
AP[®] Seminar

Performance Task 2

Sample Student Responses and Scoring Commentary

Inside:

Individual Written Argument

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

Individual Written Argument (IWA)**48 points****General Scoring Notes**

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

0 (Zero) Scores

- A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of 0 are assigned to all rows of the rubric when the response is **off-topic**; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

Off-Topic Decision:

For the purpose of the IWA, if the response is not in any way related to a theme connecting at least two of the stimulus materials it will be counted as off-topic and will receive a score of 0.

- Considering the student-oriented scoring approach of the College Board, readers should reward the student who derives their ideas from at least two of the stimulus materials, even if they wandered away from them as they pursued their topic.
- If you can infer any connection to a theme derived from two or more stimulus materials, the response should be scored. A failure to adequately incorporate the stimulus materials falls under rubric row 1, not here.

A READER SHOULD NEVER SCORE A PAPER AS OFF-TOPIC. INSTEAD, DEFER THE RESPONSE TO YOUR TABLE LEADER.

NR (No Response)

A score of NR is assigned to responses that are blank.

Individual Written Argument (IWA)

48 points

Reporting Category	Scoring Criteria	
Row 1 Understand and Analyze Context (0 or 5 points)	0 points The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence. OR The response includes a discussion of at least one of the stimulus materials; however, it does not contribute to the argument.	5 points The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)
Decision Rules and Scoring Notes		
	Typical responses that earn 0 points include a reference to the stimulus material that: <ul style="list-style-type: none"> • Is tangential. • May misrepresent what the sources are discussing/arguing or may use the source in such a way that ignores its context. • Is only used for a definition or facts that could be obtained from other, more relevant sources. • Is no more than a jumping-off point for the student’s argument, no more than a perfunctory mention. • Could be deleted with little to no effect on the response. 	Typical responses that earn 5 points include a reference to the stimulus material that: <ul style="list-style-type: none"> • Reflects an accurate understanding of the source and demonstrates an understanding of its context (e.g., date, region, topic). AND <ul style="list-style-type: none"> • Presents an essential and authentic reference to the source, which if deleted, would change or weaken the argument.
	Additional Notes <ul style="list-style-type: none"> • References to stimulus materials may be included multiple times in the response; only one successful integration of stimulus material is required to earn points. 	

Reporting Category	Scoring Criteria			
<p>Row 2</p> <p>Understand and Analyze Context</p> <p>(0 or 5 points)</p>	<p>0 points</p> <p>The response either provides no context.</p> <p>OR</p> <p>The response makes simplistic references to or general statements about the context of the research question.</p>	<p>5 points</p> <p>The response explains the significance or importance of the research question by situating it within a larger context.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide unsubstantiated assertions without explanations (e.g., “this is important”). • May provide contextual details, but they are tangential to the research question and/or argument • Provide overly broad, generalized statements about context. • Provide context for only part of the question or argument. </td> <td style="width: 50%; padding: 5px;"> <p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. <p>AND</p> <ul style="list-style-type: none"> • Convey a sense of urgency or establish the importance of the research question and/or argument. </td> </tr> </table>			<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide unsubstantiated assertions without explanations (e.g., “this is important”). • May provide contextual details, but they are tangential to the research question and/or argument • Provide overly broad, generalized statements about context. • Provide context for only part of the question or argument. 	<p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. <p>AND</p> <ul style="list-style-type: none"> • Convey a sense of urgency or establish the importance of the research question and/or argument.
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide unsubstantiated assertions without explanations (e.g., “this is important”). • May provide contextual details, but they are tangential to the research question and/or argument • Provide overly broad, generalized statements about context. • Provide context for only part of the question or argument. 	<p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. <p>AND</p> <ul style="list-style-type: none"> • Convey a sense of urgency or establish the importance of the research question and/or argument. 			
<p>Additional Notes</p> <ul style="list-style-type: none"> • Context is usually found in the first few paragraphs. 				

Reporting Category	Scoring Criteria		
<p>Row 3</p> <p>Understand and Analyze Perspective</p> <p>(0, 6, or 9 points)</p>	<p>0 points</p> <p>The response provides only a single perspective.</p> <p>OR</p> <p>The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.</p>	<p>6 points</p> <p>The response describes multiple perspectives and identifies some relevant similarities or differences between them.</p>	<p>9 points</p> <p>The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.</p>
Decision Rules and Scoring Notes			
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide only one perspective. • May use a lens or lenses that all work to convey the same point of view. • Convey alternative perspectives as personal opinions or assertions without evidence. • Provide perspectives that are isolated from each other without comparison. • Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one. 		<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> • Make general comparisons between perspectives describing only basic agreement or disagreement. • Explain that disagreement/agreement exists, but they do not explain how by clarifying the points on which they agree or disagree. 	<p>Typical responses that earn 9 points:</p> <ul style="list-style-type: none"> • Elaborate on the connections among different perspectives. • Use the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluate comparative strengths and weaknesses of different perspectives by placing them in dialogue).
<p>Additional Notes</p> <ul style="list-style-type: none"> • A lens is a filter through which an issue or topic is considered or examined. • A perspective is “a point of view conveyed through an argument.” (This means the source’s argument). 			

Reporting Category	Scoring Criteria		
<p>Row 4</p> <p>Establish Argument</p> <p>(0, 8, or 12 points)</p>	<p>0 points</p> <p>The response provides only unsubstantiated opinions or claims.</p> <p>OR</p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.</p>	<p>8 points</p> <p>The argument presents a claim with some flaws in reasoning.</p> <p>The response is logically organized, but the reasoning may be faulty or underdeveloped</p> <p>OR</p> <p>The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p>	<p>12 points</p> <p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p>
Decision Rules and Scoring Notes			
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Base the argument on opinion(s). • Seek to explain a topic, rather than take a position (e.g., report, summary, chronicle, etc.). • Provide a contrived solution to a non-existent problem or completely lack a conclusion. 	<p>Typical responses that earn 8 points:</p> <ul style="list-style-type: none"> • Organize the argument well OR link evidence and claims well in discrete sections, but do not do both. In other words, the response may fail to explain how evidence supports a claim—i.e., it lacks commentary—OR the overall organization of the response is difficult to follow, even though it has done an adequate job of commenting on the evidence. • Provide evidence that often drives the argument, rather than contributing to the response’s argument. • Provide a conclusion/resolution that lacks either enough detail to assess plausibility or is not fully aligned with the research question. 	<p>Typical responses that earn 12 points:</p> <ul style="list-style-type: none"> • Organize information in a way that is often signposted or explicit. • Provide commentary that explains fully how evidence supports claims (i.e., the commentary will engage with the content of the evidence to draw conclusions). • Provide an argument that is driven by student voice (commentary). • Integrate alternate views, perhaps by engaging with counterclaims or using them to demonstrate a nuanced understanding. • Provide a solution/conclusion that is fully aligned with the research question. • Present enough detail to assess the plausibility of the conclusion/solution (perhaps with an assessment of limitations and implications). 	
Additional Notes			

