

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **1998 School Certificate Test Report**

## English-literacy

### **Includes:**

- **Marking guidelines**
- **Markers' comments**
- **Sample responses**
- **Test statistics**

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## **Introduction**

The purpose of this report is to provide teachers with specific feedback on the responses of students to the questions on the 1998 School Certificate English-literacy Test. The report shows teachers:

- those questions students found easy and those questions they found difficult;
- the correct answers to each question in the objective items in Section 1: Parts A, D and E;
- the marking criteria for the questions in Section 1: Parts B and C. A sample of responses is provided. These responses were produced by some students whose marks for this Part were in the high range, some who were in the medium range and some who were in the low range. For each response, markers' comments have been included;
- the marking criteria for Section 2. A sample of student responses is provided. These responses were produced by some students whose marks for this Section were in the high range, some who were in the medium range and some who were in the low range. For each response, markers' comments have been produced and the students' responses annotated to illustrate specific points.

It is intended that a separate report containing more technical statistical data will be produced after the finalisation of the late appeals and checks following the 1999 test. That report will also draw a number of comparisons between the performances of students in the 1998 and 1999 School Certificate English-literacy tests.

## **2 A Standards-referenced Approach to the School Certificate**

### **Introduction**

The School Certificate Reference Test, prior to 1998, awarded candidates a grade for each of their courses in English, Mathematics and Science on the basis of internal school assessment, moderated by the School Certificate Reference Tests. Across the State, grades were awarded in accordance with a predetermined pattern.

The Reference Test in English was marked by comparing each candidate's performance to every other candidate's performance who sat for that test. A rank order could then be established and used to allocate the predetermined set of grades for schools to distribute. This is a norm-referenced approach.

By only comparing one candidate's performance with another, reporting was limited to stating where a particular candidate's performance was positioned in relation to the entire candidature. This did not allow for comparisons with explicit standards.

The New South Wales Government's White Paper *Securing Their Future* recognised the limitations of a norm-referenced model and recommended that the tests be reported 'against standards achieved by students'.

This shift, to a standards-referenced approach, means that instead of candidates being compared to each other, their performance will now be compared to a set of standards described in bands on a performance scale.

There is no predetermined distribution of candidates for each of the bands used to report student performance on the School Certificate English-literacy Test. The distribution is determined by the candidates demonstrating what they know and are able to do on the test.

The advantage of this new system of marking and reporting is that a much more detailed report of student achievement can be constructed and much more information on individual student achievement can be communicated to students, parents, schools and the community. Comparisons of the achievement of standards can also be monitored over time.

### **Setting Standards in English-literacy**

The setting of standards in English-literacy in 1998 proceeded carefully through a series of closely monitored stages.

Draft band descriptions were constructed by expert teachers who analysed candidate's performance in previous School Certificate English tests. Consultation took place with key groups and individuals that led to the refinement of band descriptions.

During, and immediately after, the School Certificate English-literacy Test marking operation, teams of experienced English teachers who were markers and/or test setters, carefully read and discussed these draft band descriptions. Individually they then went through the 1998 English-literacy Test, question by question, and wrote down what they would expect a typical student at

the 'borderline' of each band to score. Following this, they discussed their judgements for each question, revising their individual estimates where appropriate. Next, statistics were provided to the teachers in a form that facilitated comparisons of student ability and item difficulty. They had the opportunity, once again, to revise their judgements in light of these statistics. Finally, when the group cut-off scores for each band were calculated, scripts at or about these scores were examined by the team of teachers to check whether the performance shown in the test was as described in the band descriptions. The descriptions and/or the cut-scores were modified as appropriate.

This process enabled the candidates' performances, to be aligned to the descriptions in the performance bands.

The process was monitored closely, by a consultative committee consisting of academic experts and Board members, to ensure the integrity and consistency of the process.

### 3 Reporting English-literacy for the School Certificate Test

As part of the changes to the School Certificate adopted by the New South Wales Government, candidates received their own results for the tests. Achievement was reported against standards achieved by each candidate. This was done through the use of band descriptions. These describe what candidates typically, know and can do at six different levels or bands. Band 6 is the highest performance level, and candidates in this band attained marks between 90 and 100. The next level of performance is band 5, and candidates reported in this band achieved marks between 80 and 89, and so on.

A mark of 50 corresponds to the minimum standard expected, and candidates reported in band 1 achieved below this standard in the 1998 School Certificate English-literacy Test.

These band descriptions were to set standards, and to report candidate achievement. The English-literacy School Certificate Test band descriptions are reproduced below.

A typical performance in this band is demonstrated when a student:

**Band 6**  
**90–100**

Reads and thoroughly understands a variety of texts written for the general community. Locates, interprets and evaluates information in written and visual material and infers meaning from context. Identifies and understands the purpose and tone of the material. Evaluates and explains the effectiveness of particular language techniques and features. Writes a sustained first draft, with original ideas. Writes with a clear purpose and controls tone and language to communicate successfully. Writes in logically sequenced paragraphs. Crafts sentences to suit audience and purpose. Shows an extensive and appropriate vocabulary. Uses complex punctuation appropriately and correctly. Spells accurately and uses correct grammar.

