

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Wednesday, June 14, 2023 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

Someone

...On the narrow, corrugated tin of the drain board beside the sink, there was the flour bin and a bottle of buttermilk, the pale box of baking soda, a box of raisins, a box of salt, and a tin of caraway seeds. On the small table beneath the window, a bowl and a spoon and the measuring cup. There was as well a narrow card on which she had written in her careful hand
5 the recipe for soda bread.

It was time, my mother said, that I learned a few things about cooking.

I stood in the kitchen doorway, all reluctance. Why? I wanted to ask.

My mother tied an apron around my waist. “All right,” she said. She nodded toward the table, the bowl and the spoon and the recipe card. I looked at her. The morning sunlight
10 through the single window lit the down on her cheeks. It showed her brown eyes had some green in them, too. And that on either side of her tall forehead her dark hair was turning gray.

“Go ahead,” my mother said. “Get started.” And when she saw me hesitate, she impatiently put her hand on my shoulder and turned me toward the table and the bowl and the spoon.
15 “Read the recipe over and then gather your ingredients,” she said slowly. “They’re all right here. I’ll supervise.”...

“Read it over,” my mother said. And I nodded, pretending to. The sun through the single window was bright in my eyes.

“Now gather what you need.”

20 I picked up the flour bin and brought it to the table. I picked up the buttermilk and the raisins. I went back for the salt and the tin of caraway seeds and then stood before the bowl and the spoon and the measuring cup. Beyond the window, beyond the gray bars of the fire escape, the wash my mother had done this morning was waving on the line: sheets and pillow slips, my school blouses and my father’s shirts, which were hung upside down by their hems,
25 their arms waving in a way that made me grow dizzy in sympathy.

“Haven’t you forgotten something?” my mother said behind me. I looked at the ingredients I had lined up on the small table. The sun had turned the buttermilk a kind of blue. “No,” I said.

My mother took me by the shoulders and turned me around. “Are you sleepwalking?”
30 she said. “There’s the baking soda. You’ll have nothing at all if you don’t have that.”

I fetched the box of baking soda and then once more stood before the table. “Now what?” my mother asked.

I shrugged. Beyond the waving clothesline were the windows and fire escapes of our neighbors, the dancing laundry of a dozen more families, the tall brown poles that held the
35 lines, electric lines and clotheslines.

“Glory be to God,” my mother said. “Now you read the recipe, Marie.”

I looked down at the little card. The ink my mother had used was brown. Her handwriting was lovely and neat, the capital *S* and the capital *B* at the top of the card were striking—

perfectly shaped, perfectly proportioned. My mother had learned from Irish nuns. “Marie?”
40 my mother said.

The sound of her voice was more familiar to me than my own; I knew the end of my mother’s patience when I heard it.

“You tell me,” I said softly. “You tell me what to do.”

Behind me, I heard my mother cross her arms over the rickracked apron.

45 “There’s a recipe in front of you,” she said. “And unless I’m very much mistaken you know how to read. Read it.”

I lowered my head the way I’d seen horses do, and dogs, when they didn’t want to be led. “You tell me,” I said again.

50 I heard her stamp her foot. “I won’t.” Anger always stirred my mother’s brogue, like meat brought up from the bottom of a stew. “I wrote it out for you so you could read it. Now read it.”

I didn’t turn around. “Just tell me,” I said.

“A recipe is meant to be read,” my mother said.

I dipped my head again. “I’d rather you just tell me.”

55 In the silence that followed, I could hear, faintly, the noise from the street, where I wanted to be: cars passing and children calling. There was also the distant thump of doors closing in the apartments below, various footsteps on the stair. There was the whine of someone’s clothesline pulley. The chuckling warble of some pigeons at the window.

60 “Measure out your flour,” my mother said slowly, relenting. I shifted my feet a bit to accommodate my triumph: better than risking a sly smile.

I put my hand on the measuring cup. “How much?” I said.

And now, even without turning around, I knew it was my mother who was smiling. “You’ll have to read the recipe to find out,” she said. “Won’t you?” ...

65 “I don’t know what’s gotten into you,” my mother said, and banged the pan on the top of the stove, then banged it into the hot oven. “You are the most stubborn child.”

She put away the ingredients, slamming cabinet doors, and washed the bowl and the spoon in the sink.

70 She turned to me again. The sunlight caught the green in my mother’s narrowed eyes, as if she were peering into a deep green wood. “The strangest child I’ve ever heard of,” she said. “Refusing to read a simple recipe.”

She dried the bowl and put it away. She dried the spoon. She said, “Can you at least, at least, keep an eye on the clock and take this out in forty minutes? I’ve got to meet your father downtown. Can you be responsible for that much?”

I said yes, but my eyes went to the sunlight at the window.

75 My mother took my chin and made me turn to the clock on the stove top.

“When the big hand comes around to the twelve,” she said, “take the bread out. Use the cloth. Can you do that? When the big hand comes around to the twelve.”

“I can tell time,” I said sullenly, risking her anger once more.

80 Once again my mother studied my face, as if it were lost in a thicket of trees. “And you can read, too,” she said, measuring out her words. “But today it seems it’s not a question of can, is it? It’s a question of will. Will you do it is what I’m asking.”

85 I turned my face to the light at the window. I pulled off my glasses. I was a bold piece—I could hear my mother’s accusation even before she said it. “All right,” I said, and then collapsed into the single chair beside the table. “I will,” I said, and crossed my arms over my chest, turning my exaggerated gaze to the small clock on the stove, its old glass fogged, its

numbers and its two hands mere slashes of black. “Here I am,” I said, all impertinence.¹ “I’m watching the time.” Knowing my mother’s voice as well as I did, I could already hear her say, “Oh, you are a bold piece.” Knowing the limits of my mother’s patience, I could already feel the slap on my cheek.

- 90 But my mother merely stood beside me with her hands on her hips, studying her stubborn daughter once more, even as that daughter kept her exaggerated, myopic² stare on the clock. “I suppose this is how it’s going to be,” she said softly, more to herself than to me. “You’re growing up.” And then, for a moment, she put a gentle hand to my head.
She said, “God help us both,” and left the kitchen. . . .

—Alice McDermott
excerpted from *Someone*, 2013
Farrar, Straus and Giroux

¹impertinence — rudeness

²myopic — short-sighted

- | | |
|---|---|
| <p>1 The question “Why?” in line 7 creates a mood of
(1) anxiety (3) contentment
(2) respect (4) tension</p> <p>2 The details in lines 9 through 12 reflect the narrator’s recognition of her mother’s
(1) competence (3) spirituality
(2) humanity (4) fatigue</p> <p>3 Lines 37 through 40 characterize the mother as
(1) patient (3) forgiving
(2) creative (4) disciplined</p> <p>4 The dialogue in lines 45 through 54 contributes to a central idea by depicting the
(1) importance of sacrifice
(2) struggle for control
(3) need for acceptance
(4) benefit of compromise</p> <p>5 The figurative language in lines 68 through 70 emphasizes
(1) the mother’s feelings of bewilderment
(2) Marie’s desire for guidance
(3) the mother’s need for support
(4) Marie’s interest in learning</p> | <p>6 Lines 79 through 81 reveal the mother’s realization of Marie’s
(1) independence (3) innocence
(2) imagination (4) intuition</p> <p>7 Which quote best illustrates the narrator’s “reluctance” (line 7)?
(1) “I fetched the box of baking soda and then once more stood before the table” (line 31)
(2) “I knew the end of my mother’s patience when I heard it” (lines 41 and 42)
(3) “I said yes, but my eyes went to the sunlight at the window” (line 74)
(4) “I could hear my mother’s accusation even before she said it” (lines 82 and 83)</p> <p>8 Marie’s language in lines 84 through 87 conveys an attitude of
(1) fear (3) submission
(2) sarcasm (4) cynicism</p> <p>9 Based on the passage, it can be inferred that the mother and daughter’s relationship is
(1) undergoing change
(2) based on respect
(3) lacking emotion
(4) hindered by experience</p> |
|---|---|

10 Which quotation best supports a central idea in the passage?

- (1) “Haven’t you forgotten something?” (line 26)
 - (2) “You’ll have nothing at all if you don’t have that” (line 30)
 - (3) “I’ve got to meet your father downtown” (lines 72 and 73)
 - (4) “I suppose this is how it’s going to be” (line 92)
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Reading Comprehension Passage B

At the Crossroads

You to the left and I to the right,
For the ways of men must sever —
And it well may be for a day and a night,
And it well may be forever.

- 5 But whether we meet or whether we part
(For our ways are past our knowing),
A pledge from the heart to its fellow heart
On the ways we all are going!
Here's luck!
- 10 For we know not where we are going.

We have striven¹ fair in love and war,
But the wheel was always weighted;
We have lost the prize that we struggled for,
We have won the prize that was fated.

- 15 We have met our loss with a smile and a song,
And our gains with a wink and a whistle, —
For, whether we're right or whether we're
wrong,
There's a rose for every thistle.
- 20 Here's luck —
And a drop to wet your whistle!

Whether we win or whether we lose
With the hands that life is dealing,
It is not we nor the ways we choose
25 But the fall of the cards that's sealing.
There's a fate in love and a fate in fight,
And the best of us all go under —
And whether we're wrong or whether we're
right,

- 30 We win, sometimes, to our wonder.
Here's luck —
That we may not yet go under!

¹striven — struggled

With a steady swing and an open brow
We have tramped the ways together,
35 But we're clasping hands at the crossroads now
In the Fiend's own night for weather;
And whether we bleed or whether we smile
In the leagues that lie before us,
The ways of life are many a mile
40 And the dark of Fate is o'er us.
Here's luck!
And a cheer for the dark before us!

You to the left and I to the right,
For the ways of men must sever,
45 And it well may be for a day and a night,
And it well may be forever!
But whether we live or whether we die
(For the end is past our knowing),
Here's two frank hearts and the open sky,
50 Be a fair or an ill wind blowing!
Here's luck!
In the teeth of² all winds blowing.

—Richard Hovey
“At the Crossroads”
from *Last Songs from Vagabondia*
Small, Maynard & Company, 1900

²In the teeth of — in defiance of

11 In lines 1 through 4, the narrator acknowledges the inevitability of

- (1) defeat
- (2) sickness
- (3) separation
- (4) disagreement

12 The figurative language in lines 11 through 14 suggests that fortune is a result of

- (1) privilege not ambition
- (2) confidence not fear
- (3) compassion not selfishness
- (4) destiny not persistence

13 The statement “But we're clasping hands at the crossroads now” (line 35) creates a sense of

- (1) fascination
- (2) discontent
- (3) repentance
- (4) alliance

14 The figurative language in line 40 reflects

- (1) confused emotions
- (2) impending trouble
- (3) past mistakes
- (4) reckless action

Reading Comprehension Passage C

In Deep

On his thirteenth day underground, when he'd come to the edge of the known world and was preparing to pass beyond it, Marcin Gala placed a call to the surface. He'd travelled more than three miles through the earth by then, over stalagmites and boulder fields, caves and vaulting galleries. He'd spidered down waterfalls, inched along crumbling ledges, and bellied through tunnels so tight that his back touched the roof with every breath. Now he stood at the shore of a small, dark pool under a dome of sulfurous flowstone. He felt the weight of the mountain above him—a mile of solid rock—and wondered if he'd ever find his way back again. It was his last chance to hear his wife and daughter's voices before the cave swallowed him up. . . .

When the call to base camp was over, Gala hiked to the edge of the pool with his partner, the British cave diver Phil Short, and they put on their scuba rebreathers, masks, and fins. They'd spent the past two days on a platform suspended above another sump,¹ rebuilding their gear. Many of the parts had been cracked or contaminated on the way down, so the two men took their time, cleaning each piece and cannibalizing components from an extra kit, knowing that they'd soon have no time to spare. The water here was between fifty and sixty degrees—cold enough to chill you within minutes—and Gala had no idea where the pool would lead. It might offer swift passage to the next shaft or lead into an endless, mud-dimmed labyrinth. . . .

The truth is they had nowhere better to go. All the pleasant places had already been found. The sunlit glades and secluded coves, phosphorescent² lagoons and susurrating³ groves had been mapped and surveyed, extolled⁴ in guidebooks and posted with Latin names. To find something truly new on the planet, something no human had ever seen, you had to go deep underground or underwater. They were doing both. . . .

A cave's depth is measured from the entrance down, no matter how high it is above sea level. When prospecting for deep systems, cavers start in mountains with thick layers of limestone deposited by ancient seas. Then they look for evidence of underground streams and for sinkholes—sometimes many miles square—where rain and runoff get funnelled into the rock. As the water seeps in, carbon dioxide that it has picked up from the soil and the atmosphere dissolves the calcium carbonate in the stone, bubbling through it like water through a sponge. In Georgia's Krubera Cave, in the Western Caucasus [Eurasian region bordering the Black Sea], great chimneylike shafts plunge as much as five hundred feet at a time, with crawl spaces and flooded tunnels between them. The current depth record was set there in 2012, when a Ukrainian caver named Gennadiy Samokhin descended more than seventy-two hundred feet from the entrance—close to a mile and a half underground. . . .

Deep caving demands what [expedition leader, Bill] Stone calls siege logistics.⁵ It's not so much a matter of conquering a cave as outlasting it. Just to set up base camp in Mexico, his team had to move six truckloads of material more than twelve hundred miles and up a mountain. Then the real work began. Exploring Chevé⁶ is like drilling a very deep hole. It

¹ sump — a passage in a cave that is submerged in water

² phosphorescent — glowing

³ susurrating — murmuring

⁴ extolled — praised

⁵ logistics — planning and organization

⁶ Chevé — a deep system of caves in Oaxaca, Mexico

40 can't be done in one pass. You have to go down a certain distance, return to the surface,
then drill down a little farther, over and over, until you can go no deeper. While one group
is recovering on the surface, the other is shuttling provisions farther into the cave. Stone's
team had to establish four camps underground, each about a day's hike apart. Latrines had
to be dug, ropes rigged, supplies consumed, and refuse carried back to the surface. Divers
45 like Gala and Short were just advance scouts for the mud-spattered army behind them,
lugging thirty-pound rubber duffelbags through the cave—sherpas⁷ of a sort, though they'd
never set foot on a mountaintop. Stone called them mules. ...

