AP®

AP® Seminar
Performance Task 2
Sample Student Responses and Scoring Commentary

Inside:

Individual Written Argument

☑ **Scoring Guidelines**

☑ **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: • 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:** • Reflects an accurate understanding of the source and demonstrates an understanding of its context (e.g., date, region, topic). AND • Presents an essential and authentic reference to the source, which if deleted, would change or weaken the argument.
	Additional Notes • 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	
Row 2 **Understand and Analyze Context** **(0 or 5 points)**	**0 points** The response either provides no context. OR The response makes simplistic references to or general statements about the context of the research question.	**5 points** The response explains the significance or importance of the research question by situating it within a larger context.
	Decision Rules and Scoring Notes	
	Typical responses that earn 0 points: • 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.	**Typical responses that earn 5 points:** • Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. AND • Convey a sense of urgency or establish the importance of the research question and/or argument.
	Additional Notes • Context is usually found in the first few paragraphs.	

Reporting Category	Scoring Criteria		
Row 3 **Understand and Analyze Perspective** **(0, 6, or 9 points)**	**0 points** The response provides only a single perspective. OR The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.	**6 points** The response describes multiple perspectives and identifies some relevant similarities or differences between them.	**9 points** The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: • 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 (it is unclear whether or not they are from sources because of vague or missing attribution). • Provide perspectives that are isolated from each other without comparison. • Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one.	**Typical responses that earn 6 points:** • 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.	**Typical responses that earn 9 points:** • 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).
	Additional Notes • 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). Facts, topics, and general stakeholder points of view are not perspectives.		

Reporting Category	Scoring Criteria		
Row 4 **Establish Argument** **(0, 8, or 12 points)**	**0 points** The response provides only unsubstantiated opinions or claims. OR The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.	**8 points** The argument presents a claim with some flaws in reasoning. The response is logically organized, but the reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.	**12 points** The response is a clear and convincing argument. The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: • 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. • Provide an argument that is very difficult to discern, that contradicts itself, or is invalid.	**Typical responses that earn 8 points:** • 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.	**Typical responses that earn 12 points:** • 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: • 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, or from government or other reputable organizations) 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:** • 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:** • 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 • 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		
Row 6 Apply Conventions (0, 3, or 5 points)	**0 points** The response is missing a bibliography/works cited OR the response is largely missing in-text citations/ footnotes.	**3 points** 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.	**5 points** 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.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: • 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).	**Typical responses that earn 3 points:** • 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.	**Typical responses that earn 5 points:** • 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. **Note:** The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.
	Additional Notes • 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		
Row 7 **Apply Conventions** **(0, 2, or 3 points)**	**0 points** The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.	**2 points** The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.	**3 points** 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.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: • 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. • Provide too few sentences to evaluate or the student's own words are indistinguishable from paraphrases of sources.	**Typical responses that earn 2 points:** • Contain some instances of errors that occasionally make reading difficult. • Lapse into colloquial language. • Demonstrate imprecise word choice.	**Typical responses that earn 3 points:** • Contain few flaws. • Use clear prose that maintains an academic or scholarly tone. • Use words and syntax to enhance communication of complex ideas throughout.
	Additional Notes • Readers should focus on the sentences written by the student, not those quoted or derived from sources.		

Oral Defense (OD)

Reporting Category	Scoring Criteria			
Row 1 **Reflect** **(0, 2, 4, or 6 points)**	**0 points** Does not meet the criteria for one point.	**2 points** The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	**4 points** The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process.	**6 points** The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points:	**Typical responses that earn 2 points** • Do not answer the question asked. • Contradict or do not align with the argument presented. • Are so general as could be about any project/essay or are so vague as to be meaningless. • Are nonsensical or are unrelated to the research. • Are an exact restatement of what was said in the presentation (nothing is added).	**Typical responses that earn 4 points:** • At least partially address the question asked. • Provide some evidence relating to the particular project/research but lack specific examples. • Provide the required information but without the why, how or rationale (the convincing details).	**Typical responses that earn 6 points:** • Fully answer the question asked. • Provide relevant and specific details in the context of the question (provide the why, or how, or rationale with specific instances).
	Additional Notes			

Reporting Category	Scoring Criteria			
Row 2 **Establish Argument** **(0, 2, 4, or 6 points)**	**0 points** Does not meet the criteria for one point.	**2 points** The oral defense addresses the question in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	**4 points** The oral defense responds to the question asked and provides some evidence that may be general rather than specific about the research process.	**6 points** The oral defense articulates a detailed response to the question posed supported by relevant and specific evidence.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points:	**Typical responses that earn 2 points** • Do not answer the question asked. • Contradict or do not align with the argument presented. • Are so general as could be about any project/essay or are so vague as to be meaningless. • Are nonsensical or are unrelated to the research. • Are an exact restatement of what was said in the presentation (nothing is added).	**Typical responses that earn 4 points:** • At least partially addresses the question asked. • Provide some evidence relating to the particular project/research but lack specific examples. • Provide the required information but without the why, how or rationale (the convincing details).	**Typical responses that earn 6 points:** • Fully answer the question asked. • Provide relevant and specific details in the context of the question (provide the why, or how, or rationale with specific instances).
	Additional Notes			

Breaking Car Dependency: An Evaluation of Mass Passenger and Freight Transportations

