2022 English as an Additional Language Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

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. Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

* a written report
* an oral interaction, such as a tutorial or discussion.

Written report

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. The written report must be structured with an introduction that indicates the question or topic. The body of the report should be organised under headings and subheadings. Elements such as an abstract, a source analysis, an annotated bibliography, or an account of the research methodology may be included as part of the report, provided that they are within the word count. The conclusion should summarise the findings, evaluate information, and/or make recommendations. The report must include references to sources, using consistent referencing. One of the sources must include a listening and/or multimodal presentation on an aspect of the question or topic studied (e.g., public lecture, online lecture, conference keynote address, public address, seminar, broadcast, podcast, TED talk, interview or speech).

Oral interaction

Within a group context, each student should briefly present the findings of their study or an aspect of their study to the group. Each individual students’ oral interaction should be a maximum of 10 minutes. Each student needs to 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.

The more successful written reports commonly:

* were based on a well-defined question or topic which is appropriate for a 1500-word report
* were based on topics of genuine interest to the students and showed substantial evidence of learning
* chose topics that allowed for a depth of understanding, a range of ideas within the topic and allowed the development of an argument
* moved beyond exploration of scientific or technical concepts to also explore the social impact of these issues
* resolved the posed question insightfully with consistent substantiation and referencing using evidence from a range of appropriate sources
* used a purposeful and structured text type to directly address the topic and explore their research
* contained elements such as an abstract, a sources analysis, an annotated bibliography, OR an account of the research methodology. If students attempted to do all of these it reduced the depth of their written report.
* 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. A wide variety of resources were used with substantial evidence of thorough comprehension of the resources.

The less successful written reports commonly:

* were based on topics that were overly broad and difficult to contextualise
* used limited or unreliable sources for research
* showed little evidence of comprehension due to the scarcity of in-text citations
* repeated information or relied on general knowledge.

The more successful oral interactions:

* explored an aspect of their report and built on this beyond what they had written for the report, rather than summarising the entire issue
* used cue cards as memory prompts and engaged with the audience through fluent and interpersonal speech, rather than a memorised script
* connected to their research as they were presenting. This was demonstrated in several ways, either through oral referral to sources or supported referencing in their tutorial resources (e.g., PowerPoint, handouts, visual aids)
* used innovative ways to introduce the topic and engaged in extended and purposeful discussion with the group to incite the audience’s curiosity
* 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
* made purposeful use of the maximum allowed time to show a range of evidence with only briefly presenting the findings of their study or an aspect of their study before answering questions posed by other group members, and/or leading a group discussion, and/or contributing collaboratively to the group.

The less successful oral interactions commonly:

* responded to pre-prepared rehearsed questions from the audience where fellow students posed questions that had been written by the presenter and the student read their answer showing no spontaneity or genuine interaction
* followed the same structure and presented the same ideas and information as in the written response without taking into consideration the tutorial’s unique context
* mispronounced or could not say key words clearly, for example, their topic of research or the key technical vocabulary about this topic
* solely or mostly presented information without interacting with the audience or responding to questions in the oral interaction
* reflected on the research process in the oral interaction rather than addressing the research findings.

General information about the Academic Literacy Study

* 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.
* If Analysis is part of the grading in the performance standards, this needs to be considered as part of the Design Criteria and the student given the opportunity to explicitly demonstrate this. An example of this could be through an annotated bibliography or a source analysis within the report.

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
* showed advanced understanding of texts and how the texts are used to target specific audiences and achieve specific purposes
* were able to link the language features of the text to its intended audience and purpose
* evaluated the texts within the contexts that the texts were made for. They used their understanding of the social, cultural, and personal perspectives to evaluate the impact the text has on its intended audience
* in oral tasks, considered the interrelationship of purpose, context, and audience, to develop authentic and engaging use of communication
* used a variety of resources effectively.

The less successful responses commonly:

* in oral responses, presented a memorised speech or read their script verbatim with little to no consideration of purpose and audience
* 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
* were limited in scope to a summary of the text instead of a full response limiting evidence of analysis
* were repetitive and formulaic or fragmented.

