reasonable claim, as directed by the task (*Voting should not be mandatory for many reasons*). The essay demonstrates some analysis of the texts (*There will be a lot of random votes because some of the people, especially the ones that wouldn't usually vote are not politically educated or aware* and *This is a good point because if you have people who want to vote ... it will be a better chance of electing the best candidate*), but insufficiently distinguishes the claim from alternate or opposing claims (*Lately there has been many concerns that not enough people are voting and that voting should be mandatory*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*In text 3, lines 31-32 it states "Some apolitical citizens might choose candidates arbitrarily ..."* and *Some americans might just randomly select a candidate simply because they cannot afford to pay the fine*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 2, lines 27-28* and *Text 4, lines 46-49*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing a claim followed by two body paragraphs that focus on Americans' right to vote or not and the arguments against mandatory voting (*it would restrict our democracy and the election will not be accurate*). The concluding paragraph restates the claim (*Mandatory voting is not a good idea for the United States of America*) and summarizes the argument. The essay establishes and maintains a formal style, although some language is imprecise (*it will be a better chance and Mandatory voting also has those*). The essay demonstrates partial control, exhibiting occasional errors (*there has been many; not to vote, if you; americans; Text 4 ... make*) that do not hinder comprehension.

American citizens should not be required to vote because it puts too much pressure on them. A lot of U.S. citizens like to stay neutral and really don't have an opinion about anyone that's being voted for. In text 4 it's stated, "... in the last four Australian federal elections the results would have been the same even had the voting been voluntary or not.." This shows that compulsory voting would not change or have an impact on voting results in the U.S.. In text 2 it's stated, "Another consequence of compulsory voting is the possible high number of "random votes." This means that people who don't take voting seriously will vote for whoever for no reason which doesn't really help the point of compulsory voting. If people want to vote, they will; if you force people to vote they won't take it seriously. In text 3 it says, "Some apolitical citizens might choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty." This is also stating that people that are forced to vote will just vote for whoever because they don't want to receive a fine. This will make the results inaccurate and the voting would be unfair. The U.S. should stay with voluntary voting because it works good enough.

### Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*American citizens should not be required to vote because it puts too much pressure on them*). The essay demonstrates some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims (*This shows that compulsory voting would not change or have an impact on voting results in the U.S.*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*In text 3 it says, "Some apolitical citizens might choose candidates arbritrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by not including line numbers (*In text 4 it's stated*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing the claim, followed by three quotations from three different texts supporting the claim, with a brief analysis of each as it is presented, and concluding with a reiteration of the claim (*The U.S. should stay with voluntary voting because it works good enough*). The essay establishes but fails to maintain a formal style, using primarily basic language (*really don't have an opinion about anyone that's being voted for and which doesn't really help the point of compulsory voting*) and a structure with no delineation of paragraphs. The essay demonstrates partial control, exhibiting occasional errors (*text 2, for whoever, recieve*) that do not hinder comprehension.



Democracy is about the freedom of the people.

If they have the right to vote, shouldn't they have the right to not vote? We have the right to free speech, but we also have the right to remain silent. Why not the same with voting? Although most ~~countries~~<sup>countries</sup> follow the policy of voluntary voting, some make it mandatory. Australia adopted non voting in 1924, and have a fine for non voters (text 1, lines 14-15).

Voting is a freedom, not an obligation. By forcing people to vote, you'd be taking away from them what voting is all about. Those who do not vote, may have a specific reason behind it, or simply do not wish to vote, and that is perfectly fine. Forcing voting will also increase the number of random voting and people will pick a candidate at random resulting in a random candidate to be elected. (text 2, lines 27-29)

Voting should be carried out by those who care, rather than those who don't

People shouldn't be required to vote, it takes away the democracy and their freedom. People have a right to their own choice.

### Anchor Level 3-B

The essay introduces a reasonable claim, as directed by the task (*Voting is a freedom, not an obligation*). The essay demonstrates some analysis of the texts (*Forcing voting will also increase the number of random voting and people will pick a candidate at random resulting in a random candidate to be elected*), but insufficiently distinguishes the claim from alternate or opposing claims (*Although most countries follow the policy of voluntary voting, some make it mandatory*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Australia adopted non voting in 1924, and have a fine for non voters* and *Voting is a freedom, not an obligation*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1, lines 14-15 and text 2, lines 27-29)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then developing the argument against forced voting in the single body paragraph (*Those who do not vote, may have a specific reason behind it, or simply do not wish to vote, and that is perfectly fine*), and concluding with a reiteration of the claim (*People have a right to their own choice*). The essay establishes, but fails to maintain a formal style, using primarily basic language and structure (*Democracy is about the freedom of the people* and *By forcing people to vote, you'd be taking away from them what voting is all about*). The essay demonstrates partial control, exhibiting occasional errors (*Australia ... have a fine; vote, may; to vote, it takes*) that do not hinder comprehension. This essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

After reading the four passages in my opinion voting is essential and all American citizens should be required to vote. The reason why I say this is because voting allows your voice to be heard and when your voice is heard the government is able to make changes that will benefit you as a citizen.

Voting should indeed be mandatory as text 1 says "Jury duty is mandatory; why not voting?" By voting in elections a person isn't only speaking for themselves they are speaking for the ones who are just like them. In lines 29-30 of text 1 it says "People with lower levels of income and education are less likely to vote, as are young adults and recent first-generation immigrants." This affects our country negatively because people <sup>who do vote</sup> who are similar to the ones who don't vote are less likely to be heard therefore changes in our country most likely won't benefit them.

As text <sup>the first line of text 4 says</sup> 1 says "Democracy is an achievement that has come about through determination, hard work, struggle and even bloodshed." What this means is that for the United States to gain a democracy a lot had to be done. People

including our ancestors and founding fathers fought for the democracy that we have today. Not voting to ~~me~~ me can be considered idiotic. All the hard work done and some choose not to vote? ... It doesn't make sense. To add on voting can't hurt anyone it only makes our country better. "Mandatory voting would tend to even out disparities stemming from income, education and age, enhancing our system's inclusiveness." (Text 1). Voting benefits our country heavily in the long run.

**Anchor Level 3–C**

The essay introduces a reasonable claim, as directed by the task (*all American citizens should be required to vote*). The essay demonstrates a confused and unclear analysis of the texts (*people who do vote who are similar to the ones who don't vote are less likely to be heard*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*as text 1 says "Jury duty is mandatory; why not voting?"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 1 says, lines 29-30 of text 1, the first line of text 4*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay first introduces the claim, followed by one body paragraph that presents a confused discussion of voters *speaking for the ones who are just like them* and a second unfocused body paragraph that moves from mentioning *Democracy and our...founding fathers* to a personal response to nonvoting and back to the evening out of *disparities* referred to in the prior paragraph. The essay concludes with a one sentence re-statement of the claim. The essay lacks a formal style, using some language that is inappropriate (*can be considered idiotic*) and imprecise (*As text the first line of text 4 says and to add on voting can't hurt anyone*). The essay demonstrates emerging control, exhibiting occasional errors (*essencial, benefit, mandatory as, a person ... theirselves*) that hinder comprehension.

