

Every young child needs free time in their life. Recess is an ~~ext~~ important part to a young child's day and that time of the day should be free time. There is no reason to have structured recess. Kids need to have free recess so they can expand their minds and become their own person. Keep free play so our future children can learn to do things on their own.

Children need to expand their minds at a young age and they can achieve that through free play. Through free play kids can expand their mind ~~int~~ intellectually, ~~con~~ cognitively, emotionally, and socially (Text 2, lines 22-24). They are growing and improving in all four of those areas during free play. They are growing intellectually because they are coming up with their own games and set of rules (Text 2, lines 22-23). They are growing cognitively by ~~not~~ thinking outside of the box to form new games and are problem solving how to fix conflicts. They are improving their emotional stability because it has been found that physical activity decreases stress, anxiety, and depression. They are also learning social skills by interacting with different children and learning how to come to decisions with those children (Text 2 lines 34-38). By improving and growing in these four areas our children are expanding their minds. Children need to learn how to be ~~the~~ their own person and to be independent. Free play

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## Anchor Paper – Part 2 – Level 3 – A

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encourages independence. They have the freedom to play by their rules, no one ~~else~~ else. They can use things such as sticks, rocks, dirt and leaves to create anything they want in their mind (Text 2, lines 13+5). This increases their imagination as well. And in the game of kickball there is no room for imagination. Children need to experience freedom and learn from mistakes and the only way to do that is through free play.

Free play is an important part of a child's development. They need to grow and become their own person. They need to explore their imagination. Free play is the only way to go.

### Anchor Level 3-A

The essay introduces a precise claim, as directed by the task (*There is no reason to have structured recess. Kids need to have free recess so they can expand their minds and become their own person*). The essay demonstrates some analysis of Text 2 (*They are growing cognitively by thinking outside of the box to form new games and are problem solving how to fix conflicts and By improving and growing in these four areas our children are expanding their minds*), but insufficiently distinguishes the claim from alternate or opposing claims (*And in the game of kickball there is no room for imagination*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Through free play kids can expand their mind intellectually, cognitively, emotionally, and socially and They can use things such as sticks, rocks, dirt and leaves to create anything they want in their mind*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(Text 2, lines 22–24) and (Text 2, lines 34–38)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing a claim, then presenting two supportive body paragraphs focusing on how *free play is an important part of a child's development* (*They are growing and improving in all four of those areas and Free play encourages independence*), concluding with a brief summation. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Keep free play so our future children can learn to do things on their own and Free play is the only way to go*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*child ... their, part to a young child's day, cognitively, their mind*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

School recess should be structured play. With structured play at recess kids can get less hurt and be more active. Structured play lets your kids be more safe from anything happening. It lets you know that your child is in safe hands and our being watched.

Some people believe "Children naturally, when left to their own devices, will take initiative and create activities and stories in the world around them" (text 2, lines 10-11). Children may create activities and stories but how do you know its not tulling or something worse. According to text 3, lines 2-4 "most discipline-related problems happen at School when kids cut loose at recess and lunch, according to surveys". Teachers say "Students feel safer" when they have a person watching them. Schools have improved with structured recesses. "Teachers have reported improved behavior and attention in the classroom" after they were at a structured recess (text 1, line 22-23). Children can get hurt on their own, with a person there they can get help right away. What if they get hurt so bad they can't walk to get help? We need structured recess to keep our kids safe.

Structured recess is something that every place needs. Children should feel safe and stay out of trouble. Without structured recess, children may get hurt, bullied, or even taken. People shouldn't let there children where an adult supervisor isn't.

