
AP[®] Seminar

Performance Task 1

Sample Student Responses and Scoring Commentary

Inside:

Individual Research Report

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Individual Research Report (IRR)**30 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.
- Read the whole report before assigning a score for any row.
- Reward the student for skills they have demonstrated. Demonstrating means that there is evidence that you can point to in the report.

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. For rows 1 to 4, if there is no evidence of any research (i.e., it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of 0 should be assigned.
- 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.

NR (No Response)

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

Reporting Category	Scoring Criteria							
<p>Row 1</p> <p>Understand and Analyze Context</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <p>The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue.</p>	<p>4 points</p> <p>The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue.</p>	<p>6 points</p> <p>The report situates the student’s investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context.</p>				
Decision Rules and Scoring Notes								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 532 674 1032" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). </td> <td data-bbox="674 532 1079 1032" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Address a very general topic of investigation (e.g. “pollution”) • Draw mainly from one or two sources or poor-quality sources. • Provide an overly simplistic, illogical, or exaggerated rationale for the investigation (or does not provide a rationale at all). </td> <td data-bbox="1079 532 1535 1032" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Identify too many aspects of the topic to address complexity (e.g. “air, water, and land pollution”). • May be overly reliant on research sources not appropriate for an academic task on this topic. • May provide a rationale about the significance of the investigation that lacks details necessary to address complexity. </td> <td data-bbox="1535 532 1948 1032" style="width: 25%; vertical-align: top;"> <p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> • Clearly state an area of investigation that is narrow enough to address the complexity of the problem or issue (e.g. “water pollution in India”). The context established is sustained throughout. • Predominantly include research sources appropriate for an academic task on this topic. • Provide specific and relevant details to convey why the problem or issue matters/is important. </td> </tr> </table>					<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Address a very general topic of investigation (e.g. “pollution”) • Draw mainly from one or two sources or poor-quality sources. • Provide an overly simplistic, illogical, or exaggerated rationale for the investigation (or does not provide a rationale at all). 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Identify too many aspects of the topic to address complexity (e.g. “air, water, and land pollution”). • May be overly reliant on research sources not appropriate for an academic task on this topic. • May provide a rationale about the significance of the investigation that lacks details necessary to address complexity. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> • Clearly state an area of investigation that is narrow enough to address the complexity of the problem or issue (e.g. “water pollution in India”). The context established is sustained throughout. • Predominantly include research sources appropriate for an academic task on this topic. • Provide specific and relevant details to convey why the problem or issue matters/is important.
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<p>Additional Notes</p> <ul style="list-style-type: none"> • The research context is located often in the titles of the reports and first paragraphs, but the whole report needs to sustain the focus throughout. • Review Bibliography or Works Cited (but also check that context is established by sources actually used, especially academic sources). 								

Reporting Category	Scoring Criteria			
<p>Row 2</p> <p>Understand and Analyze Argument</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <p>The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way.</p>	<p>4 points</p> <p>The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).</p>	<p>6 points</p> <p>The report demonstrates an understanding of the reasoning and validity of the sources' arguments.* This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions.</p>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Make no distinction between paraphrased material and response's commentary. Demonstrate no instances of effective explanation. (For example, commentary is limited to restatement of quotes, is simplistic or overgeneralized, or shows misunderstanding of the source.) Do not anchor ideas to sources (or does so generally, "research shows" or "some studies"). 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Are dominated by summary of source material rather than explanation of sources' arguments; Provide some instances of effective explanation of authors' reasoning. Occasionally lack clarity about what is commentary and what is from the source material. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Provide commentary that explains authors' reasoning, claims or conclusions (direct explanation). Make effective use of authors' reasoning, claims or conclusions (showing understanding of the sources) (purposeful use). Attribute clearly source material (i.e., readers always able to tell what comes from what source) 	
<p>Additional Notes</p> <ul style="list-style-type: none"> * Validity is defined as "the extent to which an argument or claim is logical." Reference to arguments from the sources used often appears at the end of paragraphs and / or immediately following an in-text citation as part of the commentary on a source. Clear attribution, (i.e. readers are always able to tell what comes from what source and what kind of source it is) must be present in order for the report to demonstrate "purposeful use." 				