Reporting Category	Scoring Criteria		
Row 5 Select and Use Evidence (0, 6, or 9 points)	0 points Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	6 points The response includes mostly relevant and credible evidence.	9 points The response includes relevant, credible and sufficient evidence to support its argument.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: <ul style="list-style-type: none"> • Include many sources that are not credible for the context in which they are used. • Include no well-vetted sources (i.e., scholarly, peer-reviewed, credentialed authors, independently verified) beyond the stimulus materials. • May include a well-vetted source that is not used effectively (e.g., trivial selection, not aligned with claim, misrepresented). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> • Draw from a variety of sources that are relevant to the topic and credible for the context in most cases, but those sources are primarily non-scholarly. • Include many sources that are referenced rather than explained. • Provide evidence that does not fully support claims (e.g., there are some gaps and trivial selections). • May cite several scholarly works, but select excerpts that only convey general or simplistic ideas OR include at least one piece of scholarly work that is used effectively. 	Typical responses that earn 9 points: <ul style="list-style-type: none"> • Provide evidence that fully supports claims. • Effectively connect evidence to the argument, even if the relevance of the evidence is not initially apparent. • Provide purposeful analysis and evaluation of evidence used (i.e., goes beyond mere citation or reference). • Make purposeful use of relevant evidence from a variety of scholarly work (e.g., peer-reviewed, credentialed authors, independently verified, primary sources, etc.).
Additional Notes <ul style="list-style-type: none"> • Review the Bibliography or Works Cited. • Review individual instances of selected evidence throughout (commentary about the evidence). • General reference guides such as encyclopedias and dictionaries do not fulfill the requirement for a well-vetted source. 			

Reporting Category	Scoring Criteria					
<p>Row 6</p> <p>Apply Conventions</p> <p>(0, 3, or 5 points)</p>	<p>0 points</p> <p>The response is missing a bibliography/works cited OR the response is largely missing in-text citations/ footnotes.</p>	<p>3 points</p> <p>The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.</p>	<p>5 points</p> <p>The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="331 529 821 857"> <p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Include internal citations, but no bibliography (or vice versa). • Provide little or no evidence of successful linking of in-text citations to bibliographic references (e.g., in-text references are to titles but bibliographic references are listed by author; titles are different in the text and in the works cited). </td> <td data-bbox="821 529 1381 857"> <p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide some uniformity in citation style. • Include unclear references or errors in citations, (e.g., citations with missing elements or essential elements that must be guessed from a url). • Provide some successful linking of citations to bibliographic references. • Provide some successful attributive phrasing and/or in-text parenthetical citations. </td> <td data-bbox="1381 529 1948 857"> <p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Provide consistent evidence of linking internal citations to bibliographic references. • Include consistent and clear attributive phrasing and/or in-text parenthetical citations. <p>Note: The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p> </td> </tr> </table>				<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Include internal citations, but no bibliography (or vice versa). • Provide little or no evidence of successful linking of in-text citations to bibliographic references (e.g., in-text references are to titles but bibliographic references are listed by author; titles are different in the text and in the works cited). 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide some uniformity in citation style. • Include unclear references or errors in citations, (e.g., citations with missing elements or essential elements that must be guessed from a url). • Provide some successful linking of citations to bibliographic references. • Provide some successful attributive phrasing and/or in-text parenthetical citations. 	<p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Provide consistent evidence of linking internal citations to bibliographic references. • Include consistent and clear attributive phrasing and/or in-text parenthetical citations. <p>Note: The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p>
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<p>Additional Notes</p> <ul style="list-style-type: none"> • In AP Seminar, there is no requirement for using a particular style sheet; however, responses must use a style that is consistent and complete. • Check the bibliography for consistency in style and inclusion of fundamental elements. • Check for clarity of in-text citations. • Check to make sure all in-text citations match the bibliography (without extensive search). 						

Reporting Category	Scoring Criteria		
<p>Row 7</p> <p>Apply Conventions</p> <p>(0, 2, or 3 points)</p>	<p>0 points</p> <p>The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.</p>	<p>2 points</p> <p>The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.</p>	<p>3 points</p> <p>The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.</p>
Decision Rules and Scoring Notes			
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Contain multiple grammatical errors that make reading difficult. • Use an overall style that is colloquial or in other ways not appropriate for an academic paper. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Contain some instances of errors that occasionally make reading difficult. • Lapse into colloquial language. • Demonstrate imprecise word choice. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Use clear prose that maintains an academic or scholarly tone. • Use words and syntax to enhance communication of complex ideas throughout. 	
<p>Additional Notes</p> <ul style="list-style-type: none"> • Readers should focus on the sentences written by the student, not those quoted or derived from sources. 			

The Effects of Sports and Physical Exercise on Prisoner Sociability

Individual Written Argument

To What Extent Do Sports and Physical Activity Improve the Sociability of Inmates in the
United States and Canada?

Word Count: 2200

Introduction

Out of the 10 million people incarcerated around the globe, one quarter are in North America, with the United States specifically having the highest prison rate with 655 prisoners per 100,000 of the national population (Institute for Criminal Policy Research). Even with the trend of an increasing prison population in both the United States and Canada, sports and recreational activities have been substantially declining, due to a decrease in spending in both countries since the 2000s. According to Mark Norman, a postdoctoral fellow at McMaster University, the shift in the Canadian corrections system, under the leadership of Prime Minister Stephen Harper, created a “tough-on-crime” agenda on prisons that coupled reduced budgets on prison operation with harsher conditions of confinement and longer prison sentences (Norman). In the United States, according to a survey conducted by an organization made up of hundreds of researchers and advocates called the Vera Institute of Justice, “20 out of the 45 responding states managed to decrease their spending” (“Trends in Prison Population and Spending: 2010-2015”). Even if policymakers assume a direct relationship between prison population and spending in correctional institutions, believing that a decline in prison population registers a decline in spending, such policies still erode a necessary component of prison life in its recreational programs and interest in sports activities. When inmates are placed into a finite area on lockdown and cannot leave their cells, the availability of exercise equipment or recreational spaces is essential for the preservation of their mental and physical well-being, which betters social skills as well. This, however, is only one perspective offered in the field, as while some experts agree that there are tangible reasons for prisons to include sports—specifically team sports—and physical activity due to the benefits of reduced aggression and rehabilitation, others argue the direct opposite, stating that a higher level of physical health is related to a higher likelihood of

recidivism. In this discussion, to what extent do sports and physical activity improve the sociability of inmates in the United States and Canada?

