

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Thursday, August 14, 2014 — 12:30 to 3:30 p.m., only

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

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

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

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

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

Part 1

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

Reading Comprehension Passage A

Against the clamor of the city, who could hear the prayers being uttered in Peace Lane? Who would notice people whose dearest wish in life is not to be praised for merit but only to avoid making mistakes? Here a lean-to shed has been added on to the terrace and the courtyard roofed over to make a kitchen. If you were to look down upon the rooftops of the city, you would find them in utter disarray, worn and dilapidated, structures built on top of structures, taking up every bit of free space. This was especially true of the older *longtang*,¹ like Peace Lane—it’s a miracle that they haven’t collapsed yet. About a third of the tiles were broken, patched over in places with bits of felt, the wooden frames on the doors and windows were blackened and rotting, with everything in view a uniform ash gray.

But though it was falling apart on the outside, the spirit of the place remained; its inner voice, though stifled, was still audible. But amid all the noises of this city, just what did this voice amount to? There was never a moment of peace and quiet in the city; the day had its sounds, as did the night, and between them they drowned that voice out. But it was still there—it couldn’t be silenced because it was the foundation upon which the hubbub and commotion fed; without it all of those noises would have been nothing but an empty echo. But what did this voice say? Two words: *to live*. No matter how loud the noise became, no matter what a rumpus it made, or how long it carried on, it could never find those two words. Those two little words weighed a ton, so they sank, and sank—all the way down, to the very bottom; only immaterial things like smoke and mist could float up to the surface. It was impossible to listen to this voice without crying. The prayers whispered in Peace Lane went on day and night, like an ever-burning alter [*sic*] lamp, but they weren’t burning on oil: inch by inch, they were burning thoughts. In contrast, the chaotic noises echoing in the city’s air were nothing but the scraps and leftovers of life, which is why they could be so liberally strewn about. The prayers concealed throughout those thousands of Shanghai *longtang* rang out louder and clearer than all the church bells in Europe: they created a rumbling thunder that seemed to emerge from the earth itself, the sound of mountains crumbling. A shame we had no way of participating in this ourselves, but just looking at the abyss they created was enough to make the heart grow cold. See what they have done to this place! It is hard to say whether this was a form of construction or destruction, but whatever it was, it was massive.

What Peace Lane prayed for was peace itself. You could hear it even from the bell that was rung every night to warn people to mind their kitchen fires. Peace is not something ordinary, but Peace Lane had an ordinary heart and its prayers were quite humble as well; these modest requests, however, were not easily granted. No major disaster had befallen Peace Lane in many years, but little things kept coming up, such as someone falling off the balcony while bringing in their laundry, another getting electrocuted when he turned off a light switch with a wet hand, pressure cooker explosions, rat poison accidentally ingested. If all these, who died wrongful deaths, had cried out, their howls would have been deafening. So how could one not pray for peace and security?

¹*longtang* — vast neighborhoods inside enclosed alleys

40 In the early evening, when the lights came on, you could see in all the windows the
watchful eyes of frightened people looking out for signs of trouble. But whenever something
bad did happen, no one ever saw it coming. This was where Peace Lane had gone numb
and where it displayed its pragmatism. The residents were never prepared for the closest
45 dangers. Yes, they understood the dangers of fire and electricity, but beyond that they had
no imagination. And so if you were to see the people of Peace Lane praying, they would be
like idiots reciting a book from memory, chanting with their lips but not their minds,
repeating the same incantations over and over again. Meanwhile the flowerpot
50 sitting on the windowsill was just an inch away from falling down, but no one ever bothered
to move it; the termites had already done their work on the floors, but no one ever seemed
to care; illegal structures kept being added one on top of the other, causing the foundation
to sink, yet another one was about to be built. During the typhoon season, when Peace Lane
shook and rattled and it appeared as if the entire neighborhood was going to pieces, people
55 curled up in their rooms, complacently enjoying the cool breeze brought by the storm.
What people in Peace Lane prayed for was to be able to live in a fool's paradise—they would
rather turn a blind eye and never ask questions. The pigeon whistles sounding in the
morning sang of peace, announcing the good but never the bad; but even if they had, would
that have made a difference? You might be able to escape it in the first round, but would
60 you escape in the second? Put that way, those prayers must imply an acceptance, a sort of
Daoist resignation to reality. For want of anything else to pray for, night after night they
pray for peace, but that was just wishful thinking. ...

But now the story seems to be coming to an end. Even those who attempt brazen acts
with a smiling façade are met with sober, straight faces: the time for equivocation² was over.
The tide was receding and the rocks would soon be exposed. Counting on one's fingers, one
65 finds that the Shanghai *longtang* have quite a few years on them—a few more and they'll
be treading on thin ice. Going up again to the highest point in the city and looking down,
one sees that the crisscrossing *longtang* neighborhoods are already beginning to look
desolate. If these had been large imposing building[s], that desolation might be mitigated
by their grand proportions. But *longtang* buildings all have low walls and narrow courtyards,
70 filled with ordinary people carrying out their mundane tasks: could places like these be
thought of as desolate? Desolation takes on a comical aspect in such places, and that only
makes the people living there all the more dejected. Putting it in harsher terms: the whole
place bore a certain resemblance to a heap of rubble. With the leaves falling in early
winter, all we see are broken bricks and shattered tiles. Like an aging beauty who retains
75 her alluring profile, it can no longer bear scrutiny. Should you insist on searching for a trace
of her former charm—after all, not everything is erased—you would have to look for it in
the turn of the alley. Left here, right there, as if glancing coquettishly³ from side to side, but
the eyes that are so flirtatious are also getting on in years, they have lost their luster and are
incapable of grabbing hold of your attention. Soon, sleet began to come down—that was the
frigid past accumulated over generations—turning to water before it even hit the ground. ...

—Wang Anyi

excerpted and adapted from *The Song of Everlasting Sorrow:*
A Novel of Shanghai, 1995
Columbia University Press

²equivocation — avoiding the truth

³coquettishly — flirtatiously

- 1 The sentence, “But it was still there ... an empty echo” (lines 13 through 15) contributes to a central theme by
- (1) connecting the people’s inner feelings and outer lives
 - (2) suggesting a reason for the longtang’s crumbling structure
 - (3) emphasizing the people’s quiet and calming activities
 - (4) reflecting a shift in the longtang’s character
- 2 The author’s use of figurative language in lines 18 and 19 serves to emphasize a sense of
- (1) community spirit (3) emotional burden
 - (2) societal unrest (4) material value
- 3 As used in line 19, the phrase “immaterial things” means that the things are
- (1) unimportant (3) frightening
 - (2) unforeseen (4) difficult
- 4 According to lines 31 through 39, a person living in the longtang would most probably pray for
- (1) protection from neighborhood conflict
 - (2) a quiet and uneventful life
 - (3) wealth and good fortune
 - (4) an end to the current war
- 5 Lines 40 through 53 suggest that the longtang people
- (1) make the best of their situation
 - (2) survive difficult challenges
 - (3) band together in times of need
 - (4) ignore impending danger
- 6 The comparison in lines 73 through 78 emphasizes the longtang’s
- (1) former vitality (3) past importance
 - (2) enduring strength (4) lasting beauty
- 7 The reference to the seasons in the final paragraph conveys a sense of
- (1) anticipation (3) hope
 - (2) loss (4) worthlessness
- 8 The author’s description of the people’s prayers and the longtang stresses the
- (1) futility of the people’s situation
 - (2) security of the people’s future
 - (3) importance of the people’s traditions
 - (4) complexity of the people’s needs
- 9 Overall, the author’s view of the people of the longtang could best be described as
- (1) intolerant (3) sympathetic
 - (2) objective (4) ambiguous
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Reading Comprehension Passage B

Money Musk

Listen, you upstate hillsides (nothing
Like the herb-strewn fields of Provence¹)
Which I have loved
So loyally, your wood lots
5 And trailers and old farmhouses,
Your satellite dishes—

Haven't I driven
Past the strip malls and country airports,
The National Guard armories and even
10 That abandoned missile depot
Clutched in the lake's fingers
Past the tattered billboards.
The barns spray-painted with praise,

Past the farm tools, fiddles,
15 And fishing lures, the sprung bellows
Of accordions on the tables of flea markets,
Just to catch a glimpse of you as you once were,
Like the brass showing, raw and dull,
Where the silver plate has worn off
20 The frame around this mirror, and the silver
Gone too, the only reflection as faint

As light on dusty glass,
And beyond it, tarnished, dim, the rafters
And beams of the attic where I climbed
25 To take out my grandmother's mandolin
And play on the three or four unbroken strings
With a penny for a pick.

Listen,

Wasn't that offering enough, a life
30 Of playing half-badly on an antique instrument,
Trying to catch a tune you'd long ago
Forgotten even the name of, *Money Musk*
Or *Petronella*.² Wasn't it enough
To take my vows of poverty of spirit
35 Before the plain geometry of a 19th-century
Farmhouse, and praise no other goods

¹Provence — a region of southern France

²Money Musk or Petronella — classic old American dances

GO RIGHT ON TO THE NEXT PAGE ➡

Than this rectitude,³ this stillness,
This clarity you have spurned now, oh
Landscape I have sung
40 Despite my voice, despite the stubborn
Silence behind your tawdry,⁴ best intentions.

—Jordan Smith
from *The Cortland Review*
Issue Eight, August 1999

³rectitude — honesty

⁴tawdry — cheap

- | | |
|---|--|
| <p>10 The details presented in lines 4 through 13 emphasize the landscape's</p> <ul style="list-style-type: none">(1) historical significance(2) beauty(3) economic possibilities(4) transformation <p>11 What shift in focus occurs from lines 7 through 27?</p> <ul style="list-style-type: none">(1) from social conflict to personal conflict(2) from external description to childhood memory(3) from the narrator's feelings to his family's feelings(4) from the narrator's thoughts to the narrator's actions | <p>12 What is the effect of the simile used in lines 21 and 22?</p> <ul style="list-style-type: none">(1) It suggests how the narrator has changed.(2) It conveys the narrator's lack of awareness.(3) It indicates the darkness of the setting.(4) It emphasizes the diminishing of the past. <p>13 Which word best describes the narrator's tone in lines 28 through 38 of the poem?</p> <ul style="list-style-type: none">(1) frustrated(2) embarrassed(3) contentment(4) respectful <p>14 Lines 33 through 37 contribute to a central theme in the poem by describing the narrator's</p> <ul style="list-style-type: none">(1) wish to live in a suburban setting(2) obligation to continue a past tradition(3) commitment to the values of a past era(4) reluctance to accept different points of view |
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Reading Comprehension Passage C

This is an excerpt from a speech given by Red Jacket, Chief of the Seneca Nation, to the United States acting secretary of war in Washington, D.C., on February 10, 1801.

5 ...Brother, the business on which we are now come is to restore the friendship that has existed between the United States and the Six Nations, agreeably to the direction of the commissioner from the fifteen fires¹ of the United States. He assured us that whensoever, by any grievances, the chain of friendship should become rusty, we might have it brightened
by calling on you. We dispense with the usual formality of having your speech again read, as we fully comprehended it yesterday, and it would therefore be useless to waste time in a repetition of it.

10 Brother, yesterday you wiped the tears from our eyes, that we might see clearly; you unstopped our ears that we might hear; and removed the obstructions from our throats that we might speak distinctly. You offered to join with us in tearing up the largest pine-tree in our forests, and under it to bury the tomahawk. We gladly join with you, brother, in this work, and let us heap rocks and stones on the root of this tree that the tomahawk may never again be found. ...

15 Brother, we observe that the men now in office are new men, and, we fear, not fully informed of all that has befallen us. In 1791 a treaty was held by the commissioners of Congress with us at Tioga Point, on a similar occasion. We have lost seven of our warriors, murdered in cold blood by white men, since the conclusion of the war. We are tired of this mighty grievance and wish some general arrangement to prevent it in future. The first of these was murdered on the banks of the Ohio, near Fort Pitt. Shortly after two men
20 belonging to our first families were murdered at Pine Creek; then one at Fort Franklin; another at Tioga Point; and now the two that occasion this visit, on the Big Beaver. These last two had families. The one was a Seneca; the other a Tuscarora. Their families are now destitute of support, and we think that the United States should do something toward their support, as it is to the United States they owe the loss of their heads.

25 Brother, these offences are always committed in one place on the frontier of Pennsylvania. In the Genesee country we live happy and no one molests us. I must therefore beg that the President will exert all his influence with all officers, civil and military, in that quarter, to remedy this grievance, and trust that he will thus prevent a repetition of it and save our blood from being spilled in future.

30 Brother, let me call to mind the treaty between the United States and the Six Nations, concluded at Canandaigua. At that treaty Colonel Pickering, who was commissioner on behalf of the United States, agreed that the United States should pay to the Six Nations four thousand five hundred dollars per annum, and that this should pass through the hands of the superintendent of the United States, to be appointed for that purpose. This treaty was
35 made in the name of the President of the United States, who was then General Washington; and, as he is now no more, perhaps the present President would wish to renew the treaty. But if he should think the old one valid and is willing to let it remain in force we are also willing. The sum above mentioned we wish to have part of in money, to expend in more agricultural tools and in purchasing a team, as we have some horses that will do for the purpose. We also wish to build a sawmill on the Buffalo creek. If the President, however,
40 thinks proper to have it continue as heretofore, we shall not be very uneasy. Whatever he may do we agree to; we only suggest this for his consideration.

45 Brother, I hand you the above-mentioned treaty, made by Colonel Pickering, in the name of General Washington, and the belt that accompanied it; as he is now dead we know not if it is still valid. If not, we wish it renewed—if it is, we wish it copied on clean parchment.

¹fires — fires refers to states

Our money got loose in our trunk and tore it. We also show you the belt which is the path of peace between our Six Nations and the United States. ...

50 Brother, the business that has caused this our long journey was occasioned by some of your bad men; the expense of it has been heavy on us. We beg that as so great a breach has been made on your part, the President will judge it proper that the United States should bear our expenses to and from home and whilst here.