Cavers, even more than climbers, have to travel light and tight. Bulky packs are a torture
to get through narrow fissures,⁸ and every ounce is extracted tenfold in sweat. Over the
years, caving gear has undergone a brutal Darwinian selection, lopping off redundant parts
50 and vestigial⁹ limbs. Toothbrushes have lost their handles, forks a tine or two, packs their
adjustable straps. Underwear is worn for weeks on end, the bacteria kept back by antibiotic
silver and copper threads. Simple items are often best: Nalgene bottles, waterproof and
unbreakable, have replaced all manner of fancier containers; cavers even stuff their sleeping
bags into them. Yet the biggest weight savings have come from more sophisticated gear.
55 Stone has a Ph.D. in structural engineering from the University of Texas and spent twenty-
four years at the National Institute of Standards and Technology, in Gaithersburg,
Maryland. His company has worked on numerous robotics projects for NASA [National
Aeronautics and Space Administration], including autonomous submarines destined for
Europa, Jupiter's sixth moon. The rebreathers for the Chevé trip were of his own design.
60 Their carbon-fibre tanks weighed a fourth of what conventional tanks weigh and lasted
more than four times longer underwater; their software could precisely regulate the mix
and flow of gases. ...

The hazards of cave diving are inseparable from its seductions. Wide-open tunnels can
fork into a maze; white sands swirl up to obscure your view. You think that you know the
65 way back only to reach a dead end, with no place to come up for air. "People think that cave
diving is an adrenaline sport, but really it's the opposite," Short told me. "Whenever you feel
your adrenaline racing, you have to slow down. Stop, breathe, think, act, and, in general,
abort.¹⁰ That's the rule in cave diving." ...

Deep caving has no end. Every depth record is provisional, every barrier a false
70 conclusion. Every cave system is a jigsaw puzzle, groped at blindly in the dark. A mountain
climber can at least pretend to some mastery over the planet. But cavers know better. When
they're done, no windy overlook awaits them, no sea of salmon-tinted clouds. Just a blank
wall or an impassable sump and the knowledge that there are tunnels upon tunnels beyond
it. The earth goes on without them. "People often misunderstand," Short told me. "All you
75 find is cave. There is nothing else down there." ...

—Burkhard Bilger
excerpted and adapted from "In Deep"
The New Yorker, April 21, 2014

⁷sherpas — a Himalayan people who often work with climbing expeditions as guides and porters

⁸fissures — crevices

⁹vestigial — no longer necessary

¹⁰abort — to cut short a mission

- 15 The description in lines 4 and 5 suggests that caving requires
- (1) speed
 - (2) agility
 - (3) keen intuition
 - (4) good memory
- 16 As used in line 14, “cannibalizing” most nearly means
- (1) destroying outdated materials
 - (2) classifying surplus inventory
 - (3) removing dangerous waste
 - (4) repurposing existing resources
- 17 Lines 19 through 23 support a central idea by depicting the cavers as
- (1) pioneers
 - (2) reporters
 - (3) inventors
 - (4) scientists
- 18 Lines 24 through 30 serve to
- (1) support accepted beliefs
 - (2) provide geological information
 - (3) encourage scientific research
 - (4) introduce relevant theories
- 19 The details in lines 38 through 43 stress the
- (1) exhaustion of the cavers
 - (2) expense of the preparation
 - (3) immensity of the task
 - (4) disorder of the team
- 20 The reference to the “lopping off redundant parts and vestigial limbs” (lines 49 and 50) implies that caving
- (1) maps need revision
 - (2) injuries have increased
 - (3) sites need protection
 - (4) equipment has evolved
- 21 The details in lines 54 through 62 emphasize that the development of caving technology requires
- (1) experience with complex engineering
 - (2) experiments in diverse locations
 - (3) participation of multiple experts
 - (4) background in space exploration
- 22 Lines 66 through 68 suggest that cavers should interpret a surge in adrenaline as a signal to
- (1) follow their instincts
 - (2) alert their companions
 - (3) reassess the situation
 - (4) maintain the course
- 23 The figurative language in line 70 supports a central idea that cavers
- (1) enjoy the challenges of caving regardless of the outcome
 - (2) envy the mountaineers’ satisfaction upon finally achieving a summit
 - (3) derive their sense of accomplishment from completely surveying a cave
 - (4) ignore their colleagues’ advice about the dangers of the sport
- 24 Which statement best illustrates a central idea in the text?
- (1) “Now he stood at the shore of a small, dark pool under a dome of sulfurous flowstone.” (lines 5 and 6)
 - (2) “A cave’s depth is measured from the entrance down, no matter how high it is above sea level.” (lines 24 and 25)
 - (3) “It’s not so much a matter of conquering a cave as outlasting it.” (lines 35 and 36)
 - (4) “Yet the biggest weight savings have come from more sophisticated gear.” (line 54)

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 19 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 solar geoengineering be used to reduce global warming?

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 solar geoengineering should be used to reduce global warming. 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 solar geoengineering should be used to reduce global warming
- 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 – explainer: Six Ideas to Limit Global Warming with Solar Geoengineering

Text 2 – Solar Geoengineering: Weighing Costs of Blocking the Sun’s Rays

Text 3 – Will the World Ever Be Ready for Solar Geoengineering?

Text 4 – Toward a Responsible Solar Geoengineering Research Program

Text 1

Explainer: Six Ideas to Limit Global Warming with Solar Geoengineering

Scientists agree that cutting global greenhouse emissions¹ as soon as possible will be key to tackling global warming. But, with global emissions still on the rise, some researchers are now calling for more research into measures that could be taken alongside emissions cuts, including — controversially — the use of “solar geoengineering” technologies.

5 Solar geoengineering is a term used to describe a group of hypothetical technologies that could, in theory, counteract temperature rise by reflecting more sunlight away from the Earth’s surface.

From sending a giant mirror into space to spraying aerosols² in the stratosphere, the range of proposed techniques all come with unique technical, ethical and political challenges. ...

10 All types of solar geoengineering — known also as solar radiation management (SRM) — are united by their goal of limiting the effect of sunlight on the Earth, but they vary widely in their approach. ...

It is worth noting that, although these technologies could theoretically lower global warming, they do not aim to reduce the amount of greenhouse gases in the atmosphere and, therefore, would not be able to directly address problems such as ocean acidification.³ ...

The idea of engineering the climate in order to limit sunlight has been debated by scientists and politicians for more than 50 years, but — apart from studies based on computer simulations — very little field research has been carried out.

20 However, in recent months, interest in SRM appears to be growing. In October of last year [2017], scientists met in Berlin to discuss the future of geoengineering. Last November, the US House of Representatives held a subcommittee meeting on geoengineering, with SRM dominating the conversation. ...

Some fear that a geoengineered world could come with its own set of environmental and societal challenges, which they say could be comparable to — or even worse than — climate change. ...

Spraying aerosols high up into the stratosphere is currently the most talked-about form of SRM. The technique, which is known as “stratospheric aerosol injection”, could cool the planet in a similar way to a large volcanic eruption.

30 When a volcano erupts, it sends an ash cloud high into the atmosphere. The sulphur dioxide released in the plume combines with water to form sulfuric acid aerosols, which are able to reflect incoming sunlight.

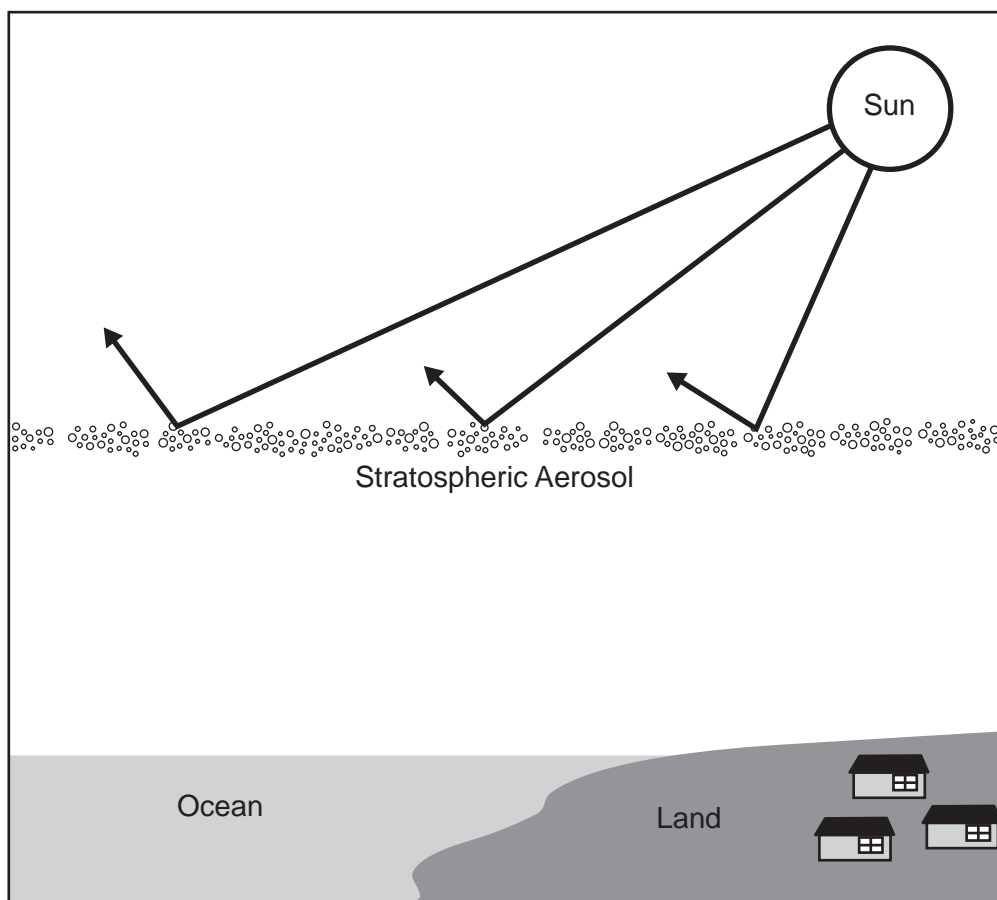
35 Researchers have proposed that artificially introducing aerosols into the atmosphere — via a plane or a high-altitude balloon — could have a similar cooling effect. The amount of cooling could be large, says Dr. Anthony Jones, an atmospheric scientist at the University of Exeter. He tells Carbon Brief [carbonbrief.org]:

¹greenhouse emissions — gaseous compounds in the atmosphere capable of trapping and holding heat

²aerosols — a suspension of fine liquid droplets or solid particles in gas

³ocean acidification — saltwater’s chemical change due to increasing levels of carbon dioxide being absorbed by oceans

Aerosol Injection



“We know after the Mount Pinatubo eruption in 1991 there was a global cooling of about half a degree for two or three years afterwards, so it does seem that injecting aerosols into the stratosphere is quite effective.” ...

40 “[Researchers] have looked at changes to climate extremes, such as heatwaves, extreme precipitation events, cold nights. They’ve found that solar geoengineering over land regions could be very effective at reducing these extremes.”

Some scientists have raised concerns that, if aerosols were used to address global warming, the world could be left at risk of a “termination shock”. That is, if aerosols were released and then suddenly stopped — as a result of political disagreement or a terrorist attack, for example — global temperatures could rapidly rebound.

45 This sharp temperature change could be “catastrophic” for wildlife, studies have suggested. However, other research argues that the likelihood of a termination shock has been “overplayed” and that measures could be put in place to ensure that the risk is minimised. ...

50 Despite recent research, it is still “very difficult” to gauge what the true impacts of using aerosols to cool the planet would be, says Dr. Ben Kravitz, an atmospheric scientist from the Pacific Northwest National Laboratory.

This is because the technique “only exists in the modelling world”, he told Carbon Brief at the sidelines of a conference held in Berlin. ...

—Daisy Dunne
excerpted and adapted from “Explainer: Six Ideas to Limit Global Warming
with Solar Geoengineering”
www.carbonbrief.org, May 9, 2018

Text 2

Solar Geoengineering: Weighing Costs of Blocking the Sun’s Rays

...Studies have shown that solar radiation management could be accomplished and that it would cool the planet. Last fall, [Harvard University physicist David] Keith published a book, *A Case for Climate Engineering*, that lays out the practicalities of such a scheme. A fleet of ten Gulfstream jets could be used to annually inject 25,000 tons of sulfur — as
5 finely dispersed sulfuric acid, for example — into the lower stratosphere. That would be ramped up to a million tons of sulfur per year by 2070, in order to counter about half of the world’s warming from greenhouse gases. The idea is to combine such a scheme with emissions cuts, and keep it running for about twice as long as it takes for CO₂ [carbon dioxide] concentrations in the atmosphere to level out.

10 Under Keith’s projections, a world that would have warmed 2 degrees C [Celsius] by century’s end would instead warm 1 degree C. Keith says his “moderate, temporary” plan would help to avoid many of the problems associated with full-throttle solar geoengineering schemes that aim to counteract all of the planet’s warming, while reducing the cost of adapting to rapid climate change. He estimates this scheme would cost about \$700 million
15 annually — less than 1 percent of what is currently spent on clean energy development. If such relatively modest cost projections prove to be accurate, some individual countries could deploy solar geoengineering technologies without international agreement.

‘The thing that’s surprising is the degree to which it’s being taken more seriously,’ says one scientist. ...

20 In 2010, the first major cost estimates of sulfate¹-spewing schemes were produced. In 2012, China listed geoengineering among its earth science research priorities. Last year, the Intergovernmental Panel on Climate Change’s summary statement for policymakers controversially mentioned geoengineering for the first time in the panel’s 25-year history. And the National Academy of Sciences is working on a geoengineering report, funded in
25 part by the U.S. Central Intelligence Agency.

Solar geoengineering cannot precisely counteract global warming. Carbon dioxide warms the planet fairly evenly, while sunshine is patchy: There’s more in the daytime, in the summer, and closer to the equator. Back in the 1990s, [atmospheric scientist Ken] Caldeira was convinced that these differences would make geoengineering ineffective. “So we did
30 these simulations, and much to our surprise it did a pretty good job,” he says. The reason is that a third factor has a bigger impact on climate than either CO₂ or sunlight: polar ice. If you cool the planet enough to keep that ice, says Caldeira, then this dominates the climate response.

35 But there are still problems. Putting a million tons of sulfur into the stratosphere each year would probably “contribute to thousands of air pollution deaths a year,” Keith acknowledges. Because solar geoengineering doesn’t affect the amount of carbon dioxide in the air, ocean acidification would continue unabated.² And sulfates would alter atmospheric chemistry toward formation of ozone³-destroying chlorine compounds, which could lead to a moderate increase in skin cancers or ultraviolet damage to plant life. Sulfates would also
40 make the sky a little whiter than usual and sunsets more dramatic, scientists say.