Effectiveness in Reducing Greenhouse Gas Emissions

AP Seminar

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According to a study authored by Professor James Hansen of Columbia University's Earth Institute, and additional collaborators, published in the *Proceedings of the National Academy of Sciences*, the average global surface temperature of the Earth has risen by approximately 0.2 degrees Celsius per decade over the past thirty years (Hansen et al. 1). This phenomenon is indicative of the broader impacts of global anthropogenic climate change as a consequence of industrialization as greenhouse gas emissions have subsequently and substantially increased. Such emissions then produce adverse climate effects as the United Nations Climate Reports finds, "As greenhouse gas emissions blanket the Earth, they trap the sun's heat…Warmer temperatures over time are changing weather patterns and disrupting the usual balance of nature,"(Causes and Effects of Climate Change 1). This disruptive and abjectly harmful effect thus necessitates a significant response, especially within highly industrialized nations such as the United States. Within U.S. cities the impacts of climate change are already far-reaching as cities often serve as harbingers for the future effects of a warming climate, as Eric Bender, former editor of the *MIT Technology Review*, writes in an article published in *Knowable Magazine*, "Cities are kind of the key for understanding responses to global climate change…This city is giving you the global climate warming that we would expect by 2050 or 2070 or 2100," (Bender 2). Therefore, innovative solutions to the climate emergency fast approaching the United States will be the cornerstone of humanity's adaptation and ability to resist the threats of a changing climate. Moreover, within the United States explicitly, this burden largely falls upon the transportation sector as it has consistently shown to be the highest emitting segment of the economy. The United States Environmental Protection Agency's *Inventory of U.S. Greenhouse Gas Emissions and Sinks* corroborates this, noting, "Transportation activities accounted for 38.6 percent of U.S. CO2 emissions from fossil fuel combustion in 2021,"

(Inventory of U.S. Greenhouse Gases 43). Without action within this sector, the United States will continue to face the detrimental effects of a warming climate, illustrating the necessity for the implementation of adaptive technologies as a measure to prevent disaster. As a potential solution to this complication stands the technologies of high-speed rail and electrified urban buses. Each of these innovations in transportation has priorly seen prominence within both Asian and European nations, but have thus remained unprecedented on a large scale within the United States. Moreover, to reduce individual passenger travel, freight transportation emissions, and the United States' reliance upon fossil fuels, the most optimal solution is a modal shift in passenger and freight transportation to high-speed rail as well as an accompanying electrification of urban commuter buses.

The most devastating subdivision of transportation in terms of raw greenhouse gas emissions is derived from individual passenger vehicles. The Congressional Budget Office of the United States corroborates this notion, writing that 58% of all carbon dioxide emissions in 2019 were generated solely by individual personal vehicles (Shirley and Gecan 15). Offering governmental statistical analysis, this data reveals the severe detriment that car dependency within America has generated. Additionally, this complication created by individual personal vehicles exists as a consequence of the automobile industry as a whole, rather than specific products or models, as Dr. Giulio Mattioli, a research fellow at the Department of Transportation Planning of the University of Dortmund Germany, and colleagues confirmed in an article published within *Energy Research and Social Science,* noting how the automobile industry is incentivized to lobby to prevent legislation against environmental issues, thus making the current industry unsustainable (Mattioli et al. 5). Offering a purely academic analysis, the perspective proposed by Mattioli and his fellow researchers clearly outlines that the current state of

automobile-centric development continues to perpetrate environmental injustice, thus requiring

an adaptive modal shift towards more sustainable rail development. High-speed rail as a solution

to this complication created by automobiles has proven to be highly effective in achieving

greenhouse gas emission reductions by drawing substantial traffic away from individual vehicles.

This is verified by a study conducted by Meiyu Liu of Tsinghua University and additional

collaborators published within *Public Library of Science One* which noted, "HSR will reduce

carbon emissions by substituting highway passenger traffic, but the more significant the carbon

reduction effect of HSR is in cities with a higher volume of highway passenger traffic," (M. Liu

et al. 12). The conclusions drawn from the academic perspective and literature of this study thus

illustrate the immense impact high-speed rail could have upon American cities as rail lines

siphon passengers away from personal vehicles. The findings established by Meiyu and her

colleagues are further supported by an article authored by Senior Policy Fellow Richard Nunno

of the Environmental and Energy Study Institute that reports that California's current attempts at

constructing a high-speed rail line could reduce vehicles miles traveled by ten million miles per

day upon completion, saving approximately four-hundred billion vehicles miles over a fifty-eight

year period (Nunno). Both authors act in conjunction with one another's perspective to unveil the

degree to which high-speed rail would be exceptionally beneficial to the United States

transportation system. Furthermore, by investing in such transportation technologies, the United

States would be propelling its capability to reduce transportation emissions as reduced personal

vehicle travel will consequently decrease the most significant portion of transportation

emissions. An article authored by Yatang Lin, an assistant professor of Economics at Hong Kong

University of Science and Technology, and additional associates and published in *Nature* notes

that the construction of high-speed rail lines in China led to an annual reduction of about 11.183

million tons of carbon dioxide with great potential for significantly greater reductions provided

greener energy sources than those most prominently used in China (Lin et al. 1). Moreover, Lin

and her colleagues' findings illustrate the extent to which high-speed rail could impactfully

reduce the United States quantity of greenhouse gas emissions generated by transportation.

Furthermore, high-speed rail for passenger transportation could serve as a propellant to human

resistance against climate change while simultaneously improving America's ability to adapt

transportation modes to a heating globe.

Subsequent to the environmental degradation created by passenger transportation therein

lies the emissions created through freight transportation in the United States. Freight in the

United States is primarily transported via commercial trucking, as economist Andrew Hait and

supervisory statistician Lynda Lee, both of the American Census Bureau, write in a census

article, "Trucks transported 71.6%...of all goods shipped in the United States in 2017," (Hait and

Lee). Both authors present a governmental and economic perspective on the issue of freight

transportation within the United States, and the data they unveil illustrates the extent to which

commercial trucking dominates the freight sector. Furthermore, this monopoly over the mode of

freight transit the trucking industry holds is extensively detrimental to the state of climate change

in America. Commercial trucking contributes immense quantities of carbon dioxide, as was

noted by Rui Jiang, a researcher at the Shenzhen Institute of Advanced Technology, and several

colleagues in a study published in the *International Journal of Environmental and Public Health*

