



# Grade 12 Literacy Assessment

## SUPPORTING MATERIALS FOR CONSTRUCTED RESPONSES

Overview of tasks, rubrics and student exemplars



Ministry of  
Education and  
Child Care



# Table of Contents

Part A .....	1
<i>Part A: Texts</i> .....	1
<i>Question A-11 (Graphic Organizer) – Overview of Task</i> .....	13
<i>Part A: Graphic Organizer – Rubric</i> .....	14
<i>Question A-11 – Student Exemplars</i> .....	15
<i>Question A-12 (Responding Critically to Texts) – Overview of Task</i> .....	23
<i>Part A: Written Response – Rubric</i> .....	24
<i>Question A-12 – Student Exemplars</i> .....	25
Part B .....	41
<i>The texts for Part B are not included in this document as students are not required to refer to them in their Part B written response. Students are required to respond to the writing prompt in any written format of their choice that best reflects their literacy skills.</i>	
<i>Question B-16 (Going Beyond the Texts) – Overview of Task</i> .....	41
<i>Part B: Written Response – Rubric</i> .....	42
<i>Question B-16 – Student Exemplars</i> .....	43

**Please note:**

- this document is subject to revision;
- all exemplars are verbatim student responses from the Sample Assessment field test;
- the material in this document is used by educators for formative activities in the classroom.





**In the following text:**



Scientists have discovered some compelling facts about decision-making and brain development in the teenage brain.

# The Myths about the Teenage Brain

Teenagers are irrational, impulsive, and make bad decisions.

But is this true?

Elena Blanco-Suarez Ph.D.

Posted Mar 19, 2019

Cognitive abilities (working memory, digit span, and verbal fluency) seem to be fully developed at age 16 or 17. Emotional and social skills need to be developed to reach prosocial adulthood. However, everyone knows that teenagers (being considered between 13 and 17 years of age) are irrational, make poor decisions and take unnecessary risks. But is this true?

## The Teenage Brain

Usually, we think that teenagers are irrational and have a difficult time making good decisions, or that they have no self-control. However, this is not completely true. In fact, teenage brains can perform like adults at certain decision-making tasks, but teenagers appear to be heavily influenced by the context, compared to adults or even children.

At a task that required exercise self-control, teenagers performed remarkably worse than adults when these tasks were in emotional contexts, this is when decisions had to be made quickly and in the heat of the moment. Research suggests that this could be caused by the fact that circuits involved in motivation and emotions develop earlier than those in the prefrontal cortex, the brain region that is in charge of control. Connections between these different areas strengthen later in life, reaching full maturity in adulthood.

During the performance of this task, researchers observed by brain imaging that there was increased activity of the ventral striatum, a brain region involved in reward processing, whereas the region in charge of control processing, the prefrontal cortex, seemed to be much less active.

- 5 Another decision-making task that teenagers failed was the *Stoplight* task: You are driving and encounter a traffic light that turns to yellow, do you speed up to go through, or you slow down to stop at it? Adolescents performed just as well as adults when they were on their own performing the test, choosing the least risky option. However, when they were watched by their peers, more often they decided to speed up and try to make it through the light before this turned to red. It was peer pressure that made them take higher risks.

Some studies show the tendency of teenagers to embrace threat rather than avoiding it. In addition, teenagers seem to crave peer approval and pushed by peer pressure, which may explain why teenage criminal offenders tend to be in groups rather than acting alone.

## **The Importance of Having an Adult Brain**

Researchers, using different tests like the ones mentioned above, conclude that performance maturity is rather reached at a later age, 21 or 22 years of age, which is what nowadays in the US is considered old enough to do certain activities such as drinking. However, other important activities such as driving and voting are allowed at a younger age, at which neurological maturity may still be under construction. These patterns though are found not only in American youth, but other countries around the world, suggesting that it has biological components, like genetics, and it is not purely cultural.

Adolescents, just like adults, are all different and some will face more trouble at adapting than others, making better decisions or exercising self-control. However, research on the adolescent brain is necessary as establishing brain maturity is crucial to shape policies and determine when the human brain has full cognitive ability to be responsible for its own actions and the consequences that come with them.

### **References**

J., B., & Caudle, K. (2013). The Teenage Brain: Self Control. *Current Directions in Psychological Science*, 22(2), 82–87. <https://doi.org/10.1177/0963721413480170>

<https://www.psychologytoday.com/ca/blog/brain-chemistry/201903/the-myths-about-the-teenage-brain>



**In the following texts:**



There are various viewpoints regarding the societal impacts of lowering the voting age.

# How young is too young? The case for lowering the voting age

May 13, 2014 10.36pm EDT



One political scientist recently claimed that the evidence isn't strong enough for lowering the voting age in Australia to 16. What are the arguments to the contrary? [AAP/Lukas Coch](#)

Pressure is building in democracies around the world to lower the voting age to 16. For national elections, Brazil (in 1988), Austria (2007) and Argentina (2012) have led the way. For local elections, parts of Germany in 1995, the Isle of Man (2006) and Norway (2011) all lowered the minimum age of voting in elections to 16 years old.

In Australia, however, one political scientist has sought to slow the momentum with a new analysis of the case for lowering the voting age. ANU political scientist Ian McAllister gained media attention recently for his conclusion that the evidence is not strong enough to justify the reform. But is it?

All too often, political scientists engaging in the debate about lowering the voting age see it only in abstract terms. In their analyses voters are ascribed a numerical value corresponding with their age – 16, 18, 21 – without any effort to distinguish the reality of the lives being led by people at these ages.

## The turnout question

The central claim made by McAllister, for instance, is that electoral turnout fell in most

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## Disclosure Statement

Richard Berry does not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and has disclosed no relevant affiliations beyond their academic appointment.

advanced democracies after the voting age was lowered from 21 to 18 from the 1970s onwards. This, he implies, is because turnout among 18-20 year olds was lower than older generations, and they brought down the average.

- 5 While one cannot dispute that the enfranchisement of 18-20 year olds coincided with declining turnout, it is misleading to suggest a relationship between the two without considering the wide range of other causes.

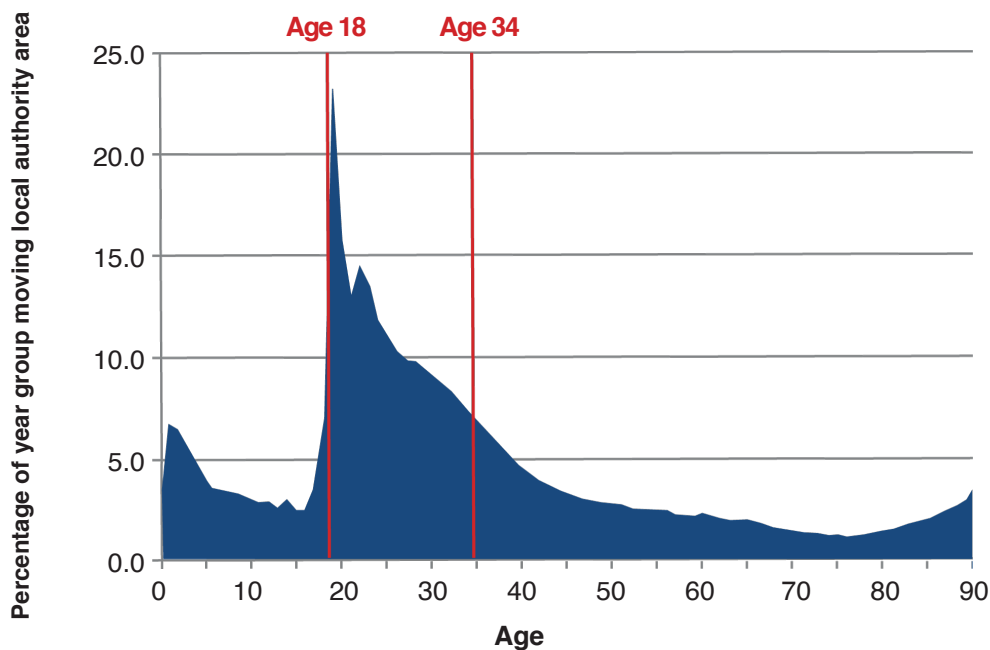
For instance, economic inequality increased markedly in recent decades in advanced democracies. The effect of this on political participation has received precious little attention from political scientists. Where it has been studied, the negative impact of inequality on turnout is clear.

### How young is too young?

Another common mistake is the assumption that the effect of lowering the voting age to 16 would be the same as lowering it to 18. McAllister admits to assuming that 16-17 year olds are “behaviourally similar” to 18-19 year olds. This is folly: the lives of most 16-17 year olds are markedly different to those aged over 18. 16-17 year olds tend to live with their parents, in a settled community where they have spent much of their lives.

Post-18, by contrast, young people’s lives become far more chaotic. They leave school and may leave home, embark on university or full-time employment, and deal with the range of stresses that accompany adulthood for the first time.

The chart below shows the ages at which people move from one local government jurisdiction to another in England and Wales. The peak time for people to move between areas is 18-19, with almost one-quarter of people doing so.



**Figure 1:** Percentage of people moving from one local government to another in England and Wales.  
UK Office for National Statistics



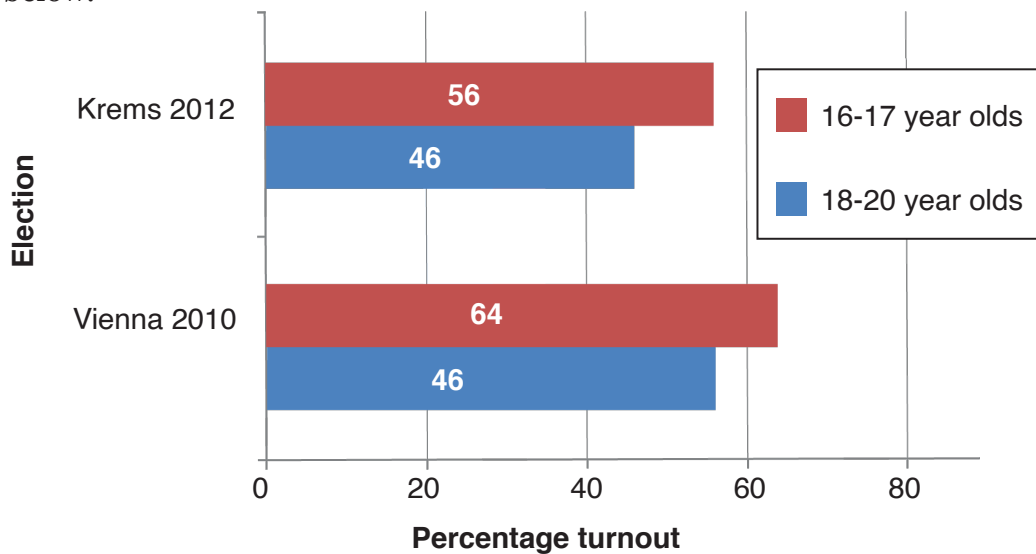
- 10 People in their late teens and early 20s are living precisely the kinds of lives that make them less likely voters before we even take their age into account; 16 and 17 year olds are not. While this does not mean we should expect 16 and 17 year olds to vote in extraordinarily high numbers, it does suggest it will be easier to engage them in elections.