¹sulfate — sulfur-containing mineral salts

²unabated — without a reduction in intensity

³ozone — a gas in the Earth’s upper and lower atmospheres that serves as a protective layer

45 Basic physics shows that warming from sunlight boosts the planet's water cycle more than warming from carbon dioxide. This is because sunlight adds more energy to the system, like turning up the heat on a stove under a pot of water, while carbon dioxide simply puts a lid on the pot. So counteracting greenhouse warming by reducing sunlight would likely make the planet drier — models predict a 1 percent reduction in rainfall for every degree Celsius of warming counteracted, says Axel Kleidon of the Max Planck Institute for Biogeochemistry in Jena, Germany. “When you try to fix one problem you create other problems,” says Kleidon, who opposes pursuing such techniques. ...

—Nicola Jones
excerpted and adapted from “Solar Geoengineering:
Weighing Costs of Blocking the Sun’s Rays”
<https://e360.yale.edu>, January 9, 2014

Text 3

Will the World Ever Be Ready for Solar Geoengineering?

The first time Frank Keutsch heard about solar geoengineering, he thought the idea was terrifying. To the Harvard University atmospheric chemist, schemes such as spraying millions of tons of sulfate¹ particles into the sky to reflect the sun’s rays and cool the planet seemed perilous. Not only might the strategies disrupt the atmosphere in unexpected ways, but they might also dramatically alter the weather and harm the lives of Earth’s inhabitants.

“It’s a very contentious² topic, and for good reason,” Keutsch says. Sure, the unknowns of opening what amounts to a chemical sunshade over our heads are worrisome. But even more troubling, Keutsch says, is the “moral hazard” of solar geoengineering: the idea that instead of dealing with the cause behind climate change directly, by cutting back on the use of fossil fuels [crude oil, coal or natural gas], humans would fall back on solar geoengineering to merely stave off³ its symptoms. The term “moral hazard,” borrowed from economists, describes the temptation for people to make riskier decisions when they feel protected from the consequences. ...

Still, government officials and supporters of geoengineering research continue to evaluate their options. Two main classes compose geoengineering: solar geoengineering—also known as albedo⁴ modification—which focuses on reflecting sunlight before it hits Earth, and direct air capture, a suite of techniques to suck carbon dioxide from the ambient air.⁵ In 2015, the U.S. National Academies of Sciences, Engineering & Medicine assessed proposals for both types of approaches in a pair of reports and concluded that there wasn’t enough information to recommend any of these geoengineering technologies for large-scale deployment.

Some in Congress are now calling for the National Academies to reassess their studies, especially of solar geoengineering. ...

If the fledgling⁶ field moves forward—and some hope to ensure that it doesn’t—solar geoengineering researchers will have no shortage of questions to answer: What types of particles should be released into the sky? How many particles and where? What happens when they fall to Earth? And perhaps most pressing: Who gets to decide if and when humankind presses “go”? ...

Last fall, several of these solar geoengineering modeling researchers who had teamed up in a collaboration spanning four institutions debuted one of the most advanced solar geoengineering models. The model accounts for complex atmospheric chemistry, atmospheric dynamics, and sulfate aerosol formation and, for the first time, allows scientists to design, instead of just predict, specific climate outcomes.

According to the model, which assumes that humans aren’t going to succeed at cutting back on their emissions, if solar geoengineering began in 2020, global temperatures could be stabilized at that year’s level for the remainder of the century. The strategy would involve

¹sulfate — sulfur-containing mineral salts

²contentious — controversial

³stave off — temporarily prevent

⁴albedo — the reflective properties of a surface

⁵ambient air — outdoor air

⁶fledgling — new

spraying increasing amounts of sulfur dioxide at four locations 15° and 30° north and south of the equator. By 2090, according to the team’s calculations, we would need to annually inject an amount of SO₂ [sulfur dioxide] equivalent to up to half the total volume that
40 burning fossil fuels releases globally each year. ...

But for each degree of cooling we gain from sending up sulfate aerosols, the team sees a possible assortment of dangerous side effects. ...

Arguably, the most serious side effect is that sulfates could lead to the destruction of ozone.⁷ Ozone loss occurs when halogen molecules, such as hydrochloric acid and chlorine
45 nitrate, transform into halogen radicals, which destroy ozone. Sulfate particles speed up this process by providing a surface for radical formation.

Solar geoengineering’s side effects could be numerous, from the moment an atmospheric treatment is deployed to the moment it’s abruptly cut off. Because solar geoengineering addresses only the symptoms and not the cause of climate change—greenhouse gases—
50 stopping treatment could lead to devastating consequences, says ecologist Christopher Trisos, a postdoctoral fellow at the National Socio-Environmental Synthesis Center.

Global temperatures would rocket right back to previous levels so quickly that many species might struggle to survive, he says. ...

Given these risks, ecologists have issued one of the few directives on geoengineering.
55 In 2010, the Convention of Biological Diversity, an institute of the United Nations with more than 190 parties—excluding the U.S.—issued what amounts to a moratorium⁸ on any large-scale climate intervention activities, including solar geoengineering or carbon capture, until there is enough scientific evidence to justify such strategies. ...

—Tien Nguyen

excerpted and adapted from “Will the World Ever Be Ready for Solar Geoengineering?”

<https://cen.acs.org>, March 26, 2018

⁷ozone — a gas in the Earth’s upper and lower atmospheres, that serves as a protective layer, shielding Earth from ultraviolet rays

⁸moratorium — a temporary suspension of an activity

Text 4

Toward a Responsible Solar Geoengineering Research Program

...Climate risks such as warming, extreme storms, and rising seas increase with cumulative emissions of carbon dioxide. Solar geoengineering may temporarily reduce such climate risks, but no matter how well it works it cannot eliminate all the risk arising from the growing burden of long-lived greenhouse gases. We can draw three important conclusions from these two facts. First, net emissions must eventually be reduced to zero to limit climate risk. Second, eliminating emissions does not eliminate climate risks, because it does nothing to address emissions already in the atmosphere. Third, the combination of solar geoengineering and emissions cuts may limit risks in ways that cannot be achieved by emissions cuts alone. ...

The potential benefits of solar geoengineering warrant a large-scale international research effort. Economists have estimated that global climate change could result in worldwide economic damage of more than a trillion dollars per year later this century. A geoengineering project large enough to cut the economic damage in half could be implemented at a cost of a few billion dollars per year, several hundred times less than the economic damage it would prevent. Furthermore, a modest research effort can yield rapid progress because the technological development of solar geoengineering would be largely an exercise in the application of existing tools from aerosol science, atmospheric science, climate research, and applied aerospace engineering. Of course, any exploration of geoengineering would also have to consider how its deployment would be governed, and governance research can build on decades of climate policy work across fields as diverse as economics, international law, environmental ethics, and risk perception. ...

The combination of emissions cuts, solar geoengineering, and negative emissions gives humanity the ability to (roughly) restore preindustrial climate. Such deliberate restorative planetary management would take centuries, but I see it as a worthy organizing goal for environmental advocacy—a goal that cannot be achieved by emissions cuts alone, even an immediate elimination of emissions. ...

Moral hazard. Perhaps the most salient¹ concern is that by making geoengineering seem more plausible,² an active research program in this area will weaken efforts to control emissions. The fear is that opponents of climate action will make exaggerated claims about the effectiveness of solar geoengineering, using them as a rhetorical tool to oppose emissions cuts. Although there is little evidence of this today, I share this fear. Indeed, writing in 2000, I may have been the first to highlight this dynamic as the moral hazard of geoengineering. ...

The impact of geoengineering as a rhetorical tool against climate action may be smaller than feared because it can serve both sides of the climate policy battle. The very existence of solar geoengineering, along with its uncertainties and risks, can serve as a powerful argument in favor of accelerated action on emissions. The effectiveness of these arguments will depend on how knowledge of solar geoengineering alters people's perception of climate risks. The common assumption is that concern for climate risk as measured by an individual's willingness to pay for emissions cuts will be reduced. But

¹salient — prominent

²plausible — conceivable

learning about solar geoengineering may increase the salience of climate risks and thereby increase one’s commitment to reduce emissions. One might imagine two extreme reactions to solar geoengineering: Great! A technofix! Now I can buy a big truck and ignore the environmental extremists. Or, conversely: Damn! If scientists want to spray sulfuric acid in the stratosphere as a last-ditch protection from heat waves, then climate change is scarier than I thought. I should pony up and pay more for an electric car. We cannot know yet which response would prevail, but experimental social scientists have begun to explore public reaction to solar geoengineering, and results from all experiments to date suggest that the latter reaction dominates: information about solar geoengineering increases willingness to pay for emission mitigation.³

Each of the concerns described above has merit. One must weight them, however, against the evidence that solar geoengineering could avert harm to some of the world’s most vulnerable people. These concerns do suggest some specific ways in which research programs might be managed to minimize risks; they do not, individually or collectively, amount to a strong argument against research. . . .

—David W. Keith
excerpted from “Toward a Responsible Solar
Geoengineering Research Program”
<https://issues.org>, Spring 2017

³mitigation — risk reduction

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 21 and 22 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

Five Ripe Pears

If old man Pollard is still alive I hope he reads this because I want him to know I am not a thief and never have been. Instead of making up a lie, which I could have done, I told the truth, and got a licking.¹ I don't care about the licking because I got a lot of them in grammar school. It was part of my education. Some of them I deserved, and some I didn't.

5 The licking Mr. Pollard gave me I didn't deserve, and I hope he reads this because I am going to tell him why. I couldn't tell him that day because I didn't know how to explain what I knew. I am glad I haven't forgotten, though, because it is pretty important.

It was about spring pears.

10 The trees grew in a yard protected by a spike fence, but some of the branches grew beyond the fence. I was six, but a logician. A fence, I reasoned, can protect only that which it encloses.

Therefore, I said, the pears growing on the branches beyond the fence are mine—if I can reach them.

15 And I couldn't. Love of pears, though, encouraged effort. I could see the pears, and I knew I wanted them. I did not want them only for eating, which would have been barbaric. I wanted them mostly for wanting them. I wanted pears, these being closest at the time and most desirable. More, though, I wanted wanting and getting, and I invented means.

20 It was during school recess, and the trees were two blocks from the school. I was thirsty for the sweet fluids of growing fruit, and for things less tangible. It is not stealing, I said.

It was adventure. Also art. Also religion, this sort of theft being a form of adoration. And it was exploration. ...

25 Running to pears as a boy of six is any number of classically beautiful things: music and poetry and maybe war. I reached the trees breathless but alert and smiling. The pears were fat and ready for eating, and for plucking from limbs. They were ready. The sun was warm. The moment was a moment of numerous clarities, air, body, and mind. ...

But it was not to eat. It was to touch and feel and know: *the pear*. Of life—the sum of it—which could decay. It was to know and to make immortal.

30 A thief can be both an artist and a philosopher, and probably should be both. I do not know whether I invented the philosophy to justify the theft, or whether I denied the existence of theft in order to invent the philosophy. I know I was deeply sincere about wanting the ripe pears, and I know I was determined to get them, and to remain innocent. ...

35 I couldn't reach them, so I tried leaping, which was and is splendid. At first I leaped with the idea of reaching a branch and lowering it to myself, but after I had leaped two or three times I began to leap because it was splendid to leap. ...

I was leaping when I heard the school bell ring, and I remember that at first it sickened me because I knew I was late. A moment afterwards, though, I thought nothing of being late, having as justification both the ripe pears and my discovery of leaping. ...

40 I got five pears by using a dead tree twig. There were many more to have, but I chose only five, those that were most ready. One I ate, laughing. Four I took to class, arriving ten minutes late.

¹got a licking — received a punishment, likely physical

A normal man is no less naïve at six than at sixty, but few men are normal. Many are seemingly civilized. Four pears I took to class, showing them as the reason for lateness. I do not remember what I said, if I said anything, but the ripe pears I showed.

45 This caused an instantaneous misunderstanding, and I knew I was being taken for a thief, which was both embarrassing and annoying. I had nothing to say because I had the pears. They were both the evidence and the justification, and I felt bewildered because the pears to Miss Larkin were only the evidence. I had hoped she would have more sense, being a teacher and one who had lived long.

50 She was severe and said many things. I understood only that she was angry and inclined towards the opinion that I should be punished. The details are blurred, but I remember sitting in the school office, feeling somewhat a thief, waiting for Mr. Pollard, our principal. . . .

There was nothing else to do; so I ate a pear. It was sweet, sweeter than the one I had eaten by the tree. The core remained in my hand, lingering there in a foolish way. I could not invent an artful thing to do with the core and began fearfully to think: apple core—
55 who for?—Baltimore. And so on. A core should be for throwing, but there were walls around me and windows.

I ate also the core, having only in my hand a number of seeds. These I pocketed, thinking of growing pear trees of my own.

60 One pear followed another because I was frightened and disliked feeling a thief. It was an unaesthetic experience because I felt no joy.

Mr. Pollard came at last. His coming was like the coming of doom, and when he coughed I thought the whole world shook. He coughed a number of times, looked at me severely a number of times, and then said: “I hear you have been stealing pears. Where are
65 they?” . . .

Then I knew I would be punished, because I could see him taking advantage of my shame.

It was not pleasant, either, to hear him say that I had stolen, because I hadn’t. I saw the pears before they were pears. I saw the bare tree twigs. I saw the leaves and the blossoms, and I kept seeing the pears until they were ready. I *made* them. The ripe ones
70 belonged to me.

I said: “I ate them.”

It is a pity I could not tell him I hadn’t stolen the pears because I had created them, but I knew how to say only that which others expected me to say.

75 “You *ate* the pears?” he said. It seemed to me that he was angry.

Nevertheless, I said: “Yes, sir.” . . .

—William Saroyan
excerpted from “Five Ripe Pears”
The Yale Review, Vol. 24, June 1935

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2023

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	June '23	1	4	MC	1	1
RE ELA	June '23	2	2	MC	1	1
RE ELA	June '23	3	4	MC	1	1
RE ELA	June '23	4	2	MC	1	1
RE ELA	June '23	5	1	MC	1	1
RE ELA	June '23	6	1	MC	1	1
RE ELA	June '23	7	3	MC	1	1
RE ELA	June '23	8	2	MC	1	1
RE ELA	June '23	9	1	MC	1	1
RE ELA	June '23	10	4	MC	1	1
RE ELA	June '23	11	3	MC	1	1
RE ELA	June '23	12	4	MC	1	1
RE ELA	June '23	13	4	MC	1	1
RE ELA	June '23	14	2	MC	1	1
RE ELA	June '23	15	2	MC	1	1
RE ELA	June '23	16	4	MC	1	1
RE ELA	June '23	17	1	MC	1	1
RE ELA	June '23	18	2	MC	1	1
RE ELA	June '23	19	3	MC	1	1
RE ELA	June '23	20	4	MC	1	1
RE ELA	June '23	21	1	MC	1	1
RE ELA	June '23	22	3	MC	1	1
RE ELA	June '23	23	1	MC	1	1
RE ELA	June '23	24	3	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2023

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	June '23	2	-	ES	6	4
RE ELA	June '23	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2023 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hsela/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Wednesday, June 14, 2023 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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 <https://www.nysed.gov/state-assessment/high-school-regents-examinations> 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*.

