

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**REGENTS EXAMINATION**

**IN**

**ENGLISH LANGUAGE ARTS**

**Thursday, August 16, 2018 — 8:30 to 11:30 a.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

When my mother found out that the large mirror in the living room was inhabited, we all gradually went from disbelief to astonishment, and from this to a state of contemplation, ending up by accepting it as an everyday thing.

5 The fact that the old, spotted mirror reflected the dear departed in the family was not enough to upset our life style. Following the old saying of “let the house burn as long as no one sees the smoke,” we kept the secret to ourselves since, after all, it was nobody else’s business.

10 At any rate, some time went by before each one of us would feel absolutely comfortable about sitting down in our favorite chair and learning that, in the mirror, that same chair was occupied by somebody else. For example, it could be Aurelia, my grandmother’s sister (1939), and even if cousin Natalie would be on my side of the room, across from her would be the almost forgotten Uncle Nicholas (1927). As could have been expected, our departed reflected in the mirror presented the image of a family gathering almost identical to our own, since nothing, absolutely nothing in the living-room—the furniture and its  
15 arrangement, the light, etc.—was changed in the mirror. The only difference was that on the other side it was them instead of us.

20 I don’t know about the others, but I sometimes felt that, more than a vision in the mirror, I was watching an old worn-out movie, already clouded. The deceaseds’ efforts to copy our gestures were slower, restrained, as if the mirror were not truly showing a direct image but the reflection of some other reflection.

25 From the very beginning I knew that everything would get more complicated as soon as my cousin Clara got back from vacation. Because of her boldness and determination, Clara had long given me the impression that she had blundered into our family by mistake. This suspicion had been somewhat bolstered by her being one of the first women dentists in the country. However, the idea that she might have been with us by mistake went away as soon as my cousin hung up her diploma and started to embroider sheets beside my grandmother, aunts and other cousins, waiting for a suitor who actually did show up but was found lacking in one respect or another—nobody ever really found out why.

30 Once she graduated, Clara became the family oracle,<sup>1</sup> even though she never practiced her profession. She would prescribe painkillers and was the arbiter<sup>2</sup> of fashion; she would choose the theater shows and rule on whether the punch had the right amount of liquor at each social gathering. In view of all this, it was fitting that she take one month off every year to go to the beach. ...

35 Naturally, the idea of moving the mirror to the dining-room was hers. And so was its sequel: to bring the mirror near the big table, so we could all sit together for meals.

In spite of my mother’s fears that the mirror people would run away or get annoyed because of the fuss, everything went fine. I must admit it was comforting to sit every day at the table and see so many familiar faces, although some of those from the other side were distant relatives, and others, due to their lengthy—although unintentional—absence, were

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<sup>1</sup>oracle — a person who gives wise or authoritative opinions

<sup>2</sup>arbiter — judge

40 almost strangers. There were about twenty of us sitting at the table every day, and even if their gestures and movements seemed more remote than ours and their meals a little washed-out, we generally gave the impression of being a large family that got along well. ...

For a while we ate all together, without further incidents or problems. We mustn't forget Clara, however, whom we had allowed to sit at the frontier between the two tables, the equator separating what was from what was not. Although we paid no attention to the situation, we should have. Compounding our regrettable oversight was the fact that lethargic<sup>3</sup> Eulalia sat across from her so that one night, with the same cordiality with which she had addressed Gus [a family member], Clara asked Eulalia to pass the salad. Eulalia affected the haughty disdain<sup>4</sup> of offended royalty as she passed the spectral<sup>5</sup> salad bowl, filled with dull lettuce and grayish semi-transparent tomatoes which Clara gobbled up, smiling mischievously at the novelty of it all. She watched us with the same defiance in her eyes that she had on the day she enrolled in a man's subject. There was no time to act. We just watched her grow pale, then her smile faded away until finally Clara collapsed against the mirror.

55 Once the funeral business was over and we sat back down at the table again, we saw that Clara had taken a place on the other side. She was between cousin Baltazar (1940) and a great-uncle whom we simply called "Ito."

This *faux pas*<sup>6</sup> dampened our conviviality<sup>7</sup> somewhat. In a way, we felt betrayed; we felt that they had grievously abused our hospitality. However, we ended up divided over the question of who was really whose guest. It was also plain that our carelessness and Clara's irrepressible inquisitiveness had contributed to the mishap. In fact, a short time later we realized that there wasn't a great deal of difference between what Clara did before and what she was doing now, and so we decided to overlook the incident and get on with things. Nevertheless, each day we became less and less sure about which side was life and which its reflection, and as one bad step leads to another, I ended up taking Clara's empty place.

I am now much closer to them. I can almost hear the distant rustle of the folding and unfolding of napkins, the slight clinking of glasses and cutlery, the movement of chairs. The fact is that I can't tell if these sounds come from them or from us. I'm obviously not worried about clearing that up. What really troubles me, though, is that Clara doesn't seem to behave properly, with either the solemnity or with the opacity owed to her new position; I don't know how to put it. Even worse, the problem is that I—more than anybody else in the family—may become the target of Clara's machinations,<sup>8</sup> since we were always joined by a very special affection, perhaps because we were the same age and had shared the same children's games and the first anxieties of adolescence...

75 As it happens, she is doing her best to get my attention, and ever since last Monday she has been waiting for me to slip up so she can pass me a pineapple this big, admittedly a little bleached-out, but just right for making juice and also a bit sour, just as she knows I like it.

—María Elena Llano  
excerpted and adapted from "In the Family"  
*Short Stories by Latin American Women: The Magic and the Real*, 1990  
translated by Beatriz Teleki  
Arte Público Press

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<sup>3</sup>lethargic — sluggish

<sup>4</sup>disdain — contempt

<sup>5</sup>spectral — ghostly

<sup>6</sup>*faux pas* — social mistake

<sup>7</sup>conviviality — liveliness

<sup>8</sup>machinations — schemes

- 1 Lines 1 through 7 introduce the family's
- (1) tendency to gossip
  - (2) experience with loss
  - (3) process of adaptation
  - (4) attempt to socialize
- 2 The description in lines 8 through 16 reinforces the
- (1) isolation of the deceased relatives
  - (2) strangeness of the family's situation
  - (3) fearfulness of the insecure relatives
  - (4) tension of the family's interaction
- 3 The statement, "The only difference was that on the other side it was them instead of us" (lines 15 and 16) emphasizes a central idea of the
- (1) rivalry among different generations
  - (2) continuity between life and death
  - (3) conflict between tradition and change
  - (4) respect among distant relatives
- 4 The use of the word "However" (line 25) signals a change in
- (1) the narrator's perception of Clara's place in the family
  - (2) Clara's understanding of the narrator's submission to the family
  - (3) the narrator's resentment of Clara's profession
  - (4) Clara's rejection of the family's eccentricities
- 5 Clara's title of "family oracle" (line 29) is most likely a result of her
- (1) assertive personality
  - (2) disciplined character
  - (3) warm demeanor
  - (4) generous spirit
- 6 Lines 36 through 40 suggest that the mirror people are
- (1) an inconvenience to the living family
  - (2) curious about the living family
  - (3) welcomed by the living family
  - (4) disturbed by the living family
- 7 The phrases "regrettable oversight" (line 46) and "funeral business" (line 55) imply that the narrator's reaction to her cousin's death can best be described as
- (1) indifferent
  - (2) irritated
  - (3) impulsive
  - (4) irrational
- 8 Lines 75 through 77 suggest that the narrator
- (1) loses her identity
  - (2) dislikes intrusions
  - (3) distrusts her cousin
  - (4) resents routines
- 9 Which detail best reveals Clara's character?
- (1) "been with us by mistake" (line 25)
  - (2) "waiting for a suitor" (line 27)
  - (3) "gobbled up, smiling mischievously" (lines 50 and 51)
  - (4) "collapsed against the mirror" (lines 53 and 54)
- 10 Which quotation best reflects a central idea in the text?
- (1) "the idea of moving the mirror to the dining-room was hers" (line 34)
  - (2) "There were about twenty of us sitting at the table every day" (line 40)
  - (3) "We just watched her grow pale, then her smile faded away" (line 53)
  - (4) "we became less and less sure about which side was life and which its reflection" (lines 64 and 65)

## Reading Comprehension Passage B

### Pears, Unstolen

I was stopped on the sidewalk by pears  
glowing on their tree like antique ornaments  
with flaking paint, a green metallic shimmer,  
hinting at yellow, mottled with a few flecks of red.

- 5 As light flickered over them, they seemed  
to flutter like candles in the leaves.  
But no—they were pears, and probably hard,  
I told myself, probably inedible and holding  
their juices tight, if they had juices at all.
- 10 Besides, something was pitting<sup>1</sup> them like brass,  
splotching, as if trying to spoil. Still, I wanted them.  
I wanted that September light fingering each fruit,  
so it seemed lit from without and within,  
a fleshy tallow. I wanted the season's clock
- 15 stopped before the next strike, stopped  
in this amber afternoon, my walk halfway,  
the shiny leaves just starting to curl,  
but still far from falling, and the pears  
half hidden among them like birds singing
- 20 so sweetly you step closer, peer in,  
careful, careful, wanting to touch that song,  
but not spoil it. I stood there wanting  
to hoard time, a thief trying to steal  
a song I couldn't hear, a fool believing
- 25 there's something sweet that won't disappoint,  
that pears in the hand could be anything  
like pears dreamed in the mind, or a moment  
stopped could be kept from rotting.
- 30 But what's so bad, a thief will ask: How is  
plucking a piece of fruit worse than worms  
tunneling in, or bees sating themselves  
on that honeyed light, or mold blotching it?
- 35 Surely a saint has an answer to that,  
something about how too much sweetness spoils,  
or there's another sweetness that grows within.  
For weeks I went back and forth, stopping

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<sup>1</sup>pitting — scarring

at the tree, watching first one pear let go  
of its limb, then many begin to fall,  
flickering briefly like coals in the grass  
40 before they shrivel, letting their seeds slip out.

“That’s the way it goes,” mutters the thief.  
“As scripture says they must,” muses the saint,  
while a few last pears glow on their brittle stems,  
and the wind-strummed boughs bend toward earth.

—Betsy Sholl  
from [www.imagejournal.org](http://www.imagejournal.org), Issue 66

11 The description of the pears in lines 1 through 11 helps to illustrate the

- (1) balance between stability and change
- (2) difficulty of recognizing imperfection
- (3) difference between perception and reality
- (4) importance of overcoming obstacles

12 The word “sating” as used in line 31 is closest in meaning to

- (1) indulging
- (2) blinding
- (3) sunning
- (4) endangering

13 The narrator’s conflict in lines 36 through 42 is resolved through

- (1) understanding the nature of humans
- (2) posing philosophical arguments
- (3) accepting the cycle of the seasons
- (4) questioning religious beliefs

14 The narrator in the poem can best be described as

- (1) hopeful and excited
  - (2) dejected and alienated
  - (3) impulsive and carefree
  - (4) reflective and resigned
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## Reading Comprehension Passage C

I had a farm in Africa, at the foot of the Ngong Hills. The Equator runs across these highlands, a hundred miles to the North, and the farm lay at an altitude of over six thousand feet. In the day-time you felt that you had got high up, near to the sun, but the early mornings and evenings were limpid<sup>1</sup> and restful, and the nights were cold. ...

5 We grew coffee on my farm. The land was in itself a little too high for coffee, and it was hard work to keep it going; we were never rich on the farm. But a coffee-plantation is a thing that gets hold of you and does not let you go, and there is always something to do on it: you are generally just a little behind with your work. ...

10 Coffee-growing is a long job. It does not all come out as you imagine, when, yourself young and hopeful, in the streaming rain, you carry the boxes of your shining young coffee-plants from the nurseries, and, with the whole number of farm-hands in the field, watch the plants set in the regular rows of holes in the wet ground where they are to grow, and then have them thickly shaded against the sun, with branches broken from the bush, since obscurity is the privilege of young things. It is four or five years till the trees come into  
15 bearing, and in the meantime you will get drought on the land, or diseases, and the bold native weeds will grow up thick in the fields,—the black-jack, which has long scabrous<sup>2</sup> seed-vessels that hang on to your clothes and stockings. Some of the trees have been badly planted with their tap-roots bent; they will die just as they begin to flower. You plant a little over six hundred trees to the acre, and I had six hundred acres of land with coffee; my oxen  
20 dragged the cultivators up and down the fields, between the rows of trees, many thousand miles, patiently, awaiting coming bounties.

There are times of great beauty on a coffee-farm. When the plantation flowered in the beginning of the rains, it was a radiant sight, like a cloud of chalk, in the mist and the drizzling rain, over six hundred acres of land. The coffee-blossom has a delicate slightly  
25 bitter scent, like the black-thorn blossom. When the field reddened with the ripe berries, all the women and the children, whom they call the Totos, were called out to pick the coffee off the trees, together with the men; then the waggons and carts brought it down to the factory near the river. Our machinery was never quite what it should have been, but we had planned and built the factory ourselves and thought highly of it. Once the whole factory  
30 burned down and had to be built up again. The big coffee-dryer turned and turned, rumbling the coffee in its iron belly with a sound like pebbles that are washed about on the sea-shore. Sometimes the coffee would be dry, and ready to take out of the dryer, in the middle of the night. That was a picturesque moment, with many hurricane lamps in the huge dark room of the factory, that was hung everywhere with cobwebs and coffee-husks,  
35 and with eager glowing dark faces, in the light of the lamps, round the dryer; the factory, you felt, hung in the great African night like a bright jewel in an Ethiopie's ear. Later on the coffee was hulled, graded, and sorted by hand, and packed in sacks sewn up with a saddler's needle. ...

40 My farm was a little too high up for growing coffee. It happened in the cold months that we would get frost on the lower land and in the morning the shoots of the coffee-trees, and the young coffee-berries on them, would be all brown and withered. The wind blew in from the plains, and even in good years we never got the same yield of coffee to the acre as the people in the lower districts of Thika and Kiambu, on four thousand feet.

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<sup>1</sup>limpid — clear

<sup>2</sup>scabrous — rough

45 We were short of rain, as well, in the Ngong country, and three times we had a year of  
real drought, which brought us very low down. In a year in which we had fifty inches of rain,  
we picked eighty tons of coffee, and in a year of fifty-five inches, nearly ninety tons;  
but there were two bad years in which we had only twenty-five and twenty inches of rain, and  
picked only sixteen and fifteen tons of coffee, and those years were disastrous to the  
farm.

50 At the same time coffee-prices fell: where we had got a hundred pounds a ton we now  
got sixty or seventy. Times grew hard on the farm. We could not pay our debts, and we had  
no money for the running of the plantation. My people at home, who had shares in the farm,  
wrote out to me and told me that I would have to sell. ...

55 Our real trouble was that we were short of capital, for it had all been spent in the old  
days before I took over the running of the farm. We could not carry through any radical  
improvements, but had to live from hand to mouth,—and this, in the last years, became our  
normal mode of living on the farm. ...

60 When I had no more money, and could not make things pay, I had to sell the farm.  
A big Company in Nairobi bought it. They thought that the place was too high up for coffee,  
and they were not going in for farming. But they meant to take up all the coffee-trees, to  
divide up the land and lay out roads, and in time, when Nairobi should be growing out to  
the West, they meant to sell the land for building-plots. That was towards the end of the  
year.