General information for Responses to Texts

The following advice outlines what is usually expected when a Covid response is not in place.

For 2022, students were able to complete three or four tasks for the responses to texts (at least one on a theme/issue; one creative and one analysis of a persuasive text. Of these responses, one needed to be to a literary text, and the responses overall needed to have one oral and one written).

* The subject outline 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.
* The subject outline states, “Students complete four responses to a range of texts.” Designing the folio to respond to an individual text limits the student’s ability to show their comprehension, limits their ability to show depth of analysis and impacts their application.
* Teachers need to read the Performance Standards very carefully to assess how each student has genuinely demonstrated Communication, Comprehension and Analysis. The A+ grade band is for students who have demonstrated that they have consistently met the criteria above and beyond what would be expected of them.
* Teachers must make sure that the correct word count or equivalent for this Assessment Type is followed.

School Assessment: Operational Advice

School assessment tasks are set and marked by teachers. Moderators review teachers’ assessment decisions.

* 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.
* 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.
* A video recording, rather than only an audio recording, of the oral interaction for AT1 can support moderators to confirm the grade based on the full range of evidence. It is useful if each student’s oral interaction is recorded separately and not in one recording for all students.
* 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

This was the first year of the examination online. 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. As the exam is online, it benefits students who are competent at typing and using word shortcuts, and these are skills that should be taught.

Section 1: Comprehending Multimodal Texts were 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

*Narrator:* The seasonal movement of animals is a fascinating part of the natural environment. You have probably heard of birds flying away for the winter. However, did you know that many insects, fish, and mammals — from small butterflies to giant whales — also travel between one habitat and another depending on the time of year? This long-distance movement on a seasonal basis is known as animal migration.

Animals, including birds, migrate for assorted reasons. Often, they migrate before winter to warmer countries, before returning to their original home in spring and summer. They migrate in search of better food, or to find a safe place for their young ones. How do they know when to migrate? Different signals such as a change in weather, the length of the days, or the availability of food may signal to animals that it is time to move.

Across air, water, and land — animals find their way over long and complex routes. Scientists are yet to fully understand how they do this. However, researchers believe that birds and some other animal species have a kind of internal compass. The animals use this internal compass to navigate, in combination with external signals, such as the sun, stars, or landmarks like mountains and rivers.

Some animals migrate thousands of kilometres. Let’s look at some examples. The longest migration of any animal is that of the Arctic tern. These birds make an annual round trip of approximately 40 000 kilometres from Greenland to Antarctica and back. In the ocean, the record for the longest ocean migration belongs to the gray whale, which travels an average 22 000 kilometres each year. On land, North American reindeer, or caribou, have the longest migration — a 1200 kilometre annual return journey.

Migration often means that animals are travelling through human habitats. How can humans help migrating animals in an increasingly urban world? In some areas, tunnels and bridges have been built to help animals get across roads safely. Bright lights can confuse or disturb migrating animals, but we can reduce light pollution to stop this. One way is to install streetlights that tightly focus light only where it is needed and not into unwanted areas. Around our neighbourhoods, we can also create protected areas of bushland and vegetation to help animals with nesting or feeding. Finally, we can restrict or carefully control new developments, like houses and roads, so that we do not disturb the areas that are visited by animals along their migratory routes.

Section 1: Comprehending Multimodal Texts

Part A

Text 1 (Questions 1(a) to (d)

With the students able to press the play button to listen to the text twice, most students used the information from the text in their answers as 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 had clearer answers. Their answers were to the point and did not include unnecessary details. The online exam does not have text space as a guide and students can type as much as they want. Therefore, students need to ensure they only answer the question and don’t waste time including unnecessary information. Teachers should aid their students by revising subject verb agreements as well as reminding the students to allow time to edit their work. Too many typing errors impact on meaning and therefore affect grades. More successful students 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.