Research which found, "Freight transport…contribute[s] an average of…27.5% to total road

transport CO2 emissions," (Jiang et al. 7) The data presented via Jiang and their colleagues thus

reveals how the data detailed by Hait and Lee causes excessive greenhouse gas emissions,

further indicating the need for a modal shift in freight transportation. High-speed rail has

additionally illustrated significant plausibility as both a reprieve to the trucking industry's

dominance of freight transit, but also as a solution to its immense carbon footprint. Rail

transportation of freight has previously been noted to be exceptionally beneficial in terms of

reducing carbon emissions, as was noted by Dr. Sakirdat Kaewunruen of the University of

Birmingham's Department of Civil Engineering and several other contributors in a study

published in *Frontiers In Built Environment* which found, "Each tonne of freight moved by rail

reduces carbon emissions by 76% in comparison with road transport," (Liu et al. 12). Moreover,

the academic perspective offered by the data represented in this study further indicates the

superlative environmental benefits high-speed rail would generate. Moreover, a further pivot

towards high-speed rail development rather than trucking infrastructure would serve to propel the

United States' ability to plausibly reduce its transportation greenhouse gas emissions. However,

the notion that high-speed rail and other advanced technological solutions to climate change are

the optimal solutions to these complications is heavily negated by The University of Colombia's

Julia Watson, a leading expert in the field of indigenous nature-based technologies. In Watson's

2020 Ted talk she notes how seemingly beneficial high-tech solutions to the issues generated by

climate change can often be more detrimental than more natural sustainable practices (Watson).

Therefore, the perspective offered by Watson directly contradicts that of Liu and represents a

potential complication high-speed rail may generate in preventing human adaptation to the rising

climate emergency. However, this notion is again directly contradicted by Professor of data

engineering Mathias Boehm of the Berlin Institute of Technology and several colleagues in a

study published in the *European Transport Research Review* which found that the replacement of

road transportation with a predominantly high-speed rail network of cargo transit could reduce

carbon emissions by seventy-nine percent (Boehm et al. 8). Moreover, the angle offered by this

data directly coordinates with that offered by Liu and their colleagues, revealing how a genuine

modal transition towards greater application of high-speed rail technologies for freight transport

would reprieve freight transportation emissions. Additionally, both studies unveil how

high-speed rail could thus bolster American cities' ability to combat the growing effects of

climate change, thus indicating its plausibility as an adaptive technological solution.

Accompanying the further promotion of high-speed rail as a technical solution to the

complications of climate change lies a pivot towards electrified urban buses as a further measure

to incentivize greener inner-city public transportation. Under the status quo, non-electric urban

buses not only stand as substantial polluters within inner-city traffic but also sabotage ambient

air quality with further detrimental effects on local environments. Associate Professor of public

health at Drexel University Gina Lovasi and additional collaborators confirm this notion within a

study published in the *Journal of Exposure Science and Environmental Epidemiology* which

purported, "emissions from diesel buses themselves can be a source of air pollution, including

nitrogen oxides and black carbon," (Lovasi et al. 1). Through the simultaneously medical and

academic perspective offered by Lovasi and her colleagues, this study illustrates the necessity for

improvements within current public transportation modes to best combat pollutants and harmful

transportation emissions. Through the electrification of urban bus fleets, the United States would

be further propelling the resilience of American cities to the threats posed by climate change, as

electric buses generally result in less fuel consumption, and thus fewer emissions. An article

published in *Transport Reviews Journal* and authored by Dr. Katerina Deliali of the Department

of Transportation Planning and Engineering at the National Technical University of Athens, and

several additional collaborators corroborates this assertion, arguing that battery electric urban

buses always exhibited a fuel efficiency that was three times greater than that of diesel buses

while additionally maintaining zero tailpipe emissions (Deliali et al. 22). Deliali and her

co-authors' extensive experience explicitly within the field of transportation thus reveals the

genuinely positive effects electrification of urban buses could hold over United States

transportation networks. Moreover, the use of such adaptive technologies will require

significantly less energy generation than conventional buses, thus resulting in fewer carbon

emissions as a byproduct of the United States's predominantly fossil fuel-based energy grids.

This phenomenon was reported by Dr. Adrian Todorut of the Technical University of

Cluj-Napoca and two colleagues in a study published in the *Polish Journal of Environmental

Studies* which noted, "The emission of CO2 generated by the production of electric power

consumed by electric buses is 2.605 times lower than that generated by diesel buses," (Todorut et

al. 11). Todorut and his collaborators academic perspective thus coordinates with that offered by

Deliali to reveal the strong improvements in fuel efficiency that electric buses create. This is

indicative of the fact that electric buses could serve a strong role as a remedy for the

consequences of climate change within urban areas in conjunction with high-speed rail

technologies.

The effects of anthropogenic climate change are swiftly approaching, marking the

necessity for immediate action against its chief causes. Within the United States, the

transportation sector underpins the United States' failures to adequately combat this growing

threat. Thus, through the implementation of highly adaptive technologies such as high-speed rail

for both passenger and freight transportation as well as electrified urban buses for inner-city

transit, the United States would be propagating strengthened transportation networks that can

effectively reduce the immense burden of transportation emissions within America. Moreover,

by propelling and incentivizing such modes of transportation, the United States would be acting

in conjunction with much of the rest of the world in a coalition against the looming consequences

of mass and uninhibited industrialization.

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Mental Health Issues in the United States Military

Word Count: 1,823

Abstract

This paper addresses the issue of declining mental health in the United States military. The proposed solution is to bring awareness to the topic and break the negative stigma around getting help for your mental health in the military. These issues will be discussed through the psychological effects of poor mental health because of serving in the military, the past political solutions that have failed, and the possible economic solutions. The idea for this paper was inspired by the given stimulus sources. Both "The Dark Side of Resilience" and "In Their Own Words: resilience Among Haitian Survivors of the 2010 Earthquake" will be utilized. This paper was formulated through a plethora of research, in an attempt to find a solution to the decrease in mental state from serving in the military.

