2020 English as an Additional Language Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Academic Literacy Study

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies. They investigate a question or a topic and present their findings in an academic style by producing a written report of a maximum of 1500 words. In the oral interaction, within a group context, each student should briefly present the findings of their study or an aspect of their study, answer questions posed by other group members, and/or lead a group discussion, and/or contribute collaboratively to the group. The oral interaction focuses on the spontaneous use of language within a prepared structure. Students may use technology to aid the presentation of the oral interaction. Each student’s oral interaction should be a maximum of 10 minutes.

The more successful written responses commonly:

* were based on topics of genuine interest to the students
* chose topics that allowed for a depth of understanding
* were based on a well-defined question or topic, appropriate for a 1500-word report, and for the audience to engage with in the oral discussion
* resolved the posed question insightfully with consistent substantiation and evidence from a range of appropriate sources, referenced consistently
* addressed carefully chosen ideas within the topic that they then explored in depth to show their understanding of the concepts
* used a purposeful and structured text type to directly address the topic and explore their research
* consistently demonstrated text features and appropriate language for an academic written report. Such features may include headings, topic sentences, technical vocabulary, objective language, images, data, and consistent referencing
* used both in text referencing and an appropriately formatted reference list consistently following referencing conventions.

More successful oral presentations:

* used cue cards as memory prompts, and engaged with the audience through fluent and interpersonal speech, rather than a memorised script
* made purposeful use of the maximum allowed time to show a range of evidence
* gave a succinct summary of the topic and engaged in extended and purposeful discussion with the group
* engaged the group in spontaneous interaction and discussion, incorporating discussion of more complex issues and justification of opinions, to address the requirements in the subject outline and the application criterion in particular.

The less successful responses commonly:

* were based on topics that were very broad
* used limited or unreliable sources for research
* reflected on the research process in the oral presentation rather than addressing the research findings
* solely or mostly presented information without interacting with the audience or responding to questions in the oral interaction
* engaged the group in discussion only by testing knowledge of the content of the presentation
* responded to pre-prepared questions from the audience.

General information

* As stated in the subject outline, at least one of the sources must be aural, visual, or multimodal. This should at least be evident in the reference list.
* A full set of evidence must be provided for each student in the moderation sample. In AT1 Academic Literacy Study, this includes both the written report and a recording of the oral interaction.
* A video recording, rather than only an audio recording, of the oral interaction can support moderators to confirm the grade based on the full range of evidence.

Assessment Type 2: Responses to Texts

The more successful responses commonly:

* used a purposefully chosen and specific text type for each task. Successful sets of evidence included some variation in addition to more standard academic text types such as essays, reports, or formal letters. Examples of diverse text types (particularly in the creative response) included newsletters, scripts, news reports, personal letters, vlogs, TED talks, reflections, and narratives
* were assessed based on selected specific features to suit the purpose, content, and language of the individual task
* in oral tasks, required a degree of interaction or engagement with the audience, rather than reading a script. This allowed a wider range of communication (and potentially application) to be demonstrated.

The less successful responses commonly:

* in oral responses, presented a memorised speech. Scripts that are read out without audience interaction or any spontaneous language, are less successful in application (appropriate language for the purpose and audience) and communication (clarity and coherence)
* recounted information or events from a stimulus text rather than expanding, evaluating, or analysing the text structures and language features
* went significantly over or under the word count or time limit.

General information

* The subject outline clearly states, “At least one response must be presented in oral form and two must be in written form.” An oral task must be set, and an audio or video recording of the oral must be submitted with moderation materials.
* A full set of evidence must be submitted for each student in the moderation sample. In AT2, that is four tasks, including at least one that is a recording of an oral and at least two written tasks.
* Teachers must make sure that the correct word count for this section is followed.
* If students are missing a task, then this must be indicated within the variations section.

Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators.

* Teacher grades/marks should be evident on all student school assessment work. The same specific features should be used for all students in the class for each assessment task.
* The more relevant evidence that can be provided for each task, the more effectively the moderators are able to confirm teachers’ assessments. Relevant evidence includes written tasks, oral recordings, performance standards, teacher summary comments, learning and assessment plans, task sheets and addendum and variation forms. Relevant evidence does not generally include drafts, formative work, folios of research sources, or Turnitin reports.
* Summary comments by teachers to indicate how performance standards have been met can be useful for moderators seeking to confirm assessments.
* Ensure (by testing) that files work for online submission.
* Regarding time limits for oral presentations, if a student shows a video of a text (such as an advertisement) that has been analysed, the length of that video is not included in the time limit. Likewise, if a written text is the object of an analysis, the text sample is not included in the word count.