(a) What is animal migration? Give details from the text. (2 marks)

Travel/movement — 1 mark

Seasonal/ food safety/habitat/time of year – 1 mark

Animal migration is:

* the long-distance movement on a seasonal basis by animals
* the seasonal movement of animals
* the travel between one habitat and another depending on the time of year
* When animals travel/move in search of better food/safety

(b) List *two* signals in the environment that may indicate to animals that it is time to migrate. (2 marks)

* they migrate in search of better food
* to find a safe place for their young ones
* a change in weather/ seasons/ temperature
* the length of the days
* the availability of food

(c) Approximately how many kilometres do the following animals migrate each year?

|  |  |  |
| --- | --- | --- |
| Arctic tern: (1 mark) | Gray whale: (1 mark) | Caribou: (1 mark) |
| * (approximately)40 000 kilometres * 40 000 km * 40 000 * Forty thousand * Forty thousand kilometres * Forty thousand km | * (an average) 22 000 kilometres * 22 000 km * 22 000 * Twenty-two thousand * Twenty-two thousand kilometres * Twenty-two thousand km | * 1200 kilometres * 1200 km * 1200 * One thousand two hundred * One thousand two hundred kilometres * One thousand two hundred km |

(d) List *three* ways that humans can help migrating animals. (3 marks)

* Tunnels and/or bridges have been built (to help animals get across roads safely).
* Reduce light pollution.
* Install (correct/better/good) streetlights (that tightly focus light only where it is needed and not into unwanted areas).
* Create protected areas (of bushland and vegetation to help animals with nesting or feeding).
* Restrict/ control (new) developments (like houses and roads).
* Do not disturb (the areas that are visited by) animals (along their migratory routes).

Text 2

***Help protect wombats***

***Help us protect the natural world that defines who we are***

***Australian nature needs our nurture NOW!***

***Why wombats?* *Your impact* *PLEASE DONATE!***



Wombats are found in the forests and mountains of south-eastern mainland Australia and Tasmania, and in parts of South Australia and Queensland. They live in burrows that they dig with their claws, hind feet, and rump — and they generally only leave these burrows at night to feed on grasses and roots.

However, wombats are now **under threat** in Australia.

**HELP SAVE OUR WOMBATS, AND THEIR FOREST AND MOUNTAIN HOMES!**

**WE CAN’T PROTECT WOMBATS WITHOUT YOU**

**Show your support by giving generously today!**

**CREDIT CARD AND DEBIT CARD OPTIONS AVAILABLE**

* Protect wombats from harm
* Enhance the quality of life of wombats
* Encourage the development of wombat sanctuaries
* Maintain wombats’ habitat
* Provide education and advice about wombats
* Support research.

Your generous donation is **tax deductible**. All funds go directly to the **care** and **protection** of wombats.

Your support will mean our extraordinary wombats won’t become **extinct**.

Your support will mean that wombats survive not just this month, but also **for the future**. **There’s no time left to lose**!

The wombats will **thank you**

Please give generously at [**www.savethewombat.org.au/donate**](https://www.savethewombat.org.au/donate)or call us on **1800 3777 8733.**

Our lines are open 9 am–5 pm Monday to Friday (Adelaide time).

Authorised by the Save The Wombat Research Organisation.

All donations of $2 or more to STWRO are tax-deductible. For convenience, we will send you one receipt at the end of the financial year for the total amount of your tax-deductible contributions.

Registered Charity Number: ACN 4566 5748 4534 | SA Licence Number: CCP 869972

Part B

Text 2 (Questions 2(a) to (c))

Most students could demonstrate an understanding of the texts and how language is used to persuade an audience. Text 2 was a poster and Text 3 was a listening text which the students could listen to twice. The most successful students read the instructions for each question carefully to be able to address each aspect of the question.

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. Their answers to all the questions needed to be in extended prose/paragraphs.