65 Even as it was then, I do not think that I should have found it in me to give up the farm  
if it had not been for one thing. The coffee-crop that was still unripe upon the trees  
belonged to the old owners of the farm, or to the Bank which was holding a first mortgage  
in it. This coffee would not be picked, handled in the factory and sent off, till May or later.  
For such a period I was to remain on the farm, in charge of it, and things were to go on,  
unaltered to the view. And during this time, I thought, something would happen to change  
70 it all back, since the world, after all, was not a regular or calculable place. ...

—Karen Blixen  
excerpted from *Out of Africa*, 1948  
Putnam

15 The second paragraph introduces a central idea of  
(1) security in the farm’s abundance  
(2) perseverance in spite of obstacles  
(3) trust in the crop’s profitability  
(4) success in spite of inexperience

16 The language in lines 9 through 14 suggests that  
new coffee plants require  
(1) isolation (3) irrigation  
(2) fertilization (4) protection

17 The words “black-jack” (line 16) and “tap-roots”  
(line 18) provide evidence of the  
(1) narrator’s knowledge  
(2) workers’ responsibility  
(3) farm’s prosperity  
(4) trees’ hardiness

18 The imagery in lines 22 through 25 highlights the  
farm’s  
(1) diversity (3) appeal  
(2) routine (4) history

19 The figurative language in lines 30 through 32  
reinforces the  
(1) power of the ocean  
(2) rattle of the machine  
(3) heat of the dryer  
(4) noise of the night

20 The purpose of lines 39 through 43 is to explain the  
(1) impact of the farm’s elevation  
(2) benefits of the farm’s size  
(3) fragility of the immature berries  
(4) success of the annual harvests



- 21 The details in lines 44 through 49 demonstrate that the
- (1) growing conditions are beneficial
  - (2) natural events are unpredictable
  - (3) excessive rain lowers coffee prices
  - (4) careful records improve crop yields
- 22 The phrase “hand to mouth” (line 56) most likely means
- (1) using unusual resources
  - (2) enjoying occasional luxuries
  - (3) covering basic necessities
  - (4) ignoring financial problems
- 23 The statement in lines 69 and 70 reflects the narrator’s
- (1) sympathy
  - (2) indifference
  - (3) ignorance
  - (4) optimism
- 24 Which statement best represents a central idea of the text?
- (1) “Our machinery was never quite what it should have been, but we had planned and built the factory ourselves” (lines 28 and 29)
  - (2) “That was a picturesque moment, with many hurricane lamps in the huge dark room of the factory” (lines 33 and 34)
  - (3) “But they meant to take up all the coffee-trees, to divide up the land and lay out roads” (lines 60 and 61)
  - (4) “Even as it was then, I do not think that I should have found it in me to give up the farm” (line 64)
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## Part 2

### Argument

**Directions:** Closely read each of the *four* texts provided on pages 11 through 17 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 shark netting be used on coastal beaches?

**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 shark netting should be used on coastal beaches. 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 shark netting should be used on coastal beaches
- 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 – Shark Nets

Text 2 – Shark Nets: A Tangled Web of Destruction

Text 3 – Nick Carroll on: Beyond the Panic, the Facts about Shark Nets

Text 4 – Sharing the Seas with Sharks

## Text 1

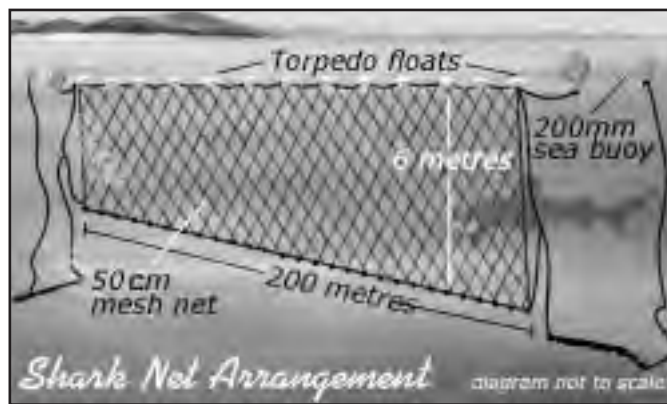
### Shark Nets

...For over 70 years, shark nets have been protecting Australian swimmers from a death almost too awful to contemplate. Since their introduction in 1936, not one fatal shark attack has been recorded at beaches where nets have been installed.

5 But a growing body of scientific evidence suggests that shark nets remove more than just big-fanged predators from our beaches.

Protected species such as whales, dolphins and manta rays also get trapped in these nets. Ironically, another protected species, the majestic but terrifying Great White Shark is regularly caught in shark nets in significant numbers. No one really knows what removing such a high level predator from the marine food chain will do. ...

10 Shark nets are used on open ocean beaches, and are simply a straight, rectangular piece of net suspended in the water column between buoys. The mesh holes are 50cm wide, small enough to entangle sharks and other large marine species, while leaving smaller fish alone.



15 Most shark nets stretch about 200 metres along the beach and down to a depth of six metres. Lines of torpedo floats at the top and sinkers at the bottom keep the net upright in the water. They are anchored at either end, usually about 200 metres from shore in roughly 10 metres of water. The nets are not intended to form a complete barrier, and sharks can still get through. The Queensland Shark Control Program uses another technique in addition to nets: hooks baited with fresh fish suspended from buoys to catch the sharks. In a typical 20km stretch of coastal surf beach, a strip of net will be set up every couple of kilometres along the beach.

20 Shark enclosures, on the other hand, are more rigid constructions used on harbour beaches, and offer an unbroken barrier against incoming predators. The mesh in enclosures is much smaller than shark nets, and doesn't usually entangle any living creatures. 25 These enclosures can't be easily built on open ocean beaches because experience has shown that the energy of the waves will eventually tear them to pieces. And like all beach constructions, they can also cause major sand erosion. When, for example, a temporary volleyball stadium was built on Bondi Beach for the Sydney Olympics a new surfing wave was created, dubbed the 'Olympic Lefts' by local surfers.



30 Now certain sections of the public and conservation groups such as the WWF  
(World Wide Fund for Nature) are calling for shark nets (the ones used at ocean beaches)  
to be completely removed. Not only do nets kill protected marine species, they argue,  
they don't guarantee protection for swimmers either. But how much more risk would we  
face without the nets? What if they were removed, would governments face big liability  
35 claims if a shark attack were to then occur on a previously protected beach? ...

### **To net or not to net?**

Weighing the benefits of the reduced risk of shark attack against the relatively unknown  
environmental impact of shark meshing is complicated by several highly emotive<sup>1</sup> issues.  
The impact on the marine ecology of removing large predatory sharks is not completely  
known, and protected species such as dolphins, turtles, and whales can also fall victim to the  
40 nets. For instance, in May 2001, a humpback whale calf became entangled in the nets off  
the Gold Coast<sup>2</sup> and died while its 20 plus tonne mother looked on. As a result of this and  
other incidents, there is increasing pressure on the NSW [New South Wales] and Queensland  
governments, which administer nets, to cease the practice.

### **Our fear of sharks**

...It is true that shark meshing was introduced as a response to a perceived public  
45 demand almost seventy years ago. But a report submitted by the government appointed  
'Shark Menace Advisory Committee' in 1935 is remarkably rational for its time.  
The document shows that the media's obsession with sharks probably dates back to well  
before the film 'Jaws', which has received much of the blame for sparking widespread white  
shark killings. In the absence of fatal attacks since meshing began, it is difficult to know  
50 whether the public reaction would be significantly different today if the nets were removed  
and fatalities returned. ...

—Ruben Meerman  
excerpted and adapted from "Shark Nets"  
[www.abc.net.au](http://www.abc.net.au), January 16, 2009

<sup>1</sup>emotive — emotional

<sup>2</sup>Gold Coast — an Eastern coastal area of Australia, between the states of New South Wales and Queensland

## Text 2

### Shark Nets: A Tangled Web of Destruction

...Throughout the world, people get into the water without shark deterrents; the extremely slim chance of even encountering a shark – much less being bitten – does not weigh heavily in their decision-making. Nor does it merit unnecessarily killing a threatened or harmless animal. In the last 100 years, there were over 4 times more shark bites in the United States than in Natal [South Africa]. And, there have never been nets in the U.S., including in the “shark bite capital” of the world, Volusia County, Florida. Even there, the risk of shark bite is so low that many more stitches are administered as the result of shell and glass lacerations than shark bites. ...

True, if one takes the nets at face value, there are far more destructive practices occurring worldwide. The nets are currently responsible for the deaths of between 500 – 700 sharks yearly, a very small percentage of the total number of sharks killed worldwide – or even in Southern Africa. Over one hundred million sharks will be killed this year. That’s 11,432 every hour. With some regional populations down 90%, we could witness the extinction of [shark] species during our lifetimes.

However, it is the mere existence of the nets that is the most damaging due to their impact on our collective psyches.<sup>1</sup> Their installation reinforces our misguided and irrational fears of sharks, providing a very real example that our concerns are valid. This in turn fuels the biggest issue faced in shark conservation: the public’s apathy or even loathing towards sharks. The media-created and shark-net reinforced image of sharks makes it difficult for many people to understand why sharks are worth saving – let alone take measures to do so.

The frightening reality is, like them or not, we need sharks on this planet. Remove the apex predators from the oceans, and we are tampering with elements essential to our survival and the livelihoods of the 400 million that rely on the oceans for their income. Sharks are a critical component in an ecosystem that controls our planet’s temperature and weather, provides 1/3 of the world with food, and generates more oxygen than all the rainforests combined. Recent studies indicate that regional elimination of sharks caused disastrous effects including the collapse of fisheries and the death of coral reefs.

Fortunately, there are many other options to the archaic practice of killing sharks with nets and drumlines,<sup>2</sup> many of which have been implemented successfully in other locations – including the other coast of South Africa. Other methods of harmless deterrents such as electrical current, alloys, and chemicals are also being developed. If we can put a man on the moon, we certainly can determine a method to ensure sharks and humans can peacefully coexist in the shark’s domain. Programs like the Shark Spotters in the Western Cape prove that there are viable alternatives to shark nets and also, that education and awareness go far. ...

The days of killing animals out of fear are over. And one only need to look at Yellowstone Park, in the U.S., as a prime example<sup>3</sup> as to the far-reaching impacts of these short-sighted acts. South Africa – a country whose environmental policies, fueled by booming eco-tourism, should be setting precedence for the world. At a time when we are racing through our natural resources at unsustainable rates, destroying wild animals simply because we can, or because of irrational fears fueled by a lack of knowledge, is no longer acceptable. ...

—Shark Angels

excerpted and adapted from “Shark Nets: A Tangled Web of Destruction”  
<http://sharkangels.org>, 2011

<sup>1</sup>collective psyches — shared understanding

<sup>2</sup>drumlines — hooks baited with fresh fish, suspended from buoys

<sup>3</sup>prime example — Yellowstone’s wolf-elimination program drastically altered the park’s ecosystem by allowing elk to flourish and overgraze on vital flora. Since the wolves were reintroduced in 1995 there has been a steady rebuilding of balance in the ecosystem.

### Text 3

#### Nick Carroll on: Beyond the Panic, the Facts about Shark Nets

Last week, after two shark attacks in ten days off Ballina’s [Australia] beaches, NSW [New South Wales] Premier Mike Baird announced a six-month trial of meshing this suddenly very dangerous piece of coastline.

5 The announcement came on top of other measures, “smart” drumlines,<sup>1</sup> tagging,<sup>2</sup> and sonar buoys,<sup>3</sup> in a further attempt to reduce a dramatic increase in attacks on local surfers and swimmers.

10 It inspired relief among many of Ballina’s surfers and businesspeople, who’ve been dreading the news of another fatal attack and its potential effect on the town — yet it also raised angst<sup>4</sup> among green-thinking people, who dislike the idea of sharks and other sea life dying in human-laid traps.

Indeed, the whole idea of “shark nets” seems to press some serious buttons for everyone.

But beyond the relief and the angst: what *is* meshing? What does it do? What are its effects on marine life, and on human encounters with big sharks? ...

15 Both NSW and Queensland’s programs are a lot more sophisticated than they used to be. Queensland’s program is a lot bigger, and more expensive: 83 beaches are meshed compared with NSW’s current 51, and Queensland also employs numerous drumlines, from the Snapper Rocks area all the way up to Cairns. As a result, Queensland’s shark catch is way bigger — in 2015 alone, for instance, it captured 297 tiger sharks, mostly in northern waters, and mostly on drumlines, which are considered more effective in catching large sharks than meshing. (Meshing is pretty effective against bull sharks in turbid<sup>5</sup> water, which might help a bit at Lighthouse.) ...

20 What does seem obvious is when it comes to separating humans and large sharks, meshing works. In the years from 1900 to 1937, 13 people were killed off NSW surf beaches by sharks; over the next 72 years, the death rate fell to eight, only one of which was at a meshed beach. This in a period when the NSW human population rose from 1.4 million to seven million — and way more people began going to the beach.

25 Similar figures can be seen elsewhere. In Dunedin, New Zealand, between 1964 and 1968, three fatal great white shark attacks occurred off a series of local beaches. Local authorities took a look at the NSW meshing program, and nets were laid off those beaches; nobody has since been attacked in the area while the nets were set. ...

30 Then there is the emotionally loaded, and occasionally very visible, issue of bycatch.<sup>6</sup> It’s one reason why the authorities have been so cautious about meshing Ballina’s beaches — the idea that the nets kill a lot more than just sharks.

35 The records make it clear they do — but perhaps not nearly as much as you’d suspect. Meshing is supported by pingers<sup>7</sup> designed to alert marine mammals to their existence, and by and large they seem to work. In NSW, the meshing averages one humpback whale every two years; the whale is almost always released alive. In Queensland in 2015, the bycatch

<sup>1</sup>drumlines — hooks baited with fresh fish, suspended from buoys

<sup>2</sup>tagging — attachment of identification tags for monitoring sharks

<sup>3</sup>sonar buoys — buoys with sound receivers and radio transmitters

<sup>4</sup>angst — anxiety

<sup>5</sup>turbid — cloudy

<sup>6</sup>bycatch — the capture of non-target species

<sup>7</sup>pingers — devices that transmit short, high-pitched signals

40 included one bottlenose and seven common dolphin (one released alive), 11 catfish, eight  
cow-nose rays, nine eagle rays, 13 loggerhead turtles, five manta rays (all but one survived),  
eight shovelnose rays, three toadfish, four tuna, and a white spotted eagle, which was safely  
released. ...

45 Oh and here's something else the records make clear. If you're worried about sharks'  
survival, or sea-life bycatch in general, you're way better off looking offshore. Australia's  
commercial shark fishing industry is taking over 1200 tonne of shark out of our various  
fisheries each year: everything from gummy shark to mako, and very likely a few white sharks  
as well. The NSW prawn trawling<sup>8</sup> industry alone results in 64 tonne of shark as bycatch  
each year. Six percent of what's caught in the tuna longline fisheries in northern Australia is  
shark. ...

50 Next to that action, as the figures show, surf zone protective meshing is a minnow in a very  
big pond.

—Nick Carroll  
excerpted and adapted from “Nick Carroll on:  
Beyond the Panic, the Facts about Shark Nets”  
[www.coastalwatch.com](http://www.coastalwatch.com), October 21, 2016

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<sup>8</sup>trawling — a method of fishing that drags nets behind a boat

## Text 4

### Sharing the Sea with Sharks

...In 1937, when the first shark nets were installed off Sydney beaches, on Australia's east coast, sea-bathing was still a relatively new pastime—prior to 1903, daylight ocean bathing had been banned as improper. At the time the nets were introduced, the state's beaches were experiencing, on average, one fatal shark bite every year. The government felt that it needed to be seen as proactive, and nets were one of the least hawkish measures proposed; suggestions made during a 1935 public-submissions process included mounting machine guns on headlands and setting explosives. From the outset, the purpose of the nets was to catch and kill sharks.