~~Yes~~ <sup>NO</sup> American citizens should <sup>not</sup> be required to vote in national elections because it is based on the Nation by the gov't. ~~As~~ the text I would be using to support my claim is text one "Telling Americans to vote, or Else, In the text it says Thirty one Countries have some form of mandatory voting according to the international Institute for democracy and Electoral Assistance, which says they have to vote in national elections even if it isn't your nation. Mandatory voting would tend to even out disparities stemming from income, education and age, enhancing our system's inclusiveness. This means you would eventually have to vote in national elections no matter the age or educational ~~the~~ standard you have. The next text that I will be talking about is "Compulsory voting" this is when a high number of random voting comes from free willing people, which also means people who don't want ~~to~~ to vote. In conclusion to my ~~my~~ essay National elections should not consist of American citizens but everybody in the nation living there.

## Anchor Level 2–A

The essay introduces a claim (*No American citizens should not be required to vote in national elections because it is based on the Nation by the gov't*). The essay demonstrates a confused and unclear analysis of the texts (*In the text it says Thirty one countries have some form of mandatory voting according to the internationa institue for democracy and Electoral Assistance. Which says they have to vote in national elections even if it is'nt your nation and This means you would eventually have to vote ... no matter the age or educational standard you have*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*The next text ... is "compulsory voting" this is when a high number of random voting comes from free willing people. Which also means people who dont want to vote*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, using no quotation marks when copying sentences from Text 1 and closely paraphrasing lines from Text 2 and not including line numbers. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The one-paragraph essay introduces a claim that supports mandatory voting, then presents direct quotes from two texts, followed by a confused explanation of each and a conclusion which does not support the claim (*In conclusion to my essay national elections shoud not consit of American citizens but everybody in the nation living there*). The essay lacks a formal style, using some language that is imprecise (*it is based on the Nation by the gov't and support my calm*). The essay demonstrates emerging control, exhibiting occasional errors (*No America, I would be, is 'nt, Voting" this, dont, essay national*) that hinder comprehension.

I believe American citizens should be required to vote in national elections. The reason I say this is because as a US citizen you should be aware of what is going on in your government. Also with that being said, once you are aware of it you should vote for the candidate that you believe will make this country a better place.

In Text 1 - telling Americans to vote, or else help support my opinion because Americans need to vote because if they don't vote bad things can happen, like things that are bad.

In Text 2 compulsory voting helps support my opinion because it is your right to vote as a US citizen and you should vote so you can help determine who will be in the government.

In Text 3 - Does Mandatory voting Restrict or Expand Democracy help Support my opinion because Mandatory voting Restrict Democracy because we would not have the freedom to vote.

In Text 4 - How Compulsory voting Subverts Democracy supports my opinion because voting should be up to you and I

## Anchor Level 2–B

The essay introduces a claim (*I beleve American citizens should be required to vote in national elections*). The essay demonstrates a confused and unclear analysis of the texts (*In text 3- ... help suport my opion becaus Madatory voting Restrict Democracy because we would not have the freedom to vote*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*In Text 1 - ... suport my opion because Americans need to vote because if they don't vote bad things can happen. Like things that are bad*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material by simply identifying each text (*In Text 1, In Text 2, In text 3, In text 4*), but not using any actual directly quoted or paraphrased material from any of them. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay consists of an introduction which both states and explains the claim, followed by four one-sentence paragraphs each of which offers a brief personal response to one of the texts. There is no conclusion. The essay lacks a formal style, using some language that is imprecise (*Like things that are bad* and *In Text 2 ... helps suport*). The essay demonstrates a lack of control, exhibiting frequent errors (*beleve; US citizen; opion; vote bad; happen. Like; righ; determin*) that make comprehension difficult.

Americans in the United States need to vote for his freedom. Americans need to vote for his freedom. Because without freedom of speech then the president and the governments has total control of us.

first it says that one should go Jury Duty. Because it is mandatory. It is one citizenship that one should go to Jury Duty, It is one interest to vote.

The next text says it is a law that one should have to vote for their democracy. Voting is based on a number of votes. People ages 18 and older have the right to vote on Election day.

**Anchor Level 2-C**

The essay introduces a claim (*Americans in the United States need to vote for his freedom*). The essay demonstrates a confused and unclear analysis of the texts (*Americans need to vote for his freedom Because without freedom of speech then the president and the governments has total control of us*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts, inserting partial and confused details from two texts (*one should go Jury Duty Because it is mandatory* and *it is a law that one should have to vote for their democracy*). The essay does not make use of citations (*First it says* and *The next text says*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, introducing a claim and attempting to support it with loosely connected and vague evidence from two texts. There is no conclusion. The essay lacks a formal style, using some language that is imprecise (*It is one citizenship that one should go to Jury Duty, It is one interest to vote*). The essay demonstrates a lack of control, exhibiting frequent errors (*United States need, speech, governments has, mandatory, Jury Duty, one ... their*) that make comprehension difficult.



Should Americans be allowed to vote in National elections?  
~~Coming to~~ ~~was a place~~ ~~was a place~~ ~~build and~~ ~~created~~ ~~upon~~ ~~the~~ ~~image~~  
America ~~was a place~~ ~~build and~~ ~~created~~ ~~upon~~ ~~the~~ ~~image~~  
of its Foreign Fathers. The idea of America was to be a land of  
Freedom, liberty and the Privilege to ~~of~~ ~~happiness~~. America was  
once a great nation because ~~of~~ ~~foreign~~ ~~what~~ ~~was~~ ~~written~~ ~~in~~ ~~the~~  
~~declaration~~ ~~of~~ ~~independence~~, and ~~what~~ ~~was~~ ~~written~~ ~~what~~ ~~in~~  
was a phrase, a phrase that ~~is~~ ~~only~~ ~~one~~ ~~word~~ ~~but~~ ~~it~~ ~~means~~ ~~rose~~ ~~strong~~  
~~a~~ ~~lot~~ ~~meaning~~ "Freedom!"