55 Brother, three horses belonging to the Tuscarora Nation were killed by some men under the command of Major Rivardi, on the plains of Niagara. They have made application to the superintendent and to Major Rivardi, but get no redress. You make us pay for our breaches of the peace, why should you not pay also? A white man has told us the horses were killed by Major Rivardi's orders, who said they should not be permitted to come there, although it was an open common on which they were killed. Mr. Chapin has the papers respecting these horses, which we request you to take into consideration.

—Red Jacket
excerpted from *Orations from Homer to William McKinley*,
Vol. VII, 1902
P.F. Collier and Son

- 15 The speaker's use of symbolism in lines 10 and 11 serves to represent the
- (1) achievement of peace
 - (2) destruction of nature
 - (3) loss of cultural identity
 - (4) arrival of new leadership
- 16 The details in lines 16 and 17 contribute to the speaker's purpose by
- (1) presenting a resolution to the conflict
 - (2) indicating the reason for the meeting
 - (3) emphasizing the need for caution
 - (4) explaining the terms of the treaty
- 17 Lines 22 through 24 establish a
- (1) contrast between poverty and wealth
 - (2) comparison between family and government
 - (3) cause/effect relationship between power and crime
 - (4) connection between responsibility and accountability
- 18 In the speech, the Six Nations' uncertainty regarding the status of the Canandaigua Treaty in lines 30 and 31 is based on the
- (1) loss of the Cayuga reservation
 - (2) conclusion of a major conflict
 - (3) recent changes in United States leadership
 - (4) new hostilities along the frontier
- 19 Which statement best clarifies the sentence in lines 8 through 10?
- (1) "We dispense with the usual formality of having your speech again read" (line 5)
 - (2) "In the Genesee country we live happy and no one molests us" (line 26)
 - (3) "But if he should think the old one valid ... we are also willing" (lines 37 and 38)
 - (4) "If the President ... thinks proper to have it continue as heretofore, we shall not be very uneasy" (lines 40 and 41)
- 20 The speaker's attitude in lines 37 through 42 can best be described as
- (1) uncertain
 - (2) compassionate
 - (3) sarcastic
 - (4) cooperative
- 21 The speaker's request in lines 48 through 51 serves to emphasize the Six Nations'
- (1) sense of growing confinement
 - (2) adoption of traditional lifestyle
 - (3) rejection of political influence
 - (4) desire for fair treatment

- 22 Which words from the speech help the reader understand the meaning of “redress” as used in line 54?
- (1) “judge it proper” (line 50)
 - (2) “They have made application” (line 53)
 - (3) “why should you not pay also” (line 55)
 - (4) “they should not be permitted to come” (line 56)
- 23 Which purpose of the treaty between the United States and the Six Nations is *not* referenced in this 1801 speech?
- (1) the need to prevent unlawful acts
 - (2) the preservation of the written agreement
 - (3) the method of fiscal payments
 - (4) the protection of Iroquois lands
- 24 The speaker repeats the word “Brother” throughout the speech in order to
- (1) convey a sense of superiority
 - (2) establish a feeling of alliance
 - (3) emphasize a common greeting
 - (4) suggest a shared history
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Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 11 through 18 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 the United States bid to host a future Olympic Games?

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 the United States bidding to host future Olympic Games. 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 the United States bidding to host a future Olympic Games
- 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 – Impact of the Games on Olympic Host Cities

Text 2 – When the Games Come to Town: Host Cities and the Local Impacts of the Olympics

Text 3 – 3 Reasons Why Hosting the Olympics Is a Loser’s Game

Text 4 – Factsheet: Legacies of the Games

Text 1

Impact of the Games on Olympic Host Cities

Introduction

...Staging an Olympic Games represents a long and expensive commitment of a city to this mega event. The impact can be divided into four separate periods:

1. the preparation of a bid and the winning of the right to host the Games;
2. the seven year period of preparation for the staging of the Games;
- 5 3. the short period (16 days in 2000) when the Olympic Games are staged followed by the Paralympic Games;
4. the much longer post-Games era.

There are also many types of impact to consider:

- alterations in design of the city;
- 10 • changes to the physical and the built environment;
- the representation of a city and country and its culture;
- improvements in air, road and rail transport;
- increased costs and taxes;
- changes in governance and public decision-making;
- 15 • innovations in politics and political relationships;
- potential increased tourism and business activity;
- the creation of new sporting venues which have potential for post-Games community use;
- the potential of greater community consultation, involvement and even protest;
- 20 • the involvement of the community as volunteers and torch-bearers.

Debates and controversies

The impact of an Olympic Games on host cities is a matter of continuing debate and controversy. There are many continuing issues and questions and [*sic*] about the impact of the Games. Below are six areas of continuing debate.

1. The decision to bid for the games — does it represent ‘manufactured consent’?

25 While an Olympic bid is made on behalf of all the people of a city, the majority are only indirectly consulted as to whether they want their city to bid for an Olympic Games and what they want to achieve in the process. A bid is usually framed in terms of some community benefit — such as urban renewal, improved transport or better sporting facilities — which it is claimed will counter the potential costs and burdens to the community. Public opinion polls are usually cited by the bid proposers as proof of public support for a bid. ...

2. Community consultation about the impact of the games

35 This is a related issue about the degree of community consultation during the preparations for the staging of an Olympic Games. Fast-tracking of venues and other Olympic projects are common practices because of the enormity of the task of preparing for the Games in a short time frame. As a result there is usually limited community consultation and the over-riding of local concerns are justified as being in the city and national interest. ...

3. Positive versus negative impacts on host cities — weighing the balance

40 The costs and benefits of an Olympic Games are matters of continuing debate
before, during and after the Games. It is virtually impossible to know the true cost to a
city of hosting an Olympic Games because there is no accepted way of assessing
expenditure. Olympic budgets are both political, contentious¹ and notoriously
unreliable. To present Olympic expenditure in the best possible light host cities often
hide certain items or shift them to other budgets. Olympic infrastructure² costs may
appear in the government's public works budget rather than the Olympic budget.
45 Presumably there is a fear that the disclosure of the full costs of staging an Olympic
Games might diminish the degree of public support for this event. ...

4. Spreading the costs and benefits of the games

50 There has been much discussion about who benefits most from the Games in the
host city — and the host country for that matter — and whether the costs and burdens
are shared equally. While it is clear that the Games can produce tangible benefits for
government and business, and the tourism industry in particular, the non-tangible
benefits for the community are less self-evident, other than the privilege of participating
in the Games in one way or another. A lot depends, in this instance, on whether the
promises to the community at the time of the bid — better sports facilities and urban
infrastructure — are actually kept. ...

5. Community anti-Olympic lobbies

55 ...While there has been a proliferation of community anti-Olympic and watchdog
groups, there is very limited empirical³ evidence of their support base. It is difficult to assess
their significance and whether they speak for anyone other than radical fringe groups.

6. An erosion in human rights in the host city?

60 Because so much is at stake when an Olympic Games are held — the city and the
country needs to look its best — the staging of an Olympic Games can lead to an
erosion of human rights for the citizens of that city and country. The demands of tighter
security also provide the justification for an organising committee or a government to
introduce laws to restrict individual liberties particularly during the Games so as to
eliminate any 'negativities' that might be seized upon by the international media. ...

65 There is the danger that this erosion of civil liberties, during an Olympic Games,
may be extended and provide the excuse for 'temporary' measures to remain in place
for the longer term. ...

—Richard Cashman

excerpted and adapted from "Impact of the Games on Olympic Host Cities"
Barcelona: Centre d'Estudis Olímpics (UAB), 2002

¹contentious — likely to cause arguments

²infrastructure — the basic facilities, services, and installations needed for the functioning of a community

³empirical — based on experience

Text 2

When the Games Come to Town: Host Cities and the Local Impacts of the Olympics

Employment and the Olympics

5 ...Most of the employment growth related to the Olympics happens before the Games, in the preparation stage. As we might expect, there have been some steep losses in employment immediately after the Games, once construction is over and supporting services are not needed (LERI 2007:27). These losses almost stand against the intention to regenerate the locale or host city, as the ability to maintain the momentum of economic growth is important. ...

Employment opportunities?

10 Although the Olympics do create employment, the majority of Olympic-related work is **temporary** (Migueluez 1995:157). As a result analysts suggest we should strongly question the ‘value’ of the employment created (Horne & Whitson 2006:79). It will mostly be short and sweet — and low-skilled.

- **LA Games 1984:** 16,520 people for 30 days
- **Seoul Games 1988:** 33,500 people for 30 days

15 The main form of job creation in the Olympics relates to the creation of infrastructure, what is built to accommodate the hosting of the Olympics. Here the major source of employment pre-event is in construction.

20 **CONSTRUCTION** Major work creation is in construction, where jobs will broadly fit into two skill levels — highly skilled specialist labour and low skilled labour (Crookston 2004:57). As a result there is potential for polarisation in the job market (Poynter 2006:26), especially because the Olympics has to be built to a very tight schedule and it is unlikely contractors will train unskilled workers, instead recruiting more widely (Evans 2007:315).

SERVICES & TOURISM Some of the indirect jobs provided will be in services and especially those related to tourists and visitors. This will refer to economic activities and roles in support of the Games. As above, we should question the value of this work, as much of it could be low-skilled, badly compensated and usually temporary.

25 The **services sector** will benefit from the Games, but for a limited amount of time (Crookston 2004:56). There will be temporary opportunities, pre-, during and after the event in:

- Catering, accommodation, retail, interpreting, security and general administration (Poynter 2006).

30 For example, the media interest in the Games means that there will be additional visitors before the Games. Atlanta had an estimated extra 18,000 overnight stays as a result of the Olympics before the Games. Temporary work in this sector in the run up to the Sydney Games is estimated to have generated in the region of 100,000 jobs specific to the event itself. ...

Winners and losers?

35 It is unfortunate but generally agreed that each host city has its winners and losers. Middle classes, political elites and tourists may gain from infrastructural reforms, economic investment and social activities and interest in the city as a result of the Games. By comparison, the city’s poor tend to suffer and sometimes become poorer as a result of the Olympics (Preuss 2004:23; Short 2004:107). ...

40 The following chart sets out some outcomes — both positive and negative — that might be expected amongst the host population, with particular attention to psychological and social outcomes:

Type of Impact	Positive	Negative
Social/Cultural	Increase in permanent level of local interest and participation in types of activity associated with event	Commercialization of activities which may be of a personal or private nature
	Strengthening of regional values and traditions	Modification of nature of event or activity to accommodate tourism
		Potential increase in crime
		Changes in community structure
		Social dislocation
Psychological	Increased local pride and community spirit	Tendency towards defensive attitudes concerning host region
	Increased awareness of non-local perceptions	Culture shock
	Festival atmosphere during event	Misunderstandings leading to varying degrees of host/visitor hostility
Tourism	Increased awareness of the region as a travel/ tourism destination	Acquisition of poor reputation as a result of inadequate facilities, crime, improper practices or inflated prices
	Increased knowledge concerning the potential for investment and commercial activity in the region	Negative reactions from existing local enterprises due to possibility of new competition for local manpower and government assistance

(Preuss & Solberg 2006:398)

45 However, research also suggests that some of the community are more likely than others to take a ‘socially altruistic’ approach, coping with the changes positively believing that they are in the interests of the greater good. A social impacts study carried out in Sydney showed that:

- Those more likely to accept any inconveniences with equanimity included: younger people, families and ethnic minorities who took up and enjoyed the sense of inclusion and community spirit the Games offered (Waitt 2003). ...

—Dr. Mary Smith

excerpted from *When the Games Come to Town: Host Cities and the Local Impacts of the Olympics*

London East Research Institute Working Papers, December 2008

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Text 3

3 Reasons Why Hosting the Olympics Is a Loser's Game

THE OLYMPIC STIMULUS

5 These days the summer Games might generate \$5-to-6 billion in total revenue (nearly half of which goes to the International Olympic Committee). In contrast, the costs of the games rose to an estimated \$16 billion in Athens, \$40 billion in Beijing, and reportedly nearly \$20 billion in London. Only some of this investment is tied up in infrastructure projects that may be useful going forward.

10 The high costs are bound to make hosting the Olympics a bad deal in the short-run. Promoters, however, claim that there is a strong benefit that accrues over time connected to the advertising effect of hosting the games. The idea is that the hundreds of hours of television exposure to hundreds of millions of viewers around the globe will generate increased tourism and business for the city. ...

It should be added that there is little evidence that tourism increases during the Games. Rather, Olympic tourists replace normal tourists who want to stay away to avoid the congestion and greater expense during the Games.

15 Finally, it would appear that most of the positive developmental functions that could be associated with the Olympics, could also occur absent the Olympics. The needed infrastructural investments could be made, the national airline could offer reduced rates for stays of over one week, trade missions could multiply their efforts, and so on. Of course, it is always possible that a proactive, efficient government in a potential-laden, burgeoning city could use the Olympics to boost its fortunes. Barcelona ran up a reported \$6 billion debt to host the 1992 Games, but the city's image gained enormously and tourism has since flourished. The stars all aligned and Barcelona is arguably a case in point for Olympics promoters. Whether or not Barcelona would have experienced its favorable development without the Games, we'll never know.

—Andrew Zimbalist
excerpted from “3 Reasons Why Hosting the Olympics
Is a Loser's Game”
<http://www.theatlantic.com>, July 23, 2012

Text 4

Factsheet: Legacies of the Games

IOC [International Olympic Committee] SUPPORT

As the Olympic Games have grown to become the world's foremost sporting event, their impact on a host city and country has also increased. This has meant that cities interested in hosting the Games are now placing increasing emphasis on the legacies that such an event can create for their citizens and, in many cases, they are using the Games as a catalyst for urban renewal. ...