Overall, although sports and a higher level of physical health may increase hegemonic masculinity or lead prisoners to reoffend, these detriments are outweighed by the benefits of sports and physical activities due to claims that it reduces aggression, rehabilitates prisoners struggling with addiction or behavioral problems, and empowers inmates during their time behind bars. Therefore, these beneficial social impacts are not only seen in prison in the short term, but also help inmates reintegrate into society in the long term.

The Benefits of Sports on Sociability

Recreational team sports can help rehabilitate inmates due to allowing prisoners to cope with their social environments through engaging in collective social events. A journal article found in the *Journal of Sport History* published by the University of Illinois found that prison baseball at the Eastern State Penitentiary provided prisoners with a sense of autonomy in a carceral culture that threatened to deny them of it. Providing historical context, the 2007 study found that in the 20th century, the penitentiary recognized a need for team sports as a means to rehabilitate inmates after discovering that the ideal of isolation and non-interaction did not aid towards rehabilitation. Originally, the 1913 Warden's Association championed the introduction of recreational activities, including baseball, for prisoners to "gain a sense of camaraderie and enjoyment" (Hayburn). Baseball, especially, embodied the virtues that Progressive reformers wished to instill in inmates, transforming them from "dangerous classes" to "Christian gentlemen" and improving both the physical and mental conditions of inmates. Being a team sport, the benefits of baseball in unification were also described as a "wholesome, democratizing

influence” that “[destroyed] artificial distinctions between man and man” (Hayburn). Although these findings are based in the 20th century, the physical and behavioral benefits discussed are timeless and universal in team sports. In the Eastern State Penitentiary, baseball remained a constant for inmates as they struggled to cope with a new environment, remaining as a cheerful recreational activity for many of the prisoners.

These same benefits were also seen in the case of Huwe Burton, a man wrongfully incarcerated for murder and later exonerated in 2019. According to *The Spectator*, a British magazine publishing articles in topics such as politics, culture, and current affairs, Burton noticed that inmates found solace in running regularly and joined in to run with them, finding his “own sense of freedom” as a result (Kraus). By doing so, his interest in running also helped him mentally heal, survive prison, and later caused him to compete in the NYC marathon. The impact of prison recreation on Burton’s life is clear, as in addition to physical and mental health benefits, finding company while running allowed Burton to socially connect with other inmates. Citing the book *Sport in Prison* written by Rosie Meek, a chartered psychologist and prison researcher, Kraus writes that participation in sport and physical activity may decrease probabilities of inmates engaging in deviant behavior “by providing virtuous forms of socialization, excitement and risk” (Kraus). Moreover, Mark Norman, having a research focus in the physical culture of Canadian prisons, offers other benefits to sports in contributing to the prison lifestyle, stating that sports are “mandated by policymakers and deployed by prison administrators in order to achieve particular outcomes in the inmate population, such as reduced aggression or vague rehabilitative goals” (Norman). All of these benefits directly connect with the sociability of prisoners, as a reduction in aggression allows inmates to better connect with one another and with individuals once outside of prison, increasing sociability.

In terms of the effects physical activity has on offenders in rehabilitative programs, exercise can also substantially help prisoners who struggle with addiction or have behavioral problems. Studying the relationship between physical activity and offender attitudes in rehabilitative programs in American prisons, a journal article published in the *Journal of Correctional Education*, a publication created by educators and administrators who work in adult and juvenile corrections settings, concluded that positive benefits arise from exercise for offenders in the rehabilitative process. Utilizing data based strictly on inmates' self-perception of their physical and mental conditions, the study implemented a moderate exercise routine with varied sets of aerobic and anaerobic exercises, such as stretches, push-ups, jumping jacks and jogging. Physical exercise had directly improved upon inmate addiction and behavioral issues, with 74% of inmates reporting that they would consider recovery through exercise and 75% reporting a decrease in depression, stress and anxiety (Nelson, et al). Along with these primary effects, the study noticed that some secondary effects such as discipline and structured personal habits may also arise from exercise routines, as "a healthy mind is complemented by a healthy body and spirit" (Nelson, et al). Overall, the effects of physical activity, if implemented on a wide scale, may benefit a large portion of the American prison population, as "an estimated 45 percent of federal prisoners have mental health and behavioral problems" ("Mental Health") according to the Prison Policy Initiative, a criminal justice and public policy oriented non-profit organization.

These positive statistics connecting physical activity to mental well-being are also grounded in scientific studies. Aside from qualitative data taken directly from prisoner opinion, psychologist Alicia Garcia-Falgueras in her 2015 article published by the *British Journal of Education, Society, and Behavioral Science* concludes that improvement of metabolic and

cognitive functions is a product of physical exercise. Exploring different scientific studies, she explains the popular endorphins hypothesis in physical well-being, which is that practicing sports facilitates endorphin release as “the hypothalamus produces endorphins in the form of peptides” in the brain and reduces stress levels—benefits are also seen in terms of emotional well-being, as “sport affects psychological elements such as self-confidence and it also reduces the risk of depression” (Garcia-Falgueras). This study can be taken into the context of prison exercise, as the benefits brought by sports and physical activity preventing certain mood impairments and increasing mental health are general. Instead of analyzing sports and its effects in different environments, “physical activity does not necessarily imply the competitive component in teams [...] it is defined as any muscular effort or movements during personal systematic training” (Garcia-Falgueras). Therefore, the moderate exercise routine that proved to benefit inmates scientifically benefits them as well.

Clarifying the connection between mental health and sociability, a decrease in inmate behavioral issues would help integrate former prisoners into society in the long term. According to an article published by the Craig Haney University of California and found in the U.S. Department of Health and Human Services, social withdrawal and isolation are identified as detrimental effects of incarceration preventing prisoners from adjusting to society. While confined to the prison environment, some inmates may “retreat deeply into themselves, trust virtually no one, and adjust to prison stress by leading isolated lives of quiet desperation” (“The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment”), which in extreme cases may closely resemble aspects of clinical depression. Therefore, physical activity, especially when done with other individuals in the form of team sports, decreases alienation and

social invisibility before prisoners are released, thus increasing sociability as a method to help integrate prisoners into society.

