

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAMINATION

IN

# ENGLISH LANGUAGE ARTS

**Tuesday, January 22, 2019 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

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

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

# Part 1

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

## Reading Comprehension Passage A

...It was so cold that his first breath turned to iron in his throat, the hairs in his nostrils webbed into instant ice, his eyes stung and watered. In the faint starlight and the bluish luminescence of the snow everything beyond a few yards away swam deceptive and without depth, glimmering with things half seen or imagined. Beside the dead car he stood with his head bent, listening, and there was not a sound. Everything on the planet might have died in the cold. ...

But here he stood in light overcoat and thin leather gloves, without overshoes, and his car all but blocked the road, and the door could not be locked, and there was not a possibility that he could carry the heavy cases with him to the next farm or village. He switched on the headlights again and studied the roadside they revealed, and saw a rail fence, with cedars and spruces behind it. When more complex gadgets and more complex cures failed, there was always the lucifer match.<sup>1</sup>

Ten minutes later he was sitting with the auto robe over his head and shoulders and his back against the plowed snowbank, digging the half melted snow from inside his shoes and gloating over the growing light and warmth of the fire. He had a supply of fence rails good for an hour. In that time, someone would come along and he could get a push or a tow. In this country, in winter, no one ever passed up a stranded motorist. ...

Abruptly he did not want to wait in that lonely snow-banked ditch any longer. The sample cases<sup>2</sup> could look after themselves, any motorist who passed could take his own chances. He would walk ahead to the nearest help, and if he found himself getting too cold on the way, he could always build another fire. The thought of action cheered him; he admitted to himself that he was all but terrified at the silence and the iron cold. ...

Turning with the road, he passed through the stretch of woods and came into the open to see the moon-white, shadow-black buildings of a farm, and the weak bloom of light in a window. ...

“Hello?” he said, and knocked again. “Anybody home?” No sound answered him. He saw the moon glint on the great icicles along the eaves. His numb hand ached with the pain of knocking; he pounded with the soft edge of his fist.

Answer finally came, not from the door before which he stood, but from the barn, down at the end of a staggered string of attached sheds. A door creaked open against a snowbank and a figure with a lantern appeared, stood for a moment, and came running. The traveler wondered at the way it came, lurching and stumbling in the uneven snow, until it arrived at the porch and he saw that it was a boy of eleven or twelve. The boy set his lantern on the porch; between the upturned collar of his mackinaw<sup>3</sup> and the down-pulled stocking cap his face was a pinched whiteness, his eyes enormous. He stared at the traveler until the traveler became aware of the blanket he still held over head and shoulders, and began to laugh.

<sup>1</sup>lucifer match — a match that ignites through friction

<sup>2</sup>sample cases — cases of medicine samples

<sup>3</sup>mackinaw — type of warm coat

“My car stopped on me, a mile or so up the road,” he said. “I was just hunting a telephone or some place where I could get help.”

40 The boy swallowed, wiped the back of his mitt across his nose. “Grandpa’s sick!” he blurted, and opened the door. ...

“He must’ve had a shock,” the boy said. “I came in from chores and he was on the floor.” He stared at the mummy under the quilt, and he swallowed. ...

“Why didn’t you go for help?”

The boy looked down, ashamed. “It’s near two miles. I was afraid he’d...”

45 “But you left him. You were out in the barn.”

“I was hitching up to go,” the boy said. “I’d made up my mind.”

50 The traveler backed away from the stove, his face smarting<sup>4</sup> with the heat, his fingers and feet beginning to ache. He looked at the old man and knew that here, as at the car, he was helpless. The boy’s thin anxious face told him how thoroughly his own emergency had been swallowed up in this other one. He had been altered from a man in need of help to one who must give it. Salesman of wonder cures, he must now produce something to calm this over-worried boy, restore a dying man. Rebelliously, victimized by circumstances, he said, “Where were you going for help?”

“The Hill place. They’ve got a phone.”

55 “How far are they from a town?”

“About five miles.”

“Doctor there?”

“Yes.”

60 “If I took your horse and—what is it, sleigh?<sup>5</sup>—could someone at the Hills’ bring them back, do you think?”

“Cutter.<sup>5</sup> One of the Hill boys could, I should say.”

“Or would you rather go, while I look after your Grandpa?”

“He don’t know you,” the boy said directly. “If he should wake up he might ... wonder ... it might...”

65 The traveler grudgingly gave up the prospect of staying in the warm kitchen while the boy did the work. And he granted that it was extraordinarily sensitive of the boy to know how it might disturb a man to wake from sickness in his own house and stare into the face of an utter stranger. “Yes,” he said. “Well, I could call the doctor from the Hills’. Two miles, did you say?” ...

70 He climbed into the cutter and pulled over his lap the balding buffalo robe he found there; the scallop<sup>6</sup> of its felt edges was like a key that fitted a door. The horses breathed jets of steam in the moonlight, restlessly moving, jingling their harness bells, as the moment lengthened itself. The traveler saw how the boy, now that his anxiety was somewhat quieted, now that he had been able to unload part of his burden, watched him with a thousand questions in his face, and he remembered how he himself, thirty years ago, had searched the faces of passing strangers for something he could not name, how he had listened to their steps and seen their shadows lengthen ahead of them down roads that led to unimaginable places, and how he had ached with the desire to know them, who they were. But none of them had looked back at him as he tried now to look at this boy. ...

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<sup>4</sup>smarting — stinging

<sup>5</sup>cutter — a small horse-drawn sled

<sup>6</sup>scallop — curve

80 For half a breath he was utterly bewitched, frozen at the heart of some icy dream.  
Abruptly he slapped the reins across the backs of the horses; the cutter jerked and then slid smoothly out toward the road. The traveler looked back once, to fix forever the picture of himself standing silently watching himself go. As he slid into the road the horses broke into a trot. The icy flow of air locked his throat and made him let go the reins with one hand to  
85 pull the hairy, wool-smelling edge of the blanket all but shut across his face.

Along a road he had never driven he went swiftly toward an unknown farm and an unknown town, to distribute according to some wise law part of the burden of the boy's emergency and his own; but he bore<sup>7</sup> in his mind, bright as moonlight over snow, a vivid wonder, almost an awe. For from that most chronic and incurable of ills, identity, he had  
90 looked outward and for one unmistakable instant recognized himself.

—Wallace Stegner  
excerpted from “The Traveler”  
*Harper’s Magazine*, February 1951

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<sup>7</sup>bore — carried

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| <p>1 The figurative language in lines 1 and 2 creates a sense of</p> <p>(1) discomfort                      (3) curiosity<br/>(2) fearfulness                      (4) tranquility</p> <p>2 The details in lines 7 through 12 demonstrate that the traveler</p> <p>(1) has confidence in his ability to survive<br/>(2) is comfortable with his current situation<br/>(3) has faith in modern technology<br/>(4) is calmed by the beautiful landscape</p> <p>3 It can be inferred from lines 18 through 22 that the traveler</p> <p>(1) has resolved to move in spite of his fears<br/>(2) is sure that someone will come to his rescue<br/>(3) is concerned that someone will steal his car<br/>(4) has decided to stay to protect his samples</p> <p>4 In the context of the text as a whole, the “weak bloom of light” (line 24) most likely suggests the</p> <p>(1) probability of danger<br/>(2) possibility of assistance<br/>(3) chance of companionship<br/>(4) likelihood of adventure</p> | <p>5 Lines 47 through 53 reveal the</p> <p>(1) traveler’s acceptance of the change in the situation<br/>(2) boy’s misunderstanding of his grandfather’s illness<br/>(3) traveler’s resentment about delaying his appointments<br/>(4) boy’s confidence in the doctor’s expertise</p> <p>6 The traveler’s decision in lines 65 and 66 is prompted by his</p> <p>(1) reluctance to bond with the boy<br/>(2) sympathy for the boy’s dilemma<br/>(3) ignorance of the grandfather’s crisis<br/>(4) desire to solve his own problems</p> <p>7 Lines 73 through 79 convey a central idea that the traveler</p> <p>(1) acknowledges his anger and frustration with the circumstances<br/>(2) regrets his decision to leave the boy alone with the grandfather<br/>(3) recognizes his connection and importance to the boy<br/>(4) questions his choice to seek assistance from strangers</p> |
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8 The language used to describe motion in lines 80 through 82 creates a sense of

- (1) satisfaction
- (2) failure
- (3) confusion
- (4) resolve

9 The final paragraph contributes to a central idea by suggesting that the traveler

- (1) realizes he must forget the past to move forward
- (2) regrets the way he treated strangers in the past
- (3) discovers he can help himself by assisting a stranger
- (4) accepts that he must struggle for success

## Reading Comprehension Passage B

### Amazement Awaits

*Written on the occasion of the 2008 Olympics at the request of the Olympic Committee*

Sheer amazement awaits  
Amazement luxuriant in promise  
Abundant in wonder  
Our beautiful children arrive at this Universal stadium.

5 They have bathed in the waters of the world  
And carry the soft silt of the Amazon, the Nile,  
The Danube, the Rhine, the Yangtze and the Mississippi  
In the palms of their right hands.  
A wild tiger nestles in each armpit  
10 And a meadowlark perches on each shoulder.

We, the world audience, stand, arms akimbo,<sup>1</sup>  
Longing for the passion of the animal:  
The melody of the lark  
And the tigers' passion  
15 Attend the opening bells,  
The birds sing of the amazement which awaits.

The miracle of joy that comes out of the gathering of our best,  
bringing their best,  
Displaying the splendor of their bodies and the radiance of their  
20 agile minds to the cosmos.  
Encouragement to those other youth caught in the maws<sup>2</sup> of poverty,  
Crippled by the terror of ignorance.

They say,  
Brothers and Sisters,  
25 Yes, try.  
Then try harder.  
Lunge forward, press eagerly for release.  
The amazement which awaits is for you.

We are here at the portal of the world we had wished for  
30 At the lintel<sup>3</sup> of the world we most need.  
We are here roaring and singing.  
We prove that we can not only make peace, we can bring it with us.

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<sup>1</sup>akimbo — with hands on hips and elbows turned outward

<sup>2</sup>maws — jaws

<sup>3</sup>lintel — a horizontal support above a door or window

With respect for the world and its people,  
We can compete passionately without hatred.  
35 With respect for the world and its people,  
We can take pride in the achievement of strangers.  
With respect for the world and its people,  
We can share openly in the success of friends.

Here then is the Amazement:  
40 Against the odds of impending war,  
In the mouth of bloody greed,  
Human grace and human spirit can still conquer.

Ah...  
We discover, we ourselves  
45 Are the Amazement which awaits  
We are ourselves Amazement.

—Maya Angelou  
“Amazement Awaits”  
from *Maya Angelou: The Complete Poetry*  
Random House, 2015

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| <p>10 The first stanza sets a tone of<br/>(1) thoughtfulness           (3) anticipation<br/>(2) gratitude                 (4) serenity</p> <p>11 The figurative language in lines 5 through 8 emphasizes the<br/>(1) experience of the narrator<br/>(2) diversity of the participants<br/>(3) importance of rivers<br/>(4) renewal of the planet</p> <p>12 Lines 21 through 28 suggest that one impact the Olympics may have is to<br/>(1) provide an inspiration to all people<br/>(2) stress the importance of winning<br/>(3) emphasize the courage of all people<br/>(4) strengthen a belief in justice</p> | <p>13 The poet uses repetition in lines 33 through 38 in order to<br/>(1) shift the point of view<br/>(2) emphasize a central theme<br/>(3) create a sense of irony<br/>(4) stress an internal conflict</p> <p>14 Which line in the poem best illustrates the symbolism of “Amazement” in the last stanza?<br/>(1) “Our beautiful children arrive at this Universal stadium” (line 4)<br/>(2) “Longing for the passion of the animal” (line 12)<br/>(3) “Lunge forward, press eagerly for release” (line 27)<br/>(4) “Human grace and human spirit can still conquer” (line 42)</p> |
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## Reading Comprehension Passage C

...Nowhere is light pollution more apparent, almost achingly so, than in satellite images of the Earth from space. The continental United States seems to split in half: the eastern side is brighter than the west, except for the klieg lights of Las Vegas. Highways innervate<sup>1</sup> America, connecting luminous dots of small towns and big cities. Across the Atlantic, Europe shimmers. Moscow is a radiant nine-pointed star. The Nile Delta glows like a dandelion sprouting from mostly indigo Africa. Farther east, Hong Kong and Shanghai are ablaze, and the demilitarised zone separates dark North Korea from South Korea more cleanly than if the peninsula had been cleft in two. Developed society, it's clear, is where the light is.

Human-controlled light has pierced the night for thousands of years, long before [Thomas] Edison. Campfires warmed our ancestors' feet and cooked their meals; the Harvard anthropologist Richard Wrangham argues in his book *Catching Fire* (2009) that gathering around a flame to eat and to commune with others is, in fact, what made us human. Not just fellowship but safety has long been the primary rationale for pushing back the night. 'Evil spirits love not the smell of lamps,' as Plato put it. Comforting, lambent<sup>2</sup> lamplight led us safely home by tattling on the people and potholes and animals that would otherwise do us harm. By the early 17<sup>th</sup> century, residents of cities such as Paris and London were admonished<sup>3</sup> to keep lights burning in the windows of all houses that faced the streets, as the historian A. Roger Ekirch notes in his book *At Day's Close: Night in Times Past* (2005). Taxpayers funded oil lamps and candlelit lanterns for the avenues, while only genteel households could afford fine beeswax or spermaceti candles; most people relied on tallow, made from animal fat. ...

And even so — what price safety! A young but rapidly growing field of research suggests that night-time light itself is far more dangerous than the dark. In a 2012 report, an American Medical Association committee called electric lighting a 'man-made self-experiment' creating potentially harmful health effects. Humans, and everything else that lives on this planet with us, evolved during billions of years along a reliable cycle of day and night, with clear boundaries between them. Staunching the flood of artificial light can help restore this divide. Our well-being, and that of our fellow creatures, might depend on us doing so — or at the very least trying. The loss of night-time darkness neglects our shared past, but it might very well cut short our futures too. ...

A growing body of evidence shows that light pollution exacerbates,<sup>4</sup> and might directly cause, cancer, obesity, and depression, the troublesome triumvirate<sup>5</sup> of industrialised society. One of the first people to notice this correlation, at least as it applies to cancer, is Richard Stevens, a professor at the University of Connecticut, respected cancer epidemiologist,<sup>6</sup> and mild insomniac. In the early 1980s, Stevens and other researchers were beginning to realise there was little or no connection between diet and rising rates of

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<sup>1</sup>innervate — energize

<sup>2</sup>lambent — glowing or flickering with a soft radiance

<sup>3</sup>admonished — warned

<sup>4</sup>exacerbates — makes a situation worse

<sup>5</sup>triumvirate — a group of three holding power

<sup>6</sup>epidemiologist — health professional who investigates patterns and causes of diseases



breast cancer, contrary to what had been suspected. As Stevens puts it, it was like a light bulb going on when he realised that, in fact, a light bulb going on might be a culprit. ...