GAMES OF THE OLYMPIAD

BEIJING 2008

Education: 400 million children in 400,000 Chinese schools were exposed to the Olympic values, and 550 Chinese schools partnered with schools in other countries to conduct cultural sports and educational exchanges. ...

Transport Infrastructure: Beijing's Capital Airport saw its capacity increased by 24 million passengers; a new express way and high speed rail link was built to Tianjin; and three new subway lines were constructed, as well as a new ring road and airport express road. Public transport capacity was increased by 4.5 million people.

Venues: Twenty-three of the Beijing 2008 venues will be used as sports facilities, conference centres and public event facilities; six venues were located on university campuses for use by students after the Games; and the International Broadcast Centre and Main Press Centre will serve conventions and tourism. ...

Environment: Some 140 billion Yuan was invested in air quality improvements alone, with 60,000 coal-burning boilers being upgraded to reduce emissions; a number of public buses being converted to run on natural gas; and restrictions being put in place on private automobile use, a form of which is still in place today. There were also significant improvements in water treatment facilities.

ATHENS 2004

Transport Infrastructure: Athens 2004 saw a new and renovated urban and underground system capable of carrying 1,000,000 passengers a day (20 per cent of the population of Athens); 90km of new roads were built and a further 120km widened, with a new computerised traffic management system installed to help manage traffic. A new airport was also constructed. ...

Environment: Some 90 per cent of the Schinias rowing facility which is on reclaimed wetland was designated a wildlife preserve. Hundreds of thousands of trees and shrubs were planted. ...

Education: One hundred thousand Greeks received technical, managerial or other Games-related training. ...

Venues: Some Athens 2004 venues were converted for post-Games use, ranging from sports facilities to a local theatre, to shopping and convention centres, to Government offices and a new university campus. ...

SALT LAKE CITY 2002...

35 **Venues:** The Utah Athletic Foundation was created to manage the Olympic Oval and Park, allowing the local community to use the facilities, as well as host major events. Both the Park and Oval are USOC Olympic training sites. Fourteen venues in total continue to be used for events, elite training and recreational purposes.

40 **Education:** The Salt Lake City Organising Committee provided Olympic-related experiences to 600,000 Utah school children and those experiences continue today with 5-10,000 students visiting Olympic facilities every year. Salt Lake also ran a “One School, One Country” programme partnering schools in Utah with schools in countries around the world, thus letting students learn about a variety of cultures, languages, customs, music and sport.

45 **Environment:** Thanks to energy efficient designs, water conservation efforts, aquatic habitat restoration projects, recycling of Games waste, a worldwide tree planting programme and the encouragement of transit use, Salt Lake 2002 was certified as climate neutral by the Climate Neutral Network. ...

LILLEHAMMER 1994

50 **Environment:** The Lillehammer Games were noteworthy for their focus on environmental conservation, which set the stage for the formation of the “Green” Olympics.

55 **Venues:** Lillehammer Olympia Park AS was created to manage the legacy of five of the Olympic Venues. The Lillehammer Olympic venues are used for a host of purposes ranging from sporting to cultural and commercial events in both summer and winter. The venues are available for public use, as well as for elite athletes. In 2016, Lillehammer will host the Youth Olympic Games. ...

60 **Infrastructure:** The Games allowed improvements to be made to the roads, the railway to Oslo, the local telecommunications system, and the water and sewage systems that would otherwise have taken 20 years. ...

60 **Education:** The International Broadcast Centre allowed the Lillehammer College to increase enrolment from 600 to 3,000 students, thanks to the extra space it created. The local authority also developed an educational programme for local primary and secondary school students. ...

—International Olympic Committee
excerpted and adapted from “Factsheet: Legacies of the Games”
July 17, 2012

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 20 and 21 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

5 ...It turned out to be true. The face of the water [Mississippi River], in time, became a wonderful book—a book that was a dead language to the uneducated passenger, but which told its mind to me without reserve, delivering its most cherished secrets as clearly as if it uttered them with a voice. And it was not a book to be read once and thrown aside, for it had a new story to tell every day. Throughout the long twelve hundred miles there was never a page that was void of interest, never one that you could leave unread without loss, never one that you would want to skip, thinking you could find higher enjoyment in some other thing. There never was so wonderful a book written by man; never one whose interest was so absorbing, so unflagging, so sparkingly renewed with every reperusal. The passenger who could not read it was charmed with a peculiar sort of faint dimple on its surface (on the rare occasions when he did not overlook it altogether); but to the pilot that was an *italicized* passage; indeed, it was more than that, it was a legend of the largest capitals, with a string of shouting exclamation points at the end of it, for it meant that a wreck or a rock was buried there that could tear the life out of the strongest vessel that ever floated. It is the faintest and simplest expression the water ever makes, and the most hideous to a pilot's eye. In truth, the passenger who could not read this book saw nothing but all manner of pretty pictures in it, painted by the sun and shaded by the clouds, whereas to the trained eye these were not pictures at all, but the grimmest and most dead-earnest of reading matter.

20 Now when I had mastered the language of this water, and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition. But I had lost something, too. I had lost something which could never be restored to me while I lived. All the grace, the beauty, the poetry, had gone out of the majestic river! I still kept in mind a certain wonderful sunset which I witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous; one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal; where the ruddy flush was faintest, was a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the sombre shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it every passing moment with new marvels of coloring.

40 I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen any thing like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture, and should have commented upon it, inwardly, after this fashion: "This sun means that we are going to have wind to-morrow; that floating log means that the river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody's steamboat one of these nights, if it keeps on stretching out like that; those tumbling 'boils' show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the 'break' from a new snag, and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a body

ever going to get through this blind place at night without the friendly old landmark?”

55 No, the romance and the beauty were all gone from the river. All the value any feature
of it had for me now was the amount of usefulness it could furnish toward compassing the
safe piloting of a steamboat. Since those days, I have pitied doctors from my heart. What
does the lovely flush in a beauty’s cheek mean to a doctor but a “break” that ripples above
some deadly disease? Are not all her visible charms sown thick with what are to him the
signs and symbols of hidden decay? Does he ever see her beauty at all, or doesn’t he
60 simply view her professionally, and comment upon her unwholesome condition all to
himself? And doesn’t he sometimes wonder whether he has gained most or lost most by
learning his trade?

—Mark Twain
excerpted and adapted from *Life on the Mississippi*, 1901
Harper & Brothers Publishers

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SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

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

Scoring the Multiple-Choice Questions

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

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

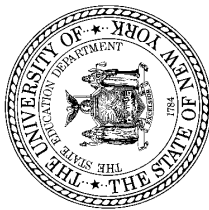
- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor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

Practice Scoring Individually

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

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

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



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

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

Part 2 Rubric

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
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 the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

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

The Olympic Games is ^{one of} the most highly anticipated events on the calendar. It takes years of planning for the host city, years of training for the athletes, and years of waiting for the spectators who want to take it all in. But is it worth it? Should the United States spend the billions of dollars it costs to host the Olympics in a time when the national debt is approaching 17 trillion dollars? In spite of the staggering cost, the United States should absolutely bid to host ~~to~~ another Olympics because of the benefits it has ~~for~~ ^{for} the host city; it can improve infrastructure, educate the masses, and in general, better the welfare of ~~a~~ ^{the} city.

One of the most obvious needs when a city hosts the Olympics is the infrastructure that goes with it. A high school stadium cannot accommodate the ~~number~~ thousands of people who pour into the Olympic stadium everyday to watch the track and field events. For the 2008 Beijing Olympics, 23 venues were built (Source 3 line 13). They are still being used in some way or another today. This is true for Athens (Source 4 lines 32-34) and Atlanta too; after the 1996 Olympics, the Olympic stadium was repurposed into a baseball stadium for Atlanta's baseball team. But more than just the sporting venues are built. Of the four cities mentioned in Source four, only ~~the~~ Salt Lake City doesn't ~~specifically~~ specifically mention improvements and/or the construction of new roads, subway tunnels, or commuter trains. The Olympics can be a catalyst to improve the infrastructure of a city that ~~otherwise~~ may not ^{otherwise} occur. ~~otherwise~~

It takes quite a bit of labor to build all this infrastructure needed to host the Olympics. Not only does ~~it~~

This create jobs (another benefit), although many are only temporary, it can also lead to the education of the inhabitants of the city. Prior to the 2004 Athens games, 100,000 Greek citizens were educated in order to "receive technical, managerial, or other games-related training." ^(Source 4 lines 30-31) But the Olympics don't just foster education to help put them on. In every Olympic City mentioned by the author of text 4, education is listed as one of the "legacies of the Games" (title). This education encompassed global interaction for school children in China and Salt Lake City, career related job training for Greeks, and an expanded College Campus for the City of Lillehammer. There is no doubt; education is a benefit of hosting the Olympics.

Aside from the economic benefits, the Olympics can benefit a city in other ways. The 1992 Summer games put Barcelona on the world stage and jump started its tourist industry which remains strong twenty years later. (Source 3 lines 19-21) Hosting the Olympics is also a way of building national pride and spreading a nation's ~~country's~~ culture. More than once has a nation hosted ~~a~~ ^{an} Olympics to announce itself on the world stage. Some examples of this are Germany in 1936 and China in 2008. The Olympics ~~give~~ give cities and nations a medium through which to step onto the world stage - even if only for a short time.

But what about the people who argue that hosting the Olympics is bad for a city? They argue that it is too expensive, too temporary, and in general, not worth it. The author of text 3 mentions the ~~astronomical~~ astronomical

Cost of hosting the Olympics and challenges that ^{little of} the money goes to infrastructure. (lines 1-5) Another author claims that although thousands of jobs are created, ^{the labor} it is "low-skilled, badly ~~compensated~~ compensated, and usually temporary." (Text 2 line 24) The same author goes on to cite social concerns as potential opposition to the Olympics (text 2 chart) such as an increase in crime and culture shock. But both authors' arguments are undermined ~~by the positives they list~~ by the positives they list. In the same chart as the social ~~negative~~ detriments, the author lists such benefits as increased local pride, international ~~awareness~~ cultural awareness, and the "festival atmosphere" ~~encompassing the event~~ encompassing the event. (Text 2 chart) The author of text 3 also undermines his argument by using the Barcelona example. He explains that Barcelona ran up a \$6 Billion debt; but ever since, tourism has flourished in that Spanish city. He explains that we'll never know whether this could have occurred without the Olympics. It is unlikely, as the Olympics brought international attention that otherwise would not have come.

So, are the Olympics worth the cost? Should the United States bid to host them again? Yes and yes. Properly planned, funded, and executed, the Olympics can help a city improve infrastructure, foster education, and gain international respect. This would be tremendous for an American city. And hosting the Olympics also creates, or at least rekindles, a feeling of national pride and patriotism. Wouldn't it be wonderful for a nation being torn apart politically to be united through the one thing everyone can support - hosting the Olympic Games!

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task, affirming that *in spite of the staggering cost, the United States should absolutely bid to host another Olympics because of the benefits it has for the host city; it can improve infrastructure, educate the masses, and in general, better the welfare of the city*. The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims, stating that *they argue that it is too expensive, too temporary, and in general, not worth it; but both authors' arguments are undermined by the positives they list; such benefits as increased local pride, international cultural awareness, and the "festival atmosphere" encompassing the event*. The essay presents ideas fully and thoughtfully (*The Olympics can be a catalyst to improve the infrastructure of a city and The Olympics give cities and nations a medium through which to step onto the world stage*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*This education encompassed global interaction for school children and Hosting the Olympics is also a way of building national pride and spreading a nation's culture*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Source 4 lines 32-34*), (*The author of text 3 mentions ... (lines 1-5)*), (*Text 2 chart*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, declaring a potential Olympic bid by the United States to be beneficial, discussing the various ways in which those benefits can reveal themselves, addressing the opposing arguments, and providing a summative conclusion. The essay establishes and maintains a formal style, using sophisticated language and structure (*So, are the Olympics worth the cost? Should the United States bid to host them again? Yes and yes and hosting the Olympics also creates, or at least rekindles, a feeling of national pride and patriotism*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language, although errors are present in a misquoting of Text 4 (*"recieve techincal, managerial, or other games-related training"*).

The United States need not bid to host a future Olympic Games. Though hosting the games provides for ~~new~~ potential benefits, it runs the risk of costing the host city more than ~~what~~ what it could gain. The Olympics, being a worldwide-recognized ~~event~~ event, would bring a lot of tourism (and consequent income) to the city. Improvements to the city in preparation of the Games is an ~~additional~~ additional benefit, but the costs for these improvements are rarely supported in full by the city's resultant income. This economic conundrum, in addition to the fact that increased tourism is only temporary in most cases, is cause to support that the United States does ~~not~~ not bid to host a future Olympic Games.

One of the ~~largest~~ largest impacts the Olympic Games ~~has~~ on a host city is the increased tourism it brings. It is common belief that there is an extremely large influx of tourism during the Games, and this is true; but the Games only last 16 days (Text 1, lines 5). This results in a temporary increase in tourism that rarely has lasting effects on the city. Besides, due to the extremacy of the Olympics, many regular tourists avoid the city during this time to ~~not~~ not be overwhelmed, which decreases the effects of the new tourism (Text 3, lines 11-13). One of the benefits ~~of~~ of hosting the Games is that improvements are made to the city infrastructure such as transportation and facilities (Text 4, lines 9-16). However, the costs to make these improvements far outweigh the money made during the event (Text 3, lines 1-5). In fact, though these improvements may benefit city-farers in the future, the increased debt will also have quite a lasting affect on the city.

Thus, a second problem concerning a city hosting the Olympic Games is that of the ~~economy~~ economy and how the city is impacted by it. More specifically, ~~as~~ the short economic boom during the games is vastly eclipsed by the overwhelming costs before, during, and after it. For example, the ~~uprise~~ uprise in tourism and the service sector is temporary (Text 3, lines 7+8), and the sudden spike in ~~the~~ the economy for such a limited time can cause ~~an~~ imbalance and harm the city even ~~more~~ further (Text 2, lines 4-6). Besides, any future increase

In tourism and resultant revenue may not even be due to the Olympics; in Barcelona, though the city ultimately benefited from permanent increased tourism, it is debated on whether the Olympics ever played a role (Text 3, line 23).

