***Stage 2 EAL Examination***

***Exam: Tuesday 7th November 2017***

***Markers’ Booklet***

***Section 1: Comprehending Multimodal Texts***

***Summary of the key points for the new Section 1***

* This section takes approximately 1 hour
* It is divided into two Parts (Part A is approximately 20 mins and Part B is approximately 40 mins in length)
* In both parts students respond to aural and/ or visual texts
* In their answers to questions, students must use information from the texts
* Texts will be drawn from a range of oral and visual text types such as discussions, interviews, broadcasts, podcasts, lectures and advertisements

**Part A**

* Approximately 20 minutes
* The text is presented twice
* Students can make notes during the presentation. Between the first and second presentation there is a pause during which students may write notes. After the second presentation students are given 10 minutes to complete their answers.
* Now worth 10 marks
* Students write down exactly what they hear for each response. They only use information from the text.
* In answering the questions, students may be required to, for example:

. Take notes from a lecture

. Insert information in a table, chart, or diagram

. Respond to cues in the text or texts

. Provide a summary of the text

. Plan the structure of an extended response

**Part B**

* Approximately 40 minutes
* Students analyse one or more texts
* Worth 20 marks
* The text(s) may have an aural component (e.g. excerpt from a radio broadcast, recording of an interview, aural advertisement) or an aural and visual component (e.g. film trailer, television interview, video recording of a lecture, YouTube)
* The focus of this section is for students to demonstrate an understanding of the text(s) and analyse how language is used to persuade an audience.
* The text or texts for Part B are presented twice.
* Students may make notes during the presentation of the text(s).
* Between the first and second presentations there is a pause during which students may write notes.
* After the second presentation students are given time to complete their answers.
* Students may be required to:

. Analyse the texts

. Evaluate how successfully the texts achieve their intended purpose

. Consider the techniques (for example, persuasive language in an advertisement or arguments in a short debate)

. Focus on the language, purpose, audience, or context

For this assessment type, students may provide evidence of their learning in relation to the following assessment design criteria:

. communication

. comprehension

. analysis

. application

***2017 EAL Examination Section 2: Written Paper***

* Students are required to read and interpret related texts.
* Texts presented could contain information, opinions, and descriptions of experiences.
* The texts could also include information in the form of graphs, diagrams, or pictures.
* Students use the information and opinions in the texts to produce an extended written response in the form of an **essay, a persuasive piece, or a report**.
* This section takes approximately 1 ½ hours.

For this assessment type, students may provide evidence of their learning in relation to the following assessment design criteria:

. communication

. comprehension

. analysis

. application

Extended response can now be done in 3 different formats:

1. an essay
2. a persuasive piece
3. a report

Depending on the purpose, students may use the [first-person point of view](https://www.thoughtco.com/first-person-point-of-view-1690861) (I, we), the [second-person](https://www.thoughtco.com/second-person-point-of-view-1692075) (you, your), or the [third-person](https://www.thoughtco.com/third-person-point-of-view-1692547) (he, she, it, they). For example, a persuasive piece may be written in the first person, but a report would usually be written in the third person.

***2017 EAL Examination Section 2: Written Paper***

*Equally accept many ways of writing the written paper.*

*Common types of responses may include the following:*

1. **ESSAY**

**An argumentative essay (one side only) - may have 3 main arguments but may have more or fewer**

* Introduction – general statement, elaboration of scope, thesis statement clearly stating the position
* Argument 1 for OR against – topic sentence and supporting evidence
* Argument 2 for OR against – topic sentence and supporting evidence
* Argument 3 for OR against – topic sentence and supporting evidence
* Conclusion – summary of position and ideas, restate thesis statement, closing comments, call to action

**An argumentative essay (including rebuttal/ counter claims) - may have 3 main arguments but may have more or less**

* Introduction – general statement, elaboration of scope, thesis statement clearly stating the position
* Argument 1 for OR against – topic sentence and supporting evidence
* Argument 2 for OR against – topic sentence and supporting evidence
* Argument 3 for OR against – topic sentence and supporting evidence
* Refutation – counterclaims and rebuttals
* Conclusion – summary of position and ideas, restate thesis statement, closing comments, call to action

**A discursive essay**

* Introduction – explains why the topic is of interest, thesis statement considering both sides of the topic
* Argument 1 for – topic sentence and supporting evidence
* Argument 2 for – topic sentence and supporting evidence
* Argument 1 against – topic sentence and supporting evidence
* Argument 2 against – topic sentence and supporting evidence
* Your opinion and summary of ideas

***2017 EAL Examination Section 2: Written Paper***

1. **PERSUASIVE PIECE**

* Written in various forms such as a transcript of an interview, the text of a speech, a newspaper or magazine article
* Written for a particular kind of audience
* Different to an essay as it can include a lot more persuasive language – more passionate and emotional
* Convincing, generally more one sided than a more balanced presentation of views
* Often uses rhetorical language and devices to persuade the reader
* Often appeals to emotion (pathos), to logic, reason and data (logos) and to credibility and character (ethos)
* Choice of language is different
* Clear purpose, often a clear thesis statement which makes the opinion or chosen ‘side’ known upfront
* Paragraphs exploring the evidence
* Recommendation/ Solution/ Action

1. **REPORT**

Commonly a report will use the following:

**Report - Type 1 (Specific sections using headings and sub-headings)**

**Formal language**

* Introduction
* Major heading (key ideas)
  + Subheadings
* Major heading (key ideas)
  + subheadings
* Conclusion

***Report*** *-* ***Type 2***

Formal language and headings

* **Introduction** (Background /Issue /Current Situation)
* **Arguments** (Positive/ Negative

**Conclusion** (Summary/ Recommendation - Yes/ No/ More research needed/ Inadequate information)

Section 2: Written Paper

(Cp2 and An2 are assessed in the multimodal section of the exam paper not the essay)

**A+** **B+ C+ D+ E**

**Communication**



C1 *Clarity and coherence, using appropriate* *vocabulary*

* Is the writing clear? Does it make sense and is it easy to understand? Is it ordered coherently in a logical order with appropriate paragraphing and structure?

C2 *Demonstration of grammatical control and complexity*

* Is the writing grammatically accurate (e.g.) consistent tense, appropriate punctuation etc.

**A+** **B+ C+ D+ E**

**Comprehension**



*Cp1 Comprehension and evaluation of information, ideas, and opinions in texts*

* Does the student demonstrate that they have understood what they have read in the texts provided?
* Does the student select appropriate information from the texts to support the development of their piece of writing, by evaluating the relevance and appropriateness of the information?

**A+** **B+ C+ D+ E**

**Analysis**



*An1 Analysis and evaluation of personal, social, and/or cultural perspectives in texts.*

* Does the student select and synthesise appropriate perspectives in the texts throughout their writing? (implied evaluation)
* Have they analysed and evaluated the opinions/ perspectives (explicit evaluation) they agree with or disagree with in the texts?
* Could be implied **or** explicit.

**A+** **B+ C+ D+ E**

**Application**



*Ap1 Use of language features and conventions to produce texts for different purposes, audiences, and contexts*

* Does the student use an appropriate form or structure for the essay, persuasive piece or report?
* Is there evidence of the understanding and use of appropriate language for the implied audience and context?

*Ap2 Selection and use of evidence and examples from a range of sources, with appropriate referencing*

* Is the material used from sources correctly referenced?
* Does the student use and integrate ideas from at least 2 different texts into their writing?
* Is the information paraphrased and not copied?