

Plenty of people would like to believe that giving children participation awards is a good thing for them. But no elementary-age child should receive participation awards in sports, because it doesn't award proper effort and gives them overconfidence.

A reason why elementary age students should not receive participation awards because it doesn't award proper effort. If the child doesn't put in effort, they shall not get an award. "There is no participation award for life." "You're not going to be rewarded for doing your job, and in fact if you simply show up and don't perform, you won't have a job for long." (text one). We shall prepare children for the future instead of waiting for it to get handed to them.

Another reason why they shouldn't give participation awards to elementary school kids is because it overboosts their confidence. We give a child an award for not doing anything they'll

Continue to not perform." Overconfidence blinds a person from his faults and prevents growth. In this case additional awards are actually destructive for these kids." We ^(text 2) give children enough they'll take advantage and over ride confidence, which would never help to teach them

On the other hand most would say, children should receive participation trophies, because it builds enthusiasm to return for the next season.

(text 3) This is wrong because children would then have too much confidence and believe they won. If they want a child to participate in a sport so much they shall work hard for it. Giving children a free pass makes them lazy, they should earn what they have or want.

In conclusion elementary age students should not receive participation awards if they did not work to receive them. If we give them free pass we reward

the wrong thing. Also it gives them overconfidence, that stunts growth.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*But No elementary-age child should receive participation awards in sports, because It doesn't award proper effort and gives them overconfidence*).
- The essay demonstrates some analysis of the texts (*We shall prepare children for the future instead of waiting for it to get handed to them* and *This is wrong because children would then have too much confidence and believe they won*) and distinguishes the claim from alternate or opposing claims (*On the other hand most would say, Children should receive participation trophies, because it builds enthusiasm to return for the next season*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"There is no participation award for life" and Overconfidence blinds a person from his faults and prevents growth. In this case additional awards are actually destructive for these kids*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing the texts, but not citing the lines where the information is found [(text one) and (text 2)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, followed by two brief supportive paragraphs that focus on the negative aspects of participation awards (*because it doesn't award proper effort and it over boosts their confidence*), a paragraph that presents and refutes a counterclaim, and a conclusion that recounts the argument (*elementary age students should not receive participation awards if they did not work to receive them*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Plenty of people, We give children enough they'll take advantage and over ride confidence, which would never help to teach them* and *If we give them free pass we reward the wrong thing*) that is sometimes inexact (*shall* for "should", *there* for "their", *On the other hand*, for "too").

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*receive; because It doesn't; child...they shall; infact; case additional; over ride; In conclusion elementary; overconfidence, that*) that do not hinder comprehension with the exception of a pronoun reference (*If they want a child to participate in a sport so much they shall work hard for it*).

Participation awards are trophies that make children recognize their participation in an activity.

This is great for children, ~~because~~ it should be reserved to the elementary-age children, because it'll make students interested in winning and being successful.

As said in ~~the~~ text 3, line 11,

"Participation awards + similar accolades also give kids the motivation ^{to persevere.}"

Kids won't put in effort if there is no reward, they want to feel recognized and achieved. If you want kids to work hard the way to go is by having a ~~reward~~ trophy or certificate if not, they'd have no purpose to do good.

Children can not be equal because then they'd have no reason to do well.

"If children know they will not automatically get an award, what is the impetus for improvement?" (text 4, line 32*)

Some might think people would lose interest after they lose.*

"Losing is tough, but losing your interest is easy" (text 1, line 23)

Although they'd ~~might~~ strive to win, they want the recognition to try harder and harder which will make them do the best they can ever do and achieve their highest.

Kids ~~must~~ should have participation awards to do their best at their youths.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*This is great for children, it Should be recieved to the elementary-age children, because it'll make Students interested in winning and being successful*).
- The essay demonstrates some analysis of the texts (*Kids wont put in effort if there is no reward, they want to feel recognized and acheived* and *Although they'd strive to win, they want the recognition to try harder and harder*), but insufficiently distinguishes the claim from alternate or opposing claims (*Children can not be equal because then they'd have no reason to do well*) by providing an incorrectly copied quote (*"If children know they will not automatically get an award, what is the impetus for improvement?"*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Participation awards + similar accolades also give kids the motivation to perserve"* and *"Losing is tough, but losing your interest is easy"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, at times providing inexact information [*text 3, line 11* should be (text 2, line 11)] and [(*Tex 1, line 23*) should be (text 1, line 22)], as well as copying text incorrectly (*if children know they will not automatically get an award*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay demonstrates inconsistent organization of ideas and information, with an introductory paragraph that states a claim in favor of participation awards, followed by a paragraph of support (*if you went kids to work hard the way to go is by having a trophy or certificate*), then a series of loosely-connected sentences that allude to a counterclaim, and a brief attempt to refute the counterclaim, which becomes incoherent at times due to the lack of transitions or explanations. The essay concludes with a reiteration of why participation awards are important.
- The essay lacks a formal style, using some language that is inappropriate and imprecise (*it Should be recieved to the elementary-age children, awards + similar, you went kids, no purpose to do good, achieve their highest, and best at their youth*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors [*children, it Should be recieved; children, because; perserve; wont; reward, they; work hard the way; trophy; certificate if not; Improvement?"* (text 4, line 32); *highest Kids*].