The lasting impact on the city after the games is another source for concern. This is because of economic impacts, as well as governmental and social. For example, a higher population and excitement level leads to more crime (Text 2, graphic). This may lead to increased government intervention, which might inflict upon liberties that the regular city-dwellers had enjoyed (Text 4, lines 63-65). Yet another interesting effect that the ~~go~~ Games have on a city is that it can affect its inhabitants socially and psychologically. ~~Another~~ ~~effect~~ ~~is~~ ~~that~~ ~~the~~ ~~increased~~ ~~tourism~~ ~~and~~ ~~pomp~~ ~~for~~ ~~the~~ ~~city~~ ~~can~~ ~~raise~~ ~~the~~ ~~citizens'~~ ~~pride~~ ~~for~~ ~~their~~ ~~towns~~. However, at the same time an influx of foreign peoples can lead to conflicting opinions, ~~and~~ that by extension can lead to more crime. ~~This~~ ~~may~~ (Text 2, graphic).

This leads to ~~a~~ social affects as well, because the character of the city may be permanently changed by an influx of new people and new infrastructure that dissipated with what it was before. Thus, the Games not only affect the city on a higher, ~~more~~ government- and economy- related level, but on a personal level as well.

Though there are some good effects that the ~~g~~ Games have ~~a~~ on a host ~~a~~ city, they can ~~off~~ often be ~~as~~ outweighed by the cons. For example, an increase in tourism to the city can improve the economy, but at the same time it can negatively affect the city inhabitants. Also, ~~and~~ a spike in the economy is cause for ~~the~~ imbalance and ~~dest~~ disaster; especially since it is only a small percentage of the costs of preparing the city. Due to these negative effects of hosting on the Olympic Games, it is recommended that the United States does not bid to host them.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Though hosting the games provides for potential benefits, it runs the risk of costing the host city more than what it could gain and it is recommended that the United States does not bid to host them*). The essay demonstrates an in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This economic conundrum, in addition to the fact that increased tourism is only temporary in most cases, is cause to support that the United States does not bid to host a future Olympic Games*). The essay presents ideas fully and thoughtfully (*Improvements to the city in preparation of the Games is an additional benefit, but the costs for these improvements are rarely supported in full by the city's resultant income*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*the uprise in tourism and the service sector is temporary ... and the sudden spike in the economy for such a limited time can cause imbalance and harm the city even further*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 5*) and (*Text 2 graphic*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, recognizing the supposed benefits of hosting the Olympic Games and reacting to them, discussing tourism, economic effects, and *the lasting impact on the city*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*More specifically, the short economic boom during the games is vastly eclipsed by the overwhelming costs before, during, and after it*), although language is sometimes inexact (*extremacy, it is debated on whether, dissonated*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Throughout the modern era, the Olympic Games have presented an opportunity for global cooperation and cultural exchange. It is considered a huge honor for a country, let alone a city, to host the Games. However, the responsibility of such an enormous task is also a titanic burden. Therefore, it is my opinion that the United States should not bid to host an Olympic Game in the near future.

Primarily, there are many aspects, economic, social, and otherwise, to be taken into account; for example, budgeting and construction costs, impacts on local business and residents, culture shock, and more. While some may argue that the Olympics create job opportunities, many of these jobs are temporary and unspecialized (Text, lines 7-20). Another argument for is the assumption that increased tourism, due to the Games, will cause economic growth. That is true - to an extent. According to text 3, lines 11-13, there is actually no proven correlation between the Olympic Games and significant swelling of tourism. "Olympic tourists [tend to] replace normal tourists," people who are attempting to "avoid the congestion" (Text 3, lines 12-13). Also, if tourists are dissatisfied with their experiences in the host city, then they are likely to spread a bad reputation for the location (Text 2, chart). Yet another concern is that of cultural shock, both to residents and tourists; misunderstandings between cultures could lead to intolerance and xenophobia (Text 2 in chart).

One final reason why the United States should not host an Olympic Games is simply this: the

United States is already an international super-power, and a center for tourism. There is hardly a person on the planet who hasn't heard of America. Therefore, giving some other countries a chance. The USA already generates considerable income from tourism, so hosting the Olympics would likely be less beneficial and more detrimental for us. However, for other countries, this could be a golden opportunity to improve international relations and infrastructure. For example, the Olympics in Beijing, China, saw vast improvements in air quality, an addition to a major airport, and cultural exchange programs between 550 Chinese schools and other international institutions (Text 4, lines 4, 20).[#] So, move on over USA, and give someone else a turn.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*Therefore, it is my opinion that the United States should not bid to host an Olympic Game in the near future*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Primarily, there are many aspects, economic, social, and otherwise, to be taken into account; for example, budgeting and construction costs, impacts on local business and residents, culture shock, and more*) and to distinguish the claim from alternate or opposing claims [*While some may argue that the Olympics create job opportunities, many of these jobs are temporary and unspecialized (Text 2, lines 7-20)*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*According to text 3, lines 11-13, there is actually no proven correlation between the Olympic Games and significant swelling of tourism and For example, the Olympics in Beijing, China, saw vast improvements in air quality, an addition to a major airport, and cultural exchange programs*). The essay demonstrates proper citation of sources [*“Olympic tourists [tend to] replace normal tourists,” people who are attempting to “avoid the congestion” (Text 3, lines 12-13)*] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim and identifying the aspects that need to be taken into account when considering hosting the Olympics (*job opportunities, tourism, culture shock*), then addressing the counterclaims associated with employment and tourism as well as the benefit of giving some other countries a chance, and concluding with a statement supporting the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Yet another concern is that of cultural shock, both to residents and tourists*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

The Olympic games are often seen as a great benefit to host cities on several levels. However, most often this benefit is ~~temporary~~, short lived. Arguments against the United States hosting another Olympic games are supported by several articles, which focus on employment impact, cost versus revenue, and the duration of tourism increases.

~~In the Building~~ During the period leading up to and including the Olympic Games, there is generally an increase in work available.

However, this work is often temporary, with workers having to find other jobs soon after the games end.

The 1984 Olympics hired 16,500 people, but only for 30 days, as did the 1988 Olympic games - but with 33,500 people. (Text 2, lines 11-12) Work is generally also completed by unskilled laborers, which in turn can require more people, and could generate an increased cost for the city (Text 2, lines 19-20)

This cap on economic opportunity for those in a host city is a major turn-off to hosting the games.

The Olympic Games are often pitched as the best way to generate a long-term increase in tourism. However, there has been little evidence produced to support this claim, and tourism during the games may not even increase, as Olympic tourists may replace ~~the~~ tourists who would like to see the city when it is less crowded. (Text 3, lines 11-12) In fact, the mere presence of publicity surrounding a city may expose how bad that city actually is, and could possibly decrease tourism. (Text 2, chart) In short, there is no conclusive data available to prove that the games are of any benefit to the tourist industry.

The high cost of the Olympic Games has likely deterred several cities from bidding to host the games. Firstly, the games often result in cost increases for a city, which requires increased taxation to cover costs. (Text 1, line 13) Often times, the community has no input on these ~~tax~~ tax increases, which generates

further problems (text 1, lines 34-36). However, the main issue surrounding cost for the games is revenues versus expenses. The 2012 Olympic Games cost approximately \$20 billion to produce and only generated about \$6 billion in revenues (text 3, lines 1-4). This startling ~~gap~~ deficit is one huge reason why cities do not and should not bid to host the games.

Ultimately, it is a combination of the cost versus expense of the games, increases in employment and tourism, and other factors which ~~lead to~~ detours cities from bidding to host the games. This leads to the fairly obvious conclusion that it is a bad idea for the United States to host the Olympic Games as the economic risk is too high.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Arguments against the United States hosting another Olympic Games are supported by several articles, which focus on employment impact, cost versus revenue, and the duration of tourism increases*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*During the period leading up to and including the Olympic Games, there is generally an increase in work available. However, this work is often temporary and the Olympic Games are often pitched as the best way to generate a long-term increase in tourism. However, there has been little evidence produced to support this claim*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*tourism during the Games may not even increase, as Olympic tourists may replace tourists who would like to see the city when it is less crowded (Text 3, lines 11-12) and the Games often result in cost increases for a city, which requires increased taxation to cover costs, (Text 1, line 13)*]. The essay demonstrates proper citation of sources [(*Text 3, lines 11-12*) and (*Text 2, Chart*)] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by three supporting paragraphs, which address both the claim and counterclaim relating to the issues of employment, tourism, and cost, and concluding with a strong reiteration of the introductory claim (*This leads to the fairly obvious conclusion that it is a bad idea for the United States to host the Olympic Games, as the economic risk is too high*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The Olympic Games are often seen as a great benefit to host cities and In short, there is no conclusive data available to prove that the games are of any benefit to the tourist industry*). The essay demonstrates control of the conventions, exhibiting occasional errors (*articles, revenue, other factors which detours*) only when using sophisticated language.

Since they were first created, the Olympics have ~~been~~^{brought} bringing together people from all over the world. ~~for~~ The Olympics allow people to put aside various cultural barriers and come together in support of athleticism. It's not surprising then that many cities around the globe hope to one day host an Olympic event. If the U.S. were to host the Olympics then the host city would benefit ~~socially~~ environmentally and economically.

The environmental state of most major cities is quite poor. Pollution ~~gets~~ clogs the air, litter covers the streets, and plant-life is ~~scarce~~ scarce. The Olympics games actually change this. According to Text 4, lines 17-21 the environmental state in Beijing was drastically improved. The ~~city's~~^{city's} air quality was ~~improved~~^{bettered} when coal powered boilers throughout the city were updated. Public transportation started to rely on "natural gas" and water treatment plants were serviced. In Athens, the home of the 2004 Olympic Games, environmental changes were also positive (Text 4, lines 27-29). A new wildlife preserve was created. Trees, bushes, and other flora were planted as well. These sorts of changes are what large cities need, but can't get without the Olympics. The

Olympic games would have the power to alter the U.S.'s environment for the better.

There's no denying that the Olympics are a lot of work. U.S. cities and towns would be overflowing with tourists come to spectate the events. New venues and people to man them is a must. Some argue that there isn't an increase in tourism (Text 3, lines 11-13), jobs would be temporary (Text 2, lines 23-24), or that too many changes would be made to the city (Text 1, lines 9-10). While all of these points are valid there are still benefits that come along with them. Tourism undoubtedly increases in host cities. Men and women from all over come to represent their country. With increased tourism comes the need for more workers in the service industry (Text 2, lines 25-28). More waiters, waitresses, store clerks, and other jobs would be needed to accommodate those visiting the city. Jobs would also open up in the construction business (Text 2, lines 16-17). Most Olympic events need special buildings and equipment. These things can only be made possible by the men and women in the construction business. Lastly, comes the changes these new buildings would bring. In Salt Lake City, the home of the 1994 Olympic games, many of the venues created specifically

for the Olympics are still being used (Text 4, lines 35-38). The stadiums and facilities are used to train future Olympians, provide a place for conventions and meetings, as well as allow a place for the public to participate in sporting events. ~~There are~~ People are still needed today to run these services. Despite the criticism, the Olympics would benefit the U.S. by creating much needed jobs and income.

Environmental changes and economic changes brought on by the Olympics would improve any U.S. city that was a host.

Environmental changes that would otherwise take years to accomplish, if at all, would be completed sooner. Jobs would also open up and revenue would ~~flow~~^{pour} in. Not to mention, the Olympics would have a lasting impact on what the city has to offer. The Olympic games can change a city in countless ways.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*It's not surprising then that many cities around the globe hope to one day host an Olympic event. If the U.S. were to host the Olympics then the host city would benefit environmentally and economically*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The environmental state of most major cities is quite poor; The Olympic games would have the power to alter the U.S.'s environment for the better; Despite the criticism, the Olympics would benefit the U.S. by creating much needed jobs and income*) and to distinguish the claim from alternate or opposing claims [*Some argue that there isn't an increase in tourism (Text 3, lines 11-13), jobs would be temporary (Text 2, lines 23-24), or that too many changes would be made to the city (Text 1, lines 9-10). While all of these points are valid there are still benefits that come along with them*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Public transportation started to rely on "natural gas" and water treatment plants were serviced and The stadiums and facilities are used to train future olympians, provide a place for conventions and meetings, as well as allow a place for the public to participate in sporting events*). The essay demonstrates proper citation of sources [*According to Text 4, lines 17-21 and (Text 2, line 28)*] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the claim, then identifying the potential benefits for the host city relating to its environment and economics, and supplying a summative conclusion (*Environmental changes and economic changes brought on by the Olympics would improve any U.S. city that was a host*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The Olympics allow people to put aside various cultural barriers and come together in support of athleticism and Pollution clogs the air, litter covers the streets, and plant-life is scarce*). The essay demonstrates partial control, exhibiting occasional errors (*New venues and people to man them is, valid there, accomadate, specificaly*) that do not hinder comprehension.

The United States should bid to host a future Olympic Games. Although there are many positive and negative effects of this, hosting the Olympic Games would in the long run prove to be a very good idea. The main problem that seemed to be presented in all of the texts was the cost of hosting. It is extremely expensive, but in return, we would be getting a lot of business and many job and volunteering opportunities.

In Text 1, ~~a~~ examples are given of the impacts of hosting Olympic Games. Some of these examples are improving transportation, increasing tourism and business activity, and increased involvement of the community, specifically in volunteering (Text 1, lines 12, 16, 20). Another factor to consider is the long-term effect of hosting the Olympic Games. Whichever city hosts it has a certain amount of time to ^{make} improvements to everything their city has to offer. Barcelona sets a good example of this because years after they held the Olympic Games, their city was significantly improved to what it was before (Text 3, lines 19-23). Finally in Text 4, another positive effect is shown. Other cities that have hosted Olympic Games in the past have joined with other countries to set up programs for schools to help teach students about different cultures (Text 4, lines 6-8, 41-44).