40 'Rather than falling, night, to the watchful eye, rises,' writes Ekirch in *At Day's Close*.  
Shadows creep up lows and valleys first, then consume hillsides and houses and the tallest  
buildings. Muted greys and deeper blues chase off the sun until finally the sky leaks no  
colour. When we sleep according to a solar cycle, melatonin<sup>7</sup> production follows this  
45 pattern, rising with the night. But artificial light tamps it down. This is frustratingly  
apparent for a special class of humans who experience sunsets every 90 minutes: astronauts.

One of the most frequent complaints of orbital crew members is insomnia; they pop  
sleeping pills on a regular basis, and still get only about six hours of shuteye, though they're  
allotted eight. Steven W. Lockley, a Harvard neuroscientist, recommends altering the light  
to improve matters. In 2012, he advised NASA [National Aeronautics and Space  
50 Administration] engineers to change the light bulbs on the International Space Station to a  
type of LED that can display blue-shifted light during the 'day', when the crew is working,  
and red-shifted light when they need to rest. Why the difference? That crucial ganglion,<sup>8</sup>  
the circadian<sup>9</sup> photoreceptor, is particularly sensitive to light toward the bluish end of the  
red, orange, yellow, green, blue, indigo and violet visible-light spectrum. ...

55 Insomnia is hardly the worst side effect of light pollution. Shift workers, who rise with  
the night and work awash in blue light, experience not only disrupted circadian rhythms and  
sleep deprivation, but an increased risk of breast and prostate cancer. These cancers, which  
require hormones to grow, are suppressed in the presence of melatonin, Stevens has shown.  
In 2010, Stevens published a review of breast cancer sensitivity in 164 countries, and found  
60 a 30 to 50 per cent increased risk of cancer in nations with the worst light pollution, but no  
increased prevalence of non-hormonally dependent cancers in the same populations.

'Our use of electric light in the modern world is disrupting our circadian sleep and our  
biology. There is no question about that. Does that have physiological consequences? There  
is more and more evidence that it does,' Stevens told me. 'The epidemiological studies are  
65 the crudest, but the most important.' ...

When we, in the industrialised world, do manage to turn off the lights, there are  
measurable, beneficial effects on our circadian rhythms. In a widely reported paper last  
summer, Kenneth Wright at the University of Colorado at Boulder took eight students  
camping in the Rocky Mountains for two weeks. They weren't allowed to use any artificial  
70 light after the sun went down — only the sanguine<sup>10</sup> glow of campfire. After a week,  
melatonin started to rise at sunset, peak in the middle of the night, and taper just at sunrise,  
which Wright called a 'remarkable' result. 'Internal biological time under natural light-dark  
conditions tightly synchronises to environmental time, and in this regard, humans are  
comparable to other animals,' he wrote. ...

75 For those of us addicted to our glowing phones and tablets, an app called F.lux can help.  
It 'warms' your device's display screen so that it shifts red in the evening, more closely  
matching incandescent bulbs and the hue of the setting sun. Just a brief glimpse at your  
mobile phone at bedtime is enough to expose your retinas to artificial light, so fighting such

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<sup>7</sup>melatonin — hormone that regulates sleep and wakefulness

<sup>8</sup>ganglion — mass of nerve tissues in the brain

<sup>9</sup>circadian — 24-hour biological cycle

<sup>10</sup>sanguine — red

80 a comprehensive intrusion might be an exercise in futility. But even if we can't completely quench our thirst for light, we can all make one small gesture, which could prompt us to unplug a little more. ...

—Rebecca Boyle  
excerpted and adapted from “The End of Night”  
<https://aeon.co>, April 1, 2014

- 15 The first paragraph introduces a central idea of the passage by demonstrating the
- (1) geographic location of specific countries
  - (2) most densely populated areas in the world
  - (3) extensive impact of modern technology on the world
  - (4) consequences of political differences between various nations
- 16 The figurative language in lines 15 through 17 describes the
- (1) peace of darkness
  - (2) beauty of light
  - (3) security of light
  - (4) value of darkness
- 17 The phrase, “And even so — what price safety!” in line 23, is used to
- (1) offer an example
  - (2) disprove an expert
  - (3) create a transition
  - (4) discredit a method
- 18 Lines 30 and 31 convey a sense of
- (1) caution
  - (2) despair
  - (3) indifference
  - (4) guilt
- 19 A central idea reinforced in lines 32 through 39 is that artificial lighting is a source of
- (1) vitamin deficiency
  - (2) human disease
  - (3) unclean air
  - (4) dangerous bacteria
- 20 The word “tamps,” as used in line 44, most nearly means
- (1) bends
  - (2) reduces
  - (3) removes
  - (4) hardens
- 21 The details in lines 46 through 52 show the
- (1) advantages of dim lighting within spacecrafts
  - (2) benefits of activity in promoting sleep
  - (3) importance of medication for ensuring sleep
  - (4) effects of different lighting on astronauts
- 22 In lines 66 through 74, Kenneth Wright’s camping trip helped prove that human “biological time”
- (1) operates independently from outside stimuli
  - (2) reacts to changes in elevation
  - (3) responds to feelings of stress
  - (4) aligns itself with natural cycles
- 23 The purpose of the final sentence (lines 79 through 81) is to
- (1) challenge an argument
  - (2) settle a debate
  - (3) suggest a solution
  - (4) contradict an assumption
- 24 Which statement best reflects a central idea in the text?
- (1) “Human-controlled light has pierced the night for thousands of years, long before [Thomas] Edison.” (lines 10 and 11)
  - (2) “Not just fellowship but safety has long been the primary rationale for pushing back the night.” (lines 14 and 15)
  - (3) “A young but rapidly growing field of research suggests that night-time light itself is far more dangerous than the dark.” (lines 23 and 24)
  - (4) “Shadows creep up lows and valleys first, then consume hillsides and houses and the tallest buildings.” (lines 41 and 42)

## Part 2

### Argument

**Directions:** Closely read each of the *four* texts provided on pages 12 through 19 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Should cash currency be eliminated?

**Your Task:** Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not cash currency should be eliminated. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

#### Guidelines:

##### Be sure to:

- Establish your claim regarding whether or not cash currency should be eliminated
- 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 – Denmark Might Eliminate Paper Money: Should We Do The Same?

Text 2 – Yes, Credit Cards Are Making You a Bad Person

Text 3 – The Sinister Side of Cash

Text 4 – Cash Is Critical

## Text 1

### Denmark Might Eliminate Paper Money: Should We Do The Same?

By next year [2016], if you walk in a restaurant or gas station in Copenhagen, you might no longer be able to pay with cash. The Danish government is considering allowing some stores to stop taking paper money. It's the next step as the country starts to get rid of cash completely: The central bank doesn't print bills or make coins anymore, many banks don't carry cash, and almost all adults have a credit or debit card.

Will places like the U.S. follow? Experts argue there are several reasons to get rid of paper money—like the fact that it might be able to help foil crime and force people to pay their taxes. In most countries, the majority of cash is used to hide secret transactions; in the U.S., only about 10% to 15% of paper money is used in the legal economy. The government misses out on hundreds of billions of dollars of taxes every year—not even counting the informal economy<sup>1</sup>—because people get paid in cash.

Still, while moving to electronic money might make things harder for criminals or tax evaders, it's unlikely to eliminate the underground economy.<sup>2</sup> “People will always find new ways to cheat,” says David Wolman, author of *The End of Money*. “Most money by value is already electronic, and we all know that there's plenty of illicit<sup>3</sup> activity involving digital money, ranging from garden-variety credit card fraud to colossal schemes orchestrated by the likes of Bernie Madoff.<sup>4</sup> It's all zeros and ones.”

And if the government—or potentially hackers—can track where people are spending money, that poses obvious challenges for privacy. “The privacy issue is enormous,” says Wolman. “We should be fighting for it in the already-very-digital present, let alone worrying about it in the highly hypothetical cashless future. But the fact is that no monetary system is perfectly safe. The issue is reducing risk and perceived risk sufficiently so that consumers/citizens feel comfortable enough using that system.”

Getting rid of cash does have other benefits. In Denmark, the move to let some stores stop using it was motivated by the fact that it costs those businesses money (it's worth noting that for now, even if the new proposal passes, places like hospitals and grocery stores will still have to accept paper bills). It's also obviously insecure: In the U.S., retailers lose around \$40 billion a year because of the theft of cash (banks lose another \$30 million or so in robberies).

Without paper currency, it's also easier for governments to change fiscal policy.<sup>5</sup> Denmark already has negative interest rates; if you put money in the bank, you pay a fee. That helps encourage people to either spend money, or invest it. (Cash spoils this plan, since people can decide to hide it under a mattress and ignore the government's interest rates.) ...

It would probably take at least a decade before the U.S. could be truly cashless, he [Wolman] says. But along the way, we could take steps like getting rid of low-value coins like pennies and nickels (which cost more to produce than their face value), and eliminating high-value bills like \$100s.

<sup>1</sup>informal economy — a system of trade or economic exchange used outside state-controlled or money-based transactions

<sup>2</sup>underground economy — the part of a country's economic activity that is unrecorded and untaxed by its government

<sup>3</sup>illicit — illegal

<sup>4</sup>Bernie Madoff — an American financier who defrauded thousands of investors of tens of billions of dollars

<sup>5</sup>fiscal policy — the means by which government adjusts its spending levels and tax rates to monitor and influence a nation's economy

40 “Some 70% of 100-dollar bills already reside overseas,” says Wolman. “Get rid of them because they’re not doing what cash is supposed to do, which is facilitate commerce. In 1969, the \$500, \$1,000, and \$5,000 notes were formally discontinued. Why? To impede crime. We should do the same with the \$100.” ...

—Adele Peters  
excerpted and adapted from “Denmark Might Eliminate Paper Money:  
Should We Do The Same?”  
[www.fastcoexist.com](http://www.fastcoexist.com), May 21, 2015

## Text 2

### Yes, Credit Cards Are Making You a Bad Person

5 The cashless society — a world where physical money is practically obsolete — has, in just a few years, gone from a utopian dream to something like an inevitability. In Sweden, a national effort is underway to take the country cashless within two decades. Throughout Africa, it’s perfectly common for merchants to accept money through mobile phones by having buyers transfer a specific amount of money to a specific number associated with the merchant.

10 In the U.S., the road to cashlessness is paved in plastic (glass, too<sup>1</sup>). In the 1970s, fewer than 20 percent of the adult population owned a credit card. Today, between 70 and 80 percent of the adult population does. In some cities, being forced to pay with cash already feels like a precious anachronism<sup>2</sup> (“What do you mean I have to *count the money* before extending my arm to the register?”).

15 The world of economic research has tried to keep pace with the plastic revolution, producing hundreds of reports on how MasterCard, Visa, and AmEx change our relationship to money and ourselves. The logic of credit is fairly simple. People rarely spend exactly what they earn, exactly when they earn it. With savings, we pass today’s earnings to the future. With credit, we pull expected future earnings into today. ...

20 The typical knock on credit cards is that they’re too effective at letting us buy stuff. Cash and coins must be considered, handled, counted, organized, re-counted, negotiated into the small space of a palm, and delivered cleanly to a merchant. Each of these verbs represents an inconvenience — a point of friction. But a card is just a card. Pull, swipe, finished. It’s so easy to spend whatever we want.

25 Too easy, actually. Research has shown that people who own more credit cards spend more over all; more in specific stores; more at restaurants; more on tips at restaurants ... literally, there are hundreds of studies on the effect of credit cards on spending, and the vast majority of them find that, all things equal, we put more on plastic. ...

30 The downside of counting money is that it takes time and effort. The upside is that it takes time and effort. That makes it more memorable. Cards make us forget we’re dealing with money. They create “an illusion of liquidity,”<sup>3</sup> wrote Dilip Soman, a professor at the University of Colorado at Boulder, that makes consumers confuse the *ability* to spend money and the *means*<sup>4</sup> to spend money. When paying with plastic, buyers have a tendency to outsource their mindfulness to the card. As a result, they were less likely to remember details about their purchases and more likely to buy additional items.

35 The “pain” of paying with cash has a hidden benefit. It makes it harder to quickly capitulate<sup>5</sup> to indulgences. Credit cards “weaken impulse control,” Manoj Thomas, Kalpesh Kaushik Desai, and Satheeshkumar Seenivasan found in a 2011 paper published in the *Journal of Consumer Research*. “Consequently, consumers are more likely to buy unhealthy food products when they pay by credit card than when they pay in cash.” Studying the contents of shopping baskets, the three economists found that shoppers with credit cards bought a larger share of food items they had ranked as unhealthy. In this way, the

<sup>1</sup>glass, too — the use of smart phones for buying and selling goods and services

<sup>2</sup>anachronism — something that is not in its correct historical or chronological time

<sup>3</sup>liquidity — the availability of cash money

<sup>4</sup>means — financial resources

<sup>5</sup>capitulate — surrender

40 permissiveness of credit cards weakens consumers' judgment in more subtle ways than total amount spent. ...

—Derek Thompson  
excerpted from “Yes, Credit Cards Are Making You a Bad Person”  
[www.theatlantic.com](http://www.theatlantic.com), June 12, 2013

### Text 3

#### The Sinister Side of Cash

When I tell people that I have been doing research on why the government should drastically scale back the circulation of cash—paper currency—the most common initial reaction is bewilderment. Why should anyone care about such a mundane topic? But paper currency lies at the heart of some of today’s most intractable<sup>1</sup> public-finance and monetary problems. Getting rid of most of it—that is, moving to a society where cash is used less frequently and mainly for small transactions—could be a big help.

There is little debate among law-enforcement agencies that paper currency, especially large notes such as the U.S. \$100 bill, facilitates crime: racketeering, extortion, money laundering, drug and human trafficking, the corruption of public officials, not to mention terrorism. There are substitutes for cash—cryptocurrencies,<sup>2</sup> uncut diamonds, gold coins, prepaid cards—but for many kinds of criminal transactions, cash is still king. It delivers absolute anonymity, portability, liquidity and near-universal acceptance. It is no accident that whenever there is a big-time drug bust, the authorities typically find wads of cash.

Cash is also deeply implicated in tax evasion, which costs the federal government some \$500 billion a year in revenue. According to the Internal Revenue Service, a lot of the action is concentrated in small cash-intensive businesses, where it is difficult to verify sales and the self-reporting of income. By contrast, businesses that take payments mostly by check, bank card or electronic transfer know that it is much easier for tax authorities to catch them dissembling.<sup>3</sup> Though the data are much thinner<sup>4</sup> for state and local governments, they too surely lose big-time from tax evasion, perhaps as much as \$200 billion a year.

Obviously, scaling back cash is not going to change human nature, and there are other ways to dodge taxes and run illegal businesses. But there can be no doubt that flooding the underground economy with paper currency encourages illicit behavior. ...

To be clear, I am proposing a “less-cash” society, not a cashless one, at least for the foreseeable future. The first stage of the transition would involve very gradually phasing out large denomination bills that constitute the bulk of the currency supply. Of the more than \$4,200 in cash that is circulating outside financial institutions for every man, woman and child in the U.S., almost 80% of it is in \$100 bills. In turn, \$50 and \$20 bills would also be phased out, though \$10s, \$5s and \$1s would be kept indefinitely. Today these smaller bills constitute just 3% of the value of the currency supply. ...