Our Foreign ancestors believe in Freedom, that  
Freedom that has been taking away from Americans.  
But who is to <sup>be</sup> blame? ~~America~~ <sup>The government</sup> or the people, The  
people ~~is~~ ~~the~~ ~~problem~~ because ~~the~~ ~~people~~ ~~are~~ ~~the~~  
government. The people ~~has~~ <sup>always</sup> blame the government  
knowing that they have the ~~power~~ ~~to~~ ~~change~~ ~~course~~  
or influence the government to take away this liberties  
from them. "ASK what you can do for this country,  
<sup>Instructor</sup> ~~But~~ ~~ASKING~~ ~~FOR~~ ~~what~~ ~~can~~ ~~this~~ ~~country~~ ~~do~~ ~~for~~ ~~us~~" -  
John F. Kennedy. ~~It~~ ~~is~~ ~~in~~ ~~other~~ ~~words~~ ~~instead~~ ~~of~~ ~~asking~~  
~~shoot~~ ~~the~~ ~~country~~ ~~is~~ ~~it~~ ~~is~~ ~~Americans~~ ~~could~~ ~~be~~  
allowed to vote in National elections? ASK yourself  
~~do~~ ~~you~~ ~~deserve~~  
Should Americans ~~to~~ ~~deserve~~ ~~to~~ ~~vote~~ ~~in~~ ~~National~~  
elections?

Another great point is the  
government should have his own reasons  
why he's ~~not~~ ~~has~~ ~~not~~ ~~allowed~~ ~~the~~ ~~people~~  
to vote in National elections. Or maybe  
he's on his ~~process~~ ~~or~~ ~~working~~ ~~on~~ ~~the~~  
National election for the Americans to  
vote.

---

Anchor Paper – Part 2 – Level 1 – A

---

In Conclasion Stop blaming the  
government, istead help him. And before  
you even think of ~~complainig~~ <sup>complainig</sup> ~~totting~~ <sup>totting</sup> for why  
you can't <sup>vote for</sup> the National election ask yourself  
What have I done that the Government  
is not allowing me to vote in the National  
Election?

Anchor Level 1–A

The essay does not introduce a claim or demonstrate analysis of the texts. The essay is a personal response that focuses on the question of whether Americans *should ... be allowed to vote in National elections* and makes no reference to the task or texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits some organization through the use of paragraphing and a loosely maintained focus on the government's right to vote, but lacks a formal style, using some language that is inappropriate and imprecise (*Another great point is the government should have his own reasons why he has not allow the people to vote in National elections*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*wrriten whitin, is to be blame, government ... his own reasons, In Conclasion, istead*) that make comprehension difficult. The essay is a personal response, making little to no reference to the task or the texts, and, therefore, can be scored no higher than a 1.

---

**Anchor Paper – Part 2 – Level 1 – B**

---

The question "should American citizens be required to vote in national elections?" comes up many times. Some people say that citizens should vote, others disagree with that. ~~Some~~ citizens should be required to vote in national elections.

**Anchor Level 1–B**

The essay introduces a claim (*Citizens should be required to vote in national elections*) but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay consists of three statements and is minimal, making assessment unreliable. The essay is minimal, making assessment of conventions unreliable.

Americans should ~~not~~ not be required to vote. Although it seems like the right thing because their citizens they shouldn't "HAVE" to. If forced to vote in all elections, citizens might rebel because their being forced to do something that was once a choice. In text 1, I described of a law passed in Australia that forced citizens to vote. "Committed even citizens of modest means and limited education with neighborhood institutions and gave them a sense of participation in national politics as well (quoted from text). Meaning poor or unemployed people ~~and~~ and uneducated people were able to ~~vote~~ vote. Why let an uneducated man vote? How does that help the economy? Those same uneducated men can be the same men to hurt the economy shall they choose the wrong person.

However, in text 2 it states "Advocates of compulsory voting argue that ~~decisions made~~ decisions made by democratically elected governments are more legitimate when higher proportions of the population participate. I agree to disagree with this sure the more people that vote the better but lets bring it into what was said in text 4 "Quality rather than quantity should be the focus of a healthy democracy. Voting should be carried out by those who care, by those who want to vote" ~~By forcing people to vote~~ By forcing people to vote will cause bad results because a lot of people simply wouldn't care who they vote for.

Which brings me to my last reason. As stated in text 2 "Another consequence of compulsory voting is the possible high number of random votes." It goes on to say as long as the government is satisfied people don't care who they vote for. Aside from this forcing Americans to vote also violates the constitution. As stated in text 3 "For many Americans, the right to vote also implies the right not to vote. In fact, some people might even interpret mandatory voting as a violation of First Amendment's Prohibition of Compelled Speech." If Americans feel their rights are violated their opinions are rebel or impeach, if you ask me their both pretty bad.

Americans should not be required to vote simply because voting is optional it should be changed to something forced upon them. Would you rather have a random election or a valid election? Mandating voting will lead to a random election because of the majority of random votes. Although more people voting would help the election, in more ways it'll hinder it.

The United States has come a long way in politics. From being under the control of Great Britain to creating a republic, the government finally settled on an important concept, democracy. People associate the term "democracy" with the word freedom. What exactly does this mean? People are entitled to certain rights as American citizens, such as freedom of speech and religion. People have the right to make decisions for themselves. If people have this freedom, wouldn't a compulsory act violate this freedom? Making the right to vote <sup>compulsory</sup> not only violates one's rights, but also goes against the very foundation that this nation was built on.

Many democratic nations have enforced compulsory voting in society as seen in Texts 1, 2 and 3. These nations require everyone over a certain age to vote, unless there is a legitimate reason not to such as illness and foreign travels (Text 1, lines 16-18). In fact, if voting is not done, small fines can be issued. How can this policy be democratic? Forcing people to vote goes against ~~the~~ right to exhibit free will. In addition, citizens are punished with fines if they do not comply to the policy.

The author of Text 1 argues that citizens are strong on rights, but weak on responsibilities. Citizens are necessarily weak on responsibilities if they choose not to vote. Voting is not a responsibility or an obligation. It is more of a personal belief. Mandating voting ~~could~~ could be seen as going against the Constitution. "States have enormous power over voting procedures" (Text 1, line 53). Mandating voting would lead to increased opposition from these states and anger over the violation of tradition.

Compulsory voting creates the risk of random voting. Voters may just check off a candidate a random rather than examine both campaigns before making a decision (Text 2, line 28). "Random" voting questions and creates skepticism about the legitimacy of the government, since people can vote to fulfill their civic duty instead of ~~seriously~~ seriously voting (Text 2 lines 29-32). These concerns are similarly mentioned in Text 3. People can vote to avoid fines or vote to fulfill their duty without ~~choosing~~ choosing

the right candidate based on their policies

Why should one's rights be violated if compulsory voting makes little or no difference on the final outcome of an election (Text 4 lines 33-35)? It does not matter how many people vote. What matters is that these citizens are voting fairly, based not on randomness or avoiding fines, but on genuine interest in politics and the policies that ~~offer~~ the candidates have to offer.