Should elementary-age children receive participation awards in sports?

At this time most of people found themselves in many sports. Sports is good for people and mostly for children. Sports give us a wealthy life, and good responsibility in life. In my opinion children elementary-age should receive participation awards in sports. Yes, I know that people will win and lose in sports, but I will explain why either way children elementary-age should receive participation awards in sports.

The first, everyone wants to play will play a game, but when we lose "it teach us how to bounce back and recover from loss, while also providing athletes or performers with drive and purpose to be better." (text) If we want something in life we should work hard for that. We need hard work for better work, we need to practice and be better, that someone be proud.

The second, participation awards give us stamina for life. When we have motivation we are working hard. If a child age 0-12

parents should give a chance to play any sports in life, we should. "Sport is life." (one of Ukrainian sportsmen) We need to try to do everything and be motive to do it.

In conclusion, children elementary-age should receive participation awards in sport. They need to be proud of themselves, they need to work hard win and loose, but stay better and be better. If you work hard, you will have a good future.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*In my opinion children elementary-age should receive participation awards in sports*).
- The essay demonstrates confused or unclear analysis of the texts (*If we wanna have something in life we should work hard for that* and *If a child age 0–12 parents should give a chans to play any sports in life, we should*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently and inaccurately in an attempt to support analysis, with evidence that is relevant but miscopied (“*it teach us how to bounce back and recover from loss, while also providing athletes or performers with drive and purpose to be better*”) and another that makes use of an irrelevant observation (“*Sport is life*”) credited to a *Ukrainian Sportsmen* not found in any of the texts.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, making use of quotation marks for only one direct quote, citing the text (*Text 1*) but with no line reference.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an introductory paragraph that states the same claim twice in favor of participation awards, followed by two paragraphs that digress from the claim in an attempt to support it (*We need hart for better Work, We need to practice and be better, that someone be proud* and *If a child age 0–12 parents should give a chans to play any sports in life, we should*), concluding with a paragraph that reiterates the claim although the final sentence does not accurately reflect the claim (*If you work hard, you will have a good future*).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*most of people, good responsibilty, loose* for “lose”, *The first, everyone, wanna* for “want to” *someone be proud*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*people found themself, responsibilty, In my opinion children, hart, child age 0–12, chans, be motive, theirself*, and shifts perspectives from third to first person to second person throughout the essay) that hinder comprehension.

I say their should be not partisapasion trophies. Kids shoudnt get trophies just for playing games. Older kids an adults dont get trophies so why shoud kids. Just cuz there liddle an probably there parents teachers an coach's make him play. Not everyone a winner says people so kids that dont wanna play shoudnt or they feel bad cuz they "gave it there all". But if they dont wanna play they want gave their all. I dint wanna play an didnt give my all thats why kids shoudnt be give partisapasion trophies,

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*I say their should be not partisapasion tropies*).
- The essay demonstrates confused and unclear analysis of the texts (*Older kids an adolts dont get tropies so why shoud kids*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts (*Not evryone a winner* and *They “gave it there all”*), though it is not identified as such.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of only one paragraph that states a claim opposing participation trophies, followed by unsupported statements (*Just cuz there liddle an probably there parnts teachres an coach’s make him play* and *But if they dont wanna play they wont gave their all*) and a digression into a personal observation (*I dint wanna play an didn’t gave my all*), concluding with a reiteration of the claim (*thats why kids shoudn’t be give partisapasion tropies*).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*their* for “there”, *should be not*, *an* for “and”, *cuz* for “because”, *there* for “they’re”, *there* for “their”, *Not evryone a winner*, *wanna* for “want to”, *shoudn’t be give*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*partisapasion*, *tropies*, *shoudnt*, *adolts*, *dont*, *so why shoud kids*, *liddle*, *parnts*, *teachres*, *coach’s*, *evryone*, *people so*, *they wont gave their all*, *didn’t gave my all*, *thats why*) and a vague pronoun reference (*make him play*) that make comprehension difficult.