In conclusion, it would be a great opportunity for a city in the United States to bid on hosting the Olympic Games. Although it is expensive and

may put us more in debt, we would get so much back. And not just in money. We would get a great experience, improve education and culture, improve our environment from cleaning the city, and a lot more on top of all of that. Some people may argue that increased taxes and being even more in debt wouldn't be worth it, but to others, those things won't even matter because the positives seem to outweigh the negatives.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*The United States should bid to host a future Olympic Games*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*The main problem that seemed to be presented in all of the texts was the cost of hosting. It is extremely expensive, but in return, we would be getting a lot of business and many job and volunteering opportunities*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Some of these examples are improving transportation, increasing tourism and business activity, and increased involvement of the community, specifically in volunteering*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(*Text 3, lines 19-23*) and (*Text 4, lines 6-8, 41-44*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim and addresses the counterclaim, one supporting paragraph that addresses the claim using specific examples from the text (*Barcelona sets a good example of this because years after they held the Olympic Games, their city was significantly improved to what it was before*), and a conclusion reiterating the original claim (*In conclusion, it would be a great opportunity for a city in the United States to bid on hosting the Olympic Games*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Another factor to consider is the long-term effect of hosting the Olympic Games*). The essay demonstrates control of the conventions, exhibiting occasional errors (*hosts it, it ... their city, from cleaning*) only when using sophisticated language.

There are many things to consider when a city applies for the Olympics to be hosted in their area. From the beginning of the Olympics, people have come from near and far to witness the games and take part in the atmosphere it creates. Hosting the Olympics is most definitely a hard job, although it can be very pleasing and positively influential. Some people are unaware of how much work actually goes into the preparation and planning for the special events. In the end, the results and achievement of every nation is what brings everyone together despite differences in ethnicity and nationality.

Even though cost and planning would be expensive I think that having a United States city host the Olympics would result in a very positive outcome. There would be an increase in employment for people who do not have jobs. Hosting would create opportunities. Text 2, under "Employment Opportunities" shows how many people were needed to work in an effort to prepare for the games. As a result of having workers, there was a need for repaired, replaced, or new infrastructure. This benefits the economy and gets some people working. Others may claim that the work is only temporary, the end result is what really matters though. Text 1 describes that there is no actual known cost of the Olympics for the host city. The increase in tourism and social interest of the city and its surrounding area will attract people from all

over the world will also benefit markets and small businesses. Text 3 exemplifies estimated costs of the Olympics as well as revenue that was gained. In the late 1990's games held in Barcelona resulted in \$6 billion in debt. On the other hand, the overwhelming tourism that Barcelona received caused favorable development which it might have not received had the Olympics been hosted elsewhere.

In conclusion, the responsibility of hosting the Olympic Games would most likely prove to be successful for the United States. Infrastructure would provide for jobs for unemployed people and generate social interest to aid tourism which in turn would create wealth. Not only all of these reasons, but to have the games hosted in a city of a country which has gained the reputation of the "Melting Pot" where all different kinds of people reside truly displays the unity of the games.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Even though cost and planning would be expensive I think that having a United States city host the Olympics would result in a very positive outcome*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*In the late 1990's games held in Barcelona resulted in \$6 billion in debt. On the other hand, the overwhelming tourism that Barcelona received caused favorable development which it might have not received had the Olympics been hosted elsewhere*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Text 2, under "Employment Opportunities" shows how many people were needed to work in an effort to prepare for the games*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material (*Text 1 describes and Text 3 exemplifies*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph about the Olympics, a body paragraph stating and supporting the claim using information from three of the texts and addressing counterclaims (*Others may claim that the work is only temporary, the end result is what really matters though*). The concluding paragraph reiterates the original claim (*In conclusion, the responsibility of hosting the Olympic Games would most likely prove to be successful for the United States*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some people are unaware of how much work actually goes into the preparation and planning for the special events*). The essay demonstrates partial control, exhibiting occasional errors (*opportunities, infrastructure, actual, interest, world will also*) that do not hinder comprehension.

Analysts from across the globe have compiled different facts about the pros and cons of cities that host the Olympic games. After reading through them I have decided that the pros outweigh the cons. The United States, therefore, should put in a bid to host the next Olympic games.

My argument is more valid than opposing arguments because mine make more sense. Consider this: an opponent to hosting the Olympic games states "The high costs ~~of hosting the games~~ are bound to make hosting the Olympics a bad deal in the short run" (Text 3, line 6). Even if that were true, the long-run benefits such as internal improvements and local economy boosts are more important. Opponents also argue that "psychological misunderstandings could lead to hostilities" (Text 2, chart). That is ~~bad~~ ~~at~~ ~~crap~~ ~~opportunity~~ ~~that~~ ~~opponents~~ ~~are~~ ~~making~~ ~~them~~ ~~think~~ a irrational fear considering ~~any~~ that anytime two or more countries ~~interact~~ interact there is possibilities for miscommunications. Just because it might happen, and it often does, does not mean that the Olympics shouldn't come here. Finally opponents argue that the host city will infringe ~~on~~ and limit the people's natural rights that live there just to look good. (Text 4, lines 57-62). This argument is not valid because if the United States were to host the Games, why would they hold it in a city where civil rights would need to be limited? They would hold it ~~some~~ ~~there~~ ~~in~~ in a gorgeous city with barely anything wrong with it to begin with. If look is a concern, then that country doesn't have many cities to choose from.

Now that the opposing arguments have been ~~logically~~ logically

invalidated, let me explain the pros of ~~the~~ hosting the Olympics. First of all, the people in the city benefit from the Olympics, "Middle classes, political elites, and tourists may gain from infrastructural reforms, economic investment and social activities and interest..." (Text 2, lines 36-37). If the people are helped, then eventually they will benefit society, as a whole. Also, it doesn't just benefit people, it ^{as well as the economy,} benefits the environment as well, "60,000 coal-burning boilers being upgraded to reduce emissions; a number of public buses being converted to run on natural gas... restrictions on private automobile use..." (Text 4, lines 18-20). This quote clearly shows that the environment has been bettered by the Olympic games. Lastly, it benefits tourism, "increased knowledge ~~is~~ ~~about~~ concerning the potential for investment and commercial activity in the region" (Text 2, chart). Guess what tourism brings with it? People spreading the word about the town and coming and spending money benefiting the economy. As you can see, it would be very beneficial for the United States if we were to hold the Olympics.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*The United States, therefore, should put in a bid to host the next olympic games*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*That is a irrational fear considering that anytime two or more countries interact there is possibilities for miscommunications. Just because it might happen, and it often does, does not mean that the Olympics shouldn't come here*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*First of all, the people in the city benefit from the Olympics and If the people are helped, then eventually they will benefit society, as well as the economy, as a whole*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 57-62) and (Text 4, lines 18-20)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, providing a claim in the introduction, and adding two paragraphs, the first refuting counterclaims (*This argument is not valid because if the United States were to host the Games, why would they hold it in a city where civil rights would need to be limited?*) and the second paragraph addressing the pros of hosting the Olympics (*This quote clearly shows that the environment has been bettered by the Olympic games*). The concluding sentence reiterates the claim (*As you can see, it would be very beneficial for the United States if we were to hold the Olympics*). The essay establishes and maintains a formal style, using precise and appropriate language and structure, although at times the tone is somewhat conversational (*Guess what tourism brings with it?*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*states "The, phsyncologicaly, a irrational, there is possibilities, Finally opponents, rights that live there, barly*) that hinder comprehension.

The Olympic Games are a well known tradition that had been started during Roman times. Happening every four years, people from all over the world compete in a ~~variety~~ variety of different sports to show pride in ones country. Not only do people compete, but millions and millions of people tune in to cheer for their country. Watching the Olympics can help you learn about the various amounts of traditions and cultures that people have and also from the country ~~which~~ which is hosting the games. Even though there are negatives that come along with the positives, ~~the~~ ~~the~~ the United States should bid to host future games.

Hosting the games here in the U.S. would be a positive thing, especially for the city which would be used. That area would have better improvements in all areas including new sports complexes to be used after the games and would also improve the communities support and teamwork during this time. Also even though the games is a costly event, businesses and tourist attractions

around sight benefit greatly. (Text 1)

During the time of preparing for the games temporary employment opportunities are given to people.

Even though it is a short period of time, this is a great opportunity for people to get some extra money, especially with the unemployment rate being high at this time.

Not only are people getting jobs, but people are going to be needed more, like caterers and also security.

So in an overall viewing there is a great job boost during this time. (Text 2)

With the games come great changes. People living in the surrounding area have to learn how to take those things positively. (Text 2) Those changes are shown to help especially in the environment, having better air, more ~~to~~ greenery is being planted and also recycling is increased. These are all great things that can help the environment greatly. Education opportunities become better during this time as

well. Children are being exposed to new cultures and are learning great things about the world.
(Text 4)

All the positive things that come from the Olympics should dominate over the negatives.

This is why the U.S. should bid on hosting future games.

It brings better and new opportunities for all. It shows how proud we are to have this country and that we should want to show it off.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*Even though there are negatives that come along with the positives, the United States should bid to host future games*). The essay demonstrates some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims (*Also even though the games is a costly event, businesses and tourist attractions around sight benefit greatly*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*That area would have better improvements in all areas including new sports complexes to be used after the games and would also improve the communities support and teamwork during this time*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay has a general introduction about the Olympic Games, three paragraphs supporting the claim with brief reference to a counterclaim, and a conclusion reiterating the original claim (*All the positive things that come from the Olympics should dominate over the negatives. This is why the U.S. should bid on hosting future games*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Watching the Olympics can help you learn about the various amounts of traditions and cultures that people have and also from the country which is hosting the games*). The essay demonstrates partial control, exhibiting occasional errors [*ones country, communities support, games is, oppourtunities, positively (.Text 2) These*] that do not hinder comprehension.

Throughout history the Olympics have been a prestigious, and high esteemed venue. Major cities in the world like Los Angeles, London and Sydney have had the honor of hosting these games. Although the Olympic Games are so marvelous, it is not a good idea for the United States to host this event given the economic problems that are being dealt with at this time. There are too many cost to the city that hosts the games as well as the country. The cost of infrastructure changes, housing and taking care of the competitors, and other expenses far outweigh the benefits associated with the games.

Before the games, there are many expenses that must be taken into consideration when considering bidding to host an Olympic event. In Text 1, Lines 8-13 these cost are being considered. Cost like alterations to the cities design, changes to environments throughout the city, and an increase in taxes are large costs to consider. At this point in time it is not an economically smart decision for the United States to attempt to host the games. The cost of these things is too great for the government and the taxpayers to take on. The cost of the games is shown in text 3, lines 1-5. Based on the numbers, the United States could lose between 10 and 30 billion dollars. The United States is trillions of dollars in debt at the moment and can't take on another cost. There is still 5-6 billion dollars coming into the host city but the cost far outweighs the economic gain.

The olympics is a great venue to hold in your country. Unfortunately the cost of hosting the olympics is so high that countries that are in great debt like the United States should not take on such a burden.

Anchor Level 3–B

The essay introduces a precise claim, as directed by the task (*Although the Olympic Games are so marvelous, it is not a good idea for the United States to host this event*). The essay demonstrates appropriate and accurate analysis of economic information in *Text 1* and *Text 3* (*Based on the numbers, the United States could lose between 10 and 30 billion dollars*). A third text is not addressed. The essay distinguishes the claim from alternate or opposing claims (*There is still 5-6 billion dollars coming into the host city but the cost far outweighs the economic gain*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Cost like alterations to the cities design, changes to environments throughout the city, and an increase in taxes are large costs to consider*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that states the claim and identifies economics as the reason for the claim (*There are too many cost to the city that hosts the games as well as the country*), a paragraph discussing such costs, and a conclusion with a reaffirmation of the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Unfortunately the cost of hosting the Olympics is so high that countries that are in great debt like the United States should not take on such a burden*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*prestigious, and high esteemed; many cost; these cost; cities design; time it is; city but*) that do not hinder comprehension. The essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

"Staging an Olympic games represents a long and expensive commitment of a city to a this mega event." (text 1).

There is a contraversey over whether or not the United States should not bid or should bid or not have an Olympics games here in the U.S. although people would love to have the Olympic games hosting, while others are against it all.

Personally, I think it would be cool to have the Olympics here, but I ~~don't~~ don't think its a good idea. It is not a good idea to host Olympic games here for ~~so~~ many reason. One reason being the U.S should not bid for the Olympic games to be host here is because it costs billions of dollars. The high cost are bound to make hosting the Olympics a bad deal in the short run. (text 3, line 7).

There are also negative outcomes and some positive outcomes about hosting olympics in the US. Some negative outcomes are there is a potential increase in crime, ~~acquisition~~ acquisition of poor reputation as a result of crime, improper practices or inflated prices. Sometimes positives outcomes are increase local pride and community spirit. Festival atmosphere during event. Increased awareness of the region as a travel or tourism destination. (Text 2, chart)

When the Olympics comes to town there are local impacts of the Olympics when they're there. The benefits of the Olympics coming to town are that they do create employment. In 1984, the LA games employed 16,520 people for 30 days. In 1988 the Seoul Games employed 33,500 people for 30 days. Although the Olympics do create employment the majority of

the Olympic related work is temporary. (text 2, lines 7-12).