American citizens should not be required to vote in national elections. America is a democracy, but we also get in the Constitution freedom of speech. It is one of the first three ~~amendments~~ amendments which is called the Bill of Rights. In passage 2 on line 5 they explain that some countries have penalties for not voting. People in the U.S. should have a say if they don't want to vote or not. No one should force them because we are entitled to our own opinions. ~~The~~ The citizens vote isn't even the real vote our voting is just to ~~give~~ give an example ~~for~~ for Congress ~~or~~ or other officials to place their votes. In passage 1 line 1 it ~~asks~~ asks "Jury duty is mandatory, why not voting?" well Jury duty is to help settle a ~~case~~ <sup>criminal</sup> case with no bias opinions, it makes sense why that would be mandatory. That is helping out the federal government. Voting doesn't really do any good anyways. We only are used for examples. What if a person doesn't agree with either person running for office? They would have to vote for someone they don't want? No. They should be entitled to their freedom and not be pressured into doing something they don't want.

In passage 4 line ~~38~~<sup>38</sup>+39 states<sup>®</sup> that  
If the people running needs votes  
they should be more appealing to the  
voters. Everyone ~~of~~ Corce wants the  
voters to vote but forcing people  
is just not the right answer.

We've reached a point in American society where it may be necessary to require <sup>by law</sup> that American citizens vote in national elections. While some might claim that this would <sup>under the US Constitution</sup> infringe upon our rights as citizens, the vast majority of eligible Americans are choosing not to fulfill their civic duty as citizens every <sup>November</sup>. Voting in itself is a citizen's given right but it is also that citizen's civic duty to fulfill that right. While initially compulsory voting may seem a bit ~~extreme~~ extreme there would be <sup>various positive factors that would outweigh the negatives.</sup> ~~various positive factors that would outweigh the negatives.~~

Recently voter turnout sunk to record lows, a staggering 25% of Americans who are registered to vote actually bother to make their voices heard and only about half of eligible Americans are even registered. This miniscule turnout ~~creates serious~~ reaps some ~~rather~~ severe ~~consequences~~ consequences, which could be resolved rather simply with the ~~the~~ institution of a compulsory voting law. A compulsory voting regulation would fall right in line with the very basis of representative democracy— which is what America was truly meant to be. The purpose of democracy is to keep <sup>in the political process</sup> all citizens involved and allow them to make their voices heard. Just as Text 1, Line 20 states: "A democracy cannot be strong if its citizenship is weak." A democracy

cannot live up to its full potential if the citizens of said democracy refuse to do their part.

If voting in national elections is made mandatory obviously there will be a greater number of people voting and along with greater numbers of people will come increased diversity. The voters will produce a more representative sample and take into account the ideals and concerns of people from different political, social, economic, religious, cultural and educational backgrounds. This increased representation could lead to increased government confidence and satisfaction. So many people say "My one vote won't make a difference," but when there are millions of people saying that ~~it's~~ it's no longer one vote, it's millions. Along with increased diversity a compulsory vote will strengthen democracy and moderate partisanism. Right now the majority of those who go out and vote are extremists. Those who are more middle of the road don't necessarily see the point, which is problematic because the fact of the matter is that the vast majority of people actually lie somewhere in the middle.

and it certainly does make a difference!

While the concern about instituting a compulsory voting regulation, especially that of the "random vote", is rather reasonable (Text 2, Lines 27-28)

it could be worked around. Along with a compulsory voter regulation would have to come some sort of program to adequately educate voters on candidates and the issues at hand. Ideally voters would be educated and they'd turn out in gargantuan numbers.

Text 3, Lines 38-43 hit the nail on the head when they say we don't just need voters, we need educated ones.

The right to vote granted to Americans is widely misunderstood and entirely taken for granted. A compulsory vote would re-instill the ~~values~~ values of citizenship into the masses and eventually with truly representative elections restore the American people's faith in the government. This can only really be achieved though if the voting system is tailored. Australia turned to compulsory voting when their poll turnout dipped below 60%. Here in the US voter turnout has dipped below 30% on numerous occasions. That's a strong indication that it's time for a change.

The way people participate today in political elections is unacceptable. The percentage of voters, those who actually participate in regional or national elections, has decreased greatly in the past forty years. Voter turnout is so low that many blame the problems of a weak government on the lack of participation in voting. I believe America's citizens have a civic duty to take ~~part~~<sup>part</sup> in elections. In my ~~own~~ opinion, I see Election Day as a citizen's opportunity to make a choice and express their ideas about who should run their state and their country. Mandatory voting would ensure everyone's voice is heard.

Text 1, line 1 states, "Jury duty is mandatory; why not voting?" Some might argue that "mandatory voting" would be a violation of the first amendment and that forcing people to participate in elections could be considered "unconstitutional," or even "un-american." Americans have the right to feel this way, however, they should also have the right to voice their opinions. ~~Text~~ In text 1 lines 25-26, the author says that "a democracy will take into account the interests and views of all citizens." If voting is not mandatory, then only the ones who participate will be heard. How can a democracy function if a large portion of the citizens don't voice their opinions? People accept jury duty as mandatory because we need to have citizens views present in the court system. Why wouldn't we want all views in choosing representatives?

In addition to more voices being heard when everyone is expected to vote, "decisions made by democratically elected governments are more legitimate when higher proportions of the population participate" (Text 2, 10-11). The decrease in turnout rates <sup>since</sup> from the 1960's has led to inequality at the polls. "People with

Lower levels of income and education are less likely to vote, as are young adults and recent first-generation immigrants" (Text 1, lines 29-30). Because of this, politicians do not spend as much time or effort on the issues related to these groups. They are not equally represented and their needs are not addressed. If voting were mandatory, citizens who normally don't vote or pay attention to politics would need to equip themselves with information ~~and~~ about candidates and issues. In turn, <sup>(Text 3, lines 22-24)</sup> candidates would need to pay attention to the issues of all of the citizens, not just those with money and education. More responsibility for voters therefore leads to more responsibility for politicians.

What America needs is more participation in government. Voting should join taxes and jury duty as mandatory requirements for citizens. While some see this as contradictory to the American theme of democracy<sup>and freedom</sup>, I see it as actually improving our country. If more people are involved and more people are paid attention to, America will be a more fair and equal society.

**Practice Paper A – Score Level 3**

Holistically, this essay best fits the criteria for Level 3.

**Practice Paper B – Score Level 4**

Holistically, this essay best fits the criteria for Level 4.

**Practice Paper C – Score Level 2**

Holistically, this essay best fits the criteria for Level 2.

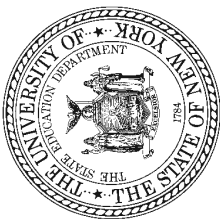
**Practice Paper D – Score Level 5**

Holistically, this essay best fits the criteria for Level 5.

**Practice Paper E – Score Level 4**

Holistically, this essay best fits the criteria for Level 4.