Counterarguments to Sports and Sociability

But even if improvements to mental health in and out of prison were to increase sociability or reduce odds of recidivism, the relationship between physical health and recidivation may be different. An article published by the peer-reviewed journal *SSM – Population Health*, a journal that covers all aspects of the social sciences, found that better physical health is related to a higher likelihood of recidivating. Through the use of multinomial regressions and correlation coefficients, the study found an association in new convictions with individuals who made gains in physical health having approximately a third of an increased risk of recidivating relative to those without changes in physical health (Wallace & Wang). Therefore, this rebuts general physical activity and exercise, which focuses solely on the individual and the betterment of one's physique, but not team sport activities, which are shown to have different physical and mental benefits that lead to increases in prisoner sociability.

But the correlation of an increase physical health and an increased likelihood of recidivating does not necessarily mean causation. Clearly, the source identifies other factors that may directly cause increase in recidivation when theoretically linking health and recidivism, highlighting that incarceration can be a stressor in the long-term as “formerly incarcerated individuals already experience difficulty finding employment, housing, and re-establishing or re-building familial relationships” (Wallace & Wang). In this sense, exercise may simply be an outlet for these structural problems that arise for former prisoners, creating the correlation

between physical health and recidivism, and therefore the study is unable to logically satisfy the linkage between the two.

Another counterargument stems from the possible direct relationship between prison physical activity and toxic or hegemonic masculinity. The 2001 book titled *Prison Masculinities* written by experts including Don Sabo, an assistant professor of Sociology at D'Youville College, found that sports activities play a large role in constructing aggressive masculine identities and the development of a social hierarchy in prison—in this setting, “masculine identity is earned, rehearsed, refined, and relived through each day’s activity” (Sabo, et al). In this sense, providing prisoners with the opportunity to assert a physically dominant body, intimidate other prisoners, and maintain a position in the prison hierarchy overall develops toxically masculine traits within inmates, which therefore decreases sociability. Mark Norman’s analysis agrees with the conclusions found by Don Sabo, by underlining the physical difficulties of former prisoners who struggle to reintegrate into society. Caused by sports and physical activity, prisoners developed “carceral habituses,” or changes to a person’s general constitution, that include an extreme sensitivity about protecting personal space, a willingness to fight and a resort to aggression, and even adjustments in posture (Norman). These long-term physical and cultural impacts do not translate well outside of prison due of a decrease in an inmate’s understanding and ability to socialize and communicate. In the short-term, furthermore, prisoners may simply use sports matches to engage in levels of violence not otherwise tolerated by staff or use sport spaces for illegal activities (Norman), consequently lessening the positive impacts of sport and physical activity.

But due to the supervised settings in previous studies highlighting the positive relationship between sports, physical activity, and sociability, the impact of Sabo’s argument is

limited. Previous findings such as the journal article examining the effect of moderate physical activity on rehabilitation created special accommodations for the experiment, as a “special housing unit with a 126-bed capacity, named Foxtrot, was designated” (Nelson et al). With the experiments being conducted in accordance with inmates’ consent and the placement of controlled variables, this decreases the likelihood for inmates to engage in higher levels of violence as Sabo or Norman both previously mention. Their conclusions, therefore, fail to rebut the contention that fitness activity, as long as it is supervised, improves prisoners’ health status. Furthermore, the scientific baseline provided by Garcia-Falgueras stating that physical exercise directly increases mental health—which is linked to sociability—still remains even if these counterarguments are true. To this end, sport and physical activity, through its benefits to physical health and mental health—especially mental health—ultimately increases the sociability of prisoners.

Works Cited

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WOMEN IN SPORTS

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AP Seminar

Word Count: 1726

Women in Sports

Sports have always been part of civilization, no matter what period it was. It was with the Romans and their handball, soccer, field hockey, or the Incas and their soccer, kickball, and basketball. The women in Roman times like today did not have as many opportunities to participate in sports as the men did. That, however, did not stop them. The Romans were mainly interested in fighting, so the gladiator was very popular. A women gladiator was called a gladiatrix. The gladiators would fight other people or animals for the entertainment of the Roman elites. The gladiators were the lowest of the low, even though they were viewed as mighty warriors. Most of them were prisoners of war or people sentenced to death. The gladiators had to fight to survive.

Like women in sports, gladiators were viewed as lesser and not necessary. This leads to the question, Can sports affect how a woman is seen by others in and outside of sports? According to Travis Schaedler and Audrey Wagstaff, professors at Wilmington College with PHDs, "All too often, sports fans, athletes, administrators, etc. discriminate ag, against female athletes. Many sports fans are not even interested in watching women's sports" (Schaedler). In contrast, sports fans like to watch women's sports like volleyball, softball, and the WNBA. The majority of people prefer men's sports over women's sports. This is because they believe that men's sports give more of a thrill and rush. After all, they are naturally more athletic and better at the sport and can perform higher than most women. Another contributing factor to women's sports not being viewed as much as men's sports is because women's sports aren't being covered on

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sports channels. Sports channels mainly view men's sports because most people are only interested in men's sports. According to Travis Schaedler and Audrey Wagstaff, both professors at Wilmington College with PhDs, "A study examining ESPN's SportsCenter and three Los Angeles networks discovered that only 1.4% of SportsCenter's coverage and 1.6% of the local networks' coverage were of women's sports, the lowest in at least 20 years" (Schaedler). Because of the small amount of women's sports coverage, they don't have an equal chance to be as popular as men's sports. If women's sports were played on sporting channels more often, people would be more likely to watch them and take a liking to the events. Women's sports can be just as exciting and fun as men's sports if the viewer has the right mindset and positively looks at them.

But along with the more popularity comes more criticism and shame. If women's sports are shown more often, men who are used to watching men's sports will now have the chance to critique the women playing the sports and shame them. Whether it is body shaming them or shaming them on how they aren't as skilled as their male counterparts. This could lead to a significant rethinking of how women's sports are viewed and possibly decrease viewers' and fans' total numbers.

It is essential that viewers need to promote and encourage and lift female players when there are those out there hating on them. If everyone hates female athletes, this will cause many of the female athletes to stop playing and stop doing what they love because of other people. According to the Women's Sports Foundation, "Peer pressure can be hard for girls at any age; when that pressure isn't offset with strong

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encouragement to participate in sports and healthy physical activity, the results may lead girls to drop out altogether" (Women's Sports Foundation). This shows that no matter the age of a female athlete, discrimination can lead to intense psychological effects that can lead them to stop doing what they love, sports. The way to counteract this discouragement is to encourage them and boost their confidence in their skills.