Almost eighty years later, the nets are still installed off the New South Wales coast. They go in at the start of September, the beginning of the warm-weather season, and are removed at the end of April. At each of the fifty-one participating beaches, nets are installed for fourteen days of the month. They do not act as a total barrier: they are generally only a hundred and fifty metres long and six metres wide, and are set beneath the surface in ten to twelve metres of water, five hundred metres out from the shore. They're anchored to the sea floor, but there is significant space above and below them. (A study of a similar shark-net program in South Africa found that thirty-five percent of the catch was “on the shoreward side of the nets”—in other words, sharks are often caught on their way out to sea.) ...

The most controversial aspect of shark-net programs is whether it has been scientifically proven that shark nets reduce shark bites. Some researchers who have worked for government shark-meshing programs over a long period wholeheartedly believe that they do. Since the start of the KwaZulu-Natal Sharks Board netting program<sup>1</sup>—which uses much larger nets, for a longer period, than the New South Wales program—there have been “only two attacks, both non-fatal ... at protected beaches ... over the past three decades.” And the New South Wales government reports that since “the NSW shark meshing program was put in place in Sydney in 1937, there has only been one fatal attack on a meshed beach.” ...

Either way, nets and drumlines<sup>2</sup> are increasingly painted as crude, antiquated<sup>3</sup> shark-culling<sup>4</sup> tools. Shark scientists and entrepreneurs are now starting to direct their energies toward finding a technological solution that could keep both humans and sharks safe. The KwaZulu-Natal Sharks Board, in response to growing opposition to shark nets, aims to come up with a “non-lethal alternative.” It has been researching electronic shark-deterrent technologies since the nineteen-nineties, based on findings that a shark's electroreception system—clusters of nerve fibres in gel-filled canals, visible as dark pores on a shark's head—may be sensitive to changes in electrical fields. The board recently began testing a hundred-metre cable that emits a low-frequency pulsed electronic signal designed to repel sharks. ...

Most of the shark scientists I spoke to believe public education is still the best method of protecting oceangoers and marine animals, especially while a technological solution is still years off. Many cite Cape Town's [South Africa] Shark Spotters program as a gold standard because of its emphasis on observation and education: community members on beachside cliffs use flags and alerts to keep the public informed of shark sightings. “As an effective

<sup>1</sup>KwaZulu-Natal Sharks Board netting program — South African program

<sup>2</sup>drumlines — hooks baited with fresh fish, suspended from buoys

<sup>3</sup>antiquated — outdated

<sup>4</sup>culling — killing



45 approach, education is number one,” [Robert] Hueter, the Florida-based shark expert, said. “Most people here have embraced the idea that this is the sharks’ home, their natural habitat, we’re going into their space. ... People respond to a shark-bite incident differently now. It’s a tragedy, yes, but it’s accepted as something out of our control, like being struck by lightning.” ...

—Ceridwen Dovey  
excerpted and adapted from “Sharing the Sea with Sharks”  
[www.newyorker.com](http://www.newyorker.com), April 26, 2015

## Part 3

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 19 and 20 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 from the 2013 Duke University commencement address, given by Melinda Gates, co-founder of the Bill & Melinda Gates Foundation.*

5 ...The people who say technology has disconnected you from others are wrong. So are the people who say technology automatically connects you to others. Technology is just a tool. It's a powerful tool, but it's just a tool. Deep human connection is very different. It's not a tool. It's not a means to an end. It is the end—the purpose and the result of a meaningful life—and it will inspire the most amazing acts of love, generosity, and humanity.

In his famous speech “Remaining Awake Through a Great Revolution,” Martin Luther King Jr. said, “Through our scientific and technological genius, we have made of this world a neighborhood and yet we have not had the ethical commitment to make of it a brotherhood.”...

10 What does it mean to make of this world a brotherhood and a sisterhood? That probably sounds like a lot to ask of you as individuals, or even as a graduating class. I'm pretty sure none of you will respond to the annoying question “What are you going to do after graduation?” by saying “I plan to have the ethical commitment to make of this world a brotherhood.”

15 But you can change the way you think about other people. You can choose to see their humanity first—the one big thing that makes them the same as you, instead of the many things that make them different from you. ...

20 Paul Farmer, the Duke graduate I admire most, is a testament to the deep human connection I'm talking about. As many of you know, Paul, who's here today, is a doctor and global health innovator. For years, he travelled back and forth from Boston, where he is a professor of medicine, to Haiti, where he ran a health clinic giving the highest quality care to the poorest people in the world. Now, he lives mostly in Rwanda, where he's working on changing the country's entire health care system.

25 I first met Paul in 2003, when I went to see him in Haiti. It took us forever to walk the 100 yards from our vehicle to the clinic because he introduced me to every single person we met along the way. I am not exaggerating. Every single person.

30 As we moved along, he introduced each person to me by first and last name, wished their families well, and asked for an update about their lives. He hugged people when he greeted them and looked them in the eyes throughout each conversation. If you believe love plays a role in healing, there was healing happening at every step of that journey. ...

Of course, not everybody is Paul Farmer. Not everybody is going to dedicate their whole life to connecting with the poorest people in the world. But just because you don't qualify for sainthood doesn't mean you can't form deep human connections—or that your connections can't make a difference in the world.

35 That's where technology comes in. If you make the moral choice to connect deeply to others, then your computer, your phone, and your tablet make it so much easier to do.

40 Today, there are 700 million cell phone subscribers in Africa. I travelled to Kenya recently and spent a day in Kibera, which many people consider the largest slum in Africa. One image that sticks with me is all the cell phones piled up in a small kiosk where locals paid to recharge their batteries. Most people in Kibera don't have electricity—even the cell phone charging businesses steal it from the city's power grid—but everywhere I looked young people were on their phones. And guess what they were doing? Exactly what you do... they were texting.

45 You and they can share your stories directly with each other, with literally billions of people, because you're all using the same technology. ...

When my husband Bill [Gates] and I started our foundation, we didn't know much about global health at all. I read the academic literature and talked to experts in the field. But most of what I learned was expressed in morbidity<sup>1</sup> and mortality rates, not in flesh and blood. So in 2001, I took my first foundation learning trip, to India and Thailand, to meet  
50 with people and find out what their lives were really like behind the veil of statistics. ...

Late in the afternoon, one of the women who'd been showing me around invited me into her home. We went inside and she produced two lawn chairs that were hanging from a nail in her kitchen. They were the aluminum folding kind with the itchy fabric seat you've  
55 sat on a million times, quite possibly when you were tenting in Krzyzewskiville.<sup>2</sup> When I was growing up in Dallas, we had the same chairs. On Sunday nights in the summer, my parents and my siblings and I used to set them up on our back patio and gaze up into the sky together as a family.

It turned out my host wanted to show me her stunning view of the Himalayas, and as we sat and contemplated the planet's highest peaks, we talked about our children and the  
60 future. Our aspirations were basically the same. We wanted our children to fulfill their potential. We wanted the love and respect of family and friends. We wanted meaningful work. The biggest difference between us was not what we dreamt about, but how hard it was for her to make her dreams come true.

Some people assume that Bill and I are too rich to make a connection with someone  
65 who's poor, even if our intentions are good. But adjectives like rich and poor don't define who any of us truly are as human beings. And they don't make any one individual less human than the next. The universe is like computer code in that way. Binary. There is life, and there is everything else. Zeroes and ones. I'm a one. You're a one. My friend in the Himalayas is a one.

Martin Luther King was not a computer programmer, so he called this concept a  
70 brotherhood. His hope was that college students could bring a brotherhood into being. Dr. King thought the world had shrunk as much as it was going to shrink—in his words, we'd "dwarfed distance and placed time in chains." So the fact that people still didn't treat each other like brothers and sisters was, to him, an ethical failure.

I take a slightly different view. I believe we are finally creating the scientific and  
75 technological tools to turn the world into a neighborhood. And that gives you an amazing ethical opportunity no one has ever had before.

You can light up a network of 7 billion people with long-lasting and highly motivating human connections. ...

I hope you will use the tool of technology to do what you already had it in your heart to  
80 do... To connect... To make of this world a brotherhood... and a sisterhood...

I can't wait to see what it looks like when you do. ...

—Melinda Gates

excerpted and adapted from "Melinda Gates: Duke Commencement 2013"  
[www.gatesfoundation.org](http://www.gatesfoundation.org), 2013

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<sup>1</sup>morbidity — the rate at which an illness occurs

<sup>2</sup>Krzyzewskiville — The annual tent city that is erected in celebration of the Duke versus UNC basketball game











# FOR TEACHERS ONLY

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

# ELA

## ENGLISH LANGUAGE ARTS

Thursday, August 16, 2018—8:30 to 11:30 a.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. 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*.

#### 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 ..... 3 ..... | 6 ..... 3 .....  | 11 ..... 3 ..... | 15 ..... 2 ..... | 20 ..... 1 ..... |
| 2 ..... 2 ..... | 7 ..... 1 .....  | 12 ..... 1 ..... | 16 ..... 4 ..... | 21 ..... 2 ..... |
| 3 ..... 2 ..... | 8 ..... 3 .....  | 13 ..... 3 ..... | 17 ..... 1 ..... | 22 ..... 3 ..... |
| 4 ..... 1 ..... | 9 ..... 3 .....  | 14 ..... 4 ..... | 18 ..... 3 ..... | 23 ..... 4 ..... |
| 5 ..... 1 ..... | 10 ..... 4 ..... |                  | 19 ..... 2 ..... | 24 ..... 4 ..... |

## 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.**



**New York State Regents Examination in English Language Arts**  
**Part 2 Rubric**  
**Writing From Sources: Argument**

| <b>Criteria</b>  | <b>6</b>   | <b>5</b>  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>  |
|--|--|---|--|---|---|---|
|  | <b>Essays at this Level:</b>   | <b>Essays at this Level:</b>  | <b>Essays at this Level:</b>   | <b>Essays at this Level:</b>  | <b>Essays at this Level:</b>  | <b>Essays at this Level:</b>  |
| <b>Content and Analysis: 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</b> | introduce a precise and insightful claim, as directed by the task<br><br>-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<br><br>-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<br><br>-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<br><br>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims   | -introduce a claim<br><br>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims  | do not introduce a claim<br><br>-do not demonstrate analysis of the texts   |
| <b>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis</b>  | -present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis<br><br>-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<br><br>-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<br><br>-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<br><br>-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<br><br>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material | -present little or no evidence from the texts<br><br>-do not make use of citations  |
| <b>Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</b>  | -exhibit skillful organization of ideas and information to create a cohesive and coherent essay<br><br>-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<br><br>-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<br><br>-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<br><br>-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<br><br>-lack a formal style, using some language that is inappropriate or imprecise   | -exhibit little organization of ideas and information<br><br>-are minimal, making assessment unreliable<br><br>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts |
| <b>Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b> | -demonstrate control of conventions with essentially no errors, even with sophisticated language   | -demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language  | -demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension   | -demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension  | -demonstrate a lack of control of conventions, 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 a 0.

Humans have spread across the planet to affect almost every ecosystem that exists. The effects thus far have been horrifying and call for immediate change. One such effect of humans has been the widespread use of shark netting to ensure a shark-free swimming experience in Australia. However, the use of shark netting has insidious effects on the world. Shark netting should not be used on coastal beaches because it negatively affects the environment and reinforces people's excessive fear of sharks. Instead, scientists should work to find shark-deterrent methods that are more efficient and less harmful.

Sharks are essential to the oceans' ecosystems. They are the "apex predators" (Text 2, lines 22) and therefore affect the entire ecosystem, top to bottom. The goal of shark nets – to "catch and kill" sharks – has a profound effect on the ocean. Recent studies have shown that "regional elimination of sharks caused disastrous effects including the collapse of fisheries and the death of coral reefs" (Text 2, lines 26-27). Not only did the low shark population affect coral reefs, which are essential as well to ocean

health, but it also hurt humans economically. The ocean generates '1/3 of the world's food' (Text 2, line 25), which includes shark meat. Fewer sharks would mean not just less available food, but a loss of profits for the fishing industry.

Another environmental effect of shark nets is bycatch. Bycatch is when unintended animals are caught in the net, and it includes critically endangered species found in Australia's waters. It is environmentally harmful when "protected species such as whales, dolphins, and manta rays also get trapped in these nets... [and] kill protected marine species" (Text 1, lines 6, 32). Shark nets not only catch and kill sharks, but also critically endangered species as well, further damaging the environment.

Shark nets also promote psychological hatred and apathy towards sharks. The use of nets directly "reinforces [humans'] misguided and irrational fear of sharks" (Text 2, lines 16-17) and in turn fuels "the public's apathy or even loathing towards sharks" (Text 2, lines 18-19). Through net use, people associate sharks almost exclusively with danger and death. People, therefore, do not see sharks'

environmental worth -- forcibly preventing widespread conservation efforts. These nets reinforce peoples' beliefs that sharks should be hated or killed.

There are, however, benefits to using shark nets. They have 'saved lives' - in that fatal shark attacks have decreased everywhere they have been used (Text 4, lines 21-25). Shark bites have decreased in occurrence, and therefore fewer people have been killed. However, these same results can be achieved through different, less harmful methods. Education, scientists promise, is "still the best method of protecting oceangoers and marine animals" (Text 4, lines 36-37). When people know where, when and what to look out for, they stand the best chance of avoiding shark attacks. Education has proven far more effective than shark nets, and less ecologically damaging.

Shark netting is detrimental to the environment and negatively impacts peoples' opinions of sharks, and thus affecting efforts to conserve sharks. While preventing fatal shark attacks and killing only a fraction

of sharks, shark netting should not be used on coastal beaches. Due to the myriad of other options available as alternatives, it is irresponsible of humans to continue using it. It is time for humans to take responsibility and protect the planet. This includes species and organisms that aren't "fluffy" or "cute" - the good, the bad, the ugly. All of them are essential to the planet's health, and therefore ours as well.

**Anchor Level 6-A**

The essay introduces a precise and thoughtful claim, as directed by the task (*Shark netting should not be used on coastal beaches because it negatively affects the environment and reinforces people's excessive fear of sharks. Instead, scientists should work to find shark-deterrent methods that are more efficient and less harmful*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Shark nets not only catch and kill sharks, but also critically endangered species as well, further damaging the environment and Due to the myriad of other options available as alternatives, it is irresponsible of humans to continue using it*) and to distinguish the claim from alternate or opposing claims (*There are, however, benefits to using shark nets ... Shark bites have decreased in occurrence, and therefore fewer people have been killed. However, these same results can be achieved through different, less harmful methods*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Another environmental effect of shark nets is bycatch. Bycatch is when unintended animals are caught in the net, and it includes critically endangered species and Education, scientists promise, is "still the best method of protecting ocean goers and marine animals"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 26-27) and (Text 4, lines 36-37)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that establishes a claim, two body paragraphs that explain the environmental drawbacks of shark nets, followed by a paragraph about society's negative stereotypes about sharks and a paragraph that addresses the counterclaim, concluding with a summative paragraph that reaffirms that *shark netting should not be used on coastal beaches*. The essay establishes and maintains a formal style, using sophisticated language and structure (*The effects thus far have been horrifying and call for immediate change*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

No one wants to get bitten by a shark. Whether someone is an environmentalist or a casual beachgoer, the idea of a shark attack is "almost too awful to contemplate" (Text 1, line 2). Therefore, coastal beaches should use shark netting. Shark nets have been effective for more than 70 years, so it would be illogical to discontinue their use.