Reporting Category	Scoring Criteria											
<p>Row 3</p> <p>Evaluate Sources and Evidence</p> <p>(0, 2, 4 or 6 points)</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <p>The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.</p>	<p>4 points</p> <p>The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).</p>	<p>6 points</p> <p>The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.</p>								
Decision Rules and Scoring Notes												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="317 529 697 586" style="width: 25%;">Typical responses that earn 0 points:</th> <th data-bbox="697 529 1094 586" style="width: 25%;">Typical responses that earn 2 points:</th> <th data-bbox="1094 529 1520 586" style="width: 25%;">Typical responses that earn 4 points:</th> <th data-bbox="1520 529 1950 586" style="width: 25%;">Typical responses that earn 6 points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="317 586 697 911"> <ul style="list-style-type: none"> • Provide no evidence (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). </td> <td data-bbox="697 586 1094 911"> <ul style="list-style-type: none"> • Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). • Provide evidence that is irrelevant or only obliquely relevant. </td> <td data-bbox="1094 586 1520 911"> <ul style="list-style-type: none"> • Include descriptions but the attributions are insufficient to establish credibility. • Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). • Draw upon research that may be clearly outdated without a rationale for using that older evidence. </td> <td data-bbox="1520 586 1950 911"> <ul style="list-style-type: none"> • Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). • Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use). </td> </tr> </tbody> </table>					Typical responses that earn 0 points:	Typical responses that earn 2 points:	Typical responses that earn 4 points:	Typical responses that earn 6 points:	<ul style="list-style-type: none"> • Provide no evidence (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<ul style="list-style-type: none"> • Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). • Provide evidence that is irrelevant or only obliquely relevant. 	<ul style="list-style-type: none"> • Include descriptions but the attributions are insufficient to establish credibility. • Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). • Draw upon research that may be clearly outdated without a rationale for using that older evidence. 	<ul style="list-style-type: none"> • Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). • Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use).
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<ul style="list-style-type: none"> • Provide no evidence (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<ul style="list-style-type: none"> • Provide evidence that is either poorly selected or poorly explained (in terms of relevance and credibility). • Provide evidence that is irrelevant or only obliquely relevant. 	<ul style="list-style-type: none"> • Include descriptions but the attributions are insufficient to establish credibility. • Pay attention to the evidence, but not the source (may treat all evidence as equal when it is not). • Draw upon research that may be clearly outdated without a rationale for using that older evidence. 	<ul style="list-style-type: none"> • Provide descriptions in the attributions that effectively establish credibility of the source and relevance of evidence (direct explanation). • Make effective use of well-chosen, relevant evidence from credible academic sources (purposeful use). 									
<p>Additional Notes</p> <ul style="list-style-type: none"> • In Row 1, the judgement is whether the bibliography allows for complex context; Row 3 judges whether the incremental examples of evidence presented are well-selected and well-used. • Purposeful use, in this case, refers to the deployment of relevant evidence from a credible source. Clear attribution, (i.e. readers are always able to tell what comes from what source and what kind of source it is) must be present in order for the report to demonstrate “purposeful use.” 												

Reporting Category	Scoring Criteria			
<p>Row 4</p> <p>Understand and Analyze Perspective</p>	<p>0 points</p> <p>Does not meet the criteria for two points.</p>	<p>2 points</p> <p>The report identifies few and/or oversimplified perspectives from sources.**</p>	<p>4 points</p> <p>The report identifies multiple perspectives from sources, making some general connections among those perspectives.**</p>	<p>6 points</p> <p>The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**</p>
<p>(0, 2, 4, or 6 points)</p>	Decision Rules and Scoring Notes			
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> May include oversimplified or vaguely attributed perspectives (it is unclear whether or not they are from sources). May identify information from sources (facts or topics or general stakeholder point of view) but not points of view as conveyed through arguments. Juxtapose perspectives but connections are not clear (they are isolated from each other) 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Include multiple perspectives and some instances of general connections. Repeat perspectives or connections rather than developing a nuanced, detailed discussion of how they relate. At times present perspectives that are clearly derived from specific sources, but may lapse into opinions or topics that are not clearly linked to specific sources. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Go beyond mere identification of multiple perspectives by using details from different sources' arguments to explain specific relationships or connections among perspectives (i.e., placing them in dialogue). <p>Scoring note: There must consistently be clear attribution or citation linking perspectives to sources to score high.</p>
<p>Additional Notes</p> <ul style="list-style-type: none"> **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 (e.g., “teachers” or “students”) are not perspectives. Throughout the report pay attention to organization of paragraphs (and possibly headings) as it’s a common way to group perspectives. Readers should pay attention to transitions as effective transitions may signal connections among perspectives. 				

Reporting Category	Scoring Criteria			
Row 5 Apply Conventions (0–3 points)	0 points Does not meet the criteria for one point.	1 point The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.	2 points The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.	3 points The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.
Decision Rules and Scoring Notes				
Typical responses that earn 0 points: <ul style="list-style-type: none"> Provide no evidence of research (i.e., there is a complete absence of bibliography, internal citations, and attributive tags that point to a research source. If one of these is present, cannot score 0). 	Typical responses that earn 1 point (many errors): <ul style="list-style-type: none"> Include internal citations, but no bibliography (or vice versa). Demonstrate no organizational principle in bibliography/works cited (e.g., alphabetical or numerical) 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). Include poor or no attributive phrasing with paraphrased material (e.g., “Studies show...”; “Research says...” with no additional in-text citation). 	Typical responses that earn 2 points (some errors): <ul style="list-style-type: none"> Provide some uniformity in citation style. Provide, perhaps with a few lapses, an organizational principle in bibliography/works cited (e.g., alphabetical or numerical) 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 for paraphrased material and/or in-text parenthetical citations. 	Typical responses that earn 3 points (few significant flaws): <ul style="list-style-type: none"> Contain few flaws. Provide clear organization principle in bibliography/works cited. Provide consistent evidence of linking internal citations to bibliographic references. Include consistent and clear attributive phrasing for paraphrased material and/or in-text parenthetical citations. <p>Scoring note: The response cannot score 3 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p>	
Additional Notes <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 if there are fundamental elements missing). Check for clarity/accuracy in internal citations. Check to make sure all internal citations match up to the bibliography. In order for links to work in print, there must be a clear organizational principle arranging the elements on the bib/works cited. 				