### Austria and Australia

For Australia, of course, any attempt to track changes in turnout is rendered irrelevant by compulsory voting. McAllister’s analysis relies on results from the Australian Election Study, a post-election survey, in which people are asked if they would have voted were it not compulsory.

However, it is well-established that post-election surveys tend to over-estimate turnout. Asking people what their behaviour might have been in a hypothetical voluntary election introduces all kinds of additional uncertainty.

We can glean much better insight from overseas: for instance in Austria, where we can assess what 16 year olds actually do after being given the vote. Researchers in Austria have shown that in regional elections, first-time voters are more likely to vote at 16-17 than at 18-20, as per the chart below.



**Figure 2:** Percentage turnout of young voters in Austrian regional elections. Zeglovits, Aichholzer

With voting known to be a habitual activity, there is every reason to suspect this will translate into higher overall turnout in the future, notwithstanding the impact of other factors affecting turnout.

- 15 We are consistently told by expert opponents of votes at 16, and were told again by McAllister, that the reform is “not a panacea” for the problem of youth disengagement with politics. But the issue about panaceas is that they don’t exist, and nobody really believes they do. No advocates of lowering the voting age think it will automatically transform youth participation in democracy, or that it is the only reform required.

<https://theconversation.com/how-young-is-too-young-the-case-for-lowering-the-voting-age-25793>

# Kurl: Lowering the federal voting age in Canada to 16 sounds good in principle ... but in practice?

In places such as Scotland, Austria and Brazil, these young people can already vote. Even so, there's little support in this country for changing the age threshold.

SHACHI KURL Updated: July 12, 2019

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Is 16 too young to vote in a federal election? GAVIN YOUNG / CALGARY HERALD

Elections Canada may have hired (then later fired) a dozen or so social media influencers to persuade young people to vote this fall, but the bigger question is: How much influence on democracy should the youngest of our society have?

The arguments for lowering the voting age to 16 usually go something like this: It will increase voter participation, instil lifelong voting habits by starting them young, and ensure politicians are accountable to and thinking about young people.

Proponents will try to bolster their case by pointing to places such as Scotland, Austria and Brazil where 16-year-olds can already vote, and adding in the usual line of reasoning that if you're old enough to drive a car or consent to sex, you should be able to pick your elected officials. They'll hold up examples of political leaders who in their teens have run circles around the grown-ups in knowledge, eloquence and clarity of vision: Malala Yousafzi, Greta Thunberg.

I mean, it all sounds quite reasonable to me. But then, I was one of those annoyingly precocious 16-year-olds who would have gladly taken full advantage of the privilege, and taken it very seriously indeed.

- 5 Yet Canadians – of all ages – are utterly unmoved. Asked about this by the Angus Reid Institute, their overwhelming view is to deny ballot-box access to the teens in your neighbourhood.

A whopping 80 per cent of those in the grandparent zone (aged 65 and older) appear to arch an eyebrow and look disapprovingly over the rims of their reading glasses at lowering the voting age to 16. But get this, even two-thirds of the very youngest eligible voters – those 18-to-24-year-old members of whatever comes after the millennial generation – are swiping left on the idea too.

The empirical survey data tell us the what, but not the why. For that, I took a decidedly unscientific route, pestering friends, colleagues and acquaintances who – unlike me – actually know some teenagers, to get their take.

My little focus group yielded the common view that in an era of misinformation and social media saturation, adolescents won't be equipped to make informed choices. If trolls and bots can persuade adults in election campaigns of things that are not true, reasons a dad I know, what chance do teens – who live their lives on a variety of platforms – have?

Others take a different view. “They know more about what's happening with politics than I do at times,” came a text. “I'd support lowering the voting age.”

- 10 There were some crankier reactions to the idea, the old “kids don't pay taxes ergo shouldn't have a say” debate, coupled with the conviction that turning 18, and aging out of formal, compulsory education and either working or studying, or both, gives young people a clearer view of the realities of society, policy and economics and therefore makes them more responsible voters.

But here's the gloomier reality: The youngest voters already imbued with the right to have their say and complain about it later aren't exactly availing themselves of the entitlement. In 2015, more than half of young voters (58 per cent) cast a ballot. In 2011, just 41 per cent had. The voting propensity of older people – those in their 50s, 60s and 70s, is vastly higher.

Giving younger Canadians a say makes a lot of sense to me. But given recent voter turnout, whether they even bother to say anything isn't a problem that lowering the voting age is likely to solve.

*Shachi Kurl is Executive Director of the Angus Reid Institute, a national, not-for-profit, non-partisan public opinion research foundation.*

<https://ottawacitizen.com/opinion/columnists/kurl-lowering-the-federal-voting-age-in-canada-to-16-sounds-good-in-principle-but-in-practice>



**In the following text:**



University students were surveyed about the role politics plays in their lives.

# How Do Students Feel About Politics?

# 47



46.4% of respondents have never voted in an election.

15.6% of people who don't vote say it's because they just don't care.

41.2% are unlikely, very unlikely or undecided when it comes to voting in the next federal election.



17.9% of respondents say they won't vote because they just don't feel informed enough.

67.5% couldn't name their federal member of Parliament.

35% of those who will vote are undecided.



In the past year, only about 13% have donated to a political party or cause.

But about 28% have circulated political information online.

Over half have done volunteer work in the past year.

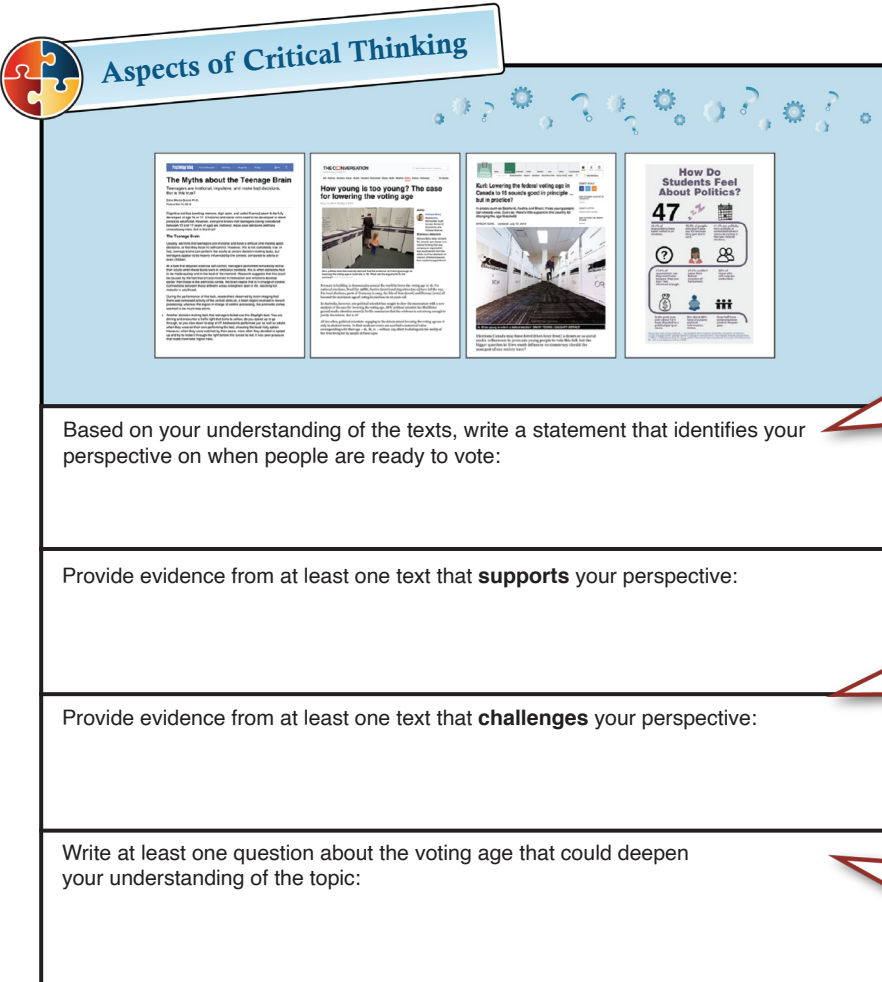
This survey was conducted on 1,155 students from Ryerson University, University of Toronto, OCAD University and George Brown College in January 2015. The margin of error ranges from 1.73% to 2.89% depending on the question. The results are considered accurate 19 times out of 20, with a confidence rating of 95%.

## Question A-11 (Graphic Organizer) – Overview of Task

### Notes:

- This graphic organizer is the standard format which will be used in Part A on each assessment.
- It is designed to help students develop their perspectives and insights in preparation for the multi-paragraph response in Part A.
- Students may respond in point form or in complete sentences.

*Suggested time: 10 minutes*



**Aspects of Critical Thinking**

The graphic organizer is a large rectangular box with a light blue background. At the top left, there is a circular icon with puzzle pieces in red, yellow, and blue. To its right, the title "Aspects of Critical Thinking" is written in a blue banner. Below the title, there are four small rectangular panels, each containing a different article snippet. The first panel is titled "The Myths about the Teenage Brain". The second is "How young is too young? The case for lowering the voting age" and includes a photo of a person. The third is "Karl: Lowering the ballot voting age in Canada is if students given to privilege, but is practice?" and includes a photo of a hallway. The fourth is "How Do Students Feel About Politics?" and features a large number "47" and several icons. Below these panels, the graphic organizer is divided into four horizontal sections, each with a specific prompt. To the right of these sections are three red speech bubbles containing explanatory text.

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

Provide evidence from at least one text that **supports** your perspective:

Provide evidence from at least one text that **challenges** your perspective:

Write at least one question about the voting age that could deepen your understanding of the topic:

Students synthesize their critical thinking about the key issue as they articulate their own perspective.

Evidence used by students to support and challenge their stated perspective may be cited directly or paraphrased.

Students further integrate their understanding of the texts by asking inquiry questions that connect with the key issue.