(a) Who is the target audience for Text 2? Give *one* example from the text to support your answer. (2 marks)

Answers could include:

|  |  |
| --- | --- |
| *Target audience* | *Example from text* |
| Australians | * ‘Help us protect the natural world that defines who we are’ * ‘Australian nature needs our nurture NOW!’ * The texts mentions where wombats are found: ‘south-eastern mainland Australia and Tasmania, and in parts of South Australia and Queensland’ * ‘Wombats are now under threat in Australia’ |
| Wombat lovers | * ‘Protect wombats from harm’ * ‘Enhance the quality of life of wombats’ * ‘Encourage the development of wombat sanctuaries’ * ‘Maintain wombats’ habitat’ * ‘Provide education and advice about wombats’ * ‘HELP SAVE OUR WOMBATS, AND THEIR FOREST AND MOUNTAIN HOMES’ * ‘All funds go directly to the care and protection of wombats’ * ‘Your support will mean our extraordinary wombats won’t become extinct’ * ‘Your support will mean that wombats survive not just this month, but also for the future’ * ‘The wombats will thank you’ |
| Nature lovers/People who care about the environment and want to help protect it | * ‘Australian nature needs our nurture NOW!’ * ‘Help us protect the natural world that defines who we are’ * The texts mentions where wombats are found: ‘south-eastern mainland Australia and Tasmania, and in parts of South Australia and Queensland’ * ‘Wombats are now under threat in Australia’ |
| Philanthropists/People who donate/people who can afford to donate/People looking for tax benefits | * ‘Your generous donation is tax deductible’ * ‘All funds go directly to the care and protection of wombats’ * ‘Please give generously at www.savethewombat.org.au/donate or call us on 1800 3777 8733’ * ‘Our lines are open 9 am–5 pm Monday to Friday (Adelaide time)’ * ‘Authorised by the Save The Wombat Research Organisation’ * ‘All donations of $2 or more to STWRO are tax-deductible. For convenience, we will send you one receipt at the end of the financial year for the total amount of your tax-deductible contributions’ * ‘Support research’ |

The more successful students clearly wrote a sentence explaining who the target audience was and then followed with an example from the text to support their answer. Being specific with the audience, rather than stating it as ‘people’ or ‘everyone’, made it easier for students to support their answers and gain full marks.

The *less successful students* did not clearly state the target audience and did not give a specific example from the text to support their answer.

(b) What evidence in Text 2 shows that the information provided is reliable? (2 marks)

1 mark = evidence from the text + explanation that shows the information provided is reliable.

or

1 mark = x 2 pieces of evidence.

Answers could include:

|  |  |
| --- | --- |
| Evidence from the text | Explanation |
| Your generous donation is tax deductible. All funds go directly to the care and protection of wombats. | Tax deduction means it is authorised in Australia |
| Please give generously at www.savethewombat.org.au/donate or call us on 1800 3777 8733. | Website and telephone number in Australia |
| Our lines are open 9 am–5 pm Monday to Friday (Adelaide time). | Has a phone line attached to advertisement |
| Authorised by the Save The Wombat Research Organisation. | Authorised by a registered organisation |
| All donations of $2 or more to STWRO are tax-deductible. For convenience, we will send you one receipt at the end of the financial year for the total amount of your tax-deductible contributions. | Tax deduction means it is authorised in Australia |

The more successful students could identify evidence from the text which showed the text was reliable and were either able to give an explanation about its reliability or wrote about two different pieces of evidence which showed reliability. While not always necessary, rephrasing the question as part of their answer helped students focus their responses and helped to ensure the information being presented was connected to what was being asked.

The less successful students copied information from the text without an explanation or with varying relevance to the question.

