

Although the long-standing debate about whether video games are "healthy" or not according to many is still going on, the facts show that the pros to video gaming outweigh the cons. For various reasons such as improved incentives to learn, increased life skills, and being used as therapeutic outlets makes video games ~~an enriching activity~~ an enriching activity for adolescents. On one hand, some ~~may~~ argue that the negative effects that video games can have on children's minds and body's overshadow any positive they could provide, although, the negatives to video gaming is purely circumstantial. The bias that media places on gaming only shows people the more negative aspect to the gaming world other than the possibilities that it holds.

An argument that someone who doesn't like kids playing video games could propose is: video games make kids lazy, unhealthy, and unmotivated. Although that argument is very one sided, that argument refuses to acknowledge that: "games... ~~do~~ teach tools and strategy." (~~Text 1~~ Text 1, Lines 12) The skills that video games can teach children are beneficial not only within the game but within their school life as well, being motivated to complete a task to "win" may also transfer ~~to~~ to school motivation as well. Games <sup>also</sup> give children the key opportunities to succeed in life ~~as they~~ as they build up their skill level, and are able to apply themselves the same way in real life. The ~~interactions~~ interactions set up in gameplay: "allow students to learn, and then apply what they have learned in a real-life situation." (~~Text 1~~ Text 1, Lines 10 – 11) Video ~~games~~ games give children the tools and build up those tools to make them successful within school and life, the skills garnered from playing translate to real life interactions which have benefitted from the nurturing of gameplay.

Additionally, playing video games increases real life skills outside of the classroom. While video games improve motivation and learning incentives in school, they also facilitate online and in person interactions which form creative bonds. Gameplay positively impacts adolescents and "serve(s) ~~as a~~ a surprising number of emotional, social, and intellectual needs." (Text 4, Lines 13-14)

The positives that video games create ~~for~~ for young adults are extraordinary and help them with needs that are crucial to succeeding in life. The social aspects to videogaming which facilitate good communication skills are very important to adolescents' futures, and "teach kids how to delegate, work as a team, and prioritize." (Text 1, Line 13) Video games help set ~~up~~ up young adults for their futures by building interactive and collaborative practices which are essential to finding and participating in a job later in life.

### Anchor Level 3–A

#### CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*For various reasons such as improved incentives to learn, increased life skills, and being used as theraputic outlets makes video games an enriching activity for adolescents*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Games also give children the key opportunities to succeed in life as they build up their skill level, and are able to apply themselves the same way in real life* and *The social aspects to videogaming which facilitate good communication skills are very important to adolescents futures*) and to distinguish the claim from alternate or opposing claims (*On one hand, some may argue that the negative effects that video games can have on children’s minds and body’s overshadow any positive they could provide, although, the negatives to videogaming is purely circumstantial and An argument ... is: video games make kids lazy, unhealthy, and unmotivated*).

#### COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of some specific and relevant evidence to support analysis (*“allow students to learn and then apply what they have learned in a real-life situation”* and *“serve(s) a surprising number of emotional, social, and intellectual needs”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 10–11*) and (*Text 4, line 13–14*)].

#### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces both sides of the issue, but leads to a positive claim, followed by two paragraphs of support that respectively focus on the ideas that video games teach children skills that *are beneficial not only within the game but within their school life as well* and how video games *facilitate online and in person interactions which form creative bonds*. The essay lacks a conclusion other than stating that video games are *essential to finding and participating in a job later in life*.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*the skills garnered from playing translate to real life interations which have benefitted from the nurturing of gameplay* and *The positives that video games create for young adults are extraordinary and help them with needs that are crucial to succeeding in life*).

#### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*theraputic outlets makes; adolescents; body’s; one sided; as well, being; level, and are; gameplay; ”; life the; interactions; aspects to; adolescent’s futures*) that do not hinder comprehension.

#### \* CONDITION CODE:

Although the essay is holistically a Level 4, it addresses fewer texts than required by the task and can be scored no higher than a 3.

The topic on whether video games are harmful for adolescents have been debated and argued. Video games are harmful to adolescents because it causes low brain activity, and it unhealthy life style habits, and violent behavior.

Many may try and say video games are positive because a good way for players to explore their deep desires in a controlled environment. However, it can do the opposite. Once players are introduced to violence they may try and take it to real life. Text 1 reads, "playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal." This shows how children may begin to lack self control and act out violently.

Video games are harmful because children can display unhealthy habits. Text 3 states, "He neglected his schoolwork, relationships, health, even his hygiene" this shows video games tend to take over players lives, not allowing them to succeed.