The effectiveness of shark nets is shown through statistics from around the world. The United States, which has never used shark nets, has recorded "over 4 times more shark bites ... than in Natal [South Africa]" in the past century (Text 2, lines 4-5). Additional evidence of shark nets' effectiveness can be seen in Australia. Shark nets were first introduced there in 1936, and since that time, "not one fatal shark attack has been recorded at beaches where nets have been installed" (Text 1, lines 2-3).

Not only are shark nets effective in preventing shark attacks, they also can give people peace of mind. In fact, when shark nets were introduced at a beach in New South Wales in 2016, "it inspired relief among many of Ballina's surfers and businesspeople" (Text 3, line 7).

Despite the clear benefits of shark nets, some people are still opposed to them. One major objection comes from the fact that "sharks are a critical component" of the ocean's ecosystem (Text 2, lines 23-24).



However, that objection assumes that the presence of shark nets can lead to the extinction of sharks and the destruction of the ocean's ecosystem. That seems like a misunderstanding of shark nets. First of all, the shark nets are relatively close to the beaches and are "about 200 metres along the beach" (Text 1, line 14). They are ~~used~~ intended as a deterrent for sharks and serve as a protection for swimmers. Although sharks occasionally get caught in the nets, it amounts to a very small portion of the shark population. When one considers that most sharks in the nets are released and sharks beyond the nets ~~live~~ live throughout the world's oceans, it is difficult to link shark nets and the extinction of sharks.

Even though some people object to the use of shark nets at coastal beaches, evidence of shark nets' effectiveness is indisputable. Beaches in South Africa and Australia have had substantial reductions in shark attacks. That allows people to go to the beach without worrying so much about a potential attack. It is true that sharks play an important role in the ocean's ecosystem. However, the presence of shark ~~nets~~ nets does not ruin that role. ~~For~~ For these reasons, <sup>coastal</sup> beaches should use shark nets, a logical and effective solution to shark attack concerns.

## Anchor Level 6–B

The essay introduces a precise and thoughtful claim, as directed by the task (*coastal beaches should use shark netting. Shark nets have been effective for more than 70 years, so it would be illogical to discontinue their use*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The effectiveness of shark nets is shown through statistics from around the world and shark nets ... can give people peace of mind*) and to distinguish the claim from alternate or opposing claims (*One major objection comes from the fact that “sharks are a critical component” of the ocean’s ecosystem*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Shark nets were first introduced there in 1936, and since that time, “not one fatal shark attack has been recorded at beaches where nets have been installed” and when shark nets were introduced at a beach in New South Wales in 2016, “it inspired relief among many of Ballina’s surfers and business people”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 2*) and (*Text 3, line 7*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that establishes the claim, followed by one paragraph that provides data about the success of shark nets, a second that discusses the psychological benefit of shark nets, a third that presents and refutes a counterclaim and concludes with a reaffirmation of the claim that *coastal beaches should use shark nets, a logical and effective solution to shark attack concerns*. The essay establishes and maintains a formal style, using sophisticated language and structure (*Shark nets were first introduced there in 1936, and since that time, “not one fatal shark attack has been recorded ...” and Even though some people object to the use of shark nets at coastal beaches, evidence of shark nets’ effectiveness is indisputable*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Since the beginning of time, humans have killed to protect themselves, often developing irrational fears against animals and even other humans. Today humans have developed "irrational fears of sharks" (Text 2, lines 16-17). As a result, shark nets were created to protect people bathing on beaches in many parts of the world. However, I believe shark nets are unnecessary, and do more harm than good.

Some people argue that shark netting is necessary on beaches to protect "swimmers from a death, almost too awful to contemplate" (Text 1, lines 1-2). In addition, the presence of shark nets "inspired relief among many of [Australia's] surfers and business people" alike (Text 3, line 7). Nevertheless, there are more reasons to avoid the use of nets than there are to use them.

According to Text 2, there is an "extremely slim chance of ever encountering a shark — much less being bitten" by one. (Line 2). The United States does not use shark netting on its beaches. Yet, even in Volusia County Florida, the "shark bite capital" of the world" (Text 2, line 7), people require stitches more often from beach glass cuts than from shark bites.

Furthermore, nets cause damage to "our collective psyches" (Text 2, line 16) by heightening our irrational fear of sharks. However, sharks are an important part of our ecosystem. Irrational fear of sharks makes it difficult for people to realize that by removing sharks, "the apex predators from the oceans, we are tampering with elements essential to our survival" (Text 2, lines 21-22).

In addition, shark netting damages the fishing industry in two ways. Sharks are a source of food for people, but "nets are currently responsible for the deaths of between 500-700 sharks yearly" (Text 2, lines 10-11). Secondly, other species, including an endangered "humpback whale calf" (Text 1, line 40) becomes entangled and often die in these nets, further reducing the fish supply and damaging the ecology of the sea.

Since the danger from sharks are not as great as some people's irrational fears would have us believe, and the damage from shark netting on the economy and the environment is very real, I believe we should not use shark nets on our beaches.

## Anchor Level 5–A

The essay introduces a precise and insightful claim, as directed by the task, explaining that shark netting is an outgrowth of people’s *irrational fears of sharks* but that *shark nets are unnecessary, and do more harm than good*. The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The United States does not use shark netting on its beaches. Yet, even in Volusia County Florida, the “ ‘shark bite capital’ of the world” ... people require stitches more often from beach glass cuts*) and to distinguish the claim from alternate or opposing claims (*Some people argue that shark netting is necessary ... Nevertheless, there are more reasons to avoid the use of nets*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Irrational fear of sharks makes it difficult for people to realize that by removing sharks, “the apex predators from the oceans, we are tampering with elements essential to our survival”*; *“nets are currently responsible for the deaths of between 500-700 sharks yearly” and other species ... often die in these nets*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 16-17*) and (*Text 3, line 7*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an opening paragraph that establishes the claim, followed by a second paragraph that presents and dismisses the counterclaim, then argues in three successive paragraphs reasons why shark nets are unnecessary, ending with a summative conclusion that reiterates the claim (*Since the danger from sharks are not as great as some people’s irrational fears ... I believe we should not use shark nets on our beaches*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Since the beginning of time, humans have killed to protect themselves, often developing irrational fears against animals and even other humans*). The essay demonstrates control of conventions, exhibiting occasional errors (*However I; unnecessary, and; species ... becomes; danger ... are*) only when using sophisticated language.

Since the first appearance of shark netting in the 1930s, the ~~deb~~<sup>topic</sup> has been widely debated. The world has developed a prominent fear of shark attacks, and many feel the most effective and preventative action is shark netting. However, while netting reduces attacks significantly, it comes with great literal and figurative costs. Officials at coastal beaches should refrain from utilizing shark netting because it has the potential to capture other sea life and harm the food chain, and overall, there are better and safer options.

While netting prevented numerous attacks in Australia during the 1900s, it removed more than just sharks from the water. For example, "Protected species such as whales, dolphins, and manta rays also get trapped in these nets. ... The majestic but terrifying Great White Shark is regularly caught in shark nets in significant numbers. No one really knows what removing such a high level predator from the marine food chain will do" (Text 1, lines 6-9). Shark netting creates a high risk for the loss of important creatures such as Great White sharks, which regulate the food chain. Slightly smaller creatures such as whales, dolphins, and turtles often face the dangers of the net as well. Ultimately, even though shark netting seemed to be the proper answer to widespread panic over shark attacks, shark netting poses great dangers to innocent sea life as their "homes" are invaded.

The effectiveness of shark netting is somewhat debatable. As stated in an article titled "Sharing the Sea with Sharks," "The most controversial aspect of shark-net programs is whether it has been scientifically proven that shark nets reduce shark bites" (Text 4, lines 18-19). There are researchers who truly

believe that nets are effective while others do not. However, according to a Kwa-Zulu-Natal Sharks Board program, the nets prevented all but two non-fatal attacks to occur in 3 decades (Text 4, lines 21-23). This proves Nick Carroll somewhat wrong; he stated that, "What does seem obvious is that when it comes to separating humans and large sharks, meshing works (Text 3, lines 22-23). If nets were truly as effective as Carroll and other researchers claim, then attacks would be virtually impossible in netted areas.

Lastly, there are several more promising options for preventing shark attacks. Since the installation of nets only validate the world's collective fear of sharks, its important that other preventative measures are taken (Text 2, lines 15-16).

One very possible method for preventing shark bites is the use of "harmless deterrents such as electrical current, alloys, and chemicals" (Text 2, lines 30-31). These methods can help keep sharks far away while allowing their safety. Yet another method is simply educating the world. Many scientists believe public education is the best method for protecting humans and sharks alike (Text 4, lines 36-37). By educating humans, sharks can easily be protected and avoided at almost no cost at all.

Ultimately, shark attacks can be prevented in a variety of ways. Though many argue that netting is, in fact, effective, the benefits do not override the negative effects. By using shark netting, habitats are invaded and food chains are harmed, other safe options are avoided, and other sea life are harmed.

## Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Officials at coastal beaches should refrain from utilizing shark netting because it has the potential to capture other sea life and harm the food chain, and overall, there are better and safer options*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Ultimately, even though shark netting seemed to be the proper answer to widespread panic over shark attacks, shark netting poses great dangers to innocent sea life as their “homes” are invaded*) and to distinguish the claim from alternate or opposing claims (*If nets were truly as effective as Carroll and other researchers claim, then attacks would be virtually impossible in netted areas*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*While netting prevented numerous attacks in Australia during the 1900s, it removed more than just sharks from the water and One very possible method for preventing shark bites is the use of “harmless deterrents such as electrical current, alloys, and chemicals”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 4, lines 18-19*) and (*Text 2, lines 30-31*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, opening with a paragraph that introduces the claim, followed by a paragraph of support, a paragraph that refutes a counterclaim, then one devoted to *more promising options for preventing shark attacks*, and concluding with a summative paragraph reaffirming the claim (*By using shark netting, habitats are invaded and food chains are harmed*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The world has developed a prominent fear of shark attacks, and many feel the most effective and preventative action is shark netting*). The essay demonstrates control of conventions, exhibiting occasional errors (*prominant, nets. ... The, Kwa-Zulu-Natal, installation ... validate, its, sea life are*) only when using sophisticated language.



As technology evolves over time, the way it is implemented by humans to effect other organisms begins to be questioned. A prime example of this can be found with the topic of shark nets, where in an attempt to save human lives, many marine species are put in danger. ~~the use of these shark nets~~ While the use of these shark nets raises concerns for the welfare of ocean life, coastal beaches should use shark netting because it dramatically reduces mortality rates while having a ~~total~~ relatively small impact on sharks.

Shark netting should be implemented on coastal beaches in order to preserve human lives. As the population of the world continues to steadily increase more people are prone to be attacked in coastal areas. ~~the~~ In some <sup>regions</sup> ~~areas~~, the use of the netting reduced yearly mortality rates from, "13... to 8, only one of which was at a meshed beach" (Text 3, lines 23-25). ~~As well as preventing~~ As well as preventing fatal experiences, ~~these~~ shark nets save people from traumatic incidents that could affect them for the rest of their lives. ~~the use of these shark nets~~ This shows that even if the nets have a minimal impact on sharks, its effectiveness proves its worth and stops many preventable deaths. Another example of a shark ~~net's~~ net's effectiveness can be found ~~in~~ in a program called Queensland, where in just one

year, "it captured 207 tiger sharks, mostly in northern waters" (Text 3, Lines 18). With almost one shark captured for every day of the year, these coastal nets simply remove danger out of the equation for human lives ~~lost~~, thus outweighing any other possible concerns.

Coastal beaches should also install shark netting because it saves lives while having a relatively minimal impact on marine life. These shark nets are specifically engineered with, "mesh holes [that] are 50 cm wide, small enough to entangle sharks and other large marine species, while leaving smaller fish alone" (Text 1, Lines 11-13). This explains that while the nets are meant to restrict shark movement, they also consider other forms of marine life and allow harmless fish to pass by. By doing so, ~~this~~ this device both ~~in~~ reduces the chances of a shark attack while simultaneously remaining unrestrictive for the most part of the ecosystem. Even in the most severe cases of a shark death due to the nets, "Australia's commercial fishing industry is taking over ~~12~~ 12 tone of shark... surf zone protective meshing is a minnow in a very big pond" (Text 3, Lines 45-46, 49-50). Even if a shark is sometimes killed by a shark net, it would be for the greater good of saving multiple human lives, while other

industries are simply killing sharks for an unworthy reason.

On the other hand, it could be refuted that the actual danger that sharks pose to humans are too minimal to warrant potentially harming shark nets. With the oceans being so vast and shark population generally decreasing, "many more stitches are administered as the result of shell and glass lacerations than shark bites" (Text 2, Lines 7-8). With this information, it would be reasonable to conclude that human lives are not in danger enough to justify a chance of killing sharks. However, because even a small chance could still lead to a person's death, the shark nets should still be deemed as ~~absolutely~~ necessary. This lowered chance still resulted in, "three fatal great white shark attacks... nobody has been attacked in the area while the nets were set" (Text 3, Lines 28-29). This only proves that shark attacks still do happen and when they do, have a large chance of death. The use of a shark net remains effective in ~~keeping~~ preventing many human deaths and securing safety in coastal beaches.

~~When~~ When both the benefits and harmful factors of shark nets are weighed, it is evident that ~~should~~ they ~~are~~ should be implemented on coastal beaches. These nets are extremely

vital in keeping the lives of innocent people preserved ~~the~~ while ensuring relative safety for marine life. Overall, the use of shark nets on coastal beaches should be used in an effort to save human lives.

**Anchor Level 5–C**

The essay introduces a precise and thoughtful claim, as directed by the task (*coastal beaches should use shark netting because it dramatically reduces mortality rates while having a relatively small impact on sharks*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This shows that even if the nets have a minimal impact on sharks, its effectiveness proves its worth* and *Even if a shark is sometimes killed by a shark net, it would be for the greater good of saving multiple human lives*) and to distinguish the claim from alternate or opposing claims (*On the other hand, ... the actual danger that sharks pose to humans are too minimal to warrant potentially harming shark nets and even a small chance could still lead to a person's death*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*These shark nets are specifically engineered with, "mesh holes [that] are 50 cm wide, small enough to entangle sharks and other large marine species, while leaving smaller fish alone"*) although one quote's pertinent information was copied incorrectly [*"Australia's commercial fishing industry is taking over 12 (1200) tonne of shark"*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, Lines 23-25*) and (*Text 2, Lines 7-8*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with a paragraph that presents the claim, followed by two paragraphs of support for the claim, and one paragraph that presents and refutes a counterclaim, concluding with a summative paragraph reaffirming the claim (*When both the benefits and harmful factors of shark nets are weighed, it is evident that they should be implemented on coastal beaches*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*With this information, it would be reasonable to conclude that human lives are not in danger enough to justify a chance of killing sharks*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*increase more; nets ... its; thus outweigh; with, "mesh; 11-13*] *This; restrict; simultaneously; necessary*] that do not hinder comprehension.