(c) Which emotive techniques are used in Text 2 to influence the audience? Discuss *two* examples and explain how they affect the emotions of the reader. (4 marks)

1 mark = emotive technique + example from text x 2

1 mark = How this affects the emotions of the reader x 2

Answers could include:

|  |  |  |
| --- | --- | --- |
| Emotive technique | Example from the text | How this affects the emotions of the reader |
| Having an image of a cute/small wombat | The image of the wombat | Many people love wombats and to see a picture of a wombat and know they are threatened will make people want to do something about it. |
| Use of imperative verbs/ positive verbs (protect, enhance, encourage, provide, support) | * ‘Help protect wombats’/‘Help us protect the natural world that defines who we are’/ ‘Protect wombats from harm’ * ‘Enhance the quality of life of wombats’ * ‘Encourage the development of wombat sanctuaries’ * ‘Provide education and advice about wombats’ * ‘Support research’ | Makes the reader feel included and part of how to fix the problem. |
| Sense of urgency (now, use of exclamation mark, today, no time left to lose) | * ‘However, wombats are now under threat in Australia’ * ‘HELP SAVE OUR WOMBATS, AND THEIR FOREST AND MOUNTAIN HOMES!’ * ‘Show your support by giving generously today!’ * ‘There’s no time left to lose!’ | Makes the reader feel that they have to act now to help save wombats. |
| Personal pronouns/ personification (your impact, your support, your donation, we can’t… without YOU!) | * ‘WE CAN’T PROTECT WOMBATS WITHOUT YOU’ * Show your support by giving generously today! * Your generous donation is tax deductible. * Your support will mean our extraordinary wombats won’t become extinct. * Your support will mean that wombats survive not just this month, but also for the future. | Makes the reader feel that they are being targeted to help. |
| Emotive language (threatened, extinct) | * ‘Wombats are now under threat in Australia. * ‘Your support will mean our extraordinary wombats won’t become extinct. | Makes the reader feel that help saving wombats is a crucial issue. |
| Emphasising the positive character of the donator | * ‘Your generous donation is tax deductible’ * ‘All funds go directly to the care and protection of wombats’ * ‘Please give generously at www.savethewombat.org.au/donate or call us on 1800 3777 8733’ | Makes the reader feel that by donating they will make a difference. |

*The more successful students* understood all the parts to this question and knew what an emotive technique was or used a dictionary to clarify what this meant so they could answer the question. They followed this by writing out a specific example from the text and linking this to how this affects the emotions of the reader of the text. They also were able to show a clear understanding of the technique they were exploring either implicitly through their exploration of the example or explicitly by giving a definition.

*The less successful students* did not understand the words ‘emotive techniques’ and substituted this for persuasive techniques. They had memorised some techniques such as ethos, pathos or logos. Therefore, they were unable to correctly link these persuasive techniques to an example from the text. They focused on naming techniques and using examples from the texts, including limited evidence of how they affect the emotions of the reader. Teachers are reminded to teach a variety of techniques throughout the course to give the students scope to answer different questions.

Text 3 (Questions 3(a) to (c))

Speaker: Good morning, staff and fellow students.

The Year 12 fundraising committee has decided that we want to raise money for a good cause by holding a casual clothes day on Wombat Day on the 22nd of October. On this day, we won’t wear our uniforms to school, and we will bring a donation for the opportunity of wearing our everyday clothing instead. Why raise money to help wombats? Well, the wombat is a key Australian animal which is facing increasing threats from habitat loss, disease, and other factors.

Wombats are the closest relative to the koala, and they are amazing animals. Furry and short, they walk with a waddle. However, when they need to, they can run at 40 kilometres per hour — fast enough to beat the men’s sprint world record over 100 metres. They are also surprisingly good at jumping, with some known to have cleared fences one-metre high.

They protect themselves by digging large networks of burrows, which offer shelter to other animals during bushfire season.

However, wombats themselves are facing serious environmental threats. Their habitat is shrinking as trees are cut down and more houses are built. They also face the risk of mange, a skin disease that can affect their fur and even their sight and hearing.

In some parts of Tasmania, populations of wombats have been significantly impacted by mange and subsequent illness. Luckily, this horrible condition is treatable with your generous support. The medication to treat mange is expensive, but our fundraiser will make sure that volunteers have the right equipment to treat affected animals.