They may not be as skilled as their male counterparts, but they don't have to be the best in the world to play a game. The main point of a sport/game is to have fun.

Some athletes are competitive, but the majority enjoy the sport and want to have a good community that loves and supports what they love. There are other reasons to keep female athletes in their sports other than just because they love playing the sport.

Sports teach women important qualities they need in life. As reported by the stimulus material written by Phumzile Mlambo-Ngcuka, "Sport can be one of the great drivers of gender equality, by teaching women and girls the values of teamwork, self-reliance, and resilience... when the pressure to conform to traditional "feminine" stereotypes leads many girls to abandon sport entirely" (Ngcuka). Women in sports are vitally important because of the mental benefits that help them get through life. Sports show women how to be the best version of themselves, not only physically but mentally too. Sports aren't the only way to learn these skills, but sports have been proven to teach these skills.

These skills are not something that comes by easily. It takes time and patience to learn this. This is why in order to help female athletes learn these skills, we need to be encouraging and not discriminate against them because discriminating against them doesn't only affect their sports lives. Still, it also affects their personal lives, in their homes, and with their family and friends.

Sports have many effects on athletes' lives, including physical and mental health. Sports can change both boy's and girl's lives. According to multiple authors with various PHDs, "Regular exercise can have a profoundly positive impact on depression, anxiety, and ADHD. It also relieves stress, improves memory, helps you sleep better, and boosts your overall mood" (Robinson et al.). The benefits of sports outweigh the downsides to sports. Sports can and have been proven to improve your mental and physical wellbeing. The improved mood in sports leads to athletes being less likely to drop out of their sport because of discrimination from viewers. According to a nationwide US study, "Millions of US adolescents participate in school-based, and community sports programs and, furthermore, athletic involvement is ostensibly associated with protective factors that have been generally found to reduce suicide risk among young people" (Sabo et al.). Because of sports' positive effects, the suicide rate amount young boys and girls have dramatically decreased. This, however, is counteracted with the discrimination from viewers, causing these young athletes to quit their sports and the depression and suicide rates go back to where they were before. To defend against the discrimination, coaches, families, and friends of athletes need to do nothing other than encouraging and lifting the athletes and ensuring that the discriminating fan doesn't know what they are talking about. According to the author of the stimulus material Alicia Garcia-Falgueras, "So far, ... studies found in scientific literature that have investigated the relationship between physical exercise and the levels of depression, are correlational rather than parametrical, indicating a possible preventive effect of depression symptoms instead of a cure" (Falgueras). Depression is something that

does not have a known cure. The only way to stop it is to prevent it. This can be done through sports. Not only participating in the sports but encouraging the athletes and boosting their self-esteem. Discrimination against athletes is the root cause of poor mental health in ex-athletes.

Viewers do not just commit the discrimination of female athletes; some sports channels and critiques also discriminate against female athletes. The statistic mentioned earlier said a minimal amount of sports channels cover women's sports. This shows how viewers are not only discriminating against female viewers, but it is the male sports system in general. This is not saying that all male athletes themselves discriminate against women, but some of the male athlete's programs do discriminate against females. According to Mary Halton, an assistant Ideas Editor at TED and a science journalist in the pacific northwest, "...studies on high-intensity interval training, the ketogenic diet, and paleo intermittent fasting are all done on (often sedentary) men, then generalized over to the entire fitness population" (Halton). The male sports programs are discriminating against women but not in a direct way. They passively discriminate against women by not including them in their studies even though female athletes are a big part of sports today. This study excludes women and gives them a disadvantage because they don't know the proper diet for a female athlete because no studies were done to figure it out. The same author Mary Halton also said, "New Zealand-based Sims is on a mission to get the sporting world to recognize that "women aren't just small men" but have their own set of nutritional and physiological needs" (Halton). This shows that even more than female athletes aren't getting the same

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attention and nurturing that their male counterparts are getting. Male athletic programs don't always know they are discriminating against women. But not including them in their programs or their studies discriminates against female athletes, and this has to change for female sports to exist. If the athletic programs available for men were to open up and include women athletic teams in their studies and training programs, this would dramatically decrease the difference between male and female sports.

With these solutions, female sports would finally be recognized as equal to their male counterparts. The best way to end discrimination against female athletes and show viewers that female athletes can be famous as male athletes are to combine them. They are not connecting the teams and making games both gender games. But including the women in sporting channels and studies and the athletic programs used for the male athletes. This will be one step to fixing a more significant problem: discrimination against women outside of sports.

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Gender Stereotypes in Sports

Sexism is present in many different environments. In an office women are treated as maids and told to grab coffee. Then in the sports world women are seen as less than and others think they will not be able to reach the same potential that men have. Historically sports have been tied in with masculinity and males which causes a strong bias against female athletes. Society has adopted many stereotypes and ideas on why women cannot fulfill specific gender roles. The term sexism dates back to the late 1960s and came into use during the time of liberation for feminists. Feminists have challenged and confronted gender stereotypes and just because they are not acting in a traditional way they are seen as different or weird, but that's only because it was the way society made them to be. There has been considerable progress over the many years of different feminist and people who want to change the way things are. Though looking at the behaviors of people in the sports industry I will see the impact of gender stereotypes in relation to the past and now it has evolved over time. Sexism has been present in many different instances and environments, but not only impacts the female community but also homosexuals and different minorities. Feminists and their allies have been fighting to end sexism, but it remains an ongoing problem in the sports industry. Men are being showered with media coverage, stadiums, and all the attention while women are not being seen, paid less, and treated badly. This is why people need to work to end sexism and give women the recognition they deserve.

In the sports industry they try to get a certain look for people that will fit the criteria. These people they are looking for follow the “norm” and look the right type of way. This on the other hand contributes to gender stereotypes. When someone thinks of sports they have an image of a man and a person with masculine traits. Then the the industry turns down a person because they don't look suitable to the look or brand they are looking for. Woman are mainly affected by this because “they are too feminine ” or “don't look the part” or just because “it should be a man”. This is not only harmful for women but homosexuals too because they will be to feminine to be a man or to masculine to be feminine. “The meaning of Serena Williams” by Claudia Rankie breaks down how the sports industry looks for a certain type of person that matches their preferences and the preferences of others. With these preferences they are contributing to harmful gender stereotypes by following societies norms that keep these behaviors alive throughout time.