That is whether or not the Olympic games should be held in the United States or if the United States should bid on the Olympics for them to occur here.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*It is not a good idea to host Olympic games here for many reason*). The essay demonstrates some analysis of the texts (*One reason being the U.S should not bid for the Olympic games to be host here is because it costs billions of dollars*), but insufficiently distinguishes the claim from alternate or opposing claims (*The benefits of the Olympics coming to town are that they do create employment*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Some negative outcomes are there is a potential increase in crime. Aquisition of poor reputation as a result of crime, improper practices or inflated prices*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by using an opening statement directly copied but not cited by line number from Text 1 (*“Staging an Olympic games represents a long and expensive commitment of a city to a this mega event”*). The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay has a general introduction about bidding for the Olympic Games and three supporting paragraphs that state a claim against making a bid for the Olympics as well as counterclaim arguments. The conclusion is confused and incoherent (*That is whether or not the Olympic games should be held here in the United States, or if the United States should bid on the olympics for them to ocur here*). The essay establishes but fails to maintain a formal style (*Personally, I think it would be cool to have the Olympics here, but I don't think its a good idea*), using primarily basic language and structure. The essay demonstrates a lack of control, exhibiting frequent errors (*to a this, contraversey, should not bid or should bid or not have an Olympics, its, many reason, in crime. Aquisition, Sometimes positives outcomes are increase*) that make comprehension difficult.

All of the given texts have a lot of reason why the United States shouldn't host the Olympics. It is a big expense towards our country. The preparation for the big event takes 7 years. The city needs to be designed changed in a way. There is lots of ~~more~~ expensive work to be done for the event to happen as it states in text 1. There are many debates on that subject. They have to consultate with the community to see what ~~others~~ others think. It states that it is nearly impossible to find out a way of the full expense of the Olympic games. There is ~~so~~ so much to be done that it is nearly impossible to imagine. ~~Also~~ Also another many reasons text 2 states. There is even a problem with jobs after the Olympics are over because when the help is not needed anymore people lose their jobs by not having anything to do anymore. The work is "temporary" as it states. It states that the places that host the Olympics could both be "winners and losers" they could gain or lose money. It seems that it all depends on how poor the country is.

Text 3 explains why hosting the Olympics would be a loss. Hosting it

wouldn't ~~be~~ ~~be~~ be a good deal. Although during the Olympics ~~the~~ tourism increases ~~which~~ which probably helps the hosting country to increase a little bit amount of money on that.

I think that the United States should bid to host the Olympics in the future, even if it is a big expense towards our country. Other countries ~~still~~ still ~~host~~ host even the ~~poor~~ countries that are ~~poor~~ poor when the United States is not a poor country. Hosting the Olympics is also a big communication help with the other countries when they come here to ~~watch~~ attend the Olympics.

Anchor Level 2–A

The essay introduces a claim (*I think that the United States should bid to host the Olympics in the future*). The essay demonstrates a confused and unclear analysis of the texts (*They could gain or lose money. It seems that it all depends on how poor the country is*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*other countries still host even the countries that are poor when the United States is not a poor country*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, simply summarizing the information and identifying the text (*Text 3 explains why hosting the Olympics would be a loss*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, focusing first on negatives associated with hosting an Olympics but then introducing a claim in the concluding paragraph that supports the hosting of Olympic Games by the United States. The essay lacks a formal style, using some language that is inappropriate and imprecise (*It is a big expense towards our country* and *They have to consultate with the community*). The essay demonstrates emerging control, exhibiting occasional errors (*a lot of reason, a way of the full expense, states. there is, its a big expense towards our country*) that hinder comprehension.

The United States should host an olympics, Because so many atheletes come from the us. Even though many atheletes come from other countrys. The us is vary advanced compared to all the other countrys as far as technology. To begin the us has allready had a olympics Who cares! but that does not mean it cant happen again. Michael Phelps is a boss he is the reson we should have another olympics And also setting up for another olympics. Many people having jobs, Which would help there economy. Also bringing many people into the us (Text I #2) Next It might inspire obese america. To get into shape! Which would be really good thing. So many people in america are over weight. Maybe they just need inspiration to get into shape. Many atheletes are sponsored that are in the olympics. That also brings alot of money in because of all the advertisement. As you can see, having an olympic in the us (text II lines 7+8) would be a great thing. Because it would bring so much money into the system and inspire many obese americans to become fit. And dream about being in the olympics. line (4-5) Passage II

Anchor Level 2-B

The essay introduces a claim (*The united states should host an olympics*). The essay demonstrates unclear analysis of the texts (*The us is vary advanced compared to all the other countrys as far as technology*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis, making use of some evidence that is irrelevant (*Michael Phelps is a boss* and *Next It might inspire obese america*). The essay demonstrates little use of citations to avoid plagiarism when dealing with paraphrased material, using line references that are unrelated to the information given, and citing only two sources. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay lacks a formal style (*Who cares!*), using some language that is imprecise (*Vary* for “very” and *there* for “their”). The essay demonstrates a lack of control, exhibiting frequent errors (*olympics, atheletes, countrys, allready, a olympics, cant, reson, alot, And dream about*) that make comprehension difficult.

In United State should not have host a future Games, the host game was a game with a lot of impact to different towns, those impact are divided into four separate periods. One impact of the ~~host~~ games on host cities is matter of continuing debate and controversy. One of biggest impact was the seven year period of preparation for the staging of the games, and the much longer post-games era, the game have debate and controversy the people were discussion about the game, who benefits most the games or not, but also that game can produce tangible benefits for the government and also business, there was people that was anti-olympic they were very limited empirical on they support base. The high costs are bound to make hosting the olympics a bad deal in the short-run, more than 400 million children in Chinese schools were exposed to the olympic values, in the host city an erosion ~~to~~ in human take place, because much at stake when an olympic olympic game are held the city and the country need to look

Its best, The Olympic game can lead to an erosion of human rights for the citizens of the city. The Olympic gamest host was good and bad at the same time have good benefic and big impact to the country the population affect the community in a bad.

Anchor Level 2-C

The essay introduces a claim (*In United State should don't have host a future games*). The essay demonstrates a confused and unclear analysis of the texts (*the host game was a game with a lot of impact to different towns*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately in an attempt to support analysis (*the game have debate and controversy the people were discussion about the game, who benefits most the games or not*) and does not make use of citations. The essay exhibits little organization of ideas and information, using language that is predominantly incoherent (*Because much at stake when an olympic olympic game are help the city and the country need to looks its best*) or copied directly from the texts. The essay demonstrates a lack of control, exhibiting frequent errors (*were discussion, tengible, beneficts, bussiness, People that was, gamest, benefic, country the population affect*) that make comprehension difficult.

I believe America should host a future Olympic Games. America is the land of the free and home of the brave. America is possibly the most diverse nation in the world. The American athletes are the elite athletes in the world and usually America ends up with winning the most gold medals. Americans play in all the sports in the Olympics, including track and field, swimming, and wrestling. Which brings me to my next point, wrestling needs to be put back into the Games. It was one of the original games the Greeks invented. If you have to take an event out, take out synchronized swimming, that isn't a sport. Anyways, America has a lot to offer the visiting countries. For example, you can eat apple pie and hot dogs. Nothing is more American than those two foods. Also, the attractions here are marvelous. You can see the Statue of Liberty in New York, the Grand Canyon, Mount Rushmore and many more. That is why America is the best country in the world and why they should hold a future Olympic Game.

Anchor Level 1-A

The essay introduces a claim (*I believe America should host a future Olympic Games*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay is a personal response about the Olympic Games. The essay exhibits some organization of ideas, but lacks a formal style (*For example, you can eat apple pie and hot dogs*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*feild; wrestling, which brings; swimming, that; alot; Cayon*) that do not hinder comprehension. The essay is a personal response, making little to no reference to the task or texts, and, therefore, can be scored no higher than a 1.

The Olympic Games been around for several of years. Some think that the United States should bid to host them. And then other think differently then others. There's many reasons why it should and shouldn't be bid from being hosted.

Anchor Level 1–B

The essay does not introduce a claim and does not demonstrate any analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay, consisting of four general statements about the Olympic Games, exhibits little organization of ideas and information. The essay is minimal, making assessment of conventions unreliable.

Part 2 – Practice Paper – A

There are many benefits to hosting the Olympic Games. There are also many cons to holding the bid for the Olympic Games. The city has to undergo changes so they can host the Olympic Games. Generally hosting the Olympic Games is perceived as a good thing, but in all actuality it hurts everyone in the city.

Preparing for the games is a long process. The city has to bid and win to host the Olympic Games. Then there is 7 years for preparing for the games. Then the Olympic Games are staged with the Paralympic Games following right after. (Text 1, Lines 3-6) When preparing a lot of money goes into changing the city for the Olympic games which by default raises taxes. You have a potential for increased tourism (Text 1, Line 16) but there is no evidence that tourism increasing will actually happen. There is also a chance that you could have groups of protesters, protesting the games themselves. The chances a city is taking by using money to prepare for the Olympic Games are chances. The money may not be paid back if tourism stays the same after the Olympic Games are over. They are risking a deflated economy after the Olympic Games are over.

Community involvement is another factor that will be affected after the games are over. Many people debate over some risks and benefits of hosting the Olympic Games. Olympic budgets are one topic people debate over. The budgets cause people to fight because they are unreliable. The government will not disclose the full price of the Olympic Games because they are afraid the community will not vote for the bid. (Text 1, Line 45).

The people could also be at risk because this is a perfect time period to create laws that will take away a person's rights. Certain groups will enforce laws to eliminate bad actions so the media can portray a perfect location for the Olympic Games. The laws could be extended until after the games are over which would take away a person's civil liberties.

There is also the problem of employment. While the Olympic Games

Part 2 – Practice Paper – A

provide job opportunities those jobs are temporary. (Text II, Lines 7-8).

Construction jobs will have people from all over the world because the boss won't interview people, or train people. Public services will give jobs to people but those jobs are usually low compensated. They also hire people who are low skilled. (Text II, Lines 16-24). Sometimes when the people are really poor the Olympic Games will just make them poorer.

If the tourism increases there is an effect with other people. The people who live there already could have cultural shock, because of all the people from different countries. There is increasing violence in the host city. People could get into arguments that escalate until a fight breaks out. There is also an increase in crime. Prices inflate and businesses could be shut down because of competition. (Text II, Graphic).

The Olympic Games should not be host by the U.S because the bad outweighs the good. The host city could go into debt and then the debt will accumulate. (Text III, Lines 19-20) In the end the bad circumstances outweighs the good. The U.S's future should not be left to chance.

The Olympic Games have long been regarded as a positive event, drawing international attention to the host city and its people. It's often considered an honor to host the Games and many people regard it as a positive change for all. However, under the blown up reputation of the Games, one can find the truth. The Olympic Games take their toll on the host cities. And though there certainly are benefits for being a host city, the cons far outweigh the pros. Therefore, the United States should not bid to host a future Olympic Games.

Primarily, the exorbitant costs of the Olympics alone are enough to deter most countries from bidding. Though one can never know the true costs of the Games (Text 1, Lines 39-40), it's often very high. It cost \$16 billion in Athens, \$20 billion in London, and \$40 billion in Beijing (Text 3, Lines 3-9). The massive amount of money needed to fund the Olympics often puts countries into debt. For example, ~~Spain~~ Spain dipped into a \$6 billion dollar debt after hosting the games (Text 3, Lines 19-20). Additionally, the government is often evasive when reporting the true costs of the Olympic Games. For example, Olympic infrastructure costs may often be moved under the public works area (Text 3, Line 42). This is to present the Olympics in a best possible light, reducing the reported costs. The fact of the matter is that Olympic Games cost way too much, a ~~price~~ price that the United States cannot afford, especially considering the delicate economic state we are in today.

It can be argued that the Games actually do benefit the economy, by creating jobs in preparation and execution of the Games. This argument, however, is false. The Olympics ~~are~~ only

create temporary jobs, which does not help ~~countries~~ reach a stable employment rate. In the LA Games of 1984, 16,520 people had Olympics-related jobs for only 30 days. In the Seoul Games of 1988, 33,500 people had jobs for 30 days as well (Text 2, lines 11-12). The value of the employments created was little, because after 30 days, people were unemployed once again. Much of the work created is low-skilled, uncompensated, and usually temporary (Text 2, lines 23-24). It may even lead to the polarization of the labor force, since Olympic jobs usually only require either very high skilled labor or very low skilled labor (Text 2, lines 16-17). Thus, even the jobs created, the supposedly positive aspects of being a host city, aren't so positive after all.

The United States definitely should not bid to host the Games. It has little benefit for the host city and the costs are simply outrageous. And though it may promote certain ~~economic~~ industrial improvements (Text 4, lines 21-26) or increased awareness of the city (Text 3, lines 7-10), the potential, unguaranteed benefits certainly do not stand up well against the concrete, guaranteed costs and expenditures of hosting such an event.

The United States of America should refrain from making a bid to host a future Olympic game. Some people may argue that the U.S. should propose a bid because it will encourage tourists and create desperately needed jobs but there are many more negatives than positives for hosting the ~~Olympic~~ Games. One negative is it creates new costs that in the present economy, the U.S. can not afford. ^(text 3) Hosting creates new jobs but they are fleeting; only ^(text 2) available for 30 days or so. In order to host, the government may ~~have to~~ "restrict individual liberties" (text 1).

Hosting the games is extremely expensive. Barcelona, due to the Games, spent 6 billion dollars that they did not have. The U.S. economy is not in good shape, we already have a 13 trillion debt why add to it just to host the Olympics? It is true that the Olympics generated some money from tourists, etc... but not nearly enough to ~~propor~~ match what the city paid. Beijing spent 40 million on the games and only recieved 5-6 billion (text 3) Hosting the Olympics is not a smart economic move for the U.S. at this time.

The jobs created at the Olympics don't last, they are "short and sweet" (text 2). These jobs are mostly for the unskilled and are usually badly compensated and temporary. These jobs are just a tease to the depressed unemployed people of America. According to Prouss "the city's poor tend to suffer and sometimes become poorer as a result of the Olympics." (text 2)

⊗ Results of the Games include "limited community consultation and the over-riding of local concerns are justified as being in the city and national interests." (text 1)
The U.S. is known for being a democratic country, but the whole process of the Games strips people of their rights. In order to "eliminate any requires" the city may pass laws restricting individual rights.