## Part A: Graphic Organizer – Rubric

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### Aspects of Critical Thinking

<b>3</b>	The three response is <b>proficient</b> and demonstrates a thorough understanding of the texts and task: <ul style="list-style-type: none"><li>• articulates an informed perspective in response to the texts;</li><li>• provides strong evidence from the text(s) to support and challenge the stated perspective;</li><li>• asks insightful question(s) that are likely to lead to a deeper understanding.</li></ul>
<b>2</b>	The two response is <b>competent</b> and demonstrates a straightforward understanding of the texts and task: <ul style="list-style-type: none"><li>• articulates a clear perspective in response to the texts;</li><li>• provides adequate evidence from the text(s) to support and/or challenge the stated perspective;</li><li>• asks relevant question(s) that could lead to a deeper understanding.</li></ul>
<b>1</b>	The one response is <b>limited</b> and demonstrates an insufficient understanding of the texts and task: <ul style="list-style-type: none"><li>• attempts to articulate a perspective in response to the texts;</li><li>• provides basic or irrelevant evidence from the text(s) to support and/or challenge the stated perspective;</li><li>• asks superficial question(s) that are unlikely to lead to a deeper understanding.</li></ul>
<b>0</b>	The zero response is <b>unacceptable</b> and demonstrates a lack of understanding of texts and/or task: <ul style="list-style-type: none"><li>• the response is mostly incomplete or is unrelated to the task.</li></ul>
<b>NR</b>	No response.



## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #1

Assigned Score: 3

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*I think people are ready to vote when they are 18. Any younger age, has been revealed by these texts, that they are not ready to vote. Some don't care, and others claim they just don't have enough information. This is evident in younger teens. They have all the resources to find information and gain a understanding, yet they decide not to. 16 year olds also attend highschool. The environment they spend most of their teen life is not always the most positive. They can fall into peer pressure and make desicions that they know are not right.*

Provide evidence from at least one text that **supports** your perspective:

*As said by Shachi Kurl people "are utterly unmoved". This exemplfies my perspective on teen voting. They are not moved to do so. Teens are provided with resources all around them, and can access information on elections and goverment to better understand. They decide not to, because they feel it has no impact on them. The Article "The Myths about the Teenage Brain", highlights how teens can fall into peer pressure. This would affect their voting results, as they may not always be honest. Their decisions may be deemed on what their peers think is "right" or "cool".*

Provide evidence from at least one text that **challenges** your perspective:

*The text "How young it too young? The case for lowering the voting age", exemplifies through a chart how "first time voters are more likely to vote at 16-17 than at 18-20". This challanges my perspective, and is a gain for voting at 16. This text represents how teens need to make voting a habit when they are young, whereas my perspective is they need to wait until 18 when they are starting new parts of their lives with more responsibility, such as voting.*

Write at least one question about the voting age that could deepen your understanding of the topic:

*Why do teenagers not care to vote, or gain information about their voting system?*

*Do they feel unheard? Is that why they decide to not care at all?*

*Do they feel likeelections don't affect them or their lives? Why?*

### Rationale:

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This **proficient** response includes a detailed perspective that is both supported and challenged by strong evidence. The student explains why the selected evidence supports or challenges their position. Although the questions are repetitive, they have the potential to move the student to a deeper understanding of the texts.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #2

Assigned Score: 3

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*With the supplementation of the four texts provided, I think that people are ready to vote at the age of 16 because they are already accepted as being capable to make important decisions like driving a car or consenting to sex, government policies and officials will be more considerate about youth, and because youth are more likely to want to be involved in their community due to certain incentives.*

Provide evidence from at least one text that **supports** your perspective:

*As the article titled “Lowering the federal voting age in Canada to 16...” suggests, some teens are more informed about politics and the elections than adults such as their parents. This should come at no surprise because youth are also more likely to want to be involved when they are young. Things like volunteering are valuable to a teen because of their resumes and university applications, which encourages teens to volunteer in political campaigns and get involved. Additionally, the text titled the “Myths about the Teenage Brain”, also suggests that teenagers are naturally more curious and inquisitive. This trait will also lead to youth wanting to know about politics and what impacts their country.*

Provide evidence from at least one text that **challenges** your perspective:

*The same text, “Myths about the Teenage Brain”, challenges my perspective. It states that “some studies show the tendency of teenagers to embrace threat rather than avoiding it”. This quotation is significant because it suggests that teenagers may make rational decisions simply for the sake of doing it, instead of thinking carefully. This may mean that during an election, a 16 year old may vote for a political party that they do not actually agree with; they are only voting for them because they think it would be funny or cool to do so. Another point by the same article is that “peer pressure... made [teens] take higher risks”. This could be dangerous because a teen may vote for someone or a political party simply because their friends are.*

Write at least one question about the voting age that could deepen your understanding of the topic:

*What are the risks to the federal economy and the representation of our country if the voting age is lowered to 16?*

### Rationale:

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This **proficient** response opens with a strong, focused statement that is connected to both the texts and the task. Evidence is thorough and relevant and leads to a thoughtful final question that demonstrates evidence of critical thinking.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #3

Assigned Score: 2

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*People are ready to vote when they have developed maturity, information and care into politics and how it may affect themselves and/or society.*

Provide evidence from at least one text that **supports** your perspective:

1. 67.5% couldn't name their federal member of parliament.
2. 46.4% of students have never voted in an election

Provide evidence from at least one text that **challenges** your perspective:

*If your old enough to drive a car or consent to sex, you should be able to pick your elected officials*

Write at least one question about the voting age that could deepen your understanding of the topic:

*What percentage of younger people/ teens would actually vote or want to vote.*

### Rationale:

---

This **competent** response has a straightforward perspective. Though somewhat general, the evidence is connected to the texts and adequately supports the initial statement. The question could lead to a deeper exploration of the topic.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #4

Assigned Score: 2

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*In my opinion, people are ready to vote when they have the ability to judge things and realized the importance of voting to a country. It doesn't have really big matters with the age and weather they are 18 or not. Some teenagers might already have the ability to judge even if they are not adult., the only thing that matters is the ability to judge.*

Provide evidence from at least one text that **supports** your perspective:

*“At a task that required exercise self-control, teenagers performed remarkably worse than adults when these tasks were in emotional contexts, this is when decisions had to be made quickly and in the heat of the moment.” (Blanco,3)*

Provide evidence from at least one text that **challenges** your perspective:

*“At a task that required exercise self-control, teenagers performed remarkably worse than adults when these tasks were in emotional contexts, this is when decisions had to be made quickly and in the heat of the moment.” (Blanco,3)*

Write at least one question about the voting age that could deepen your understanding of the topic:

*Which factors are more important for voting, age or education level?*

### Rationale:

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This **competent** response has a clear perspective and a relevant question. Student provides the same evidence to both support and challenge their perspective without elaboration. Overall, this response demonstrates a straightforward understanding of the texts and task.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #5

Assigned Score: 1

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*More and more people that different ages want to join in voting . And young people start know some politics in their own country . So that voting is not limted a certain form , rather than everyone can have right to voting in diferent ways .*

Provide evidence from at least one text that **supports** your perspective:

*From these articles , we can know that Canadians can vote in all ages , especially the youngest voters already imbued with the right to have their say and complain about it later aren't exactly availing themselves of the entitlement.*

Provide evidence from at least one text that **challenges** your perspective:

*But there are some problems in this situation , such as some people can not know politics totaly and some people do not care about votes . so these causes lead to some young people do not want to join in voting .*

Write at least one question about the voting age that could deepen your understanding of the topic:

*I think if the voting age too young , that will let the votes lose the reality . Becuase of their young age , they can not distinguish some right things or wrong things .*

### Rationale:

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This **limited** response attempts to provide a perspective and support it; however, the evidence is not relevant and is not based on the texts. The final statement is not a question, as required by the task, but it does convey a basic understanding of the topic.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #6

Assigned Score: 1

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*The vote should be fair, teenager also have right of vote.*

Provide evidence from at least one text that **supports** your perspective:

*People in their late teens and early 20s are living precisely the kinds of lives that make them less likely voters before we even take their age into account; 16 and 17 year olds are not. While this does not mean we should expect 16 and 17 year olds to vote in extraordinarily high numbers, it does suggest it will be easier to engage them in elections*

Provide evidence from at least one text that **challenges** your perspective:

*Some law or vote can not easy to understand for the younger.*

Write at least one question about the voting age that could deepen your understanding of the topic:

*What will happen if too many younger's vote or older's vote.*

### Rationale:

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This **limited** response attempts to articulate a perspective but provides irrelevant evidence to challenge their initial statement. The final question is vague and unclear; as such, it is unlikely to lead to a deeper understanding.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #7

Assigned Score: 0

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

*They gave these four articles about teenagers, and let us to know some informations for teenagers. I think it is very powerfully and the age is very important, these article told us clearly.*

Provide evidence from at least one text that **supports** your perspective:

*These graph has nine parts of teenager is choices, and I think the most replay is "Over half have done volunteer work in the past year.". So this means like, more people think to do the volunteer is right.*

Provide evidence from at least one text that **challenges** your perspective:

*May be more and more people will not trust this politics, or they could not to know the impordent for this idea.*

Write at least one question about the voting age that could deepen your understanding of the topic:

*I can not to know what is "How young is too young ", it is very hard to know the meaning.*

### Rationale:

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This **unacceptable** response contains a summary of the texts, but the student is unable to articulate a perspective based on the task (voting age) or ask a relevant question that would lead to deeper understanding.

## Question A-11 (Graphic Organizer) – Student Exemplars

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### Exemplar #8

Assigned Score: 0

Based on your understanding of the texts, write a statement that identifies your perspective on when people are ready to vote:

Provide evidence from at least one text that **supports** your perspective:

*Make we know how to respond. In the third texts title "Kurl: Lowering the federal voting age in Canada to 16 sounds good in principle... but in practice? "I know it.*

Provide evidence from at least one text that **challenges** your perspective:

Write at least one question about the voting age that could deepen your understanding of the topic:

*What should the vote age respond the others?*

### Rationale:

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Although the word "vote" is mentioned, this **unacceptable** response is mostly incomplete and does not demonstrate an understanding of texts and task.