Society gets their understanding of mens and womens sports from the media and how they represent them. Sports coverage in the media has the power to either challenge these norms or to keep the harmful gender stereotypes alive. When the media wants to advertise and televise women they are mainly looking for skinny, tall, and white blond haired girls that will fit the look that people like the most. Gender stereotypes that are presented in the media almost always promote stereotypes that are most predominant with the people of modern generations. And allows them to think these ideas are alright. The worst thing a man can be called in this generation is that he is “acting like a girl” because it leaves the impression that emotions and other beautiful traits are unacceptable in society for men and would rather have them follow the Norms of society. women lack coverage in the media compared to more male-dominated Sports. Even though women wanted to pursue a more male related career They cannot because it is

meant for men and not women. In broadcasting and media women were denied from almost every company until 1992 when ESPN started to allow women to broadcast sports. But they were not able to broadcast the games themselves. Borish breaks down how in the media they “represent female athletes as women first and athletes second.” (Borish, 2009) While men are seen as powerful, independent, and valued athletes. From the way that media coverage is for women in sports they continue to feed into the harmful gender stereotypes that society creates against women. The media and broadcasting industry create a single-minded view through the media that later gets passed down many generations causing this harmful mindset and one-sided views to be created in the first place. Through the media people can change the views a society has for women and the way they think they should be in sports. One way they can do this is to start off by avoiding sexist language in sports and sports communication. If the media and other people in the sports industry continue to use sexist language to describe women it'll just keep the cycle going. If they refer to women as athletes as the other players it'll cause everyone to have the same view and see them more equally with males. The second solution they can use to fix broadcasting in sports is by hiring more women and allowing the opportunity to rise up instead of lessening them. Currently there's a low percentage of women in sports broadcasting. So adding women to the mix will help the imbalance with men having more media coverage than women.

The research question I proposed was how gender stereotypes contributed to sexism in and out of the field and how it can be fixed? There have been many strides to end sexism in sports, but despite those advancements, females are still being made to be inferior to males in and out of the field of sports. Trying to remove sexism is not an easy feat since it is a mindset that took years to form. Over 40% percent of women in the sports industry are faced with gender discrimination and 30% of those women don't report these instances. Instead of

keeping the experiences to themselves women need to come forward with what happened. They don't do this because of what they are made to seem when the news comes out. After people come forward with the experience they have been through they are then labeled by that one circumstance and that jeopardizes their career, so they don't tell anyone the things going on. That's why they need to establish a whistleblower program that will stop these instances from happening in the track. Although it is a short term answer to the problem, some more long term things can be ending the gender pay gap and establishing gender equality policies. By paying men and women the same and closing the gender pay it will allow women to be looked at the same as men rather than inferior. Current solutions to help close the gender pay gap is by implementing pay transparency which will allow women to know how much more the male counterparts are being paid more. Although this allows women to know the differences in pay that they have it doesn't fix the fact that they are being paid less than. Which is why they need to make a bill or policy that will ensure they are making strides to close the gender pay gap in sports. Men in sports have more media coverage, sponsorship deals, and even television more opportunities which all contribute to generating a higher revenue then leads to male athletes getting paid more than women. In the sports industry they chose not to take a chance on females so they do get a chance to be able to get a higher revenue .These are all ways that people can fight to end sexism in sports and to stop using harmful gender stereotypes to keep sexism alive in the sports industry .

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Performance Task 2 Individual Written Argument

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task assessed the students' ability to:

- Review a set of stimulus materials and decide on a theme derived from at least **two** of the sources
- Formulate a research question directly related to that theme
- Conduct research and evaluate relevant, credible and scholarly materials to answer the research question
- Formulate a well-reasoned argument with a clear line of reasoning and a plausible conclusion
- Evaluate and acknowledge counter arguments and different perspectives
- Write a 2,000-word argument that is logically organized and supported by credible evidence

Sample: A

1 Understand and Analyze Context Score: 5

2 Understand and Analyze Context Score: 5

3 Understand and Analyze Perspective Score: 9

4 Establish Argument Score: 12

5 Select and Use Evidence Score: 9

6 Apply Conventions Citation Score: 5

7 Apply Conventions Grammar Style Score: 3

The Effects of Sports and Physical Exercise on Prisoner Sociability

Row 1: Understand and Analyze Context

The response earned **5** points. The response fits the central theme from the Garcia-Falgueras article into a specific cultural scenario, exploring the psychological (and physical) benefits of exercise and team-based competition within the context and, importantly, confinement of prisons. Noting the obvious, general health improvements that can be achieved through workouts, especially in any setting where physical movement might be restricted, the response focuses on the mental health gains that are produced via exercise. Significantly, the response discusses activity as an effective preventative strategy for the reduction of “mood impairments” as well as a proactive measure, suggesting that establishing these healthy habits might lead to “a decrease in inmate behavioral issues [that] would help integrate prisoners into society long term.” While a secondary source from the stimulus materials is not cited, the response succeeds in highlighting a theme that can be discerned within several of the stimulus materials that are collectively focused on exercise, teamwork, and personal well-being.

Row 2: Understand and Analyze Context

The response earned **5** points. The response immediately establishes the importance of its topic by offering supporting data, informing the reader that “Out of the 10 million people incarcerated around the globe, one quarter are in North America” and that the U.S. boasts “the highest prison rate with 655 prisoners per 100,000 of the national population.” It further demonstrates the concern that prison populations are rising as opportunities for recreational activities dwindle. Additionally, the response cites that “tough on crime” agendas often propose harsher conditions and longer sentences for inmates, which is counterproductive to inmate health and to improving recidivism rates. In doing so, the response garners interest and concern, forcing the reader to examine human rights issues related to incarcerated people and the broader effects that long-term and restricted captivity of civilians might have on society as a whole upon reintegration.