**Band 5**  
**80–89**

Reads and thoroughly understands a variety of texts written for the general community. Locates, interprets and evaluates information in written and visual material and infers meaning from context. Identifies and understands the purpose and tone of the material. Links particular language techniques and features to the writer's purpose and describes the effect. Writes a sustained first draft that develops ideas from stimulus material provided. Writes with a clear purpose, using tone and language appropriately. Writes in logically sequenced paragraphs. Produces sentences that vary in length and type. Shows a wide vocabulary, with words used appropriately in context. Shows a high level of accuracy in spelling, punctuation and grammar.

**Band 4**

**70–79**

Reads and understands the main ideas and issues in a variety of texts written for the general community. Locates and interprets information in written and visual material and infers meaning from context. Identifies the purpose of the material and links particular features to the audience and purpose. Writes a first draft in response to stimulus material provided. Writes with a clear purpose, using tone and language appropriately. Organises writing into paragraphs. Produces sentences that vary in length and type. Uses vocabulary to suit purpose and audience. Demonstrates skills in spelling, grammar and punctuation, with infrequent errors.

**Band 3**

**60–69**

Reads and understands most of the main ideas and issues in a variety of texts written for the general community. Locates information in written and visual material and applies it in response to questions. Identifies the purpose of the material and identifies features of the texts. Writes a first draft in response to stimulus material provided. Writes an introduction, expresses a point of view and makes a conclusion. Organises writing into paragraphs. Demonstrates some sentence variety. Uses vocabulary to suit purpose and audience. Spells routine words accurately and uses basic punctuation consistently.

**Band 2**

**50–59**

Reads and recalls some of the main ideas in a variety of texts written for the general community. Identifies the main issues and names features of the texts. Locates information in written and visual material and matches it to a correct answer. Uses an issue from stimulus material provided to produce a piece of writing as a first draft that has an introduction, a point of view and a conclusion. Produces simple sentences. Uses vocabulary that is appropriate to the subject matter. Spells routine words accurately and uses basic punctuation consistently.

## **4 Overview of the 1998 School Certificate English-literacy Test**

The 1998 School Certificate English-literacy Test was completed by 79,272 candidates on Monday, 16th November.


The School Certificate English-literacy Test is one part of the School Certificate in English. School-based assessment determines the grade (A,B,C,D or E) awarded to each student. This assessment allows teachers to assess a comprehensive range of syllabus outcomes, using a variety of tasks over a period of time.

The School Certificate English-literacy Test aimed to assess student achievement in foundation skills of English-literacy and a subset of English syllabus objectives and outcomes in the areas of Reading/Viewing and Writing.

## 5 Test Statistics

### 1998 School Certificate English-literacy Test Table of Question Difficulties

The following table shows a measure of the difficulty of each question in the 1998 School Certificate English-literacy Test. For ease of interpretation, the questions have been placed in one of ten groups. Group 1 contains the easiest questions; Group 10, the most difficult.

Group		Questions
1	Easiest  Most difficult	n/a*
2		40
3		13, 18, 47, 65
4		34, 45, 46, 50, 52, 54, 55, 56, 61, 62, 63, 64, 66, 67, 68, 84, 85, 87, 88, 89, 90, 91, 92, 93
5		1, 4, 16, 17, 25, 31, 33, 42, 51, 53, 57, 58, 59, 60, 69, 70, 71, 73, 74, 75, 76, 77, 79, 80, 81, 83, 86
6		10, 14, 20, 24, 32, 39, 49, 72, 78, 82
7		2, 5, 7, 19, 22, 26, 28, 29, 36, 43, 44
8		6, 11, 12, 15, 21, 23, 27, 35, 37, 38, 48
9		30, 9, 41
10		3, 8

\*In 1998 there were no questions which were placed in Group 1.

## 6 Section 1: Parts A, D and E — Objective Response Answers

### Section 1: Reading/Viewing

Part A — feature article *Land of the Giants*

- |    |   |     |       |
|----|---|-----|-------|
| 1. | C | 7.  | C     |
| 2. | A | 8.  | B     |
| 3. | B | 9.  | False |
| 4. | A | 10. | True  |
| 5. | A | 11. | False |
| 6. | D | 12. | False |

Part C — short story *Home Game* (cloze passage)

- |     |   |     |   |
|-----|---|-----|---|
| 16. | B | 19. | D |
| 17. | D | 20. | C |
| 18. | B |     |   |

Part D — short article *The Coat of Arms*

- |     |   |     |   |
|-----|---|-----|---|
| 24. | C | 27. | B |
| 25. | C | 28. | D |
| 26. | A | 29. | B |

Part E — speech *Peter Garret's Australia Day Address*

- |     |   |     |   |
|-----|---|-----|---|
| 30. | D | 40. | A |
| 31. | C | 41. | B |
| 32. | D | 42. | A |
| 33. | A | 43. | D |
| 34. | B | 44. | B |
| 35. | A | 45. | A |
| 36. | D | 46. | B |
| 37. | D | 47. | C |
| 38. | C | 48. | A |
| 39. | C | 49. | D |

## 7 Section 1: Part B — Questions and Marking Criteria

### Section 1: Reading/Viewing

#### Part B short answers *Leaflet — Countrylink*

#### Marking criteria

13. Identify TWO purposes of the leaflet. (2 marks)

The candidate may mention two of following:

- encourage train travel
- inform/tell us about
- arouse awareness/interest
- persuade/get us to
- call to action
- encourage/talk us into
- motivate/excite us/turn us on to
- sell/make us want to go
- promote
- entertain
- puzzle
- stimulate our imagination
- suggest variety
- engage/appeal to different ages/interests
- convince
- if both answers are written in part (a) or part (b), both can score marks
- a direct quotation is unacceptable if nothing else explains it
- ‘encourage’ followed by two different purposes, can score 2 marks
- ‘arouse awareness’ does not require extra information to score a mark
- synonyms for acceptable answers can score marks
- implied purposes can be acceptable
- one word can be acceptable
- verb implied can be acceptable, eg ‘to travel with Countrylink’ (encourage is implied)

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.**

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

(6 marks)

12 lines allowed

- 1 mark per identification
- 1 mark per explanation
- 3 different ways must be identified
- purposes may be implied rather than directly stated

**some visual features**

- photographs
- film strip
- symbolic images
- horizontal/vertical print
- drawing/cartoon/illustration
- logos
- headings
- subheadings
- numbers
- layout
- dot points/list
- variety of fonts
- type size
- use of bold
- shading
- black background
- double spacing
- indenting
- captions

**some explanations**

- attract attention to ...
- shows variety of activities
- shows preference to car, horse, plane, etc.
- suggests holiday activities
- contrasts harsh landscape with modern transport
- absurdity of illustration attracts attention
- implies speed of train
- promotes/symbolises state rail holidays
- emphasises large number of choices
- emphasises benefits
- encourages you to ring/read/take action
- illustrates, reinforces, supports written text
- emphasises ambiguity, intrigue, adventure challenge of journey

- it is acceptable to refer to features within 3 different photographs
- answer should state or imply or refer to a photograph/picture, eg 'the zebra' is not acceptable but 'the zebra shows ...' is acceptable
- explanation repeated with different pictures/visual features is acceptable
- 'list' is acceptable if a visual explanation
- visual features must be discussed in visual terms
- if a student identifies more than 1 different visual feature and explains it in Section (a), (b) or (c) they may still score marks

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

12 lines allowed

- 1 mark per identification
- 1 mark per explanation
- 3 different written language features must be identified
- purposes may be implied rather than directly stated

<b>some written language features</b>	<b>some explanations</b>
• word choice	• creates a sense of involvement
• repetition of words/structures/syntactic patterns	• suggests a sense of immediacy
• connotations	• suggests abundance of choices
• imperatives	• appeals financially
• specific names/particularising	• reinforces visuals
• emotive/descriptive language	• encourages memorability
• use of first/second person	• appeals to senses, especially sight
• plural pronouns	• enhances imagination
• figurative language	• encourages sense of adventure/discovery
• colloquial	• emphasises service to customer
• use of figures/numbers, only in context of the language surrounding it	• enriches appeal
• action words	• invites action/what you can do to achieve
• pun	• maximises options through choices/variety

**some written language features (cont)**

- truncated/short sentences
- point of view
- use of present tense
- captions
- running together of country/link/holidays
- persuasive
- informative
- slogans
- list/point form
- heading/sub-headings

**some explanations (cont)**

- reinforces sense of freedom/choice
- makes it easier to read/understand
- involves readers

must be discussed  
in relation to  
written language

- students must explain HOW, but do not have to give examples
- 3 different features with same explanation could score 2 for each
- a quote or example is not a feature. Can still score 1 mark if explanation is linked to quote or example
- slogans, headings, lists, must be discussed in relation to language
- if a student identifies more than 1 different language feature and explains it in Section (a), (b) or (c) they may still score marks

## 8 Section 1: Part B — Annotated Candidate's Responses with Markers' Comments

### Script Number 1 — candidate's response

**13. Identify TWO purposes of the leaflet.** (2 marks)

- (a) One is to promote Countrylink and say how great it is to travel with them.
- (b) To show people where they can travel to with them eg opal mining and things like that.

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) On Page 4, the train with all the things on top. It's got things like tents and things. Its saying why not travel to a destination and maybe camp there for a few days
- (b) On Page 5 there is a picture of a Zebra. Now this is effective it says come to the zoo on Countrylink and you can see these things as well (Don't often see them in Australia)
- (c) The opal miner is another visual feature panning and looking for opals wouldn't it be good to find opals and enjoy that experience (Shows him working).

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

- (a) Go where you want, do what you like is saying we can take you any where and you can have as much fun and enjoyment as you like (more fun and freedom)
- (b) It all waiting for you on your Countrylink Holiday! Is saying the world is at your feet go and do it. (have fun)
- (c) Fantastic range of affordable stays. Its wonderful, exciting, but also affordable you don't have to fork out a lot of money to see magnificent Views

## Script Number 1 — markers' comments

### High Range

- 13(a) Clear identification of purpose to promote Countrylink (1 mark)
- 13(b) Identification of purpose to inform people of destinations and activities that are possible (1 mark)
- 14(a) Identification by implication of the drawing of the train through specifying objects on top, linked to suggestion of holiday activities (2 marks)
- 14(b) Clear identification of the picture of the zebra, which suggests the reader take the action of booking a holiday to participate in the activities (2 marks)
- 14(c) Clear identification of the picture of the opal miner, which draws attention to the holiday activity offered (2 marks)
- 15(a) No identification of the feature, but a clear linkage of the explanation of reinforcing sense of freedom to the quotation (1 mark)
- 15(b) Quotation cannot score marks as no language feature identified, but the explanation regarding the invitation to action is clearly linked to the quotation (1 mark)
- 15(c) Quotation linked to explanation regarding financial appeal (1 mark)