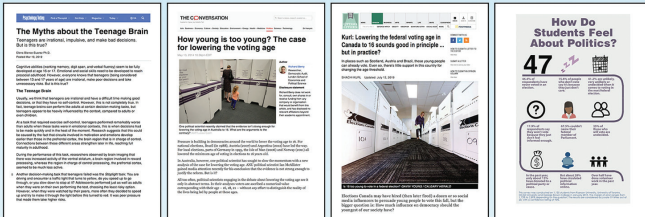


**Responding Critically to Texts**



**Context for Critical Thinking**

While current laws and regulations in Canada reflect the view that youth are not ready to cast a vote in municipal, provincial, or federal elections, there is evidence to both support and refute this opinion. The age at which people are granted suffrage is not universal: some countries have experimented with lowering the voting age, while others are only beginning to examine research findings. Political scientists, sociologists, and psychologists offer a range of insights. As society reconsiders multiple perspectives on the importance of voting, perhaps it is time to amend our current electoral system and grant young people the right to vote.



**Should the voting age in Canadian elections be lowered?**

The Context for Critical Thinking is repeated to remind students of the key issue.

After completing the Graphic Organizer, students will be able to approach this Critical Thinking Question from a wide range of perspectives.

- You must respond to this question in a multi-paragraph composition.
- You must communicate an argument that demonstrates your critical thinking skills.
- You must support your argument using evidence from at least one of the texts.

These writing instructions outline the requirements for this multi-paragraph response.

**Suggested time: 30 minutes**

## Part A: Written Response – Rubric



### Responding Critically to Texts

<b>6</b>	<p>The six response is <b>superior</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates an insightful understanding of the text(s) at an interpretive level;</li> <li>• develops a comprehensive argument that demonstrates superior critical thinking through a judicious selection and use of evidence from the text(s);</li> <li>• demonstrates a sophisticated command of language to convey meaning, need not be error-free.</li> </ul>
<b>5</b>	<p>The five response is <b>proficient</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates a thorough understanding of the text(s) at an interpretive level;</li> <li>• develops a convincing argument that demonstrates complex critical thinking through a purposeful selection and use of evidence from the text(s);</li> <li>• demonstrates a skillful command of language to convey meaning, errors may be present.</li> </ul>
<b>4</b>	<p>The four response is <b>competent</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates a clear understanding of the text(s), may be literal;</li> <li>• develops a relevant argument that demonstrates adequate critical thinking through an appropriate selection and use of evidence from the text(s);</li> <li>• demonstrates straight forward use of language to convey meaning, some errors are evident.</li> </ul>
<b>3</b>	<p>The three response is <b>minimally acceptable</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates a superficial or partially flawed understanding of the text(s);</li> <li>• develops a basic argument that demonstrates minimal critical thinking through a limited selection and use of evidence from the text(s);</li> <li>• demonstrates basic use of language, errors may distract from meaning.</li> </ul>
<b>2</b>	<p>The two response is <b>limited</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates a limited understanding of the text(s) that may be inaccurate;</li> <li>• attempts to develop a basic argument, but critical thinking may be flawed, insufficient use of evidence from the text(s);</li> <li>• demonstrates flawed use of language, errors hinder meaning.</li> </ul>
<b>1</b>	<p>The one response is <b>insufficient</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• communicates a misunderstanding of the text(s) or response is too brief or simplistic;</li> <li>• unable to develop a basic argument, or demonstrate critical thinking; lacks textual evidence;</li> <li>• demonstrates incorrect use of language, errors make meaning unintelligible.</li> </ul>
<b>0</b>	<p>The zero response is <b>unacceptable</b> in terms of understanding, critical thinking, and written expression:</p> <ul style="list-style-type: none"> <li>• does not respond to the critical thinking question or simply restates it.</li> </ul>
<b>NR</b>	No response.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

### Exemplar #1

Assigned Score: 6

**Should the voting age in Canadian elections be lowered?**

*Voting is a keystone of civic life in democratic countries. Going to the polls and casting one's ballot can be a milestone for many, showing that society has deemed you responsible enough to elect the leaders who represent you. In recent years there has been some debate on whether or not the current voting age (eighteen years of age in most countries) should be lowered. Several democracies have already done so, lowering the voting age from eighteen to sixteen. Despite this, it seems most people would disregard the idea that teenagers should be allowed to vote before they reach adulthood. Lowering the voting age in Canada could be beneficial, however there does not seem to be an overwhelming demand from the public to do so.*

*An idea that is practically baked into our culture is that teenagers are rash, irresponsible people who are incapable of making good decisions. There is some physiological truth to this. In her research, Dr. Elena Blanco-Suarez found that most adolescents "performed remarkably worse than adults" in exercises of self-control, especially when motivated by emotional contexts. There is also evidence that teenagers tend to take riskier options when they are surrounded by their peers. Which would help explain why teenaged criminal offenders are often act in groups. And yet despite this teenagers are allowed to participate in some adult activities such as driving and even consuming alcohol in some European countries. Blanco-Suarez concludes that more research needs to be conducted to determine brain maturity if we are to use it as a measure of responsibility of actions (especially within political contexts). This suggests that teenagers being susceptible to peer pressure and having difficulties with controlling emotions alone is not a good rationale to discounting their participation in elections.*

*Another common argument against lowering the voting age is that when it was lowered to eighteen from twenty-one overall voting turnout decreased, lowering the voting age again would have the same effect. This argument is somewhat weak because it fails to take into consideration how different the lives of older adolescents are compared to those of young adults. Adults aged eighteen to twenty are likely to move away from their childhood homes to pursue full-time employment and/or higher education. This often results in them moving to different municipal government jurisdictions (as seen in the chart for moving between areas in England and Wales) in which they can be unaware of the issues that are important to those communities. This coincides with the lower voting turnout for this age group. Adolescents aged sixteen to seventeen are still in school and live at home, most likely in the same general area as the one they grew up in. They would be more up to date with what is happening socially and politically in their areas in which they reside. If the voting age was lowered for municipal elections, as was the case for Germany in 1995, could help increase voter turnout and instill a habit of participating in elections from a young age.*

*Despite these potential advantages, there does not seem to be significant support for a lower voting age in Canada. The Angus Reid Institute found that the overwhelming majority of Canadians thought that ballot-box access should continue to be denied to teens under eighteen. Though this view is most common amongst those in the grandparent age (sixty-five and older), millennials and younger adults agreed in that the voting age should remain as it is. There is also the question of whether or not younger adolescents would actually care enough to go to the polls if they were given the right to vote. There is also the role of the internet to be considered. Some say that because teenagers today are constantly exposed to social media (and other sources of information that are readily available) they might have a more informed view on politics. Others disagree that the amount of information is excessive, and that filtering through that much information is impossible, leading only to confusion.*

*As Sachi Kurl of the Angus Reid Institute concludes, allowing suffrage to younger Canadians makes sense, but lowering the voting age does not answer to lower turnout rates, and the general public remains uninterested in doing so anyway.*

### **Rationale:**

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This **superior** response demonstrates an insightful understanding of multiple texts at an interpretive level. There is a comprehensive argument supported with relevant evidence throughout. This response scores a 6 despite a few spelling and grammatical errors, as a level 6 response needs not be error-free.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

### Exemplar #2

Assigned Score: 6

**Should the voting age in Canadian elections be lowered?**

*In Canada there are a multitude of age-based restrictions that have been put in place to for the benefit of people. Drinking, driving, and smoking are a few obvious examples. Yet one of these restrictions: the age at which one can vote, is under debate. Some say that lowering the voting age poses a threat to democracy by infiltrating the election with misinformed votes, while other argue that as long as all voters are adequately educated in their choices, lowering the voting age will give more people an opportunity to participate in democracy and lead to increased voter turnout in the future.*

*In a democracy, it is important that a diverse set of people vote so that the election outcome suits as much of the population as possible. This goal manifests itself in the large sum of money Elections Canada spends on maximizing voter turnout. The question is, will lowering the voting age improve voter turnout? Well, although it was found in a study mentioned in the article “How young is too young?” that the percentage voter turnout declined when voting age was lowered from 21 to 18, this is merely because youth are less likely to vote than seniors, lowering the average. However by lowering the voting age there are still more people voting overall. Furthermore, adding youth to the election actually increases the diversity of the election. As a result, an election including younger citizens produces an outcome more representative of the population.*

*Additionally, the Canadian government should consider reducing the voting age to 16 instead of 18, since this is the age at which youth are most likely to form a long lasting habit of voting. At this younger age, people are typically still living with their parents and attending highschool. As a result, they are more likely to have the time and motivation to vote when compared to 18 year olds, who are going through a stressful stage of transition. In fact, the study from the previous paragraph showed that 16 year olds were about 10-15% more likely to vote than 18 year olds. If the voting age is lowered to 16, more people will start and continue to vote in the future. 18 year olds who are less likely to start voting when they reach the legal age simply won't have the same voting spirit moving forward.*

*Despite this, it is true that in today's society 16 year olds are fairly naive when it comes to political decision making. In fact, a study showed that 67.5% of students couldn't name their federal member of Parliament. This lack of knowledge likely corresponds to the lower voting turnout as well. It is logical to assume that an eligible yet undecided voter is less likely to participate. This lack of knowledge is also a primary concern of opponents to the idea of lowering voting age. Luckily, this solution is easily remedied by implementing programs to educate the youth on their options; meaning the argument that voting age should be lowered is still valid.*

*The spirit of democracy says that everyone should have a say in their leadership. In the end, if the Canadian government is to embody that belief, they should lower the voting age to 16.*

## Rationale:

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This **superior** response embodies sophisticated language to express critical thinking with a comprehensive argument. Evidence from the texts is integrated and woven seamlessly throughout the response.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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### Exemplar #3

Assigned Score: 5

Should the voting age in Canadian elections be lowered?