Over many decades, going to the beach has been a fun outing for families, teens, and adults. People of all ages enjoy soaking up the sun and enjoying the waves of the ocean. However, many people fear sharks and the movie Jaws increased these fears. That is when the formation of shark nets which, "Are simply a straight, rectangular piece of net suspended in the water column between buoys (Text 1, lines 10-11). But these nets do far more than just protect humans, they harm the environment and can eventually damage an entire ecosystem which is why shark nets should not be used on coastal beaches.

Shark nets play a huge roll in shark deaths. Text 2 says, "The nets are currently responsible for the deaths of between 500-700 sharks yearly," (lines 10-11). Sharks are a crucial part of our ecosystem and "controls our planet's temperature and weather, provides 1/3 of the world with food, and generates more oxygen than all the rain forests combined" (Text 2, lines 24-26). This proves that sharks are a very important part of all life and their lives should not be threatened by shark nets.

Shark nets can also hurt and kill other marine life and cause environmental damage. For instance, in Text 1, it says, "In May, 2001, a humpback whale calf became entangled in the nets off the Gold Coast and died while its 20 plus tonne mother looked on" (lines 40-41).

Not only do the nets harm whales, but they harm turtles, tuna, dolphins, catfish and many other sea creatures. Shark nets do great damage to a wide variety of sea animals. The actual construction of shark nets causes harm to the environment. Article 1 says, "Like all beach constructions, they can cause major sand erosion (lines 26-27). Shark nets are harmful not only to many sea animals, but to the environment as well."

Many may say that shark nets cause less injuries to people. Text 3 says, "In the years from 1900 to 1937, 13 people were killed off NSW surf beaches by sharks; over the next 72 years, the death rate fell to eight, only one of which was at a meshed beach. (lines 23-25). This may be true but there are safer alternatives that can keep both humans and water animals alive. Text 2 states that there are "Other methods of harmless deterrents such as electrical current alloys, and chemicals are also being developed. If we can put a man on the moon, we can certainly determine a method to ensure that humans and shark can safely coexist in the shark's domain" (lines 30-33). There are other, safer alternatives being developed rather than relying on the dangerous shark nets. Shark nets are very hazardous to other sea animals and our ecosystem. Without sharks, our environment would be thrown off balance. The installation of shark nets "reinforces our

misguided and irrational fears of sharks. The media created images of sharks and the publicity for shark nets reinforce the image of the shark as man's most mortal enemy, thus making it difficult for many people to understand why sharks are worth saving (Text 2, lines 16-17, 19-20).

Sharks are necessary for life and humans must not destroy them by using shark nets along coastal beach areas. There are new, safer alternatives to keep swimmers and sharks safe. Shark nets must not be used.

**Anchor Level 4-A**

The essay introduces a precise and thoughtful claim, as directed by the task (*But these nets do far more than just protect humans, they harm the environment and can eventually damage an entire ecosystem which is why shark nets should not be used on coastal beaches*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Sharks are a crucial part of our ecosystem and Shark nets can also hurt and kill other marine life and cause environmental damage*) and to distinguish the claim from alternate or opposing claims (*Many may say that shark nets cause less injuries to people*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Text 2 says, "The nets are currently responsible for the deaths of between 500-700 sharks yearly"* and *For instance, in Text 1, it says, "In May, 2001, a humpback whale calf became entangled in the nets off the Gold Coast and died*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 10-11*) and (*Text 2 states ... (lines 30-33)*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that includes background information on shark nets and introduces the claim, two body paragraphs that support the claim, a paragraph that refutes a counterclaim, and a conclusion that reaffirms the original claim (*There are new, safer alternatives to keep swimmers and sharks safe. Shark nets must not be used*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Not only do the nets harm whales, but they harm turtles, tuna, dolphins, catfish and many other sea creatures*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*That is when ... which; humans, they; roll; Sharks ... "controls; Articl; "In ... beach. (lines; electrical current alloys*)] that do not hinder comprehension.

In recent years more and more people have been going to the beach, which increases the problem of shark bites. With these incidents came an increase in the number of stories about fatal shark bites which spawned movies like *Jaws*, which made people even more concerned about shark attacks. To calm the fears of the public, nets were placed around some open beaches in Australia. These nets are about six meters deep and have sinkers at the bottom to keep it upright. Along with that the nets are typically fifty cm wide so small creatures can continue to get through. ~~Thanks to this~~ The idea of shark nets was a good one but the net itself is extremely detrimental to ~~the sharks and the~~ sharks and therefore should not be used along any coastal beaches.

Shark nets are clearly detrimental to the life of sharks because, "The nets are currently responsible for the deaths of between 500-700 sharks yearly..." (Text 2 line 10-11). This is not even half of the sharks killed worldwide due to other things like fishing. With all of these sharks dying, there is a possibility that the population could go extinct, which is a problem because, "Sharks are a critical component in an ecosystem that controls our planet's temperature and weather, provides 1/3 of the world with food, and generates more oxygen than all the rainforests combined." (Text 2 line 23-26). Therefore, the removal of sharks will completely change the way the ecosystem works, and it will



not be in a good way.

Some people argue that the shark nets are good because they protect ~~and~~ people from fatal shark attacks. They try to prove this with the data stating, "In the years from 1900 to 1937, 13 people were killed off NSW surf beaches by sharks; over the next 72 years the death rate fell to eight, only one of which was at a mangled beach." (Text 3 line 23-25). Although the death rate from shark attacks has gone down the fact that there are still some deaths shows the system ~~is~~ does not completely work. "The nets are not intended to form a complete barrier and sharks can still get through." (Text 1 line 17-18). Along with that, another study found that, "... thirty-five percent of ~~the~~ <sup>...</sup> sharks are after caught on the ~~beach~~ this way out to sea..." (Text 4 line 11-17).

Those two quotes show that people are not being protected because the sharks are still getting through. Therefore the nets are not helpful and should be replaced with a new method where sharks and humans can coexist happily.

In conclusion the popular belief that shark nets are helpful is wrong. They may have lowered the number of shark attacks ~~in a way~~ but because there are still attacks on some beaches it shows they are not totally safe for beach goers. In the meantime, they are also killing off sharks that are

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

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necessary to the planet and the people. It is clear that shark nets are not the answer to the problem of shark bites.

**Anchor Level 4–B**

The essay introduces a precise claim, as directed by the task (*The idea of shark nets was a good one but the net itself is extremely detrimental to sharks and therefore should not be used along any coastal beaches*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Therefore, the removal of sharks will completely change the way the ecosystem works, and it will not be in a good way*) and to distinguish the claim from alternate or opposing claims (*Some people argue that the shark nets are good because they protect people from fatal shark attacks and Although the death rate from shark attacks has gone down ... that there are still some deaths shows the system does not completely work*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Sharks are a critical component in an ecosystem that controls our planet’s temperature... and generates more oxygen than all the rainforests combined”* and *another study found that, “... thirty-five percent of ... sharks are often caught on their way out to sea ...”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2 line 10-11*) and (*Text 3 line 23-25*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that presents background information about shark nets and introduces the claim, two body paragraphs that discuss the claim and counterclaim, and a conclusion that reaffirms the original claim (*In conclusion the popular belief that shark nets are helpful is wrong*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*To calm the fears of the public, nets were placed around some open beaches in Australia*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*the beach, which; nets ... it; typically; detrimental; 2 line 10-11; down the; helpful*) that do not hinder comprehension.

The debate about coastal beaches using shark netting has been popular these past couple years. Are they for the better or for the worst? Some people say that they are there to protect us, as others say they are there to kill the sharks. Shark nets are put up to protect us. They are there to stop all the shark bitings and the death and horror caused by the sharks. Shark nets are very good ideas.

According to text 1, "For over 70 years, shark nets have been protecting Australian swimmers from a death almost too awful to contemplate. Since their introduction in 1936, not one fatal shark attack has been recorded at beaches where nets have been installed." (lines 1-3). The shark nets are up for protection of us swimmers and nothing more. Without these nets, who knows how many people would get injured or die because of a shark attack.

Shark nets are also there to make us feel safe. "This in a period when the NSW human population rose from 1.4 million to 7 million – and way more people began going to the beach." (Text 3, line 25-26). When people found out that the nets were up, they went to the beach more, they weren't scared and they didn't have to worry about the shark attacks

anymore. Dunedin, New Zealand had a couple fatal shark attacks and ended up putting up shark nets. "...nobody has since been attacked in the area while the nets were set..." (Text 3, lines 30).

Others disagree with the shark nets.

"...the extremely slim chance of even encountering a shark - much less being bitten - does not weigh heavily in their decision-making." (Text 2, lines 2-3). These people aren't threatened and feel that shark nets are just there to harm the sharks, not to protect us.

Whether or not shark nets are good or bad, people will never agree. Shark nets are a very good idea for our protection. It would be silly to not put them up where there has been attacks.

#### Anchor Level 4-C

The essay introduces a reasonable claim, as directed by the task (*Shark nets are very good ideas*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Without these nets, who knows how many people would get injured or die because of a shark attack*) and to distinguish the claim from alternate or opposing claims (*Others disagree with the shark nets* and *These people aren't threatened and feel that shark nets are just there to harm the sharks, not to protect us*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*According to text 1, "For over 70 years, shark nets have been protecting Australian swimmers from a death almost too awful to contemplate" and "nobody has since been attacked in the area while the nets were set"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, line 25-26) and (Text 2, lines 2-3)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim, two body paragraphs that support the claim (*Shark nets are also there to make us feel safe* and *Dunedin, New Zealand had a couple fatal shark attacks and ended up putting up shark nets*), followed by a paragraph that presents a counterclaim and a conclusion that reaffirms the original claim (*Shark nets are a very good idea for our protection*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The debate ... has been popular these past couple years* and *It would be silly to not put them up where there has been attacks*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*costal, shark netting ... Are they, better or ... worst, beach more, they weren't, lines 30*) that do not hinder comprehension.

Going to the beach, something many people are ~~excite~~ excited for and do often when the weather is nice. Not many people can say they have had an encounter with sharks at the beach. For years beaches have been using nets and mesh to trap and kill sharks. While it has been successful, its not the most efficient method and sharks ~~are~~ <sup>are</sup> living organisms as well that should not be killed in their own domain. Coastal beaches should not use shark netting anymore.

"If we can put a man on the moon, we can certainly determine a method to ensure that sharks and humans can peacefully coexist." (Text 2, lines 31-33). Shark netting ~~isn't~~ <sup>isn't</sup> the best method as it catches and kills more than just sharks. ~~It also catches~~ Fish, whales, ~~and~~ dolphins and many other sea creatures are suffering because of these nets. Also it ~~states~~ <sup>states</sup> in text 1 "the nets are not intended to form a complete barrier, and sharks can still get through... not only do nets kill protected marine species, they don't guarantee protection for swimmers either" (lines 17 and 32-33). This is important because ~~the~~ these nets are killing off other species. They're also not doing their main job of protecting humans, so what's the point of still using them? We can certainly find

more safer, sensible and efficient ways to deal with this.

Even though many people are frightened, and terrified by them, we need sharks on our planet. They do come with several benefits that help us as well as the sea life. "Sharks are a critical component in an ecosystem that controls our planets temperature and weather, provides  $\frac{1}{3}$  of the world with food, and generates more oxygen than all the rainforests combined" (Text 2, lines 24-26). In other words sharks, just like every other living creature, have a purpose on this planet. Killing them in their own domain underwater may prevent a couple of shark-bites, but it would cause losses in several other things.

Although some people say we should get ~~rid~~ rid of the nets others disagree. Shark nets have killed several sharks, and prevented many human deaths keeping the beaches a safe place. In text 1 it says "since their introduction in 1936, not 1 fatal shark attack has been recorded at beaches where nets have been installed... the majestic but terrifying Great White Shark is regularly caught in shark nets in significant numbers" (lines 2-3 and 6). Although the nets are successful in their target of killing sharks they are not the best method. There are

several other ways we can block sharks from the beaches without killing them off. ~~With~~ we have increased and become more advanced in technology and knowlege and there is nothing stopping us from coming up with a ~~if~~ better, less bloody ways to handle this situation. Also "elimination of sharks caused disastrous effects including the collapse of fisheries and the death of coral reefs". Do we really want to damage our underwater environment and endanger another species?

People see sharks in a more negative view than positive. Sharks do have several benefits and uses and cruelly eliminating them in the ocean is a horrible way to deal with the situation. Not only is the method of netting 100% efficient to keep sharks at, but it also doesn't <sup>exact</sup> our safety during our time spent on coastal beaches. None of us want dolphins and whales dying in these nets, why should sharks be aney exception?

### Anchor Level 3–A

The essay introduces a precise claim, as directed by the task (*sharks are living organisms as well that should not be killed in their own domain. Coastal beaches should not use shark netting anymore*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Shark netting isn't the best method as it catches and kills more than just sharks* and *In other words sharks, just like every other living creature, have a purpose on this planet*) and to distinguish the claim from alternate or opposing claims (*Although some people say we should get rid of the nets others disagree* and *Although the nets are successful in their target of killing sharks they are not the best method*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Fish, whales, dolphins and many other sea creatures are suffering because of these nets* and *They do come with several benefits ... "Sharks are a critical component in an ecosystem that controls our planets temperature and weather, provides 1/3 of the world with food, and generates more oxygen than all the rain forests combined"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 31-33*) and *it states in text 1 ... (lines 17 and 32-33)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim, followed by two body paragraphs of supporting detail, one paragraph that addresses the counterclaim (*Shark nets have ... prevented many human deaths keeping the beaches a safe place*) and ending with a paragraph that reiterates the claim (*None of us want dolphins and whales dying in these nets, why should sharks be any exception?*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Killing them in their own domain ... would cause losses in several other things*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*its; more safer; efficient; nets others; sharks, and; says "since; knowlege; a ... ways; cruelty; nets, why*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.



In recent years beaches near major Coasts/Oceans have put mesh nets up to protect swimmers of possible shark bites. But the question now is whether or not these nets should stay. In a personal opinion I think they should be removed. In text 2 it says that "Even there, (Volusia County, Florida the shark capital) the risk of shark bites <sup>is</sup> ~~are~~ so low that many more stitches are administered to "shell and glass lacerations." So, if they removed the shark nets there is still a low chance of someone being bitten by a shark. If the shark net stay it will hurt the population of sharks and it will also cause difficulties in the marine food chain (Text 3). The only logical solution is to remove the shark nets to protect the shark population and keep the marine food chain intact also it will still have the same low risk of someone being bitten.

I do see why people want to have shark nets up, but they don't see what harm they are causing. People want the nets up so they can feel safe while at the beach. Organizations like the WWF (World Wide Fund for Nature, Text 1) want the nets removed because populations of sharks are going down because sharks can die if they get caught in the nets. And if the population of sharks goes down any further sharks

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**Anchor Paper – Part 2 – Level 3 – B**

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may go extinct, and that will affect the  
marine food chain in a drastic way.  
So, in the end I feel like shark  
nets should be removed from coastal beaches to  
save sharks and keep the marine food chain  
intact.

**Anchor Level 3–B**

The essay introduces a reasonable claim, as directed by the task (*But the question now is whether or not these nets should stay. In a personal opinion I think they should be removed*). The essay demonstrates some analysis of the texts (*The only logical solution is to remove the shark nets to protect the shark population and keep the marine food chain intact*), but insufficiently distinguishes the claim from alternate or opposing claims (*People want the nets up so they can feel safe while at the beach*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*populations of sharks are going down because sharks can die if they get caught in the nets. And if the population of sharks goes down any further sharks may go extinct, and that will affect the marine food chain in a drastic way*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by leaving out line numbers [*In text 2 and (World Wide Fund For Nature, Text 1)*]. The essay uses only two texts, incorrectly citing some information as coming from Text 3. The essay exhibits some organization of ideas and information to create a mostly coherent essay, by first introducing the claim, followed by a second paragraph of support (*there is still a low chance of someone being bitten by a shark*), a third paragraph which addresses the counterclaim, and concluding with a one-sentence reiteration of the claim (*So, in the end I feel like shark nets should be removed ... to save sharks*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*also it will still have the same low risk of someone being bitten*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*Put, swimmers of, laserations, shark net stay it, in tact also it, further sharks*) that hinder comprehension.