If cash is so bad, why retain small bills of \$10 and under? For one thing, cash still accounts for more than half of retail purchases under \$10, though the share fades off sharply as payment size rises, with debit cards, credit cards, electronic transfers and checks all far more important than cash for (legal, tax-compliant) payments over \$100. ...

Retaining small notes alleviates a host of problems that might arise if cash were eliminated entirely. For example, cash is still handy if a hurricane or natural disaster knocks out the power grid. Most disaster-preparation manuals call for people to keep some cash on hand, warning that ATMs [automated teller machines] might be paralyzed.

But times are changing. Nowadays, cell towers and large retail stores typically have backup generators, allowing them to process bank cards during a power outage. And there

<sup>1</sup>intractable — not easily controlled

<sup>2</sup>cryptocurrencies — digital currencies

<sup>3</sup>dissembling — concealing financial transactions

<sup>4</sup>thinner — less informative



are always checks. In due time, smartphone technology is likely to overtake all other media, and one can always keep a spare charging cell for emergencies.

Perhaps the most challenging and fundamental objection to getting rid of cash has to do with privacy—with our ability to spend anonymously. But where does one draw the line  
45 between this individual right and the government’s need to tax and regulate and to enforce the law? Most of us wouldn’t want to clamp down on someone’s right to make the occasional \$200 purchase in complete privacy. But what about a \$50,000 car or a \$1 million apartment? We should be able to reduce the problems I’ve described here while also ensuring that ordinary people can still use small bills for convenience in everyday transactions. ...

50 In sum, there are many issues to take into account, but if done gradually and properly, the balance of arguments is distinctly in favor of becoming a society that depends much less on cash. ...

—Kenneth S. Rogoff  
excerpted and adapted from “The Sinister Side of Cash”  
[www.wsj.com](http://www.wsj.com), August 25, 2016

## Text 4

### Cash Is Critical

...Cash is under attack in the United States, and elsewhere around the world. The very idea of physical currency is being challenged by businesses and intellectuals alike. But they couldn't be more wrong. ...

5 Of course, the digital age is something to embrace, and new ways of paying will continue to be introduced. But Americans need to recognize the risks and benefits of different payment instruments, and know that the banknote itself is a technology that remains a necessary part of our financial security – personally, nationally and internationally. Banknotes are convenient and universally accepted, and they offer unparalleled privacy as a payment instrument.

10 At a personal level, cash enables people to manage their financial security themselves. There are risks associated with storing cash, but each person can manage those risks by limiting the amount they carry with them or keep at home. You can lose the cash in your wallet, but no other part of your financial security is at risk.

15 The risks associated with electronic payment instruments are far more diverse and severe. Losing your credit cards or being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming,<sup>1</sup> identity theft, account takeover, fraudulent transactions and data breaches. According to the digital security company Gemalto, more than 1 billion personal records were compromised in 2014.

20 Each of those incidents leads to countless hours of dealing with financial institutions and law enforcement to try to gain access back to accounts, redress<sup>2</sup> fraudulent activity and reclaim one's own identity.

25 At a national level, the benefits of using cash far outweigh the risks, too. Counterfeiting is a risk associated with banknotes, although one that is much smaller than in popular imagination. In 2013, the U.S. Secret Service recovered approximately \$156 million in counterfeit U.S. currency, compared to a total circulation of just under \$1.2 trillion.

Large numbers of banknotes are hard to transport, conceal and use without detection. Cash seizure is a prominent law enforcement tool and one that can hit criminals hard. Indeed, if you are a serious criminal, you avoid using cash. You'd rather hide your money in an offshore bank account than store large numbers of banknotes.

30 But the benefits of currency for national security aren't limited to law enforcement. Cash has repeatedly demonstrated its importance in times of crisis. When natural disasters knock out an electrical grid for days or even weeks, cash is a saving grace for residents to obtain critical supplies. ...

35 Internationally, cash has become a key target in the fight against terrorism. When there is actionable intelligence on where terrorists keep their cash, the military can strike and destroy those locations and put a significant dent in the terror groups' ability to operate. ...

Cash means security to so many, whether in a wallet or on a battlefield. But the attacks on banknotes are misguided and ignore the reasons why they are ubiquitous<sup>3</sup> and necessary.

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<sup>1</sup>card skimming — illegally collecting data from the magnetic stripe of a credit, debit or ATM card

<sup>2</sup>redress — repair

<sup>3</sup>ubiquitous — existing everywhere

40 When you add the personal, national and international security benefits to cash's inherent other attributes, banknotes should be seen as the foundational payment instrument of the future, not just of the past.

—Guillaume Lepecq  
excerpted from “Cash Is Critical”  
[www.usnews.com](http://www.usnews.com), April 14, 2016

## Part 3

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 21 and 22 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

## Text

*Jan Żabiński and his wife Antonina managed the Warsaw Zoo, which was home to some 1,500 animals.*

5 ...For years, Polish scientists dreamt of a big zoo in the capital to rival any in Europe, especially those in Germany, whose majestic zoos were famous worldwide. Polish children clamored for a zoo, too. Europe enjoyed a heritage of fairy tales alive with talking animals—some almost real, others deliciously bogus—to spark a child’s fantasies and gallop grown-ups to the cherished haunts of childhood. It pleased Antonina that her zoo offered an orient of fabled creatures, where book pages sprang alive and people could parley<sup>1</sup> with ferocious animals. Few would ever see wild penguins sledding downhill to sea on their bellies, or tree porcupines in the Canadian Rockies, balled up like giant pinecones, and she believed that meeting them at the zoo widened a visitor’s view of nature, personalized it, gave it habits and names. Here lived the *wild*, that fierce beautiful monster, caged and befriended.

10 Each morning, when zoo dawn arrived, a starling gushed a medley of stolen songs, distant wrens cranked up a few arpeggios,<sup>2</sup> and cuckoos called monotonously like clocks stuck on the hour. Suddenly the gibbons<sup>3</sup> began whooping bugle calls so crazy loud that the wolves and hunting dogs started howling, the hyenas gibbering, the lions roaring, the ravens croaking, the peacocks screeching, the rhino snorting, the foxes yelping, the hippos braying. Next the gibbons shifted into duets, with the males adding soft squealing sounds between their whoops and the females bellowing streams of long notes in their “great call.” The zoo hosted several mated pairs, and gibbon couples yodel formal songs complete with overture, codas, interludes, duets, and solos.

20 Antonina and Jan had learned to live on seasonal time, not mere chronicity.<sup>4</sup> Like most humans, they did abide by clocks, but their routine was never quite routine, made up as it was of compatible realities, one attuned to animals, the other to humans. When timelines clashed, Jan returned home late, and Antonina woke in the night to help midwife an animal like a giraffe (always tricky because the mother gives birth standing up, the calf falls headfirst, and the mother doesn’t want help anyway). This brought a slated novelty to each day, and though the problems might be taxing, it imprinted her life with small welcome moments of surprise. ...

30 On a typical summer morning, Antonina leaned on the wide flat ledge of the terrace wall, where apricot tiles, cold enough to collect dew, dampened the sleeves of her red robe. Not all the bellowing, wailing, braying, and rumbling around her originated outside—some issued from the subterranean<sup>5</sup> bowels of the villa, others from its porch, terrace, or attic. The Żabińskis shared their home with orphaned newborn or sick animals, as well as pets, and the feeding and schooling of lodgers fell to Antonina, whose animal wards clamored to be fed. ...

35 One journalist who visited the villa to interview Jan was surprised by two cats entering the living room, the first with a bandaged paw and the second a bandaged tail, followed by a parrot wearing a metal neck cone, and then a limping raven with a broken wing. The villa bustled with animals, which Jan explained simply: “It’s not enough to do research from a distance. It’s by living beside animals that you learn their behavior and psychology.” On Jan’s

<sup>1</sup>parley — converse

<sup>2</sup>arpeggios — musical notes of a chord played in succession

<sup>3</sup>gibbons — small apes

<sup>4</sup>chronicity — schedule

<sup>5</sup>subterranean — underground

40 daily rounds of the zoo by bicycle, a large elk named Adam swayed close behind, an inseparable companion. ...

Antonina identified with animals, fascinated by how their senses tested the world. She and Jan soon learned to slow around predators like wild cats, because close-set eyes give them pinpoint depth perception, and they tend to get excited by quick movements a leap  
45 or two away. Prey animals like horses and deer enjoy wraparound vision (to spot predators creeping up on them), but panic easily. The lame speckled eagle, tethered in their basement, was essentially a pair of binoculars with wings. The hyena pups would have spotted Antonina coming in total darkness. Other animals could sense her approach, taste her scent, hear the faintest swoosh of her robe, feel the weight of her footsteps vibrating the  
50 floorboards a whisker's worth, even detect the motes<sup>6</sup> of air she pushed aside. She envied their array of ancient, finely tuned senses; a human gifted with those ordinary talents, Westerners would call a sorcerer.

Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes, and she often wrote from that outlook, in which she intuited their  
55 concerns and know-how, including what they might be seeing, feeling, fearing, sensing, remembering. When she entered their ken,<sup>7</sup> a transmigration<sup>8</sup> of sensibility occurred, and like the lynx kittens she hand-raised, she could peer up at a world of loud dangling beings:

...with legs little or large, walking in soft slippers or solid shoes, quiet or loud, with the mild smell of fabric or the strong smell of shoe polish. The soft fabric  
60 slippers moved quietly and gently, they didn't hit the furniture and it was safe to be around them ... calling "Ki-chi, ki-chi," [until] a head with fluffy blond hair would appear and a pair of eyes behind large glass lenses would bend over...It didn't take long to realize that the soft fabric slippers, the blond fluffy head, and the high-pitched voice were all the same object.

Often dabbling in such slippages of self, aligning her senses with theirs, she tended her  
65 wards with affectionate curiosity, and something about that attunement put them at ease. Her uncanny ability to calm unruly animals earned her the respect of both the keepers and her husband, who, though he believed science could explain it, found her gift nonetheless strange and mysterious. Jan, a devout scientist, credited Antonina with the "metaphysical"<sup>9</sup>  
70 waves" of a nearly shamanistic<sup>10</sup> empathy when it came to animals: "She's so sensitive, she's almost able to read their minds....She *becomes* them....She has a precise and very special gift, a way of observing and understanding animals that's rare, a sixth sense....It's been this way since she was little."...

—Diane Ackerman  
excerpted from *The Zookeeper's Wife*  
W. W. Norton & Company, 2007

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<sup>6</sup>motes — dust specks

<sup>7</sup>ken — understanding

<sup>8</sup>transmigration — transfer

<sup>9</sup>metaphysical — philosophical

<sup>10</sup>shamanistic — spiritual







# FOR TEACHERS ONLY

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

# ELA

## ENGLISH LANGUAGE ARTS

Tuesday, January 22, 2019—9:15 a.m. to 12:15 p.m., only

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

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

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

#### Scoring the Multiple-Choice Questions

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

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

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

## Rating of Essay and Response Questions

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

### *Introduction to the Tasks*

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

### *Introduction to the Rubric and Anchor Papers*

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

### *Practice Scoring Individually*

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

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

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



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

<b>Criteria</b>	<b>6</b> <b>Essays at this Level:</b>	<b>5</b> <b>Essays at this Level:</b>	<b>4</b> <b>Essays at this Level:</b>	<b>3</b> <b>Essays at this Level:</b>	<b>2</b> <b>Essays at this Level:</b>	<b>1</b> <b>Essays at this Level:</b>
<p><b>Content and Analysis:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts</p>	<p>introduce a precise and insightful claim, as directed by the task</p> <p>-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</p>	<p>-introduce a precise and thoughtful claim, as directed by the task</p> <p>-demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>-introduce a precise claim, as directed by the task</p> <p>-demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>-introduce a reasonable claim, as directed by the task</p> <p>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims</p>	<p>-introduce a claim</p> <p>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</p>	<p>do not introduce a claim</p> <p>-do not demonstrate analysis of the texts</p>
<p><b>Command of Evidence:</b> the extent to which the essay presents evidence from the provided texts to support analysis</p>	<p>-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas briefly, making use of some specific and relevant evidence to support analysis</p> <p>-demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</p> <p>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>-present little or no evidence from the texts</p> <p>-do not make use of citations</p>
<p><b>Coherence, Organization, and Style:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>-exhibit skillful organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using sophisticated language and structure</p>	<p>-exhibit logical organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using fluent and precise language and sound structure</p>	<p>-exhibit acceptable organization of ideas and information to create a coherent essay</p> <p>-establish and maintain a formal style, using precise and appropriate language and structure</p>	<p>-exhibit some organization of ideas and information to create a mostly coherent essay</p> <p>-establish but fail to maintain a formal style, using primarily basic language and structure</p>	<p>-exhibit inconsistent organization of ideas and information, failing to create a coherent essay</p> <p>-lack a formal style, using some language that is inappropriate or imprecise</p>	<p>-exhibit little organization of ideas and information</p> <p>-are minimal, making assessment unreliable</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts</p>
<p><b>Control of Conventions:</b> the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>-demonstrate control of conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable</p>

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

The modern world is constantly changing. Every day, humanity makes new discoveries from which new technologies are developed. Society benefits from this process which extends to the currency used today. Some nations, such as Denmark, have decided to use newly developed digital technologies to move away from the use of paper money. Despite the new challenges such a plan will involve, I believe, the elimination of cash currency will serve to further advance civilization.

If cash currency is eliminated, it will make payment much easier and convenient for the consumer. According to Text 2, "Today, between 70 and 80 percent of the adult population owns a credit card (lines 8-9). This percentage has significantly grown since the 1970's. Many people have already started to switch from cash to credit. Digital payment is easier for people than counting out actual paper bills. Eliminating cash currency will not affect the majority of people since most already pay by credit. Also, other payment methods are being developed as an alternative to paying by cash. For example, paying through the use of a cell phone has become increasingly popular. In Text 3 it states, "In due time, smartphone technology is likely to overtake

all other media, and one can always keep a spare charging cell for emergencies" (lines 41-42). Most of the population carries around a cell phone. Payment through a smart phone is already accessible for most people.

The elimination of cash currency will also help our government keep track of the flow of money in the world. A lot of cash is unaccounted for, making it difficult for the government to track. If money is digitalized, it will be much easier to follow where the money is going. The use of "digital money" might be able to help foil crime and force people to pay their taxes" (Text 1, line 7-8). Because the United States government is unable to track down every banknote, the government currently loses a great deal of tax revenue, amounting to about "\$500 billion a year" (Text 3, line 15). That lost revenue could be used to keep the government fund public works, such as parks and roads. More money for these projects will be required if cash is eliminated.

However, there are concerns that the elimination of cash currency will also equate to the elimination of a person's privacy. The government will be able to see on what and how much people are spending money. So will digital hackers, as shown in Text 4, "losing your credit cards or being the victim of

digital hackers can lead to... denied payment, card theft, card skimming, identity theft, account takeover, fraudulent transactions and data breaches" (lines 15-17). While it is true that these issues are serious and are becoming more prevalent in today's society, theft and robbery have always been around in human history. David Wolman, author of The End of Money, believes that "people will always find new ways to cheat" (Text 1, lines 13-14). This is because greed is part of human nature. However, I believe that as crime advances, so will protections to prevent these things from happening. Companies like Lifelock will continue to work in order to help people protect their digital accounts. These businessmen and retailers will also work to prevent and warn customers of risks incurred from their purchases. Legislation will also be passed to protect the people from the prying eyes of the government. Digital currency will continue to advance, and the rest of society will adapt to accommodate it.