*At what age are people in their best state of mind to come to the conclusion of electing a capable leader that will rightfully use their power? There are many factors that must be considered when deciding the age at which one must be permitted to make the decision of electing a leader. Considering a variety of factors, it can be concluded that the current legal age of 18 years or older should be lowered to 16 years because the next few years the follow, people are too preoccupied with their lives to vote.*

*In Richard Berry's article "How young is too young to vote? The case for lowering the voting age" it is suggested that the ideal age to vote is 16 years. He proves that the people in their early 20s are going through numerous transitions in life that cause them to be "less likely voters", thus raising the voting age does not make sense. He also suggests that the common belief that 16-17 year olds are "behaviourally similar" to is a fallacy. He proves this by comparing the environment of the two categories. The lives of 16-17 years old consist of living in a settled community with their parent or gaurdians. On the other hand, 18-19 year old are leaving their homes to go to universities. Therefore, 16 year olds have a much clear mind to make a decision, while 18 year olds are too preoccupied with their lives to spend the neccesary amount of time to make the crucial decision.*

*In a survey conducted in January 2015, students from various universities were asked numeours questions regarding politics. A whopping 26.4% of sudents had never voted in an election before, and 41.2% are very unlikely to vote in federal elections. This is due to the fact that students in universties are much too busy with the transitions they have to go through. From one's late teens are early 20s, the average teen has the responsibility of moving out of the "settled community" (Berry) they've lived in most of their lives with their parents or gaurdians. This is a huge change in their lives, which takes time to adjust to.*

*Though it must also be considered that perhaps changing the legal age to vote isn't the issue that needs to be attended, rather the problem lies within the fact that most 16 year olds are not concerned with politics enough to make the effort to vote.*

*For many reasons teenagers are capable enough to make the voting, a few years after this age people are too preoccupied with their lives to make decision with a clear mind. In conclusion, the legal age to vote should be lowered to 16 years.*

### Rationale:

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This **proficient** response demonstrates critical thinking, communicates a thorough understanding of the texts at an interpretive level. The response begins with a thorough analysis, but the final paragraphs are somewhat less developed. There is a skillful command of language throughout.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

### Exemplar #4

Assigned Score: 5

**Should the voting age in Canadian elections be lowered?**

*The voting age has been widely discussed over the past few years, whether or not it should be lowered to 16 to allow a wider pool of voters for municipal, provincial, and/or federal elections. With there being evidence from both sides of the argument, it can be difficult to decide if granting young people the right to vote is a good idea. Some countries have made the decision already, including Brazil, Austria, and Argentina, along with other countries following the trend.*

*As the **Richard Berry** article asks, how young is too young? Even if adolescents are permitted to drive and consent to sex, are they sufficiently capable to make decisions at the political level, with or without knowing the overall effect it can have on their future? Based on previous turnouts for elections, there is evidence that economic inequality increases has led to a negative impact on turnouts for younger voters over the years. Many 16-17 year olds have not sufficiently experienced the outside world and do not have a clear view of reality when living with their parents. Once 18 year olds transition from their family home to university, they begin to experience life first hand, thus having a better understanding of the situation and are able to make better decisions on how they participate in elections.*

*The article from **Elena Blanco-Suarez** states that based on statistics and research, the cognitive abilities of the teenage brain is usually fully developed by 16/17, but there is a common misconception that teenagers make irrational or poor decisions, along with unnecessary risks. Although this may be true in some cases due to peer pressure, for example, the Stoplight task had similar responses from both adolescents and adults by taking the safer option of stopping. Biologically, teenagers have the ability to make decisions influenced by proper reasoning while on their own. But this can be disputed when peer pressure becomes a factor and teenagers may have irrational or impulsive behavior as a result. The final line, “establishing brain maturity is crucial to shape policies and determine when the human brain has full cognitive ability to be responsible for its own actions and the consequences that come with them, “ is one major factor that needs to be taken into careful consideration before the voting age is lowered. Increasing the number of responsibilities for a teenager can have positive or negative effects as they can feel more involved in the bigger world, but can also make decisions which have an effect on others.*

*Within Canada, there is a significant amount of dispute whether 16-year-olds should be given such a responsibility, to influence democracy at such a young age. Again, some other countries have already taken the initiative to progress forward and changing the policies around the voting age. It states that 80% of older people (65+) believe that the voting age should not be lowered to 16, and even 2/3 of 18-24 year olds agreeing. Despite research proving that adolescents may have the capability to vote, there is too much debate on if it would benefit democracy as a whole. Social media plays a major factor in teenager lives nowadays, having the ability to discover*



*opinions and/or statements on politics from around the world, much of which could be factually false.*

*Based on this evidence presented in these articles, I do not believe that it should be lowered to 16 until more evidence can be provided and teenagers are better informed on the topic of politics in the education system.*

### **Rationale:**

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This **proficient** response shows a thorough understanding of each of the texts. The student develops a convincing argument that relies on summary rather than synthesis. There is strong organization of ideas and command of language.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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### Exemplar #5

Assigned Score: 4

Should the voting age in Canadian elections be lowered?

*I do not believe that the voting age should be lowered in Canada.*

*Eventhough there are many teens my age that love learning about politics and would love to be able to send in their vote for their favored party, there are more teens that wouldnt take voting seriously in the least. I know people that would vote for a canditate not because they believe in them, but because it would make one of their freinds or parents angry, and make a joke out of it, or they simply wouldnt vote at all because they didnt want to take the time to reseach the candidates or just couldnt care less about politics. In the artical "How Do Students Feel About Politics?" it stated that 46.4% of the respondants never voted in any election, and 15.6% didnt vote purly because they didnt care enough about politics.*

*Pure-pressure would be another factor that should be considered when thinking about lowering the voting age; like it or not, its ture that the teenage brain is not yet fully developed, as explained in "Myths About the Teenage Brain." Adolescence makes us teen more ceseptable to peer pressure. Its a scientific fact that teenagers crave the approval of our peers and other adults, so much so they will change themselves and their beliefs to make them more likeable in the eyes of others, this relates to politics and voting on the sense that they will stray from who they want to vote for to match who they think everyone else is voting for or could be infulanced by family members or friends.*

*Though I can see the other side of the argument that some teens are more mature than others and "if we can drive or maintain a job/ pay taxes, we should be able to vote" the fact of the matter is that the majority of teenagers will not take it seriously, which will affect the rest of the population, the artical "how young is too young?" there is a statement sayiong that when the voting age was lowered from 21 to 18, the average was brought down, and i do think that this would also happen in Canada.*

*It is for these reasons that I, personally, do not believe that the voting age in Canada should be lowered most teenagers dont realize the importance of voting and politics.*

### Rationale:

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This **competent** response demonstrates adequate critical thinking through appropriate use of evidence from the texts. Thoughts and ideas are clearly organized but somewhat literal and would benefit from further discussion. This response demonstrates a straightforward use of language to convey meaning, though some errors are evident.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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### Exemplar #6

Assigned Score: 4

Should the voting age in Canadian elections be lowered?

*Teens are irrational, make poor decisions and are risk takers. Their cognitive abilities are not fully developed. I have heard this many times in my life, directed at me and just in general. Are these statements true? In the “Myths about the teenage brain” we learn that teenage brains can perform like adults at certain decision making tasks. Elena Blanco-Suarez states “Adolescents, just like adults, are all different and some will face more troubles at adapting than others, making better decisions or exercising self-control.” We are all different; All of our brains are different. Does this make teens less capable to vote in elections?*

*When we are 18 we are allowed to vote. Is there really a huge difference between a 17 year old and an 18 year old? McAllister from the text “How young is too young?” assumes that 16-17 year olds are behaviourally similar to 18-19 year olds. But the lives of most 16-17 year olds are extremely different to 18-19 year olds. Most 16-17 year olds are living at home with their parents, go to school, some might work part time, are settled in their hometown community. Whereas most 18 year olds lives are much more chaotic. They are not in school anymore, they are in full time university or working full time.*

*I think that young teens should be able to vote. In the text “Lowering the federal voting age in Canada” Kurl points out that when we are 16 years old we are old enough to consent to sex and drive a car. I completely agree with this. If we are allowed to do this when we are 16, we should be allowed to vote and pick our elected officials. If we have enough knowledge and are mature enough to consent to sex and be in charge of driving a vehicle, we should be able to vote and be apart of our country’s future.*

*After reading and analyzing all of the texts I think the voting age in Canada should be lowered. I think young teens will be eager and excited to vote.*

### Rationale:

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This **competent** response communicates a literal understanding of the texts. Although there is gradual development of a relevant argument, the perspective changes throughout the response. The organizational structure of the graphic organizer would have benefited this response by highlighting the stated perspective at the beginning and anchoring the development of the argument throughout.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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Exemplar #7

Assigned Score: 3

Should the voting age in Canadian elections be lowered?

*Should the voting age in Canadian elections be lowered? Thats a good question! I would say that based off of the information I was given I would say the that voting age should be lowered. The age should be lowered because as the evidence shows, in the texts, people aged 16-17 can make good desitions. As it says in The Myths about the Teenage Brain, "teenage brains can perform like adults at certain decision-making tasks". Although bad desitions are made at times teenagers aged 16-17 do have the ability to make good desitions too. It is just that the bad ones are made because of peer pressure. In conclution I belive that because the teenages are seperated for voting, they can make their own desition.*

### Rationale:

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Although brief, this **minimally acceptable** response communicates a basic argument that demonstrates an attempt at critical thinking with accurate reference to the texts. This response demonstrates basic use of language, and errors distract from meaning.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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### Exemplar #8

Assigned Score: 3

Should the voting age in Canadian elections be lowered?

*voting is a big part of the world we live in. And for ever the age to vote has always been for people who are considered adults. But now people are starting to question why cant younger people like teens vote? I dont think anyone under the age of 18 should be able to vote.*

*when you look at young kids or teens, alot of them are spitting images of there parents. There attitudes, the way they dress, the way they talk and the way they act. i think this is a good example that young people under the age of 18 should not be able to vote because i feel that they would not actually be voting for the candidate based of them. i feel that it would more or less be based on who where parents want them to vote for. In one of the articles it says that the teenage mind is not mature enough to make a descision like that and i totally believe that.*

*i believe that a teens mind can be to easely persuaded to making a descision that actually isnt there descision. I think that teens should wait until they are more mature to make a descision like voting.*

### Rationale:

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This **minimally acceptable** response develops a superficial argument that demonstrates some critical thinking. However, there is a limited selection and use of evidence from the text(s). This response demonstrates basic use of language and frequent, rudimentary errors distract from meaning.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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Exemplar #9

Assigned Score: 2

Should the voting age in Canadian elections be lowered?

*no. i dont think the voting age should be lowered. after reading "myths of the teenage brain" i think they are capable of making the desition. if we lower it the question still stands to will it even be worth it? will half of the youth just not care and vote for whoever and not stop to see what they represent or stand for. will we take time to inform our yough, giving them more accesable resorces and ways to read and watch that are not biest opinons.*

### Rationale:

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This **limited** response shows a very basic understanding of the texts. Although the response does express an opinion, the argument is underdeveloped; the written expression is insufficient, and errors hinder meaning.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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### Exemplar #10

Assigned Score: 2

Should the voting age in Canadian elections be lowered?

*In my option, the voting age should be lowered because, a lot of teens knows whats going on in this world and already know who they whould vote for. Also voting is a choice, so we arent going to have every 16 year old vote, only some of them. if we put out information is grade 11-12 classes they would know how voting works and would give them a better chance. if they can start to drive i think that's a big reason for them to start voting, we are giving them trust on the road, why cant we give them trust on voting.*

### Rationale:

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This **limited** response communicates a basic understanding of the topic, but supporting evidence is insufficient. Multiple errors, which hinder meaning, are present throughout the response.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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Exemplar #11

Assigned Score: 1

Should the voting age in Canadian elections be lowered?