Overall hosting the Olympics is a bad idea for the U.S. It would hurt our economy, our people, and our beliefs.

Should the United States bid to host a future Olympic Games?

The United States of America should bid the host to a future Olympic game. The United States is capable to bid the host to a future Olympic game. Because ~~the host~~ the country counts with good economic position to enforce the costs of the Olympic Games, because in the ~~the~~ first document or text 1 "Impact of the Game on Olympic host Cities". It states ~~the~~ the things a country must do ~~to~~ in order to host a future Olympic game. ~~As~~ As some alterations to the shape of the city & also there should be some reparations in the railroads.

~~To~~ To bid ~~the~~ the host to a future Olympic game brings a lot of good things, like the increment of tourism & employment opportunities like it stated in "text 2" "When the Game Come to town: Host Cities and the local Impacts of the olympics"

It says that ~~for~~ there is always an increase of work "temporary" in the country due to the reconstruction and reparation of the city. And that there is an increase in tourism due to the Olympic games.

But ~~the~~ everything has a negative side. A bad thing about the bid a host of a future Olympic games are the payment of bill of the games. and the increase of taxes for us the people ~~not~~ because the money to bring the Olympic games does not come from the Olympic games it comes from the country. As stated in text 3 "3 Reasons why hosting the Olympics is a ~~bad~~ lover's game."

These 3 texts show my opinion of U.S. being the host of a future Olympic game.

Should the United States bid to host a future Olympic Games? Yes, the United States should bid to host future Olympic Games because it could possibly have a great impact on the people and the city. As it states in Text 1 line 16 and 17, the ~~Olympic Games~~ Olympic Games could potentially increase tourism and business activity. Also, the creation of new sporting ~~new~~ venues which have potential for post-Games community use.

When the Olympics come to town employment opportunities increase. Even though majority of the Olympic-related work is temporary. As stated in Text 2 lines 9-10 experienced Olympic workers (Horne & Whitson 2006:79) the work will be mostly short and sweet-and low skilled.

~~The~~ Records state that the LA Games in 1984 16,520 were hired for 30 days and the Seoul Games in 1988 33,500 people were hired for 30 days also.

The Olympic Games have impacted the entire world. The Olympic Games have grown to become the world's foremost sporting event. It's amazing ~~how~~ how the effect such an event can create for ~~their~~ their city and its people. The Games Of The Olympiad in Text 4 shows that in Beijing in 2008, 400 million children in 400,000 Chinese schools were exposed to the Olympic values. Also,

Beijing's Capital Airport saw its capacity increased by 24 million passengers, a new express way and high speed rail link was built in Tianjin, and three new subway ~~ways~~ lines were created.

In conclusion, The Olympic Games have impacted the entire world. The Olympic Games have helped increased revenues in the hosting cities.

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 5

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

Practice Paper C – Score Level 4

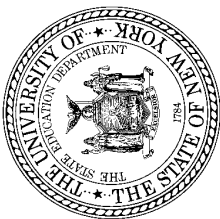
Holistically, this essay best fits the criteria for Level 4.

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 3

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



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

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

Text Analysis: Exposition

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

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

The author of this passage uses rich, vivid imagery to discuss how the more you know about a topic, for example the author's ~~bel~~ once-beloved Mississippi River, the less beautiful it appears. Ignorance is bliss, ~~according to the author~~ in other words, ~~and~~ and that if you truly wish to retain a love for something you might do better not entering that field of work. First the author describes the pleasantness of the original impression, and then juxtaposes it with the true meaning of those images.

When the author first ~~notes~~ ^{mentions} of the river, he gives a dreamy image of a blood-red sunset, with the water lazily moving about in ~~random~~ ^a pleasingly spontaneous manner. He tells of how the sunlight makes the water sparkle ~~and here~~ as the idyllic scene that nature lays before him. He then goes on to describe how in actuality, such things as "boils" rippling on the water really are waves lapping at a potentially life-threatening sand bar. How could one enjoy such a sunset when its crimson hue indicates strong wind the next day? A strong wind that will only make it harder to avoid steering into other obstacles.

The fact ~~that~~ of how dangerous these obstacles are to steamboat pilots is more heavily impressed upon the reader because it wrenches the reader's thoughts from the previously mentioned idyllic setting. It is pleasant to see beauty without having to think about it, so to suddenly be made to ~~exist~~ contemplate what the beauty implies (in this case, danger) feels almost as if the beautiful things

has betrayed us in not being as it appeared to be.

The author wonders ~~at how~~ doctors, who accumulate so much knowledge of the human body, can see beauty in people at all, or if they only see all the ways a person can die. ~~The author asks~~ How hard would it be to meet a woman you once thought beautiful?

Only to have it spoiled by the truth? The author does contemplate whether the exchange of ~~beauty~~ beauty for knowledge is worth it. Knowledge is essentially the loss of innocence, which is sad, but ~~a perpetual state of ignorance~~ to be in a state of perpetual ignorance would also be a loss too. Acquiring knowledge ~~enriches~~ can enrich a person's life as well!

Anchor Paper Level 4-A

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (*The author of this passage uses rich, vivid imagery to discuss how the more you know about a topic, for example the author's once-beloved Mississippi River, the less beautiful it appears*). The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*When the author first mentions of the river, he gives a dreamy image of a blood-red sunset, with the water lazily moving about in a pleasingly spontaneous manner and He then goes on to describe how in actuality, such things as "boils" rippling on the water really are waves lapping at a potentially life-threatening sand bar*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He tells of how the light makes the water sparkle as the idyllic scene that nature lays before him and The fact of how dangerous these obstacles are to steamboat pilots is more heavily impressed upon the reader because it wrenches the reader's thoughts from the previously mentioned idyllic setting*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the writing strategy and the central idea, then discussing both the positive and negative aspects of the Mississippi River, emphasizing the author's use of vivid imagery, and concluding with a sophisticated summation of the central idea (*The author does contemplate whether the exchange of beauty for knowledge is worth it*). The response establishes and maintains a formal style, using precise language and sound structure (*First the author describes the pleasantness of the original impression and then juxtaposes it with the true meaning of those images*). The response demonstrates control of the conventions with infrequent errors (*for something you might, First the author, how in actuality*).

The author of this passage attempted to ~~the~~ figure out why, when something so beautiful is overanalyzed, ~~its beauty, goes~~ the original beauty dissipates. The author uses the setting of the Mississippi River to understand ~~that~~ this philosophy. He uses the ~~incredible~~ incredible beauty and mystery conjured up by the sight of the Mississippi River to ~~cause~~ cause the reader to eventually ~~cease to see~~ ~~disappear~~ that beauty and understand ~~the reason~~ ~~of the~~ how when to the trained eye this beauty disappears. The setting and ^{the} beauty of it ~~creates~~ ^{creates} an emotional connection with the reader, ~~is~~ a connection that is broken when you begin to further understand the nature of the Mississippi.

The setting in the passage of the Mississippi is described as being majestic. It is a manner of pretty pictures. ~~It~~ ~~is~~ The setting creates a feeling of grace, beauty, and poetry. The settings overwhelming beauty caused the author to analyze it. He noticed the ^{changing} reflection on the water's surface, ~~from~~ from the sun and the moon. He noticed everything. The ~~beauty~~ ~~of the~~ setting is what caused the the reader to eventually understand why the beauty ~~ceased to~~ was no longer noted by the author. The beauty of the setting went away because he overanalyzed it much like a doctor does with their patients. The author notices the flaws in the river. He notices the science behind the rivers motion. ~~He~~ He understood why things happen

in the river and begins to predict the future of the river. The river's original unpredictable nature had become predictable. When something is predictable it is no longer as intriguing to look at.

The author used the setting to show that when something is constantly observed and eventually understood, the nature of that object becomes predictable and loses its original mystery. The natural beauty of the Mississippi River in this ~~passage~~ became well understood eventually causing that sense of unknown to ~~disappear~~^{evaporate}, thus ~~causing~~ the ~~beauty~~ beauty is no longer be noted by the author.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*The author of this passage attempted to figure out why when something so beautiful is overanalyzed, the original beauty dissipates*) and a writing strategy (*The author uses the setting of the Mississippi River to understand this philosophy*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of setting to develop the central idea (*The setting and the beauty of it creates an emotional connection with the reader, a connection that is broken when you begin to further understand the nature of the Mississippi*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The setting creates a feeling of grace, beauty, and poetry and He noticed the changing reflection on the water's surface, from the sun and the moon*). The response exhibits logical organization of ideas and information by first introducing the central idea, then discussing how it is developed through the use of setting, and concluding with a summation of points made (*The author used the setting to show that when something is constantly observed and eventually understood, the nature of that object becomes predictable and loses its original mystery*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*He uses the incredible beauty and mystery conjured up by the sight of the Mississippi River to cause the reader to eventually cease to see that beauty*). The response demonstrates partial control of conventions with occasional errors (*overanalyzed, dissipates, waters, a doctor ... their patients, rivers, intriguing, loses*) that do not hinder comprehension.

The author of this piece is attempting to illustrate the contrasting viewpoints of the river which are affected by knowledge. To do this, he uses contrasting imagery to describe the river throughout the piece.

In the 1st paragraph, the author ~~describes~~ ^{compares} the river to a book, saying "~~the~~ the passenger who could not read it was charmed with a peculiar sort of faint smile on its surface" and uses words like absorbing, unflinching and sparkling to describe the river. He is trying to illustrate that to those who do not need to navigate the river, it is absolutely beautiful. On the contrary, he uses negative imagery to describe the river to those who do have to navigate the river. He says once he learned to navigate, "All the grace, the beauty, the poetry, had gone out of the majestic river." From this point on, he is trying to illustrate that the river becomes a place of danger once you "learn the language" of it and must navigate it. Now, he uses words like deadly, diseased, and decaying to describe the river.

These examples serve as evidence that the author is trying to describe opposing viewpoints by using contrasting imagery to describe the river.

Anchor Level 3–A

The response introduces a clear central idea (*The author of this piece is attempting to illustrate the contrasting viewpoints of the river which are affected by knowledge*) and a writing strategy (*To do this, he uses contrasting imagery to describe the river throughout the piece*) 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 is trying to illustrate that to those who do not need to navigate the river, it is absolutely beautiful*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*From this point of view, he is trying to illustrate that the river becomes a place of danger once you “learn the language” of it and must navigate it. Now, he uses words like deadly, diseased, and decaying to describe the river*). The response exhibits acceptable organization of ideas and information by first addressing the central idea of the text and how it uses contrasting imagery, then providing an example of both positive and negative imagery and how it relates to the central idea, and concluding with a brief summary of the areas addressed (*These examples serve as evidence that the author is trying to describe opposing viewpoints by using contrasting imagery to describe the river*) to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*On the contrary, he uses negative imagery to describe the river to those who do have to navigate the river*). The response demonstrates control of the conventions with infrequent errors (*saying “the passenger*).

How something is seen depends on how much is known about it. Is knowing more about something really better? In this passage, the author is trying to show that the simple beauty of things is sometimes better than knowing a lot about something but ceasing to see the wonder in it. When the author first sees the river, he sees the colors and beauty it holds. After he knows more, however, he only sees what the color of the sky and nature of the river mean for sailing.

Tone is used by the author to support the gains and losses of his views. As he sets out, the tone is cheerful and happy. He is filled with joy and wonder at the sight of the forest and river at sunset. The beauty of the shadows, the ripples in the water, and the colors of the sky are all he sees. Later the tone is more dull and cautious. The author has mastered the trade of sailing but he no longer sees the grace of the river. All the beauty he used to see is now signs for weather and dangers.

Knowledge can often ~~cloud~~ cloud the way something is seen. It is sometimes better to enjoy the simple beauty and pleasures in life.

Anchor Level 3–B

The response introduces a clear central idea (*In this passage, the author is trying to show that the simple beauty of things is sometimes better than knowing a lot about something but ceasing to see the wonder in it*) and a writing strategy (*tone*) that establishes the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of tone to develop the central idea (*Tone is used by the author to support the gains and losses of his views. As he sets out, the tone is cheerful and happy and Later the tone is more dull and cautious*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*He is filled with joy and wonder at the sight of the forest and river at sunset. The beauty of the shadows, the ripples in the water, and the colors of the sky are all he sees*). The response exhibits acceptable organization of ideas and information to create a coherent response by first addressing the author's dilemma (*Is knowing more about something really better?*), then discussing how the tone reflects the author's changing perception of the river and its signs, and concluding with a reiteration of the central idea (*Knowledge can often cloud the way something is seen*). The response establishes and maintains a formal style, using appropriate language and structure (*After he knows more, however, he only sees what the color of the sky and nature of the river mean for sailing*). The response demonstrates partial control of conventions with occasional errors (*author, gains and losses, cautious, the beauty he use to see is now signs*) that do not hinder comprehension.

In this passage the author describe how he loves the Mississippi River. He talks about all of the beautiful features of it, but also says that he knows everything there is to know about it, and because of that all the beauty that he used to see is now gone. That is what he is trying to ~~say~~ convey, if you love something and want to know more about it you can end up knowing too much. Thus in turn it begins to lose its effects on you because there is nothing new about it for you to learn.

The author uses imagery to further their ideas in the story. Words such as "boiling, twinkling rings... ruddy flush... smooth spot... graceful circles... radiating lines... densely wooded... sombre shadow that fell from this forest" all prove imagery. Imagery are descriptive words that have an effect on the five senses. So when the author say "glowed like a flame", someone can see warm colors and bright lights, but also feel the warmth of a flame. The author uses an abundance of descriptive words to make imagery work in this story. He is saying that if you learn too much and come to know something too much then that thing loses its effects on you. By using imagery the author points out all the beautiful things about the Mississippi River that a person just visits might see but to the author it has only practical value now.