ENGLISH LANGUAGE ARTS

Mechanics of Rating

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. **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.

ENGLISH LANGUAGE ARTS

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 in pairs of high and 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 contain score and commentary.)

- (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

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
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	-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
Command of Evidence: 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
Coherence, Organization, and Style: 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
Control of Conventions: 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.

The modern world faces new struggles every day. These struggles are often generated by recent technology and industry. Such is the case for climate change (global warming). Global temperatures have been rising due to the increased emission of greenhouse gases by factories and vehicles. One proposed solution to combat this temperature increase, which is causing sea levels to rise and weather to become more destructive, is solar geoengineering. This proposal has been met with various opinions. However, it is clear that solar geoengineering should be used to reduce global warming despite its potential for sharp temperature changes in the event this process should come to an abrupt end due to unforeseen circumstances. This is because this technology is relatively inexpensive and can allow experts to stabilize and better control climate outcomes at a time when such action is so urgently needed.

Solar geoengineering should be used to combat global warming because it is relatively inexpensive. Implementing solar geoengineering methods would be less expensive than current clean energy development. According to Harvard University physicist David Keith, "This scheme would cost about \$700 million annually - less than 1 percent of what is currently spent on clean energy development" (Text 2, lines 14-15). Not only would the use of solar geoengineering techniques reduce global warming, but they would also require less capital to be maintained. This would allow for more money to be spent on other pressing issues as well.

The use of solar engineering would be an effective mechanism for reducing global warming as it would allow for the stabilization and designing of climate outcomes. In Text 3, lines 32 and 33, Nguyen expresses that by using sulfate aerosol techniques, scientists are allowed not only to predict climate change, but to design it as well. This would be revolutionary technology if implemented because it could allow experts to regulate the climate to decrease the temperature rather than allowing it to increase as is presently the case due to greenhouse gas emissions. With this solar geoengineering method, scientists could better stabilize the effects of global warming.

A major argument against solar geoengineering is that if this process is abruptly ended, then there is the potential ~~to~~ that sharp climate changes would soon follow. As mentioned in Text 1, line 47, "Sharp temperature change could be 'catastrophic' for wildlife." These sharp changes have been theorized to occur with the sudden stop of aerosol release. However, other research studies have argued that this "sharp change" theory has been overdramatized (Text 2, lines 48-49). This means that the effects of stopping aerosol release are likely not going to bring about such drastic "catastrophic" changes as are theorized by certain researchers. It has further been suggested that "measures could be put in place to ensure that the risk is minimized" (Text 1, line 49).

As explained, solar geoengineering should be:

implemented as a way to reduce global warming since it is inexpensive and beneficial to determining and controlling climate outcomes.

Although concerns have been raised regarding sharp temperature changes, the effects of these changes have likely been overestimated. As global society moves forward, it will be important to continue exploring solutions to preserving the planet, and solar geoengineering provides an excellent option for doing so.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*However, it is clear that solar geoengineering should be used to reduce global warming ... because this technology is relatively inexpensive and can allow experts to stabilize and better control climate outcomes at a time when such action is so urgently needed*)
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Not only would the use of solar geoengineering techniques reduce global warming, but they would also require less capital to be maintained. This would allow for more money to be spent on other pressing issues ... and This would be revolutionary technology if implemented because it could allow experts to regulate the climate to decrease the temperature rather than allowing it to increase as is presently the case due to greenhouse gas emissions*) and to distinguish the claim from alternate or opposing claims (*A major argument against solar geoengineering is that if this process is abruptly ended, then there is the potential that sharp climate changes would soon follow*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“This scheme would cost about \$700 million annually – less than 1 percent of what is currently spent on clean energy development”* and *It has further been suggested that “measures could be put in place to ensure that the risk is minimised”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*As mentioned in Text 1, line 47* and (*Text 1, line 49*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and providing a pro claim while acknowledging an opposing view. The introductory paragraph is followed by two paragraphs that support the claim. A third body paragraph addresses a *major argument against solar geoengineering* and a summative conclusion reaffirms the reasons that *solar geoengineering should be implemented as a way to reduce global warming*.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*One proposed solution to combat this temperature increase, which is causing sea levels to rise and weather to become more destructive, is solar geoengineering* and *These sharp changes have been theorized to occur with the sudden stop of aerosol release*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Global warming has been affecting our planet for several years now, causing scientists to scramble for a solution to stop it. When geoengineering was discovered and tested on a model scale, scientists believed they had found that solution. However, recent developments and research has found that although geoengineering would indeed decrease global warming, there were several consequences in using it. This all begged the question, should geoengineering be used to reduce global warming?

Scientists have already agreed that the key to tackling global warming ~~is~~^{is} to ~~reduce~~ minimize global greenhouse emissions. However, due to global emissions continuing to be on the rise, researchers have called for other measures that could be used in addition to emission cuts, and that is solar geoengineering. Solar geoengineering is defined as "a group of hypothetical technologies that could, in theory, counteract temperature rise by reflecting more sunlight away from the Earth's surface" (Text 1, lines 5-7). While it has already been determined that the use of geoengineering would indeed be effective and would have a strong cooling effect, lowering global warming, these technologies "do not aim to reduce the amount of greenhouse gases in the atmosphere and, therefore, would not be able to directly address problems such as ocean acidification" (Text 1, lines 15-16).

Indeed, while geoengineering could potentially lower global warming, it does not directly attack the cause, simply the symptoms, and the negative consequences

to that are immense. One such consequence would be "thousands of air pollution deaths a year" (Text 2, lines 35) due to the ~~ten~~ million tons of sulfur in the stratosphere. Also, because geoengineering fails to affect the amount of carbon dioxide in the air, ocean acidification would continue unabated, according to text 2. Other side effects include a drier planet, with a "1 percent reduction in rainfall for every degree Celsius of warming counteracted" (text 2, lines 45-46), and an increase of skin cancers and ultraviolet damage to plant life due to the sulfates, which "alter atmospheric chemistry toward formation of ozone-destroying chlorine compounds" (text 2, lines 37-38).

Another dangerous side effect would come when the treatment would be stopped. According to (Text 3), (lines 52-53), "global temperatures would rocket back to previous levels so quickly that many species might struggle to survive". Because of all of the negative consequences, it is clear that using geoengineering is simply too risky to the planet, ~~Therefore~~ and it seems that scientists agree. Ecologists issued a directive on geoengineering, and it was that there is to be a pause on "any large-scale climate intervention activities, including solar geoengineering or carbon capture until there is enough scientific evidence to justify such strategies" (text 3, lines 57-58).

The world has entered an era in which global warming and climate change is a very serious

threat. Fortunately, there are scientists who are working on finding a solution. And while they believe we as a society must ~~be~~ work to save the planet as well, at this point it is clear that it wouldn't be enough. With the discovery of geoengineering came hope that we might just have a solution to help us. However, upon further research and development, it was found that applying geoengineering would lead to far too many negative impacts to the planet. While some scientists believe geo-engineering is still a viable option, it is clear that they are incorrect, and luckily, scientists made the right call on placing a moratorium on any more development concerning the dangerous activity until further notice. Perhaps with time, another safer option will be discovered, and we can finally attempt to save the planet before it's too late.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Indeed, while geoengineering could potentially lower global warming, it does not directly attack the cause, simply the symptoms, and the negative consequences to that are immense*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Other side effects include a drier planet ... and an increase of skin cancers and ultraviolet damage to plant life due to the sulfates ... and Because of all of the negative consequences, it is clear that using geoengineering is simply too risky to the planet, and it seems that scientists agree*) and to distinguish the claim from alternate or opposing claims (*While it has already been determined that the use of geoengineering would indeed be effective ... these technologies “do not aim to reduce the amount of greenhouse gases in the atmosphere...”*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“global temperatures would rocket back to previous levels so quickly that many species might struggle to survive” and there is to be a pause on “any large-scale climate intervention activities, including solar geoengineering or carbon capture until there is enough scientific evidence to justify such strategies”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 5–7*) and (*text 2, lines 45–46*)] although one citation is missing line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic, a second paragraph that defines solar geoengineering and presents both sides of the issue, setting up for the con claim and supporting arguments that are discussed in the two paragraphs that follow (*because geoengineering fails to affect the amount of carbon dioxide in the air, ocean acidification would continue unabated*), and concludes with a paragraph that summarizes the arguments and reaffirms the claim (*luckily, scientists made the right call on placing a moratorium on any more development concerning the dangerous activity until further notice*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*Global warming has been affecting our planet for several years now, causing scientists to scramble for a solution..., This all begged the question, should geoengineering be used to reduce global warming?, and With the discovery of geoengineering came hope that we might just have a solution to help us*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Every day, the threat ~~of~~ of climate change grows ever greater. Though there have been significant strides in preventing climate change, they have not been enough. It is projected that Earth's temperature will continue to rise throughout the century, ~~causing~~ causing catastrophic effects. However, there is a temporary solution: geoengineering. Though solar geoengineering isn't perfect, coupled with emission cuts, solar geoengineering has great potential to stop climate change.

It has been noted that the effects of solar geoengineering could be similar to that of a large-scale volcanic eruption. During an eruption, sulfur-dioxide is released into the atmosphere, blocking sunlight. This can subsequently cool the temperature of Earth by multiple degrees Celsius.

Solar geoengineering employs the same idea. A fleet of planes could release aerosols into the atmosphere and they could "cool the planet in a similar way to a large volcanic eruption" (text 1, lines 28-29). Not only would this solution be ~~cheap~~ effective, but it would also be relatively cheap. It has been estimated that the cost of this plan would be roughly \$700 million, which is "less than 1 percent of what is currently spent on clean energy development" (text 2, line 15). Considering how expensive this solution could be, it must not be

Disregarded.

Additionally, the amount of time it would take for the cooling effects of aerosols to take place is very short. If, in 2020, a large scale effort of releasing aerosols into the upper atmosphere began, temperatures could be stabilized. If this process continues, then global temperatures "could be stabilized at that year's level for the remainder of the century" (text 3, lines 35-36). The potential for solar geoengineering to save money is truly great. Even though a fully implemented geoengineering scheme would cost a few billion dollars a year, it has the potential to save the world a tremendous amount of money. The adverse effects of climate change could cost the world trillions of dollars, with geoengineering, those costs could be eliminated (text 4, lines 10-15).

A popular argument against solar geoengineering is the idea that it would allow the world to continue to emit greenhouse gases. Frank Keutsch states that ~~it~~ implementing geoengineering would allow humanity to "merely stare off its symptoms" (text 3, line 11) instead of dealing with the source of the problem. However, social scientists have found the opposite to be true. As it turns out, "information about solar engineering increases willingness to pay for emission mitigation" (text 4, lines 49-50). Therefore solar geoengineering would actually lead

to an increase in reducing carbon emissions

Though solar geoengineering is far from perfect, it has the potential to ~~to~~ mitigate the effects of climate change temporarily. Implementing this would give humanity the necessary time it needs to cut down on carbon emissions.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Though solar geoengineering isnt perfect, coupled with emission cuts, solar geoengineering has great potential to stop climate change*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Even though a fully implemented geoengineering scheme would cost a few billion dollars a year, it has the potential to save the world a tremendous amount of money and Therefore, solar geoengineering would actually lead to an increase in reducing carbon emissions*) and to distinguish the claim from alternate or opposing claims (*A popular argument against solar geoengineering is the idea that it would allow the world to continue to emit greenhouse gases*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*the cost of this plan ... is “less than 1 percent of what is currently spent on clean energy development” and temperatures “could be stabalized at that year’s level for the remainder of the century”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 28–29*) and (*Text 2, line 15*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a claim in support of solar geoengineering, followed by two body paragraphs of support (*A fleet of planes could release aerosols into the atmosphere and they could “cool the planet in a similar way to a large volcanic eruption and The potential for solar geoengineering to save money is truly great*) and a third body paragraph that presents and refutes the counterclaim (*Keutsh states that emplementing geoengineering would allow humanity to “merely stave off its symptoms”... However, social scientists have found the opposite to be true*), concluding with a reaffirmation of the claim (*Implementing this would give humanity the necessary time it needs to cut down on carbon emissions*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*This can subsequently cool the temperature of Earth by multiple degrees celcius, The adverse effects of climate change could cost the world trillions of dollars, and Though solar geoengineering is far from perfect, it has the potential to mitigate the effects of climate change*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*catostrophic, isnt, celcius, relativley, stabalized, emissions Though, tempororilly*) only when using sophisticated language.

Global warming has been an international issue since the 1900's, ~~where~~ when industrialization began. Despite the belief of some political figures, global warming and climate change are all too real, and the effects can be seen everywhere. Scientists have been researching ways to stop global warming and, more importantly, reduce reverse the effects. Recently, a new idea has been brought to the table concerning this topic. The use of solar engineering. Solar engineering is described as "a group of hypothetical technologies that could, in theory, counteract temperature rise by reflecting more sunlight away from the Earth's surface" (Text 1, lines 5-7). While these theories are ambitious, they may be too ambitious to become reality. Solar geoengineering should not be used to reduce global warming because it poses a moral hazard and only addresses the symptoms of global warming, not the causes.

The term 'moral hazard' is mostly used in economics. It is described as "the temptation for people to make riskier decisions when they feel protected from the consequences" (Text 3, lines 12-13). When applying this idea to solar geoengineering,

The ~~one~~ year is that if the dangers of solar engineering are glossed over and only the positives are talked about, support for emission risk reduction will decrease.

The best way to illustrate ~~these~~ this 'positive over negative' year is to provide an example. One solar engineering theory is to "inject 25,000 tons of sulfur—as finely dispersed sulfuric acid, for example,—into the lower stratosphere." (Text 2, lines 4-5) This would reflect most of the sun's light away from the Earth, effectively cooling it down. Surface level, this theory seems appealing. However, the backlash of this method is that it would "probably contribute to thousands of air pollution deaths a year," (Text 2, line 35). This is because solar engineering doesn't affect the amount of CO₂ in the air, leading to the continued increase in air pollution, perhaps even more drastically.