The money we raise on our casual clothes day will also help with further research into the issue. It will fund the rehabilitation and conservation work done to help wombats survive. Your money will go towards rebuilding safe places for wombats to live when their habitat and food sources are destroyed by human activity. Your money will help volunteers look after adorable, cute baby wombats, which need to learn how to survive in the wild.

We hope by raising awareness here at school that you might keep learning more about these lovable creatures and think about how else we can protect their homes.

All native Australian animals need protection and a decent quality of life where their habitat is preserved. So, what are you waiting for? Remember to wear casual clothes on the 22nd of October and bring a generous donation to help our wandering, wild friends — the wombats! Thank you.

(a) In Text 3, what is the speaker’s primary purpose? Support your answer with two examples from the text. (3 marks)

1 mark = speaker’s primary purpose.

2 marks = 2 examples from the text to confirm speaker’s primary purpose.

Answers could include:

|  |  |
| --- | --- |
| Speaker’s primary purpose | Example from the text |
| To raise money for wombats  *Or*  To promote/ advertise their casual day (which will raise money for wombats)  *Or*  To inform/educate/ encourage the audience and/or raise awareness | * ‘The Year 12 fundraising committee has decided that we want to raise money for a good cause by holding a casual clothes day on Wombat Day on the 22nd of October’. * ‘On this day, we won’t wear our uniforms to school, and we will bring a donation for the opportunity of wearing our everyday clothing instead.’ * ‘The money we raise on our casual clothes day will also help with further research into the issue.’ * ‘Your money will go towards rebuilding safe places for wombats to live when their habitat and food sources are destroyed by human activity.’ * ‘Your money will help volunteers look after adorable, cute baby wombats, which need to learn how to survive in the wild.’ * ‘We hope by raising awareness here at school that you might keep learning more about these lovable creatures and think about how else we can protect their homes.’ * ‘Remember to wear casual clothes on the 22nd of October and bring a generous donation to help our wandering, wild friends — the wombats!’ |

*The more successful students* were able to show they understood what the speaker’s primary purpose could be and linked this answer to two examples from the text to confirm this.

*The less successful students* tried to explore multiple purposes and did not explore any example in enough detail. They also only provided one example. Students need to ensure they carefully read the question and follow the requirements they are being asked.

(b) Describe the context in which the presenter is giving the speech, using two examples from the text. (3 marks)

1 mark = student demonstrates an understanding of context.

2 marks = 2 examples which support the type of context given.

Answer could include:

|  |  |
| --- | --- |
| *Context* | *Example from text which connects to the context* |
| Context could be the social:   * School assembly * Presented on World Wombat Day * Year 12 student who is a member of the Fundraising Committee speaking at assembly * School (year 12 student, other students, casual day).   historical, or:   * increasing threats to wombats.   cultural:   * more environmental awareness * schools trying to teach environmental responsibility * conditions in which the text was created (the context of culture).   Or culture could be the specific features of its immediate environment (context of situation).  On a stage in front of the school. | * ‘Good morning, staff and fellow students.’ * ‘The Year 12 fundraising committee has decided that we want to raise money for a good cause by holding a casual clothes day on Wombat Day on the 22nd of October’. |

The more successful students could demonstrate an understanding of the context of the text and give two examples from the text to support the type of context they had given. There are numerous meanings for the term ‘context,’ however context is a central theme throughout the subject outline and key to two performance standards (Cp2, Ap1) so it would be expected that students have an understanding of this term.

The less successful students confused the word ‘context’ with ‘content’ or were not able to answer this question at all. There is a dictionary available in the online exam. If students are unsure about the meaning of a word, they should be reminded to search for its definition.

(c) Which of the two texts — Text 2 (poster) or Text 3 (listening) — is more likely to convince people to donate money? Support your answer with evidence from both texts. (6 marks)

1 mark = which text is more likely to convince people to donate money

1 mark = evidence from Text 2

1 mark = explanation giving detail from Text 2

1 mark = evidence from Text 3

1 mark = explanation giving detail from Text 3

1 mark = cohesion of answer.