*no i think the age is good where its at younger age kids would just pick what there friends are picking and not put any thought into who there picking.*

### Rationale:

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This **insufficient** response is too brief and basic to demonstrate a developed argument.



## Question A-12 (Responding Critically to Texts) – Student Exemplars

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Exemplar #12

Assigned Score: 1

Should the voting age in Canadian elections be lowered?

*lowing it is pointless as it is at a good age right now as it becomes open to teens who just became adults and people dont like having more stress put on them as teen and highscool along with other factor are stressful enough as it is.*

### Rationale:

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This **insufficient** response does attempt to address the topic but is too brief to communicate and develop a basic argument. It lacks any textual support.

## Question A-12 (Responding Critically to Texts) – Student Exemplars

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Exemplar #13

Assigned Score: 0

Should the voting age in Canadian elections be lowered?

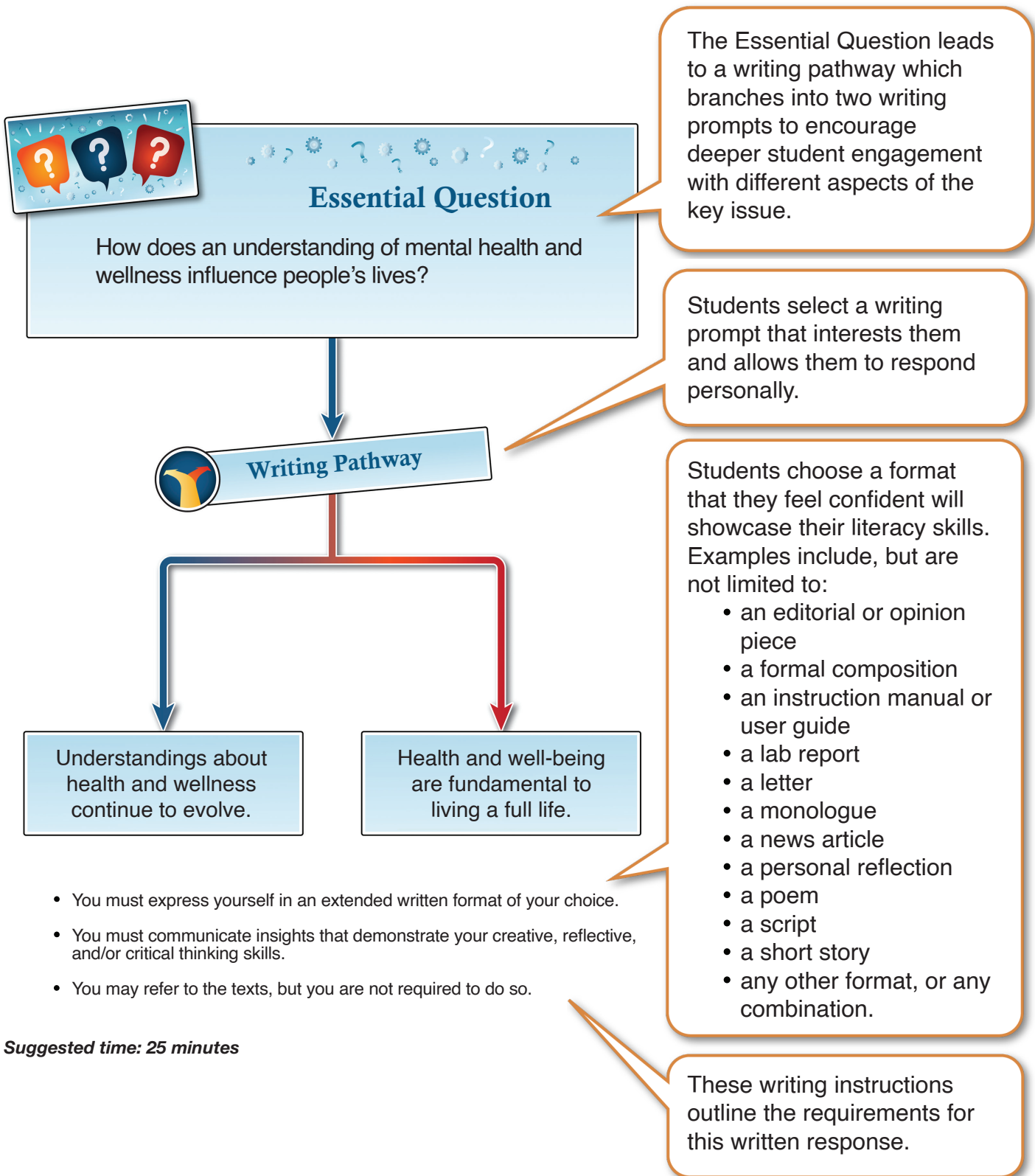
*In Canada of all ages are uttery unmoved.*

### Rationale:

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This **unacceptable** response does not respond to the critical thinking question and the errors make it unintelligible.

## Question B-16 (Going Beyond the Texts) – Overview of Task



## Part B: Written Response – Rubric



### Going Beyond the Texts

<b>6</b>	<p>The six response is <b>superior</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• communicates sophisticated creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• develops thoughtful perspective(s) and profound insights;</li> <li>• demonstrates a sophisticated command of language to convey meaning, need not be error-free.</li> </ul>
<b>5</b>	<p>The five response is <b>proficient</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• communicates comprehensive creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• develops well-reasoned perspective(s) and perceptive insights;</li> <li>• demonstrates a skillful command of language to convey meaning, errors may be present.</li> </ul>
<b>4</b>	<p>The four response is <b>competent</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• communicates clear creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• develops clear perspective(s) and relevant insights;</li> <li>• demonstrates effective use of language to convey meaning, some errors are evident.</li> </ul>
<b>3</b>	<p>The three response is <b>minimally acceptable</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• communicates minimal creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• develops superficial perspective(s) and basic insights;</li> <li>• demonstrates basic use of language, errors may distract from meaning.</li> </ul>
<b>2</b>	<p>The two response is <b>limited</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• attempts to communicate creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• presents partially developed perspective(s) and lacks insights;</li> <li>• demonstrates flawed use of language, errors hinder meaning.</li> </ul>
<b>1</b>	<p>The one response is <b>insufficient</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• unable to communicate any creative, critical and/or reflective thinking in response to the writing prompt;</li> <li>• unable to develop perspective(s) or insights;</li> <li>• demonstrates incorrect use of language, errors make meaning unintelligible.</li> </ul>
<b>0</b>	<p>The zero response is <b>unacceptable</b> in terms of understanding, originality of thought and written expression:</p> <ul style="list-style-type: none"> <li>• does not respond to the writing prompt or simply restates it.</li> </ul>
<b>NR</b>	No response.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #1

Assigned Score: 6

Health and well-being  
are fundamental to  
living a full life.

*The human body is truly a gem. Capable of numerous feats including free movement and speech, protection from dangerous stimuli such as extreme heat or cold, healing, and growth. That said, it is only half of what constitutes life, and only one of two things that must be taken care of. As important as maintaining physical health is through diet and exercise, the mind and body are indeed two separate things, at least based on my analysis, and should both be given equal and undivided attention.*

*I am a student living through what are without doubt the most consequential years of my life, as I am in my final year of high school ready to embark on life's journey. It was only recently that the safe walls I had built around myself throughout my childhood crumbled and uncomfortable reality set in. Grades, jobs, college tuition, buying a home, a car, all these inevitable aspects of life came crashing down on me harder than a cold shower; it was gut-wrenching. Ergo, stress is something I am no stranger to. That all-too-familiar knot has been inside me for a while now, and I know now more than ever that it cannot be allowed to foster. It is why I started journaling. It is catharsis, and putting unhappy thoughts down on paper frees some of the mental burden which I find is constantly growing.*

*Stress and anxiety are silent killers. They can mature into depression which can in turn breed suicidal thoughts, and can take away from activities that previously were enjoyable; they are the bane of too many's people's lives. Getting through days can turn into quite the task. Physical health, which is more noticeable and at times excessively overt, is equally important. There exist numerous conditions, some preventable while others are more terminal. What good is a prosperous life if your mental and/or physical health is failing you? It may not be a problem when someone is young and in great shape, but the problems don't come all at once. Rather, they build up over time due to poor choices.*

*There are literally hundreds of resources and help opportunities out there, and they need to be utilized more. Sometimes, people worry they will not be understood, or they are the only one suffering, when it is more often than not the reverse. In many cases, all one needs is someone to talk to. It can make a monumental difference, especially to teenagers who are drifting away from their parents or friends and not knowing why.*

*It all boils down to one idea: self-care, physical and mental. The body and mind are powerful, yes, but not invincible. By moderating and keeping track of what we do in our lives, one can make sure they are as healthy as can be.*

## Rationale:

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This **superior** response communicates a thoughtful and profound understanding of the task and texts. It demonstrates a sophisticated command of language. The writer makes insightful, personal connections to thoughtfully develop their responses.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #2

Assigned Score: 6

Health and well-being  
are fundamental to  
living a full life.

*Tick*

*The sun creeps in through the blinds, a girl watches from her place in bed as the light climbs each sliver of the blind. She remains tightly curled on her side, languidly moving only to reach over and pull the blinds even tighter - completely obstructing light. Her eyes roll over to observe the room. An overwhelming pile of assignments sits scattered over her desk.*

*She does have a plan to finish them: each task is tightly scheduled into carefully structured divisions of the clock. She slowly closes her eyes, just for a couple more minutes. And when she opens them again, she gropes for her phone to check the time.*

*“10 minutes more”, she tells herself, “just 10 more..”*

*Tick Tok*

*Yet the minute hand on the clock seems to spin at an alarming rate; soon the couple of minutes has pushed the hour hand around. The devised plan for the day has been ruined and there is even less reason to get up.*

*Resentment immobilizes her even further.*

*Her stomach weakly protests. Hunger eventually becomes a need to go to the bathroom; she can feel her stomach extending so that every breath becomes a sharp, stabbing pain. Yet, she does nothing to relieve it. She simply rolls over and watches the minute hand spin.*

*Tick Tok, Tick Tok, Tic Tok*

*Following the encouraging rhythm of the clock, she slowly faces the edge of her bed but soon hears the front door open and close. The rumble of the car fading to the distance indicates that everyone has left. Her mom dropping her brother off for one of his extracurricular activities, probably soccer practice, before heading to work.*

*Any motivation she had been desperately summoning disintegrates at the prospect of the overwhelming loneliness that awaits the moment she opens her door. Loneliness being a label for the fact that everyone was accomplishing something with their 24 hours while she simply observed the clock marching it instead.*

*Tick Tok, Tick Tok, Tic Tok, Tic Tok*

*The clock becomes like a drill sergeant, constantly reminding her of the time that has elapsed, the tasks that must be completed. If only she could just get up, she could probably grab some food and fulfill the plans she had made. She might even make the effort to feel like a presentable member of society and venture outside.*

*And yet, in an empty house, deprived of anything labeled the fundamental necessities a human needs for life, she stays alone in her room. Accomplishing nothing, she simply exists.*

*Tick*

### **Rationale:**

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This **superior** response demonstrates a thoughtful, creative, and sophisticated approach to the writing pathway. The student takes some risks with language to create a relatable, thought-provoking composition.