This builds the platform for my second claim: solar geoengineering only prevents the symptoms of global warming. If we truly want to stop global warming, we must focus on the ~~prob~~ cause of the problem. This connects back to the moral hazard of solar geoengineering, "that instead of dealing with the causes of behind climate change directly, humans would fall back

on solar geoengineering (Text 3, lines 9-10). ~~The~~ ~~negoti~~ The glorifying of solar geoengineering would make this more likely to happen. If we ~~we~~ merely put a lid on the planet, that doesn't ~~st~~ solve the problem of global warming. It merely delays the effects and can possibly cause more problems.

Some argue that solar geoengineering should be used to combat global warming. A popular theory of ~~so~~ solar geoengineering is the method of spraying aerosols high up into the stratosphere. It is ~~the~~ said to "cool the planet in a similar way to a large volcanic eruption" (Text 1, lines 28-29)

While several stimulations have been done to test this and other solar geoengineering theories, the biggest flaw is that there is ~~isn't~~ not enough information available to accurately predict the effects these methods may have on the atmosphere.

Overall, solar geoengineering is an ambitious idea one that has captured the attention and time of scientists around the world. However, there ~~are~~ are still too many unanswered questions about this theory, and not enough research to prove that it is safe to

distribute globally. For now, humanity
should stick to knocking away at the
cause of real ~~pro~~ the problem: fossil fuels.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Solar geoengineering should not be used to reduce global warming because it poses a moral hazard and only addresses the symptoms of global warming, not the causes*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*When applying this idea to solar geoengineering, the fear is that if the dangers of solar engineering are glossed over and only the positives are talked about, support for emission risk reduction will decrease and This is because solar geoengineering doesn't affect the amount of CO₂ in the air, leading to the continued increase in air pollution, perhaps even more drastically*) and to distinguish the claim from alternate or opposing claims (*Some argue that solar geoengineering should be used to combat global warming. A popular theory ... is the method of spraying aerosols ... into the stratosphere*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The term 'moral hazard' is mostly used in economics. It is described as "the temptation for people to make riskier decisions when they feel protected from the consequences" and However, the backlash of this method is that it would "probably contribute to thousands of air pollution deaths a year"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 5–7*) and (*Text 3, lines 12–13*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and establishes a claim opposed to the use of solar geoengineering, followed by two supportive paragraphs that focus on the use of solar geoengineering as a 'moral hazard' and how it *only prevents the symptoms* as opposed to the need to *focus on the cause of the problem*, then followed by a paragraph that further addresses the counterclaim by pointing out a *flaw in a popular theory*, and a conclusion of summation (*However, there are still too many unanswered questions about this theory, and not enough research to prove that it is safe to distribute globally*).
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Despite the belief of some political figures, global warming and climate change are all too real, and the effects can be seen everywhere and This builds the platform for my second claim: solar geoengineering only prevents the symptoms of global warming*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*The use of solar engineering. Solar; theory; theories; The term ... consequences"; effectively; surface level, this; doesn't; gloryfyng*) that do not hinder comprehension.

As our global temperature continues to rapidly increase, so does our demand for a solution. One tactic which could be used in order to combat Global Warming is solar geoengineering. In order to have a healthy and sustainable future, actions must be taken to protect our environment.

Solar geoengineering could be described as, "... A term used to describe a group of hypothetical technologies that could, in theory, counteract temperature rise by reflecting more sunlight away from the Earth's surface." (Text 1, 1.5-7) By sending this technology into space, many environmental advantages would emerge. In theory, the overall global temperature would remain the same, and stop the continuous warming. Because of this, organisms and their ecosystems would be able to prosper without the effects of climate change.

Some may argue that solar geoengineering would not be a good solution to reducing global warming, however this is false. Some argue that solar geoengineering is too expensive. Text 2 states, "He estimates this scheme would cost about 700 million annually." (Text 2 1.14-15) This

belief is absurd. No cost is ~~margin~~ too high when discussing our ~~an~~ Earth and its future. A healthy and sustainable environment and future is only achievable through personal efforts and money. Also, spending more money preventing climate change now could in turn save worldwide economies in the future. Text 4 states, "Economists have estimated that global climate change could result in worldwide economic damage of more than 1 trillion dollars per year later this century." ~~geoengineering project could~~ (Text 4 l. 11-12) Overall, both the economy and environment would be positively impacted long term.

Global climate change affects all people, organisms, and ecosystems. In order to secure a safe future, changes and solutions must be implemented. Solar geoengineering could be this solution that changes the world.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*One tactic which could be used in order to combat Global warming is solar geoengineering*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Because of this, organisms and their ecosystems would be able to prosper without the effects of climate change and Overall, both the economy and environment would be positively impacted long term*) and to distinguish the claim from alternate or opposing claims (*Some may argue that solar geoengineering is to expensive ... This belief is absurd. No cost is to high when discussing our Earth and its future*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Solar geoengineering could be discribed as, "...A term used to discribe a group of hypothetical technologies that could, in theory, counteract temperature rise by reflecting more sunlight away from the Earths surface"; "He estimates this scheme would cost about 700 million annually; Text 4 states, "Economists have estimated that global climate change could result in worldwide economic damage of more than 1 trillion dollars per year later this century"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, l. 5–7*) and (*Text 4 l. 11–12*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that presents a claim, followed by a paragraph that defines and then supports the claim (*By sending this technology into space, many environmental advantages would emerge*). A third paragraph addresses an opposing claim (*Some may argue that solar geoengineering would not be a good solution*). The summative conclusion reaffirms the claim (*Solar geoengineering could be this solution that changes the world*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*As our global temperature continues to rapidly increase, so does our demand for a solution and A healthy and sustainable environment and future is only achievable through personal efforts and money*), despite a few errors in word choice (*to* for “too” and *effects* for “affects”).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*environment Solar; discribed; as, "...A term; Earths surface."* (*Text 1,l. 5–7*) *By; same, and stop; continous; warming, however this; positivly*) that do not hinder comprehension.

When asked the question, "should solar geoengineering be used to reduce global warming..." your response would probably be a quick yes but do you really know what that entails...? Your answer should be a hard no when asked that.

One reason solar geoengineering should not be used is because it would be using tons of millions of other chemicals. With physicist David Keith's "Scheme" it would entail, "A fleet of 10 Gulfstream jets... to annually inject 25,000 tons of sulfur... into the lower stratosphere... up to a million tons... by 2070." (Text 2, lines 4-6).

All those chemicals and it would only counteract up to $\frac{1}{2}$ the warming from greenhouse gas alone. That's not going to do a whole lot in the long run.

Another reason geoengineering should not be used is because it can become deadly. "Puffing a million tons of sulfur into the stratosphere each year would..." in David Keith's words, "... contribute to thousands of air pollution deaths a year" (Text 2, lines 34/35). From trying to save the planet from global warming, it

would also destroy lives on Earth in the process.

Also, a third reason is because, not only could it become deadly, it could, in the long run, destroy our planet.

~~.....~~ "Sulfates could lead to the destruction of ozone," our protective layer from ultraviolet rays. (Text 3, lines 43/44). Which would be the biggest/most serious side effect from solar geo-engineering.

However, some would argue in favor of this solar engineering. They would say that, "Stratospheric aerosol injection could cool the planet" (Text 1, lines 28/29) and help with climate control and global warming. But that's all they would see. They'd only focus on the positive side and not even see all the dangers by using solar geo-engineering.

Overall, solar geoengineering is a no-go. While it could help for a little while, it's costly, deadly, and would destroy our planet. Then what would we do.. Where would we go..

it won't last long or forever...

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*When asked the question, “Should solar geoengineering be used to reduce global warming...” ... Your answer should be a hard no*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*All those chemicals and it would only counteract up to ½ the warming from greenhouse gas alone. That’s not going to do a whole lot in the long run and From trying to save the planet from global warming, it would also destroy lives on Earth in the process*) and to distinguish the claim from alternate or opposing claims (*However, some would argue in favor of this solar engineering. They would say that, “...Stratospheric aerosol injection could cool the planet”*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*With physicist David Keith’s “scheme” it would entail, “A fleet of 10 Gulfstream jets..to annually inject 25,000 tons of sulfur...into the lower stratosphere...up to a million tons..by 2070” and “..Sulfates could lead to the destruction of ozone”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 4–6*) and (*Text 1, lines 28/29*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim, followed by three paragraphs that support the claim (*One reason solar geoengineering should not be used is because it would be using tons of millions of other chemicals; Another reason geoengineering should not be used is because it can become deadly; Also, a third reason is because, not only could it become deadly, it could, in the long run, destroy our planet*). A fourth body paragraph addresses an opposing claim, and the essay ends with a summative conclusion that reaffirms the claim (*Overall, solar geoengineering is a no-go*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*a hard no, tons of millions, in the long run, But that’s all they would see, dangers by using, a no-go*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*warming...” your; yes but; chemicals and; Which would; that,”.. Stratospheric; forever...*) that do not hinder comprehension.

Global warming is a huge problem currently happening today. Global warming is the increase in the earth's surface temperature. This topic is important because over the years global warming has gotten worse and it's starting to have a negative effect on the environment and animals living here and it's about to affect us too. This topic is controversial because there is a debate of whether or not solar geoengineering should be used to reduce global warming. Solar geoengineering should not be used to reduce global warming because it can cause negative effects (text 2, line 34), and ~~the~~ the use of solar geoengineering would only be a temporary fix (text 4, line 2). But others believe that solar geoengineering should be used because it would cool the surface of the earth, reducing the effects of global warming (text 1, line 41), but the fact of the matter is solar engineering should not be used.

Solar geoengineering shouldn't be used because it can cause severe and permanent effects that could negatively affect us. One reason for this is "To the Harvard University atmospheric chemist, schemes such as spraying millions of tons of sulfate particles into the sky to reflect the sun's rays and cool the planet seemed perilous. Not only might the strategies disrupt the atmosphere in unexpected ways, but they might

also dramatically alter the weather and harm the lives of Earth's inhabitants." This quote shows how scientists, experts, in this ~~the~~ field, are warning not to do this and it's why solar geoengineering can't be used. Another reason is "Counteracting greenhouse warming by reducing sunlight would likely make the planet drier - Models predict a 1 percent reduction in rainfall for every degree Celsius of warming counteracted." This quote shows how trying to fix one problem would just create another problem, we prevent global warming but decrease our water supply. This is why solar geoengineering shouldn't be used.

Another reason why ~~geo~~ solar ~~engine~~ geoengineering shouldn't be used is because ~~geo~~ solar geoengineering would only be a temporary fix for the problem. One reason is, "the idea that instead of dealing with the cause behind climate change directly, by cutting back on the use of fossil fuels, humans would fall back on solar engineering to merely starve off its symptoms." This quote shows how people, when in danger, they'd make the most riskiest decisions just to feel safe but ignore the consequences. Another reason is, "Because solar geoengineering addresses only the symptoms and not the cause of climate change - greenhouse gases - stopping treatment could lead

to devastating consequences." (Text 3, lines 48-50) This quote shows how solar geoengineering would only be a temporary fix. This shows why solar geoengineering shouldn't be used.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim as directed by the task (*Solar geoengineering should not be used ... because it can cause negative effects ... and the use of Solar geoengineering would only be a temporary fix*).
- The essay demonstrates some analysis of the texts (*Solar geoengineering ... can cause severe and permanent effects that could negatively effect us and people, when in danger, they'd make the most riskiest decisions just to feel safe but ignore the consequences*), but insufficiently distinguishes the claim from alternate or opposing claims (*others believe that solar geoengineering should be used because it would cool the surface of the earth, reducing the effects of global warming ... But the fact of the Matter is solar engineering should not be used*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“To the Harvard University atmospheric chemist ... Not only might the strategies disrupt the atmosphere in unexpected ways, but they might also dramatically alter the weather ... This quote shows how scientists ... are warning not to do this and “Because Solar geoengineering addresses only the symptoms and not the cause of climate change — greenhouse gases — stopping treatment could lead to devastating consequences.” ... This quote Shows how Solar geoengineering would only be a temporary fix*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying in the introductory paragraph which texts will be used while only including the initial line numbers of the evidence being cited [*negative effects (text 2, line 24)* and *reducing the effects of global warming (text 1, line 41)*] except in one instance where the direct quote is correctly cited as (*Text 3, lines 48–50*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay that introduces the topic of solar geoengineering as being *controversial* because *global warming is a huge problem*, then states the opinion that *solar geoengineering should not be used to reduce global warming*, then provides two body paragraphs that support the claim, leaving the counterclaim undeveloped and concluding with the repetitive statement *Solar geoengineering should not be used*.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*huge problem, has gotten wores, effect* for “affect”, *starve* for “stave”, *this quote shows how people ... they'd, most riskiest*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension (*its; enviroment; earth; line 41*), *But; is solar; is “To; reflxt; fossile; consequences.” (Text 3, line 47) This*).

Should solar geoengineering be used to reduce global warming. no @ I don't think geoengineering should be used to reduce global warming

one piece of evidence can be found in text 4 line (38-40) This state, "By 2090 according to the team's calculation ~~there~~ we should need to annually a amount of SO_2 equivalent to up to half the total volume that burn fossil fuels release globally each year." This mean that if each year we keep inject (artificial) to the earth to try to stop global warming. we could damage the earth and their some side effect that would come with it.

A different point of view can be seen in text 1. This counterclaim states that "scientist agree that cutting global greenhouse emission as soon as possible will be key to tackling global warming. However what make them think it the only way global warming could happen, and that how we could stop it.

Finally, the best reason to prove that geoengineering shouldn't be use to reduce global warming, can be found in text 4. Here when David W. Keith said "solar geoengineering

may temporarily reduce such climate risk, but no matter how well it worked it cannot ~~eliminate~~ eliminate all the risk ~~is~~ arising from the growing burden on long-lived greenhouse gases". This explained that even if we try this the geoengineering it may not be a long term thing and what if it work for a while, but and then it make Global warming ~~worst~~ worst worst.

This are the reason why i think Geoengineering solar shouldn't be used to reduce Global warming

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim (*No I don't think geoengineering should be used to reduce global warming*).
- The essay demonstrates some analysis of the texts (*This mean that if each year we keep inject camicoil to the earth to try to stop global warming we could damage the earth and their some side effect that would come with it and This explained that even if we try the geoengineering it may not be a long term thing*), but insufficiently distinguishes the claim from alternate or opposing claims by simply stating a quote (*This counterclaim states tha "scientist agree that cutting global greenhouse emission ... will be key to tackling. global warming*) with no substantive analysis, rebuttal, or follow-up.