### **Anchor Level 3–B**

The essay introduces a reasonable claim, as directed by the task (*School recess should be structured play. With structured play at recess kids can get less hurt and be more active*). The essay demonstrates some analysis of the texts (*Schools have improved with structured recesses and with a person there they can get help right away*), but insufficiently distinguishes the claim from alternate or opposing claims (*Children may create activites and stories but how do you know its not bulling or something worse*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Some people believe “Children ... will take initiative and According to text 3, lines 2–4 “most discipline-related problems happen at School when kids cut loose*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(text 2, lines 10–11) and (text 1, line 22–23)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introductory paragraph that states the claim and the rationale behind the claim (*Structured play lets your kids be more safe from anything happening*), followed by a single body paragraph that begins with a brief reference to the counterclaim and then continues on to support the claim, and concludes with a paragraph of summation. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*What if they get hurt so bad they cant walk to get help and Structured recess is something that every place needs*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*child ... our being watched; believe “Children; activites; its; bulling; worse. According; on their own, with; there children*) that hinder comprehension.

Intro paragraph

Resses at schools has always been an exciting part of the day. Its when you can hang out with your friends and play games or just gossip. I feel it should stay to the good old recesses, but schools around the world are converting to a structured form, almost like physical education class. So instead of talking to your friends you will be forced to stay active and play games by a "resses coach". (text 4) I agree with (Text 1) were they article states "recess is an unstructured but supervised break that belongs to the child" meaning you can do whatever you want like to whether it be playing games talking to your friends, or just catching up on homework.

Having a structured recess doesn't let you talk about gossip to your friends or catch up on homework, you forced to play games. (text 4) States that kids didn't like the idea of a structured recess and how one of the kids <sup>was</sup> asked "why do I have to go through this everyday with you?" showing that these kids dealing with a structured recess would prefer un-structured recess more, and I agree because recess will almost be like a second gym class instead of free time.

Therefore I feel that having an un-structured recess is better than listening to a recess coach on your "free time". Without having a structured recess kids (text 3) get to enjoy recess instead of viewing it as a second gym class.

### **Anchor Level 3–C**

The essay introduces a claim (*I feel It should stay like the good old resses*). The essay demonstrates some analysis of the texts (*meaning you can do whatever you would like to weather it be playing games, talking to your friends, or just catching up on homework* and *I agree because recess will almost be like a second gym class in stead of free time*), but insufficiently distinguishes the claim from alternate or opposing claims (*Having a structured recess doesn't let you talk about gossip to your friends or catch up on Homework, your forced to play games*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis [*I agree with (Text 1) were the article states "recess ... belongs to the child"* and *(Text 4) States that ... one of the kids asked "why do I have to go through this everyday with you?*]. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by omitting line numbers [*(Text 4)* and *(Text 1)*] and misidentifying the phrase “free time” from Text 2 as being from Text 3. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an introduction that defines and states the difference between structured and unstructured play and establishes a claim, followed by a single body paragraph of support that focuses on why *kids ... would prefer un-structured recess more*, and concludes with a reaffirmation of the claim (*Without having a structured recess kids get to enjoy recess instead of viewing it as a second gym class*). The essay lacks a formal style, using language that is inappropriate (*you can hang out* and *good old resses*) and imprecise (*play games by a "resses coach"* and *were the article states*). The essay employs usage of the second person throughout. The essay demonstrates emerging control of conventions, exhibiting occasional errors (*schools has; Its when; class. So instad; friends you; doesnt; Homework; your forced; "why ... you? Showing*) that hinder comprehension.

I feel as if schools should be allowed to have school recess ~~sometimes~~. Structured play because kids need to have their own time. They need a stress-free life from school. School is very hard on kids. Other people don't see a point in Recess or should I say "some" but in my opinion ~~they~~ kids need it. They've got to give their mind an off. Having over powered stress on your body can lead to unhealthy issues. Everyone deserves their own time.

In the text "Forget goofing around: Recess has a new boss" basically in the opinion of the head "boss" in that school, kids don't deserve a recess. High School not go much with recess but elementary and middle school should still be given. ~~Recess~~ Recess has an good and a bad, but what in life doesn't? The good is that students will have their time to catch up and do work, interact with their friends. The bad is students may waste time on phones and other serial irrelevant things.