## Script Number 2 — candidate's response

**13. Identify TWO purposes of the leaflet.** (2 marks)

- (a) To encourage and promote Tourism in Western NSW with it's popular natural and commercial wonders
- (b) To advertise Countrylink State Rail as the way to go and get to the most wondrous destinations

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) The comic of the Countrylink attracts the attention of readers interested in adventure and outback. It achieves its purpose by illustrating how much you can see and go to on a Countrylink holiday.
- (b) The photographs of some wonders of Western NSW capture your attention and relate to the written 'interesting places'. These achieve it's purpose by creating desirability to see such wondrous places.
- (c) The large bold heading 'Countrylink holidays' is exclamatory and bold. It's purpose is achieved by informing the reader directly with the subject of the ad and captures your attention.

- 15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)
- (a) The use of EMOTIVE language throughout the leaflet has the purpose of creating desire within the reader and a pleasant connotation of NSW. Eg. 'Fossick', 'unique' and 'beauty' create extraordinary atmosphere.
  - (b) The imperative tone in the truncated sentence 'Go where you want, do what you like' is using repetition of the personal pronoun 'you' which creates intimacy with the reader and personal preference.
  - (c) Adjectives and alliteration create atmosphere for the reader. 'Legendary lightning ridge' has an authoritative connotation, whereas 'ghost town' and 'deserted' create an eclipsing tone.

## Script Number 2 — markers' comments

### High Range

- 13(a) Clear identification that the purpose of the leaflet is to promote tourism in the area covered by the leaflet (1 mark)
  - 13(b) Clear identification that the purpose of the leaflet is to advertise Countrylink state rail services (1 mark)
  - 14(a) Visual feature 'the comic' — purpose to illustrate how much you can see and go to on a Countrylink holiday (2 marks)
  - 14(b) Visual feature 'the photographs' — purpose capture your attention, create 'desirability' (2 marks)
  - 14(c) Visual feature — 'the large bold heading' (Countrylink holidays) — purpose 'informs reader directly of the subject of the ad' (2 marks)
  - 15(a) Feature — emotive language, eg fossick, beauty — Purpose to create a desire to go on the trip (2 marks)
  - 15(b) Feature — 'imperative tone in the truncated sentence' (Go where you want, do what you like) Purpose creates intimacy with the reader and personal preference (2 marks)
  - 15(c) Feature — 'adjectives and alliteration' ('legendary Lightning Ridge') Purpose — to create atmosphere (2 marks)
- \* An excellent language section

### Script Number 3 — candidate's response

**13. Identify TWO purposes of the leaflet.** (2 marks)

- (a) The leaflet informs readers of the services which 'Countrylink' provides.
- (b) The leaflet also persuades readers to use 'Countrylink'.

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) One visual feature used is the adding of pictures from the different places where 'Countrylink' can take you. This gives readers/potential customers a visual image of the places where 'Countrylink' can take them.
- (b) The use of different size fonts is another visual feature which can be seen in the leaflet. This helps in emphasising that 'Countrylink' can take you to all these places. All you have to do is contact them.
- (c) Another visual feature of the leaflet is the cartoon (in page 4). This makes the leaflet more lively and more appealing to the readers.

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

- (a) Being descriptive is a feature of written language which is used in the leaflet. This helped in giving the reader a visual image of how these places may look like and why they would like to visit these places.
- (b) Persuasive.

### Script Number 3 — markers' comments

#### High Range

- 13 This candidate has successfully identified the purpose of the leaflet (2 marks)
- 14(a) One feature (visual) identified and how this helps to achieve the leaflet's purpose, ie emphasises large number of choices (2 marks)
- 14(b) One visual feature identified and how this helps to achieve the purposes of the leaflet ie promote state rail holidays (2 marks)
- 14(c) One visual feature identified and how this helps achieve the leaflet's purpose, ie attracts attention to ... (2 marks)

- 15(a) One language feature identified and explanation given as to how this helps achieve the leaflet's purpose, ie reinforces visuals (2 marks)
- 15(b) One language feature identified (1 mark)
- 15(c) No attempt (0 mark)

### **Script Number 4 — candidate's response**

**13. Identify TWO purposes of the leaflet. (2 marks)**

- (a) One purpose of this leaflet is to attract people to travel on country link for a holiday etc.
- (b) One other purpose of the leaflet is to inform people of what country link is like.

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) One visual feature that is used to attract people to country link is the use of pictures. For example: there is a picture of a train going through the outback. This is showing where countrylink will take you.
- (b) The use of writing is a visual feature which is being used to inform the reader. For example it tells you to 'Fossick for opals in legendary Lightning Ridge'. It informs you of the activities etc..
- (c) Another feature of the article is when they used the words such as 'very affordable', 'Interesting places' and 'Freedom' because words such as these attracts the reader to the article.