Reporting Category	Scoring Criteria			
<p>Row 6</p> <p>Apply Conventions</p> <p>(0-3 points)</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience.</p>	<p>2 points</p> <p>The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience.</p>	<p>3 points</p> <p>The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience.</p>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Contain no sentences created by the student. (If there are any sentences created by the student, cannot score 0). 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> May contain many instances where sentences are not controlled. May rely almost exclusively on simplistic language (e.g., This is good. This is bad). Employ an overall style that is not appropriate for an academic report; or colloquial tone. Include many passages that are incoherent. Provide too few sentences to evaluate or the student’s own words are indistinguishable from paraphrases of sources. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Contain some lapses in sentence control (e.g., run-ons, fragments, or mixed construction when integrating quoted material). Demonstrate imprecise or vague word choice insufficient to communicate complexity of ideas. Sometimes lapse into colloquial language. Use overly dense prose at the expense of coherence and clarity. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> Contain few flaws which do not impede clarity for understanding of complex ideas. Demonstrate word choice sufficient to communicate complex ideas. Use clear prose. 	
<p>Additional Notes</p> <ul style="list-style-type: none"> Because this is a report, the prose is judged by its ability to clearly and precisely articulate complex research content. Readers should focus on the sentences written by the student, not those quoted or derived from sources. 				

South Africa's Struggles in Stigmatization:HIV/AIDS Mitigation

May 2022

AP Seminar

Word Count: 1312

Cultural Roles of HIV in South Africa

Stigmatization is the main contributor to the continuation of HIV in South Africa. In the year 2006, the peak of HIV's growth, 947 South Africans died every day of AIDS (an HIV complication), along with 1443 new infections being reported each day, according to Marlene Wasserman, head of the Cape Town Mediclinic.¹ Natasha Khamisa, a public health expert, elaborates that as of 2021, these numbers have grown to 20.4% HIV prevalence.² Darrig C. Brown, a professor at Pennsylvania State University, recognizes that South Africa's transmission rates are higher than that of any nation. He asserts that females are more likely to be diagnosed, and black South Africans make up the overwhelming majority of those living with HIV.³ Liz Walker and Leah Gilbert, sociology experts at the University of the Witwatersrand in Johannesburg, recognize that stigmas from this diagnosis lead to the loss of housing, and even increased risk for violence and murder.⁴ Fear of these risks, as reinforced by Walker, limit the progression of treatments. Reversely, those who have social support feel more willing to seek out medication.⁵ Thus, efforts that focus on the social empowerment of impacted racial and gender groups have been the primary role of researchers.

M. Mabaso, in an academic journal on the International Journal for Health Equality, identifies potential factors for the disparities recognized by Walker and Gilbert. It is asserted that poverty is the main contributor to an HIV diagnosis, which has been exacerbated for black South

¹ Marlene Wasserman. 2006. "HIV/AIDS: The Rape of Africa's Sexual Health and Rights." *Sexual & Relationship Therapy* 21 (4): 391–92. doi:10.1080/14681990601016099.

² Natasha Khamisa, Maboe Mokgobi, and Tariro Basera. "Knowledge, Attitudes and Behaviors towards People with HIV and AIDS among Private Higher Education Students in Johannesburg, South Africa." *Southern African Journal of HIV Medicine* 21, no. 1 (January 2020): 1–7.

³ Darrig C. Brown, Rhonda BeLue, and Collins O. Airhihenbuwa. "HIV and AIDS-Related Stigma in the Context of Family Support and Race in South Africa." *Ethnicity & Health* 15, no. 5 (October 2010): 441–58. doi:10.1080/13557858.2010.486029.

⁴ Leah Gilbert and Liz Walker. "My Biggest Fear Was That People Would Reject Me Once They Knew My Status...": Stigma as Experienced by Patients in an HIV/AIDS Clinic in Johannesburg, South Africa." *Health & Social Care in the Community* 18, no. 2 (March 2010): 139–46. doi:10.1111/j.1365-2524.2009.00881.x.

⁵ Gilbert and Walker, 142.

Africans through racist apartheid policies (a system that long segregated races into underdeveloped areas), along with lower socioeconomic status making women more prone to intergenerational sex and unequal power dynamics.⁶ This can be mirrored in data on common misconceptions for these related groups. While educational awareness programs are significantly lacking in the South African HIV pandemic, the racial and gender disparities are the roots of the issue.

Racial Disparities and HIV Prevalence

Black South Africans are significantly more likely to live with HIV than any other racial group in South Africa. This is broken down by Chris Kenyon in a study performed by the University of Cape Town. The study demonstrated that black communities were more likely to know someone who was living with HIV, with a 53% prevalence rate in comparison to 15% of other races.⁷ Mabaso, a chief research specialist for the Science Research Council, identifies the apartheid era to be the root of this problem. He recognizes that the regimes from this era still hold a large presence in South Africa, limiting the ability to break down the inequities of HIV.⁸ It is further analyzed that most of those living with HIV did not receive secondary education, which was more common in black South Africans.⁹ Building upon Mabaso's research, Darigg Brown, a behavioral health expert, asserts that originally, HIV was referred to as an 'African Disease,' resulting in the blaming of low-income, black communities. Brown researched two predominantly black townships created in the apartheid era, finding that they lacked access to

⁶ M. Mabaso, L. Makola, I. Naidoo, L. L. Mlangeni, S. Jooste, and L. Simbayi. 2019. "HIV Prevalence in South Africa through Gender and Racial Lenses: Results from the 2012 Population-Based National Household Survey." *International Journal for Equity in Health* 18 (1): N.PAG. doi:10.1186/s12939-019-1055-6.