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*This state, "By 2090 according to the team's calculation we should need to annually a amount of SO₂ equivalent to up to half the total volume that burn fossil fluels realese globally each year" and the best reason ... can be found ... when David W. Keith said "solar geoengineering may temporarily reduce such climate risk, but no matter how well it workes it cannot eliminate all the risk arising from ... greenhouse gases"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, misidentifying the first quote which comes from Text 3 as being from Text 4 and not including line numbers for quotes taken from *Text 1* and *Text 4*. Some parts of quoted material are also miscopied.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing the claim, then moving on to a supportive paragraph about the *damage* geoengineering could cause, followed by a third body paragraph that presents a counterclaim and a fourth which focuses on *the best reason to prove that geoengineering shouldn't be use*, concluding with a sentence that restates the claim.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*one piece of evidence and a long term thing*) that is sometimes inexact (*and their some side effect, Here when David W. Keith said, wild for "while"*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult (*fluels; realese; This mean; camicoil; earth; However what make them it the only way ... how we could stop it.; workes; worst; This are the reason*).

Scientists believe that cutting global green-house emission is the key to tackling global warming. also I believe that ~~traver~~ by cutting down things and burn things will be the key that causing the global warming.

In text 3 state that "sure the unknowns of opening what amounts to a chemical sunshade over our heads are worrisome." that's sound dangerous these chemical definitely can cause global warming and make our life really in danger.

In text 4 state that "climate risks such as warming extreme storms and rising seas increase with cumulative emissions of carbon dioxide" also that show are dangerous ~~that~~ these chemical for us. they are really bad for our environmental.

In the text 2 state that "still putting a million tons of sulfur into the stratosphere each year would probably" contribute to thousands of air pollution deaths a year, these pollutions causing deaths the air been polluted people are dying that shouldn't be taking place that's really bad for our community.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Scientists believe that cutting global green-house emission is the key to tackling global warming. also I believe that true by cutting down things and burn things Will be the key that causing the global warming*).
- The essay demonstrates confused analysis of the texts (*these chemical definitely can cause global warming and make our life really in danger and these pollutions causing deaths*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“*sure the unknowns of opening what amounts to a chemical sunshade over our heads are worrisom*” and “*putting a million tons of sulfur into the stratosphere each year would probablly*” contribute to *thousands of air pollution deaths a year*”).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by omitting line numbers for all three citations (*text 3, text 4, text 2*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an introduction that presents a claim that focuses on global warming instead of solar geoengineering, misinterpreting the evidence it is responding to, followed by three paragraphs that offer evidence that move away from the claim while stressing the dangers of chemicals, including some faulty analysis, and concluding with a generalized comment about pollution (*the air been polluted people are dying that shouldn't be taking place that's really bad for our comunity*).
- The essay lacks a formal style, using some language that is imprecise (*by cutting down things and burn things Will be the key, In text 4 state, these pollutions causing deaths*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*warming. also I; that true; state that “sure the; worrisom; that's sound; these chemical; definitely; dioxide” also that; enviromental; probablly; a year,” these; comunity*) that make comprehension difficult.

Global warming they are talking about it in all of the articles.

And saying now it's good and bad at the same time.

Global warming could be good and bad at the same time. But personally I think global warming is good because it helps with not making the lakes and water over flow so there is not a lot of flooding. More animals survive. Also they talk about how global warming could be hiding sun rays and that's bad for the earth. In the article they talk about SRM and how it's growing and growing bigger and bigger every single day. And now they just want to dominate the conversation they don't want to talk about it it's so bad for the earth and they can't fix it. It's so harmful. They can't do nothing to help it at all. Also solar geoengineering and how it don't effect carbon dioxide in the air it's more effective on the ground.

I think the world not be

ready for solar geoengineering because this is a big thing to deal with. they call it a "moral hazard" they are still researching solar geoengineering its such a huge subject to start to talk about that you should know every thing about it, and its effects way more like us and how we live global warming and just the earth in general and more than that like animals plants mainly those ones. theres not that people dont now about this subject. a little bit more facts about global warming is that yes it could be really bad for us and the earth, how you ask. its because global warming could take so much water from the earth and it can become dry and no water to be seen and we dont want that because that mean some of the animals will die from not drinking water and we dont want to die and us we wont have nothing to drink either then we will not

be here to like so that's some reasons why global warming could be bad.

global warming though is not always bad it helps us up in space with are rays and stuff like that but in all the ways its good and bad for our earth we can't change global warming it just happens.

in conclusion all the articles were talking about good and bad I think its good for the earth it takes risks but its good to take them

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim that focuses on global warming as opposed to solar geoengineering (*I think global warming is good because It helps with not making the lakes and water over flow so ther is not alot of Flooding*).
- The essay demonstrates a confused and unclear analysis (*they Dont want to talk about it its so bad for the earth and they cant fix it and we wont have nothing to drink eather then we will not be here to live*).

COMMAND OF EVIDENCE:

- The essay presents ideas inaccurately (*Also solar geoengineering and how it dont effect carbin dioxide in the air it's more effective on the grouned*), making use of some evidence that is irrelevant (*its such a huge subject to start to talk about and theres alot that people dont now about this subject*).
- The essay demonstrates little use of citations, inserting arbitrary sections of text with only brief and generalized references to the texts (*Global warming they are talking about it in all of the articles and In the article*) with no individual text identification or line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information, first stating a claim about global warming being good rather than focusing on solar geoengineering, then continuing in an attempt to support the claim with a discussion that interweaves evidence and analysis that alternates between comments about good and bad qualities of global warming and the bad qualities of solar geoengineering (*Also they talk about how global warming could be hiding Sun Ray and thats bad for the earth and I think the world not be Ready for solar geoengineering*), most of which goes against the initial claim, concluding with a return to the positive claim (*I think its good for the earth it takes Risks but its good to tak them*).
- The essay uses language that is predominately incoherent (*they talk about SRM and how it's growing ... And how they Just want to dominate the conversation they Dont want to talk about it, it helps us up in space with are Rays and stuff like that, now for “know”, effects for “affects”, are for “our”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Time But persinally, servive, hiding Sun Ray, biger, about it its so, it dont, carbin, Reserching, live global, subject, conclusion, all the article's*) that make comprehension difficult.

The over heating of the world by a lot of reasons like houses color. The chemical like plastic bottle chemical make the earth over heat. plastic bottle causing to overheat and melt this can damage the atmosphere. Also the color of houses can cause earth to over heat, when there is a darker more over heatin will have the lighter the color is the less over heating would happen.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay does not introduce a claim.
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

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

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information in a single paragraph that opens with an off-task statement (*The over heating of the world by a lot on reasons like houses color*), followed by a brief series of unrelated ideas that move from how *plastic bottles* can melt and *damage the atmosphere* back to the idea of how the *color of houses* affect the overheating, failing to create a coherent essay.
- The essay uses language that is predominately incoherent (*the plastic bottle causing to overheat and melt, their* for “there”, *when there is a darker more over heatin*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors that make comprehension difficult (*a lot on reasons; The chemical like plastic bottle chemical make; plastic absque; melt this; over heat, when*). Holistically, this is a Level 1 response because, although it has some Level 2 qualities, it is a personal response as it makes no reference to the task or texts and can be scored no higher than a 1.

all this tex is about the solar
geoengineering the solar is all about
the world the air pollotion that then
more time is more pollotion in the
ocean in the land the solar is
when the climate is change.

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 *all this tex is about the solar geoengineering*, followed by a series of loosely related comments about pollution (*more time is more pollotion*).
- The essay uses language that is predominately incoherent (*in the land the solar is when the climate is change*).

CONTROL OF CONVENTIONS:

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

Earth is the only home for humanity and it's their job to protect it. However, centuries of misuse and poor protective protocols has allowed this planet to be stuffed full of pollution, such as greenhouse gases. These help boost global warming; a possible remedy has been proposed to correct this issue: solar geoengineering. Solar geoengineering could cut down global temperatures, but it's unhealthy side-effects ~~points~~ potential for more harm, and potential for more problems calls for humanity to not use this method.

The most commonly proposed method of solar geoengineering is to spray an aerosol into the atmosphere to reflect sunlight out. While this seems very plausible, there are too many health risks to use this method.

"Putting a million tons of sulfur into the stratosphere each year would probably 'contribute to thousands of air pollution deaths a year'" (Text 2, lines 34-35) – a health risk too large to be dismissed. Although in the grand scheme of things covering the Earth in an aerosol layer may work, the amount of deaths resulting from it outweighs the necessity. Either a different method must be developed, or a way to combat the air pollution must be found.

Furthermore, solar geoengineering holds ~~on~~ the ~~power~~ potential for great danger. Using any method could cause a cascade of problems from either its start, or a sudden stop. As addressed in Text 3, "Because

solar geoengineering addresses only the symptoms and not the cause of climate change—greenhouse gases—stopping treatment could lead to devastating consequences...” (lines 48-50), or in other words, the root of the problem is neither fixed nor reversed in any way, and more issues arise. This form of climate control is too risky to be administered on our already harmed planet.

Ultimately, solar geoengineering creates problems in its wake and doesn't solve the greater cause. Its purpose is to clean up our atmosphere by blocking out sunlight. While this does lower global temperatures, it doesn't solve the foundational issue at hand: greenhouse gas emissions. So although some may argue for its benefits, solar geoengineering comes, “...with its own set of environmental and societal challenges, which they say could be comparable to— or even worse than— climate change” (Text 1, Lines 24-26). Therefore, the bad outweighs the good. The present health and safety of our planet and ~~and~~ its inhabitants should not ~~be~~ be put in harms way over a system that covers up problems instead of fixing them.

Solar geoengineering has its good parts; some aspects of it are quite beneficial. However, the current ideas for it are far too dangerous towards the health of humanity without actually cleaning up the atmosphere. What needs to happen to correct global warming isn't solar geoengineering (at least in this way) but rather a correction of humanity's over-emitted

Part 2 – Practice Paper – A

greenhouse gases. If this pollution can be cleaned up, instead of covered up, then the Earth will be better off. Solar geoengineering, due to its negative effect, should not be used to solve global warming.

Solar geoengineering can be used to help out the Earth and fight global warming. It is worth a try as it has been studied by scientists to see if it's effective enough to reflect sunlight away from the surface of the Earth to counteract temperature rise (Text 1, 5-7). Solar geoengineering should be used because it can help assure the survival of our planet and the human race.

There has been many concerns that people have about climate change and what to do about it. ~~Through~~ Some ~~many~~ fear that geoengineering can have side effects, like "termination shocks" if suddenly stopped, which could be deadly to wildlife (Text 1, lines 44-49). Some feel not enough is known about it to put the process into action. Daisy Dumba, author of Text 1, assures that "[researchers] have looked at changes to climate extremes, such as heatwaves, extreme precipitation events, cold nights. They've found that solar geoengineering over land regions could be very effective at reducing these extremes." (Text 1, lines 40-42). ~~Knowing that~~ Knowing that these climate extremes, and the damage they ~~are already starting to cause~~, is already happening it seems we should trust the experts. It only makes sense that if we can

find a way to cool the Earth, that this would save life on Earth, not destroy it like global warming is presently doing.

Harvard physicist, David Keith, projects that "a world that would have warmed 2 degrees C [Celsius] by century's end would instead warm 1 degree C." if geoengineering is put into effect at a cost of about \$ 700 million annually" (Text 2, lines 10-15).

This sounds like a lot of money but is actually "less than 1 percent of what is currently spent on clean energy development" (Text 2, line 15). Cooling the Earth to save the life of all its inhabitants is worth doing at any expense. The added bonus in using geoengineering is that it is cost-effective as well.

Therefore, in conclusion solar geoengineering should be used to reduce global warming. It can help reduce global warming and climate change and save the future of our world.

In life people are faced with several problems which they must learn to solve. Solutions to problems aren't always easy however, because ^{with} each ~~problem~~ obstacle one tackles, one has created another problem. There are costs and benefits for all our choices and actions, and in psychology this is known as multiple approach avoidance, or when a situation has both ~~desirable~~ desirable and undesirable effects. Such is the problem of global warming. While possible solutions have been proposed, they simply contain the problem, all the while creating new issues. Solar geoengineering is one method devised to combat global warming, and it is comprised of hypothetical technologies made to undo ~~the~~ global temperature increase by reflecting sunlight away from the Earth's surface. However, with ~~these~~ these technologies come ~~a~~ new problems such as a resurgence of global temperatures if ~~the~~ ^{the} treatments were stopped, air pollution, ~~and~~ less rainfall, and the destruction of the ozone layer. The costs outweigh the temporary benefits. ~~So~~ Therefore solar geoengineering should not be used to reduce global warming.

Solar geoengineering features a technique known as stratospheric aerosol injection. This method involves spraying sulfate into the stratosphere, which produces a cooling effect similar to that of a volcanic eruption, during which the ash reflects sunlight, decreasing temperatures. (text, lines 28-32). However, with this

Solution come problems. ~~As a result~~ According to David Keith, a Harvard Scientist, "a fleet of ten Gulfstream jets could be used to annually inject 25,000 tons of sulfur... into the lower stratosphere." (text 2, lines 4⁵ ~~43~~). The plan is to inject sulfur into the stratosphere to facilitate cooling of Earth because the sulfur would reflect sunlight. However, using sulfur may result in "termination shock", so sulfur must be continually administered or else global temperatures will bounce back up (text 1, lines 43-48). It's like shaving – once you start you can't stop, or else the hair will grow back. ~~An~~ Thus, ~~will~~ eventually millions ^{of tons} ~~and~~ of sulfate will ~~be~~ need to be injected into the stratosphere, which can result in air pollution. ~~A~~ Sulfate is not meant to be present in such high concentrations in the stratosphere. Therefore, adding it in will lead to air pollution, which can cause many people ~~to~~ die yearly (text 2, lines 34-35). Other concerns include the decreased rainfall. As the global temperature drops in response to the aerosol treatment, ^{greenhouse} ~~global~~ warming is counteracted by decreasing sunlight (text 2, lines 44-45). Furthermore, "models predict a 1 percent reduction in rainfall for every degree Celsius of warming the planet." In such a manner, our planet would become drier and inhospitable to animals, because organisms ~~all~~ have adaptations suited to the climate and environment they live in. That ~~has been~~ ^{will be} changed by aerosol use that causes drier climates, which would have ~~the~~ disastrous and devastating effects

on many species, especially those that depend on rain. Even so, a huge concern is that aerosols harm the ozone layer. The ozone is destroyed by the use of sulfate which speeds up a reaction that turns halogen molecules into halogen radicals (text 3, lines 44-45). Earth's ozone layer is like a blanket that ~~shields~~ shields us from ^{harmful} UV rays. UV rays are found in ~~the~~ sunlight, and they cause mutations in ~~our~~ cells that can lead to cancers. With the breakdown of the ozone layer, more UV rays would ~~make it~~ pass through Earth's atmosphere and cause mutations in DNA and skin cells, eventually leading to an increase in the occurrences of cancers such as melanoma (skin cancer). Due to the "termination shock", possible air pollution, likely ~~be~~ drastic effects on species, ~~as~~ as a result of decreased rainfall, and increased ^{entrance of} ~~entrance of~~ harmful UV Rays, solar geoengineering methods should not be used to combat global warming.