Civilization is in constant flux. Humanity races against itself as it continues to develop into a more advanced society. Among these changes being made is the use of currency. Countries have begun

to move away from cash currency, now favoring the use of digital currency to benefit their people. Although this new system poses new challenges, such as identity theft and the dangers of digital hackers, I believe humanity will rise up to face and solve these problems so that it can enjoy the benefits of a cashless society.

**Anchor Level 6–A**

The essay introduces a precise and insightful claim, as directed by the task (*Despite the new challenges such a plan will involve, I believe the elimination of cash currency will serve to further advance civilization*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Digital payment is easier for people than counting out actual paper bills; A lot of cash is unaccounted for, making it difficult for the government to track; Digital currency will continue to advance, and the rest of society will adapt to accommodate it*) and to distinguish the claim from alternate or opposing claims (*While it is true that these issues are serious and are becoming more prevalent in today's society, theft and robbery have always been around in human history and I believe that as crime advances, so will protections to prevent these things from happening*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*For example, paying through the use of a cell phone has become increasingly popular ... "In due time, smartphone technology is likely to overtake all other media"; Because the United States government is unable to track down every banknote, the government currently loses a great deal of tax revenue, amounting to about "\$500 billion a year"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, line 15) and (Text 1, lines 13-14)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the claim (*I believe the elimination of cash currency will serve to further advance civilization*), followed by two body paragraphs that discuss positive aspects of digital currency, then a paragraph that presents and dismisses a counterclaim, and ends with a conclusion that refocuses on the claim and *the benefits of a cashless society*. The essay establishes and maintains a formal style, using sophisticated language (*Legislation will also be passed to protect the people from the prying eyes of the government*) and structure (*Despite the new challenges; However, there are concerns; While it is true*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Recently there have been a debate over whether or not cash should continue to play a principal role in our society today. Some argue it would be best if the United States goes cashless as countries such as Denmark are opting to do, while others argue that it will be more beneficial for us to stay with our present cash system. When considering all the facts, the benefits of having cash currency outweighs the risks. The use of cash brings stability, security and responsibility to the consumer. Having a cash currency also creates less debt and a sense of safety for Americans.

If America were to go cashless, our expenses would be solely handled through the use of credit cards and electronic banking. This however would eliminate individual responsibility because in order to buy something one just has to swipe a card and worry about it later as "cards make us forget we're dealing with money" (Text 2, lines 27-28). Using a card is a quick and easy process. In fact, "research has shown that people who own more credit cards spend more over all" whether it be in stores or restaurants or on purchases or tips (Text 2, lines 22-24). On the other hand, "cash and coins must be considered, handled, counted, organized, re-counted, negotiated into the small space of a palm, and delivered cleanly to a merchant" (Text 2, lines 17-19). As a result, the consumer is more aware of purchases made and less likely to overspend which in turn allows for savings for future needs and pleasures. Thus there is greater economic stability in the individual's life.

The use of cash can also add to one's sense of security,



especially as it relates to coping with theft and natural disasters. At a personal level, "you can lose the cash in your wallet, but no other part of your financial security is at risk" (Text 4, lines 12-13). If you are ever a victim of this type of theft, you can lose whatever you have at the moment, but the amount in the bank or at home is still safe which can create a further sense of stability and security. A society with cash can also save you from the hassle of credit card theft and unauthorized purchases with your card. "Being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming, identity theft, account take over, fraudulent transactions, and data breaches" (Text 4, lines 15-17). Thus, there is a greater chance of your being at risk financially if you are solely dependent on credit cards and other electronic transactions. Yet another area where cash adds to personal security and safety is in the case of natural disasters. "When natural disasters knock out an electrical grid for days or even weeks, cash is a saving grace for residents to obtain critical supplies" (Text 4, lines 31-33). During a time of a natural disaster, you may not be able to reach an ATM machine or use credit cards, so having cash can be a life saver. This all shows how having a society with cash creates safety and security for the nation and its citizens. Although having a society with cash is beneficial,

it can have its risk factors such as increased theft and bribery. Most agree "that paper currency, especially large notes, such as the U.S. \$100 bill, facilitates crime: racketeering, extortion, money laundering, drug and human trafficking, the corruption of public officials, not to mention terrorism" (Text 3, lines 7-10). In one sense, money isn't always documented which is why it may be used for crimes and bribery. In another <sup>sense,</sup> however, money can aid in fighting crime. It is harder to transfer and give big amounts of money for illegal reasons because "large numbers of banknotes are hard to transport, conceal and use without detection" (Text 4, line 26). This makes it easier for cash seizures to occur which is "a prominent law enforcement tool and one that can hit criminals hard" (Text 4, lines 27-28). While cash is often used by terrorists, it has also aided in capturing these groups. "When there is actionable intelligence on where terrorists keep their cash, the military can strike and destroy those locations and put a significant dent in the terror group's ability to operate" (Text 4, lines 34-36). By destroying a vital component, money, it is easier to weaken a terrorist group and its actions. Thus, while some may feel cash encourages criminal activity, it actually is often a means of eradicating it.

Switching to a cashless society can bring instability and uncertainty to many. Having a society that financially depends on cash is easier for all. It is easier for people to manage and aid in personal and national stability and security.

## Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*When considering all the facts, the benefits of having cash currency outweighs the risks. The use of cash brings stability, security and responsibility to the consumer. Having a cash currency also creates less debt and a sense of safety for Americans*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*As a result, the consumer is more aware of purchases made and less likely to overspend which in turn allows for savings for future needs and pleasures and The use of cash can also add to one’s sense of security, especially as it relates to coping with theft and natural disasters*) and to distinguish the claim from alternate or opposing claims (*Although having a society with cash is beneficial, it can have its risk factors such as increased theft and bribery and While cash is often used by terrorists, it has also aided in capturing these groups*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*A society with cash can also save you from the hassle of credit card theft and unauthorized purchases with your card. “Being the victim of digital hackers can lead to a whole host of problems including ... data breaches” and money can aid in fighting crime. It is harder to transfer and give big amounts of money for illegal reasons because “large numbers of banknotes are hard to transport, conceal and use without detection”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 22-24) and (Text 4, lines 34-36)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, beginning with an opening paragraph that introduces the claim, followed by three paragraphs that clearly support the claim (*Thus there is greater economic stability in the individual’s life; This all shows how having a society with cash creates safety and security for the nation and its citizens; Thus, while some may feel cash encourages criminal activity, it actually is often a means of eradicating it*), concluding with a fifth paragraph that succinctly reiterates the claim (*Having a society that financially depends on cash is easier for all*). The essay establishes and maintains a formal style, using sophisticated language and structure (*If America were to go cashless, our expenses would be solely handled through the use of credit cards and electronic banking and Switching to a cashless society can bring instability and uncertainty to many*). The essay demonstrates control of conventions, exhibiting occasional errors (*have been a debate, benefits ... outweighs, This however would, unauthorized*) only when using sophisticated language.

One controversial topic that has been debated heavily is whether or not cash currency should be eliminated. The article "Denmark Might Eliminate Paper Money: Should We Do The Same?" states that "By next year, if you walk in a restaurant or gas station in Copenhagen, you might no longer be able to pay with cash" (Text 1, lines 1-2). Their goal: cutting out cash completely. Although some argue that totally wiping out cash may diminish privacy, cash should be eliminated because it will eradicate illegal cash purchases and help to combat tax evasion.

One reason why cash should be eliminated is because cutting out cash will expel illegal cash purchases. Millions use paper money for illegal purchases in our country. "In the U.S. only about 10%–15% of paper money is used in the legal economy" (Text 1, lines 8-9). That statistic suggests that most of the paper currency in our country is being used for illegal transactions. "The Sinister Side of Cash" goes on to explain the astronomical number of problems associated with cash, stating that "paper currency, especially large notes such as the U.S. \$100 bill, facilitates crime: racketeering, extortion, money laundering, drug and human trafficking, the corruption of public officials... terrorism"

(Text 3, lines 7-10). This information reinforces how truly undeniable the negative effects of paper money are. Some opponents of cutting out cash question that if cash is gone, what happens when natural disasters strike and the computers are down? The article "Cash Is Critical" states that natural disasters can "knock out an electrical grid for days or even weeks" (Text 4, lines 31-32). While this is true, according to "The Sinister Side of Cash," "Nowadays, cell towers and large retail stores typically have backup generators, allowing them to process bank cards during a power outage" (Text 3, lines 39-40). In other words, with the way the world depends upon electronic devices, backup generators are vital so that natural disasters will not become a critical issue.

Another reason why cash should be eliminated is that getting rid of cash will put an end to tax evasion. It is documented that tax evasion "... costs the federal government some \$500 billion a year in revenue" (Text 3, lines 14-15). Basically, people are using cash in businesses, a process which makes verification of sales very difficult. Local governments lose about \$200 billion from tax evasion alone (Text 3, line 20).

Clearly, nothing permanent can be done just yet about this heavily debated issue. There are still problems, and it will not be an easy transformation. When all the issues are finally worked out, the absence of cash will terminate illegal purchases involving drugs and other debauchery. It will also help to eliminate tax evasion, which is highly detrimental to our country's economy.

**Anchor Level 5–A**

The essay introduces a precise and thoughtful claim, as directed by the task (*cash should be eliminated because it will eradicate illegal cash purchases and help to combat tax evasion*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*That statistic suggests that most of the paper currency in our country is being used for illegal transactions and This information reinforces how truly undeniable the negative effects of paper money are*) and to distinguish the claim from alternate or opposing claims (*Some opponents of cutting out cash question that if cash is gone, what happens when natural disasters strike and the computers are down?*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"paper currency, especially large notes such as the U.S. \$100 bill, facilitates crime ..."* and *It is documented that tax evasion "... costs the federal government some \$500 billion a year in revenue"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 1-2*) and (*Text 4, lines 31-32*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that states the claim and notes some positive effects of the elimination of cash (*eradicate illegal cash purchases and help to combat tax evasion*), followed by a body paragraph that addresses illegal cash purchases and the counterclaim surrounding the effect of a natural disaster, a third paragraph that addresses *tax evasion*, and a concluding paragraph that reiterates the claim (*the absence of cash will terminate illegal purchases involving drugs and other debauchery. It will also help to eliminate tax evasion, which is highly detrimental to our country's economy*). Internal and external transitions aid in cohesion (*Although some argue, One reason, While this is true, Clearly*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Basically, people are using cash in businesses, a process which makes verification of sales very difficult*). The essay demonstrates control of conventions, exhibiting essentially no errors.

Having the foundation of a reliable monetary system in place assures people that they can be secure in their everyday lives. They are able to buy things from merchants and businesses. The issue is whether the monetary system should go electronic and become totally cashless. Cash currency should not be eliminated because people spend too much using credit cards, the privacy of people is kept safe with cash, and cash can be used in times of emergency.

People rely on credit cards too much when it comes to spending money. What they don't realize is that credit cards make it harder to save money. Many people end up spending too much money when using their credit cards. For instance, Text 2 states, "Research has shown that people who own more credit cards spend ... more at restaurants; more on tips at restaurants ... literally, there are hundreds of studies on the effect of credit cards on spending, and the vast majority of them find that, all things equal, we put more on plastic" (lines 22-25). This shows that when people are in possession of a credit card, they tend to spend more money on everything. Since there is no need to physically count the money, people feel as though they have an endless amount, and they spend it carelessly. This is what makes it possible to spend too much money when using a credit card. By having actual cash in society, there is a budget and a limit that people have for themselves. They can physically see how much money they have in front of them which causes them to think things through before spending.

By using cash for purchases, it makes it easier for individuals to conceal their identity so they are not a victim of identity theft. Using credit cards leaves behind a history of their expenses. This makes them susceptible to invasions of privacy

that could be avoided if they used cash. For instance, Text 4 states, "The risks associated with electronic payment instruments are far more diverse and severe. Losing your credit cards or being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming, identity theft, account takeover, fraudulent transactions, and data breaches" (lines 14-17). This shows that those using credit cards could have their lives ruined because of the risks associated with exposing their identity. Having a cashless society would increase the chances <sup>of</sup> their getting hacked or ~~the~~ having their bank account taken over. However, having cash would allow people to buy everyday items without putting their safety and identity on the line.

Although credit cards can cause problems for some people, it can actually be helpful in times of danger. To explain, Text 3 states, "Most disaster-preparation manuals call for people to keep some cash on hand, warning that ATMs might be paralyzed. But times are changing. Now a days, cell towers and large retail stores typically have back up generators, allowing them to process bank cards during a power outage" (lines 37-40). This shows that credit cards are still able to work even if disaster strikes and the power goes out. However, this idea is extremely incorrect because cash is something that will work anywhere, no matter what. For example, Text 4 states, "Cash has repeatedly demonstrated its importance in times of crisis. When natural disasters knock out an electrical grid for days or even weeks, cash is a saving grace for residents to obtain critical supplies" (lines 30-33). This shows how



important cash really is because it can be used no matter what is going on in the world. Electrical generators can fail which means that credit cards would not even work.

Ultimately, cash currency should not be eliminated because it serves many different purposes to many different people. Cash can be used in any situation and it also helps people to regulate how much they spend and what they purchase. A cashless society would allow the crime rate to skyrocket because it would be extremely easy for identities to be stolen.

**Anchor Level 5-B**

The essay introduces a precise and thoughtful claim, as directed by the task (*Cash currency should not be eliminated because people spend too much using credit cards, the privacy of people is kept safe with cash, and cash can be used in times of emergency*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This shows that when people are in possession of a credit card, they tend to spend more money on everything ... people feel as though they have an endless amount, and they spend it carelessly*) and to distinguish the claim from alternate or opposing claims (*Although credit cards can cause problems for some people, it can actually be helpful in times of danger and However, this idea is extremely incorrect because cash is something that will work anywhere, no matter what*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Using credit cards ... makes them susceptible to invasions of privacy ... "The risks associated with electronic payment instruments are far more diverse and severe. Losing your credit cards or being the victim of digital hackers can lead to ... fraudulent transactions, and data breaches"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*For instance, Text 2 ... (lines 22-25) and To explain, Text 3 states ... (lines 37-40)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that states the claim and presents three supportive arguments about the benefits of using cash, then addressing each claim within three separate body paragraphs, the third also is used to refute a counterclaim, and a conclusion that reiterates the claim (*Ultimately, cash currency should not be eliminated*) and summarizes the arguments discussed (*Cash can be used in any situation and it also helps people regulate how much they spend ... A cashless society would allow ... identities to be stolen*). The essay establishes and maintains a formal style, using fluent and precise language (*Having the foundation of a reliable monetary system in place assures people that they can be secure in their everyday lives*) and sound structure (*However, having cash would allow people to buy everyday items without putting their safety and identity on the line*). The essay demonstrates control of conventions, exhibiting occasional errors (*possession, individuals ... their identity, their ... bank account, credit cards ... it*) only when using sophisticated language.