## Question B-16 (Going Beyond the Texts) – Student Exemplars

### First Writing Prompt, Exemplar #3

Assigned Score: 5

Health and well-being  
are fundamental to  
living a full life.

*Having good health and well-being enable a person to live a fulfilled life. Whenever a person feels happy, they are more likely to do better in whatever they put their mind to; it improves the quality of your work and how much you enjoy doing something. For example, if someone goes to school feeling happy and content with themselves, they will likely greet others in a positive manner, and happily do whatever it is they are to do at school. They will likely learn better, as well as radiate their positive energy off others. As the texts suggested, happiness is like a domino effect, when a person smiles at someone else, it makes the other person want to smile as well. Like the article “Why Laughter Is Good for Mental Health” states, “laughter is good medicine for stress and depression. It’s free and has no side effects”. By talking with others and developing positive intrapersonal relationships, one can share how they are feeling, and enjoy a good laugh. These things aid a person in improving and maintaining a good mental health as well living a full life. As shown in the article titled “Illustrator Draws Humorous Comics having open dialogue about mental health challenges helps to break stigma and makes people feel more comfortable sharing how they feel. By encouraging the conversations surrounding mental health, more people will open up, and as a result, will give them the opportunity to release their stress and feeling more contented inside.*

*In contrast, if someone is not feeling healthy or is not happy with themselves, it can make life difficult. Complimentary to the example used earlier, if a student goes to school feeling tired or that they are incapable, then that student will likely meet others in a negative manner, if at all. They will also feel less motivated to do work at school, which will decrease their efficiency and how well they do in school. In addition, negative energy can also have a radiative effect; if one meets another person with agitation, then the other person might be agitated towards others too. It is for this reason that good health and well being is important to have a safe and happy environment. I use this example because as a student who goes to high school, I feel different when I go to school happy or when I am not feeling so good.*

*With the COVID-19 -pandemic, the importance of health and well being has been highlighted significantly. People have invested in gym memberships, or gym equipment, and are starting to realize the effects of isolation on mental health. Now, with restrictions loosening up and more people able to socialize with others, people are likely grateful for the time they can spend with their family and friends. Perhaps, people enjoy socializing even more now and recognize how it helps their mental health; I certainly do, because I no longer take the ability to talk and interact with others for granted. In conclusion, good health and well being are instrumental in enabling person to feel more happy and contented so that they can live a fulfilled life.*

## Rationale:

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This **proficient** response demonstrates an effective and reflective awareness of the writing prompt through personal connections to recent mental health issues. It demonstrates a skillful command of language, although some errors are present.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #4 Assigned Score: 4

Health and well-being  
are fundamental to  
living a full life.

*As a student with a full workload, maintaining good mental and physical health can become difficult, especially as the number of responsibilities also increase. With the stress of numerous assignments and deadlines to meet, it is occasionally a challenge. As the First Nations diagram displays, emotional, physical, mental and spiritual facets are the major influences on well-being. My main focus is usually on school instead of physical activities which have been proven to improve mental well-being. I personally have noticed that when being with friends, laughter often makes me feel better, just like the fourth article stated. It reduces stress as less thought is put into school and put into having fun. "It's clear that laughter is good medicine for stress and depression. It's free and has no side effects." As it says, laughter is good and easy medicine which can help ease the feeling of stress and depression at any time, especially when you need it the most. Establishing better connections with friends and family has also improved the mental health, of each other and myself. As Clara Hughes experienced, being open minded allowed her to cope with her negative experience at the press conference by being with those who cared, and they understood that "[We] cannot heal you of your pain. Only you can heal yourself with your open heart and your open mind." Being more open-minded to situations has allowed me to ease any effects of negative mental health. The comics drawn by Gemma Correll can definitely help other people cope with their own situation, educating them about her journey through anxiety and depression and giving them the realization that they are not alone in this, we can work together to improve each others mental health, and to create a better future. As people, we are influenced by the world around us, whether its relationships, community/family, economic, social, it all shapes how we behave, act and feel about ourselves and others. The idea of being connected to someone else who is also experiencing similar feelings aids the healing process, improving mental health which allows you to have a better life. Although social media can play a role in negative mental health, using it at healthy rates can prevent the overwhelming effect of social comparisons, frequently seen on Twitter, Instagram, TikTok, etc. The attempts to meet social expectations definitely plays a role on how one acts and thinks which could confine oneself to be someone we are not, negatively effecting us as a whole. By maintaining limited amounts of stress and having sufficient sleep, exercise and nutrition, it is the stepping stones to living a better life.*

### Rationale:

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This **competent** response demonstrates a clear understanding of the prompt and uses effective language to convey meaning and makes personal connections. However, it relies heavily on summarizing details from the texts to develop these ideas.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #5

Assigned Score: 3

Health and well-being  
are fundamental to  
living a full life.

*Self health and wellbeing are the most important things anyone can have in their life and I believe people often forget that. It is clear that there need to be more forms of help and laughter in society and I will provide some possible solutions.*

*For teen school is almost always the biggest stressor. It should be required for courses to give time do all class work at the school and make it unacceptable to hand out home work. It is taking more time out of their days just do what they are going to do again the next class. as well as providing such grueling deadlines. This hardly gives students time to hang out with friends, do things with family, and many other things that are required to live a healthy life style with laughter and self care taken into consideration.*

### Rationale:

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This **minimally acceptable** response is superficial in terms of understanding and insight into the writing prompt. Use of language is rudimentary. Errors are evident, but do not impede meaning.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #6 Assigned Score: 2

Health and well-being  
are fundamental to  
living a full life.

*With instability, and being not in a good mental state causes one to be more upset. As well as could cause physical harm to ones self, but also doing a lot of things one may not do if they were mentally well. It is known that one who is not mentally well will not do as many important things to keep your body well which then would lower life expectancy but also lower feeling as though you achieved much in your life. With sever mental illnesses it is hard for one to do everyday tasks which then is corilated to the “full life” imagery. If one stays at home or is unhappy, and feels too bad to do things that would make them happy they may feel as though they wasted their life. With getting help, and also forcing yourself to get out of the bed, realize what is holding you back and let go, but also realize that you’re still here. You have survived whatever is bothering you. Or that if you have strong stress or anxiety, that you are a survivor for being able to be you, and live your life. Mental health is a big thing and can sometimes decide if you’re going to get out of the house, and do something or sit at home. It is hard to cope with mental stresses because it controls your life, your emotions are very strong. If you are unable to be active then try the next day and continue doing that until you feel well enough, then continue to do things that make you happy. As well as exercise. Be someone that you want to be because that is what is going to make you feel like you’ve lived a full life. It is important to be okay and the fact that one has to try so hard to make it through the day is upsetting but if one does not try they will regret their decisions. Life is challenging and fighting against the challenges is what will increase your “full life” aspects*

### Rationale:

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This **limited** response attempts to communicate an understanding of the writing prompt but is partially developed and somewhat disjointed. Language is flawed and hinders meaning throughout.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #7

Assigned Score: 1

Health and well-being  
are fundamental to  
living a full life.

*Health and well-being are fundamental to living a full life because if you don't have that then what does make a full life? Good health is important to do anything in life and without well-being you are doing everything not to it's full potential because you have other things distracting you from that.*

### Rationale:

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This response is **insufficient** in terms of understanding and written expression. Ideas are underdeveloped and lack insight.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### First Writing Prompt, Exemplar #8

Assigned Score: 0

Health and well-being  
are fundamental to  
living a full life.

*You can only attract success for yourself if you want every single one of your competitors to be good and strong. When you wish good things for others, this comes back to you. The strength to be kind is not often asked for, but this is perhaps the most important strength to have. and Teens take in more of the outside world than children do. Neurological changes occur in puberty that draw their attention outward, beyond the family, and their cognition allows them to ponder big issues in more abstract ways.*

### Rationale:

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This **unacceptable** response is lacking in originality of thought. Each sentence is entirely lifted from the texts and disconnected from each other.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #1

Assigned Score: 6

Understandings about health and wellness continue to evolve.

*Society's perception of wellness evolves overtime. Before people came to fully understand mental health, it was just seen as being black or white: either you're fit and mentally healthy or you're not. However, defining what "wellness" and "health" is has been a struggle to comprehend as a subjective topic and a concept influenced by a variety of external and internal factors. We can't come close to truly understanding how we feel as it's so complicated. Nonetheless, as we've come to apply logic to our feelings, rationalize and visually depict wellness, and even study and analyze it, it goes to show that the concept is by no means a one-way street, and that there are multiple pathways to achieve wellness, cope, and become better versions of ourselves.*

*With the emergence of studies on teen stress, the therapeutical effect of laughter, exercise, volunteering, and social media affecting mental health, it showcases that as much as coping mechanisms for stressors change overtime, the sources of those stressors also change. For example, insecurities regarding self-perception can come from a variety of outlets, and recently, with the growing popularity of social media, negative feelings can arise from constant co-comparison and the relentless pursuit for popularity and fame on the internet. And this stress evolves and morphs itself as social media diversifies, whether it be gaining popularity through musical ability, physical appearance, or eloquence with words. We find ourselves over-analyzing what we choose to show on the platform, whether it be the words we type online, imperfections in the videos we record, or when we photo-shop pictures we take of ourselves—through social media, our insecurities are overemphasized. We choose how much we want to show to the public and are more aware of what we need to hide. It's a damaging process, and it's a reason why teen stress and anxiety has been so prevalent in modern day. And whether it be bullying, peer pressure, a global pandemic, or even the evolving dynamics of family life, people have been made to adapt their coping mechanisms overtime to the stressors that cause them.*

*Understandings of health and wellness have been continuing to evolve because what retaliates against our wellbeing continues to change as well. And as such, society has come to understand that achieving wellness and recovering from what hurts us can be, for example, taking a break, discovering our personal identity, helping others come to terms with who they are as we do the same for ourselves, or even being in-tune with our surroundings and environment to ground our lives and our control over it. What's important to note is that achieving wellness is not the same for everyone, and as people share their personal experiences about coming back from trauma or release studies that show how dopamine is released when we perform a certain action, we come to realize this more and more. Visually,*



*the seperation between being mentally and physically fit and being unhealthy slowly branches out into different paths as we discover more about ourselves and experience new things in our world that will come to either help us or hinder us.*

### Rationale:

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This **superior** response communicates sophisticated ideas, reflective thinking, and thoughtful perspectives. For example, the student links the texts to contemporary and relevant topics. This response is characterized by a mature and engaging writing style that is maintained throughout the response.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

### Second Writing Prompt, Exemplar #2

Assigned Score: 6

Understandings about health and wellness continue to evolve.