Answer could include:

|  |  |  |
| --- | --- | --- |
| Convince people to donate money | Evidence from Text 2 | Evidence from Text 3 |
| Reasons given as to why/how they are raising money | * ‘Your generous donation is tax deductible’ * ‘All funds go directly to the care and protection of wombats’ * ‘Please give generously at www.savethewombat.org.au/donate or call us on 1800 3777 8733’ * ‘All donations of $2 or more to STWRO are tax-deductible. For convenience, we will send you one receipt at the end of the financial year for the total amount of your tax-deductible contributions.’ | * ‘The Year 12 fundraising committee has decided that we want to raise money for a good cause by holding a casual clothes day on Wombat Day on the 22nd of October’. * ‘On this day, we won’t wear our uniforms to school, and we will bring a donation for the opportunity of wearing our everyday clothing instead.’ * ‘The money we raise on our casual clothes day will also help with further research into the issue.’ * ‘Your money will go towards rebuilding safe places for wombats to live when their habitat and food sources are destroyed by human activity.’   ‘Your money will help volunteers look after adorable, cute baby wombats, which need to learn how to survive in the wild.’  ‘We hope by raising awareness here at school that you might keep learning more about these lovable creatures and think about how else we can protect their homes.’  ‘Remember to wear casual clothes on the 22nd of October and bring a generous donation to help our wandering, wild friends — the wombats!’ |

|  |  |  |
| --- | --- | --- |
| Facts and Statistics | * Only vague information re: where wombats are found + what they eat. * ‘Wombats are found in the forests and mountains of south-eastern mainland Australia and Tasmania, and in parts of South Australia and Queensland. They live in burrows that they dig with their claws, hind feet, and rump — and they generally only leave these burrows at night to feed on grasses and roots.’ | * Varied information including key threats especially mange, 90% reduction of population, how the money raised will be used. * ‘When they need to, they can run at 40 kilometres per hour — fast enough to beat the men’s sprint world record over 100 metres’ * ‘Wombats themselves are facing serious environmental threats.’ * ‘Their habitat is shrinking as trees are cut down and more houses are built.’ * ‘They also face the risk of mange, a skin disease that can affect their fur and even their sight and hearing.’ * ‘In some parts of Tasmania, populations of wombats have been significantly impacted by mange and subsequent illness. |
| Emotive language | * Few words like threatened, extinct * ‘Wombats are now under threat in Australia.’ * ‘Protect wombats from harm’ * ‘Enhance the quality of life of wombats’ * ‘Encourage the development of wombat sanctuaries’ * ‘Maintain wombats’ habitat’ * ‘Provide education and advice about wombats’ * ‘Support research’ * ‘All funds go directly to the care and protection of wombats’ * ‘Your support will mean our extraordinary wombats won’t become extinct’ * ‘Your support will mean that wombats survive not just this month, but also for the future.’ * ‘There’s no time left to lose!’ * ‘The wombats will thank you’ * ‘Please give generously at www.savethewombat.org.au/donate or call us on 1800 3777 8733’ | * Many words like vicious, horrible, poor, sad, destroyed, adorable, cute, loveable, amazing * ‘Luckily, this horrible condition is treatable with your generous support.’ * ‘The medication to treat mange is expensive, but our fundraiser will make sure that volunteers have the right equipment to treat affected animals.’ * ‘The money we raise on our casual clothes day will also help with further research into the issue.’ * ‘It will fund the rehabilitation and conservation work done to help wombats survive.’ * ‘Your money will go towards rebuilding safe places for wombats to live when their habitat and food sources are destroyed by human activity.’ * ‘Your money will help volunteers look after adorable, cute baby wombats, which need to learn how to survive in the wild.’ * ‘We hope by raising awareness here at school that you might keep learning more about these lovable creatures and think about how else we can protect their homes.’ * ‘All native Australian animals need protection and a decent quality of life where their habitat is preserved.’ * ‘So, what are you waiting for? Remember to wear casual clothes on the 22nd of October and bring a generous donation to help our wandering, wild friends — the wombats! Thank you. |

More successful students used well-structured paragraph(s) and started with naming which text was more likely to convince people to donate money. These candidates also used clear signposting and conjunctions to clearly state why one text was more likely to convince people to donate money than the other. They used comparative language e.g., in the same way, compared to, whereas, 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 gave specific examples as to why one text was more likely to convince people to donate money. These students considered coherency through the structure they chose, rather than trying to combine the three parts of the question into a single paragraph.