Some people believe that solar geoengineering will help lower temperatures and solve our global warming concerns. David Keith proposed the idea of injecting sulfate into the stratosphere, starting with 25,000 tons and gradually increasing the amount (text 2, lines 2-5). ~~Keith's idea~~ If his idea was employed, "a world that would have warmed 2 degrees Celsius by century's end would instead warm 1 degree C." (text 2, lines 10-11). While this offers hope to some people that global warming can be "fixed", it's only a temporary solution to a

long lasting problem. Using aerosols simply contains the problem and keeps it from getting worse, rather than solving it all together. Therefore, any such method is not worth the efforts when it produces minimal and fleeting benefits. Additionally, solar geoengineering methods ^{may} provide a false sense of security to some individuals. Knowing that the techniques have staved off the problem, they may continue using fossil fuels, which only worsens the problem: the very thing that ~~is~~ we are trying to fix! As described, some may consider the technology as a "technofix!" and may decide that "[they] can buy a big truck and ignore the environmental extremists." (text 4, lines 43-44). This false sense of safety ~~in~~ promotes the ^{very} actions (emission of fossil fuels) that led to global warming. So while some people believe that solar geoengineering is beneficial and should be used, it provides temporary gains and can create a laid back attitude towards global warming, which conversely effects ~~is~~ the Earth.

Solar geoengineering should not be used because the costs outweigh its benefits. So, until a method or solution that can be used with minimal costs and that provides a true solution to global warming is developed, ~~solar geoengineering~~ the world ~~is~~ is not quite ready for solar geoengineering.

Should solar geoengineering be used to reduce global warming? No solar geoengineering should not be used to reduce ~~the~~ global warming because if we stop sunlight that come to the Earth, ~~we will~~ we will cause to other thing to not reproduce. ~~geoengineering~~ solar is term that is used to describe a group of hypothetical technologies that could, in theory, the way to stop overwarming or sunlight enter to the Earth. In fact solar geoengineering is a way to stop plant to growing and not produce thing that human to survive. Leting solar geoengineering be used it will caused to the planet to get cold. According to Text # "studies have shown that solar radiation management could be accomplished and that would cold the planet." In other words this mean that if we stop the raditions of the sun it will cause the Earth to get colder and plant to reproduce or grow the. In concultion solar geoengineering it not a good way to stop global warming over highte.

In recent years scientists have been trying to develop alternative ways to reduce global warming. One idea that science came up with is solar geoengineering. This new technology when put in place will be a positive because it will reduce the global temperature.

One way ~~to~~ solar geoengineering would be a benefit is it would cool the planet enough over time to stop extreme weather events. Text 1 talks about how stratospheric aerosol injections can help lower the temperature of the planet by putting a cloud of aerosol into the stratosphere, while also lowering the risks of extreme weather. It is stated that "[Researchers] have looked at changes to climate extremes such as heatwaves ... they've found that solar geoengineering over land regions could be very effective at reducing these extremes" (Text 1 Lines 40-42). This would be a positive because the weather would not be as drastic as it is and it would have a more average temperature. Another example is in text 2 which talks about how injecting sulfuric acid

into the stratosphere would cool the planet. This article states "If you cool the planet enough to keep that ice, says Calderia, then this dominates the climate response" (Text lines 32-33). This would be a positive because with polar ice, the water would stay cool and it will no longer melt increasing the water levels.

Solar geo engineering also has another positive aspect to it being the earth's overall temperature is reduced.

One example of this is in Text 1 where it talks about how putting sulfuric acid into the atmosphere would be similar to the ash of a volcano. The article reads "This technique, which is known as, "stratospheric aerosol injection", could cool the planet in a similar way to a large volcanic eruption." (Text 1 lines 28-29).

This would be beneficial because the ash from a volcanic eruption covers the sky, not allowing sunlight through cooling the area where the eruption took place. This is similar to a text 2 example where injecting sulfuric acid into the sky would be beneficial because it would cool the earth by 1 degree.

"Under Keith's projections, a world that would

have warmed 2 degrees C [Celsius] by centuries and would instead warm 1 degree C." (Text 2 lines 10-11). This would be beneficial because with the cooling of earth by 1 less degree may make it more comfortable to live on.

While solar geoengineering has its positive aspects there are also major negative ones. Text 3 is all about the negatives and how geoengineering would cause more problems than it would solve. ~~One example is the "moral hazard" because people would not be solving the problem just finding a scapegoat.~~ One example is how this sulfuric acid will destroy the ozone layer and thus leading to our doom. It says "Arguably, the most serious side effect is that sulfates could lead to the destruction of the ozone" (Text 3 lines 43-44). This would be very bad because without the ozone humans and animals could not survive. But this is only a possibility which means it could happen but is not bound to happen because scientists can come up with a solution to this problem.

Solar Geoengineering has become

a major part of recent history because it could be the solution to the major problem of global warming. This is why the major aspects of it ~~is~~ would be a necessity to have so the human race can live on.

Practice Paper A – 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. 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.

Practice Paper B – Score Level 3

Holistically, this essay best fits the criteria for Level 3. Although this is holistically a Level 4 essay that introduces a precise claim and demonstrates appropriate and accurate analysis of the texts to support the claim, distinguishes the claim from an opposing claim with sufficient evidence, proper citations and acceptable organization with a formal style and a partial control of conventions, the essay addresses fewer texts than required by the task and can be scored no higher than a 3.

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 opposing claim. Ideas are presented and supported fully and thoughtfully, employing a wide range of specific and relevant evidence that is properly cited. The essay exhibits skillful organization of ideas and information in a cohesive and coherent manner while maintaining a formal style that uses sophisticated language and structure. The essay demonstrates control of conventions with essentially no errors.

Practice Paper D – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim opposing solar geoengineering but demonstrates confused and unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inaccurately, making some use of evidence that may be irrelevant. The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay lacks a formal style, using some language that is imprecise. The essay demonstrates a lack of control of conventions, exhibiting frequent errors that make comprehension difficult.

Practice Paper E – 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 an opposing claim. The essay presents ideas sufficiently with proper citations and exhibits acceptable organization with a formal style and appropriate structure, demonstrating partial control of conventions.



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

Text Analysis: Exposition

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

- 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.

The central idea of the text is that a child cannot be restrained from having something they want, and that they are excited to get. In this passage, it is shown that the narrator even comes up with their own philosophy in order to get away with stealing pears. The author shows the narrator's excitement for the pear tree by using repetition.

When the narrator is describing the pear tree, they use repetition to ~~to~~ depict how much they want to eat the pears. The narrator states, "I could see the pears, and I knew I wanted them... I wanted them mostly for wanting them. I wanted pears... More, though, I wanted wanting and getting, and I invested means" (lines 14-18). The author makes use of repetition to depict the narrator's great desire to have pears from the pear tree by repeating the phrase "I wanted". This supports the idea that when a child is excited to get something, they will do anything possible to get that thing. The narrator also makes note of how "ready" the pears are for eating, "The pears were fit and ready for eating... but I chose only five, those that were most ready... I kept seeing the pears until they were ready" (24-30). The narrator's repetition of the readiness of the pears depicts the excitement of eating the pears. The author did this to show how a child cannot be restrained from having something if they want it bad enough, which is shown through the narrator's anticipation for the fruits being ready enough for eating.

The author also uses repetition to depict how the narrator

tries justifying his actions. The narrator states, "I hope he needs this because I want him to know that I am not a thief and never have been... and I hope he reads this because I am going to tell him why" (lines 1-6). The repetition almost makes it seem that the narrator doubts what he has to say, yet he will still try justifying it. The author does this to show that a child cannot be restrained from something they are excited to get, because even if they know that they are in the wrong, they will try justifying their actions.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*The central idea of the text is that a child cannot be restrained from having something they want, and that they are excited to get*) and a writing strategy (*The author shows the narrator’s excitement for the pear tree by using repetition*) that clearly establishes the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of repetition to develop the central idea (*The author makes use of repetition to depict the narrator’s great desire to have pears from the pear tree by repeating the phrase “I wanted” and The narrator’s repetition of the readiness of the pears depicts the excitement of eating the pears*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The narrator states, “I could see the pears, and I knew I wanted them ... I wanted them mostly for wanting them. I wanted pears ... More, though, I wanted wanting and getting, and I invented means” and The narrator also makes note of how “ready” the pears were for eating, “The pears were fat and ready for eating ... but I chose only five, those that were most ready ... I kept seeing the pears until they were ready”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces a central idea and writing strategy followed by two supporting paragraphs that discuss and exemplify how *when a child is excited to get something, they will do anything possible to get that thing* and how the narrator justifies his actions (*The author does this to show that a child cannot be restrained ... because even if they know that they are in the wrong, they will try justifying their actions*).
- The response establishes and maintains a formal style, using precise language and sound structure (*In this passage, it is shown that the narrator even comes up with their own philosophy in order to get away with stealing pears and The repetition almost makes it seem that the narrator doubts what he has to say, yet he will still try justifying it*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*child ... they and enouf*), though it does alternate between plural and singular pronouns when referencing the narrator.

A central idea can be derived when reading text. This is shown in the passage "Five Ripe Pears" by William Saroyan. The central idea of this passage is that Saroyan is misunderstood to be a thief. Irony is used to develop this central idea to show how no one understands him.

Irony is used throughout the passage to emphasize Saroyan's struggle to prove his innocence. This is shown in the text where it states, "This was an instantaneous misunderstanding, and I knew I was being taken for a thief, which was both embarrassing and annoying." "I had nothing to say because I had the pears." Irony is used to show how Saroyan's attempt to use the pears as an excuse only sets him into more trouble. His outcome is not what he intended. Another instance of irony that ~~prove~~ explains the central idea states, "I hear you have been stealing pears. Where are they? ... It was a pity I could not tell them I hadn't stolen the pears because I had created them, but I knew how to say only that which others expected me to say." This also uses irony to show Saroyan's inability to justify himself, as he ate the evidence that he was going to use to prove his innocence. It is ironic how Saroyan eats the fruits that show ~~to~~ what he was doing, which caused him to be late.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The central idea of this passage is that Saroyan is misunderstood to be a thief*) and a writing strategy that establishes the criteria for analysis (*Irony is used to develop this central idea to show how no one understands him*).
- The response demonstrates an appropriate analysis of the author’s use of irony to develop the central idea (*Irony is used to show how Saroyan’s attempt to use the pears as an excuse only gets him into more trouble and This also uses irony to show Saroyan’s inability to justify himself, as he ate the evidence that he was going to use to prove his innocence*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (“*This was an instantaneous misunderstanding, and I knew I was being taken for a thief, which was both embarrassing and annoying*” and “*I hear you have been stealing pears. Where are they? ... It was a pity I could not tell them I hadn’t stolen the pears because I had created them, but I knew how to say only that which others expected me to say*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an introduction that presents the central idea and writing strategy of irony, followed by a supporting paragraph that discusses and exemplifies how *Irony is used throughout the passage to emphasize Saroyan’s struggle to prove his innocence*.
- The response establishes and maintains a formal style, using precise language and sound structure (*His outcome is not what he intended and It is ironic how Saroyan eats the fruits that show what he was doing, which caused him to be late*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*emphasize, embarrassing*).

In the story "Five Ripe Pears" by William Saroyan, a young boy is viewed as a thief, when his thoughts prove his actions were of no such. The central idea of this story is that outsiders' opinions on someone's character can be incorrect without knowing that person's thoughts.

The author uses characterization in this story to portray how the young boy was not a thief, while others believed he was. The first example of this is when the boy explains how the fence was not enclosing the entire tree, and he truly believed that "the pears growing on the branches beyond the fence are mine - if I can reach them" (lines 12-13). However, those who did not know this assumed he knew he was not supposed to take them, ~~and~~ leading them to think he is a thief. This characterization of the boy as ~~a~~ young and ~~unaware~~ unaware, proves his innocence. The second example of this is when he is attempting to get the pears. He explains "after I had leaped two or three times I began to leap because it was splendid to leap" (lines 34-35). This quote shows how his playfulness and joy make him not a thief, but a kid who doesn't know any better. The final example of this is when he says "It was not pleasant, either, to hear him say that I had stolen, because I hadn't."

(line 65). This example conveys how the boy ~~did~~ had no intentions of being a thief and did not believe he was. This characterization of ignorance proves that those who viewed him as a thief were incorrect because they did not understand that he thought he was allowed to take them.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The central idea of this story is that outsider’s opinions on someone’s character can be incorrect without knowing that person’s thoughts*) and a writing strategy (*The author uses characterization in this story to portray how the young boy was not a thief, while others believed he was*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of characterization to develop the central idea (*This characterization of the boy as young and unaware, proves his innocence and his playfulness and joy make him not a thief, but a kid who doesn’t know any better*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*he truly believed that “the pears growing on the branches beyond the fence are mine – if I can reach them” and The final example of this is when he says “It was not pleasant, either, to hear him say that I had stolen, because I hadn’t”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response with an opening paragraph that introduces the central idea, followed by a paragraph that introduces characterization and provides examples of how *This characterization of ignorance proves that those who viewed him as a thief were incorrect because they did not understand that he thought he was allowed to take them*.
- The response establishes and maintains a formal style, using appropriate language and structure (*However, those who did not know this assumed he knew he was not supposed to take them, leading them to think he is a thief and This example conveys*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*thief; of no such; outsider’s opinions; unaware, proves; says “It; intentions*) that do not hinder comprehension.

In "~~the excerpt from~~" the excerpt from "Five Ripe Pears" by William Saroyan, the central idea is that temptation turns us ~~into~~ to commit bad decisions. Saroyan develops the central idea by using Imagery.