⁷ Chris Kenyon, Siphon Dlamini, Andrew Boule, Richard G. White, and Motasim Badri. 2009. "A Network-Level Explanation for the Differences in HIV Prevalence in South Africa's Racial Groups." *African Journal of AIDS Research (AJAR)* 8 (3): 243–54. doi:10.2989/AJAR.2009.8.3.1.922.

⁸ Mabaso, 9.

⁹ Mabaso, 10.

basic clothing, sanitary products, and education, all of which increased rates of HIV. Data from the study explained that over a quarter of participants felt that disclosure of HIV was more stigmatized in black communities.¹⁰ Thus, targeting social norms can decrease the influences of HIV on black communities within South Africa, which serve as a significant percentage of those living with HIV.

Gender Disparities and HIV

Liz Walker of the University of the Witwatersrand asserts that stigmas are more prevalent against female South Africans. She reports on a study that involved in-depth interviews with 44 female participants, all living with HIV, at a clinic in Johannesburg. Walker details that one participant revealed that she refused to disclose her diagnosis to her husband because he threatened to murder her and her child if they were HIV+.¹¹ Lacking support decreases access to proper treatment methods. The response also demonstrates the implications of increased violence toward women with disclosure of their diagnoses. When recognizing the factors behind gender disparities, M. Mabaso asserts that age gaps in relationships and power dynamics in marriages have been shown to increase the transmission of HIV in women over men. He then asserts the importance of educating women to protect themselves from power abuses irrespective of age differences.¹² Other types of power abuse are detailed in *Women's International Network*, reporting on gender disparities in that 54,000 rapes are reported in South Africa a year and 40% of these rapes result in cases of HIV.¹³ These associated factors can also be demonstrated in the research on female sex workers (FSWs) in South Africa. Sharmistha Mishra, an expert on

¹⁰ Brown, 444.

¹¹ Gilbert and Walker, 141.

¹² Mabaso, 13.

¹³ "South Africa: Highest Hiv/Aids Due to Highest Rape Worldwide." *Women's International Network* 29, no. 4 (October 2003): 46.

<https://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=11084865&site=ehost-live>.

epidemiology at John Hopkins University, identifies that FSWs in South Africa face numerous challenges, such as vulnerabilities that result in viral suppression and suboptimal treatments. In a study in Durban, South Africa on FSWs, lower knowledge of HIV treatment methods is associated with PTSD from sexual violence faced by participants. Mishra elaborates that 90,000 FSW (60% of all FSW) are living with HIV, and of 1,363 participants, 845 had experienced acts of sexual violence.¹⁴ Disclosure and treatment methods are limited by psychological distress, homelessness, and substance use, all of which are associated with FSWs and women of lower socioeconomic status.

Educator Attitudes and Children Living with HIV

The University of KwaZulu-Natal Biomedical Research Ethics Committee approved a study in which female and male educators of varying races and ethnicities were interviewed in semi-rural communities of South Africa. Stacy Maddocks, an pandemic expert who conducted the study, observed that educators reported that children living with HIV are ostracized by their peers into social isolation, also impacting their education. Parents have often died from HIV complications that were passed onto their children at birth, as detailed by Maddocks. These children often have to repeat grades as they suffer symptoms, and lack family support from orphanhood or absentee caregivers.¹⁵ This cycles those living with HIV, who are primarily of marginalized groups, back into poverty and stigmatization. Maddocks notes that HIV-related stigma is a limiting factor for educators to provide support and knowledge about the pandemic seeing as caregivers are too afraid to disclose their child's diagnosis for fear of violence. Another

¹⁴ Lenwei Wang, David W. Dowdy, Carly A. Comins, Katherine Young, Mfezi Mcingana, Ntambue Mulumba, Hlengiwe Mhlophe, et al. "Health-related Quality of Life of Female Sex Workers Living with HIV in South Africa: A Cross-sectional Study." *Journal of the International AIDS Society* 25, no. 2 (February 2022): 1–10. doi:10.1002/jia2.25884.

¹⁵ Stacy Maddocks, Kesni Perumal, and Verusia Chetty. "Schooling for Children Living with Human Immunodeficiency Virus in a Community in KwaZulu-Natal, South Africa: Perceptions of Educators and Healthcare Workers." *South African Journal of Physiotherapy* 76, no. 1 (January 2020): 1–7. doi:10.4102/sajp.v76i1.1405.

identified limiting factor is that many of the participants highlighted having little knowledge of HIV symptoms, and thus do not have enough knowledge to provide to children and adolescents.¹⁶ This helps guide other research, such as a study by Karl Peltzer from the Behavior Research Unit of the University of the North in Solvenga, South Africa. Peltzer developed that most teachers in South Africa are offered no formal training for HIV prevention methods. Many of these educators have misconceptions about HIV transmission. For instance, 25% of educators were not aware that HIV cannot be transmitted through blood donations. Participants also commonly believed that prevention classes for HIV would lead to premature sexual development in females.¹⁷ Because of this limitation, Peltzer instead recommends for in-service educator training to be centered not around comfort level with content, but rather on breaking misconceptions.¹⁸ Primary and secondary educator training involves the cycle of marginalized children entering poverty and working through gender misconceptions.