Text 4 says, "The player can drive action, exert agency and explore imagined worlds freely."

In conclusion, video games are harmful to adolescents because it lowers brain activity, create unhealthy habits and increase violent behavior.

## Anchor Level 3–B

### CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Video games are harmful to adolescents because it causes low brain activity, unhealthy life style habits, and violent behavior*).
- The essay demonstrates some analysis of the texts (*This shows how children may began to lack self control and act out violently* and *This shows video games tend to take over players lives, not allowing them to succeed*), but insufficiently distinguishes the claim from alternate or opposing claims by simply implying a connection between the claim and counterclaim. (*Many may try and say video games are positive because a good way for players to explore their deep desires in a controlled enviornment. However, it can do the opposite*).

### COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“He neglected his schoolwork, relationships, health, even his hygiene”* and *“The player can drive action, exert agency and explore imagined worlds freely”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by providing three texts but omitting line numbers (*Text 1 reads, Text 3 states, and Text 4 says*).

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that states the topic and a negative claim that video games are harmful, followed by a second paragraph that addresses the counterclaim (*Once playes are introduced to violence they may try and take it to real life*), and a third paragraph that briefly focuses on how *video games are harmful because children can display unhealthy habbits*. The essay concludes with a statement that reiterates the claim.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The topic on weather video games are harmful for adolescents have been debated and argued*) with some language that is inexact (*weather* for “whether” and *because a good way*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*topic ... have; games ... it causes; habbits; enviornment; may began; self control; players lives; it ... create ... and increase*) that do not hinder comprehension.

After reading articles 1-4 I have come to the conclusion that video games are indeed good for you. Even though it could lead to an addiction (text 1) they can still bring "educational potential" (text 2).

Even though it may be addicting why not have teens be addicted to something educational. It also expands creativity and imagination. "Video games take me places that music and movies, as much as I love them, don't." (text 4) Playing video games expands the mind beyond than what the research.

Although on the negative side of things like playing violent video games could lead to "anxiety and emotional reaction." (Text 3) But with anything it could give you anxiety. It's even hereditary. Video games are also designed with a "reward structure" (text 3). While this is happening the player is developing a huge faith.

In conclusion video games have it's upsides and downsides of the hobby. But the good outweigh the bad. So video gaming has so many more personal benefits.

### Anchor Level 3–C

#### CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*After reading articles 1–4 I have come to the conclusion that video games are indeed good for you*).
- The essay demonstrates some analysis of the texts (*It also expands creativity and imagination*), but insufficiently distinguishes the claim from alternate or opposing claims (*But with anything it could give you anxiety. It's even hereditary*).

#### COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Even though it could lead to an addiction ... they can still bring "educational potential" and "Video games take me places that music and movies, as much as I love them, don't"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 2) and (Text 3)], failing to include line numbers for any of the quotes.

#### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an opening paragraph that states a claim, followed by two body paragraphs that lose focus through a series of loosely connected and sometimes vague, unrelated or unfounded sentences that move from video games leading to *anxiety* and anxiety being *hereditary*, to having a "reward structure" and to *developing a huge faith*, all in a single paragraph with no further explanations. A concluding paragraph reiterates the claim.
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*Playing video games expands the mind beyond than what the research; on the negitive side of things like playing violent video games; While this is happening the player is developing a huge faith; video games have it's upsides and downsides of the hobby; it's for "its"*).

#### CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*have came; games ... it ... they; addicting why not ... something educational. It; negitive; happening the; In conclusion video; out weigh; benifits*) that hinder comprehension.

My claim is video games, pros and cons. The evidence is that video games effect kids health and mindset because it distract them from learning. The Effect is on video games show behavioral problems withdrawal systems. My Qnto is "I wouldn't blame you for thinking video games are like potent drugs." people should not let there kids play video game everyday because it is taking there learning away from them. For my second Qnto is that "Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours," I disagree that kids should stay up at that late time because it is bad for there health.



## Anchor Level 2–A

### CONTENT AND ANALYSIS:

- The essay introduces a general topic in place of a claim (*My claim is videogames, pros and cons*), although it continues on to imply support of a negative argument (*video games effect kids health and mindset because it distracts them from learning*).
- The essay demonstrates an unclear analysis of the texts (*I disagree that kids should stay up at that late time because it is bad for there health*).

### COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently, as the evidence used does not clearly relate to the *effect* [on] *kids ... mindset*, and is sometimes irrelevant (“*I wouldn’t blame you for thinking video games are like potent drugs*” and “*kids plop themselves in front of a computer and they’ll stay there for 8, 10, 25, 36 hours*”).
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes, lacking text and line numbers for quoted material (*My quto is* and *For my second quto*), with one closely paraphrased section not identified as coming from a text.

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of one paragraph of loosely connected sentences that begin with a topic statement and then suggesting a discussion of how video game playing affects the players’ *health and mindset*, which moves from *behaviral problems*, to being like drugs, to taking away from learning, to time spent game playing, with neither clear explanations, no connections, and no conclusion.
- The essay lacks a formal style, using some language that is imprecise (*effect* for “affect”; *The Effect is on video games show behaviral problems withdrawal systems; there* for “their”; *For my second quto is that*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions with occasional errors (*kids health; it distract; The Effect is, behaviral, quto; is “I*) that hinder comprehension.

## Why Play Game is Good for you and your Brain

Sometime your parent say stop  
to play game because is not good  
for you. But I can talk you is not  
bad for you because sometime  
you need relax your self and  
your Brain because some problem  
in your Brain is not good  
for you because that's why  
sometime you have depression  
and anxiety because you not relax  
your brain.

"In series of experiments on small  
numbers of gamers (10 to 14 people  
in each study the researchers reported  
that gamers with previous  
experience of playing"

and when you play in game  
you have a distraction on  
you can do better more fast  
and you can stay more  
relax in other work you  
have too much problem in your

Brain and when you play game  
or look movie read or something  
you brain have space for  
breath because when you sleep  
your brain is working better time.

Video game something is good  
Sometime no why because you  
game have space for you  
your brain is relax for moment  
but is bad because sometime  
you game stop and this is  
a trouble because you have  
a job or school end you  
not do what you have to  
do and that is bad.

when you teenager your mom your  
dad or you grand talk you  
play game or look same is  
bad and that not true because  
only because you play a game  
or video game that not true  
you stupen for this sometime  
you need list your heart  
Sometime he talk you of something.  
is good or not

And play game or video game  
is good for you brain because  
this is the fun you need  
for stay relax for moment  
and this good for you

Play video game is for human  
not because you play game is  
you not human is this  
Something passing today in the  
planet sometime your play too  
much and your forgot you  
have a family or you forgot  
the problem in the world and  
you me and the world need  
working and this

## Anchor Level 2–B

### CONTENT AND ANALYSIS:

- The essay introduces a claim (*Why play Game is God for you and your Brain*).
- The essay demonstrates confused and unclear analysis of the texts (*and when you playin game you have a distraden en you can do abritin more fast and yo can stay more relaj in others work*), failing to distinguish the claim from alternate or opposing claims, only stating that *Video game something is good sometime no*.

### COMMAND OF EVIDENCE:

- The essay presents little evidence from the text, using a partial quote from one of the texts (*“In series of experiments on small numbers of gamers (10 to 14 people in each study the rearchers reported that game with previous experience of playind”*) that contains some miscopying and fails to support analysis as stated.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, using only quotation marks to indicate text evidence, and lacking the source or line numbers.

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, beginning with the claim separated from the rest of the essay, followed by a paragraph that tries to support the claim that videogames are good because *sometime you need relaj your self and your Brain*, followed by an irrelevant quote and a further attempt at supporting the claim with little success (*when you play game or look movi read or someting you brain have space for brind because when youu slepp your brain is working ebvitime*). The essay concludes by stating that video games are *something is good sometime no* which contradicts the initial claim.
- The essay uses language that is predominantly incoherent (*I can talk you is not; when you play game or look movi read or someting you brain have space for brind because when youu slepp your brain is working ebvitime; why becace yo came have space for you; due for “do”*).

### CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*is God; parent sai; godd; relaj; your self; someni; thast; rearchers; playind; and when you playin; distraden en; abritin; in others work you; movi; brind; slepp; ebvitime; no why becace; troble; thas whit*) that make comprehension difficult.

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**Anchor Paper – Part 2 – Level 1 – A**

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It not because alot of kids plays  
video game to not think about there problem  
at home or at school they dont  
have to be upset or mad when  
they can just play some video games  
kids dont get activity with video game  
some times they stop so they can do there  
home work or when they need to help  
around with the house they play there  
game and help out sometimes video game  
helps kids to learn for school because  
some kids play games when they need  
for study for something some the  
video games help out kids with everything  
and kids play video games to learn something  
new like when there looking for a job  
or when they dont know anything they  
use video games.