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)  
Part 3 Rubric

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
<b>Content and Analysis:</b> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis  -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis  -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy  -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or  -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response  -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response  -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response  -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information  -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text  -are minimal, making assessment unreliable
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult  -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

A central theme or idea in this excerpt from a diary entry focuses on the narrator's feelings of despair or helplessness as the realization takes hold that he is being held prisoner in a desolate castle. The author effectively develops this idea through his use of tone. To me, the tone of a piece of literature is described as the author's voice. This encompasses diction, writing style, sentence/paragraph structure, and anything else that the writer can use to make his voice stand out to help develop the central idea.

One example of the author using tone to help develop the central idea of despair in the story is the way he describes the setting. The author describes the character's surroundings as dull, dreary, grey, stoney, and overall very depressing. Words such as "stone stair," "narrow darkness of the courtyard" and "the window... was tall and deep, stone-mullioned, and though weatherworn" reinforce this gloomy setting. When the author does this, he immediately implements the idea of depression or sadness into the piece of literature. The author also uses word choice to his advantage. The author is able to use his tone to convey the idea of despair through words and phrases like "desperate straits" (line 13), "prisoner" (line 1), "I was helpless" (line 5), and "I am, I know, either being deceived, like a baby by my own fears, or... (line 12)." The author is able to convey the idea of desperation and despair through these gloomy quotes and create a tone, which also helps to develop the central idea. The author is able to utilize his dull and gloomy tone to help develop the central idea of despair in

---

**Anchor Paper – Part 3 – Level 4 – A**

---

more way than one. Whether it be his word choice, sentence structure, or descriptions, the author's voice really comes through in this excerpt. The narrator of this piece of literature is in despair and feeling helpless as a result of the unfortunate situation he has found himself in.

**Anchor Level 4–A**

The response introduces a well-reasoned central idea (*A central theme or idea in this excerpt from a diary entry focuses on the narrator's feelings of despair or helplessness as the realization takes hold that he is being held prisoner in a desolate castle*) and a writing strategy (*The author effectively develops this idea through his use of tone*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*The author is able to convey the idea of desperation and despair through these gloomy quotes and create a tone, which also helps to develop the central idea*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis [*The author describes the character's surroundings as dull, dreary, grey, stoney, and overall very depressing. Words such as "stone stair", "narrow darkness of the courtyard" and "the window ... was tall and deep, stone-mullioned, and though weatherworn" reinforce this gloomy setting and The author is able to use his tone to convey the idea of despair through words and phrases like "desperate straits" (line 13), "prisoner" (line 1), "I was helpless" (line 5), and "I am, I know, either being deceived, like a baby by my own fears, or ... (line 12)*]. The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and identifying and defining the writing strategy of *tone*, and then exemplifying how the author uses tone to reinforce the central idea (*One example of the author using tone to help develop the central idea of despair in the story is the way he describes the setting and The author also uses word choice to his advantage*). The response ends with a concluding paragraph that reiterates the central idea and writing strategy (*The author is able to utilize his dull and gloomy tone to help develop the central idea of despair in more way than one*). The response establishes and maintains a formal style, using precise language and sound structure. The response demonstrates control of the conventions with infrequent errors.

In the ~~the~~ passage, the author uses the eerie setting to explore the idea of fear. ~~the~~ Once the narrator realizes that he is a prisoner in Count Dracula's castle, he begins to ~~panic~~ panic and wonder about the sinister nature of the Count and his home. The author ~~creates~~ creates a shadowy setting full of doubt and uncertainty to further explore the mystery surrounding the whole affair. a setting designed to feed off of the narrator's fear.

As the narrator begins to suspect a dark undercurrent about the Count, he discovers that he has been essentially imprisoned within the ~~castle~~ castle. Helpless in his predicament, he begins to ruminate on all the warning signs that he had missed that would reveal the Count's true nature: the supernatural power the Count possessed over the wolves, the lack of servants or other living souls in the castle, and the fright of the villagers. As he begins to panic, the narrator's fear takes over his mind and he becomes paranoid. He begins to feel there is no escape even from his own mind as he says, "I am encompassed about with terrors that I dare not think of..." Therefore, the Count has not only trapped him inside a castle, but also within the fears of his own mind.

The setting is awful in inspiring this fear. The castle is isolated and lonely. The Count seems to be the

---

**Anchor Paper – Part 3 – Level 4 – B**

---

only one inhabiting it as well. The idea of a huge empty castle with only one other soul in it is enough to inspire terror in the narrator. The fear and helplessness of escape go to his head and he begins to imagine sinister shadows in the dark country and the entire eerie setting contributes to the passage's ideas of fear and uncertainty.

**Anchor Level 4–B**

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (*In the passage, the author uses the eerie setting to explore the idea of fear and The author creates a shadowy setting full of doubt and uncertainty to further explore the mystery surrounding the whole affair, a setting deigned to feed off of the narrator's fear*). The response demonstrates a thoughtful analysis of the author's use of setting to develop the central idea (*As the narrator begins to suspect a dark undercurrent about the Count, he discovers that he has been essentially imprisoned within the castle and Therefore, the Count has not only trapped him inside a castle, but also within the fears of his own mind*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*he begins to ruminate on all the warning signs that he had missed ... the supernatural power the Count possessed over the wolves, the lack of servants or other living souls in the castle, and the fright of the villagers and The castle is isolated and lonely*). The response exhibits a logical organization of ideas and information to create a cohesive and coherent response by first introducing both the writing strategy and the central idea, then discussing how the description of the physical setting as *eerie* and *isolated* illustrates both the outer circumstances of imprisonment as well as the inner turmoil of the narrator, and concluding with a summation of the central idea (*The entire eerie setting contributes to the passage's ideas of fear and uncertainty*). The response establishes and maintains a formal style, using precise language and sound structure (*Once the narrator realizes that he is a prisoner in Count Dracula's castle, he begins to panic and wonder about the sinister nature of the Count and his home*). The response demonstrates control of the conventions with infrequent errors.

In the passage above, there are arguably a myriad of central ideas. One main idea specifically is fear. This idea is assisted in development with the use of the literary technique, point-of-view.

The point-of-view in this passage is a prisoner who is locked away in a Count's house. He doesn't know ~~to~~ why he is there or who brought him there. This helps develop the ~~idea~~ theme of fear because since ~~the~~ the passage is from the perspective of the prisoner, and the prisoner is clearly scared, the idea of fear is evident in his surroundings. The fear of the unknown, the fear of what is going to happen next and so on. In addition, the prisoner is unaware of the reason he is brought to the count's house and locked away. In his entry the prisoner says that people were afraid of him and giving him multiple "gifts" that people today associate ~~as~~ with stereotypical vampires. Using the prisoner's point-of-view, he was able to convey the fear of the townspeople when they thought there was a vampire walking around their town.

Overall, the idea of fear is ~~conveyed~~ enhanced in this passage by the use of a specific point-of-view. This point-of-view helps to convey one of the central ideas, fear, out of the many ideas.