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**

- (a) In the article there is the use of visual language. It is telling you what you will see and the surroundings around you eg 'See the desert carpeted in spring wildflowers'. This attracts the reader.
- (b) There is the use of colloquial language or informal language. This could give the reader a better understanding of the article because it is easier to understand. It can both inform and attract.
- (c) There is also the use of descriptive language. It is showing in detail what countrylink holidays are like and also what the surroundings are like in detail. This is used to attract.

## Script Number 4 — markers' comments

### Medium Range

- 13 Candidate successfully identifies 2 purposes of the leaflet (2 marks)
- 14(a) One visual feature identified and exploration as to how purposes of leaflet achieved, ie emphasises large number of choices (2 marks)
- 14(b) Writing to inform is not a visual feature (0 mark)
- 14(c) Word choice is not a visual feature (0 mark)
- 15(a) Visual language is a language feature, supported by a quote and explanation, ie appeals to senses, especially sight (2 marks)
- 15(b) Colloquial language identified as a language feature supported by the explanation, ie makes it easier to understand (2 marks)
- 15(c) Descriptive language is the language feature and the explanation used is 'reinforces visuals' (2 marks)

## Script Number 5 — candidate's response

- 13. Identify TWO purposes of the leaflet. (2 marks)**
- (a) It shows you can go on a Countrylink holiday to Western NSW and the outback.
  - (b) It shows you can relax without the hassle of driving and still see everything.
- 14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**
- In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**
- (a) The illustration of page four is large and bold so it attracts your eye and it comically shows all the things you can do and the sights you can see.
  - (b) The second feature is the pictures along the top and bottom of page five which again attracts attention and shows all the things you can see and hopefully relate to seeing them from somewhere else.
  - (c) Lastly, by having all the notes in point form it makes it easier to read so everyone can read it and so its more appealing to the eye and not just a big block of text.
- 15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**
- (a) By having the heading and footer in opposite colours or highlighted it also grabs your eye. As well as the phone number being bigger and bolder so it is easily found.

- (b) By listing all the things you can see and do it makes it easier to read and shortens the amount of reading.
- (c) By having the heading going sideways in very large letters, the people can easily see who is advertising the leaflet and it also grabs your attention.

## **Script Number 5 — markers' comments**

### **Medium Range**

- 13(a) Clear identification that the purpose of the leaflet is to get you to go on a Countrylink holiday (1 mark)
- 14(b) Clear identification that the purpose of the leaflet is to provide you with a holiday where you can relax and 'see everything' (1 mark)
- 14(a) Visual feature is the illustration on P4 — Purpose attracts your attention, shows you all the things you can see and do on a Countrylink holiday (2 marks)
- 14(b) Visual feature — pictures along the top and bottom of page Purpose — attracts attention, shows all the things you can see (2 marks)
- 14(c) Visual feature — point form — purpose leaflet is easier to read, more appealing to the eye (2 marks)
- 15(a) Discusses visual features (0 marks)
- 15(b) Language feature: list/point form Purpose — easier to read, shortens amount of reading (2 marks)
- 15(c) Discusses visual features (0 marks)

## **Script Number 6 — candidate's response**

- 13. Identify TWO purposes of the leaflet. (2 marks)**
  - (a) Advertising Country-link Holidays
  - (b) Explain advantages and what to see or do, also how to contact.
- 14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) It shows the train going through the outback, and fun activities on top of the train and great outback scenery around it.
- (b) It shows the place hotel to advertise it for a good place to stay.
- (c) It also shows a bottle house to advertise some great and interesting attractions.

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet. (6 marks)**

- (a) It shows a picture of a train and the outback with bold writing 'Country Link Holidays' up the side.
- (b) It has the contact number in large bold letters to persuade people to call it because it stands out.
- (c) The pictures top and bottom of the leaflet to show some main attraction and events that can happen on a country Link Holiday.

## **Script Number 6 — markers' comments**

### **Medium Range**

- 13(a) Clear identification of the purpose of the promotion of Countrylink Holidays (1 mark)
- 13(b) Uses synonyms to identify purpose of informing us about the holidays (1 mark)
- 14(a) Identification by implication of the graphic of the train on page 5 and that the graphic attracts attention to the variety of activities available (2 marks)
- 14(b) Identification by implication of the photograph of the Palace Hotel, which is one of the benefits of Countrylink holidays accommodation (2 marks)
- 14(c) Identification by implication of the photograph of the Bottle House which is an example of the variety of activities (2 marks)
- 15(a) Visual feature is identified (0 marks)
- 15(b) Telephone number is clearly identified as a visual feature by 'large', 'bold' and 'stands out' (0 marks)
- 15(c) Pictures are visual features (0 marks)

## Script Number 7 — candidate's response

- 13. Identify TWO purposes of the leaflet.** (2 marks)
- (a) Fossick for opals in legendary.
  - (b) For people who want to travel on Country link
- 14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)
- In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**
- (a) people to see all the animals in pictures
  - (b) So people can all see the different types of Aboriginal rock carvings.
  - (c) To see different Australian films.
- 15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)
- (a) Go where you want, do what you like
  - (b) It's all waiting for you on your countrylink holiday.
  - (c) so people can see different places all over the country.

