

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