## Anchor Level 1–A

### CONTENT AND ANALYSIS:

- The essay does not introduce a claim, providing an opening statement that contradicts itself (*it not because alot of kids plays video game to not think about there proberm*).
- The essay does not demonstrate analysis of the texts.

### COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts, providing only a few generalized references *dont get activity and look for job*).
- The essay does not make use of citations.

### COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information, consisting of a single paragraph that opens with a contradictory statement that makes no specific claim, followed by a series of statements that appear to support a positive argument, but prove contradictory (*sometimes video game helps kids to learn for school because some kids Play games when They need for study*).
- The essay lacks a formal style, using language that is imprecise (*it not because; dont get activity; Some times they stop sa they can do there home work; there* for “their”; *video game helps kids to learn for school; when they need for study; there* for “they’re”).

### CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*it not; alot; kids plays; Proberm; dont; Just; with video game; sa; sometimes video game helps*) using no punctuation except for a single period at the end, making comprehension difficult.

my position is that The adolescents, more than 95% have a Smartphone, video games and other things and they become addicted, and you want to know if combining Smartphone with video games attracts pros or is cons.

**Anchor Level 1–B**

**CONTENT AND ANALYSIS:**

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

**COMMAND OF EVIDENCE:**

- The essay presents little evidence that may be taken from the texts (*and they become addicted*).
- The essay does not make use of citations.

**COHERENCE, ORGANIZATION, AND STYLE:**

- The essay is minimal, making assessment unreliable.

**CONTROL OF CONVENTIONS:**

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



Topic: Are video games a positive activity for adolescents?

"Kids have been wild about video games for decades." Everyone can agree that games can be a distraction, but it also has a positive impact. Video games are a positive activity for adolescents. Video games have some benefits. Video games has a positive impact on kids daily lives. Video games also has a positive impacts on the brain.

Video games ~~g~~ have ~~some~~ benefits. Video games has a positive impact on kids daily lives. In text 1, it states "Many video games teach kids how to delegate, work as a team, and prioritize." "Studies have found that video can improve learning." Videos games has ~~the same~~ a positive impact on kids education and life skills.

Video games has a positive impact in the brain. In text 1, it states "Video games have been shown to help us improve our ability to reason and solve problems." In text 2, it states "For example, research has shown that spatial visualisation ability, such as mentally rotating and manipulating two- and three-dimensional objects, improves with video game

playing'. Video games helps people process information quickly, make split-second decisions, and multi-task.

Most people disagrees that video games are a positive ~~impact~~<sup>activity</sup> for adolescents. They think video games are addictive, etc. In text 3, it states "Violent games are of concerns to many experts." It also states "...young people are more likely to engage in hours of play while ignoring basic needs of food, sleep, and hygiene." Video games are not a negative impact on adolescents, in fact it is the opposite.

Most people disagrees that video games are a positive ~~impact~~<sup>activity</sup> for adolescents. Video games are a positive activity for adolescents. Video games has a positive impact on adolescents. Video games has a positive impact on kids education and life skills. It is also positive in the brain. Are video games a positive activity for adolescents?

.Video game are not a positive for adolescents, ~~there~~ many adolescent spend all the time just playing and they do not learn nothing in school just for playing for example in Text B it say "Take a game like that away from addicted adolescents and they often show behavioral problem, withdrawal, symptoms, even aggression, according Dr. Greenfield." This quote say that ~~not~~ until you still playing you would not stop playing video game this quote mean that adolescent should stop because if you still playing there would be consequence. It matter because many adolescent just want to play and that can be a problem with they brain or something.

~~Video games have been~~ Whether video games are a good or bad thing, has been up for discussion for many years, particularly in children. Many people have even gone as far as to research whether it be negative or positive, the effect it has on ~~people~~ them. Nevertheless, based on the facts presented to me, I believe that video games are a positive activity for adolescents overall.