As the reader doesn't pick up on the significance of the images in lines 20 through 24, I think that the author really sums everything up in the last paragraph. He describes how a doctor may see a beautiful girl, but do they really see the beauty in the girl or does the pink flush in her cheek mean she is getting ill. Do doctors see the patients as beautiful or because of the amount they know about their practice, do they pick apart all the medical things about them? The author really puts his message

Anchor Paper – Part 3 – Level 3 – C

out in the last paragraph, don't become so knowledgeable about something or you might just find ~~it~~ that it no longer holds beauty to you anymore.

Anchor Level 3–C

The response introduces a clear central idea (*He talks about all of the beautiful features of it [the river], but also says that he knows everything there is to know about it, and because of that all the beauty that he used to see is now gone*) and a writing strategy (*imagery*) that establishes the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*By using imagery the author points out all the beautiful things about the Mississippi River that a person just visits might see but to the author it has only practical value now*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*So when the author say "glowed like a flame", someone can see warm colors and bright lights and He describes how a doctor may see a beautiful girl, but do they really see the beauty in the girl or does the pink flush in her cheek mean she is getting ill*). The response exhibits acceptable organization of ideas and information to create a coherent response by focusing on the relationship between knowledge of something and *its effect on you*, then discussing imagery as used in the author's descriptions of the river and a doctor's patient, and concluding by restating the central idea (*don't become so knowledgeable about something or you might just find that it no longer holds beauty to you anymore*). The response establishes and maintains a formal style, using appropriate language and structure (*That is what he is trying to convey and The author uses an abundance of descriptive words*). The response demonstrates emerging control of conventions with some errors (*the author describe; convey, if; the author uses imagery to further their ideas; that thing looses its effect; is getting ill.; the last paragraph, don't become; knowledgeable*) that hinder comprehension.

The author uses imagery throughout the passage to exemplify the big impact that the Mississippi had on him.

In the second paragraph, lines 25 to 34 in depth explain how intrigued he is with this new found river and how it would help him fully understand how the world works. Another example is when he uses imagery is in lines 9-15 he uses the same technique (imagery) to express how delighted he was to have found this river.

Throughout this passage, the author also uses imagery as a tool to pull the reader in and keep them interested in and throughout the passage. For example in lines 41-51, the quote makes you interested and incites you to read more and more of the passage.

Imagery is a tool many authors use throughout their writing careers. It helps the reader understand the reading and keeps them drawn into the piece of writing.

Anchor Level 2–A

The response introduces a central idea and a writing strategy (*The author uses imagery throughout the passage to exemplify the big impact that the Missisipi had on him*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*In the second paragraph, lines 25 to 34 in dept explain how intrigued he is with this new found river and how it would help him fully understand how the world works*). The response presents ideas inadequately in an attempt to support analysis [*Another example is when he uses imagery is in lines 9-15 he uses the same. technque (imagery) to express how delighted he was to have found this river*], making use of some evidence that may be irrelevant (*fully understand how the world works*). The response exhibits inconsistent organization of ideas and information, referring the reader to lines in the original text and failing to create a coherent response (*For example in lines 41-51, the quote makes you interested*). The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*Another example is when he uses imagery is, makes you interested and inclines you, keeps them drawn into*). The response demonstrates partial control of conventions with occasional errors (*Missisipi, had on him, dept, reader ... them, writting, carreers*) that do not hinder comprehension.

In the "text" the narrator strongly believes that the Mississippi River is beautiful. The river has a strong impact on the narrator. "Throughout the long twelve hundred miles. There was never a page that was void of interest", "now when I had mastered the language of this water," the river had an effect on this person's life. This person "loved" the river; and looked at it as being "beautiful". The river effected the narrator. When it had lost "all the grace, the beauty, and the poetry." Many things in life effect people in a negative and positive way.

The author presents characterization in the "text". Characterization is how the character is identified, how they act and their actions. This character has a strong feeling for the Mississippi River in the text the author states that the river had become a "wonderful book," it had a story to tell everyday" this proves that the character really "loves" the river. The character also looks up to the river, once he had lost something because of the river losing grace and poetry he still kept in mind all the great things about this river he experienced. The author expresses characterization in the text.

Anchor Level 2–B

The response introduces a central idea (*In the “text” the narrator Strongly believes that the Mississippi River is beautiful*) and a writing strategy (*The author presents characterization in the “text”*). The response demonstrates a superficial analysis of the author’s use of characterization to develop the central idea (*This character has a strong feeling for the Mississippi River*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, devoting a paragraph to the river’s *impact on the narrator* and the *effect on this persons life*. The response does not identify or explain the effect on the narrator except in general terms (*The river effected the narrator*). The use of evidence to support *characterization* is inadequate, providing a definition of characterization but not using it to support analysis. The response exhibits inconsistent organization of ideas and information, with many errors in sentence structure and the somewhat repetitive references to the river’s effect interfering with coherence. The response lacks a formal style, using language that is basic and imprecise (*The river effected the narrator and characterization is how the character is identfyed, how they act and their actions*). The response demonstrates emerging control of conventions with some errors (*is beautiful the river; void of interest*”, “*now when; looks up to the river, once*) that hinder comprehension.

Many different of styles are used to write in todays day and age. The best is when they make what their talking about come to life. They do this by using personification. This is when you talk about a non-living ~~thing~~^{thing} but you give it real life characteristics. That is one of my favorite parts of writing, you can just do what you want.

The Author uses personification a few times in the story. Mostly on this "mystic river" (the mississippi). He says that there is a face of the water and that it almost talk's to him with what it seems as a voice. This river tells a story over and over, but it's a different story every time. The Author is infatuated with this river. He act's as if the river has it's own language and he totally understands it.

Personification is a very useful literary skill. It can be used anywhere at anytime. You can make tree's and stop signs come to life in a matter of a sentence. Writing is a very powerful thing, especially when you throw your imagination in with it. Any who personification was used very well

in this story, it practically forces a picture into your head.

Anchor Level 2–C

The response introduces an incomplete central idea (*The Author is infatuated with this river*) and demonstrates a minimal analysis of the author’s use of personification to develop the central idea (*He say’s that their is a face of the water and that it almost talk’s to him with what it seems as a voice*). The response presents ideas inadequately in an attempt to support analysis (*He act’s as if the river has it’s own language and he totally understands it*), making use of some evidence that may be irrelevant (*You can make tree’s and stop sign’s come to life in a matter of a sentence and Any who personifacation was used very well in this story*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, by stressing the definition and use of personification in a general way while having a limited middle paragraph that addresses the text. The response lacks a formal style (*you can just do what you want*), using language that is basic, inappropriate, and imprecise (*their* for “they’re” and *Writing is a very powerful thing, especially when you throw your imagination in with it*). The response demonstrates emerging control of conventions with some errors [*Many different of styles; todays; personifacation; writing, you; Mostly on this “mystic river” (the mississippi); say’s, infactuaded; litterary; tree’s; sign’s*] that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

The mississippi is a very Beutifall river with very Interesting trates.

I was actually onec on the mississippi River and you cud tell there are some parts that are Rapid and some that are calm, But The parts I went to wasn't like the Beach witch is very Romantic. This is Just a senari plase very cool river.

Whiel watching the Rippler of the waves Its an amazing seen Its almost like when you in theaters The screen taker you away That when you are looking at the mississippi River it also Takes you away. Just to look at god's Beuty

Anchor Level 1–A

The response introduces a central idea (*The mississippi is a very Beutifall River with very Interesting trates*) but there is no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text beyond personal references to the Mississippi River. The response exhibits inconsistent organization of ideas, failing to create a coherent response. The response lacks a formal style, using language that is sometimes imprecise (*witch* for "which", *seen* for "scene", *It's almost like when you in theaters*) and incoherent (*this is Just a senari plase very cool river*). The response demonstrates a lack of control of conventions, exhibiting frequent errors (*Beutifall, onec, But The parts I went to wasn't, Whiel, away That when you*) that make comprehension difficult. The response must be scored no higher than a Level 1 since it is a personal response.

The author's use of imagery and characterization bring the text to life, figuratively speak. Say that the author didn't use either literary elements, the text would be fairly boring. The use of metaphors helps the audience understand and it brings the piece together

Anchor Level 1–B

The response introduces an incomplete central idea (*The author's use of imagery and characterization bring the text to life*) and mentions writing strategies (*imagery, characterization, metaphor*). The essay demonstrates a minimal analysis of the author's use of metaphor to develop the central idea (*The use of metaphors helps the audience understand and it brings the piece together*). The response presents no evidence from the text. The response exhibits little organization of ideas and information. The response consists of three sentences that mention writing strategies, but the minimal length makes assessment of coherence, organization, and style unreliable.

The author spoke about the "wonderful book". The book was special, it was different, it had new stories to tell everyday. There was a passenger who couldn't read it. He/she came in contact with nature. The water is changed he has mastered the languages of the water.

He experienced something different. He drank it in, in a speechless rapture. He took haste as he did it. The romance from river was gone. The river had some type of symbolic meaning. The river represented some sort of love to the author. The author seems to be in love with someone. It seems as if there connection has faded. He seems towards the end learn from this.

The author of this text was trying to show his readers the true beauty of nature. The author uses much imagery in his text to give a mental image to his readers. The author wants his readers to imagine that they are at the Mississippi river with all its beauty. The river and its surroundings were thoroughly described by the author. The author describes how the river was beautiful when steamboating was new to him, but now he see danger and warnings from the river.

The author describes the river to have grace, beauty, and poetry and that it has left the majestic river. The river was turned to blood, red that turned gold from the reflective waters. He described the dense woods that surrounded the shore of the river, how it was somber. Above the forest a tree waved its branch full of leaves like fire that was from the sun. The sun enlightened every structure in marvels of coloring as it set.

The author tells off the beauty leaving the river. The sun revealing the next day to have winds, the log floating means the waters are rising. A hidden reef that is going to destroy someones boat stumbling boils show a dissolving bar. Lines and circle in the water warn of danger. That tree that was seemingly beautiful will fish for steamboats and destroy them. Steamboats will have trouble making it through the night as the old landmark changes to more dangerous obstacles.

The author showed his readers of how things can seem beautiful at first, but as time passes, they turn out to be dangerous. The author illustrates these scenarios through imagery.

The author of this passage used incredible imagery to convey the beauty of the river and its loss of beauty with knowledge. Before the author learned to see the signs of danger, he only saw beauty. When the author was new to steamboating, he witnessed a particularly magnificent sunset. The sky was red which reflected upon the water and slowly transitioned to gold. He noticed delicate ripples growing from a spot in the water. He noticed a dead tree rising above the wall of forest with a bough of leaves that shone with the brightness of flames. He was in a state of utter bliss when seeing this sunset early in his career.

Later on, the beauty faded as he learned the signals behind them. That beautiful red hue to his surroundings would lead to wind the next day. The growing ripples marked a dangerous obstacle that could kill a steamboat. The dead tree whose leaves were like fire was merely a landmark that would one day fall to waste. In learning the river he also lost the beauty of it "and doesn't he sometimes wonder whether he has gained most or lost most by learning his trade?"

The author talks about the book "Mississippi River" as a book who only some can understand, and whoms details can be understood only by some. He describes the River to be "... beauty, the poetry", have he only also seen this River before. In those 12,000 miles there was never a page to the author that ever became out of interest / boring.

The author uses the Literary element of Similie in this passage. The author said "Now when I had mastered the language of this water, and had come to know every thing trifling feature that bordered the great River as familiarly as I ~~know~~ knew the Alphabet." The author ~~is~~ in other words is explaining and informing us on how much he knows what he has read. His knowledge of the Mississippi River is so bright he remembers everything he read.

Being that the author was so interested in this book he was becoming each day more pasionated and very much more into learning more about the waters. Ironically the author ends up Changing the way he looks at the River when he noticed the changes. He noticed that the way the river was now flowing was no where near charmingful as the

book said, all that was now gone. The love he had for the river had faded when he noticed a changing channel; the silver streak in the shadow of the forest is in ~~a~~ need of a new snag, there were now also no more landmarks.

The author genuinely talks about the wonders of the Mississippi river and the lasting effect in it. He gradually perpetuates the feeling of just being in the presents of the body of water. Similarly he makes a controversy on how the uneducated persons will never be realize the beauty of the river if they dont see it with Imagry speaking of Imagry the narrator uses this literary element numerous of times while exaggerating how he felt on his journey and experiences.

In paragraph 1 of the introduction he states "the face of the water, in time, it became a wonderful book" he examined the river and compares to a book using Imagry in the text. The face of the water for him was a comparison to a wonderful catching book he expressed this in a manner after reading a magnificent book youd probably be mezmized. The same way watching the river flow down the Mississippi. His mentions was to show the utmost beauty being given by the river. His usage of the moon and sun with the river show how he used the texts and words to determine how starry the environment really is. As a result of him being "bewitched." The narrator on this specific texts use Imagry and comparitives to discuss his experiences in his way to see the Mississippi river. Many texts and references show how Imagry is used in several ways

Practice Paper A – Score Level 1

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 4

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

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 2

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

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 August 2014**

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

The *Chart for Determining the Final Examination Score for the August 2014 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, August 14, 2014. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – August 2014

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

(Use for the August 2014 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	62	2
55	98	5	26	59	2
54	96	5	25	56	2
53	95	5	24	55	2
52	93	5	23	51	1
51	92	5	22	48	1
50	91	5	21	45	1
49	90	5	20	42	1
48	89	5	19	39	1
47	88	5	18	36	1
46	87	5	17	33	1
45	87	5	16	29	1
44	86	5	15	26	1
43	85	5	14	23	1
42	84	4	13	20	1
41	83	4	12	17	1
40	83	4	11	14	1
39	82	4	10	12	1
38	80	4	9	10	1
37	79	4	8	8	1
36	78	3	7	7	1
35	77	3	6	6	1
34	75	3	5	5	1
33	74	3	4	4	1
32	72	3	3	3	1
31	70	3	2	2	1
30	68	3	1	1	1
29	66	3	0	0	1
28	65	3			

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

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

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

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* found at: <http://www.p12.nysed.gov/assessment/hsgen/2014/541cce-14.pdf>.