Mitigation Roles in South Africa

While many factors contribute to the continued prevalence of HIV rates in South Africa, gender disparities involve a wide range of these factors. HIV transmission rates in women are far higher than in men due to a scope of social norms and stigmatizations. Since violence threats toward women with HIV is significantly higher, disclosure rates decrease, creating a recurring cycle of the pandemic. Additionally, the presence of apartheid regimes still holds a large limitation on the ability to mitigate the inequities of HIV in primarily black populations within the nation. While increasing funding for the training of misconceptions revolving around the pandemic are needed, these implementations must be focused on gender and racial disparities.

¹⁶ Maddocks, 5.

¹⁷ KARL PELTZER and SUPA PROMTUSSANANON. "Hiv/Aids Education in South Africa: Teacher Knowledge about Hiv/Aids: Teacher Attitude about and Control of Hiv/Aids Education." *Social Behavior & Personality: An International Journal* 31, no. 4 (June 2003): 349–56. doi:10.2224/sbp.2003.31.4.349.

¹⁸ Peltzer and Promtussananon, 351.

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Pop Culture: Influence All Around You

AP Seminar

2022

Word Count: 1,091

Introduction

Historians believe that pop culture first came into the mainstream along with the Industrial Revolution and the implementation of communication technologies in people's everyday lives (Darity, 2008). Since then, the importance of these technologies has multiplied exponentially, paralleling the influence of pop culture. Pop culture can be defined as part of television, music, social media, fashion, or any other media used to spread ideas both abstractly and literally. All of these media are used in order to disseminate thoughts of change, culture, and trends, but what happens when those trends could be considered dangerous? This might seem like an extreme question, but it really is not as far out as it might sound, although a more applicable question would be: what is the pop culture's relationship with American adolescents, children, influencers, and ethics?

Children and Adolescents

Susan B. Witt details how children are being influenced specifically through television. Young kids watching tv pick up on stereotypes and gender roles that are demonstrated in the movie or show, and automatically assume that what they saw is how the world truly is (Witt, 2000). The author only analyzes the subject as it relates to gender and correlated stereotypes, but the data can be projected into any other topic displayed on television such as violence, interests, and other behaviors. This may sound absurdly dangerous, but research reveals that parental guidance reduces this effect and increases media literacy, or a person's ability to analyze media messages and ask important questions (Clark, 2002). But the portrayed actions of characters are not the only part of television that holds influence over young viewers, the actors and the characters that they play can be just as influential. It is reported that sixty percent of teens admit

to having an idol that “influenced their attitudes and personal values, including their work ethic and views on morality” (Bennett, 2002). In a best-case scenario, these idols only contribute positive ideas and habits, but that is not feasible in reality. Instead, people of influence are more likely to convey less constructive ideas through their actions, words, and online presence.

However, media literacy developed through parental guidance has been shown to reduce the negative effects of celebrity influence as well, along with most any other form of pop culture.

Ultimately, media consumption can be treacherous for children, but strong parenting is a simple way to negate most of its potential effects.

Health Association

Although it is obvious that the vast majority of influences in the realm of pop culture are not there to encourage good habits, there are some that do. Chistina Aguilera, for example, may have a reputation of being risky and counterculture, but behind that perception, she avidly promotes the importance of health specifically as it relates to diet. (*Better Nutrition*, 2002). But what happens when that same energy is directed towards the promotion of an unhealthy diet? This is the action that many other celebrities have taken. Specifically, Justin Timberlake worked with both Pepsi and McDonalds in advertising campaigns as well as Maroon 5 with Coca-Cola and Snapple. These campaigns, coupled with the fact that between 1.8 billion and 2 billion dollars is spent targeting youth through advertisement in each calendar year. (*CNN Wire*, 2016). Furthermore, of this advertising,” 79% of the promoted beverages were sugary drinks, and 80% of the foods were nutrient poor. There were no endorsements for fruits, vegetables, or whole grains” (*CNN Wire*, 2016). Knowing this, it is impossible to assume that the majority of children can make healthy decisions. When the only options they know are artificial and literally deadly, its no wonder that average weight is increasing as quality of health decreases. So, influencers

must either choose to either not see or just simply ignore these effects in order to justify working with the advertisers. But overall, celebrities can have an unsafe amount of influence over the diets of adolescents