Introduction

Mental illness is one of the most prevalent issues for people who serve in the military, and more efficient ways to reduce these problems need to be put in place. With "nearly 1 in 4 active-duty members showing signs of a mental health condition," there is a clear issue with how the mental illnesses are being caught, and how they are being treated once found (NAMI, n.d.). The stimulus material "In Their Own Words: Resilience Among Haitian Survivors of the 2010 Earthquake" inspired the thought process that led to the topic of bettering mental health care for people in the military, since it explains trauma, and trauma is extremely common in the military. The stimulus "The Dark Side of Resilience" further supported the topic by explaining how the U.S. Marine Corps utilizes resilience in their training, and how it might be more harmful than helpful. While there have been many efforts to lower the severity of mental illnesses through programs, most have not been successful, since mental illness rates in the military are not significantly decreasing. Mental illness needs to be caught and treated in the military quicker and more efficiently.

Psychological Effects of the Military

Serving in the military is one of the harshest environments to work in and constantly be surrounded by. Between the intense training programs and the dangerous deployments, being in the military has mentally draining effects. Most mental issues in the military stem from trauma. "Trauma comes from the Greek word for 'wound.' Trauma refers to either physical or to psychological, life-threatening injury resulting from catastrophic personal, familial, or disaster experiences, from which the individual or community cannot escape, but to which the reaction is one of terror, helplessness, and a sense of being overwhelmed" ("In Their Own Words: resilience Among Haitian Survivors of the 2010 Earthquake"). While serving in all branches of the military

is challenging, the Army and the Marines have the most extreme conditions, causing them to also face the most severe mental effects. In the Marine Corps, "service members may begin drinking during active duty due to stress, lack of other activities to participate in, isolation, and as a way to bond with other service members. However, this can become an unhealthy pattern that persists even after active duty has been completed" (AAC, 2022). While trying to find a way to deal with the conditions of the Marine Corps, the members drink, which in some cases leads to addiction, one of the many psychological disorders that come from the military. Other most often seen mental illnesses in the military are Post Traumatic Stress Disorder (PTSD), depression, and anxiety. These also have negative effects on not only the person struggling with them, but their friends and family as well. PTSD often stems from "traumatic events, such as military combat", especially when deployed or in active duty (NAMI, n.d.). This combat is inevitable when serving in the military, but the symptoms from it are very serious and could harm the person diagnosed with PTSD. "Some symptoms of PTSD include having nightmares or feeling like you are reliving the event, avoiding situations that remind you of the event, being easily startled, and loss of interest in activities," which could make an uncomfortable life for anyone with PTSD (VA, 2007). This could result in lack of sleep because of nightmares, and constantly being on edge from reminders of events in the past. PTSD also leads to depression and could worsen or bring on new addictions, which deteriorates mental health.

Programs in Place to Treat Military Mental Illness

While there are many severe mental illnesses that result from being in the military, programs have been established to bring awareness to and treat them. The most well-known of the programs is the U.S. Department of Veterans Affairs, or the VA. This is a government program that provides not only mental health care, but educational and financial benefits too. This program has many perks, such as providing access to "mental health services for

posttraumatic stress disorder (PTSD), psychological effects of military sexual trauma (MST), depression, grief, anxiety, and other needs" (VA, 2023). These programs come in many forms, with counselling and therapy treatments, and both in person and online options. This diverse range of options is an effort to expand their treatment options to as many people as possible, but mental illness rates in the military are still not declining. Regarding the fact that "substance abuse and mental health challenges are disproportionately common in the Marine Corps and Army when compared to the other military services," some programs were created to accommodate to only certain branches of the military (Myers, 2022). For instance, the Psychological Health Outreach program was created in order to help the Marines, since they have such an overwhelming amount of mental illness compared to the other U.S. military branches. They are "an all encompassing program dedicated to providing Reservists full access to appropriate psychological health care services, increasing resiliency, and facilitating recovery, which is essential to maintaining a ready military force" (U.S. Marine Corps Forces Reserve, n.d.). This type of program is ideal, since they are only for one military branch, which allows them to accommodate to the specific illnesses and situations that come with that specific branch. All of their services are free and confidential, which is another thing that makes this style of program so perfect to treat the illnesses, but like the VA, the Psychological Health Outreach program requires the patient or their family members to reach out to the program and ask for help. This often outweighs all of the positives that these programs have to offer, and discourages people from getting help, since they are too scared to reach out themselves and ask for help, which is why the mental illness rates are still so high in the U.S. military.

Social Issues with the Current Programs

Even though the current programs seem to be perfect to solve the problem of rising mental illness rates in the military, they all have one thing in common: the patient must be the

one to reach out to the programs. This is a major issue for many people, due to the social notions surrounding reaching out for help. Many people do not want to be the ones to reach out since there is such a negative stigma surrounding doing so, with a stigma being "a strong feeling of disapproval that most people in a society have about something, especially when this is unfair" (Cambridge Dictionary, 2023). Within the military, stigmas are stopping people from getting the mental health care they need. "Military culture values teamwork, toughness, and self-reliance. In some situations, these same values may serve to promote stigma. For example, military personnel may be concerned that seeking care will hinder their effectiveness and possibly limit their military career" (AAC,2022). Out of fear of these things actually happening, people serving in the military choose not to get mental health help, even if they need it. This is the main reason the current programs are failing. Not because they are not efficiently created and thought through, but because people are too scared to reach out to get help.

Breaking the Stigma

With a stigma being something set into the minds of society, it would be extremely difficult to change the way everyone views mental health issues in the military. However, some of these stigmas are being put out from the military themselves, instead of society deciding this as a whole. While trying to promote resilience in the military, a negative stigma surrounding having mental health issues has been spread. "The United States Marine Corps uses the 'pain is just weakness leaving the body' mantra as a part of their hardcore training program" ("The Dark Side of Resilience"). If we start to change the way the military approaches encouraging resilience, we could eliminate some stigmas from the military. Changing the 'mantra,' like the one the Marines use, could decrease the feeling that you cannot get mental help while in the military, and would increase the use of the current programs to help treat mental health issues. Discouraging this type of negative association to mental illness in the military could quickly

change the way society and the soldiers serving in the military view accepting their mental

illness and receiving treatment.