Performance Task 2

Individual Written Argument

Row 3: Understand and Analyze Perspective

The response earned **9** points. The response evaluates several essential perspectives as it explores its topic. It begins by looking into historical accounts, providing a glimpse into how a 2007 study corroborated ideas presented by the 1913 Warden’s Association that prisoners “gain a sense of camaraderie and enjoyment” by playing team sports. The quote further suggests that this concept was seen as “progressive” at the turn of the century when prison reformers sought to “transform inmates from ‘dangerous classes’ to ‘Christian gentlemen’” by using the “wholesome, democratizing” influence of baseball. The response synthesizes these opinions with the recent story of a wrongly incarcerated prisoner who, upon being exonerated, competed in the NYC marathon after having discovered running as a means to reduce feelings of alienation, connect with other inmates, and find “his own sense of freedom.” The response also engages sociological studies that validate the notion that simple exercise programs for prisoners, such as routines of jumping jacks, push-ups, and anaerobic movements aid prison administrators in achieving “particular outcomes ... such as reduced aggression or vague rehabilitative goals” and confirms that this understanding applies not just to adult populations but also to juvenile detention centers. As stated earlier, the response brings Garcia-Falgueras into the conversation to provide insight into the neurological and cognitive improvement exercise produces. Finally, the response acknowledges that there are some whose perspectives may diverge, citing worry that prisoners might be getting stronger and more intimidating or simply thinking that inmates do not deserve the benefits of exercise equipment or “free” time spent outside of a cell. The response notes the “tough on crime” agendas regarding prisons with reduced spending are flawed because “the availability of exercise equipment or recreational spaces is essential for the preservation of [prisoners’] mental and physical well-being.”

Row 4: Establish Argument

The response earned **12** points. The response asserts that the physical and psychological well-being of inmates can be better achieved by providing them with exercise options and, in some cases, creating outlets such as competitive team sports activities. It cites numerous studies to validate its position, and it explores the challenges and limitations, whether economic, administrative, or cultural, to the argument. The response acknowledges the counterargument that some research exists to suggest increased physical health might lead to increased recidivism rates; however, it rightly shows how this data is correlational rather than causal, pointing out additional factors such as “difficulty finding employment, housing, and re-establishing or re building familial relationships.” Finally, the response recognizes the counter position that physical exercise in prison is often associated with “toxic or hegemonic masculinity” that is “earned, rehearsed, refined” and used to create a physique to “intimidate other prisoners, and maintain a position in the prison hierarchy.” Still, it declares that the benefits of exercise programs for inmates far outweigh the detrimental aspects and makes a convincing argument for the supervision of moderate physical activity as an aid to the rehabilitation of prisoners.

Row 5: Select and Use Evidence

The response earned **9** points. The response liberally and purposely uses several well-vetted, high-tier sources to support its claims. It does not rely solely on Garcia-Falgueras to address the benefits of physical activities but includes additional peer-reviewed authors such as Nelson and Norman. It also collects and offers more than just one study, source, or review related to the socialization of prisoners to establish what incarcerated communities are like and how inmates are best served. It even supports its brief coverage of the historical use of baseball to “[destroy] artificial distinctions between man and man” through a peer-reviewed journal. Ultimately, the Works Cited page boasts quality resources related directly to the topic and argument of the response.

Performance Task 2 Individual Written Argument

Row 6: Apply Conventions (Citation)

The response earned 5 points. The response deftly and correctly employs attributive phrasing throughout the essay, including a clear representation of Huwe Burton’s experience both as an inmate and as a free citizen. It also offers clearly defined transitions when it segues between authors of alternate studies where it parallels one source with another. There is no confusion regarding which of the sources is being quoted or used as support when multiple studies are engaged in the process. Despite containing a few flaws including that the Battaglia source is not cited in the response and the Sabo citation is out of sequence, the overall accuracy of the references is strong.

Row 7: Apply Conventions (Grammar and Style)

The response earned 3 points. While there are rare sentences or phrases that lack polish or could be perfected, such as the use of the word “rebutts,” or the typo in the phrase, “But the correlation of an increase [sic] physical health,” or even the use of “recidivating” instead of *recidivism*, these are very few and far between. Furthermore, in the case of semantics, the form of these terms is left to the preference of the writer. Moreover, the composition demonstrates a strong vocabulary, an astute understanding of organization and a collection of sentence types and structures that are complex. Lastly, the response maintains an academic tone throughout that is fitting of a high-scoring, college-level paper.

Performance Task 2 Individual Written Argument

Sample: B

1 Understand and Analyze Context Score: 5

2 Understand and Analyze Context Score: 0

3 Understand and Analyze Perspective Score: 6

4 Establish Argument Score: 8

5 Select and Use Evidence Score: 6

6 Apply Conventions Citation Score: 3

7 Apply Conventions Grammar Style Score: 2

Women in Sports

Row 1: Understand and Analyze Context

The response earned **5** points. The response makes two attempts to integrate the stimulus materials into the argument. The first, and successful, use can be found in the quote from the Mlambo-Ngcuka article that “Sport can be one of the great drivers of gender equality by teaching ... self-reliance and resilience...” This reference to “Empowering Women Through Sport” is emphasized even further when the response argues that “Sports show women how to be the best version of themselves.” This segment of the response sets the stage, albeit a somewhat flimsy one, for what the response hopes to solve by its conclusion. The later insertion of the Garcia-Falguras article feels like a forced attempt to add a second stimulus source. It does bring into conversation the concerns of mental health. Unfortunately, though, the subsequent sentence is little more than a comment about depression before the end of the paragraph. In this case, it is worth noting that while the response did not need a second reference to the stimulus materials, its poor use does not negate the authentic attempt shown earlier.

Row 2: Understand and Analyze Context

The response earned **0** points. The response begins with an all-encompassing sentence proclaiming sport to have been around “no matter what period [of time]” and attempts to tie the experiences of “Roman women” to that of second-class gladiators. It follows this introduction with a closed and broad question: “Can sports affect how a woman is seen by others in and outside of sports?” This introduction to the response’s position sets it on a path that is far too wide to traverse and eventually argues that “viewers ... commit the discrimination of [sic] female athletes.” Categorical claims like these that lack precision or detail can be found throughout much of the response, which prevents it from achieving a high score in this row.

Row 3: Understand and Analyze Perspective

The response earned **6** points. The response makes an effort to bring multiple elements of the issue into focus. For example, it considers historical background, offers a brief comment on mental health from “Robinson et.al” (a collection of voices generically listed as “multiple authors with PhDs”), highlights the decisions of sports programming directors by citing current media trends, and even attempts to soften its own criticism of “male sports” by saying the “discrimination” they commit could be indirect and unintentional. However, none of these perspectives is covered in suitable detail. Additionally, at one point where the response seeks to compare perspectives, the process is contradictory, claiming, “Many sports fans are not even interested in watching women’s sports. In contrast, sports fans like to watch women’s sports like volleyball, softball, and the WNBA.”