## Script Number 7 — markers' comments

### Low Range

- 13(a) Candidate has made incomplete quotation (0 mark)
- 13(b) Clear identification of the purpose of the leaflet (1 mark)
- 14(a) Candidate has linked picture of animal with the purpose of travel (2 marks)
- 14(b) Candidate is making a language response rather than identifying a visual feature (0 mark)
- 14(c) Candidate is not identifying a visual feature and is responding to language information (0 mark)
- 15(a) These are direct quotations. The candidate is not identifying language features and & (b) explaining how they help to achieve the leaflet's purpose (0 mark)
- 15(c) There is no identification of a language feature (0 mark)

## Script Number 8 — candidate's response

**13. Identify TWO purposes of the leaflet.** (2 marks)

- (a) Train in the outback
- (b) Got things on it

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) The Train — more comfortable, so you don't have to travel rough in the desert
- (b) You can camp makes you feel like your in the desert
- (c) Shows you different parts of Australia and the outback.

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

- (a) It shows you names of places and the pictures what they do
- (b) They tell you where your going, names of the places
- (c) They make you feel like your there.

## Script Number 8 — markers' comments

### Low Range

13(a) The candidate has not identified two purposes of the leaflet, only stating what the leaflet & (b) contains (0 marks)

14(a) The candidate has successfully implied the picture of the train and explained the preference of travelling in this way (2 marks)

14(b) The candidate has not identified any visual feature (0 marks)

14(c) The candidate has identified by implication the picture of the outback, but has not linked it to any purpose of the leaflet (1 mark)

15(a) The candidate has not identified any written features and implies a visual feature (0 marks)

15(b) No identification of any feature (0 marks)

15(c) No identification of any feature (0 marks)

## Script Number 9 — candidate's response

**13. Identify TWO purposes of the leaflet.** (2 marks)

- (a) To try and make people go on the journey on Countrylink Holidays
- (b) If you go on Countrylink's Holiday you will see most of Australia.

**14. Identify THREE different types of visual feature and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

**In your answer you must refer to both pages 4 and 5 of the Stimulus Booklet.**

- (a) On page 4 the picture of the train is to indicate what a relaxing trip it would be and what sights you will see and also how much fun you will have.
- (b) On page 5 Go where you won't to go, do what you won't to do Indicates there are many great things about countrylinks Holidays. You may won't to do.
- (c) It's all waiting on page 5 is telling you if you go you will see what you want and do what you want.

**15. Identify THREE different features of written language and explain how each feature helps to achieve the purposes of the leaflet.** (6 marks)

- (a) The picture of the train with all the things on it like kangaroo's 4wdtrives, trees and all that stuff is the main picture in this Leaflet.
- (b) The picture of the Zebra is indicating western plains zoo. If you go on the trip you will go to the zoo.
- (c) All the other pictures are to try and make you go on the trip and have a good time while your doing it.

## Script Number 9 — markers' comments

13(a) This candidate has successfully identified 2 purposes of the leaflet. To encourage train & (b) travel on Countrylink and to suggest the variety of such a holiday (2 marks)

14(a) The candidate has identified the visual feature in the picture of the train and explained how that feature suggests holiday activities (2 marks)

14(b) The candidate has referred to the written text and has not identified a visual feature (0 marks)

14(c) The candidate has referred to the written text and has not identified a visual feature. (0 marks)

15(a) The candidate has incorrectly identified visual features in the features of written language question (0 marks)

15(b) (0 marks)

15(c) (0 marks)

## 9 Section 1: Part C — Questions and Marking Criteria

### Section 1: Reading/Viewing

#### Part C — short answers Short Story — *Home Game*

21. Identify **THREE** main ideas that the writer presents in this story. (3 Marks)

Six lines to be provided

- One mark for each idea identified
- Ideas may include:
  - 1 isolation of newcomer; migrant experience must be referred to;
  - 2 transition from one country to another — difficulties encountered;
  - 3 language barrier; (must refer to barrier);
  - 4 shared experiences breaking down barriers;
  - 5 sport breaking down barriers;
  - 6 complexity of any cultural environment — so much to learn and understand;
  - 7 institutions not catering for individuals;
  - 8 reactions to difference — racism, discrimination;
  - 9 even a game can unify, bring people together;
  - 10 the human need to belong — it's difficult to make new friends;
  - 11 people should be accepted for who they are, not what they can do;
  - 12 people are all the same.

22. The title 'Home Game' has more than one meaning.

Identify **TWO** meanings of the title and explain how each meaning relates to the story.

(4 marks)

Ten lines to be provided

- 1 mark for identification of meaning and 1 mark for explanation of how meaning relates to the story
- Some possible elements in answer:
  - 1 connection between 'game' and soccer;

- 2 recognition of soccer being played in boy's home in Korea;
- 3 boy feeling more at home in Australia because of the game;
- 4 recognition of pun or word play — 'home game'; where player feels more comfortable, belongs;
- 5 literal meaning for 'home game' — playing at own ground;
- 6 establishing a common link between Australia and Korea;
- 7 reference to 'playing game of life' — well explained.

\*For the second mark: how it relates to the story.