Less successful students often only explored one text and did not compare why one of the texts was more likely to convince people to donate money. The students must read the question carefully and not assume it will be the same as one previously given such as writing about the persuasive techniques in each text rather than the actual question which was about which text was more likely to convince people to donate money and why. They also did not provide specific evidence from each text, but generalised to say, 'Text A did A, but Text B didn't', without giving explicit evidence.

Section 2: Written paper

Overall, the move to an electronic examination for the Written Paper was a success. Students highlighted the arguments for and against using the highlighting application. The students either wrote a plan for their essay either in the drop-down box provided for notes or planned their essay on scrap paper before writing their point of view on the computer.

The less successful students only used evidence from Text 4 and did not use evidence from Texts 5 and 6. Being online, some students copied more information than when the examination was handwritten and did not paraphrase. Some relied too heavily on quoting from texts instead of trying to put these ideas into their own words. Also, the less successful students did not always use a consistent formality of language, using abbreviations or shorthand. Students should use the language appropriate for their chosen genre and just because the language is used in the texts does not mean it suits the chosen style of writing.

Successful students showed they could manipulate language 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. The more successful introductions were general as the students were able to paraphrase information provided and therefore did not specifically need to reference the texts. The introductions made it clear what the chosen text type was and narrowed the language choices due to this selection.

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 diverse 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 student's 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. When choosing a text type for their response, students need to ensure they consistently follow the rules of the genre and are deliberate with their language choices. Teachers also need to ensure that the text type that is chosen for the response should allow students to successfully achieve against all the performance standards. An academic style exposition is the most common text type utilised for this section and allows achievement against all the performance standards.

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 (for example Text 4, Text 5 or Text 6). 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 more successful students also demonstrated their understanding about the use of evidence through their use of a range of in-text referencing. Some examples of this were:

* Author (year) explored that …
* It was argued that … (Author year)
* An argument elaborated by Author (year), posited that …
* Both Author 1 (year) and Author 2 (year) showed that …
* A contrasting argument presented by Author (year), demonstrated that…

Explicit teaching and practice of referencing and how to reference a source appropriately will support student understanding and demonstration of this skill in timed conditions.

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, most often 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:

* allowed time to edit their work carefully online to avoid typing errors, remembering to have full stops followed by a capital letter
* 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 as they were not presenting detailed evidence from the texts
* 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 grammatical control using nominalisation, adverbial clauses, conjunctions, and a diverse and effective vocabulary and expressions
* 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. 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 with considered paraphrasing and evaluation of information drawn for all texts
* 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
* used the personal pronoun and personal opinions in the appropriate context.

The less successful responses commonly:

* wrote loosely or without structure, confused genres and used an inconsistent form
* had an introduction which was either too long or contained too many quotes. Often contained learned sentences but the ideas were not developed in the written response
* wrote well under 500 words which limits comprehension and analysis
* did not have a clear structure or organise ideas logically, occasionally writing multiple ideas in the same paragraph
* were inconsistent with their register for the implied audience or context
* used a narrow vocabulary and repetitive sentence structures
* summarised, recounted or explained information from the texts or general knowledge on the topic rather than developing a point of view as required by the question
* displayed very poor spelling and grammar making it difficult to understand meaning
* used limited information, relying on one text and not supporting the ideas with information from one of the other texts, which impacts synthesis
* copied entire sentences or consecutive phrases directly from the texts impacting achievement in the Application criterion
* significantly overused direct quotations and/or referenced texts
* used minimal and/or inconsistent 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 instead of selecting appropriate information from the texts to develop and support their responses.