Solution

The most efficient way to decrease the mental illness rates in the military is to bring

awareness to the issue at hand, and to break the negative stigma surrounding getting mental help.

The first step that needs to be taken is to change the way society has learned to view mental

health issues. This can be done by "educating military leadership, changing the culture of

seeking mental health care, and veteran-specific programmed aimed at decreasing stigma and

engaging veterans in care" (AAC, 2022). The stigma can also be changed by altering the way the

military themselves is advertising. Just simply changing the "mantra" of certain branches, like

the Marines, could help people have a more accepting outlook on having mental health issues.

By opening up peoples' minds to accept the idea of everyone in the military not always being in

a perfect mental state, the people in the military who are struggling with mental illness will no

longer be afraid to get treatment, which will decrease military mental issue rates. We also need to

require some sort of mental health screening every couple of months. With PTSD branching

from traumatic events, screenings to make sure each recent event did not create a new mental

illness will help us catch the issue early on. If signs of PTSD are noticed during these screenings,

the symptoms will be able to be treated much earlier on, helping decrease the negative side

effects from the disorder. This will decrease the severity of the disorder, which could in turn stop

the PTSD from branching into other mental illnesses, like addiction and depression, as severe

PTSD often does.

Conclusion

Mental illness in the military is spiking, with more and more people reporting mental illness from the military each day. PTSD, addiction, depression, and anxiety are sweeping through the U.S. military, and causing many issues to the well-being of these people who suffer with mental illnesses. With the symptoms getting worse during active-duty combat and deployment, there needs to be programs to catch the illness early on so that it does not progress into something even worse than it is. In order to make sure these programs are efficient, however, the huge negative stigma surrounding getting mental health treatment while you are in the military needs to be broken. By bringing awareness to the issues the stigma is causing and by showing the benefits of the mental health treatments, more people will be open to reaching out themselves to the programs and will reap the benefits of the current programs that are efficiently created, such as the VA and the Psychological Health Outreach program.

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Is it important to be resilient in today's society?

3/21/23

Words:1800

Resilience is something mankind has always had and shown. And it's not only mankind that shows it, so do most animals. Resilience is shown throughout history and is still being shown today. Things that resilience most commonly appear in would be things like work, school, sports, daily life problems, etc. This brings up the question: is it important to be resilient in today's society where almost everything is handed to you? "Brown rats in New York City may be evolving smaller rows of teeth. Tiny fish across the Eastern US have adapted to thrive in polluted urban waters. Around the globe, living things are evolving differently in cities than in the surrounding countryside. It's happening in plants: White clover in downtown Toronto is less likely than clover in surrounding rural areas to produce cyanide that deters herbivores — a trend mirrored in cities in many countries, a new study finds. And it's going on in birds: Songbirds in Europe and owls in Argentina show evidence of natural selection in genes associated with cognition." (Bender 1). This direct quote tells us that it's not just humans and animals that have resilience but that plants also have a form of resilience to adapt and evolve. But this also informs us that you need to have the will to keep moving forward to survive and adapt to your surroundings. If humans could learn how to be as resilient as plants and animals we would have fewer problems as a whole. An example of this would be that in sports if you get injured you have to be resilient and be patient and heal and once that does you'll have to push through to get back to your old strength and to do that you have to be resilient and if you're not you'll most likely drop the sport. Resilience is also important for construction " Some of these cultures you may have never heard of They live in the most remote places on earth, facing environmental extremes like desert drought and frequent flooding a couple of years ago, I traveled to northern India to a place overlooking the plains of Bangladesh where the Khasi people live in a forest that receives more rainfall than anywhere else on earth and during the monsoon season, travel between villages is cut off by these floods, which transforms this entire landscape from a forested canopy into an isolated island. This hill tribe has evolved living root bridges that are created by guiding and growing tree roots that you barely wrap your arm around through a carefully woven scaffolding multiple generations of Khasi men and women and the children, they'll take care of these roots as they grow to the other side of the bank where they're planted to make a structure that will get stronger with age." (Watson 0:48-1:53)

This shows us what would happen when humans put their minds to something that they need to use. This also tells us the most common time resilience is shown is when it's beneficial to people's daily lives and helps them in some way.

From the two sources we have found out that resilience is most commonly found in things that are trying to survive and adapt to their surroundings. Whether it be adapting to eating something new or building something to help yourself and other people or producing less of something. All of these things took resilience to complete. But this again brings us back to the question: is it important to be resilient in today's society where almost everything is handed to you? Before we conclude let's look at more examples to come to a decision. "We live in challenging times with a heightened sense of uncertainty and constant reminders of the unpredictability of what might be lurking around the corner; be it catastrophic climate events, terrorist attacks, credit crunch, youth riots, or mass redundancies. For planners in the UK, this wider sense of unease is exacerbated by a decade of constant change and perennial attacks on the value of their professional contributions to society. Among the prescribed remedies for dealing with such a state of flux, the one that is rapidly gaining currency is "resilience". It appears that resilience is replacing sustainability in everyday discourses in much the same way as the environment has been subsumed in the hegemonic imperatives of climate change (Davoudi, Citation 2012). Yet, it is not quite clear what resilience means, beyond the simple assumption that it is good to be resilient. Despite this lack of clarity, there is a growing number of governmental and non-governmental reports which aim to develop ready-made, off-the-shelf toolkits for resilience-building. One such report, supported by the Department of Business and Innovation and Skills (BIS) considers "cross-dressing" as a way of building community resilience (RRAC, Citation 2009, p. 10). These beg the following questions: Is resilience in danger of becoming just another buzzword?" (Davou, Shaw, Haider, Quinlan, Peterson, Wilkinson, Fünfgeld, McEvoy, Porter, Davoudi 1). This text tells us that there is a possibility that resilience may become an empty word because it's replacing sustainability in everyday discourse. And if this were to happen then we remotely wouldn't need it if that's the case. "The concept of resilience has evolved