## **Anchor Level 2–A**

The essay introduces a claim that is somewhat contradictory (*I feel as if schools should be allowed to have School recess structured play because kids need to have their own time*). The essay demonstrates a confused and unclear analysis of the texts (*Other people don't see a point in Recess or should I say "some" but in my opinion kids need it*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*basically in the opinion of the head "boss" in that school, kids don't deserve a recess*), making use of some evidence that may be irrelevant (*Recess has an good and a bad, but what in life doesn't?*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, making reference only to the title of one source (*In the text "Forget Goofing around: Recess has a new boss"*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, by first presenting a claim that is contradictory, then focusing on *stress* in the school environment, and concluding with a *good* and a *bad* aspect of recess. The essay lacks a formal style, using some language that is imprecise (*They've got to give their mind an ease. Having over powered stress on your back can lead to unhealthy issues*). The essay demonstrates emerging control, exhibiting occasional errors (*Recess or; "some" but; Everyone ... their; boss" basically; do work, interact*) that hinder comprehension.

Should School recess be an unstructured play? Well From Evidence from Each argument I Feel I think that is should not be an unstructured play. I think kids should be able to play in recess. In text 1 I state my argument which states that Older elementary student benifit from game instruction and encouragement for total class inclusion. It also states that students can be Coachsd. to Interpersonal skills For appropriate Conflict conclusion.

The Next text im using is text 3 its another reason benefiting recess by coming up with organizes recess programs which make it much easier for teachers to get more class instruction and prepares for class instruction because the staff would be monitoring the kids. It also takes away some of the Complaints teachers uss against recess.

In text 3 It disagrees with the idea of recess for numerous to me I think recess is great for children I think kids should also get active every day 160m some social skill but ~~also~~ I could see why people would disagree and this text gives some great reason's. One reason they gave is there's not enough hours in the day the teachers don't get through there lesson and with

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## **Anchor Paper – Part 2 – Level 2 – B**

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that comes a lot<sup>2</sup> of concern. The last reason  
Is that ~~tears~~ kids have to know that  
Everything Is not play time and school  
Is a place for learning.

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### **Anchor Level 2–B**

The essay introduces a claim (*I think that is should not be an unstructured play*). The essay demonstrates a confused (*text 3 It disagree's with the Idea of recess ... One reason ... Is there not Enough hours In the day the teachers dont get through there lesson*) and unclear (*It also takes away some of the complaints teachers use against recess*) analysis of the texts, failing to distinguish the claim from alternate or opposing claims (*I could see why people would disagres and this text gives some great reasons ... kids have to know that Everything Is not play time*). The essay presents ideas inconsistently and inaccurately (*text 3 its another reason benifiting recess by coming up with organize recess programs which make it much easier for teachers to get more class instruction*), in an attempt to support analysis, making use of some evidence that may be irrelevant (*make it much easier for teachers ... prepare for class instruction because the staff would be monstoring the kids*). The essay demonstrates inconsistent citation of sources (*In text 1 and In text 3*) to avoid plagiarism when dealing with direct quotes and paraphrased material, inaccurately copying text. The essay exhibits inconsistent organization of ideas and information, beginning by questioning the concept of unstructured play to introduce the claim and supporting the claim with textual evidence in the introduction but then supporting “benifiting recess” in a first body paragraph and then devoting a paragraph to Text 3 and its disagreement “with the Idea of recess.” The essay lacks a formal style, using some language that is inappropriate (*I Feel I think and I think recess is great*) and imprecise (*benifiting recess by coming up and there for “their”*). The essay demonstrates a lack of control, exhibiting frequent errors (*arguement; that is should; states that Older; student; Next; benifiting; It disagree's; For children I*) that make comprehension difficult.

Should schools recess be structured play? For many years until this day there has never been any structured play so why can't know. Many people have different thoughts about this if they disagree or should they agree. Well they should not agree for structured play because it's no fun.