**23. The author has used the following techniques in writing this short story:**

- **point of view**
- **description**
- **choice of words**
- **setting**
- **figurative language**
- **characterisation**
- **contrast.**

**Select TWO techniques. Give an example of each technique as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences** (6 marks)

14 lines to be provided

- For each technique 3 marks
- 1 mark for specific example of chosen technique in context. (Example could be paraphrased or quoted)
- 1 mark for how the technique contributes to the reader's understanding of Yang's experience
- 1 mark for an indication of the nature of Yang's experience(s) eg isolation/alienation/acceptance, etc.

## 10 Section 1: Part C — Annotated Candidate's Responses with Markers' Comments

### Question 21

#### Script Number 1 — candidate's response

21. Identify **THREE** main ideas that the writer presents in this story. (3 marks)

- (a) One idea the writer presents is the difficulty kids experience when coming to a completely new country.
- (b) Another idea expressed by the writer is that it's very hard to fit in if you don't understand the language.
- (c) One last idea expressed by the writer is it shouldn't take someone's talent for somebody to take notice of them.

#### Script Number 1 — markers' comments

##### High Range

- 21(a) 1 mark for identifying difficulty of a newcomer to a new country (Criteria Number 1)
- 21(b) 1 mark for identifying the language barrier preventing someone from fitting in (Criteria Number 3)
- 21(c) 1 mark for identifying idea of accepting someone for who they are (Criteria Number 11)

#### Script Number 2 — candidate's response

21. Identify **THREE** main ideas that the writer presents in this story. (3 marks)

- (a) The way in which, regardless of nationality, language etc., people can be united by a common love/interest.
- (b) The loneliness and isolation that is felt in a new country when a person recognises nothing and no one.
- (c) Overseas students are having very great difficulty about understanding the other's culture.

#### Script Number 2 — markers' comments

##### High Range

- 21(a) 1 mark. This candidate has successfully identified language and migrant experience as barriers broken down by shared experience (soccer). (Criteria Number 4).

- 21(b) 1 mark. Candidate has identified themes of loneliness and isolation.  
(Criteria Number 1).
- 21(c) 1 mark. Candidate has identified complexity of cultural environment.  
(Criteria Number 6).

### **Script Number 3 — candidate's response**

- 21. Identify THREE main ideas that the writer presents in this story.** (3 marks)
- (a) That discrimination makes its recipient feel uncomfortable, alone and confused, whether it be clothes or race.
- (b) That people shouldn't be disregarded and ostracised because of how they look — everyone has something to offer, in this case, Yang's soccer skills.
- (c) The difference in cultures between one country and another and how difficult they are to interpret and understand.

### **Script Number 3 — markers' comments**

#### **High Range**

- 21(a) 1 mark for identifying discrimination theme (Criteria Number 8).
- 21(b) 1 mark for identifying idea of accepting people for what they are (Criteria Number 11).
- 21(c) 1 mark for identifying complexity of cultural environment (Criteria Number 6).

### **Script Number 4 — candidate's response**

- 21. Identify THREE main ideas that the writer presents in this story.** (3 marks)
- (a) The writer portrays the Korean boy as an alien who feels out of place.
- (b) The writer expresses how it feels to be different, and not understand how to communicate.
- (c) A great idea the writer had was to let one be aware of humans having 'pack animal' instincts.

### **Script Number 4 — markers' comments**

#### **Medium Range**

- 21(a) 1 mark for identifying isolation of newcomer (Criteria Number 1).
- 21(b) 1 mark for identifying language barrier (Criteria Number 3).
- 21(c) 0 marks. No evidence for this 'idea' in story.

### **Script Number 5 — candidate's response**

#### **21. Identify THREE main ideas that the writer presents in this story.**

- (a) That the Korean boy 'yang' is alienated and feels left out.
- (b) The other kids 'tease' yang about his shoes.
- (c) Yang shows his soccer skills and is accepted into that particular group who was playing soccer.

### **Script Number 5 — markers' comments**

#### **Medium Range**

- 21(a) 1 mark for identifying isolation of migrant newcomer (Criteria Number 1).
- 21(b) 0 marks. This is a plot point rather than an idea or theme.
- 21(c) 1 mark for identifying sport (soccer game) breaking down barriers (Criteria Number 5).

### **Script Number 6 — candidate's response**

#### **21. Identify THREE main ideas that the writer presents in this story. (3 marks)**

- (a) One idea is a language barrier between the foreign student and the rest of the school.
- (b) Even though Yang Sim Su doesn't understand what is being said he can still do what is required.
- (c) The third is that even though Yang Sim Su is alone his sporting skills open up a form of communication.

### **Script Number 6 — markers' comments**

#### **Medium Range**

- 21(a) 1 mark for identifying the language barrier faced by the migrant Yang Su (Criteria Number 3).
- 21(b) 0 marks. Factually inaccurate.
- 21(c) 1 mark for identifying that sport breaks down barriers (Criteria Number 4).

### **Script Number 7 — candidate's response**

**21. Identify THREE main ideas that the writer presents in this story.** (3 marks)

- (a) Its hard for a foreigner comes to an Australian school.
- (b) People should not judge others just because of the way the dress.
- (c) Its nice to welcomed.

### **Script Number 7 — markers' comments**

- 21(a) 1 mark for identifying idea of complexity of cultural environment for a newcomer (Criteria Number 6).
- 21(b) 0 marks. Does not relate sufficiently to ideas in story.
- 21(c) 0 marks. Irrelevant.