Participation Awards would be a excellent Idea. This make will make kids feel less left out when it comes to winning or Acheiving anything. also it'll be smart to have equal prizes for all partipants

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Participation Awards would be a excellent Idea*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the text.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay presents ideas inconsistently, in an attempt to support analysis of three sentences that include a claim and two personal statements of support that lack in both explanation and textual proof.
- The essay is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

- The essay is minimal, making assessment of conventions unreliable.

Yes Must be kindergarden children get in sports. Because everyone is different some people has sport skills when they was born if they have better sports skills than school classes they have to get sports. Because you can learn more when you are young why would I lose time. You could get everything but you cannot get time back. For me this is one of the most important thing to education.

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The essay does not introduce a claim that is related to the task.
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the text.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information in a single paragraph that opens with an off task statement (*Yes, Must be kindergarden children get in sports*), followed by a series of loosely-related comments that lead to personal reflection (*why would I lose time ... For me this is one of the most important thing to education*).
- The essay is predominantly incoherent (*some people has sport skills when they was born if they have better sports skills than school classes they have to get sports*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*sports. Because; different some people has; they was; young why...time you; everything but; For me this*) that make comprehension difficult. While it is predominately a 1, it is also a personal response that can be rated no higher than a 1.

Elementary-age children should receive participation awards in sports. It is a good way to encourage them to play the sports. The trophies hold a sense of ~~confidence~~^{confidence} when the children receive them. They also teach the children that it's not always about winning, but the effort you put into the games and practices that matter.

The trophies for participation are a good way to encourage the children to try and play sports. "Participation awards... give kids the motivation to persevere" (Text 2, line 11). Giving them these awards encourages + motivates them to do better and give it their all. "Participation trophies remind young kids that they are part of something..." (Text 3, line 12). Young children should always be encouraged to have fun and play around. ~~and~~ The participation trophies help give kids ~~in~~ the encouragement needed at a young age.

Participation trophies tend to hold a sense of confidence when the children receive them. "Participation awards give children tangible evidence of their ~~work~~ hard work and thus strengthen their ~~own~~ resolve" (Text 2, lines 16-17). Kids should always have that sense of confidence after completing a great task like a sports season. Building up their confidence levels at a young age is good for them. ~~and~~ "Installing personal pride in these students is a vital component of preparing them for success in the real world." (Text 2, lines 7 and 8). If kids don't learn to be confident at a young age, they won't know how to stand up and speak out for themselves in the real world. The trophies help ~~to~~ start the process of building up

the children's confidence levels.

These trophies teach the children that it's not always about winning, but the effort you put into the games and practices is what matters most. "Participation trophies tell them that what matters is showing up for practice, learning the rules and rituals of the game and working hard" (Text 3, lines 23-24). Young ~~also~~ children should learn this stuff early on so when they get older, they won't expect that not winning a game always means you're a loser. This teaches them that practicing is key to success and to just have fun during the games. "It tells the athletes that they may not have won, ~~but~~ but they gave it their all, and always giving your best is important" (Text 1, line 11-13). Putting in your best effort is good for the mind of a young child. It helps them to learn not to be over confident but not a negative player either.

Other people could counter that elementary-age children shouldn't receive a participation trophy. They would say that "it teaches us how to deal with and overcome adversity . . . you don't always get what you want" (Text 1, lines 18-19). But, as a young child, losing and not at least being recognized for your effort and participation can be soul crushing. It brings them down and makes them think that they aren't any good. You don't want to put a child down + deflate their ~~self~~ confidence over just a little game. That's why elementary-age children should receive a participation trophy.

In the life of sports winners get rewarding while losers go home. This doesn't imply for the youth. Whether or not he win they still get rewarding for participation. They're are many pros and cons into this situation. Elementary age child should not receive participation awards in sports cause they become blindly overconfident and not know what real sport is says Jent Q. "As this a quality that we desire in our children"? They be lazy and fail as parents coach or teacher and all cause of participation trophies telling them this good for doing nothing.

Trophies are part and parcel of playing sports; there's nothing like receiving a trophy after working hard to win a championship game, with relatives and friends looking on and cheering in the crowd. The motivation and confidence that trophies develop in children has led many to start handing over participation trophies, ~~prize~~ trophies that are awarded to children merely for showing up to participate in a game. Proponents tout the benefits: participation trophies are said to boost confidence, encourage commitment, and inspire young children to participate and give the game their all regardless of the outcome. While this argument has some merit, a closer look reveals that the disadvantages far outweigh the advantages. These rewards should not be offered, as they cause children to underachieve by not pursuing success. Also, an award for participation breeds complacency, and causes children to feel a sense of entitlement in everything they do.