Showing two evidence on why we should not have structured play, and another evidence showing why we should have structured play shows to different reasons. It more fun not to have structure play because it free and a good time. Having a structured play is not fun and boring and having recess should be a good time and getting rid of the energy plus stress. And this is why its better to not have structured play but free play.

## **Anchor Level 2–C**

The essay introduces a claim (*Well they should not agree for structured play because it's no fun*). The essay demonstrates a confused and unclear analysis of the texts (*Showing two evidence on – why we should not have structured play, and another evidence showing why we should have structured play shows to different reasons*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts beyond an assessment of the fun, or lack thereof, associated with recess (*It more fun not to have structure play and Having a structured play is not fun*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, first addressing the task and stating a claim, then providing a second paragraph that suggests the inclusion of evidence but does not provide it, instead focusing on general statements about play. A concluding sentence supports the claim. The essay lacks a formal style, using some language that is imprecise (*their* for “there,” *know* for “now,” *to* for “two,” *It more fun, it free*). The essay demonstrates a lack of control, exhibiting frequent errors (*Well they, agree for, two evidence, boring and, its better*) and various spellings of “structured” that make comprehension difficult.

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

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School recess should not be structured play. Recess is a time for students to go outside and play how they want to play. I remember being in middle school and every day at lunch, ~~the~~ the students would be allowed to go outside and play in a courtyard. If my recess time was structured and I was forced to play if I wasn't interested in the game, it would feel like every other gym period I had. I never liked gym because it felt like forced play I was only doing for a grade, but I liked recess at lunch because I wasn't being forced to participate if I didn't want to, I wasn't forced to wear certain attire, and I wasn't forced to play one game with children I didn't know.

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While I believe recess should not be structured play, there are people who ~~do~~ believe it should.

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### **Anchor Level 1–A**

The essay introduces a claim (*School recess should not be structured play. Recess is a time for students to go outside and play how they want to play*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits some organization of ideas and information to create a mostly coherent essay by first stating the claim, then providing personal opinions and examples in support of the claim (*I never liked gym because it felt like forced play I was only doing for a grade, but I liked recess at lunch because I wasn't being forced to participate if I didn't want to*), and concluding with a paragraph consisting of one sentence that reiterates the claim and acknowledges the presence of a counterclaim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*If my recess time was structured and I was forced to play if I wasn't interested in the game, it would feel like every other gym period I had*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*school and every, play I, doing for*) that do not hinder comprehension. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

Kids should not be stuctured. I pick no cause one kid may not know how to play that sport or the kid might get really hurt. Kids should do what they want to do recess.

**Anchor Level 1–B**

The essay introduces a claim (*Kids should not be structured* and *Kids should do what they want to do recess*). The essay demonstrates confused and unclear analysis of the text (*I pick no cause one kid may not know how to play that sport or the kid might get really hurt*), failing to distinguish the claim from alternate or opposing claims. The essay presents little to no evidence from the texts and does not make use of citations. The essay is minimal, making assessment of organization, language, and conventions unreliable.

Every person deserves time to themselves, friends, or family. This also involved what people do in their free time, especially children. School recess should be unstructured play. This will be supported by with the following texts: "The Crucial Role of Recess in School", "Why Children Need More Unstructured Play", and "Study Weighs Benefits of Organized Recess." The examples from these texts will be expressed through the following themes: socialization, physical activity, and relaxation.

Children often interact with their classmates, or friends, during recess. With this interaction, they gain social skills. This will help them in the future when they start to meet new ~~different~~ <sup>instance</sup> kinds of different people. For example, "Children must work together to decide which game to play, what agreeable rules are, and how to manage scenarios that invariably involve their differing perspectives." (Text 2 Lines 32 - 34). This shows that children can also learn from others and can share their ideas to play new games. Social skills are needed in order to be involved in anything you do such as a job, a conversation, or even a transaction. It is best if you learn it early so it is better for you in the long run. Socialization is not the only reason why recess should be unstructured, also physical activity is another reason.