Performance Task 2

Individual Written Argument

Row 4: Establish Argument

The response earned **8** points. The response takes the position that women’s sports are poorly represented and undersupported, and it asserts that greater emphasis on women’s sports or increased coverage of those sporting events could have positive effects on the development of young girls’ confidence and in mitigating gender discrimination. While this argument is identifiable in the response, it lacks a clear organizational approach and exhibits occasional spurts of flawed reasoning. For example, at one point, it suggests that the problem of having too few people watching female athletics could be solved by broadcasting women’s sports on television more often. This proposed solution fails to consider the clear implications and legitimate counter positions that it invites.

Row 5: Select and Use Evidence

The response earned **6** points. The response includes a number of credible sources throughout; however, it fails to use them effectively. In most cases, the evidence exists as a means to show that the response is not generating all of the claims on its own. While using excerpts in this way might validate a statement, it does not provide any illumination or enhance its effectiveness. Additionally, there are occasions where the supporting evidence does not quite align with the claim being made. For example, the response opens with some trivial historical notes of interest related to Roman gladiators, but it conflates the idea that these prisoners forced into combat for the public’s pleasure serve as a kind of metaphor for today’s female athletes. The historical background may be accurate, but the use of this information does not make the connection the response hopes to convey. As a result, the response uses a few decent sources; it simply does not employ them to the level required to achieve the highest score in this row.

Row 6: Apply Conventions (Citation)

The response earned **3** points. There are a few missing elements between the Works Cited page and the corresponding text. For example, all of the historical information in the introduction lacks an in-text citation, leaving the reader to assume the source of this information is connected to entries for Fife and “Sport and Entertainment-Ancient Incas.” Lastly, and importantly, there is no discernable order to the source list.

Row 7: Apply Conventions (Grammar and Style)

The response earned **2** points. The response is composed well enough to be read without having to stop and reset along the way, and the errors are not so glaring as to make reading a challenge. However, the writing is performed at a moderate level in terms of both syntax and semantics. The response contains fragments, sentences that begin with conjunctions, and capitalization errors which prevent it from meeting academic standards of style and voice.

Performance Task 2 Individual Written Argument

Sample: C

1 Understand and Analyze Context Score: 0

2 Understand and Analyze Context Score: 0

3 Understand and Analyze Perspective Score: 0

4 Establish Argument Score: 0

5 Select and Use Evidence Score: 0

6 Apply Conventions Citation Score: 0

7 Apply Conventions Grammar Style Score: 0

Gender Stereotypes in Sports

Row 1: Understand and Analyze Context

The response earned **0** points. The response engages “The Meaning of Serena Williams” from the stimulus materials; however, the reference is a two-sentence summary of the entire piece that suggests Rankine’s article “breaks down how the sports industry looks for a certain type of person that matches their preferences and the preferences of others.” While there is an occasional reference to the antithesis of Williams, which the response loosely refers to as “skinny and white blond haired girls,” the stimulus materials are never used again, which prevents the response from achieving any depth of analysis. As such, the student uses the stimulus materials to kickstart an idea before disregarding the materials in the rest of the response.

Row 2: Understand and Analyze Context

The response earned **0** points. Within the opening paragraph, the response introduces several concerns in relation to biases in sports but focuses most of its attention on sexism. However, as it explores what it calls “gender stereotypes” it begins to widen its coverage to include “different instances and environments,” and then adds “homosexuals and different minorities” to the list of people fighting against “an ongoing problem in the sports industry.” At this point, the topic starts to broaden beyond a reasonable scope of inquiry. Finally, both as a sidebar in the introduction and at subsequent stages within the response, “media and advertising” are also lumped into the conversation. Eventually, the context becomes too muddled to maintain relevancy, and, as a result, the argument loses focus and clarity.

Row 3: Understand and Analyze Perspective

The response earned **0** points. The response emphasizes the propensity of sexism within the sports industry and offers myriad opinions on how it manifests itself through gender stereotypes and a lack of adequate media representation (and these opinions are not tethered to arguments or evidence from sources in any way). It also makes a passing effort to mention the pay gap in its conclusion. While these examples qualify as multiple ways that gender discrimination can be seen in sports, each of them is featured solely within the context of a feminist lens. They are not fleshed out in any detail. Essentially, the response centers its attention on an existing problem without exploring any of the nuances related to solving it. For example, there is no acknowledgment or consideration of any of the motivations or cultural/social misgivings that perpetuate the problem in the first place. This singular and repetitive approach conveys a stance that, while viable, is also quite limited.

Performance Task 2 Individual Written Argument

Row 4: Establish Argument

The response earned **0** points. The response asserts in the thesis that “people need to work to end sexism.” From there, a close inspection reveals that the response argues that sexism is learned in society from how the media displays “mens and womens [sic] sports.” It suggests that the media is to blame due to its advertising and due to how it features male sporting events at a greater volume than female sporting events. However, the response soon drifts away from these positions to include statements such as “The worst thing a man can be called...is that he is ‘acting like a girl,’” the “low percentage of women in sports broadcasting,” and how “30% of women don’t report [gender discrimination].” In other words, the argument that “people need to work,” which already lacks precision, eventually mutates into the need for “a whistleblower program that will stop these instances from happening.” This chronicling of random examples and the contrived solution weaken the impact of the response’s argument.

Row 5: Select and Use Evidence

The response earned **0** points. There is a dearth of sources or viable evidence within the response. Its sole insertion of any quantifiable data or statistics (which appears at the bottom of page 3) does not contain any attribution to a source or to an author. There are claims related to gender pay gap, under-representation of women on television, and to sponsorship deals, none of which include any supporting research or evidence. Additionally, about four of the sources listed within the bibliography are not present or cannot be located within the response itself.

Row 6: Apply Conventions (Citation)

The response earned **0** points. Concurrent with Row 5, the response lists ten sources in the Works Cited page. However, close inspection of the response reveals that only two of these sources can be discovered within the text. In this case, it is not a stylistic decision on the part of the writer that affects this score. Rather, it is the vast number of missing elements that makes it impossible to determine how, where, or if at all, the student is using a source to support an argument or a claim.

Row 7: Apply Conventions (Grammar and Style)

The response earned **0** points. The response is fraught with grammar errors, typos, and a general misuse of English syntax including misaligned pronouns, homonym errors, and fragments such as “And allows them to think these ideas are alright.” These compositional mistakes require a reader to return to previous sentences to re-situate the context of the shifting topic within a paragraph. Ultimately, the general lack of organization and the underdeveloped writing skills as seen within this sentence from the conclusion: “Current solutions to help close the gender pay gap is by implementing pay transparency which will allow women to know now much more the male counterparts are being paid more” diminish the central argument that the response attempts to make.