### Anchor Level 3–A

The response introduces a clear central idea (*One main idea specifically is fear*) and a writing strategy (*This idea is assisted in development with the use of the literary technique, point-of-view*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of point of view to develop the central idea (*This helps develop the theme of fear because since the passage is from the perspective of the prisoner, and the prisoner is clearly scared, the idea of fear is evident in his surroundings*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In addition, the prisoner is unaware of the reason he is brought to the count’s house and locked away and In his entry the prisoner says that people were afraid of him and giving him multiple “gifts” that people today associate with stereotypical vampires*). The response exhibits acceptable organization of ideas and information by first introducing the central idea of *fear* and the writing strategy of *point-of-view*, then providing examples of how the prisoner’s point of view helps develop the central idea of fear (*Using the prisoner’s point-of-view, he was able to convey the fear of the townspeople when they thought there was a vampire walking around their town*) and concluding with a summation of the areas addressed (*Overall, the idea of fear is enhanced in this passage by the use of a specific point-of-view*) to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*In the passage above, there are arguably a myriad of central ideas*). The response demonstrates control of the conventions with infrequent errors (*surroundings. The and entry the*).

Throughout this diary entry we see ~~the prisoner~~ how fearful the prisoner is. <sup>The prisoner</sup> ~~He~~ fears imprisonment, the idea of being trapped in ~~the~~ such ~~stranded place~~ ~~the~~ a dreadful place, and the unknown intentions of ~~the~~ Count Dracula. The prisoner uses descriptive language to convey how fearful he is, and gives the reader an idea of what is going on inside his head.

The prisoner begins the diary entry by expressing <sup>their</sup> ~~his~~ fear, and continues to do this ~~around~~ a few times over the course of the entry. The prisoner writes, "I rushed up and down the stairs, trying every door and peering out every window I could find; but after a little the conviction of my helplessness overpowered all other things." Here, we learn how frightened the prisoner truly was when he discovered that he was imprisoned. The descriptive language used by the <sup>prisoner</sup> ~~prisoner~~ ~~helps~~ shows how distraught and anxious the prisoner was. The descriptive language used by the prisoner allows the reader to put <sup>themselves</sup> ~~oneselves~~ in the shoes of the reader, and really makes us understand the fear of the prisoner.

The author's use of descriptive language draws the reader in, and <sup>forces</sup> ~~makes~~ the reader to really imagine how scared the prisoner is. Opposed to just telling us that he felt very fearful, the prisoner's <sup>use of</sup> descriptive language <sup>deepens</sup> ~~strengthens~~ the reader's understanding of the prisoner's true feelings, and ~~creates a sense of mystery~~ ~~leaves~~ leaves the reader to truly understand the prisoner's fearful situation.



### Anchor Level 3–B

The response introduces a clear central idea (*The prisoner fears imprisonment, the idea of being trapped in such a dreadful place, and the unknown intentions of Count Dracula*) and a writing strategy (*descriptive language*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of descriptive language to develop the central idea (*The descriptive language used by the prisoner allows the reader to put themselves in the shoes of the reader, and really makes us understand the fear of the prisoner*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The prisoner writes, “I rushed up and down the stairs, ... but after a little the conviction of my helplessness overpowered all other things.” Here, We learn how frightened the prisoner truly was when he discovered that he was imprisoned*). The response exhibits acceptable organization of ideas and information by first addressing *how fearful the prisoner is*, then discussing *how the authors use of descriptive language draws the reader in, and forces the reader to really imagine how scared the prisoner is*, and concluding with a final analysis of the effect of descriptive language (*Opposed to just telling us ... the prisoners use of descriptive language ... leaves the reader to truly understand the prisoners fearful situation*) to create a coherent response. The response establishes and maintains a formal style, although language is sometimes inappropriate (*going on inside his head and put themselves in the shoes of*). The response demonstrates partial control of conventions with occasional errors (*prisoner ... their; Here, We; truly; anxious; reader ... themselves; prisoners use of*) that do not hinder comprehension.

A central idea of the text is that the narrator is imprisoned. This can be supported by repetition. There is an abundance of information to support this.

The idea is first seen on the first line, which makes the central idea obvious when the narrator says "I found that I was a prisoner". This is when the narrator realizes that he is trapped, against his will. This idea is repeated on line 9, which builds up the foundation of the central idea when the narrator says "I am imprisoned". This blatant repetition shows that the idea of being imprisoned is setting into the narrator's mind. On line 55, the central idea is repeated one more when the narrator says "I was indeed in prison". Since this idea had been repeated again, the central idea can be clearly seen, as well as that the narrator had finished thinking about being imprisoned.

Repetition of the narrator being a prisoner gives away the central idea. It's completely obvious, and easy to understand by looking at the evidence. More so considering just how much evidence there is.

### Anchor Level 3–C

The response introduces a central idea (*A central idea of the text is that the narrator is imprisoned*) and a writing strategy (*This can be supported by repetition*). The response demonstrates a superficial analysis of the author’s use of repetition to develop the central idea (*Since this idea had been repeated again, the central idea can be clearly seen, as well as that the narrator had finished thinking about being imprisoned*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The idea is first seen on the first line, which makes the central idea obvious when the narrator says “I found that I was a prisoner” and This idea is repeated on line 9 ... when the narrator says “I am imprisoned”*). This blatant repetition shows that the idea *Of being imprisoned is setting into the narrators mind*). The response exhibits acceptable organization of ideas and information, opening with a brief introductory paragraph that states the central idea and the writing strategy used to support it, then providing three specific examples to show how the idea of imprisonment is reinforced through the use of repetition, and concluding that *repetition of the narrator being a prisoner gives away the central idea* to create a coherent response. The response establishes and maintains a formal style (*It is completely obvious, and easy to understand by looking at the evidence*), using appropriate language and structure. The response demonstrates partial control of conventions with occasional errors (*says “I; trapped, against; narrators*) that do not hinder comprehension.

This excerpt given is about a man named Count Dracula who is allowing another man to live in his house. The man that is living in his house is very skeptical about Count Dracula. In the first paragraph the man says "When I found out that I was a prisoner, a sort of wild feeling came over me." That means that Count Dracula has taken this man as a prisoner in his house and will not let him leave. The man living with Count Dracula is very scared because he thought that there were other people in the house, but he finally notices that the Count does everything by himself. So now the man is worried because he is stuck in ~~the~~ Count Dracula's house by himself.

A literary element that can be used with this text is conflict. Conflict can be used because of when the man sees the lady and she gives him a crucifix, garlic, a wild rose and mountain ash. Another conflict is when the man found Count Dracula making his bed. In the text the man says "This was odd, but only confirms what I had all along thought, there were no servants in the house."