Physical activity can also occur during recess other than when students are in their class of physical education. Students should be able to decide whether they want to engage in physical activity or interact with their friends. Teachers can provide safe playground equipment to stimulate free play; establishing games/boundaries painted on the playground; or instructing children in games, such as four square or hop-scotch. (Text 1, Lines 32–34). This shows that teachers can simply just supervise students while they are doing these physical activity activities. For example, teachers could walk around the playground to make sure all students are safe, and are having fun while doing their own thing. Relaxation is also another ~~way~~ reason why students recess should be unstructured.

Relaxation is the unwinding of the brain and muscles. Student do their work all morning and are constantly working their brains to do it. With unstructured recess, students are able to daydream and use their imagination as much as they ~~desire~~ desire. Everyone deserves a break from work for at least a few minutes. Students are left at peace and unbothered. With structured recess, students would have to stress out to figure out

what they are doing, and they can also be bullied for doing the wrong step in the activity. Bullying even occurs in structured recess, "while teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of Playworks, students didn't..." (Text 3 Lines 62-64).

This shows that even if teachers did not see it does not mean it was not happening. The bullying could have occurred when the students got back to their classes, or any time after recess. In other words, unstructured recess shows a better alternative.

~~Even though students aren't receiving~~ Students should be able to use their free time in whatever way they please.

This leads to more relaxation, the development of socialization, and physical activity. This was supported by <sup>\*Critical</sup> "The Crucial Role of Recess in School", "Why Children Need More Unstructured Play", and "Study Weighs Benefits of Organizing Recess". These showed that ~~no~~ recess should be unstructured.

## Part 2 – Practice Paper – B

Structured recess is recess based on structured play during which games and physical activities are ~~taught~~ and led by a trained adult. I think that school research should be aloud. One reason recess should be aloud is so that kids aren't hyper after eating and going to their next class. Also in which they are getting exercise and burning off the food. One reason that I don't think they should have recess is that kids will get tired out and fall asleep during school. But having school recess should be an important part of the day. All through elementary and middle school recess was aloud, why stop it after that. Often there are times where kids get hyper and out of hand and they need to go outside and run around to calm down. Mandatory participation of all children in a structured recess ~~must~~ be weighed against potential social and emotional trade off of limiting acquisition of important development skills. Recess should be viewed as a supplement to motor skills.

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## Part 2 – Practice Paper – C

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Structured recess is a topic that has become debatable around the country. This new way of play incorporates supervised and structured activities during the time of recess at school. This new approach to recess shows many benefits for the students. However, many disagree with the idea. Although structured recess may provide a safer environment for children and increase their physical activity, overall, recess should not be structured because it restricts a child's creativity and it requires athletics from every child.

Unstructured recess is a time where children learn to grow through social and physical interaction. Text 2, lines 22-24 states that "free play promotes intellectual and cognitive growth, emotional intelligence and benefits social interactions." Thus, structured play curbs children's social activities. Without strict supervision, children are able to learn skills that are vital to everyday life. This can include creating games and activities on their own, and successfully working with peers to achieve their own goals, stressing the idea of teamwork. In addition, the children learn when it's right to include others in their play, or help a peer when they need it, without the interventions of teachers or supervisors making those decisions for them, allowing them to think on their own. The skills that children learn when they are able to play freely with their peers helps them flourish in the future.

Another reason for unstructured play is the ability for the children to do whatever they want. In a structured recess, the child must conform to whatever the adult asks, even if the child feels uncomfortable participating in the activity. In Text 4, a boy was asked his opinion about structured recess. He states, "I don't like to play" (line 8) and the teacher responds "There's no choice," (line 10). This quote helps depict how many children don't want structured recess. Whether it be wanting to participate in a different activity, being uncomfortable playing a group game or preferring to be alone, not all children want to play during recess. Many children feel self-conscious exercising and playing. If a child isn't athletic, he most likely would not want to be forced to play during their free time. Just because they aren't playing doesn't mean they aren't doing something beneficial for themselves. The children can read, draw, socialize with others or just relax by themselves. All of these activities can help a child prosper.