One common benefit of video games I find is its impact on the education of an adolescent. This can be found in Text 1, lines 9 and 10 12, where it states, "When video games have been used in the classroom, teachers see improved test scores." This showcases a fact of how video games, when used in a classroom and in educating can be and have shown to be beneficial. This is just one of many benefits as studies have even found it can be used for ~~therapeutic~~ therapeutic use among many things. This can be found in Text 2, ~~line 18-19 and~~ line 30-32, where it states, "They can be used for ~~therapeutic~~ to help set goals and rehearse working towards them, provide feedback reinforcement, self-esteem and maintain a record of ~~behavioral~~ behavioural change." These studies provide many examples of improvement video games can have on people, including children, particularly in a therapeutic way. Some people go as far as

saying video games do something a lot of other forms of entertainment could only dream of doing when appealing to the player. This can be found in Text 4, line 7-8, ~~when Pete Etchells states~~ where it states Pete Etchells believes, "video games tap into reaches of emotional and moral faculties that traditional arts and entertainment can't reach." Pete Etchells, psychology and communications professor, provides a perspective on how video games essentially get in touch with people in a way, not many if any other forms of entertainment could dream of. All these facts and educated perspectives on the matter have brought back the simple fact that video games, if used the correct way, can be an extremely beneficial activity to people, let alone children, on multiple levels.

Though there are many benefits, there are still some negatives that can be discussed. One of the inevitable downfalls of video games in people, particularly in children, is addiction. This comes in reference to the development of a child, as stated in text 3, line 39-41, "Without mature frontal lobes... teens are less able to weigh negative consequences and curb potentially harmful ~~bad~~ behavior like excessive video gaming." This showcases how children can tend to be more susceptible to addictive behavior with video games. Though, much of this can be countered by the presence of a mature

adult, like any other addictive behavior it is up to the parents working with and informing their children to prevent that. Another common counterpoint that comes up is the violence in video games. In ~~the~~ text 1, line 33-34, it states, "children playing violent video games show decreased activity in areas of the brain dedicated to self-control and an increase in emotional arousal." This simply showcases the impact the use of violent video games has on children. Though this is true, this is also reflected in what parents allow their children to play. It has always been known that children are susceptible to the behavior shown to them at a young age, that's why we must show them good both in video games and in behavior ourselves.

In the end, though, there are some inevitable faults that come with children partaking in video games, there is still plenty good. There are numerous benefits pointed to the use of video games in children particularly supported by fact and educated official. In the end, I strongly believe video games can be a very positive activity for children.

Even though the concept of videogames were invented plenty of years ago, they are just now beginning to become a ~~common~~ <sup>prevalent</sup> pastime for youth. ~~common~~ Along with the popularity of smartphones, video games have found their way into the "car," bedroom" and ~~the~~ the "Bus stop" (Text 1, line 3), just to name a few. This rapid growth in popularity begged the question, whether video games are actually a good activity or not for ~~the~~ <sup>the</sup> youth. The obvious answer is that they are not.

First off it must be understood that there are arguments for both perspectives. Pete Ethells, ~~the author of the text~~ a psychology professor, stated that "video games 'embody the principles of existentialism' and 'tap into the reaches of emotional and moral facilities' (Text 4, lines 7-10). While this is completely true, this argument leaves out the key factor that video games are far too often violent and chaotic. Since ~~the~~ video games tap into the brain so well, the effects of the violent images and actions ~~on the~~ can be disturbing. For example, children that play "violent video games" have been shown to have "decreased activity" in parts of their brain that regulate "Self-control". They also lack activity in their brain that controls "emotional arousal", causing an increase (Text 1, lines 33-34).

Another common argument brought to the table is the idea that video games improve brain function.

Video games are believed to improve the "ability to reason" and to "solve problems" ~~people~~ (text 1, line 16). It is also argued that they ~~help~~ help people "process information more quickly" and "multitask effectively" (text 1, lines 17-18). This argument has been proven true, but it leaves out key information about what really happens in the brain. Playing video games "Only stimulates parts of brain responsible for 'vision and movement'". ~~The~~ The parts of the brain that regulate "behavior, emotion, and learning" can ~~end~~ end up becoming "underdeveloped" (text 3, lines 15-16).

As you can see, video games have been proven to have an extensive amount of negative effects on ~~the~~ today's adolescents. From literally decreasing the amount of self-control, to dumbing down emotional and <sup>one's</sup> social parts of brain, it is obvious that video games are NOT a positive activity for adolescents.



Video gaming is a popular hobby among many teenagers. From MMORPGs, to first person shooters, to simple farm simulators and games about animals, video games have evolved ~~and~~ at an rapid exponential rate. Many articles have been published on negative effects of playing video games, but the positives ~~offer~~ to outweigh the negatives in most cases. Video gaming may seem dangerous for adolescents, ~~but it can~~ ~~but not only is it a positive activity to engage in~~ but it should be seen as a positive activity. Not only is it an entertainment source, but it can also benefit teenagers in ways that other media and ~~tools~~ tools can't.