External Assessment

Assessment Type 3: Examination

The examination required students to demonstrate a range of skills and allowed them to show achievement against the performance standards. Most students were able to manage their time and successfully complete the required sections.

Section 1: Comprehending Multimodal Texts was generally completed to a high standard. Teachers may use past examinations in order to revise and practise, but they should make sure their students know that they should not assume that the questions, skills, and content will be the same every year. Teachers need to familiarise themselves with the subject outline and ensure they are preparing their students to face the entire range of possibilities listed for this section of the examination.

Transcript of Text 1

Professor Prince: Good morning, first-year Bachelor of Health Science students. Today, the 1st of March 2020, is an important day because it marks the beginning of your university course. My name is Professor Vera Prince and I am the Director of Health Science at Stalt University. The title of this lecture is ‘An introduction to health science’ and I will use this time to explain what you can expect as you advance through the first, second, and third years of this course. During your first year, you will learn foundational knowledge about health science that will give you a strong basis for your second year, in which you start to apply this knowledge to improve people’s health and understand how humans and animals function. In your third year, the focus is on becoming a health science practitioner and developing the skills that you will need for entering the workforce.

Today, I want to focus on why the study of health science is important and what job opportunities are available after studying this course.

Health science is increasingly recognised as an important field — not just in Australia, but globally. People are more aware than ever that living a healthy life requires knowledge, time, and effort. One major advantage of studying this course at Stalt University is that you will be taught by academics who have worked in a variety of health professions and can give you the benefit of real-life experience in their chosen field. This could include discovering potential cures for diseases or being part of new clinical trials involving medications, medical treatments, and therapies.

Our health is our most important asset. In this Bachelor of Health Science degree, you will look at the environmental and social issues that may lead to poor health, illness, and disease. You will question what can be done to prolong individual life and to improve the population’s wellbeing as a whole. You will analyse policies, data, and research that provide information about health concerns and how to promote healthy living. A key focus will also be people’s access to health programs and services throughout Australia and overseas.

As you get further into your degree at Stalt University, you will have the opportunity to focus solely on one area that will become your major subject and that you study in detail. A range of major subjects are offered including ethics, human biology, and global and national health issues.

Stalt University gives its students the unique opportunity of undertaking work placements overseas, so in third year you will have the option of gaining industry experience in another country. Over the 3 years of your degree, you will experience over 150 hours of industry placements and projects either in Australia or abroad.

What career opportunities are on offer for health science graduates? This course will give you a solid foundation for an amazing range of employment areas. For example, throughout Australia and overseas our graduates find jobs in health promotion, policy, community health, clinical trials, and aged care. To conclude, this is an exciting and innovative course and I look forward to working with you over the next 3 years.

Section 1: Comprehending Multimodal Texts

Part A (Questions 1 to 4) — Text 1

With the text presented twice, most students used the information from the text in their answers as was required. Students who were less successful misheard, misunderstood or did not comprehend the questions.

The more successful students answered the questions fully and followed the marking guide as to how much information they needed to include in their answers. Students who listened for the key words like an introduction, foundational knowledge about, apply this knowledge, becoming a health science practitioner from the question in the listening text had clearer answers. Their answers were to the point and did not include unnecessary details. They were careful with spelling and grammar to ensure that they conveyed their intended meaning.

Students answer all the questions in this part, using information from the text.

1. What is the title of the lecture? (1 mark)

* (An) introduction to Health Science.

Correct spelling of: health and science.

2. On what date is the lecture being given? (1 mark)

* 1st March 2020
* First March 2020
* 1 March 2020
* March 1st 2020
* 1/3/2020

No capital M needed for March.

Any other ordinals not accepted.