Politics and Media Consumption

Though a person's views towards all things change as they grow and develop, effects of cultural influence may not change even when transitioning into adulthood. Author Doris A. Graber, from the University of Illinois at Chicago, writes that kids with either strict, or very loose, parenting are both affected by values of the media, opposed to those who are raised to be independent (2004). But this leads to Graber's question, "Do previously formed political leanings drive entertainment choices, or do such choices produce these leanings" (2004). Well, the answer to this question is not starkly black and white. Some adults would say that media intake affected their political views, as well as the other way around. So of course, the media can have a heavy influence on an individual's political views, but what happens when the ideas pushed are more fringe and radical? This extreme on the side of progressivism was seen most notable during the 1960's and 1970's (Baughman, et al. 2001). Most notable were the displays of Maoism, feminism, and widespread recreational drug use. Though most did not, many parts of the time's fringe culture have assimilated to be part of mainstream culture. We see this exemplified with the high rights of women in the workforce, legalization of drugs with previously criminal charges, and expanded acceptance of self-expression (2001). These ideas may not be considered radical now, but they were revolutionary and unheard of at the time. That can just go to show how even the people of today have been and are still being influenced even if they are not being directly exposed to the said media. It, quite literally, is all around you at all times.

Conclusion

All in all, pop culture and media influence are not completely bad, but they are most definitely used for corrupt reasons, such as nefarious marketing, the spread of dangerous phenomena, or political radicalization, rather than more pleasant actions. Although they will always hold some sphere of influence, celebrities and pop culture must be reduced to what they really are: trends that look fun but lose their sparkle as quickly as they appear; however, the short-lived nature of celebrity and fame are far different from the life lasting habits built by their influence and the permanent changes left by people of influence on society. It seems simple in theory, but for media illiterate children, or even those who are just unaware to the influence that surrounds them, it is a completely different story. Overall, kids need to be protected through stronger parents, role models, and less subversive advertisers, even though they are constantly living through the influence around them.

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2 February 2022

How Zoos Impact us Economically

Introduction

Zoos have been at the forefront of the news for the last decade. There have been questions about the morality of having animals locked up like prisoners in the United States. This argument is a long and complicated one with many twists and turns but if we look at it from an economic lens we see a side that is rarely shown to us. This is an important part of the argument that we should talk about and discuss; The impact of zoos on our economies and how that affects us in the United States. As we proceed with this topic we should also be able to discuss the pay of the workers and see if they are being paid properly and not taken advantage of. All of this is what we should be able to talk about but with the emergence of covid-19, we should see how zoos are dealing with the situation and the toll it has taken.

Expenses

Zoos are expensive to construct and properly maintain, are they worth it? Tough this is a difficult question to answer, the evidence demonstrates it is worth it. When we see it from an economic viewpoint we see the good that it does for the economy. According to AZA(association of zoos and aquariums)” The total contribution of AZA-accredited zoos and aquariums to the U.S. economy in 2012 was \$19.8 billion.”(S. Fuller 7)This shows how much of an impact it has on everyday people because by increasing the economy we increase the things we can buy. Now we have to think about how much it costs to construct and operate a zoo because there would be no point if the losses outshine the benefits. Well,” The direct outlays by U.S. AZA members for operations and construction of \$4.9 billion in 2018 contributed a total of

\$14.5 billion to U.S. GDP(AZA)” This shows us that the benefit we receive in way of economic contribution outweighs the cost of maintaining the zoos, also some of this money goes to specialize enclosures so they can expand what they show to the public(NAT GEO). This’/

prosperity doesn’t happen to the U.S economy but it also happens locally in fact “direct zoo spending benefits the local economy when purchases occur locally; that money multiplies as it circulates through the economy giving multipliers to different types of spending.” (KAYLA

1)This is good because it helps the locals leaving near the area.

Employes/Jobs

With money in mind, thinking about how many workers are employed is important. Zoos creating new jobs for the people is important because it gives people a way to make money. After looking into it “The total contribution of AZA-accredited zoos and aquariums to the U.S. ...in 2012 was ...supporting 193,986 jobs.”(S. Fuller 7) This is good because it can give people an income...Some zoos like the Toronto zoo increased base salary by \$.639 million in 2017(Toronto 12). This was done because It was in its final year of the panda exhibit which zoos have to “pay the Chinese government \$1 million annually for the lease of a pair of pandas for only 10 years”(Wei) This is a benefit for the zoos if they have the money although if they can’t, they cant benefit of having a panda. Another way in which zoos help create jobs is by getting visitors to spend around the city which supports an estimated 62,126 jobs (amelia) this helps drive the local economy because when people and or tourists buy things in the local stores it helps boost the local economy of the city that has the zoo in it. The jobs that are created by zoos are plentiful and should not be ignored when we talk about the impact of zoos in the U.S.

Table 4. Economic impacts from 206,352 annual non-local visitors staying overnight spending \$150/person/day.

Impact Type	Gross Output (\$ millions)	Jobs	Value-added (\$ millions)
Direct	\$15.6	310	\$8.1
Indirect	\$ 6.9	54	\$4.4
Induced	\$ 8.8	67	\$5.6
TOTAL	\$31.3	430	\$18.1

3. Operations

Current estimated annual cost of operations for the MN Zoo is \$22.5 million. The economic impact generated from annual operations to the Metro Area is displayed in Table 5.

Table 5. Economic impacts from annual operations of the MN Zoo.