Video games have been proven to improve problem solving skills, competitiveness in current-day job markets, and help with coordination and the ability to work as a team. Jonathan Bartholomew, author of "Video Games: Pros and Cons" states, "Many video games teach kids how to delegate, work as a team, and prioritize. Internet-enabled games that let kids play with their real-life friends often require collaboration and division of tasks to beat the level." (Text 1, lines 13-15). These are skills often used in real life situations that can be practiced and honed using video games. Without proper leadership or teamwork, projects can go awry and productivity can be slowed down. Having to work together in a less serious setting can build these skills. Video games can also help ~~with~~ in an educational

Setting, Mark Griffiths ~~writes~~ writes, "... in an educational context, video games can be fun and stimulating, which means it's easier to maintain a pupil's undivided attention for longer... a more appealing way of learning than traditional methods..." (Text 2, lines 25-28) Enticing Students and allowing them to learn through unconventional methods may be more enticing than reading a book or taking down notes. Video games can add color and music to a seemingly boring subject, making it more interesting for some students.

Of course, gaming doesn't come without its faults. Amy Patten, the writer of "Game theory: The Effects of Video Games on the Brain", delves into issues like becoming addicted because of too much dopamine, or how playing video games for too long can cause parts of the brain to become underdeveloped. She notes, "... young people are more likely to engage of hours of play while ignoring basic needs like food, sleep, and ~~hygiene~~ hygiene." Without mature frontal lobes to draw on, adolescents and teens are less able to weigh negative consequences..." (Text 3, lines 38-40) This kind of hobby can become dangerous without any restrictions or limitations on hours played, especially at younger ages, when the brain is still developing. However, this is only a potential drawback. Different types of video games can stimulate multiple important areas of the brain, and if a kid has multiple hobbies, familial obligations, or scholars that they ~~are~~ are motivated to go through with, then

they won't have the time needed to make video gaming a dangerous habit.

This hobby is not just "practical" or solely based on how it affects brains. Brian Gallacher, in an excerpt from "Playing Video Games Makes Us Fully Human," he states the pleasures ~~and~~ of video gaming. "Mastering something," he states, "feeling free to follow your interests and values, and having ways to bond with others give you the sense ~~of~~ you are living well—no matter your cultural heritage." (Part 4, lines 25-36)

Video gaming can cross cultural boundaries and make people feel connected. It's important for cultural exposure, for feeling of interests, and at the heart of it, for fun.

While some may never come around and see what positives video games have to offer, there's no doubt that it can be incredibly beneficial. Increased brain activity, acquiring real-life knowledge and skills, and ~~enjoy~~ pure enjoyment are what make video games ~~special~~ truly special.

**Practice Paper A – Score Level 3**

Holistically, this essay best fits the criteria for Level 3 because it introduces a reasonable claim, as directed by the task, demonstrating some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis while demonstrating inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay that establishes but fails to maintain a formal style, using primarily basic language and structure while demonstrating partial control of conventions that exhibit occasional errors that do not hinder comprehension.

**Practice Paper B – Score Level 2**

Holistically, this essay best fits the criteria for Level 2 because it introduces a claim that is followed by some analysis of the texts but fails to address an alternate or opposing claim. The essay presents ideas inconsistently with a single piece of irrelevant evidence in an attempt to support analysis, demonstrating little use of citations, with a single quote that identifies the text number only. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay which uses language that lacks a formal style and is sometimes imprecise and lacks control of conventions, exhibiting frequent errors that make comprehension difficult.

**Practice Paper C – Score Level 5**

Holistically, this essay best fits the criteria for Level 5 because it introduces a precise and thoughtful claim, as directed by the task, demonstrating thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis and demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay while establishing and maintaining a formal style, using fluent and precise language and structure that demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language.

**Practice Paper D – Score Level 4**

Holistically, this essay best fits the criteria for Level 4 because it introduces a precise claim, as directed by the task, demonstrating appropriate and accurate analysis of the texts as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of relevant evidence to support analysis that properly cites sources to avoid plagiarism when dealing with direct quotes. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay that establishes and maintains a formal style, using fluent and precise language and structure and demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension.

**Practice Paper E – Score Level 6**

Holistically, this essay best fits the criteria for Level 6 because it introduces a precise and insightful claim, as directed by the task, and demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis, demonstrating proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay while establishing and maintaining a formal style, using sophisticated language and structure that demonstrates control of conventions with essentially no errors, even with sophisticated language.