*Hannah's hands are sweaty as she clutches the corner of her mother's skirt. Loud noises, flashing lights, and rushing bodies whiz all around her to form a flurry of hurried figures. She carefully readjusts her cotton mask so that it stays over her little nose and mouth. As the skirt directs her into a private room, Hannah sees her grandpa resting on a big white bed.*

*He's wearing his usual round spectacles and smiles as the pair appear in the door. Clicking and clattering contraptions whirl around his frame, a few deciding to enter through his wrist. Hannah smiles at the sight of him and rushes to his side, pulling a little oragami swan from her pocket. She proudly displays it in front of her like a sparkling gold trophy, sporting a grin which is invisible under her mask.*

*Hannah's grandpa taught her oragami when she had just turned five. He wielded the paper with his delicate fingers, transforming the baren sheet into a delicate figure with a few simple creases. Hannah was transfixed by his mastery.*

*He whispered thoughtfully as he lay the fresh folds into her hands, "culture and passion are intertwined Hannah. They form the foundation of who we are. The swan is a sign of peace and wellness, but of course it doesn't remain still".*

*He pulled the swans tail and the wings flapped, giving way to many giggles from Hannah.*

*"Whatever you encounter, don't let it stop you. Remember to grow" he said with a smile.*

*Hannah's grandpa rests his wrinkled palm onto Hannah's as the nurses come in, conversing quietly. Since March, Hannah has had lots of time at home away from school to practice her oragami. She vaguely overhears her mother discussing the current state of the world in the usual, unceratin tones heard on the news, in the neighbourhood, and at the now almost deserted grocery stores. The nurses appologize for the wait, and signal to the many occupied beds surrounding Hannah's grandpa, each of which are labelled with a plaque reading "COVID-19". Hannah sees patients young and old, each stemming from a different corner of the world yet connected in the health that makes one human.*

*Hannah overhears the nurse utter the phrase, "potential vaccine" which sends shivers down her spine. Hannah hated getting her shots a couple years ago, but her mother assured her that without them, there would be alot more trips to the doctor like there used to be in the old days. Hannah observes her mother's posture with this new information, and sees her whole body sigh with relief as a new sense of optimism washes over her. A possible development to a seemingly neverending ordeal. Months of uncertainty, with a final possible solution.*

*Hannah is confused by the current state of the world but remembers her grandpa's teachings. With any new development comes uncertainty and with time, new understanding will arise. She pulls on her swan's tail and remembers, solutions come with growth.*

### **Rationale:**

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This **superior** response develops an insightful and engaging narrative that is clearly related to the topic. The written expression is sophisticated, and the minor errors do not distract from the overall impact of this response.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #3

Assigned Score: 5

Understandings about health and wellness continue to evolve.

*A lot has changed in our perspectives of mental health and wellness, and it's not just because of scientific advances. A fairly recent movement has been the attempts made at destigmatisation, and we've been doing it with everything: disabilities, cultural identities, personal choice, but at the center of all this is our mental health and wellbeing. We've begun to recognize and act upon the importance of talking openly and uncritically about mental health on the public stage in a way which had previously been reserved for therapy sessions and family groups. This is significant, because it allows people to get help. When we are open and honest about mental health, and uncritical of others, when we talk about going to therapy, and share our personal troubles, we encourage others to do so, and that could make all the difference in their lives. However, it must be acknowledged that this is a process, and one which is by no means complete at this point in time. There are still people, and surely there is one in your life, who believe that matters of mental health and wellness should remain private. That is not to imply that they shouldn't. After all, personal health as a whole is, well, personal, and not necessarily something that everyone will feel comfortable sharing. However, keeping things "in the family" due to a fear of judgement is a problem for multiple reasons. First of all, it encourages repression of feelings, and requires individuals to act as if nothing is wrong when they are in social contexts. On a much more dangerous level, however, it means that we still live in a society, or at least perceive that we do, where people are prone to being judged for sharing their experiences. I cannot stress enough how detrimental that can be to mental health. It evokes a fear of reaching out for help, and creates the impression that people are alone in mental illness which, in reality, is experienced by probably most people at some point or other. Despite what I said at the start of this response, scientific advancements should not be discounted, as they contribute to our understanding of mental health in a technical sense, and provide support to the argument that an open discussion of mental health and wellness is essential. For example, studies have shown that laughter, even fake laughter, makes people happier. That is one example of a scientific discovery that, when shared with the general public, can be used as a tool to aid in the personal management of mental wellness. Also, with studies being done on factors which influence the mental health of teenagers, information is made available to adults who can watch out for them. This is important, as the high stresses associated with being a teenager lead this group to be writhing with mental illness which they typically do not have the means to cope with. As a whole, our understandings of mental health and wellness are still changing, but at least they seem to be for the better, and we can only hope that a healthier future is on the horizon.*

## Rationale:

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This **proficient** response demonstrates a mature perspective on the writing prompt. The student reflects on the “fear of judgment” connected to mental health. It is logically organized and provides several insightful connections. Minor errors are present.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #4

Assigned Score: 4

Understandings about health and wellness continue to evolve.

*Health and wellness are complicated topics that continue to evolve even today. While individuals all react differently to situations, everyone's health is affected in one way or another. As mentioned in the text "Our Teens Are More Stressed Than Ever: Why, and What Can You Do About It", social media plays a large role in the health of teens. Years ago, before phones and technology had taken over, social media was not a concern at all. Then they were invented and along with them came social media networks and websites for people to join. Along with the evolution of these social media sites, we also saw health and wellness evolve. Social media caused concern for teens' health and wellness, how it negatively impacted them. Even today, health and wellness continue to evolve as more and more social sites are being created. There are lots of components that impact one's health. The smallest of changes could cause a problem for one's wellness. This is because everyone is different. At different parts of your life, you react in a certain way. There are multiple factors which affect the way an individual feels mentally and physically. The environment in which you live, your friends, family, and even what you eat. Since life is constantly changing and moving, health and wellness continue to change and evolve along with it.*

### Rationale:

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This **competent** response addresses the writing prompt with some general thoughts on social media. The response expresses a clear perspective with relevant insights. Written expression is competent, but some errors are present.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #5

Assigned Score: 3

Understandings about health and wellness continue to evolve.

*Understanding about health and wellness continue to evolve throughout the years. People with mental health issues refuse to get medicated because some of them don't want to be seen as 'not normal' while others doesn't have an idea they mental problems. In the past, have mental issues such as depression and anxiety are seen as a bad thing. It still is for some. However, society has become more open in regards to mental health issues. People are now encouraged to get help if they have mental problems or they think they might have one.*

*"The period of adolescence is not inherently characterized by "storm and stress." Adolescence is a period of transformation" (Divecha, D., 2019). Teens take in a huge amount of stress from a lot of their works and worries. "Yet teenagers have no prior experience and few strategies for dealing with this new level of exposure." There are different levels of stress for each and everyone. Some stress is good as it can drive you to do your daily task faster. Teens are also adviced to exercise, sleep, and mind their nutrition. These factors can decrease the stress they will experience.*

### Rationale:

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This **minimally acceptable** response addresses the writing prompt. However, the second paragraph is merely summary and does not add to the development of ideas. The response demonstrates a basic use of language to present a superficial perspective.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #6

Assigned Score: 2

Understandings about health  
and wellness continue to evolve.

*You gotta understand the fact that your well being should come before everyone, you also gotta understand that saying 'oh well cant do anthing about this' is wrong good things always happen in the end as long as you stay postive and put yourself fisrt yu will figure out something to help you change to the better you like in that artical she uses comics to help ease the depression and stress. so once you understand all that you can evolve into the person yu want to be, and you will figure out somethng to help you with your anxiety and stress. staying postive and laughing is a key thing to change your perspective of you feel and your mental health*

### Rationale:

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This **limited** response attempts to address the writing prompt. However, the language and expression are overly colloquial and hinder meaning. The response is also limited in development of perspective.



## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #7

Assigned Score: 1

Understandings about health and wellness continue to evolve.

*I think that knowing who I am im not one to be discouraged at somthing. If i dont get it the first time ill try again. So what im getting at along these lines is that it wont mess with my mental health rn as im a kid because im easy going and dont let things get to me. so as my brain grows im sure itll be somewhat the same.*

### Rationale:

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This **insufficient** response is lacking in developed thoughts and perspectives. Language is significantly compromised throughout.

## Question B-16 (Going Beyond the Texts) – Student Exemplars

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### Second Writing Prompt, Exemplar #8

Assigned Score: 0

Understandings about health  
and wellness continue to evolve.

*The mental health is very important for human life, because mental can help every life work. But mental attack the life work when your mental is not good. So think about the mental are vely soft, like Tofu. Because Tofu broke the small attack. So they need hearing mental and rest. The **“Why Laughter Is Good for Mental Health”** says*

*“**Releases endorphins:** Natural chemicals in the body promote a sense of well-being. **Decreases anger:** Defuses anger, conflict, and self-blame. **Eases distressing emotions:** Counteracts feelings of anxiety and sadness. **Relaxes and revitalizes:** Increases our energy levels. **Reduces stress:** Decreases cortisol (stress hormone); lower levels are better for mental health. **Brings more joy and fun into our life:** This one is self-explanatory!”* I think that means they want hearing mental for good preace. The ways to hearing plan are Smaill, Practice gratitude, Get a pet and, Tell jokes. That is very effective for everyone. I want take rest for every day and want to hearing mental.

### Rationale:

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This **unacceptable** response does not address the task and shows a misunderstanding of the texts referenced. Written expression is compromised. A significant portion has been copied directly from the text.