With places such as Denmark and Africa introducing practices that will lead to a cashless society, a debate has emerged as to whether or not the United States should do the same. Should credit card use completely replace our use of cash currency? No, paper currency should not be eliminated as cash offers greater security. With credit cards people spend more money and fraud is more likely to happen.

Cash currency should not be eliminated because people spend more money with credit cards. These cards have a very negative affect on spending. When speaking on peoples usage of credit cards, Text 2 points out that, while "cash and coins must be considered, handled, counted... and delivered cleanly to a merchant," a card is simply swiped and much less thought is put into the purchase (Text 2, lines 17-21). This leads to more spending overall since consumers are "less likely to remember details about their purchases and more likely to buy additional items" (Text 2, lines 31-32). In other words, those who have credit cards tend to spend more on things that they don't necessarily need. Without cash currency, it is hard for people to manage their money, and they are less cautious of what they buy. As a result, individuals and families end up spending more than they earn because there are no real limitations on credit cards. Because people can spend money excessively using a card, they don't realize when they are spending more than they can afford, and it eventually leads to penalties and severe debt. For this reason, cash currency is better, as "cash enables

people to manage their financial security themselves" (Text 4, line 10).

Cash currency should not be eliminated because it also eliminates fraud. With credit cards, people are more likely to be victimized in fraud cases. Text 4 states, "losing your credit cards or being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming, identity theft, account takeover, fraudulent transactions and data breaches" (Text 4, lines 15-17).

In other words, losing a credit card or simply dealing with a hacker can cause one to experience identity and account issues. With cash currency, there is a less likely chance of ever having to worry about someone stealing money from an account or stealing one's identity. Credit cards give access for such things to easily happen. Text 4 also states, "Each of those incidents leads to countless hours of dealing with financial institutions and law enforcement to try to gain access back to accounts, redress fraudulent activity and reclaim one's own identity" (Text 4, lines 19-21). In another context, after dealing with fraud, people have to go through a lot just to get their accounts back in order and secured.

Cash currency ensures that one never even has to experience such a thing as trying to reclaim their identity and money that is theirs. With paper money, the money is in one's hands and there is no need to worry about being hacked.

On the other hand, many people may think that cash currency should be eliminated. Some tend to have negative views on paper money. Text 1 states, "The

government misses out on hundreds of billions of dollars of taxes every year – not even counting informal economy – because people get paid in cash” (Text 1, lines 9-11).

In other words, because some people are paid in cash, many get away with not paying taxes. This can be seen as a negative because it upsets the government’s economy. However, the positives of having cash currency outweigh the negatives. Text 4 states, “you can lose the cash in your wallet, but no other part of your financial security is at risk” (Text 4, lines 12-13). This means that one may lose paper money, but the good part is that they won’t have to worry about a hacker and identity theft as they would with a credit card. With cash currency one’s account is safe and so is one’s identity because the money is in his or her hands.

Cash currency should not be eliminated. It ensures that one’s spending is limited and that he or she doesn’t have to experience fraud. Overall, paper money is more reliable because people have better control on how they spend money and their money is more secure.

## Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*No, paper currency should not be eliminated as cash offers greater security. With credit cards people spend more money and fraud is more likely to happen*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Without cash currency, it is hard for people to manage their money, and they are less cautious of what they buy* and *In other words, losing a credit card or simply dealing with a hacker can cause one to experience identity and account issues*) and to distinguish the claim from alternate or opposing claims (*In other words, because some people are paid in cash, many get away with not paying taxes. This can be seen as a negative because it upsets the government's economy. However, the positives of having cash currency outweigh the negatives*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*With cash currency there is a less likely chance of ever having to worry about someone stealing money from an account or stealing one's identity* and *"You can lose the cash in your wallet, but no other part of your financial security is at risk" ... This means that one may lose paper money, but the good part is that they won't have to worry about a hacker and identity theft as they would with a credit card*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 17-21) and (Text 4, line 10)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that states a claim and identifies reasons for supporting the claim as opposed to the alternate claim, stating there is *greater security* with cash but *overspending* and *fraud* are *more likely to happen* with credit cards, then devoting a paragraph to overspending that is repetitive in nature, a paragraph that deals with fraud, a third paragraph that addresses a counterclaim and stresses the security provided by using cash, and a summative conclusion that reinforces the claim (*Overall, paper money is more reliable*). The essay establishes and maintains a formal style, using precise and appropriate language (*With credit cards people are more likely to be victimized in fraud cases*) and structure (*As a result, individuals and families end up spending more than they earn because there are no real limitations on credit cards* and *Because people can spend money excessively using a card, they don't realize when they are spending more than they can afford, and it eventually leads to penalties and severe debt*). The essay demonstrates control of conventions, exhibiting occasional errors (*speaking on peoples usage* and *one ... they*) only when using sophisticated language.

With the coming of the technological revolution, it is believed that the next evolution of our world will be the elimination of cash currency. The idea of this ~~is~~ is that cash causes many difficulties and problems in our world and it would be easier to just use electronic money, like a credit card. On the contrary there are many problems that would arise from this ~~330~~ system. I believe that we should not eliminate cash currency for various reasons, this would increase over spending and indulging of Americans, and it is also extremely risky doing everything with your money online because of all of the insecurities of the internet.

One main reason eliminating cash currency is a bad idea is that only using a credit card makes people spend more and spend recklessly. Americans have been seen wasteful enough as it is. We do not need to become ~~and~~ even more indulgent society." Literally, there are hundreds of studies on the effect of credit cards on spending, and the vast majority of them find that, all things equal, we put more on plastic" (Text 2, lines 24-25). Extensive and various studies prove we spend more with a credit card ~~is~~ in our hands than cash. Ridding our society of cash currency will make us more wasteful and less caring with our money and spending. Next, we come to the concern of safety, security, and privacy. Only keeping our money in online accounts can be very tricky and confusing. ~~It~~ is easy to get hacked if you aren't very careful, "losing your credit cards or being the victim of digital hackers can

lead to a whole host of problems ~~that~~ including denied payment, card theft, card scamming, identity theft, card takeover" (Text 4, 15-17). The elimination of cash currency ~~is a~~ ~~to~~ ~~dangerous~~ can be dangerous, especially for those who may not be as educated about the system and how it works. One slip up and you could find yourself in a huge problem with irreversible consequences. Cash currency shouldn't be eliminated because it will cause security problems, and increase wasteful spending.

Some may argue that no more cash will greatly improve crime rates. They say that ~~more~~ cash is now only used for crime and that credit cards have the ability to track ~~the~~ money. "In most countries, the majority of cash is used to hide secret transactions; in the U.S, only about 10% to 15% of paper money is used in the legal economy" (Text 1, lines 8-9). It is true that most large amounts of cash usually are acquired from some sort of illegal activity but, there is no real proof that a cashless system will ~~change~~ ~~that~~, as David Wolman says, "People will always find <sup>new</sup> ~~the~~ ways to cheat" (Text 1, lines 13-14). People will always find a way around the system no matter what rules are enforced. ~~People will always find a way around the system no matter what rules are enforced.~~ ~~People~~ Some people will always be out there to try to work the system to their own personal advantage out of greed.

As you can see, eliminating cash currency from our country would not be beneficial to us. This new system would result in more wasteful spending, more dangerous account hacking and personal security breaches. Cash should

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

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Continue to be used in our country because it makes us spend more sparingly by ~~being~~<sup>physically</sup> being able to see how they are using their hard earned money. A cashless society is not ideal to us and it should not be involved in our technological revolution.

**Anchor Level 4–A**

The essay introduces a precise claim, as directed by the task (*I believe that we should not eliminate cash currency for various reasons, this would increase over spending and indulging of Americans, and it is also extremely risky ... because of all of the insecurities of the internet*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Extensive and various studies prove we spend more with a credit card in our hands than cash and The elimination of cash currency can be dangerous, especially for those who may not be as educated about the system and how it works*) and to distinguish the claim from alternate or opposing claims (*Some may argue that no more cash will greatly improve crime rates ... but, there is no real proof that a cashless system will change that*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Literally, there are hundreds of studies on the effect of credit cards on spending, and the vast majority of them find ... we put more on plastic”; Losing your credit cards or being the victim of digital hackers can lead to ... denied payment ... card takeover and “only about 10% to 15% of paper money is used in the legal economy”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 2, lines 24-25*] and [*Text 1, lines 8-9*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, beginning with an introductory paragraph that establishes the claim, followed by one paragraph that presents several problems with credit card use, and another that presents the counterclaim and its fallacy, ending with a summary conclusion (*As you can see, eliminating cash currency from our country would not be beneficial to us*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*One main reason eliminating cash currency is a bad idea is that only using a credit card makes people spend more and spend recklessly*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*world and it; On the contrary there; reasons, this would; economy.* (*Text; aquired; activity but, there is*) that do not hinder comprehension.



There has been recent debate about whether or not to eliminate cash currency and replace it with digital currency.

The answer is simple. We should eliminate cash currency because ~~electronic~~ <sup>electronic currency</sup> is more convenient and easier ~~for~~ <sup>for</sup> people to use. It also helps eliminate crime.

However, some people believe otherwise. In Text 4, it states that "cash means security to so many" (line 37).

People argue that electronic currency is not safe. "Most money by value is already electronic and we all know that there is plenty of illicit activity involving digital money" (Text 1, lines 14-16). Despite this argument, Text 1 further states "no monetary system is perfectly safe" (lines 20-21).

As our world continuously changes, even some developing countries are switching to the ease of electric currency. Text 2 states that "throughout Africa, it's perfectly common for merchants to accept money through mobile phones" (lines 3-6). It would be ~~even~~ easier when ~~travelling~~ travelling to different countries to use money electronically rather than to have to change money for a different country's specific currency. As the world evolves, we should evolve with it. Lastly, it is simpler not to have to count out "cash and coins" (Text 2, lines 17-18).

Another benefit of electronic currency is that it can reduce crime. Text 3 states "By contrast, businesses that take payments mostly by check, bank card or electronic transfer know that it is much easier for tax authorities to catch them dissembling" (lines 17-19). Therefore, the use of digital currency "might be able to help ~~for~~ <sup>fight</sup> crime and force people to pay their taxes" (Text 1, lines 7-8). Also, if there

is no actual paper cash in a bank, there is nothing to rob, further reducing crime.

Hopefully, in the near future, we will adopt the system of electronically transferring currency. It would be easier to pay for our consumer goods, and it would also lower the crime level if we make this change.

**Anchor Level 4-B**

The essay introduces a precise claim, as directed by the task (*We should eliminate cash currency because electronic currency is more convenient and easier for people to use. It also helps eliminate crime*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*It would be easier when travelling to different countries to use money electronically rather than to have to change money for a different country's specific currency*) and to distinguish the claim from alternate or opposing claims (*People argue that electronic currency is not safe and Despite this argument, Text 1 further states "no monetary system is perfectly safe"*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Text 2 states that "throughout Africa, it's perfectly common for merchants to accept money through mobile phones" and the use of digital currency "might be able to help foil crime and force people to pay their taxes"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 2 states ... (lines 3-6)* and (*Text 1, lines 7-8*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, introducing the claim in the first paragraph, followed by the counterclaim and its rebuttal in the second paragraph, then presenting two paragraphs in support of switching to electronic currency, and ending with a statement that refocuses on the claim (*It would be easier to pay for our consumer goods, and it would also lower the crime level if we make this change*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Also, if there is no actual paper cash in a bank, there is nothing to rob, further reducing crime*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*convenient, travelling, disembling, transferring*) that do not hinder comprehension.

Money is a major influence that keeps society moving today. Cash currency is basic to everyone and everyone is used to this system. I don't think we should change our present system of cash currency because it is an easy system to use, and too many problems would result if we change to digital currency.

Even though "cash is also deeply implicated in tax evasion, which costs the federal government some 500 billion a year in revenue" (Text 3, lines 14-15), using technology instead of cash hurts people.

"Pull, swipe, finish. It's so easy to spend on whatever we want" (Text 2, lines 20-21). The use of a credit card or technology weakens consumers' judgement about what their buying. However paying with cash can make the customers think before counting out the bills and change that they worked so hard for.

A cash-less society can be very dangerous. Criminal activity can increase with the use of handling money with technology. "Losing your credit cards or being the victim of digital hackers can lead to a whole host of problems" (Text 4, lines 15-16). Having your money on a card is risky: "denied payments, card theft, identity theft, data breaches, fraudulent transactions" and account compromises (Text 4, lines 16-17).

Privacy is a big issue in our society. Eliminating cash currency and using technology can invade people's privacy. "Perhaps the most challenging and fundamental objection to getting rid

of cash has to do with privacy - with our ability to spend anonymously" (Text 3, lines 43-45). With cash currency, you have privacy to buy whatever you want, wherever you want.

Changing to a cashless society will change our society negatively. It may be a very dangerous change for the consumer. We should leave our cash currency system as it is and focus on other issues in our society.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*I don't think we should change our present system of cash currency because it is an easy system to use, and too many problems would result if we change to digital currency*). 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 (*Even though "cash is also deeply implicated in tax evasion, which costs the federal government some 500 billion a year in revenue" ... using technology instead of cash hurts people*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Pull, swipe, finish. It's so easy to spend on whatever we want"* and *"Perhaps the most challenging and fundamental objection to getting rid of cash has to do with privacy..."*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by presenting inaccurately copied language within direct quotes (*"denied payments ... fraudulent transactions"*) and the omission of quotation marks when copying directly from the text (*weakens consumers' judgement*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that introduces the claim and establishes why cash currency should be maintained (*it is an easy system ... and too many problems are related to digital currency*), followed by three body paragraphs that include the counterclaim and one specific drawback of electronic currency for each paragraph, and ending with a summary conclusion that reaffirms the claim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*their* for "they're"; *Criminal activity can increase with the use of handling money with technology; With cash currency, you have privacy to buy whatever you want, wherever you want*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*However paying, cash-less, comprimises, negatively*) that do not hinder comprehension.

I believe that cash currency should not be eliminated. In text one Wolman states a good point when he says that, "The privacy issue is enormous" (19). People can hack onto your credit cards and steal all of your money. But with cash, you are at risk of losing the money you have on you.

In text 2 it says that between 70 to 80 percent of people use credit cards. The problem with this is that more people will be at risk of losing their money. And also when people have credit cards they tend to spend more money than they have. "Research has shown that people who own more credit cards spend more overall" (22, 23). With those who spend cash they can't spend more than they have so they don't have to worry about paying things back.

In text 4 it says how people who were to use credit cards would spend hours trying to gain access to their cards. "Losing your credit cards or being the victim of digital hackers can lead to a whole host of problems including denied payment, card theft, card skimming, identity theft ... etc" (15, 16). Changing over to a world without cash would be too much of a hassle; you would have people fighting against each other for what they wanted.

In text one it says that some believe we should get rid of cash because that might "help foil crime and force people to pay their

taxes. But there will still be crimes like hacking ~~hacking~~ and identity theft. We should keep things how they are. Until those disadvantages can somehow be brought down we should keep money. The change would have too many people struggling if they spent too much money. The card would have them spending money and not thinking about the overall outcome.