Participation trophies for showing up teaches kids that they will be rewarded regardless of their effort. Children do not gain the skills of dealing with failure, a reality of life. They also become unmotivated and see no reason to work hard in order to succeed when they are rewarded either way. "Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed" (Text 4, lines 17-18). The reality is that if children are to be motivated for success, they must be taught that only hard work and perseverance will make them worthy of reward. Handing out participation trophies only serves to distance them from this recognition. According to Text 2, lines 31 and 32,

Part 2 – Practice Paper – C

"There is no participation award for life. No one is going to simply hand you the life you want, you need to work hard to get the rewards you desire."

Furthermore, as stated in Text 2, lines 26 and 27, "participation awards breed complacency" and lead to "a sense of entitlement" most undesirable in our youth. They do not feel the need to push themselves, and even when they perform poorly, they feel that they are worthy of an award. "If they feel that they will be rewarded regardless of effort or ability, it could discourage them from improving their skills; it may even convey to our outstanding achievers that their hard work and skill is no more special than the work of their mediocre counterparts" (Text 2, lines 28-32). In this age, when narcissism and feelings of entitlement are rampant, giving rewards for merely showing up would be unwise. This sense of entitlement will remain with them into adulthood, and society will become lazier and more arrogant as a result.

Some argue that by rewarding children for participation, confidence is raised and commitment, regardless of the outcome, is encouraged. While this may be true, the long term effects are largely detrimental. This increased confidence causes children to become vulnerable to failure, and they won't have the skills necessary to rise above inevitable difficulties in life. Participation trophies give kids an unrealistic view of life that one is rewarded even when he or she does not perform adequately. As it says in Text 4, lines 20 and 21, "But after such praise of their innate abilities,

Part 2 – Practice Paper – C

they collapse after the first experience of difficulty. "

Also, the complacency and sense of entitlement described above outweigh any advantage of commitment or unfounded confidence.

Participation trophies are becoming increasingly popular. While trophies may serve as confidence boosters and encourage participation, billions are being spent providing kids with rewards for showing up to games. This trend must be stopped as the reality is that these trophies cause children to underachieve and not pursue success. They also add to the sense of entitlement and narcissism that is only too common in our youth today. If a healthy society breeding success is desired, participation trophies should not be offered. The result will be higher success rates and more capable adults, ready to face and overcome failure.

Many people argue whether or not elementary-age children should receive participation awards in sports. Even though some may argue one should be rewarded for proper efforts, meaning you should work hard things should not be handed to you. Ultimately elementary-age children should receive participation awards in sports because it builds confidence, gives you something to play for, and last but not least it gives a sense of motivation.

Elementary age children should receive participation awards in sports because it builds confidence. In the text, "Participation Awards: Good or Bad" it stated, "Instilling personal pride in these students is a vital component for preparing them for success in the real world." (lines 8-10). Even though some may argue, "There is no participation award for life," (Pros and Cons: A Look At Participation Trophies for Youth Athletes, lines 31) Giving everybody who plays the sport at least an award even if it's for trying out would evidently make one feel good about themselves, and would make them want to engage more in the sport, and would lead them to putting in more effort to work up to try and get the best award. Even though in the real world awards are not giving out like candy, starting rewarding one at a young age ultimately shows one what they also have to do. For example, elementary age children get awards for "putting in the most effort", "player of the year" having the aspect of if I put in the most effort I'll get rewarded would get you a long way. Why? because more effort means more work done, the more engaged you are, and lastly the more you are trying.

Recently, there has been a lot of debate over participation awards. It is true that not every one can win and in the real world hard work isn't always rewarded (Text 4). Nevertheless, ~~the confidence and~~ keeping children interested and motivated to work hard is even more important. The future success of all children is benefitted by receiving participation awards because they are taught important values ~~of~~ ^{of} hard work and having confidence (Text 2). Overall, elementary-aged children should be receiving participation awards.

During elementary school, children should be learning confidence that they can keep with them their whole lives. Some people argue that participation awards only lead to "overconfidence". Therefore, blinding "a person from his faults" and preventing "growth" (Text 2, 23-24). That may be true but there are more children who struggle with confidence and are "never sure of themselves". Elementary school is an important time to build "up their self-esteem through regular praise" (Text 2, 5-7). Despite the few children that become overconfident, ~~the~~ all children deserve to learn confidence, even if it is only from receiving a participation

award, confidence won't only benefit them in elementary school but it is ~~crucial~~ ^{crucial} to "preparing them for success in the real world (Text 2, 9). If they never gain that confidence they won't be able to handle the challenges that come with being a mature adult (Text 2, 10). One reason children should receive participation awards is to boost their confidence that they can carry through their whole lives.