considerably since Holling's (1973) seminal paper. Different interpretations of what is nearby retail are science, however, they are confusing. The resilience of a system needs to be considered in terms of the attributes that govern the system's dynamics. Three related attributes of social-ecological systems (SESs) determine their future trajectories: resilience, and adaptability. and transformability. Resilience (the capacity of a system to absorb disturbance and reorganize while changing to still retain essentially the same function, structure, identity, and feedback) has four components: latitude, resistance, precariousness, and panarchy most readily portrayed using the metaphor of a stable landscape. Adaptability is the capacity of actors in the system to influence resilience (in an SES, essentially to manage it). There are four general ways in which this can be done, corresponding to the four aspects of resilience. (Walker, Holling, Carpenter, Kinzig 1). This source counteracts the previous one by stating that the concept of resilience has come a long way from where it started. If the concept has come a long way but the word is losing meaning that could mean the word is being overused for the wrong situations.

 "Resilience is widely seen as a desirable system property in environmental management…. the concept of resilience to natural hazards, using weather-related hazards in coastal megacities as an example." This piece tells us that the most common use and need for resilience would be when natural disasters hit communities. Psychological resilience is important in most situations but it's more effective " in sports because athletes must constantly withstand a wide range of pressures to attain and sustain high performance. To advance psychologists' understanding of this area, there exists an urgent need to develop a sport-specific measure of resilience."(Mustafa Sarkar, David Fletcher) This informs us that sports are usually draining for the player so they have to be resilient and keep going and trying so they can get better and better. "Individuals who experience loss of their physical abilities often face the challenges of adapting to a new way of life. Past research has shown that sports participation can assist the physical and psychological adaptation to acquired physical disabilities. The purposes of our study were to examine the following: (a) the resilience process of sport participants with acquired spinal cord injury, and (b) the role of sport participation in the resilience process. We conducted semistructured phenomenological interviews with 12 male quadriplegic wheelchair rugby players. Results show that the development of resilience is a

multifactorial process involving pre-existing factors and pre-adversity experiences, disturbance/disturbing

emotions, various types and sources of social support, special opportunities, and experiences, various

behavioral and cognitive coping strategies, motivation to adapt to changes, and learned attributes or gains

from the resilience process. We discuss implications for future research and practice."(Moe Machida,

Brandon Irwin, Deborah Feltz) This piece backs what was stated earlier about how people who play

sports need to be so resilient. Teachers tend to have more resilience when they are with a teacher that they

like having, teach them at school."This paper draws on qualitative data from an Australian longitudinal

study begun in 1997 and completed in 2005. It identifies the ordinary, everyday, relational, 'little things'

that teachers do to nurture and promote their students' resilience at school. It briefly uses Giddens'

structuration theory to justify the study of micro-level relationships between teachers and students. It uses

the voices of students to show how everyday life at school is the source of significant

resilience-promoting influences. In doing so, this paper demonstrates why local activities and

relationships *matter* – because they have the potential to reinforce traditional school structures and

processes *or* to transform them to better support student resilience."(Bruce Johnson) This helps prove that

the more teachers are friendly with students, the more they will have more successful classrooms.

"impacts of globalization processes on community resilience. It argues that theoretical concepts such as

transition theory can provide a lens through which resilience pathways at the community level can be

better understood, and proposes a framework focused on a social resilience approach for understanding

community resilience as the conceptual space at the intersection between economic, social, and

environmental capital. It argues that certain types of communities are losing resilience through increased

embeddedness into globalized pathways of decision-making, while other communities may be gaining

resilience, although not one system is either resilient or vulnerable. Striking the right 'balance' between

communities and their scalar interactions with the global level is key for maximization of community

resilience: while too much isolation of a community may be bad in light of over-dependency on local

resources, skills, and people, 'over-globalization', with possible loss of autonomy and identity, may be

equally fraught with problems. In particular, relocalized communities have, so far, not shown much

tangible success, as almost all members of the relocalization process at the community level are simultaneously embedded within the global capitalist system through their dependencies on global economic processes.``(Geoff A. Wilson) This article talks about the world's changing and so do communities and these communities doing this show resilience.

These sources help us out and explain that we will need to be resilient our whole lives to keep progressing as a person. They also shed light on some subjects that aren't talked about very often. Now we understand that resilience is not something that most people nowadays don't understand, that you will need to progress as a person, and that it comes in more than one form for more than one reason. Thanks for reading and I hope you will also show resilience in some way shape or form.

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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 student's 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 counterarguments 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 Citations Score: 5
7 Apply Conventions Grammar and Style Score: 3

Row 1: Understand and Analyze Context
The response earned **5** points. The response effectively incorporates Bender ("Within U.S. cities the impacts of climate change are already far-reaching as cities often serve as harbingers for the future effects of a warming climate") to establish context and justification for the research question. The response cites Bender's claim that cities "[give] you the global climate warming that we would expect by 2050 or 2070 or 2100," which supports the response's focus on urban and freight transportation. Though Bender is focused on "Urban Evolution," the response accurately and authentically uses the source to demonstrate that cities, with their concentrations of pollution and population, provide valuable early insight into the effects of climate change, which strengthens the argument. The response later includes Watson, but this inclusion is not as strong as the use of Bender.

Row 2: Understand and Analyze Context
The response earned **5** points. The context of the research question is established through discussion and statistics; the response notes the "0.2 degrees Celsius per decade" rise in global temperatures, introduces the claim that the subsequent "disruptive and abjectly harmful [effects] thus necessitates a significant response," and further narrows the focus to

**Performance Task 2
Individual Written Argument**

"highly industrialized nations such as the United States." The response demonstrates the relevance of its focus on urban and freight transportation through its use of Bender to establish cities as "key for understanding responses to global climate change" and includes statistics ("Transportation activities accounted for 38.6 percent of U.S. CO2 emissions from fossil fuel combustion in 2021") to support its argument for "a modal shift in passenger and freight transportation." The response crafts and contextualizes a specific and focused research question and provides enough detail to make its importance explicit.