**Anchor Level 3–A**

The essay introduces a reasonable claim, as directed by the task (*I believe that cash currency should not be eliminated*). The essay demonstrates some analysis of the texts (*The problem with this is that more people will be at risk of losing their money*), but insufficiently distinguishes the claim from alternate or opposing claims (*But there will still be crimes like hacking and identity theft*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*In text 2 it says that between 70 to 80 percent of people use credit cards* and *“Research has shown that people who own more credit cards spend more overall”*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*text 2 ... overall*] (22, 23) and [*In text 4 it says ... etc*] (15, 16). The essay does not provide end quotation marks or line numbers when taking material from *text one*. Quoted material at times is inexact (*theft ... etc*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introduction that presents the claim and a counterclaim, followed by two loosely developed paragraphs of support that focus on the potential *risk* and *hassle* credit card users are exposed to, concluding with a brief addressing of the counterclaim and a reaffirmation of the claim (*We should keep things how they are*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Changing over to a world without cash would be too much of a hassle* and *Until those disadvantages can somehow be brought down we should keep money*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*onto you’re, losing, cash they, victim, believe, down we, struggling*) that do not hinder comprehension.

There are many debatable topics that are argued on a daily basis. These 4 texts discuss the debated topic if weather or not cash currency should be eliminated. Cash currency should be eliminated.

There are many benefits from a cashless society. For example "In due time, Smartphone technology is likely to overtake all other media and one can always keep a spare charging cell for emergencies" (text) line (42-45). As you can see you don't even need a credit card or money because you can pay through your phone which is more convenient. Another positive impact is "But along the way we could take steps like getting rid of low-value coins like pennies and nickels (which cost more to produce than their value) and eliminating high-value bills like \$100s" (text) line (34-36). This is saying we will save money by stopping the production of money because it is overpriced. Lastly text 2 states "The downside of creating money is that it takes time and effort." By ~~having~~ ~~money~~ not having money it will save time and effort. However some say cash currency is needed. "Too easy actually. Researchers show that people who own more

Own more credit cards spend more overall." (text 2)  
As a result by having more credit cards  
assessible people can begeter have massive  
debt. In conclusion cash is not needed  
in today's society because of all ~~ways~~ our  
new advances in technology.

**Anchor Level 3–B**

The essay introduces a reasonable claim, as directed by the task (*Cash currency should be eliminated. There are many benefits from a cash less society*). The essay demonstrates some analysis of the texts (*This is saying we will save money by stopping the production of money because it is overpriced*), but insufficiently distinguishes the claim from alternate or opposing claims (*However some say cash currency is needed and "... people who own more ... credit cards spend more overall"*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis [*Another positive impact is 'but along the way we could take steps like getting rid of low-value coins like pennies and nickels (which cost more to produce than their value) and eliminating high-value bills like \$100s'*]. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 1 ine (34-36)* and (*text 2*)], sometimes inserting incorrect line numbers, not including line numbers, and inaccurately representing quoted material. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay contains two paragraphs, with an introduction that states the claim and a second paragraph that first focuses on the *many benefits from a cash less society*, then briefly addresses the counterclaim (*As a result by having more credit cards assessible people can have massive debt*), and concludes with a reaffirmation of the claim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*As you can see you dont even need a credit card or money because you can play through your phone*) that is sometimes imprecise (*weather* for "whether" and *play* for "pay"). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*topic if, example "In, emergaiies, see you dont, convinent, assessible people, todays*) that hinder comprehension.



Physical currency has been around for hundreds of years and has seen no change for better or worse so when it comes to ~~then~~ eliminating it entirely there it would have a major effect on society for the rest of time, but there is great potential in society and though should be done.

getting rid of physical currency will do the same for all the problems that it brings, as stated in text 1 "only about 10 to 15% of money is used in the legal economy" this means that 85% to 90% of money is used illegally. getting rid of physical currency will do alot to bring that number down because with out it people or banks can't get robbery money can't be hidden so people will have to pay taxes that's helping the economy and it would be harder to do it for illegal things such as drug trade.

it is evident that most crime happens because people are able to hide and make money an any way they please without a trace. as stated in text 3 "it delivers absolute anonymity, portability, liquidity and near-universal acceptance. it is no accident that whenever there is a big-time drug bust, the authorities typically find a cache of cash." with this it is clear the effect that money has

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

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In a negative way the could be eliminated  
for the safety of all.

Althoe all thrs is true the alternative might  
not be so much better, when it comes to  
Credit card people are still at risk of  
theft but this time it might take some time  
to realise it but by then it might be too  
late to do something about it.

**Anchor Level 3-C**

The essay introduces a reasonable claim, as directed by the task (*when it comes to eliminating it entirely ofcourse it would have a major effect on society for the rest of time, but there is great potential in society and thouse should be done*). The essay demonstrates some analysis of the texts (*people will have to pay taxes thouse helping the econmy and it would be harder to use it for elligal thing such as drug trade*), but insufficiently distinguishes the claim from alternate or opposing claims (*Althoe all this is true the alterrative might not be so much better*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*this means that 85% to 90% of money is used illegaly and "it delivers absolute anonymily, portability, liquidity and near-universl acceptance ..."*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, only citing two texts (*text 1 and tex 3*) with no line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay by first introducing the claim, followed by two paragraphs presenting negatives associated with currency and ending with a fourth paragraph that addresses an opposing claim (*People are still at risk of theft, but this time it might take some time to realise it*). There is no conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*getting ride of phisical currency with do the same for all the problems that it brings*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Phisical, entirly, time. but, thouse, getting ride, economy" this, alot, evidnt, tex 3, card People*) that make comprehension difficult.

Should cash/currency be eliminated yes because people can make illegal false copies. on the other hand IF you have a credit card your money will be stored on the card. where it is safe. you also cant copy credit cards. currency is also paper and paper can get ripped or wet to where it is useless. to have a currency is terrible, credit cards are better in the long run.

Currency should be eliminated because people can make false copies. In text 1, line 6 to 9. another reason currency should be eliminated is because of the following examples in text 3, line 7 to 10. Cash can make people do bad things like buy drugs. Cash can also be lost easily. Cash is also harder to give to online buyers like ebay or amazon, but a credit card is simple.

Currency is good because it cycles around in the world. So people do go bankrupt. Currency is also good because it is there when you need it. Currency is good because people feel good to have it. Money is good thing to have, because you can get the things that you desire. Overall cash can make you happy.

In conclusion currency should be emidated in the longron. Currency can end lives. Currency makes bad Spending habbits. Currency makes people make bad chooces. like buying drugs. Overall it is just terrible.

Anchor Level 2–A

The essay introduces a claim (*currency should be eliminated*). The essay demonstrates some analysis of the texts (*Cash can make people do bad thing like buy drugs*), but insufficiently distinguishes the claim from alternate or opposing claims (*currency is also good becaus it is there when you need it*). The essay presents ideas inconsistently and inaccurately (*Currency ... cycles around in the world. So people do go Bankrupt and currency can end lives*), in an attempt to support analysis. The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, including one citation (*In text 1 lines 6 to 9*) that appears to refer to a second citation (*text 3, line 7 to 10*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introduction expressing the idea that *credit cards are better* than cash, a paragraph stating the claim with examples, a third paragraph expressing support for cash, and a summative conclusion reiterating that *currency should be emidated in the long ron*. The essay lacks a formal style, using some language that is inappropriate or imprecise (*currency is terrible; on other Reason currency should be eliminated is beause of the followowing examples, money is good thing to have*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*yes because; other hand If; card. Where it; cant; terrible, credit cards; do bad thing; habbits; overall it*) that make comprehension difficult.

We live in a generation were it is extremely advance. Now a day's people are able to video chat each other from all over the world. Many people feel that our way of paying should change also, People should use credit cards rather then cash. There are many reason for this, it prevents one from losing money, also it a more affcient way to pay for things.

Now that everything in our life is changing why not change thuy way we pay for things In ~~the text I use credit cards many making your a bad person?~~ It ~~tells about a study that was done, and many people~~ it explains that if the united states were to

change from cash to credit cards ~~so~~ many people would not be able to ~~take~~ money from the the government.

"In the us, retailer lost ~~about~~ around 40 billion a year because of thuf of cash".

#### Anchor Level 2-B

The essay introduces a claim (*People should use credit cards rather then cash*). The essay demonstrates confused and unclear analysis of the texts (*it provents one from losing money*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, using one misquoted statement about retailers losing money (*"retailers lost around 40 billion a year..."*) to support a point about the government (*many people would not be able to steal money from the the government*), making use of some evidence that may be irrelevant (*people are able to video chat each other from all over the world*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*text I*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with a first paragraph that states the claim and introduces the idea of changing *our way of paying*, a second paragraph that repeats this idea (*life is changing why not change this way we pay for things*), and mentions one benefit of credit cards, but ends abruptly with an unrelated quote. The essay lacks a formal style, using some language that is imprecise (*were* for *"where"*, *then* for *"than"*, *it a more*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*extreamly advance*; *Now a days*; *many reason*; *this, it; provents*; *affcient*; *our life*; *credit cards many people*; *government*; *theif of cash*) that make comprehension difficult.

Cash affects our society in ways we can't imagine. Cash currency should not be overturned because it can also cause a lot of problems around the whole world. Denmark is a country which is getting rid of paper money and will ~~be~~ be electronic instead and easier to lose by hacking. Money in cash is secure when not carrying a lot so it ~~prolly won't~~ be stolen. Criminal evaders don't ~~pay taxes~~ pay taxes ~~but is~~ but is everyone a criminal. An example is people spend too much with cards. To count cash takes time and will save money. Easier isn't better. So overall "cash is critical" that is true, ~~during~~ during hurricanes and floods, we should keep using cash more and less electronic money and cards. Which is better on the economy.

Anchor Level 2-C

The essay introduces a claim (*cash currency should not be overturned because it can also cause a lot of problems*). The essay demonstrates confused and unclear analysis of the texts (*Money in cash is secure when not carrying a lot and Criminal evaders Don't pay taxes*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis (*Denmark ... will be electronic instead and easier to lose by hacking*), making use of some evidence that may be irrelevant (*But is everyone a criminal*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, presenting a single paragraph that states a claim, followed by several unrelated statements in an attempt to support the claim and ending with a slightly different claim that *we should keep using cash more and less electronic money and cards*. The essay lacks a formal style, using some language that is imprecise (*effects* for "affects", *overturned* for "eliminated", *witch* for "which", *loose* for "lose", *to* for "too"). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*cant; alot; Promblems; prolly; floods, We; cards. Which is Better*) that make comprehension difficult.

Credit cards dont make you  
a bad person. It is whats  
on the inside that really counts. credit  
cards if anything makes you happy  
course you can buy all the  
thing you want, but money cant  
buy gladness but it can buy  
stuff that make you happy.

Anchor Level 1-A

The essay introduces a claim (*Credit cards dont make you a bad person*). The essay does not demonstrate analysis of the texts. The essay presents little or no evidence from the texts. The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of a single paragraph that states a claim, one assertion to support that claim, and two sentences that change the focus to credit cards' ability to *make you happy*. The essay lacks a formal style, using some language that is imprecise (*cause* for "because" and *money cant buy gladness*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*Credit, dont, cards if anything, all the thing you want*) that hinder comprehension. The essay is a personal response, making little to no reference to the texts and can be scored no higher than a 1.

Cash currency should be  
eliminate. I stated this because ~~there~~ there are  
a lot of risk with keep physical money.

**Anchor Level 1-B**

The essay introduces a claim (*Cash currency should be eliminate*) 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 minimal, making assessment unreliable. The essay is minimal, making assessment of conventions unreliable.



Cash currency should be eliminated. While the use of cash does provide personal privacy, it also leads to tax evasion and other criminal activity.

One of the main reasons people support cash is for the privacy that it provides. When someone pays in cash, only the buyer and the seller know the value and the type of purchase. According to Text 4, line 8, cash provides "unparalleled privacy as a payment instrument." Clearly many people want this privacy and believe that the government should not be able to track their purchases online.

However, the government is against cash, as cash leads to tax evasion. According to Text 3, line 8, the US Government loses "\$500 billion a year in revenue" this way. Due to people paying in cash, these transactions go undocumented and these undocumented transactions are not accounted for when taxes are paid. However, "businesses that take payments mostly by check, bank card or electronic transfer realize their profits can be tracked, so they do pay their taxes (Text 3, lines 17-18).

In addition to decreasing tax evasion, eliminating cash would decrease crime. According to Text 1, line 8, "in most countries, the

majority of cash is used to hide secret transactions." Many of these transactions include illegal activity like "rocketeering, extortion, money laundering, drug and human trafficking" to name a few (Text 3, lines 8-9).

So as you can see, cash currency should be eliminated. Our country would be stronger financially and morally as a result.

Living in a modern society people don't realize that cash is starting to become obsolete. Denmark is already on their way to a cash free life but is that a good thing? It definitely is a good thing.

Now switching from cash currency to electronic currency may seem like a ~~crazy~~ crazy idea but it's not as crazy as it sounds. <sup>(text 2)</sup> ~~Eliminating~~ Eliminating the dollar bill will drastically reduce crime. How could they steal something that you can't see, touch or have access to? It can not only stop people from stealing money it can also stop people from evading taxes. This is a solution to a lot of crime issues the U.S. has.

On the other spectrum this could hurt the economy. According to <sup>text 2</sup> research has shown that having electronic money may put people in debt because it's so ~~uninteresting~~ uninteresting and they don't think twice about what they spend that it can put them in debt. Having cash makes it harder to go into debt because you have it in your hands and are conscious of that.

However contrary to the previous statement they're more benefits to electronic money than risks. Cash cannot be tracked meaning that it can be used for literally anything. Human trafficking, Racketeering, extortion and terrorism could all be prevented if there was no cash. It doesn't even make sense to have some of these types of currency - Pennies, nickels, dimes and quarters cost more to make than what their worth causing the US - to lose money. <sup>(text 3)</sup>

Having electronic currency is safer for everyone and saves us money in the long run - ~~you~~ Just be careful how you spend it and ~~you~~ you'll be fine.

Rapid advancements in technology have frequently led to improvements in society. One such advancement is the use of digital currency. Today, people enjoy the convenience of conducting every-day business transactions through the use of credit or debit cards but many fail to realize the consequences. As a result, people have become dangerously dependant on such transactions. This situation has sparked the debate, "Should cash currency be eliminated?" Although credit and debit cards promote efficiency and convenience for consumers, cash currency should not be eliminated because of the negative effects its removal will have on society.

Despite this reasoning, there are some people who believe that we should create a cashless society because it would "help foil crime and force people to pay their taxes" (Text 1, lines 7-8). This belief is supported by the fact that "the majority of cash is used to hide secret transactions" (Text 1, line 8). However, David Wolman, author of The End of Money, refutes this theory. He states that "people will always find new ways to cheat" (Text 1, lines 13-14). He further explains that "there's plenty of illicit activity involving digital money" as well (Text 1, line 15-16). The removal of cash from society will not mean the end of crime.

While the elimination of cash currency will not halt crime, it certainly will invade personal privacy. If cash were eliminated, people would have no option but to use cards for payment. Those payments can then be tracked by the government and hackers. As Text 3 explains, "perhaps the most challenging and fundamental objection to getting rid of cash has to do with privacy — with our ability to spend anonymously" (lines 43-44). Therefore, by retaining cash currency, tracking of personal purchases will be more difficult, thereby safeguarding people's basic right to privacy.