3. What different aspects of the course are studied in its first year, second year, and third year? (3 marks)

|  |  |
| --- | --- |
| First year: | Foundational knowledge about health science (that will give you a strong basis for your second year). |
| Second year: | Start to apply this knowledge to improve people’s health and/or understand how humans (and animals) function. |
| Third year: | Becoming a health science practitioner and/or developing the skills that you will need for entering the workforce. |

4. Describe *five* benefits of studying this course (5 marks)

Possible answers could include:

* Health science is increasingly recognised as an important field — not just in Australia, but globally.
* Taught by academics who have worked in a variety of health professions.
* Academics can give you the benefit of real-life experience in their chosen field. (This could include discovering potential cures for diseases or being part of new clinical trials involving medications, medical treatments, and therapies)
* Look at the environment and social issues that may lead to poor health, illness, and disease.
* Question what can be done to prolong individual life and to improve the population’s wellbeing as a whole.
* Analyse policies, data, and research that provide information about health concerns and how to promote healthy living.
* People’s access to health programs and services throughout Australia and overseas.
* Opportunity to focus solely on one area that will become your major subject and that you study in detail.
* The unique opportunity of undertaking work placements overseas, have the option of gaining industry experience in another country.
* Experience over 150 hours of industry placements and projects either in Australia or abroad.
* Solid foundation for an amazing range of employment areas.
* Throughout Australia and overseas graduates find jobs in health promotion, policy, community health, clinical trials, and aged care.

Each answer must clearly show meaning.

5 differentiated benefits needed (1 point for any point above).

Use of a ‘process word’ in each answer.

Successful candidates used key verbs to describe the benefits, rather than just listing nouns.

Part B (Questions 5 to 9) — Text 2

Most students could demonstrate an understanding of the texts and how language is used to persuade an audience. The first text was a listening text and was presented twice. The most successful students read the instructions for each question carefully to be able to address each aspect of the question. They made sure they understood what was asked by carefully considering:

Question 5. What are . . .

Question 6. How do . . .

Question 7. What two . . .

With this focus and understanding, the more successful students responded with relevant and detailed responses as they understood the key requirements of each question. For example, they did not just copy the information heard nor did they just give their own thoughts and knowledge on the topic. Rather, they integrated ideas and language from the text into their own answer, thereby demonstrating their understanding. Less successful students often wrote several words they had heard but did not relate them to the questions. A few students wrote the same response to more than one question without using the information to answer the question.

Some students answered questions in too much detail, and while they were not penalised, they would have spent much longer answering than was necessary. While students are recommended to answer every question in full, they should be guided by the marks for each question when considering the amount of time to invest in their responses.

Transcript of Text 2

Host (male): Good afternoon and welcome to the ‘Extreme weather from around the world’ television show. I’m your host David and today we are discussing the important issue of the record-breaking heatwaves and extreme cold weather we’ve been experiencing across the globe and if these are getting worse. To help us understand this topic, we are joined by a special guest — Dr Polly Roberto. Dr Roberto is a meteorologist at the Australian Weather Discovery Centre whose job is to observe, understand, and explain weather patterns from around the world. Welcome to our show, Dr Roberto!

Doctor (female): Thanks David. It’s great to be here and to be able to chat to you and your viewers about some of the extreme weather patterns that we’ve been experiencing around the world. The weather is certainly causing concern, with the experts confirming that January 2019 was the hottest January on record in Australia. Our hottest day in Adelaide was 46.6 degrees Celsius. However, at the same time as we were experiencing such heat, a few places in the United States of America were experiencing record-breaking temperatures of minus 40 degrees Celsius below zero.

Host: So, why is the world experiencing such extreme weather? Is this due to climate change or are these just typical weather patterns?

Doctor: Well, the world has always had severe weather events, but the effects of climate change are starting to produce even more extreme and intense weather systems. Australia is a vast country and in 2019 alone we saw fires, floods, drought, and heatwaves.

Host: Yes, our weather patterns are certainly changing. Are countries from all over the world working together to fight climate change, Dr Roberto?

Doctor: Well there is a lot more interest in this area, David, especially from young people.

A report published by the World Climate Change Agency indicates that the Earth’s temperature will increase by approximately 1.5 degrees Celsius by 2040 and 2 degrees by 2060.

Host: Oh dear – that is extreme! What areas do you think will be most affected?

Doctor: This increase in temperature will have devastating effects on our weather patterns, water systems, sea levels, and coastlines. For example, at places like the Great Barrier Reef in Queensland, increasing ocean temperatures are already damaging the coral. One of the biggest changes due to increased temperatures will be in the area of food production. Our food supply may decline as crops die in extreme heat and decreasing rainfall causes tougher conditions for farmers. And, in addition, we will see dramatic changes to our sea levels. The ice around the polar caps will melt more rapidly and this will cause sea levels to rise.