Row 3: Understand and Analyze Perspective
The response earned **9** points. Throughout the response, perspectives are supported by evidence and placed into conversation. The response establishes the "individual passenger vehicle" as a "devastating" industry and engages with an obstacle to its proposed solution on page 3, noting that "the automobile industry is incentivized to lobby to prevent legislation against environmental issues." On page 7, the response explicitly connects Lovasia's discussion of air pollution from diesel buses to Deliali's claims regarding the greater fuel efficiency and lack of tailpipe emissions in electric buses. The response consistently provides commentary and elaboration on the relationships between its sources ("both studies unveil how high-speed rail could thus bolster American cities' ability to combat the growing effects of climate change"; "Todorut … thus coordinates with that offered by Deliali to reveal the strong improvements in fuel efficiency that electric buses create").

Row 4: Establish Argument
The response earned **12** points. The argument follows a logical organizational pattern: first establishing the importance of the research question, then developing evidence of the damaging effects of the transportation industry, then engaging with both planned and proven shifts to high-speed rails and electric buses, and finally bringing the argument to a close in a well-aligned conclusion that reiterates the importance of the issue and the benefits of the proposed solution. The response includes well-chosen evidence and demonstrates its reasoning through commentary: "by investing in such transportation technologies, the United States would be propelling its capability to reduce transportation emissions as reduced personal vehicle travel will consequently decrease the most significant portion of transportation emissions." The argument includes clear and specific claims—the United States must invest in high-speed rails and shift to electric passenger buses in cities to reduce emissions from both urban and freight transportation—that are supported with evidence and developed with student commentary. This response earned a high score on this row but would have been further strengthened by more exploration of counterarguments or limitations; for example, the response might have considered the cost of constructing high-speed rails or converting a city's bus fleet to electric vehicles.

Row 5: Select and Use Evidence
The response earned **9** points. Out of 17 cited sources, eight are from peer-reviewed journals, and the remaining non-stimulus sources come from credible organizations such as the Environmental Protection Agency and the United Nations. The response selects relevant, focused evidence to support its claims and uses paraphrase effectively to incorporate more complex ideas from within the sources. Selected evidence is used purposefully to support

Performance Task 2
Individual Written Argument

claims ("the construction of high-speed rail lines in China led to an annual reduction of about 11.183 million tons of carbon dioxide with great potential for significantly greater reductions"; "battery electric buses always exhibited a fuel efficiency that was three times greater than that of diesel buses while additionally maintaining zero tailpipe emissions") and includes analysis. The response establishes the credibility of its sources through both accurate bibliographic entries, attributive phrasing, and in-text citations ("Professor of data engineering Mathias Boehm of the Berlin Institute of Technology").

Row 6: Apply Conventions (Citations)
The response earned **5** points. Sources are consistently introduced with attributive phrasing that often includes both the author and the publication, though this degree of attribution is superfluous because of the complete and accurate Works Cited. The response has few flaws—the United Nations and United States Environmental Protection Agencies are listed correctly in attributive phrasing, but the parenthetical citation lists the title of each source instead—and all sources can be connected to their bibliographic entries with minimal effort by the reader. The least successful linkage is the second Liu source on the Works Cited—in the response, the source is introduced "as was noted by Dr. Sakirdat Kaewunruen" and parenthetically cited as "(Liu et al. 12)," but the combination of the parenthetical citation and the listing of the journal in the attribution (*Frontiers In Built Environment*) still successfully guide the reader to the correct bibliographic entry.

Row 7: Apply Conventions (Grammar and Style)
The response earned **3** points. The writing throughout the response is consistently academic in tone and makes use of varied syntax and precise, effective vocabulary to communicate its claims. Some sentences are so long they become unwieldy—often when the response is introducing and attributing a source—but generally effective punctuation is used to guide the reader through the information: "Additionally, this complication created by individual personal vehicles exists as a consequence of the automobile industry as a whole, rather than specific products or models, as Dr. Giulio Mattiolo, a research fellow at the Department of Transportation…." The response establishes a scholarly tone through both its sentence structure and word choice. For example: "Moreover, a further pivot towards high-speed rail development rather than trucking infrastructure would serve to propel the United States' ability to plausibly reduce its transportation greenhouse gas emissions." The response tends towards repetition in its phrasing (the word "moreover" appears eight times) and would have been strengthened by more varied vocabulary, but still achieves a high score on this row.

Performance Task 2
Individual Written Argument

Sample: B
1 Understand and Analyze Context Score: 5
2 Understand and Analyze Context Score: 5
3 Understand and Analyze Perspective Score: 6
4 Establish Argument Score: 8
5 Select and Use Evidence Score: 6
6 Apply Conventions Citations Score: 3
7 Apply Conventions Grammar and Style Score: 2

Row 1: Understand and Analyze Context
The response earned **5** points. The response successfully integrates "The Dark Side of Resilience" in discussing the problematic stigma of the U.S. Marine's training program as an example of emphasizing too much resilience when it comes to mental health in the military. This takes place later in the essay and seems vital to complete the argument. The response's earlier attempt to also incorporate the Rahill article on Haiti earthquake survivors is not an essential use of the stimulus source.

Row 2: Understand and Analyze Context
The response earned **5** points. The response firmly situates the argument in context by including mental health statistics indicating "nearly 1 in 4 active-duty members" have mental health issues that are "sweeping through the U.S. military." The response further specifies the urgency of this concern by providing evidence mostly from the U.S. Marine Corps: "While serving in all branches of the military is challenging, the Army and the Marines have the most extreme conditions."

Row 3: Understand and Analyze Perspective
The response earned **6** points. While the response does bring in different perspectives about the topic of mental health for military personnel from organizations such as the VA and researchers for NAMI, this display of perspectives is only general. The response does not attempt to connect the various perspectives to show continuity. Rather, the sources seem stacked one upon the other to imply a connection that is not explicit.