A further drawback to creating a cashless society is the fact that credit cards make it extremely easy for people to spend large amounts of money without fully comprehending its worth. "The typical knock on credit cards is that they're too effective at letting us buy stuff" (Text 2, line 17). Cards allow us to forget we are dealing with money, and by paying with actual cash, it becomes "harder" for us "to quickly capitulate to indulgences" (Text 2, lines 33-34). Economists have also proved that "shoppers with credit cards bought a larger share of food items they had ranked as 'unhealthy'" (Text 2, lines 38-39). Clearly, the permissiveness of credit cards weakens

consumers' judgment" (Text 2, lines 39-40).

Finally, cash currency is easy to use and very reliable, especially during times of crisis when all electronics devices might be shut down. This situation has often occurred in our country. Text 4 explains "When natural disasters knock out the electrical grid for days or even weeks, cash is a saving grace for residents to obtain critical supplies" (Text 4, lines 31-33).

Despite today's rapid technological advancements that allow people to make purchases on debit/credit cards, cash currency should not be eliminated. The use of cash reminds people that they are spending real money that needs to be managed rather than simply swiped onto a card. The use of cash also preserves personal privacy and flexibility during times of crisis. We cannot afford to eliminate cash currency from our monetary system. The cost is too great.

We shouldn't forget about cash because it's used for food or emergencies, and try not to lose it if you don't carry too much. Credit currency is bad and people spend a lot quickly and don't think. "Cash is under attack in the United States." Text 4  
"Cash means security." Text 4. Cash is also a  
AWESOME gift. So we shouldn't forget about  
CASH.

All forms of currency play a key role in modern society. Money motivates us to work in order to buy food, housing, clothing and products that make life enjoyable. It's important to consider what form of currency is best for our society. Physical cash is becoming obsolete with the evolution of all things electronic. Credit cards when compared to cash have many advantages for numerous reasons. Therefore, cash currency should be eliminated in favor of electronic currency because electronic currency helps deter crime and will help money to circulate efficiently.

Physical cash contributes to crime in many ways. As stated in Text 3, "... paper currency, especially large notes such as the U.S. \$100 bill, facilitates crime: racketeering, extortion, money laundering, drug and human trafficking, the corruption of public officials, not to mention terrorism" (lines 7-10). Criminals use cash because cash cannot be traced. Cash makes illegal transactions easier and contributes to crime.

Another reason it is important to eliminate cash currency is that cash makes tax evasion easier. As stated in Text 3, "According to the Internal Revenue Service, a lot of the action is concentrated in small cash-intensive businesses where it is difficult to verify sales and the self-reporting of income. By contrast, businesses that take payments mostly by check, bank card, or electronic transfer know that it is much easier for tax authorities to catch them dissembling" (lines 15-19). Clearly the elimination of cash currency



would help our country receive all the taxes it should get.

In addition, it is easier for governments to influence their country's economy with an all electronic currency economy. As stated in Text 1, "That helps encourage people to either spend money, or invest it. (Cash spoils this plan, since people can decide to hide it under the mattress and ignore the government's interest rates.)" (Lines 31-32). This is an important point because if people hoard cash, this interferes in the circulation of money which can harm the economy.

Despite all the benefits of adopting an all electronic currency, some people argue against it. Those opposed often say that spending electronically with a credit card is too easy and people spend more than they can afford. An example of this kind of argument can be found in Text 2, "Research has shown that people who own more credit cards spend more overall" (Lines 22-23). This is not a sufficient argument. People who are unable to control their spending habits are irresponsible. This is not a flaw in electronic currency but a flaw in their character.

Overall, electronic money is more efficient and beneficial for society. It deters criminal behavior and helps the government monitor and influence the economy. Although people may fear the transition, credit cards have been used for decades. It's not a novel idea. Full use of electronic currency should be welcomed for the benefits this innovation has to offer.

**Practice Paper A – Score Level 4**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 6**

Holistically, this essay best fits the criteria for Level 6.

**Practice Paper D – Score Level 2**

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

**Practice Paper E – Score Level 5**

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



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

**Text Analysis: Exposition**

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

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

The passage is about a husband and wife, Jan and Antonia, and the zoo they own in Poland. More specifically, the passage focuses on Antonia's relationship (which is very unique) to the animals of the zoo. The author uses characterization to better portray this special relationship. To explain the way Antonia views the animals, the author gives almost "human like" descriptions of them. "Each morning, when zoo dawn arrived, a startling gush of a melody of stolen songs, distant wrens cranked up a few arpeggios, and cuckoos called monotonously like clocks stuck on the hour." (lines 11-13) The author proceeds to explain all the various animal sounds; the descriptions given illustrate how, while most would consider the animal sounds as nothing more than noise, Antonia views them as music, able to appreciate their beauty. "She envied their array of ancient, finely tuned senses; a human gifted with those ordinary talents, Westerners would call a sorcerer." (lines 50-52) As illustrated by the quote above, Antonia has a deep respect and admiration for these animals, which is what allows the animals to trust her. When describing ~~how~~ Antonia ~~characterizes~~ <sup>and</sup> the animals, words such as "companion" (line 41), "gifted" (line 51), and "affectionate" (line 66) convey ~~a~~ <sup>a</sup> sense of wonder and love ~~the~~, the feelings that are the foundation for their unique relationship.

The author's characterization used throughout the passage also helps the reader better understand Antonia's connection with nature and the animals. "Antonia identified with animals, fascinated by how their senses tested the world." (line 42) Due to the way Antonia was able to appreciate and relate to the animals, she was able to almost "become them". She could "transform" to their point of view and understand their thoughts and feelings. "Antonia loved

to slip out of her human skin for a while and spy on the world through each animal's eyes, and she often wrote from that outlook, in which she intuited their concerns and know-how, including what they might be seeing, feeling, fearing, sensing, remembering." (lines 53-56) ~~The~~ The author, throughout the passage, conveys Antonia's unique worldview and uses characterization to explain it. This allows the reader to better understand the ~~main~~ central idea of Antonia's relationship with the animals of her zoo.

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**Anchor Level 4–A**

The response introduces a well-reasoned central idea [*The passage is about a husband and wife, Jan and Antonia, and the zoo they own in Poland. More specifically, the passage focuses on Antonia's relationship (which is very unique) to the animals of the zoo*] and a writing strategy [*The author uses characterization to better portray this special relationship*] that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of characterization to develop the central idea [*the descriptions given illustrate how, while most would consider the animal sounds as nothing more than noise, Antonia views them as music; Antonia has a deep respect and admiration for these animals, which is what allows the animals to trust her; Due to the way Antonia was able to appreciate and relate to the animals, she was able to almost "become them"*]. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis [*To explain the way Antonia views the animals, the author gives almost "human like" descriptions of them and When describing Antonia and the animals, words such as "companion" (line 41), "gifted" (line 51, and "affectionate" (line 66) convey a sense of wonder and love*]. The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and the writing strategy, followed by three examples of Antonina's *deep respect and admiration* for the zoo animals and thus the animals' trust in Antonina, then a second paragraph that further describes Antonina's identification with the zoo animals (*she could "transform" to their point of view*), ending with a reiteration of the central idea and writing strategy [*The author ... conveys Antonia's unique worldview and uses characterization to explain it. This allows the reader to better understand the central idea of Antonia's relationship with the animals of her zoo*]. The response demonstrates control of conventions with infrequent errors (*Antonia*).

When one thinks of wild beasts they envision lions, tigers, bears and hyenas in their element, roaring and snapping. To Antonina<sup>and Jan</sup>, the zookeepers of the Warsaw Zoo, these creatures were beautiful ~~with~~ animals that just viewed the world differently. Aided by her husband, ~~Jan~~ Antonina cared for the animals, gaining their love and respect. A central idea of the text would be ~~how~~ ~~when~~ that when animals around you sense your sincerity, in that you mean no harm, they will reciprocate. Antonina studied animals out of curiosity and learnt their ways of life. In her eyes, "Here lived the wild, that fierce beautiful monster, caged and befriended." This shows how she personally befriended wild animals, thus earning their trust. It says she lived her life by the animals' routines, not her own. She would ~~wake~~ remain awake past a normal person's bedtime to help birth a baby giraffe. Because of this love for animals, it says she had an "uncanny ability to calm unruly animals." The animals obeyed her for she bore no harm.

A technique used by the author to convey the central theme is imagery. Through the descriptive imagery one can imagine the animals as depicted. Describing Jan, Antonina's husband, it says "On Jan's daily rounds of the zoo by bicycle, a large elk named Adam swayed closely behind, ~~him~~ an inseparable companion." Normally, elk are wild animals whom ~~humans~~ humans hunt, however this elk, Adam, seems to be peaceful. The text did not merely say Adam followed Jan, rather he swayed ~~to~~ near

him, as well as he was very large. One can clearly envision a Polish man riding on a bicycle, ~~doing his~~ making his rounds, with a large elk padding after him. One laughs at this imagery, for it seems unbelievable. However, when animals sense that one means no harm, they will reciprocate and calmly interact with the human.

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**Anchor Level 4–B**

The response introduces a well-reasoned central idea (*A central idea of the text would be that when animals around you sense your sincerity, in that you mean no harm, they will reciprocate*) and a writing strategy that clearly establish the criteria for analysis (*A technique used by the author to convey the central theme is imagery. Through the descriptive imagery one can imagine the animals as depicted*). The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*The text did not merely say Adam followed Jan, rather he swayed near him, as well as he was very large*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She would remain awake past a normal person's bedtime to help birth a baby giraffe; Normally, elk are wild animals whom humans hunt, however this elk, Adam, seems to be peaceful and One can clearly envision a Polish man riding on a bicycle, making his rounds, with a large elk padding after him*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by introducing the central idea in the first paragraph with several supporting examples (*Antonina studied animals ... and learnt their ways of life and she lived her life by the animals' routines, not her own*), moving to a second paragraph that incorporates the writing strategy of imagery, using a thorough description of an elk and ending with a restatement of the central idea (*when animals sense that one means no harm, they will reciprocate and calmly interact with the human*). The response establishes and maintains a formal style, using precise language and sound structure (*To Antonina and Jan, the zookeepers of the Warsaw Zoo, these creatures were beautiful animals that just viewed the world differently*). The response demonstrates partial control of conventions with occasional errors (*one ... they; whom; hunt, however*) that do not hinder comprehension.

The text tells the ~~the story~~ story of a husband and wife, that own ~~and~~ and live at a zoo in Poland. The author uses a writing strategy of a theme of dedication. That theme develops a central idea that devotion to work can be satisfying.

The author shows an example of the theme of dedication when describing day to day life at the zoo. ~~For~~ For example, it says "their routine was never quite routine... one attuned to animals, the other to humans." This shows the couple's ~~dedication~~ dedication because they have to consider the ~~needs~~ needs of the animals at all times of day, whether or not it is convenient for their own lives. The text further conveys how this is satisfying by claiming, "This brought a slated novelty to each day." The quote means that there was something fun about each day of work. Another example of dedication, is the couple's home, ~~in~~ in which they open it up to animals. As stated in the text, "The Zabińskis ~~shaded~~ shaded their home with ~~orphaned~~ orphaned ~~and~~ newborn or sick animals, as well as pets." This also supports the central idea about devotion to work being satisfying. Because the ~~couple~~ couple probably would not give up their personal living space ~~if there was not~~ if there was not something satisfying about it. It also later describes Antonina's attitude towards the animals as "affectionate curiosity." The final example of the theme of dedication is sort of all-encompassing for Antonina. She tried to spiritually connect with the animals. In the text it says, "Antonina loved to dip out of her human ~~skin~~ skin for a while and see on the world through each animals eyes." This shows how deep the woman's devotion was though.



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

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because she tries to become the animals and clearly enjoys it.

These examples do a great job showing how the theme of dedication supports a central idea that devotion to work can be satisfying.

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**Anchor Level 3–A**

The response introduces a clear central idea (*devotion to work can be satisfying*) and a writing strategy (*The author uses a writing strategy of a theme of dedication*) that establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of theme to develop the central idea (*This also supports the central idea about devotion to work being satisfying ... the couple probably would not give up their personal living space if there was not something satisfying about it and This shows how deep the woman’s devotion was though because she tries to become the animals and clearly enjoys it*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The author shows an example of the theme of dedication when describing day to day life at the zoo and She tried to spiritually connect with the animals. In the text it says, “Antonina loved to slip out of her human skin for a while and spy on the world through each animals eyes”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a body paragraph with several supporting examples, ending with a summative paragraph reaffirming that *the theme of dedication supports a central idea that devotion to work can satisfying*. The response establishes and maintains a formal style, using appropriate language and structure (*This shows the couple’s dedication because they have to consider the needs of the animals at all times of day, whether or not it is convinient for their own lives*). The response demonstrates control of conventions with occasional errors (*wife, that; day to day; convinient; home, in which they open it up; was though*) that do not hinder comprehension.

In this text, it is made clear how badly the people of Poland yearned for a zoo in their country. This ~~is~~ dream becomes a reality when Jan and his wife Antonina, open one of their own. The central idea of the text declares that if you surround yourself with your passion, then you will never truly "work" a day in your life. This idea is captured by the essence and characterization of Antonina as the text progresses.

The author clues the reader in on how involved and passionate Antonina is about her work and maintaining her zoo. Her work was her escape, "Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes." (pg 11). This ~~is~~ characterized Antonina as an animal lover and shows her fascination for wild life. She also was able to connect with the animals on a different level. For example, the text states, "She ~~is~~ tended her wards with affectionate curiosity and... put them [the animals] at ease." (pg 11). Not only does her passion make her happy, but it motivates her

and allows her to be great at her job.

Additionally, Antonina is very dedicated to her animals like when she "woke in the night an animal, like a giraffe" (p. 10). She allows the animals to be a regular part of her day, no matter what the hour or day. The reader can clearly see through the author's strong and apparent use of characterization of Antonina, how passion will lead you to success and happiness in the end.

**Anchor Level 3-B**

The response introduces a clear central idea (*The central idea of the text declares that if you surround yourself with your passion, than you will never truly "work" a day in your life*) and a writing strategy (*This idea is captured by ... characterization of Antonina as the text progresses*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of characterization to develop the central idea (*This characterizes Antonina as an animal lover and shows her fascination for wild life*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*She also was able to connect with the animals on a different level and For example, the text states, "She tended her wards with affectionate curiosity and ... put them [the animals] at ease"*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the first paragraph, followed by a paragraph with examples of *how involved and passionate Antonina is about her work*, ending with a summative paragraph that reaffirms the author's use of characterization to support the central idea. The response establishes and maintains a formal style, using appropriate language and structure (*Not only does her passion make her happy, but it motivates her and allows her to be great at her job*). The response demonstrates partial control of conventions with occasional errors (*wife Antonina, loked, curiosity, animals like*) that do not hinder comprehension.

In the text the author explains what it's like living at a zoo and how they had to adjust their lifestyle. These people living there had to adjust to "Animal Time".