People have debated whether or not coastal beaching should be putting sharks nets in the sea. People have said this is a bad idea b/c of the negativity the nets have caused. But nets are a good thing since they have brought positivity to the beaches. Coastal beaching should be putting shark net and shouldn't be banned.

Coastal beaches should be allowed to use shark nets b/c it saves lives. According to text 1 it states "For over 70 years, shark nets have been protecting Australian swimmers from a death almost too awful to contemplate. Since their introduction in 1936, not one fatal shark attack has been recorded at beaches where nets have been installed." This shows when shark nets were installed, there were no fatal attacks from sharks that harmed humans. This also can be viewed why sharks nets should be used by coastal beaches since it can help many lives not get killed by sharks. That's why coastal beaches should be allowed to use shark nets. People never get bit then.

Another fact that coastal beaches should be allowed to use shark net is because it can reduce bites from sharks. According to text 4 it states "The most controversial

aspect of shark-net programs is whether it has been scientifically proven that shark nets reduce shark bites." This proves that scientifically people can be safe from shark bites since the nets guard the humans. This connects that shark nets should be used by coastal beaches.

Some may refuse and would say nets shouldn't be used since sharks are getting killed. Between 500-700 yearly (Text 2), This show why some would objectify. I like sharks but if its me or him I say put up the net. They even caused a new surfing wave for the Sydney Olympics!

**Anchor Level 3-C**

The essay introduces a reasonable claim (*Coastal beaches should be allowed to use shark nets b/c it saves live*), as directed by the task. The essay demonstrates some analysis of the texts (*This shows when shark nets were installed, there were no fatal attacks from sharks that harmed humans*), but insufficiently distinguishes the claim from alternate or opposing claims (*Some may refuse and would say nets shouldn't be used since sharks are getting killed*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*People never get bit then. Another fact that coastal beaches should be allowed to use shark net is because it can reduce bites and They even caused a new surfing wave for the Sydney Olympics!*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 1 and text 4*), omitting line numbers and failing to identify the source of the final sentence. The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing both sides of the debate leading to the claim, followed by two paragraphs of support and one that briefly addresses a counterclaim, and concluding with a personal and irrelevant commentary. The essay lacks a formal style, using some language that is inappropriate (*I say put up the net*) or imprecise (*b/c, can be viewed why sharks nets should be used, it can help many lives not get killed by sharks, This show why some would objectify*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*sharks nets, positivty, saves live, states "For, to awful, its*) that hinder comprehension.

Beaches should use shark netting. The beaches should be aware whether or not they have sharks around. People who like going to the beach should feel safe in whatever part of the water they want to be in.

Beaches should look out for their people who insist so much. They are always little kids around. Without shark net they wouldn't know what is the farthest they could go. Many people have a huge fear of shark and it's crazy how some beaches don't have shark net. A shark can come and kill you and it would be over for you. For example Texas states ~~there are sharks in the ocean~~

"297 tiger sharks were captured in 2015" That shows that there is still shark around. That can kill many people. You need shark net to let the people know that there are sharks around and they could hurt you.

How if you go to the beach with your family and a shark takes one of you guys how are you going to feel? Harsh right because

the beach you went to didn't have net to stop you from going any farther. You need to protect your self but how would you know what area are the Shark Area if their no net. Text 2 " 500-700 shark yearly only a little percentage of shark are killed" A shark is so much of a dangerous animal that they should kill it.

I believe a ~~life~~ human life is worth more than a shark life there for all beaches should have netting around the Shark area also they should have aware signs up.

Anchor Level 2-A

The essay introduces a reasonable claim, as directed by the task (*Beaches should use shark netting because People ... should feel safe in ... the water*). The essay demonstrates a confused and unclear analysis of the texts (*Beaches should look out for their people who invist so much* and *Without shark net they wouldn't know what is the farrest they could go*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*Text 2 "500-700 shark yearly only a little percentege of shark are killed" A shark is so much of a dangerous animal that they should kill it*), making use of some evidence that may be irrelevant (*How if you go to the beach ... and a shark takes one of you guys how are you going to feel?*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 3 states* and *Text 2 "500"*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, first presenting a claim, followed by two paragraphs to support the need for shark nets, concluding with a restatement of the claim that is weakened by the inclusion of a new idea (*also they should have aware signs up*). The essay lacks a formal style, using some language that is inappropriate (*It's crazy, you guys* and *Harsh right*) and imprecise (*weather or not, People who liking going, their* for "there", *then* for "than"). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*invist, much They are, farrest, fear of shark, kill you and it, For example text 3 states, That show that, your self, there for all, area also*) that make comprehension difficult.

Coastal beaches shouldn't use shark netting, its many reasons why Coastal beaches shouldn't use shark netting but one of the most important are that those net are not just keeping sharks away from people they also causing several damages on them and killing many others species of marine live that help to keep the environment safe and ~~at~~ <sup>with out</sup> ~~some~~ of them ~~can~~ ~~cause~~ the environment can disappear causing a severe damage in our beaches (tex 1 line 38 to 40). And also the number of sharks has decreased in ~~the~~ a few years ago because people are hunting them so this mean that shark are not the principal problem, also shark are animal that will never attack humans well something this happen but is because they confuse humans with their natural prey so but the point is that many sharks are getting killed and this is also causing that some species are getting extint (tex 2 line 9 to 14)

## Anchor Level 2-B

The essay introduces a claim (*Coastal beaches shouldn't use shark netting*). The essay demonstrates a confused and unclear analysis of the texts (*those net are not just keeping sharks away from people they also causing several damages on them*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately (*the number of sharks has decreased in a few years ago because people are hunting them so this mean that shark are not the principal problem, also shark are animal that will never attack humans well something this happen*) in an attempt to support analysis. The essay demonstrates inconsistent use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, citing from two texts correctly [(*tex 1 line 38 to 40*) and (*tex 2 line 9 to 14*)] but failing to cite a reference from Text 3. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, presenting a series of loosely connected ideas, shifting from information about the *severe damage* caused by shark nets to the decreased shark population due to hunting, then moving to relative dangers of sharks to humans and ending with a statement about shark extinction. The essay lacks a formal style, using some language that is imprecise (*they also causing several damages on them, of marine live, in a few years ago, something this happen but is because*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*netting, Its many reasons; netting but; one ... are; those net; people they; others spicies; with out; desapare; this mean; problem, also; shark are animal; extint*) that make comprehension difficult.

Peopl argue about shark net sometimes becuse ~~the~~ killing turtles & spesces ~~that~~ also with nets "death rate for sharks fell to 8" (text A) for Autralia. Africa is beter then U.S. usaly for ~~the~~ less shark biting. I belive no shark attack good and "200 metres along beach" mesh save peopl. Educaton also argue by peopl who saw jaws. It scare them and isnt fair to hate shark becuse of movie. ~~the~~ Good/bad shark nets desion up to you! Text 3 say "shark fishing industry is taking 1200 tonne of shark out of our varous fisharies so their other reasons shark kiled but nets somtimes to. A lot of peopl fear sharks, Text show both side and big debate from 1972.

**Anchor Level 2–C**

The essay does not introduce a claim (*Good/bad shark nets desion up to you*). The essay demonstrates a confused and unclear analysis of the texts (*Educaton also argue by peopl who saw jaws* and *Text show both side and big debate from 1972*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*Peopl argue about shark net sometimes becuse kiling turtles & spesces also with nets "death rate for sharks fell to 8" (text A) for Autralia*), making use of some evidence that may be irrelevant (*Africa is beter then U.S. usaly for less shark biting*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*text A* and *Text show*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, by presenting a single paragraph of brief, loosely connected statements that shift from topic to topic, ending with a vague reference to a *Text* that *show both side and big debate from 1972*. The essay lacks a formal style, using some language that is imprecise (*then* for "than", *no shark attack good*, *Educaton also argue by peopl*, *to hate shark becuse of movie*, *their* for "there", *to* for "too"). The essay demonstrates a lack of control, exhibiting frequent errors (*Peopl*; *becuse kiling turtles*; & *spesces*; *It scare*; *isnt*; *say "shark"*; *fisharies so*; *shark kiled*; *sharks*, *Text show both side*) that make comprehension difficult.



Coastal beaches should use shark netting because if we did, sharknado would never happen. Sharknado was a tornado made of sharks which killed many in the 3 movies, so if we had netting this tragedy would have been prevented.

**Anchor Level 1–A**

The essay introduces a claim (*Coastal beaches should use shark netting*), 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 exhibits little organization of ideas and information, failing to create a coherent essay, consisting of a single paragraph that leads with a claim, followed by comments about *Sharknado*, and concluding with *if we had netting this tragedy would have been prevented*. The essay lacks a formal style, using some language that is imprecise (*Shark nado was a tornado made of sharks which killed many in the 3 movies*). The essay demonstrates partial control, exhibiting occasional errors (*coasel, Shark nado, tragedy*) that do not hinder comprehension. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

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

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Shark nets should not have been made  
they only make them to harm them

**Anchor Level 1–B**

The essay introduces a claim (*Shark nets should not have been made*), 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 exhibits little organization of ideas and information, consisting of one sentence that states a claim and then adds *they only make them to harm them*. The essay is minimal, making assessment of language and conventions unreliable.

Shark nets have been implemented around the globe on beaches as a way to decrease or eliminate fatal shark attacks. Throughout the years, these nets have proven to be effective ~~the~~ methods of eliminating the threat of sharks on coastal beaches. Where some argue that the nets are unsafe, facts show that little to no animals are killed by the nets.

Shark nets are a good way to reduce shark attacks on coastal beaches while still being capable of maintaining the wildlife in a safe manner. For example, "In Dunedin, New Zealand, between 1964 and 1968, three fatal great white shark attacks occurred off a series of local beaches. Local authorities took a look at the NSW meshing program, and nets were laid off those beaches, nobody has since been attacked in the area while the nets were set." (Text 3, lines 27-30). This shows that the nets are effective at protecting the lives of people on the beach. In the case of these nets, some are worried that they pose a threat to nature, but if research was done those people would see otherwise. For example, "In Queensland in 2015, the bycatch included one bottlenose and seven common dolphins (one released alive), 11 catfish, eight cow-nose rays, nine eagle rays, 13 loggerhead turtles, five manta rays (all but one survived), eight shovel-nose rays, three toadfish, four turps, and a white spotted eagle, which was safely released" (Text 3 lines 37-41). This example clearly shows that most animals are released from the nets unharmed, while still proving the nets to be an effective method of stopping shark attacks.

Furthermore, in many areas the nets have

been introduced, the attacks have been severely reduced or even stopped completely. For instance, "The New South Wales government reports that since the NSW Shark meshing program was put in place in Sydney in 1937, there ~~was~~ has only been one fatal attack on the meshed beach" (Text 4 lines 23-25). This shows how dramatically effective the nets are, showing that in nearly 100 years only one person has died from an attack. One scientist says "The frightening reality is, like them or not, we need sharks on this planet. Remove the apex predators from the oceans and we are tampering with elements essential for our survival" (Text 2 lines 21-22). While this quote is true, very few sharks die due to the netting, most<sup>are</sup> caused by commercial fishing. Ultimately, the nets are a successful method of stopping shark attacks on coastal beaches and should continue to be implemented.

In conclusion, shark nets have been introduced around the world on beaches as a way to lower the risk of fatal shark attacks. Throughout the years, these nets have proven over and over to do their job, and should continue to be implemented around the world, every year increasing safety of beaches and decreasing attacks.

Coastal beaches should use shark nets because it says in the the second story in text 15 that they put them up because of all the shark attacking the people and now in story number one text one in 70 year there has been no attack at all so by that reason the shark nets are working but they also be getting whales, dolphins, and other big animals but for small fish they don't get hurt. After they pull up the fish (sharks) they put them in a fish place where they save them so that when they can be safe for the living lives. In story 4 text 5 it state that they find a injured water animal and then after they find them up they bring them back with them and let them heal before going back to the sea. Shark nets help in there ways and they there still use it the people can go in the ocean or lake again. The sharks nets are made to keep them out of the way when the people are in the water.

Coastal beaches should not use shark netting because they aren't very successful at serving their purpose. Shark netting is designed in a way that still allows sharks to pass through, and to catch other species of marine life that could be suffering extinction.

Shark nets ~~are~~ should not be used on coastal beaches because of how unsuccessful they are at stopping sharks from reaching ~~the~~ the shore. The nets do not stretch across the entirety of the beach, and do not cover from the top of the sea level to the bottom. As stated in text 1, lines 17-19, "The nets are not intended to form a complete barrier, and sharks can still get through. The Queensland Shark Control Program uses another technique in addition to nets... to catch sharks." This information demonstrates the inefficiency of the use of nets because they don't completely prevent sharks from being in an area to attack humans. That is why beaches use other techniques in addition to the nets in order to prevent the sharks from reaching the coastline. Text 4, lines 15-17, further proves this point as it states that "A study of a similar shark-net program in South Africa found that thirty-five percent of the catch was on the shoreward side of the nets". Just over one third of the sharks caught ~~had~~ ~~had~~ had made it to the shore-side of the nets first then got trapped going away from it. This ~~amount~~ abundance of sharks could have easily attacked swimmers & surfers in the ocean as they were able to avoid the archaic system of shark-netting. This study also does not account for the sharks

that were able to get passed the nets ~~and~~ toward the shore, and back out to sea which could even raise the number of sharks on the shore-side by more.

Another reason for the need to get rid of the shark netting system is that it removes too many sharks from the ecosystem which tampers with the entire earth. Food chains rely on a stable amount of organisms from each species within it. Changing this could have extreme tolls on the environment. Text 2, lines 21-27, say "The frightening reality is ... we need sharks on this planet. Remove these apex predators from the oceans, and we are tampering with elements essential to our survival... Sharks are a critical component in an ecosystem that controls our planet's temperature & weather, provides 1/3 of the world with food, and generates more oxygen than all the rainforests combined". The use of shark nets, when successful, jeopardizes the decrease in a species that dominates the oceans. Without them, extreme outcomes such as a loss of oxygen in the air, loss of seafood, and powerful storms could take place.

Although shark attack rates decreased after shark netting was implemented, the decrease could have resulted from the numerous other technologies that prevent sharks from reaching the shore. As text 2, lines 28-31 say, "There are many other options to the archaic practice of killing sharks with nets & drumlins, many of which have been implemented successfully in other locations... Other methods ~~of~~ harmless deterrents such as electrical current, alloys, and chemicals are also being developed". Knowing this, it is difficult to assess how important the nets are to the decrease in attacks because of the use of other shark barriers ~~and~~ along with it.

In Conclusion, the use of shark nets are dangerous to the environment while still leaving the shores vulnerable to shark attacks. The removal of this animal from its ecosystem could have extreme negative effects on the planet. Furthermore, the nets have a tendency to capture other animals from the ocean such as whales, dolphins, and rays whom may be suffering from extinction. Overall, coastal beaches should **not** use shark netting.