Host: Am I correct in saying that low-lying islands would be awash with water?

Doctor: Yes, and this is already the reality for some islands. If the predictions are correct, 300 million people will be affected by the rising sea levels by 2050. This is a huge increase from the original prediction of how many people would be affected. So, the message from the scientific community is clear. We have the ability to change and to reduce greenhouse gas pollution if everyone makes it a priority. People need to petition their politicians to look at government policies as well as looking at individual changes to their lifestyle that will help the planet.

Host: I agree and I’m sure most of our viewers do too. If you would like more information on this topic, please go to our webpage. Thank you for coming onto our show,
Dr Roberto.

Students need to answer all the questions in this part, using information from Text 2 (the listening text) and Text 3 (the blog). Their answers to all the questions must be in extended prose/paragraphs.

Part B — Answers

5. In Text 2, what are four likely effects of climate change according to Dr Roberto? (4 marks)

Possible answers could include:

According to Dr Roberto four likely effects of climate change are:

* (Starting to produce even) more/ extreme and intense weather systems.
* In 2019 Australia saw more fires, floods, drought, and heatwaves (2 out of 4 needed).
* Increase in temperature (will have devastating effects on our weather patterns, waters systems, sea levels, and coastlines).
* At the Great Barrier Reef in Queensland, increasing ocean temperatures are already damaging the coral.
* Increased temperatures are affecting food production/food supply may decline.
* Crops die in extreme heat.
* Dramatic changes to our sea levels.
* Ice around the polar caps will melt more rapidly and this will cause sea levels to rise.
* 300 million people will be affected by the rising sea levels by 2050/tougher conditions for farmers.

1 mark for any point above (using underlined words)

The more successful students wrote their answer in a succinct paragraph starting with a topic sentence. They linked the example with the effect, used conjunctions in their prose, and had a clear structure to their writing. They had understood the text well and could give a detailed answer with four likely effects.

The less successful students answered the question in dot points or with very little detail.

6. How do viewers know that they can trust the information given in Text 2? (2 marks)

Possible answers could include:

Viewers know that they can trust the information given in Text 2 because:

* Dr Roberto is a meteorologist at the Australian Weather Discovery Centre.
* Dr Roberto’s job is to observe, understand and explain weather patterns from around the world.
* Dr Roberto quotes from a report published by the World Climate Change Agency.
* Dr Roberto gives dates of when changes will occur based on her expert opinion.

Explain who Dr Roberto is.

Where she is from/ what job she does.

What type of information she gives: (e.g.) statistics, quotes from a report, gives specific dates.

Technical language used/ formal language used.

1 mark for any point above.

The more successful students had two distinct reasons why they could trust the information given in Text 2. They restated the question, used conjunctions, and clearly separated information into two distinct reasons to achieve the 2 points.

The less successful students only gave one reason why the information could be trusted or gave a generic answer that it was given by an ‘expert’ with no further details about who Dr Roberto was.

7. What two questions would you ask author Kevin Pecke, to determine the reliability of Text 3? (2 marks)

Open ended question – with many possible answers, such as:

* Where did Kevin Pecke’s data come from?
* Is Kevin Pecke an expert in climate change?
* Where does Kevin Pecke get his statistics from as they are not sourced?
* Is www.earthinfo.com a reliable source?
* How does Kevin Pecke know that the earth’s climate has already risen by almost 1 degree Celsius since the 19th century?
* How does Kevin Pecke know that two-thirds of the warming has occurred since 1975?
* How does Kevin Pecke know that we will see global temperature rise by approximately 3 degrees by 2100?

Broad range of answers will be given by students.

Could be written as a question (?) or as an indirect question.

Coherent answers needed.

2 obvious and distinct questions needed.

The more successful students questioned the reliability of Text 3 in two distinct questions.

The less successful candidates who mistakenly wrote questions about climate change, not reliability. They had grammatically poor question structures such as making errors in subject/verb agreement or word order or had a question that did not relate to the reliability of Text 3.