The author uses sound imagery to explain how mornings are in the zoo. ~~For example~~ They say all the animals wake up it's a "startling gush of a medley of stolen songs." For example "the gibbons began whooping bucle calls so crazy loud that the wolves and hunting dogs started howling." Antonina and Jan learned to schedule their lives and times. They wake up earlier than they used to and always have to take care of every single animal and can't forget any. Another example of sound imagery is when "the hyenas gibbering, the lions roaring, the ravens croaking, the peacocks screeching" shows how much sound ~~and~~ is going on in the early morning and you obviously

can't sleep through any of that.

This text shows how people  
can adjust to things they have  
and it will work out.

**Anchor Level 3–C**

The response introduces a clear central idea (*the author explains what it's like living at a zoo and how they had to adjust their lifestyle*) and a writing strategy (*The author uses sound imagery*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*Another example of sound imagery is when "the hyenas gibbering" ... shows how much sound is going on in the early morning*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*it's a "starling gushed a medley of stolen songs" and "the gibbons began whooping bugle calls"*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea in the opening paragraph, then identifying and discussing *sound imagery* in the second paragraph, ending with a summative statement that *this text shows how people can adjust to things they have*. The response lacks a formal style, using language that is basic (*how much sound is going on*) or inappropriate (*you obviously can't sleep through any of that*). The response demonstrates partial control of conventions with occasional errors (*imagrey, wake up it's, schreeching, obviously*) that do not hinder comprehension.

The text talks about how Jan and his wife, Antonina, own a zoo in Poland. Antonina likes to observe the animals, and watch how they live their life. The central idea of the text is to be patient with animals, being patient will help understand an animal's life. ~~engage the audience~~ This is supported when the text states, "She and Jan soon learned to slow around predators like, wild cats, because close-set eyes give them pinpoint depth perception..." Antonina and Jan have to be careful and slow, so they can be around wild cats.

Language use helps develop the central idea of being patient around animals. For example, when the text says, "She and Jan soon learned to slow around predators like, wild cats, because close-set eyes give them pinpoint depth perception..." The text explains how they have to move around wildcats or else they'll jump on them. Another ~~than~~ example would be, when they say "Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes..." She likes to experience animal's lives, and the ~~the~~ language use makes it believable.

## Anchor Level 2-A

The response introduces a central idea (*The central idea of the text is to be patient with animals*) and a writing strategy (*Language use helps develop the central idea of being patient around animals*). The response demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (*The text explains how they have to move around wildcats or else they'll jump on them*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, providing one quote that is repeated (*This is supported when the text states, "She and Jan soon learned to slow around predators ... because close-set eyes give them pinpoint depth perception ..."*) and a second quote which does not support the stated central idea. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of two paragraphs that are repetitive and shift focus from the idea of observing *the animals, and ... how they live their life* to *being patient around animals* to *experiencing animal's lives*. The response lacks a formal style, using language that is basic (*The text talks about how Jan and his wife, Antonina, own a zoo in Poland*) that is sometimes imprecise (*being patient will help understand an animal's life*). The response demonstrates partial control of conventions with occasional errors (*Jan; their life; animals, being; slow, so; eyes... "She; animal's lives; believable*) that do not hinder comprehension.

In the text the authors Jan Zabinski gives the main idea that animals are beauty they are included in nature. Children ~~gets~~ <sup>get</sup> so excited after looking at animals. So he wanted to open ~~the~~ a zoo with alot of animals to increase the beauty of nature. Everyday when the zoo dawn comes there are alot of nice voices to hear. Every animal is making its own ~~sleep~~ sounds, and it feels so good to hear those voices.

Jan Zabinski and Antonina opens the villa they doesn't know how to treat the animals in start. They were wild cats. "The villa bustled with animals." (Line 38 p. 910) - Jan Point of view was that we can't learn about animals while staying away from them or online researches. If you want to know more about animals we have to stay around them and see what they want and how ~~they~~ <sup>they</sup> survive.

## Anchor Level 2-B

The response introduces a central idea (*the authors Jan Zabinski gives the main idea that animals are beauty*) and a writing strategy (*point of view*). The response demonstrates a superficial analysis of the central idea (*Every animal is making it's own sounds, and it feels so good*), but the analysis of the author's use of writing strategy supports a different idea (*Jan Point of view was that we can't learn about animals while staying away from them or online researches*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*authors Jan Zabinski and They doesnt know how to treat the animals*), making use of some evidence that may be irrelevant (*childern gets so excited after looking at animals*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response consists of two paragraphs of loosely connected sentences, which shift focus from *animals are beauty* to *if you want to know more abat animals we have to stay around them*. The response lacks a formal style, using language that is basic (*They are included in nature*) and imprecise (*to increase the beauty of nature, there for "their", in start for "at the start"*). The response demonstrates emerging control of conventions with some errors (*authors Jan, childern gets, alot, it's own, Jan Zabinski and Antonina opens, They doesnt, Jan point, you ... we*) that hinder comprehension.

In the text the author shows the use of conflict. The author shows the use of conflict to show the animals life and how they have to adapt to there surrounding.

One way the author shows the use of conflict when the author tell us about how the animals have to come form the wild and then go into a Zoo have everything done for them and have to go back into the wild and learn everything over again. The two conflicting thing that are shown are the Zoo and the wild.

In this text the author shows conflict as a writing strategy because the Zoo are not caring what they are doing to the animals so they just thought them back in to the wild.



## Anchor Level 2–C

The response introduces a central idea and a writing strategy (*The author show the use of conflict to show the animals life and how they have to adapt to there sorunding*). The response demonstrates a minimal analysis of the author’s use of *conflict* to develop the central idea (*the two conflicting thing that are shown are the zoo and the wild*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*the animals ... go into a zoo have everything done for them and have to go back into the wild and the zoo are not carying what they are doing to the animals so they just throught them back in to the wild*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of three paragraphs of loosely connected sentences that contain erroneous and contradictory statements and shift focus from animals having *to adapt to there sorunding* to their being *throught* (thrown) *back in to the wild*. The response lacks a formal style, using language that is basic (*In the text the author shows the use of conflict*) and imprecise (*there* for “their”, *form* for “from”, *go into a zoo have everything done*). The response demonstrates emerging control of conventions with some errors (*animals life, sorunding, author tell, conflicting thing, show’s, zoo are, throught*) that hinder comprehension.

The author uses literary elements to explore the central idea of the text. The central idea of the text is that animals shouldn't be kept in zoos. Many animals are kept in zoos across the world and it is blocking them from the real world. They are taken in at a young age and are locked in these exhibits for life, this isn't fair and zoos shouldn't trap animals just for people's entertainment.

The author uses conflict to explore the central idea. The conflict is many animals are being mistreated in these zoos. They don't receive the proper food, and attention needed they get locked up in these cages for their lives. This connects back to the central idea because these conditions are making the population of animals go down slowly.

### Anchor Level 1–A

The response introduces a confused and incomplete central idea (*animals shouldn't be kept in zoo's*) and demonstrates a minimal analysis of the author's use of writing strategy to develop the central idea (*The author uses conflict to explore the central Idea*). The response presents little or no evidence from the text. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph that describes the unfair treatment of zoo animals (*many animals are kept in zoo's across the world and it is blocking them from the real world*) and a second paragraph which describes how the author uses conflict to describe how animals *are being mistreated in these zoo's*. The response lacks a formal style, using language that is basic (*They dont recieve the proper food, and attention needed they get locked up in these cages for there lives*). The response demonstrates emerging control of conventions with occasional errors (*zoo's, isnt, peoples, recieve, there* for "their") that do not hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

This passage is about Polish  
Scientists who want to create a amazing zoo  
that would rival other zoo's in Europe

**Anchor Level 1-B**

The response introduces an incomplete central idea (*This passage is about Polish Scientists who wanted create a amazing zoo that would rival other zoo's in Europe*) and demonstrates no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment of language unreliable. The response is minimal, making assessment of conventions unreliable.

In the passage about the Warsaw Zoo there was a married couple known as Jan Zabinski and his wife Antonia. It shows different points of view from both the animals and Antonia's perspective.

In the passage they give different points of view from Antonia and the animals' perspective.

The passage talks about how Antonia, Jan Zabinski's wife, always watches the animals at the zoo and she makes sure she pays attention to everything the animals do and how their everyday life and watches how they communicate. I believe the

theme of this passage was appreciate the talents

you are given. I say this because Antonia appears to have a six scene that she enjoys and that is learning

and communicating and paying close attention to the animals. She also seemed to care for them and know what

Their everyday life was  
for example in the passage  
it says "Antonina loved to slip  
out of her human skin for a  
while and spy on the world  
through each animal's eyes" This  
shows that one she cared  
for those animal and two  
she began to look through the  
animal's perspective of how they  
live and she enjoyed it.

In conclusion Antonina put  
herself in the animal's shoes  
and felt what they felt and  
learned the the animal's co-  
mmunicated and showed lots  
of interest in the animals.

The text followed the life of Jan and Antonina Zabinski, who are zoo directors that look over 1,500 animals. The animals range horses to rhinos, with the intention of studying their behavior and psychology. The central idea of the text is that a passion for a study can run deep, and this idea mostly pertains to character Antonina Zabinski. The <sup>author</sup> ~~writer~~ of the text highlights this central idea by using characterization of Antonina to help illustrate Antonina's peculiar connection to the zoo.

The <sup>author</sup> ~~writer~~ of the text chooses to gradually expose Antonina's <sup>deep</sup> passion for her study on her zoo animals. The first of information <sup>about Antonina</sup> presented to the readers is in line 5, stating "It pleased Antonina that her zoo offered an orient of fabled creatures, where book pages sprang alive and people could parley with ferocious animals." This quote illustrates the author's use of characterization to support the central idea. By describing Antonina's feelings on the zoo itself, the audience can better understand how passionate she is about learning about her animals and their behaviors and psychology. Besides the author describing Antonina's character around the zoo and animals, a journalist in the text bluntly states it. This can be found in line 37, which states "The media ~~talked~~ with animals, which Jan explained simply... 'It's not enough to do research from a distance. It's by living beside animals that you learn their behavior and psychology.'" The author chooses to include Jan's words to show that Antonina's passion is visible

to her husband, and that is a part of her character. The paragraph following that quote further describes Antonina by stating that she "identified with animals". This character quality of Antonina's no doubt helps illustrate to central idea, that her passion for her study on her animals runs deep.

~~The summary~~ The author of the text interestingly, and intelligently chooses to end the text with a quote from Jan about Antonina; and it certainly helped to develop the central idea, that passion for a study runs deep, through using characterization: "She's so sensitive, she's almost able to read their minds... She becomes them... She has a precise and very special gift, a way of observing and understanding animals that's rare, a sixth sense... It's been this way since she was little..."



The central idea is that he wants to dream about ~~having~~ building of making a big zoo in the capital river and in Europe but he really wants it in Germany. He wants kids or other animals to come true also see the animals and to them in person see them through the glass.

He wants to the wild to live in Germany "that fierce beautiful master eyes and believers"

In the text I just read was about ~~animals~~<sup>this</sup> women named Jan and how she connects with animals. The animals feel very comfortable with her being around because Jan ~~has~~ has a gift ~~for~~<sup>with the</sup> animals. This article has a literary device that the ~~other~~ author uses and that is alliteration. The reason why it is so important that ~~the~~<sup>of the</sup> author uses alliteration is because she is ~~repeating~~ repeating the ~~same~~ same first letter. So Jan feels that when she is with the animals she is one ~~of~~<sup>of them</sup> like she has all the senses that the animal ~~has~~ has. She has, "Seeing, feeling, fearing, sensing" (line 55). Jan has felt worth being with the animal and they pretty much love her. The animals see Jan as an animal. They understand what she does the animals can do it to. "...walking in soft slippers or solid shoes..." (line 58). Jan gift makes her really close to the animal. That she so quite and as one of them. The animals love it. There is always a good of having something special that other have and you don't have.

The main idea is if you put your mind to the test you can make things right.

In conclusion ~~if~~ if there is advantage of something special you should take it or do it. what you think is right. would you want to have Jan gift.

The author of this text is effective in developing the central idea of the story. It is clearly conveyed that Antonina has a unique connection with the zoo animals and her life revolves around them. It is easy to see that Antonina bonds with the animals on an extremely deep level: "... She has a precise and very special gift, a way of observing and understanding animals that's rare, a sixth sense..." (text lines 71-72). Consequently, Antonina's life every single day is centered on them. The author emphasizes her friendship with the animals by explaining how Antonina even has injured animals in her home, living beside her: "The villa bristled with animals, which [her husband] Jan, explained simply: "... It's by living beside animals that you learn their behavior and psychology" (text lines 38-39). To reinforce the central idea that Antonina is deeply connected to these animals, the author shows how she even becomes like the animals: "Antonina loved to slip out of her human skin for a while and spy on the world through each animal's eyes... she intuited their concerns and know-how... what they might be seeing, feeling, fearing, sensing, remembering" (text lines 53-56). Antonina is so connected to the animals that she can almost read their minds.

The author employs characterization throughout the text to support the central idea of Antonina's close relationship with the zoo animals illustrating furthermore that Antonina has a spiritual bond with the zoo

inhabitant: "Jan, a devout, scientist, [credit] Antonina with the metaphysical waves of a nearly Shamanistic empathy when it comes to animals..." (text lines 69-70). Furthermore, Antonina is characterized as happy with her animals every day; her life is centered around her zoo and its inhabitants ("... brought a stated novelty to each day and though the problems might be taxing it imprinted her life with small welcome moments of surprise" (text lines 25-27). Therefore, the author's use of characterization clearly develops the central claim that Antonina is deeply committed to the zoo and its animals.

**Practice Paper A – Score Level 2**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 1**

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

**Practice Paper D – Score Level 2**

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

**Practice Paper E – Score Level 4**

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

**Map to the Learning Standards  
 Regents Examination in English Language Arts  
 January 2019**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.4 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	L.5 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.6 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.3 (11-12)
13	MC	1	1	RL.5 (11-12)
14	MC	1	1	RL.4 (11-12)
15	MC	1	1	RI.2 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.5 (11-12)
18	MC	1	1	RI.6 (11-12)
19	MC	1	1	RI.2 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.3 (11-12)
22	MC	1	1	RI.3 (11-12)
23	MC	1	1	RI.5 (11-12)
24	MC	1	1	RI.2 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	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 January 2019 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.**

### **Online Submission of Teacher Evaluations of the Test to the Department**

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

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

## Regents Examination in English Language Arts – January 2019

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

(Use for the January 2019 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	49	1
55	99	5	26	45	1
54	99	5	25	42	1
53	98	5	24	39	1
52	98	5	23	35	1
51	97	5	22	32	1
50	95	5	21	29	1
49	94	5	20	25	1
48	93	5	19	22	1
47	92	5	18	19	1
46	90	5	17	16	1
45	89	5	16	13	1
44	88	5	15	10	1
43	86	5	14	9	1
42	85	5	13	8	1
41	84	4	12	7	1
40	82	4	11	6	1
39	80	4	10	5	1
38	79	4	9	5	1
37	76	3	8	4	1
36	74	3	7	3	1
35	72	3	6	3	1
34	69	3	5	2	1
33	66	3	4	2	1
32	65	3	3	1	1
31	61	2	2	1	1
30	58	2	1	1	1
29	55	2	0	0	1
28	52	1			

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

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

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

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

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

(<http://www.p12.nysed.gov/assessment/hsgen/>)