On the other hand, structured play might be crucial in a child's life. Text 1, lines 19-20 states that "children can be coached to develop interpersonal skills for appropriate conflict resolution. The activities allow for all children to be involved in physical games. A

**Part 2 – Practice Paper – C**

Structured recess can help improve health and exercise and can accommodate to the needs of every child. However, it may take the focus away from gym class and it may cost the school more money to pay coaches and trained supervisors for structured recess. Most importantly, it restricts a child's ability to think freely and do what he pleases in a time of relaxation.

Overall, recess should not be structured because it should be a time of creativity and personal fun. Children need time to unwind during a structured day of classwork. Children should be able to choose what to do in their recess time.

I believe recess should be free play and non organized. Free play opens a kid's mind to new ideas and guidelines. An organized recess limits kids from being social, outgoing and the kids won't learn from mistake if never gave an opportunity to learn.

A kid who plays freely while being supervised is expanding his learning hand book. They're taking problems into their own hands and solving them, but as a game.

(Text 7) As a kid plays outside they are fighting against obesity, problem solving, learning from mistake, team work, self reliance and patience. In Text 2 it states time spent outside

improves children's focus with

ADHD. This strengthens the argument that kids should be outside playing and being active. Although in text 3 it's stated some students don't participate in recess if not mandatory. But the kids are still being social and getting fresh air.

I believe ~~free~~ recess should be unstructured to release the kids free self. The kids can observe, learn and stay fit all while having fun. And breaking structure gives kids a sense of freedom and help them understand self limits and rules.

Recess has always been an important part of school as a kid. It's where social, intellectual and physical skills are used to have fun and grow as an individual. With recess comes the issue of which is better? structured recess where an adult plans out activities or unstructured where children create their own activities. The answer to that is structured because children aren't always able to create activities, smoother transitions between class and recess and it's safer socially and physically.

Children often have trouble creating something from nothing. They need a base to build from. Structured recess gives them that base. They have a trained teacher who can help set up fun activities. Stated in text 1 "children often need help developing games and need suggestions and encouragement to participate in physical activities" (Text 1 line 3-4) without help from ~~without~~ an adult children can end up doing nothing at all.

A second reason why structured recess is better is because it allows for smoother transitions between class and recess and vice versa. In text 3 it said "The most

finding shows students who participate in a playworks-structured recess transition from that to school work more quickly than students in traditional recess." (Text 3 line 13-14) Besides that teachers have also noticed improved behavior and attention in class because of structured recess.

The third reason why structured recess is better is because it's safer socially and physically. People who oppose structured recess say that unstructured recess allows for more social ~~and~~, physical and emotional growth. This is explained in text 2 "free play promotes intellectual and cognitive growth, emotional intelligence and benefits social interactions" (Text 2 line 23-24)

This is disproven in text 4 when it talks about how children left to their own will hurt each other through carelessness and lack of understanding when it comes to feelings.

"students who, left to their own, used to run into one another, squabble over balls and jump ropes or monopolize the blacktop while exiling their classmates to the sidelines" (Text 4 line 112-13) All the bullying and injuries stopped once structured play was introduced

Structured recess should be used during recess. It's safer than unstructured recess, allows for smoother transitions between recess and class and allows for activities by an adult

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**Part 2 – Practice Paper – E**

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because students can't always create their own activities. If structured recess is used in all schools you will see student grow more as individuals and become fine adults.

**Practice Paper A – Score Level 4**

Holistically, this essay best fits the criteria for Level 4.

**Practice Paper B – Score Level 2**

Holistically, this essay best fits the criteria for Level 2.

**Practice Paper C – Score Level 5**

Holistically, this essay best fits the criteria for Level 5.

**Practice Paper D – Score Level 3**

Holistically, this essay best fits the criteria for Level 3.

**Practice Paper E – Score Level 4**

Holistically, this essay best fits the criteria for Level 4.