Impact Type	Gross Output (\$ millions)	Jobs	Value-added (\$ millions)
Direct	\$15.4	53	\$3.6
Indirect	\$11.9	72	\$6.7
Induced	\$ 9.0	68	\$5.7
TOTAL	\$36.2	193	\$16.1

(L.Erkkila 7)

Business welfare

While thinking of their financial safety, we should also worry about their physical health during the covid-19 pandemic. During these trying times, zoos have been hit in a big way as many other businesses have been hit too. This leads to the risk of some zoos closing down and if they close down they would take many people's jobs with it too. Although some zoos risk closing "About 75% of the 220 U.S. zoos and aquariums represented by the association have reopened, but without additional assistance, they're facing "very difficult decisions about further furloughs or layoffs and then ultimately about their survival,"(Olga)This would be a blow for people working at zoos and some zoos have already started laying off workers like Oakland zoo wich layer of more than 100 employees which work with the guess. (R. Rodriguez)Thankfully most zoos have been the ability to ride the global pandemic out but newer zoos have not been so lucky because they have been able to build up a reserve which would be helpful to stay in business. (Josh) One way we could help fight the effects of Covid is by getting help from the government and advocating for stimulus checks and with those investments, the zoos could create a more resilient reserve for future events like Covid. (McCleery) The support of the government would also keep people from losing their jobs which is a good thing for the people.

Conclusion

Despite the bad stigma of zoos, we have seen that when viewed from an economic lens they help and support us in various ways. Although not seen it definitely helps the local and U.S economy and they provide jobs for the locals. Although they offer so many benefits they are in danger and the U.S. should and must help zoos get thru this pandemic.

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Performance Task 1 Individual Research Report

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

Overview

This task assessed the student’s ability to:

- Investigate a particular approach or range of perspectives on a research topic selected by a student team;
- Conduct scholarly research relevant to the topic; and
- Produce an evaluative report on the research conducted, analyzing the reasoning within the sources as well as the relevance and credibility of evidence used in those sources.

Sample: A

1 Understand and Analyze Context Score: 6

2 Understand and Analyze Arg Score: 6

3 Evaluate Sources and Evidence Score: 6

4 Understand and Analyze Persp Score: 6

5 Apply Conventions Score: 3

6 Apply Conventions Score: 3

Row 1: Understand and Analyze Context

The report earned a score of **6** for this row because it situates the report’s topic of investigation (HIV in South Africa, stigmatization and mitigation) in quality research literature appropriate for an academic task. The introduction makes use of the research to articulate the significance of the issue—the importance of addressing issues of race and gender in the prevention and treatment of HIV. Throughout, the report stays riveted on the research. While the first two paragraphs might have been productively condensed, the introduction as it stands, successfully uses the research literature to establish the context and warrants the high score.

Row 2: Understand and Analyze Argument

The report earned a score of **6** for this row because throughout it shows abundant evidence of tracing the arguments in the research literature. Examples abound in each section, but the examples in the section on “Educator Attitudes and Children Living with HIV” are particularly strong. See, for example, on p. 5, the tracing of the logic in the Maddocks et al. source.

Row 3: Evaluate Sources and Evidence

The report earned a score of **6** for this row because of the purposeful use of well-selected, relevant, and credible evidence. Attributive tags, while not necessary for peer-reviewed articles, do reaffirm relevance and credibility.

Performance Task 1

Individual Research Report

Row 4: Understand and Analyze Perspective

The report earned a score of **6** for this row because throughout the report puts the research sources in conversation, sometimes with developed commentary, sometimes with quick, apt transitions. See, for example, on p. 2: “M. Mabaso ... identifies potential factors for the disparities recognized by Walker and Gilbert.” Connections among sources are deepened rather than simplified. For example, in the “Gender Disparities and HIV” section, the report begins with research by Gilbert and Walker, establishing that “stigmas are more prevalent against female South Africans” and further draws from this source the perspective that gendered violence hinders reporting and consequentially access to treatment. The report then moves to deepen that connection with Mabaso et al.’s research on “age gaps in relationships and power dynamics in marriages.” It narrows still further to arguments derived from yet another study, this one of female sex workers in South Africa. The concluding section, “Mitigation Roles in South Africa” [arguably better labeled as “Conclusion”], synthesizes the research reported on in other sections.

Row 5: Apply Conventions (Attribution)

The report earned a score of **3** for this row because it accurately and consistently attributes sources. There are some ambiguities with attributive linking that do not give full recognition to collaborative scholarship (e.g., the Gilbert and Walker source is frequently referred to as “Walker”; “Mabaso et al.” is referred to only as “Mabaso”). However, these flaws do not interfere with the task of making clear what information comes from which source, and making equally clear, the kind and quality of the sources being used.

Row 6: Apply Conventions (Style)

The report earned a score of **3** for this row because the prose is clear and capable of articulating complex ideas. The tone is appropriate for an academic task.

Performance Task 1 Individual Research Report

Sample: B

1 Understand and Analyze Context Score: 4

2 Understand and Analyze Arg Score: 4

3 Evaluate Sources and Evidence Score: 4

4 Understand and Analyze Persp Score: 4

5 Apply Conventions Score: 2

6 Apply Conventions Score: 2

Row 1: Understand and Analyze Context

The report earned a score of **4** for this row because, although it signals an overly broad topic in the title, the report as a whole, as suggested in the headings, narrows to focus on “Children and Adolescents,” “Health Association,” and “Politics and Media Consumption.” While the report does reference at least two peer-reviewed journals, it overly relies on reference sources or popular sources such as *Psychology Today* or *CNN Wire*. It states an exaggerated rationale (“those trends could be considered dangerous”) but recognizes the exaggeration and moves to correct.