Row 4: Establish Argument
The response earned **8** points. The response argues the moderately organized claim that "Mental illness is one of the most prevalent issues for people who serve in the military, and more efficient ways to reduce these problems need to be put in place." The response moves through a logical process presenting the "psychological effects of poor mental health because of serving in the military, the past political solutions that have failed, and the possible economic solutions." Occasionally, the evidence itself drives the argument instead of supporting the argument as seen in the long passages concerning PTSD, while other evidence regarding poor mental health is underdeveloped.

Performance Task 2
Individual Written Argument

Row 5: Select and Use Evidence

The response earned **6** points. The response successfully references evidence of credible sources from reputable groups, including the VA and the National Alliance on Mental Illness (NAMI). The variety of sources relevant to the topic includes military news articles and information from organizations involved in addiction recovery and mental illness treatment for military personnel. Without sufficient academic sources, the response relies on reputable organizations, which situate it in the middle of the rubric's explanation of scoring options.

Row 6: Apply Conventions (Citations)

The response earned **3** points. While the response provides mostly successful linking between the references and the in-text citations, some errors cause the reader to guess the connections without certainty. The response also does not distinguish between the three NAMI entries on the References page and does not correctly link the stimulus sources.

Row 7: Apply Conventions (Grammar and Style)

The response earned **2** points. The response is not difficult to read overall, but it often lapses into a colloquial tone that does not meet the standards for an academic audience. Additionally, several punctuation errors and vague word choices contribute to a middle score. For instance, the response claims, "Mental illness needs to be caught and treated in the military quicker and more efficiently." The response often includes imprecise wording such as *things* and *something* and phrases such as "major issue" to discuss significant elements of the argument.

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 Citations Score: 0
7 Apply Conventions Grammar and Style Score: 0

Row 1: Understand and Analyze Context
The response earned **0** points. The response brings in the Bender and Watson sources with long quotations, but their use is tangential at best, intended for little more than defining the concept of resilience. The Bender quote is included to show that not only humans are resilient but also animals; the Watson quote is introduced to show that "Resilience is also important for construction." Obviously, because the response intends to answer the question: "is it important to be resilient in today's society where almost everything is handed to you?" it qualifies as being on topic.

Row 2: Understand and Analyze Context
The response earned **0** points. The contextualization of the topic is difficult to ascertain. The response refers to "mankind" in general before adding all plants and animals as well, which proves too broad and generalized to present any sense of urgency. On the rare occasion when the response offers any language that might provide limits or clear lines of demarcation to bring focus to the topic, the response remains vague, "From the two sources we have found out that resilience is most commonly found in things that are trying to survive and adapt to their surroundings."

Row 3: Understand and Analyze Perspective
The response earned **0** points. The response presents several sourced opinions about resilience, treating the topic in an oversimplified manner. The response confuses voices or lenses with perspectives, providing commentary on resilience from several fields of study, such as linguistics, athletics, and ancient civilizations. While these observations derive from different sources, the response simply repeats the message that resilience is necessary if humans want to progress. There is an attempt to compare two sources, but the explanation is confusing: "This source counteracts the previous one by stating that the concept of resilience has come a long way from where it started. If the concept has come a long way but the word is losing meaning that could mean the word is being overused for the wrong situations."

Performance Task 2
Individual Written Argument

Row 4: Establish Argument

The response earned **0** points. The response does not provide an argument; rather, it posits the opinion that "Resilience is something mankind has always had and shown." The response stacks multiple examples of people showing or discussing resilience, including athletes who are injured and teachers who encourage students, but these examples do not include evidence to support any sort of argument. In this way, the response rambles and lacks organization. There are several claims found throughout the response that do not rise to the level of a legitimate argument. These insertions offer little insight or analysis and make flawed leaps in logic. For example, the response proclaims, "If humans could learn how to be as resilient as plants and animals we would have fewer problems as a whole" and seems to equate all examples of resilience as the same: "Whether it be adapting to eating something new or building something to help yourself and other people or producing less of something. All of these things took resilience to complete." Meanwhile, other claims within the response are untethered to the original question or topic and leave the reader wondering what, exactly, the paper is trying to substantiate, such as this one: "This helps prove that the more teachers are friendly with students, the more they will have more successful classrooms."

Row 5: Select and Use Evidence

The response earned **0** points. The response includes a Work Cited [sic] with eight entries, none of which are discernable as scholarly sources with relevance to the topic. Two of the entries appear to be copied source summations rather than bibliographic sources of information. The other entries do not provide enough information to determine credibility, using only titles and URLs.

Row 6: Apply Conventions (Citations)

The response earned **0** points. The response does contain in-text citations for a few of the longer quotations, but it does not successfully link these citations to any of the listed sources on the reference page. For instance, the response has an in-text citation for Geoff A. Wilson and another for Bruce Johnson after lengthy quotes, but Wilson and Johnson are not listed in the references. Furthermore, there are legitimate questions regarding student commentary around these citations. Specifically, it is difficult to determine if the student's editorializing is related to the preceding quote or the seceding quote.

Row 7: Apply Conventions (Grammar and Style)

The response earned **0** points. The overall tone is not appropriate for an academic audience, as evidenced by the consistent use of contractions and a confusing shifting of points of view in the narrative. There are transitions from the second person *you* to first person plural *we* and to third- person entries such as *communities*. The response also contains many grammatical and punctuation errors, including run-on sentences and fragments that make it difficult to read. One example that shows a representative lack of clarity is as follows: "Different interpretations of what is nearby retail are science, however, they are confusing." Finally, the ending takes on the tone of a personal letter when it concludes, "Now we understand that resilience is not something that most people nowadays don't understand, that you will need to progress as a person, and that it comes in more than one form for more than one reason. Thanks for reading and I hope you will also show resilience in some way shape or form."