## Anchor Level 2–A

The response introduces a central idea (*The man that is living in his house is very skeptical about Count Dracula*) and a writing strategy (*A literary element that can be used with this text is conflict*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*In the text the man says "This was odd, but only confirmed what I had all along thought, there were no servants in the house"*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*This excerpt given is about a man named count Dracula who is allowing another man to live in his house and Conflict can be used because of when the man sees the lady and she gives him a crucifix, garlic, a wid rose and mountain ash*). The response exhibits an inconsistent organization of ideas and information, failing to create a coherent response. The response presents a series of contradictory statements in the first paragraph, moving from a character being a guest, to being *skeptical*, then to being a *prisoner*. The second paragraph, introduces the writing strategy of conflict, followed by two unexplained examples from the text. The response lacks a formal style, using language that is basic, inappropriate (*So now the man is worried because he is stuck in Count Dracula's house by himself*), and imprecise (*because of when and the man sees the lady*). The response demonstrates partial control of conventions with occasional errors (*man says "When, a wid rose, man says "This*) that do not hinder comprehension.

In the passage the narrator gives the controlling idea the he is trapped. That he is in a life of unoper tunities. Although his life feels this way he won't stop searching for a way out. As the narrator searches he notices his fears and his strengths. Mor or less he isn't giving up. What he fears the most is silence when his silence is quieted he ~~receives~~ recieves a crucifix to keep himself safe, garlic and other amentaties gard his soul to help him be safe in the castle. As he senses something coming in the distance he feels the presance of freedom. The narrator helps himself become free with the will to survive. Not only does this affect him greatly but it gives him a sense of mind for his future.

**Anchor Level 2–B**

The response introduces a central idea (*In the passage the narrator gives the controlling idea the he is trapped*), but demonstrates no analysis of the author's use of a writing strategy to develop the central idea. The response presents ideas inadequately (*Mor or less he isn't giving up*) and inaccurately (*What he fears the most is silence when his silence is quieted he recieves a crucifix to keep himself safe*) in an attempt to support analysis of the central idea. The response exhibits inconsistent organization of ideas and information. The one-paragraph response moves from the narrator being *trapped* to being *in a life of unoper tunities*, then on to *his fears and his strengths* to *the presance of freedom*, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*The narrator helps himself become free* and *Not only does this affect him greatly but it gives him a sense of mind for his future*). The response demonstrates emerging control of conventions with some errors (*searches he, mor, silence when, recieves, amentaties, gard, presance*) that hinder comprehension.

In the text the central idea that is being portrayed is basically the person in this story writing a diary on how he feels being in prison "when I found that I was a prisoner a sort of wild feeling came over me". This is explaining his thoughts and feelings that he is writing about him in prison. He as well mentions Count Dracula, but not in anyway doing something bad wuy. He explains that he cannot trust him if he trusted him to hold secrets.

In This passage you can say that the author displays the use of symbolism. You can this because Count Dracula sybolizas somebody who he does not trust but still he always wants around.

**Anchor Level 2-C**

The response introduces a confused central idea (*In the text the central idea that is being portrayed is basically the person in this story writing a diary on how he feels being in prison*) and demonstrates a minimal analysis of the author's use of symbolism to develop the central idea (*In This passage you can say that the author displays the use of Symbolism. You can this because Count Dracula sybolizas somebody who he does not trust but still he always wants around*). The response presents ideas inconsistently (*he explains that he cannot trust him if he trusted him to hold secrets*), inadequately, and inaccurately (*This is explaining his thoughts and feelings that he is writing about him in prison and Count Dracula ... somebody who he ... always wants around*) in an attempt to support analysis. The essay exhibits inconsistent organization of ideas and information, with the first paragraph moving from a focus on the thoughts and feelings of the prisoner to confused observations about Count Dracula, and a second brief paragraph introducing and unsuccessfully attempting to show the author's use of the writing strategy of symbolism, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*but not in anyway doing something bad wuy and the author displays the use of Symbolism*). The response demonstrates emerging control of conventions with some errors (*potrayed, diarg, prison "when, he as well mentions, him if, sybolizas*) that hinder comprehension.

In the following excerpt from a novel is a <sup>Language use</sup> diary entry, the author uses the literary element of ~~struggle~~ to convey the theme of struggle. The ~~the~~ author writes "I feel the dread of this horrible place over powering me I am in fear, in awful fear." ~~is~~ describing that through him using this language of onomanpia he describes his inner emotions and how he feels.

**Anchor Level 1–A**

The response introduces a central idea (*convey the theme of struggle*) and makes references to two writing strategies (*the Literary element of Luugage use and onomanpia*), demonstrating minimal analysis of the author's use of writing strategy to develop the central idea. The response presents little evidence from the text, citing one direct quotation ("I feel the dread of this horrible place over powering me I am in fear, in awful fear"). The response exhibits little organization of ideas and information by introducing a central idea of struggle and citing an example from the text and two writing strategies but making no connection between any of these statements. Language is sometimes incoherent (*In the following excerpt from a novel is a diary entry the author uses the Literary element of Luugage use and describing that through him using this laugange of onomanpia*). The response demonstrates emerging control of conventions with some errors (*a diary entry the, Literary, Luugage use, onomanpia*) that hinder comprehension.



In Para graphs on Pages 18 and 19 talk about count Dracula a vampire and author is show a man who is fear of count Dracula, and keep on about How He's a Prisoner and every thing it just lame How this diary entry it say, I feel the author coulD made the story Better or more on the Dark Side of it, no we get a wimply man who's scare for no reason, he rePting the fear over and over again to show How fear is this guy. the Literary technique he's trying to say like 1800s when I am thinking still,

**Anchor Level 1–B**

The response introduces a confused and incomplete central idea (*author is show a man who is fear of count Dracula, and keep on about How He's a Prisoner and every thing*) and writing strategy (*the Literary technique he's trying to say Like 1800s*), demonstrating a minimal analysis of the author's use of the writing strategy to develop the central idea. The response presents little evidence from the text (*no we get a wimply man who's scare for no reason, he rePting the fear over and over again*). The response exhibits little organization of ideas and information and uses language that is predominantly incoherent (*every thing it Just Lame How this diary entry it say and I feel the author coulD made the story Better or more on the Dark Side of it*). The response demonstrates a lack of control of conventions with frequent errors (*vimPer, author is show, it say, How fear is this guy*) that make comprehension difficult.

The central Idea of this text is that it tough to go through Jail when your Mad. In passage one the author uses Metaphor to explain In passage one "I try to escape the dogs in the Jail" this shows that he wants

In the passage, from Bram Stoker's *Dracula*, ~~the speaker~~ the speaker, Johnathan Harker, realizes he is being held prisoner by the Count. ~~His~~ His sudden realization of his situation causes Harker to be driven mad.

Stoker's use of the motif of <sup>unknown fears</sup> imprisonment helps to fuel the passage's theme of <sup>imprisonment</sup> good vs. evil. ~~the~~ <sup>unknown</sup> ~~fears~~ <sup>causes</sup> fear.