Row 2: Understand and Analyze Argument

The report earned a score of **4** for this row because it summarizes information from sources, and *in places*, traces the arguments from the sources. For example, under the general heading “Children and Adolescents,” the report explains that in an article from the journal *Childhood Education*, “Susan B. Witt details how children *are being influenced* specifically through television.” The report also draws from an encyclopedia article the argument that “research reveals that parental guidance *reduces this effect and increases media literacy*.” The report does not go beyond this level of specificity in its commentary. In other places, ambiguous attribution makes it difficult to determine whence arguments derive. For example, on p. 3, is the Justin Timberlake information from the *Better Nutrition* source? Or the *CNN Wire* source? Or on p. 4, what exactly comes from Baughman? The attributive tag, “Some adults would say,” is not useful in anchoring to the source.

Row 3: Evaluate Sources and Evidence

The report earned a score of **4** for this row because twice it uses evidence from peer-reviewed academic sources, and in one case, it uses an attributive tag (“from the University of Illinois at Chicago”) to bolster the author’s credibility. Overall, the report pays attention to the evidence but not the source of the evidence. In the report, all evidence is treated the same: academic peer-reviewed articles receive the same treatment as *Psychology Today* or *CNN Wire*. At times, evidence is presented as relevant, but there is no discussion of credibility.

Row 4: Understand and Analyze Perspective

The report earned a score of **4** for this row because the report makes some general connections between and among perspectives from sources. For example, the section on “Children and Adolescents” generally connects the ideas that “media consumption can be treacherous” for this broad age group, “but strong parenting is a simple way to negate most of its potential effects.” The report repeats general ideas rather than developing nuanced perspectives from the sources.

Performance Task 1

Individual Research Report

Row 5: Apply Conventions (Attribution)

The report earned a score of **2** for this row because of significant errors in linking in-text citations with the reference page. For example, “Baughman, et al. 2001” is the in-text citation, but the reference page organizes it by the title “Radicals and Reactionaries.” This error recurs in several citations. The peer-reviewed article by Anderson and Cavallaro is not used in the report but appears on the References page.

Row 6: Apply Conventions (Style)

The report earned a score of **2** for this row because the overly general word choice is insufficient to communicate complex ideas, and sometimes the prose lapses into the colloquial. For example, “Young kids watching tv pick on stereotype” or “All in all, pop culture and media influence are not completely bad, but they are most definitely used for corrupt reasons” or “These ideas may not be considered radical now, but they were revolutionary and unheard of at the time. That can just go to show how even the people of today have been and are still being influenced even if they are not being directly exposed to the said media. It, quite literally, is all around you at all times.”

Performance Task 1 Individual Research Report

Sample: C

1 Understand and Analyze Context Score: 2

2 Understand and Analyze Arg Score: 2

3 Evaluate Sources and Evidence Score: 2

4 Understand and Analyze Persp Score: 2

5 Apply Conventions Score: 1

6 Apply Conventions Score: 1

Row 1: Understand and Analyze Context

The report earned a score of **2** for this row because, while the title alludes to a somewhat narrow topic (economics of zoos), the introduction only provides a simplistic connection to an overall problem and describes a number of elements disconnected from the issue (“morality of having animals locked up,” and “emergence of covid-19”). The Works Cited shows evidence of research through ten sources and they are either journalistic in nature (National Geographic or AP News) or citations are missing elements, an error that impedes the assessment of source origin and quality.

Row 2: Understand and Analyze Argument

The report earned a score of **2** for this row because it restates information from the sources, often without showing a clear understanding of the sources’ arguments (paragraph 2 information about “money multipliers” or paragraph 3 information how zoos “boost local economy”). Much of the commentary on the sources’ arguments are repetitions of phrases like “This is good” or “This is a benefit.”

Row 3: Evaluate Sources and Evidence

The report earned a score of **2** for this row because it relies exclusively on non-academic sources and provides little or no reference to relevance or credibility. The relevance and credibility from sources that are potentially academic in nature (Fuller, Erkkila, and Wei) have incomplete citations in the Works Cited and are not evaluated in the body of the report.

Row 4: Understand and Analyze Perspective

The report earned a score of **2** for this row because it identifies few or oversimplified perspectives from sources. Moreover, discussion of perspectives frequently becomes untethered from sources. For example, the report discusses general stakeholders (“employees,” “government,” “the public”) instead of stakeholders referred to in the sources.

Row 5: Apply Convention (Attribution)

The report earned a score of **1** for this row because it contains many errors in citation. The Works Cited does not show evidence of purposeful organization (e.g., alphabetical), and missed links abound (e.g., first name in parenthetical “ameila” doesn’t link to the last name in the references, and so on).

Row 6: Apply Conventions (Style)

The report earned a score of **1** for this row because there are numerous examples where sentences are not controlled. The colloquial tone and simplistic word choice throughout the report are not appropriate for an academic task.