In addition, participation awards can keep children interested in activities even if they are not winning. One misconception towards awarding participation is that "it can cause them to underachieve." (Text 4, line 19). The reason that it is a misconception is that they are really being taught that "always giving your best is important" (Text 1, 12-13). Just because they don't win doesn't mean that their hard work shouldn't be valued. If they get rewarded for putting in the effort, they will keep putting the effort in. Besides children trying their best it is even more important that as elementary-aged students, they don't lose interest. When "the losses start piling up," "losing your interest is easy" (Text 1, 22-23). Children lose, that is a fact. However, it is crucial that they keep trying. Elementary-aged children are

so young and it would be bad for them to lose interest so early on. Just "because you aren't the best doesn't mean you don't deserve to compete at all" (Text 1, 29-30). That is an extremely important lesson for children to learn. A participation award is a quite simple thing, in reality. Even so, its benefits are undeniable. Participation awards teach elementary-aged children to always try their best and to stay interested, even if they are not winning.

Lastly, just because hard work isn't rewarded in the real world doesn't mean participation awards will prevent children from learning that lesson. "Our world is cruel" and unless you offer something special, no one will reward you (Text 2, 36-39). No one is denying the value of that lesson. However, even by giving children participation ~~to~~ awards children can still learn that lesson. Children are naturally competitive and as they get older it only increases. ~~Also~~ With increasing age, ~~the~~ participation trophies lose their meaning. They are not as special later in life but that doesn't mean that when in elementary school their meaning should be taken for granted (Text 3,

41-45). By the time children reach an age where it is time to learn the lessons about the real world, and "there is a time," participation awards don't mean the same thing. They should be allowed to grow before they have to learn the big difference between winning and losing. Elementary-aged student will not be harmed by receiving participation awards, only benefited.

The debate over participation awards has important points. First, even though some kids become overconfident, it also boosts those who struggle with it. It is necessary to give ~~that~~ kids a good healthy self-esteem to help them succeed in the future. Secondly, ~~the~~ ~~mis~~ misconception that kids will underachieve because more often they are being taught perseverance while also staying interested in activities. Lastly, the lesson that not everyone can win will still be taught because by the time that lesson ~~can~~ can be taught, the ^{participation} awards don't have the same meaning. Overall, elementary-aged children should receive participation awards because the benefits outweigh any of the ~~believed~~ ~~proposed~~ negatives.

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4. The essay introduces a precise claim with appropriate and accurate analysis and distinguishes the claim from opposing claims. The essay presents ideas sufficiently with proper citations and exhibits acceptable organization with a formal style and appropriate structure, demonstrating partial control of conventions.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim against participation awards with a confused analysis and no counterclaim. The essay presents ideas inconsistently using little evidence, with one citation but no line numbers. The essay exhibits inconsistent organization, failing to create a coherent essay that lacks a formal style using inappropriate and imprecise language. There is a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper C – Score Level 6

Holistically, this essay best fits the criteria for Level 6. The essay introduces a precise and insightful claim supported by an in-depth and insightful analysis which includes distinguishing the claim from the counterclaim. Ideas are presented and supported fully and thoughtfully through a wide range of specific and relevant evidence that is properly cited. The essay is skillfully organized in a cohesive and coherent manner while maintaining a formal style that uses sophisticated language and structure and contains essentially no convention errors.

Practice Paper D – Score Level 3

Holistically, this essay best fits the criteria for Level 3. The essay introduces a precise and thoughtful claim with appropriate and accurate analysis that distinguishes a claim from alternate claims with proper citation of sources and exhibits acceptable organization to create a coherent essay using precise and appropriate language. Although this is holistically a level 4 essay, it addresses fewer texts than required by the task and can be scored no higher than a 3.

Practice Paper E – Score Level 5

Holistically, this essay best fits the criteria for Level 5. The essay introduces a precise and thoughtful claim and demonstrates thorough analysis of the texts to support the claim and to distinguish the claim from an opposing claim. Ideas are presented clearly and accurately using specific, often paraphrased, evidence from the texts. Citation format is proper although there is some slight misidentification of line numbers. The style is formal, using language that is fluent and precise with sound structure. The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.