Stoker's use of imprisonment starts in line 1, Harker's realization of ~~the~~ being entrapped drives him to the edge of sanity. In line 12, Harker states that it maybe his fear that is deceiving and playing tricks on his mind. Line 19 through 21, Harker had ~~been~~ brought to his prison by the Count.

Harker also ~~becomes~~ obtains the knowledge of the Count can control the wolves. Which fills ~~the~~ him with even more fear. In the last sentence of the passage, Harker state ~~the~~ that he believes there is no way out for him. By admitting this, ~~the~~ it shows that Harker has become consumed by his fears and this is part of what is keeping him entrapped is the fear of what could be.

Within the passage Harker is constantly referring to his fears and making connections to things that have already occurred. These connections are Harker's ultimate downfall. This is what causes Harker's ~~the~~ imprisonment.

In this passage with tells of a man taken by count Dracula the ~~author~~ uses setting to convey the main point of the story.

The narrator describes that the count is with him and further goes on to explain that it is count Dracula, but the author used setting to get an overall idea of the situation for the narrator saying that he is in a castle. "if there is no one else in the castle." The narrator also says that he feels like he's in a prison. This use of setting further tells the reader the current situation that the narrator is in considering there is not much back story on what is going on at the time. "... with the narrow darkness of the courtyard, looking out on him, I felt that I was indeed in prison."

The author's use of setting help drive the main idea of the story. It helped the reader easily understand what was happening and even some insight on what was to occur next. The author did this by depicting ~~that~~ he was in a castle and that it felt like a prison.

When I found that I was a prisoner a sort of wild feeling came over me. I rushed up and down the stairs, trying every door and peering out of every window I could find; but after a little the conviction of my helplessness overpowered all other things. When I look back after a few hours I think I must have been mad for the conviction had come to me that I was helpless I sat down quietly - as quietly as I have ever done anything in my life - and began to think over what was best to be done. I am thinking still, and as yet have come to no definite conclusion.

The diary entry of the text seems to constantly illustrate fear. Throughout the entry, the writer talks about how he is in a "awful fear" and that "there is no escape" from that fear (lines 55-56). From those lines in the text, one can infer that the possibility of fear or even the thought of fear allows that very fear to dig its way into the mind and settle there. That settled fear will begin to fester and grow into a hint of paranoia and something all the more ~~being~~ terrifying. This statement ~~is~~ especially ~~clear~~ becomes a clarity through the writer's use of imagery in the text. The descriptions that appeal to the senses allow the audience of the diary entry to really feel and understand what the fear is doing to the writer.

~~On~~ In the very first sentence of the diary entry, the writer reveals that he has become a prisoner. That is what the fear stems off of, his imprisonment under Count Dracula. When the writer is looking out at the courtyard, he describes it as having "narrow darkness" and feeling like a prison (line 40). In response to the night characteristics of the courtyard, the writer begins to feel the terrors. When he writes, "It is destroying my nerve. I start at my own shadow, and am full of all sorts of horrible imagining", it ~~is~~ illustrates that the fear is starting to seep into the writer's mind (lines 42-43). Fear is one of the most powerful feelings in existence and it presents itself in any place and

and in any way. As it turns out, the ~~presence~~ existence of the fear is in the place of Count Dracula. The writer even describes it as having "ground ~~place~~ for any terrible fear" (line 43-44). Due to how the writer heard fear even when looking at his shadow, the terrors and the nightmares will only continue to become more horrible because the fear has settled in place more permanently. ~~As a result~~ In line 55 the writer says, "I feel the dread of this horrible place overpowering me," and reveals that he cannot bear the heightening fears much longer. Fear can only become ~~weakened~~ beat and diminished when one finds the power and courage to no longer let the fear penetrate. In this case, the writer's description of his imprisonment leads to the understanding that once fear is let past the barrier, it grows and grows until it conquers everything in the mind which leads to seeing fear everywhere.

**Practice Paper A – Score Level 1**

Holistically, the response best fits the criteria for Level 1.

**Practice Paper B – Score Level 3**

Holistically, the response best fits the criteria for Level 3.

**Practice Paper C – Score Level 2**

Holistically, the response best fits the criteria for Level 2.

**Practice Paper D – Score Level 0**

Holistically, the response best fits the criteria for Level 0.

**Practice Paper E – Score Level 4**

Holistically, the response best fits the criteria for Level 4.



**Map to the Common Core Learning Standards  
 Regents Examination in English Language Arts (Common Core)  
 August 2015**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.4 (11-12)
3	MC	1	1	RL.6 (11-12)
4	MC	1	1	L. 4 (11-12)
5	MC	1	1	RL.2 (11-12)
6	MC	1	1	RL.4 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.6 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.4 (11-12)
11	MC	1	1	RL.5 (11-12)
12	MC	1	1	RL.4 (11-12)
13	MC	1	1	RL.2 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	RI.5 (11-12)
16	MC	1	1	RI.2 (11-12)
17	MC	1	1	L.5 (11-12)
18	MC	1	1	L.5 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.4 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.5 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

**The *Chart for Determining the Final Examination Score for the August 2015 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, August 13, 2015. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.**

### **Online Submission of Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

## Regents Examination in English Language Arts (Common Core) – Aug. 2015

Chart for Converting Total Weighted Raw Scores to Final Exam Scores (Scale Scores)

(Use for the August 2015 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	61	2
55	99	5	26	58	2
54	99	5	25	56	2
53	99	5	24	55	2
52	98	5	23	50	1
51	97	5	22	48	1
50	97	5	21	45	1
49	96	5	20	42	1
48	95	5	19	39	1
47	94	5	18	35	1
46	93	5	17	32	1
45	91	5	16	29	1
44	90	5	15	25	1
43	89	5	14	22	1
42	88	5	13	18	1
41	86	5	12	15	1
40	85	5	11	12	1
39	84	4	10	9	1
38	82	4	9	8	1
37	81	4	8	7	1
36	79	4	7	6	1
35	78	3	6	5	1
34	76	3	5	4	1
33	74	3	4	3	1
32	72	3	3	2	1
31	70	3	2	1	1
30	68	3	1	1	1
29	65	3	0	0	1
28	63	2			

To determine the student’s final exam score (scale score) find the student’s total weighted raw score in the column labeled “Weighted Raw Score” and then locate the scale score that corresponds to that weighted raw score. The scale score is the student’s final exam score. Enter this score in the space labeled “Scale Score” on the student’s answer sheet.

**Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated the required number of times, regardless of the final exam score. Schools are required to ensure that the weighted raw scores have been calculated correctly and that the resulting scale score has been determined accurately.**

Because scale scores corresponding to weighted raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student’s final exam score. The chart above can be used only for this administration of the Regents Examination in English Language Arts (Common Core).

\* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* found at: <http://www.p12.nysed.gov/assessment/hsgen/>.