I believe that Shark netting should be implemented, along with education on the matter.

Shark nets can protect those in the water from possibly deadly attacks from sharks "nobody has sense been attacked in an area where the nets were sent" (text 3)

This shows that nets have prevented casualties from shark attacks

Those who don't support shark nets state that there are "viable alternatives to shark nets" (text 2) but these alternatives aren't effective nor developed enough to prevent shark attacks

Although netting is necessary another effective solution is education, "Public education is still the best method of protecting oceangoers and marine animals" (text 4) with a technological end all solution years off the most effective method is public education

One of the most ~~debated~~<sup>debated</sup> issues facing us today is whether or not beaches should be protected by shark deterrents such as nets. Shark nets should not be installed on beaches because not only sharks but other ocean species get caught in the net and die. Also ~~the chances of getting bitten by a shark~~<sup>the chances of getting bitten by a shark</sup> are very low that most ocean goers do not think ~~about it~~<sup>about it</sup>. Shark nets should not be installed on beaches.

However some people do believe that protective nets are helpful and reduce the risk of getting a fatal injury from a shark. "Some researchers who have worked for government shark-meshing programs over a long period ~~whole-~~<sup>whole-</sup>heartedly believe that they do" (Text 4 lines 19-21). Shark nets may indeed reduce getting a fatal injury from a shark but the risk of getting bitten by a shark is very miniscule. "And, there have never been nets in the U.S., including in the 'shark bite capital' of the world, Volusia County, Florida. Even there the risk of shark bite is so low that many more stitches are administered as the result of shell and glass lacerations than shark bites..." (Text 2 lines 5-8). If the risk of getting bitten by a shark is low in the

"shark bite capital" of the world, then the shark nets are not needed.

Shark nets harm and often kill other ocean species as a result of being installed on beaches. "Protected species such as whales, dolphins and manta rays also get trapped in these nets" (Text 1 line 6). Also, "in May 2001, a humpback whale calf became entangled in the nets off the Gold Coast and died while its 20 plus tonne mother looked on" (Text 1 lines 40-41). ~~As~~ As a result of these nets being installed, these nets have harmed too many ocean species for them to still be in use.

Humans need to develop a new method to keep the sharks at a safe distance and keep the ocean species unharmed. This new method is needed because sharks are essential to our planet. "Remove the apex predators from the oceans, and we are tampering with elements essential to our survival" (Text 2 lines 21 and 22). We need sharks on our planet which is why a new method of keeping the sharks at a safe distance without harming the animal ~~is needed~~ is needed.

All in all, the beaches that have shark nets installed need to remove them. Beaches

That do not have these nets installed should not install them. For the reasons being that the risk of getting a shark bite is very low and many species of ocean wildlife often get trapped in these nets and die. Researchers and scientists need to work together to end this practice because it is deadly to ocean wildlife. ~~and~~ We need sharks on this planet, so a safe solution is needed.

**Practice Paper A – Score Level 4**

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

**Practice Paper B – Score Level 2**

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

**Practice Paper C – Score Level 5**

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

**Practice Paper D – Score Level 3**

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

**Practice Paper E – Score Level 4**

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



**New York State Regents Examination in English Language Arts  
Part 3 Rubric**

**Text Analysis: Exposition**

| <b>Criteria</b>  | <b>4<br/>Responses at this Level:</b>  | <b>3<br/>Responses at this Level:</b>   | <b>2<br/>Responses at this Level:</b>  | <b>1<br/>Responses at this Level:</b>   |
|--|--|---|--|---|
| <b>Content and Analysis: 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</b> | -introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis<br><br>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea<br><br>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis | introduce a clear central idea and a writing strategy that establish the criteria for analysis<br><br>-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea<br><br>-present ideas sufficiently, making adequate use of relevant evidence to support analysis | -introduce a central idea and/or a writing strategy<br><br>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea<br><br>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant | -introduce a confused or incomplete central idea or writing strategy<br><br>and/or<br><br>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea<br><br>-present little or no evidence from the text |
| <b>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</b>  | -exhibit logical organization of ideas and information to create a cohesive and coherent response<br><br>-establish and maintain a formal style, using precise language and sound structure  | -exhibit acceptable organization of ideas and information to create a coherent response<br><br>-establish and maintain a formal style, using appropriate language and structure   | -exhibit inconsistent organization of ideas and information, failing to create a coherent response<br><br>-lack a formal style, using language that is basic, inappropriate, or imprecise  | -exhibit little organization of ideas and information<br><br>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text<br><br>-are minimal, making assessment unreliable                                |
| <b>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>               | -demonstrate control of 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<br><br>-are minimal, making assessment of conventions unreliable   |
| <b>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>              |  |   |  |   |

- 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 a 0.

In the last few centuries, technology has rapidly changed both transportation and communication, allowing people to instantaneously communicate from opposite sides of the planet, or physically travel the same distance in a single day. In her speech, the speaker proposes the idea that these newfound capabilities will allow people of all social classes and races to form ~~strong~~ moral connections, using personal anecdote to give credibility to her argument.

The speaker begins by telling of her experience with "a testament to the deep human connection," a man named Paul Farmer who is trying to help the poor of Rwanda. She describes the personal connection Paul has with "every single person [they] met along the way," and the intimacy ~~of every one of his interactions~~ of every one of his interactions. This anecdote evokes sympathy and a desire for such intimate moral connection in the audience, causing them to more readily accept the speaker's claim that technology can provide this same effect. The speaker then recounts her visit to a poor African country, Liberia, where despite the poverty that the people lived in, many were using cell phones, "texting." She then utilizes the tangibility of her personal account to propose ~~to~~ to the audience that "you and they can share your stories with each other," an idea possible due to the presence of modern technology. The speaker's final anecdote describes a poor woman she met in the Himalayas, and how their "aspirations were the same," despite their enormous difference in wealth. The ability to travel to a distant country to connect with a lower class person provided by technology inspires the audience to view each person as an equal.

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

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existence, one worth bonding and creating friendships with, through the catalyst of technology.

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**Anchor Level 4–A**

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*the speaker proposes the idea that those new found capabilities will allow people of all social classes and races to form strong moral connections, using personal anecdote to give credibility to her argument*). The response demonstrates a thoughtful analysis of the author’s use of *personal anecdote* to develop the central idea (*This anecdote evokes sympathy and a desire for such intimate moral connection in the audience, causing them to more readily accept ... that technology can provide this same effect and She then utilizes ... her personal account to propose to the audience that “you and they can share your stories with each other,” an idea possible due to the presence of modern technology*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The speaker begins by telling of her experience with “a testament to the deep human connection”, a man named Paul Farmer who is trying to help the poor of Rwanda and The speaker then recounts her visit to a poor African country, Kiberia, where despite the poverty that the people lived in, many were using cell phones, “texting”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with one paragraph that introduces the central idea and writing strategy, followed by a second paragraph of support that exemplifies how *the audience* should view each person as an equal existence, *one worth bonding and creating friendship with, through the catalyst of technology*. The response establishes and maintains a formal style, using precise language and sound structure (*In the last few centuries, technology has rapidly changed both transportation and communication, allowing people to instantaneously communicate from opposite sides of the planet, or physically travel the same distance in a single day*). The response demonstrates control of conventions with infrequent errors.



As humans, we often ponder the impact technology had and what it can have in the future. Can it truly change the world? In her speech, Melinda Gates' says that technology can change the world and unite its people. Gates reveals her purpose and central idea through word choice, or diction.

Gates' central idea in her speech is to encourage individuals to make the world a better place by uniting people. Technology must be used to connect, and form deep human relationships in order to create a brotherhood, for she says "I hope you will use the tool of technology to do what you already had in your heart to do... to connect... to make of this world a brotherhood." Gates explains that technology may be a "powerful" tool, but deep human connection is different - it inspires the "most amazing acts of love, generosity, and humanity." However, through the powerful tool of technology, we can "network" with billions of people and "turn the world into a neighborhood."

In order to successfully ~~develop~~ develop her central idea, Gates uses diction. She uses simple, yet inspiring word choices to enlighten her audience and argue her point. Using words such as "deep," "meaningful," "brotherhood," "make a difference," "define," "love," and "generosity," she enhances her argument and persuades people to go into the world to make a difference through technology. Using phrases such as "adjectives like rich and poor don't define us," Gates

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

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associates her argument with the personal side of people. Her diction allows for the development of the central idea of the speech. Gates successfully makes her point in her speech through her use of meaningful and inspiring, yet simple diction. Her diction completely allows her to elucidate her central idea of using technology to form a "brotherhood" globally.

**Anchor Level 4–B**

The response introduces a well-reasoned central idea (*Gates' central idea in her speech is to encourage individuals to make the world a better place by uniting people. Technology must be used to connect, and form deep human relationships in order to create a brotherhood*) and a writing strategy (*Gates reveals her purpose and central idea through word choice, or diction*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*Gates explains that technology may be a "powerful" tool, but deep human connection is different – it inspires the "most amazing acts of love, generosity, and humanity" and She uses simple, yet inspiring word choices to enlighten her audience and argue her point*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Using words such as "deep," "meaningful," brotherhood," "make a difference," "define," "love," and "generosity," she enhances her argument and persuades people to go into the world to make a difference through technology and Using phrases such as "adjectives like rich and poor don't define us," Gates associates her argument with the personal side of people*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the central idea and the writing strategy, followed by a paragraph that focuses on the central idea that technology is a *powerful tool* for uniting people, then presenting examples of diction and how it was used to support the central idea, ending with a summative statement (*Her diction completely allows her to elucidate her central idea of using technology to form a "brotherhood" globally*). The response establishes and maintains a formal style, using precise language and sound structure (*However, through the powerful tool of technology, we can "network" with billions of people and "turn the world into a neighborhood"*). The response demonstrates partial control of conventions with occasional errors (*Gates' says; connect, and; meaningful*) that do not hinder comprehension.

Technology is associated with devices that in the real world convey a way of distancing us from friends, but, if used correctly and with a purpose, could unite the world. In this Text by Mrs. Gates, she implies point-of-view in order to express the universal idea that all people should have a deep and loving connection with one another.

How could a woman as rich as her understand the condition of the poor and loving? Gates had to witness the accounts herself by travelling to Kibera and India. When ~~going~~ going to Kibera, she assumed the streets to be filled with slums, but instead found something remarkable. "One image that sticks with me is all the cell phones piled up in a small kiosk where locals paid to recharge their batteries... everywhere I looked young people were on their phone" (lines 39-42) When viewing these people most would see the poor and insufficient living style of the people and their children. But, when examined further, it is seen that these people use and depend on technology in order to text and connect with one another in a loving matter. Mrs. Gates then travelled to India where a local woman had invited her inside her home so they may sit and enjoy the view of the Himalayas together. "We talked about our children and the future. Our aspirations were basically the same. We wanted our children to fulfill their potential. We wanted the love and respect of family and friends." (lines 59-61) This point of view helps show the reader that even though these two women are of different social classes and countries they still possess the same ~~self~~ beliefs and aspirations. They wish the best for their children and others around them. This is how Mrs. Gates uses her point-of-view throughout the world.

### Anchor Level 3–A

The response introduces a clear central idea (*all people should have a deep and loving connection with one another*) and a writing strategy (*she implies 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 (*When going to Kibera, she assumed the streets to be filled with slums, but instead found something remarkable and This point of view helps show the reader that even though these two women are of different social classes and countries they still possess the same beliefs and aspirations*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Gates had to witness the accounts herself by travelling to Kibera and India and Mrs. Gates then travelled to India where a local woman had invited her inside her home and “We talked about our children ... Our aspirations were basically the same ... We wanted the love and respect of family and friends.”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that establishes the central idea and the writing strategy, followed by a paragraph that presents two examples where Gates traveled to *Kibera and India* and witnessed how people *connect with one another*. The response establishes and maintains a formal style, using precise language and sound structure (*Technology is associated with devices that in the real world convey a way of distancing us from friends, but, if used correctly and with a purpose, could unite the world*). The response demonstrates partial control of conventions with occasional errors [*as her, witness, their phone, people most, friends.”* (*lines; countries they, possess*)] that do not hinder comprehension.

The central idea of the text is that technology can have significant impacts on connecting with others across the globe. Specifically, technology has made it possible to connect the author with some of the poor people across the world. The author uses the ~~using~~ writing strategy of an optimistic tone to develop their idea.

The use of technology can have many impacts in trying to connect with the less fortunate across the globe. For example, on lines 32-34, the author states "But just because you don't qualify for sainthood... can't make a difference in the world." Connecting with other people could have a significant impact in changing ~~people's lives~~ the lives of other people. By using technology, you could connect worldwide and try to help those who are unable to help themselves. ~~The~~ According to this statement, you don't need to dedicate your whole life to helping poor people, but the smallest act of kindness could make a huge difference. Secondly, the author states, "you and they can share your stories directly... you're all using the same technology" (lines 44-45). Technology not only makes it possible to connect, but <sup>also</sup> to share your life stories and ~~also~~ values with one another. By befriending another human from across the world, you are also helping them through tough situations, even if you're not directly there. If you're using the same technology, you could share your life with others from different countries, and possibly have remarkable impacts on their life. ~~The~~ The author uses an optimistic tone to develop his idea that technology could have significant impacts ~~with~~ with

connecting with other people from across the world. For example, "I believe we are finally creating the... world into a neighborhood" (lines 75-76). The author is suggesting that there's finally an easier way to connect with other people, and possibly change/impact their lives for the better. The author is quite confident in this theory, and believes that ~~we~~ we could have major impacts on another society. In addition, "You can light up the network of 7 billion people... motivating human connections" (lines 78-79). You can change the lives of billions of people, just by pushing a button. ~~Because~~ The author is showing how cool it is in being able to finally connect with ~~these~~ ~~these~~ ~~these~~ different ethnic people. This supports an optimistic tone, because the author is determined that we, as Americans, could have major impacts on different people, just by using technology. All in all, technology can have many amazing impacts ~~on~~ with attempting to connect with those living across the globe. The author uses an optimistic tone, to further support this idea.

## Anchor Level 3-B

The response introduces a clear central idea (*The central idea of the text is that technology can have significant impacts on connecting with others across the globe*) and a writing strategy (*The author uses the writing strategy of an optimistic tone to develop their idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *optimistic tone* to develop the central idea (*This supports an optimistic tone, because the author is determined that we, as Americans, could have major impacts on different people, just by using technology* and *The author uses an optimistic tone, to further support this idea*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Secondly, the author states, "you and they can share your stories directly ... you're all using the same technology"* and *In addition, "You can light up the network of 7 billion people ... motivating human connections"*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea and writing strategy in the opening paragraph, then discussing the role of technology in *trying to connect with the less fortunate across the globe* in a second paragraph, followed by a discussion of the author's use of an *optimistic tone* in the third and final paragraph which ends with a summative conclusion (*All in all, technology can have many amazing impacts with attempting to connect with those living across the globe*). The response establishes and maintains a formal style, using appropriate language and structure (*According to this statement, you don't need to dedicate your whole life to helping poor people, but the smallest act of kindness could make a huge difference*) despite one colloquial comment (*how cool it is*). The response demonstrates partial control of conventions with occasional errors (*author ... their; optimistic; fortunate; their life; easier; theory, and believes; tone, because*) that do not hinder comprehension.