For example, Saroyan says "the pears growing on the branches beyond the fence are mine - if I can reach them" (line 12). He gives us a visual of the pear tree and a branch hanging in his side of the fence. He's so tempted in taking the ripe pears and tries to justify it by saying that since it's on his side it automatically means it's his. Another example of ~~the~~ Imagery is "I was thirsty for the sweet fluids of growing fruit, and for things less tangible" (line 19). You can picture how badly he wants to eat the pear even though it's not his. He ends up ~~to~~ picking 5 ripe pears which makes him a thief. This big temptation to eat and have the ripe pears made him steal them which led to Mr. Pollard punish him. Saroyan's use of Imagery established to central idea that bad decisions are made due to falling in temptation.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*In the excerpt from “Five Ripe Pears” by William Saroyan, the central idea is that temptation turns us to commit bad decisions*) and a writing strategy (*Saroyan develops the central idea by using Imagery*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He gives us a visual of the pear tree ... He’s so tempted in taking the ripe pears and tries to justify it and You can picture how badly he wants to eat the pear ... This big temptation ... made him steal them*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis (*For example, Saroyan says “the pears growing on the branches beyond the fence are mine – if I can reach them” and Another example of imagery is “I was thirsty for the sweet fluids of growing fruit, and for things less tangible”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and writing strategy and a second paragraph that discusses how the writing strategy of imagery supports the central idea (*Saroyan’s use of imagery established to central idea that bad decisions are made due to falling in temptation*).
- The response lacks a formal style, using language that is basic and imprecise (*turns us to commit, in for “on”, tempted in taking, 5, falling in temptation*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*William; using Imagery; side it; pears ... its; tangible; thief; punish him*) that do not hinder comprehension.

The central idea of this text is that the author feels pity for being called a thief.

The author's writing strategy in the passage is literary element. This develops the central idea because he uses settings in the passage.

According to Saroyan "The details are blurred, but I remember sitting in the school office, feeling somewhat of a thief, waiting for Mr. Pollard, our principal." This evidence reveals that the author was in school feeling hungry. When he spotted a pear tree, he took 5 pears, and arrived 10 mins late to class. When he showed his teacher the pears, the teacher and the school thought he was a thief, and decided to punish him.

My ideas into this statement is that the author felt like he isn't a thief but his action took control of him, and started to feel

pity about what he did. I think the author chose the setting to be a school because he wants the readers to know the consequences of your actions and make us feel we didn't do nothing wrong, and that moment can take control of your emotions.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The central Idea of this text is that the author feels pity for being called a thief*). Although the response initially begins with an ambiguous statement on writing strategy (*The author’s writing strategy in the passage is literary element*), it goes on to introduce a suitable writing strategy (*This develops the central idea because, he uses settings in the passage*).
- The response demonstrates a superficial analysis of the author’s use of setting (*This evidence reveal that the author was in school feeling hungray*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately and inaccurately, citing only one indirect reference (“*The details are blurred, but I Remember sitting in the School office, feeling somewhat of a thief, waiting for Mr. Pollard, our Principal*” and *in school feeling hungray, when he Spotted a Pear tree*) in an attempt to support analysis.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces a central idea followed by a second paragraph that introduces setting as the writing strategy and provides two examples of school as the setting (*late to class and the school thought he was a thief*). While the concluding paragraph reiterates the central idea (*his action took control of him, and started to feel Pity*), an inconsistency occurs as the focus shifts from narrator to reader and the author’s use of setting, from showing his feelings of *pity* to choosing *the Setting to be a school because, he wants the readers to know the consequences of your actions, and make us feel we did’nt do nothing wrong*).
- The response lacks a formal style (*5 pears and 10 mins*), using language that is basic and imprecise (*The author’s writing strategy in the passage is literary element; My ideas into this statement; his action took control of him, and started to feel Pity*). The response also imprecisely uses the word *pity* to describe the author’s feelings.

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*evidence reveal; hungray; Showed ... decide to; because, he wants; we did’nt do nothing*) that do not hinder comprehension.

Every wanted something and feel like you couldn't get it because society wouldn't let you. In ~~the~~ this story call "Five Ripe Pears". The kid in the story had been looking at a pear for some time and he wanted one. This ~~is~~ was an example of ~~character~~ symbolism in life. The kid was an every day worker the pear was hope and dream and the fence ~~is~~ is society.

At the beginning he kept trying to get the pear and kept failing and failing and once he got it he brag about pears he came back and after that ~~he~~ gotten in trouble for stealing the pear. ~~is~~ This symbol's that he was try hard to get his dream's and once he have got his dream it has been crash because he gotten to cocky about it.

In the story there was the fence around the trees and he say an easy way to get one and once he got it he gotten in ~~trouble~~ trouble for stealing.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*Every wanted something and feel like you couldn't get it because society wouldn't let you*) and a writing strategy (*This was an example of symbolism in life*).
- The response demonstrates a superficial analysis of the author's use of symbolism to develop the central idea (*The kid was an every day worker the pear was hope and dream and the Fance is society and This symbolis that he was try hard to get his dreams*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately (*he kept trying to get the pear and kept failing and failing and after that gotten in trouble for steeling the pear*) and inaccurately (*onces he got it he brag abat pears and he gotten to cocky about it*) in an attempt to support analysis.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create coherence, with an opening paragraph that implies a central idea that society may interfere with one's dreams and explains how symbolism is used in the story, followed by a body paragraph that attempts to support the dream aspect of the central idea, although the *everyday worker* and *society* are not further addressed (*onces he have got his dream it has been crash*). The concluding paragraph is a summary of the events with no reference to the central idea or writing strategy (*onces he got it he gotten in troble for steeling*).
- The response lacks a formal style, using the second person pronoun in the first paragraph (*society wouldn't let you*) and using *kid* for "boy" (*The kid in the story*) and language that is basic (*In the story there was the fance aroud the trees*) and imprecise (*Every* for "ever", *steeling* for "stealing", *onces he have got, to* for "too").

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*story call, the pear was hope and dream and, Fance, beigning, onces, he brag abat, pears he came, symbolis, was try hard, it has been crash, becaues, he gotten, aroud, he say, troble*) that make comprehension difficult.

No matter what your dream is, no matter how hard it is to reach that goal, never give up. If you are passionate about something, succeed to reach your dream. Having a dream gives you a reason to enjoy life. A dream gives you a purpose to try hard to achieve this dream. Without a dream life is boring, working one day after another dull and disinterested. You go through the motions of looking like you are happy but you are missing the passion of looking forward to achieving your dream. If your dream is going to college then getting the job you have always wanted or having a happy family with children or being a writer or scientist or helping other people who are homeless and hungry. A dream will help you when school or training gets hard and you're tired of studying. But, just remember do not get in trouble at school or take something that is not yours!

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused and generalized central idea about reaching one’s goal (*If you are passionate about something, succeed to reach your dream*).
- The response demonstrates no analysis of the author’s use of a writing strategy as no writing strategy is introduced.

COMMAND OF EVIDENCE:

- The response presents no direct evidence from the text, including only an indirect reference to getting *in trouble at school and take something that is not yours*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response. The response consists of two paragraphs, the first addressing an off-task central idea (*No matter what your dream is, no matter how hard it is to reach that goal, never give up*), and a second paragraph that discusses the importance of following a dream, concluding with a sentence that vaguely relates to the text.
- The response establishes and maintains a formal style, using appropriate language and structure (*You go through the motions of looking like you are happy but you are missing the passion of looking forward to achieving your dream and A dream will help you when school or training gets hard and your tired of studying*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*life A; acheive; dream, Without; another dull; allways; your tired*) that do not hinder comprehension.
- Although the response exhibits both Level 1 and Level 3 criteria, it is a personal response, making little reference to the task or text and can be scored no higher than a 1.

In the Short Story "Five Ripe Pears" They show different type of different figurative speech like similie

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The response introduces an incomplete writing strategy (*In the Short Story "Five Ripe Pears" They Show different type of Different figurative speach like similie*).
- The response demonstrates no analysis of the author's use of the writing strategy to develop a central idea as no central idea is introduced.

COMMAND OF EVIDENCE:

- The response presents no evidence from the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, consisting of only one sentence.
- The response is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

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

The author used literary element to show how the girl felt bad for steal the apple. The girl stolen the pears from the trees. Also the girl was late to her class because of it. The girl felt bad for what she done so she ate the evidence. The girl felt cent she seen the pears before they were pears she could eat them, she got trouble by teacher,

The girl love pears and that why she pick them off the tree she took 5 of them and at all the evidence of the 5 pears. The teacher ask for them. She felt embarrasing and anncying about the whole problem. The teacher was angry and she said Her sir to Makee him less angry. She wants a pears tree in her bacie yard, she know she got in trouble

If old man Pollard is still alive I hope he reads this because I want him to know I am not a thief and never have been. Instead of making up a lie, which I could have done, I told the truth and got a licking. I don't care about the licking cause I got a lot of them in grammar school. It was part of my education. Some of them I deserved and some I didn't. The licking Mr. Pollard gave me I didn't deserve, and I hope he reads this because I am going to tell him why. I couldn't tell him that day because I didn't know how to explain what I knew. I am glad I haven't forgotten, though, because it is pretty important.

It was about spring pears. The trees grew in a yard protected by a spike fence, but some of the branches grew beyond the fence. I was six, but a logician. A fence, I reasoned, can protect only that which it encloses. Therefore, I said the pears growing on the branches beyond the fence are mine if I can reach them. And I couldn't. Love of pears, though, encouraged effort. I could see the pears, and I knew I wanted them. I did not want them only for eating, which would have been barbaric. I wanted them mostly for wanting them. I wanted pears.

It is easy to become consumed by the evidence of a scenario, not taking into account the intent of a scenario. In the short story, "Five Ripe ~~and~~ pears", the narrator has found himself in this type of predicament, not being able to explain his intent. ~~Through~~ ~~through~~ Through diction, William Saroyan develops his central idea that sometimes people are not what they seem.

At the age of six, the narrator found himself drawn to a pear tree. Even though he wanted to take the pears, he did not perceive this taking as a form of theft. He saw it as an "adventure", "art", "religion", and an "exploration" ~~and~~ (lines 21-22). These words convey the conquest and the admiration of the idea of obtaining the pears and it is clear that the narrator did not see this act as stealing. However, when he came back to class, "the pears to Miss Larkin were ~~the only evidence~~ only the evidence" to prove that he had "stolen" the pears (line 48).

Additionally, when he goes into the principal's office, Mr. Pollard immediately perceived him as a thief, even though the narrator had justification that he just couldn't quite explain. He expresses how he "made them", and how he "had created them" (lines 70-73),

but he could not say it out loud. Even though he ~~wasn't~~ didn't really grow the tree, the words "made" and "created" demonstrate how he genuinely believes he nurtured the trees. After all, he is a six year old boy. This shows that the adults in the story should have gotten the whole story before scolding a six year old boy about something that he believes does not make him a thief.

~~He is a six year old boy. This shows that the adults in the story should have gotten the whole story before scolding a six year old boy about something that he believes does not make him a thief.~~

Part 3 – Practice Paper – D

In the passage "Five Ripe Years"
the author uses symbolism to develop
the central idea.

Part 3 – Practice Paper – E

To justify ones wrong doing is a way to escape the difficulties being faced by that person. The central idea of William Saroyan ~~excerpt~~ excerpt, Five Pipe Pears is how people attempt to justify their actions in this case their wrong doings. The writer best uses this in forms of metaphors to further elaborate on the central idea on how people ~~justify~~ make an attempt to justify the actions they take.

This can be seen through the writers use of metaphors. The ~~writer~~ ~~first~~ narrator makes an attempt to justify his crimes by calling it an art and a philosophy.

This can be seen when the narrator says "A thief can be both an artist and a philosopher and probably should be both. I do not know whether I invented the philosophy to justify theft or whether I denied the existence of theft in order to invent the philosophy." This ties back to the central idea on how people justify their actions to make themselves look good or not as bad as they seem to be. You are able to see ~~this~~ this when the narrator explains how he invented this philosophy to avoid thinking of it as theft or just complete ignoring the idea of theft as a whole.

The author best explains the central idea by the continue use of metaphors. By calling it an art and a philosophy, it ties back to the idea of how ~~pepe~~ people make attempts to justify their actions in order to feel better about themselves

Practice Paper A – Score Level 2

Holistically, this is a Level 2 response. It introduces a central idea of *how the girl felt bad* while it states the author *used Literary element* to support the central idea. This is not followed through with, or clarified by, any appropriate analysis. The response presents ideas inconsistently and inaccurately, exhibiting inconsistent organization and failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise that contains some convention errors that hinder comprehension.

Practice Paper B – Score Level 0

Holistically, this is a Level 0 response. The response is totally copied from the text with no original writing.

Practice Paper C – Score Level 4

Holistically, this is a Level 4 response. It demonstrates a thoughtful use of diction to develop the established central idea, which is sufficiently supported with relevant evidence. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language and sound structure with infrequent errors.

Practice Paper D – Score Level 1

Holistically, this is a Level 1 response. The response introduces a writing strategy in a one-sentence response that does not include a central idea. The response presents no analysis and no evidence. The response is minimal, making assessment of coherence, organization, style and conventions unreliable.

Practice Paper E – Score Level 3

Holistically, this is a Level 3 response. It introduces a clear central idea and a writing strategy and demonstrates an appropriate analysis of metaphor. It presents sufficient evidence and exhibits acceptable organization of ideas and information while maintaining a formal style. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2023**

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

The *Chart for Determining the Final Examination Score for the June 2023 Regents Examination in English Language Arts* will be posted on the Department’s web site at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> 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 <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
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 – June 2023

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

(Use for the June 2023 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	56	2
55	99	5	26	55	2
54	98	5	25	52	1
53	97	5	24	49	1
52	96	5	23	46	1
51	95	5	22	44	1
50	94	5	21	41	1
49	93	5	20	38	1
48	91	5	19	35	1
47	90	5	18	32	1
46	89	5	17	29	1
45	88	5	16	26	1
44	87	5	15	23	1
43	86	5	14	20	1
42	85	5	13	16	1
41	83	4	12	13	1
40	82	4	11	10	1
39	81	4	10	9	1
38	79	4	9	8	1
37	77	3	8	7	1
36	76	3	7	6	1
35	74	3	6	5	1
34	72	3	5	4	1
33	70	3	4	3	1
32	68	3	3	2	1
31	65	3	2	1	1
30	63	2	1	1	1
29	61	2	0	0	1
28	59	2			

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

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

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

* 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](https://www.nysed.gov/state-assessment/high-school-regents-examinations)

(<https://www.nysed.gov/state-assessment/high-school-regents-examinations>)