8. Identify three techniques used in Text 3 to attract the reader’s attention, and give examples from the text. (6 marks)

1 mark = technique × 3

1 mark = example from text × 3

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| --- | --- |
| Technique | Example from text |
| The use of images | * Flooding.
* Ice caps melting with polar bears on them.
* Pollution from factories.
* Drought.
* Solar panels and windfarms.
 |
| Use of colour, different sized fonts, bolded words | Use of green.Bolded words such as dying, killing, irreversible, catastrophic.We must all play our part in saving the planet by reducing our personal carbon footprint. |
| Metaphor | ‘We are on the edge of a cliff and if we don’t step back now it will be too late . . .’ |
| Use of statistics/ evidence | * The earth’s climate has already risen by almost 1 degree Celsius since the 19th century.
* Two-thirds of the warming has occurred since 1975.
* Global temperature rises by approximately 3 degrees by 2100.
 |

|  |  |
| --- | --- |
| Dot points with exclamation marks | * We must act immediately!
* We must demand action from our politicians!
* We must demand action from big business!
* We must take individual responsibility for reducing carbon emissions!
 |
| Hashtags/call to action | #ClimateChange#Climate#Environment |
| Persuasive/emotive language |  |
| Hyperbole/exaggeration |  |
| Use of formal language/informal language |  |
| Use of personal pronouns |  |
| Use of modal verbs |  |
| Use of personification |  |

The most successful students clearly identified 3 different techniques using correct literary terms followed by a specific example from the text or quotation. They understood the focus of the question and answered in a well organised paragraph(s). They also showed that they understood the techniques either through a clear topic sentence or through how they explored the examples.

The less successful students simply had memorised some techniques which may or may not have been in the blog. Therefore, they were unable to correctly link these techniques to a specific example correctly. Teachers are reminded to teach a variety of techniques throughout the course to give the students scope to answer different questions.

9. Discuss three ways in which Text 2 and Text 3 present similar information in a different way. (6 marks)

1 mark = similar information × 3

1 mark = different way presented in each text × 3

|  |  |
| --- | --- |
| Similar information | Different way |
| Text 2 and Text 3 are both about extreme weather and climate change | Text 2 – television interview with Dr Polly Roberto, expert meteorologist.Text 3 – Earth information blog by Kevin Pecke — not an expert. |
| Information presented about extreme weather | Text 2 focusses on extreme weather events in certain countries.Text 3 is more general about extreme weather around the world. |
| Both focus on the effects of climate change | Text 2 does not use emotive language on the topic ‘We have the ability to change and to reduce greenhouse gas pollution if everyone makes it a priority.Text 3 uses a lot of emotive language with its examples ‘Our planet is dying, and we are the ones who are killing it!’ |
| Wanting action | Text 2 ‘People need to petition their politicians to look at government policies’.Text 3 ‘We must demand action from our politicians! |
| States individual actions/changes needed | Text 2 only states that ‘individual changes to their lifestyle that will help the planet’.Text 3 dot points:* travel less by aeroplane
* use more public transport
* switch to electric cars
* use renewable energy sources.
 |

More successful candidates used well-structured paragraphs to clearly identify the similarity, then provide examples to highlight the contrast between texts. These candidates also used clear signposting and conjunctions to clearly state the three ways, thus easily meeting the marking requirements. They used comparative language like e.g., in the same way, compared to, in contrast, on the contrary, however, even though, on the one hand. As a result, these words and phrases gave structure to their responses. It was evident that they had planned the response and had identified the similar information and then the different ways it was presented.

Less successful students incorrectly assumed this question was a discussion of the information, not a discussion of the techniques. These candidates frequently repeated information from the texts and compared the differences in data, not the differences in how they were presented in the texts. They were unable to clearly explain the different presentation styles and simply explored that the idea was repeated. The students must read the question carefully and not assume it will be the same as one previously given in an EAL exam.

Section 2: Written paper

For more information about assessment of the [written section of the exam paper](https://www.sace.sa.edu.au/documents/652891/519ec893-8491-c679-8ad6-51c3b7243f1c).

Overall, the evidence presented in the written paper was mostly clear and coherent and demonstrated good grammatical control. There was a variation in the degree of complexity and appropriate vocabulary used by the students. However, most students successfully introduced the topic using information from the texts linked to a small amount of personal knowledge about the topic.

It was clear that there were a range of different genres that have been taught and students were able to demonstrate their understanding in several different ways. The more successful responses had a clear structure that allowed students to logically develop their position.