The central idea of the text I just read is that human connection is extremely important and with the help of technology, we can develop that human connection with anyone in the world and finally make the world into a brotherhood. I developed this central idea because in the text, the speaker explains that she had traveled to Kenya and had seen children walking around on their phones texting. The kids in Kenya have ~~access~~ access to the same technology as a kid in California has. This sets up the speaker's idea that we're able to have a human connection with anyone in the world because of technology. Because of technology, we are connected to the rest of the world. The speaker finishes it off with saying technology gives an amazing ethical opportunity that no one has ever had before, and that we should use it to build those human connections with 7 billion in the ~~rest~~ world.

A literary element that the speaker used was the structure of the speech which helped deliver the central idea. The speaker started off with a Martin Luther King Jr. quote that set up what she was going to be speaking about. The speaker then went into their experience while they were visiting Kenya, and all the kids were texting on their phones. Immediately I knew that the speaker was trying to show the similarities between American children and children from Kenya. Next, the speaker began explaining how we're all equal, no matter our title. Finally, the speaker concludes with saying how technology makes it easier for us to develop a human connection with the world and hoped that we use

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**Anchor Paper – Part 3 – Level 3 – C**

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it to do so. By setting up this text that way, I was able to under the speaker's message and develop a central idea.

**Anchor Level 3–C**

The response introduces a clear central idea (*The central idea of the text ... is that human connection is extremely important and with the help of technology, we can develop that human connection with anyone in the world*) and a writing strategy (*A literary element that the speaker used was the structure of the speech which helped deliver the central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of structure to develop the central idea (*The speaker started off with a ... quote that set up what she was going to be speaking about and Immediately I knew that the speaker was trying to show the similarities between American children, and children from Kenya*). The response presents ideas inadequately in an attempt to support analysis, providing generalized or incomplete references to the text (*all the kids were texting on their phones and the speaker began explaining how we're all equal*). The response exhibits acceptable organization of ideas and information to create a coherent response, with one paragraph that introduces and discusses the central idea and a second that focuses on how the structural arrangement of the speech helped develop the central idea (*By setting up this text that way, I was able to under the speaker's message and develop a central idea*). The response lacks a formal style, using language that is basic and sometimes inappropriate and imprecise (*I just read, I developed this central idea, finishes it off with, with 7 billion in the world, able to under the speaker's*). The response demonstrates partial control of conventions with occasional errors (*and with; speaker ... their ... they; children, and*) that do not hinder comprehension.



A central idea in the text is if ~~should~~ technology should be considered making the world a brotherhood and sisterhood. Technology should be considered making the world a brotherhood and sisterhood, because technology lets us communicate more.

A literary elements that the author uses is irony because there are over 700 million cell phone subscribers in Africa and kids texting on them. This is ironic, because most of the world views Africa as a very poor continent with very little technology.

This is also a central idea, because you can communicate faster and with more people in less time than it would take walking over ~~to~~ to their house.

Anchor Level 2–A

The response introduces a central idea (*technology should be considered making the world a brotherhood and sisterhood, because technology lets us communicate more*) and a writing strategy (*A literary elements that the author uses is irony*). The response demonstrates a superficial analysis of the author's use of *irony* to develop the central idea (*This is ironic, because most of the world views Africa as a very poor continent with very little technology*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, referencing, but never developing the idea of *technology ... making the world a brotherhood and sisterhood* and providing only one example of the author's use of *irony* (*there are over 700 million cell phone subscribers in Africa and kids texting on them*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces a central idea focusing on technology creating a *brotherhood and sisterhood* in the world, a second paragraph that introduces the writing strategy but does not connect it directly back to the central idea, and a third paragraph that introduces a new central idea (*This is also a central idea, because you can communicate faster*). The response lacks a formal style, using language that is basic (*A central idea in the text is if*) and imprecise (*should be considered making the world and with ... less time than it would take walking over*). The response demonstrates partial control of conventions with occasional errors (*sisterhood, because; a literary elements; ironic, because; continent; idea, because*) that do not hinder comprehension.

From reading the informational text, there are many literary elements, techniques, and Rhetoric Devices that are used in the text to get the central idea conveyed to the readers. The author uses Imagery all through out the text to develop the claim and for the Readers to get a sense of what ~~they~~ she are actually talking about.

Imagery is used when the author wants Readers to see and get an actual vision of what they seen in this case the author used many discription words to elaborate what they wanted to get across like talking about the aluminum chairs with itchy fabric. The ~~the~~ central idea of this text is make the world better and help people out by connecting through technology or using it to make innovation that will make society progress. Through technology the world can be better like hugging sick people in Haiti and being a brotherhood and sisterhood. There are many new inventions that have made Society excelebrate and push for the best. Some people think technology in decreasing the worlds Knowledge and some beilive that its making society better "Brotherhood/ sister hood".

The author uses ~~using~~ imagery throughout the text to show readers how they percive whats going on.

**Anchor Level 2–B**

The response introduces a central idea (*The central idea of this text is make the world better and help people out by connecting through technology or using it to make innovation that will make society progress*) and a writing strategy (*The author uses Imagry all through out the text to develope the claim and for the Readers to get a sense of what she are acually talking about*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*Imagry is used when the author wants Readers to see and get an actual vison of what they seen in this case the author used many discription words to elaberate what they wanted to get across*). The response presents ideas inadequately in an attempt to support analysis (*like hugging sick people in Haiti and being a brotherhood and sisterhood*) with some evidence from the text (*aluminum chairs with itchy fabric*) that is irrelevant to how *technology* can be used to *make innovation that will make society progress*. The response exhibits inconsistent organization of ideas and information, providing an opening paragraph that introduces a writing strategy, a body paragraph that attempts to discuss imagery and the central idea, but abruptly shifts focus (*Some people think techology in decreasing the worlds knowoledge and some beilive that its making society better “Brotherhood/sisterhood”*), concluding with a single-sentence generalization about imagery (*The author uses imagry throughout the text to show readers how they percive whats going on*), failing to create a coherent response. The response lacks a formal style, using language that is basic (*what they wanted to get across*) and imprecise (*to get it central idea conveyed, techology in decreasing, its for “it’s”*). The response demonstrates emerging control of conventions with some errors (*Imagry, develope, she are acually, vison, they seen in this case, the author ... they, excelerate, worlds knowoledge, percive, whats*) that hinder comprehension.

The central idea of this text is that technology is not the only way of communication but it is important because you can find love with it and humanity. I know this because the author uses literary element to prove their central idea. In the text it states in line 45 it states you can share your story directly because we're all using the same device. This shows that the whole world uses technology it is important, we communicate. In the text it also states technology is a brotherhood and sisterhood because it connects all of us together. Technology it supports us to communicate.

**Anchor Level 2-C**

The response introduces a central idea (*The central idea of this text is that technology is not the only way of communication but it is important because you can find love with it and humanity*). The response demonstrates minimal analysis of the author's use of a writing strategy to develop the central idea, only stating that *I know this because the author uses literary element to prove their central idea*. The response presents ideas inadequately in an attempt to support analysis, presenting two statements loosely paraphrased from the text (*you can share your story directly because we're all using the same device* and *technology is a brotherhood and sisterhood because it connects all of us together*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with a statement of the central idea, a quote that is loosely related to the central idea, a sentence attempting to explain the quote, and a closing sentence presenting a variation on the central idea (*Technology it supports us to communicate*). The response lacks a formal style, using language that is basic and imprecise (*it states in line 45 it states* and *it supports us to communicate*). The response demonstrates emerging control of conventions with some errors (*communication but, humanity, author ... their, were, This shows that, uses technology it is*) that hinder comprehension.

I think technology is really important is the idea. My phone is really important to friends and me connects all of us. School rules are wrong we should have them, what if they have a emergency, and have to call home. It is needed. Phones help the world to. News and info and google help everyone. I like instagram best because its fun and I see all my friends pictures. So technology is really important.

**Anchor Level 1–A**

The response introduces a central idea (*I think technology is really important*), with no analysis of the author’s use of a writing strategy to develop the central idea. The response presents no evidence from the text, offering only a personal response (*My phone is really important to friends and one connects all of us*). The response exhibits inconsistent organization of ideas and information, consisting of one paragraph that describes how *school rules are wrong*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*I like instagram best because its fun*). The response demonstrates emerging control of conventions with some errors (*to friends and, what if they have a emergency, google, and friends pictures*) that hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

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**Anchor Paper – Part 3 – Level 1 – B**

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The central idea was how technology could help in creating a world wide community. They used in imagery in the passage when they were invited into that poor lady's house.

**Anchor Level 1-B**

The response introduces a central idea (*The central idea was how technology could help in creating a world wide community*) and a writing strategy (*They used in imagery in the passage*). The response does not demonstrate analysis of the author's use of the writing strategy to develop the central idea. The response presents little evidence from the text (*When they were invited into that poor lady's house*). The response is minimal, making assessment of coherence, organization, and style and conventions unreliable.

The Technology is Really important  
Today because a lot of places have been  
able to survive by the health of  
technology but some places they don't  
have ~~the same technology~~ as the  
same global technology but in Africa  
they don't have a lot of technology  
because Africa has a lot of poor  
people is not good but people  
they make different decisions and people have  
different problems and a lot of people  
we all using the same technology

One central idea that Mrs. Gates is trying to communicate to her audience is that all people are basically the same. It doesn't matter if you are an American billionaire or a poor citizen from an underdeveloped country, we all can and do share similar thoughts, emotions and experiences. When she speaks of travelling to Kenya she says "everywhere I looked young people were on their phones. And guess what they were doing? Exactly what you do... they were texting." She also speaks of how when she went on a learning trip to India and Thailand, she had been invited to a local lady's home which made her realize how alike we all are. The first thing she noticed was that the aluminum chairs the woman brought out for them to sit on were the same type of chairs her family used when she was growing up in Dallas. She goes on to say, "we talked about our children and the future. Our aspirations were basically the same. We wanted our children to fulfill their potential. We wanted the love and respect of family and friends. We wanted meaningful work." Even though it was harder for this woman to succeed they had similar thoughts, emotions and experiences.

The author uses the writing strategy



of simile to help develop the central idea.

An example of the use of simile can be found on lines 67-69 of the text. This says

"The universe is like computer code in that way. Binary. There is life, and there is everything else. Zeros and ones. I'm a

one. You're a one. My friend in the

Himalayas is a one." This simile stated

by Mrs. Gates sums up her message

that people are the same in many ways all over the world.

The author uses imagery to teach the reader a lesson. Imagery vivid details that place a picture in the readers mind by implying the five senses.

For example "Late in the afternoon, one of the woman who'd been showing me around invited me in to her home. We went inside and she produced two lawn chairs that were hanging from a nail in her kitchen. They were the aluminum folding kind with the itchy fabric seat you've sat on a million times, quite possibly when you were tenting in Krzyzewskiville" (Text lines 51-54). This ~~shows~~<sup>reveals</sup> hows this woman lives it also shows that she may be poor and has had troubles with what she has. She hangs her chairs on a wall in the kitchen.

~~Additionally~~ "Additionally" we had the same chairs. On Sunday nights in the summer, my parents and my siblings and I used to set them up on our back patio and gaze up into the sky together as a family" (Text lines 55-57). This shows that they both have had the same thing. They may have ~~used~~<sup>been</sup> used in different ways. One used for socializing with family and the other just to have a seat to sit on.

Equally "important" my host wanted to show me her stunning view of the himalayans, and as we sat and contemplated the planets highest peaks, we talked about our children and the Fitcher" (Text lines 58-60)

Authors use different writing strategies to develop the central idea of their text. The author of this text, who happens to be Bill Gate's wife, uses her personal experiences to show the reader how technology connects people all around the world. She tells these stories in a first person point of view to connect with the reader on a more personal level.

In the text, the author describes her visit to Kibera. This is a very poor area in Africa. However, to her surprise, there were young people on their phones everywhere, texting just like we do. She connects this personal story with her main point, that technology allows us to communicate and connect with people all over. "You and they can share your stories directly with each other, with literally billions of people, because you're all using the same technology" (lines 44 and 45). This quote from the text further emphasizes this point.

The author also shares a story about her trip to the Himalayas. While she was there, she met a family and went to their home. This first hand encounter helps the reader understand why the author feels the way that she does. The connections she makes around the world shows her and the reader

that people, rich or poor, are still people, and that technology allows us to reach out and make bonds with these people.

The author shares personal experiences from her life to emphasize how important human connections are, and how technology can improve these connections. She shares these experiences using first person point of view to make her stories feel real to the reader, allowing her to connect with them on a personal level. The message she shares is important. Whether someone is rich or poor, we are all still human. We should embrace this humanity and love each other.

The central idea of the story is not matter if you're rich or poor everyone could relate to each other. Every person at least can find one thing in common. The writer uses ~~similarity~~ similarity to show this. It says they don't make any one individual less human than the other. Next, ~~the~~ The ~~same~~ universe is like a computer code in that way. Ultimately it does not matter if you're rich or poor everyone is a human being.

**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 4**

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

**Practice Paper E – Score Level 2**

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

**Map to the Learning Standards  
 Regents Examination in English Language Arts  
 August 2018**

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



**The *Chart for Determining the Final Examination Score for the August 2018 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts 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 – August 2018

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

(Use for the August 2018 examination only.)

| Weighted Raw Score* | Scale Score | Performance Level | Weighted Raw Score* | Scale Score | Performance Level |
|---------------------|-------------|-------------------|---------------------|-------------|-------------------|
| 56                  | 100         | 5                 | 27                  | 49          | 1                 |
| 55                  | 99          | 5                 | 26                  | 45          | 1                 |
| 54                  | 99          | 5                 | 25                  | 42          | 1                 |
| 53                  | 99          | 5                 | 24                  | 39          | 1                 |
| 52                  | 98          | 5                 | 23                  | 36          | 1                 |
| 51                  | 97          | 5                 | 22                  | 32          | 1                 |
| 50                  | 96          | 5                 | 21                  | 29          | 1                 |
| 49                  | 95          | 5                 | 20                  | 26          | 1                 |
| 48                  | 94          | 5                 | 19                  | 23          | 1                 |
| 47                  | 93          | 5                 | 18                  | 20          | 1                 |
| 46                  | 92          | 5                 | 17                  | 17          | 1                 |
| 45                  | 90          | 5                 | 16                  | 14          | 1                 |
| 44                  | 89          | 5                 | 15                  | 12          | 1                 |
| 43                  | 87          | 5                 | 14                  | 10          | 1                 |
| 42                  | 86          | 5                 | 13                  | 9           | 1                 |
| 41                  | 85          | 5                 | 12                  | 8           | 1                 |
| 40                  | 83          | 4                 | 11                  | 7           | 1                 |
| 39                  | 81          | 4                 | 10                  | 6           | 1                 |
| 38                  | 79          | 4                 | 9                   | 5           | 1                 |
| 37                  | 77          | 3                 | 8                   | 5           | 1                 |
| 36                  | 75          | 3                 | 7                   | 4           | 1                 |
| 35                  | 72          | 3                 | 6                   | 3           | 1                 |
| 34                  | 70          | 3                 | 5                   | 3           | 1                 |
| 33                  | 67          | 3                 | 4                   | 2           | 1                 |
| 32                  | 65          | 3                 | 3                   | 2           | 1                 |
| 31                  | 61          | 2                 | 2                   | 1           | 1                 |
| 30                  | 58          | 2                 | 1                   | 1           | 1                 |
| 29                  | 55          | 2                 | 0                   | 0           | 1                 |
| 28                  | 52          | 1                 |                     |             |                   |

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.

\* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts* found at:

[High School General Information](http://www.p12.nysed.gov/assessment/hsgen/)

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