It was apparent when students were not clear about the type of text they were writing as the lack of logical development weakened the students position and made the responses much more difficult to understand. Those who correctly applied the conventions of a persuasive or discursive essay often demonstrated analysis and comprehension better, so achieved in higher bands of the criteria. Reports were sometimes less successful, although those which used subheadings helped to better demonstrate Cp1, Ap1 and C1. Those who wrote formal letters were less able to demonstrate all criteria, particularly An1, C1 and Cp1.

Student referencing is still an area that needs continued focus. The style of referencing some students used was often inconsistent, using first and last names, only first names, the titles, or even just referencing the text number. Students were more successful when they used a consistent and considered approach. Some students’ written responses lacked referencing entirely and despite often good analysis, this meant the students could not score highly.

The aim of the written paper is to present an argument and clearly demonstrate a position. It is not just to list evidence from the texts, but to use them to persuade the reader. Lack of paraphrasing from some students meant that the markers could not score them highly in particular for the comprehension and analysis performance standards. Direct copying of the texts often highlighted a low level of comprehension, as examples were copied entirely, but out of context or illogically.

The more successful students were able to use argumentative language to strongly present their opinion in an academic way. Some of the less successful students were personalising the argument and using language to explore what ‘I believe’ and ‘I think’ without use of the texts. To demonstrate complexity of language students are encouraged to use a range of language constructions, including the use of passive voice and more academic and formal language to present their ideas.

The more successful responses commonly:

* used the information and opinions in the texts to produce an extended written response which developed a point of view
* made it clear, either implicitly or explicitly, which text type and structure they had chosen to write
* wrote clear introductions with points that were reflected throughout their writing and repeated in their conclusions. The students did not reference in their introductions or conclusions but paraphrased
* summarised different points in a unique way without copying directly from the text, and elaborated with relevant examples and different perspectives (that might not have been included within the exam texts)
* used high-level nominalisation, adverbial clauses, conjunctions, and a diverse and effective vocabulary
* showed a clear understanding of the issue and could effectively rephrase ideas from the source texts and maintain the original meaning
* synthesized information from the texts and used academic language where appropriate
* combined information from more than one source text in each body paragraph
* applied the chosen style consistently throughout the piece. For example, if a first person, informal style is adopted this should be evident in every paragraph. Similarly, if an impersonal, objective tone is adopted this must be sustained
* were judicious and critical in their selection and incorporation of evidence from the texts
* when writing an argumentative essay presented their position using formal and objective language
* when writing in text types other than essays made their choice explicit by writing the text-type and context at the top or made it clear through the introduction (for example, “Good evening fellow students, and thank you for gathering in the hall today, before we depart this school for the very last time.”)
* were careful only to copy some key words and phrases
* chose a referencing style like the Harvard (author, year) referencing conventions and applied it consistently where appropriate
* showed a greater understanding of referencing by varying the way references were included in sentences. Rather than using only brackets at the end of a sentence, some students could integrate the author’s name into the sentence itself
* were careful not to over-reference when exploring general points
* used the first-person point of view (I, we), the second-person (you, your), or the third-person (he, she, it, they) consistently. For example, a persuasive piece may be written in the first person, but a report would usually be written in the third person
* used the personal pronoun and personal opinions in the appropriate context.

The less successful responses commonly:

* wrote loosely or without structure, confused structures and used an inconsistent form
* wrote well under 500 words
* used informal language with clichés or slang with limited repetitive vocabulary and sentences
* did not develop a point of view as required by the question
* copied entire sentences or consecutive phrases directly from the texts impacting achievement in the Application criterion
* did not use appropriate in-text referencing conventions. Text-types which may not normally include academic in-text referencing (such as a blog) should nevertheless use it for the purposes of this assessment task
* referenced too much as every sentence in their written response referred to a text
* referenced opinions instead of publications
* only used referencing at the end of each paragraph
* relied on their knowledge of the topic and struggled to demonstrate their ability to select appropriate information from the texts to develop and support their responses
* used short sentences with lots of direct copying with poor or no referencing
* did not divide their response into paragraphs
* had paragraphs that contained multiple ideas jumbled together
* did not have a clear structure or organise ideas logically
* were inconsistent with their register for the implied audience or context
* recounted the information in the texts without analysis but was listed
* attempted to summarise each text to represent a paragraph in the response with no logical link and no opinion presented.