### **Script Number 8 — candidate's response**

**21. Identify THREE main ideas that the writer presents in this story.** (3 marks)

- (a) A Korean boy had no friends, he was alone in his new school.
- (b) It is very hard to learn the other language.
- (c) But overseas can enjoy the other's country friends as well.

### **Script Number 8 — markers' comments**

#### **Low Range**

- 21(a) 1 mark for identifying idea of isolation of migrant newcomer (Criteria Number 1).
- 21(b) 0 marks. Vague. Language learning is not a main idea.
- 21(c) 0 marks. Too vague. Does not identify a main idea in story.

### **Script Number 9 — candidate's response**

**21. Identify THREE main ideas that the writer presents in this story.** (3 marks)

- (a) Should not make fun of new people that look different just because of their clothes.
- (b) Nationality should not matter when it comes to making friends in a new country.
- (c) Everyone has a hidden talent.

## Script Number 9 — markers' comments

### Low Range

- 21(a) 0 marks. Inaccurate statement.
- 21(b) 1 mark. Identifying difficulties in making transition from one country to another (Criteria Number 2).
- 21(c) 0 marks. Irrelevant. Not a main idea in story.

## Question 22

### Script Number 1 — candidate's response

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) 'Home Game' is a sporting term used by one side to describe a game that is being played on their 'territory'. The other side is called the 'visitors'. Yang was a 'visitor', unaccepted and unfamiliar, until he showed his soccer skills. He was then accepted into the 'home' side.
- (b) 'Home Game' also refers to the way the soccer game made Yang feel like he wasn't so far from his home in Korea. The soccer was a link between Korea and his new school, so the game made him feel more at home.

### Script Number 1 — markers' comments

#### High Range

- 22(a) 1 mark for giving literal meaning of 'home game' (Criteria Number 5).  
1 mark for relating it to Yang and the story.
- 22(b) 1 mark for explanation that Yang felt more at home in Australia because of the game (Criteria Number 3).  
1 mark for relating Yang's experience to the story.

### Script Number 2 — candidate's response

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) The title 'Home Game' has considerable meaning to Yang Jim Su, because he is in a foreign country, a country which is not his home, but he is able to play soccer in this

foreign country just like he did in his home nation.

- (b) The other meaning for the title 'Home Game' is that the term 'home game' refers to the game which a team plays within the city or town in which they are based, in this case the other children are the home side and Yang Jim Su is the visitor.

## **Script Number 2 — markers' comments**

### **High Range**

- 22(a) 1 mark for recognition of soccer being played in Korea (Criteria Number 2) and also elements of Criteria Number 3.

1 mark for relating to Yang in a new country.

- 22(b) 1 mark for giving literal meaning of 'home game' (Criteria Number 5).

1 mark for relating to Yang and his experience as a newcomer to Australia.

## **Script Number 3 — candidate's response**

- 22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) A 'Home Game', in the sporting sense, is generally where the team feels more comfortable and welcome. They are used to their surroundings, and have the support of many people. In the same way, when Yang Jim Su saw something familiar in the playground, he was reassured and comforted. The soccer game was the link he needed between the 2 cultures.
- (b) In this context, 'Home Game' also means how Yang Jim Su recognised soccer as a popular game from his homeland, Korea. Once he recognised this familiar sport, he felt more welcome and comfortable; less of a stranger. It was a link with his culture that made him at ease, as though he was 'home'.

## **Script Number 3 — markers' comments**

### **High Range**

- 22(a) 1 mark for giving literal meaning of 'home game' (Criteria Number 5).

1 mark for relating Yang's experience to the story.

- 22(b) 1 mark for recognition of soccer being played in Yang's homeland, Korea (Criteria Number 2).

1 mark for relating to story of Yang.

### **Script Number 4 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) May mean how soccer is played at the home ground. And with the soccer game being the conclusion it fits in.
- (b) Yang Jim Su feels at home playing the game of soccer. With him being away from his country there is not much to remind him or help him along apart from soccer.

### **Script Number 4 — markers' comments**

#### **Medium Range**

- 22(a) 1 mark for identifying literal meaning of 'home game' but fails to earn second mark as it does not relate answer back to story of Yang.
- 22(b) 1 mark for recognition of soccer being played in Yang's home in Korea (Criteria Number 2) or for Yang feeling more at home in Australia because of the game (Criteria Number 3).  
  
1 mark for relating answer back to Yang's migrant experience.

### **Script Number 5 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) The meaning of 'Home Game' is were he came from in Korea they play Soccer and so he can fit in because they play it were he is now.
- (b) It means that people play the Home Game every were.

### **Script Number 5 — markers' comments**

#### **Medium Range**

- 22(a) 1 mark for recognition of soccer in Yang's home in Korea (Criteria Number 2).  
1 mark for relating to story. Reference to home in Korea, now in Australia.
- 22(b) No marks. Vague, meaningless answer that does not relate to this story.

### **Script Number 6 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) Soccer is played at home on a 'home ground' and this is linked to the conclusion of the story.
- (b) 'Home game' meaning soccer is a game Yang Jim Su is familiar with playing at his 'home'.

### **Script Number 6 — markers' comments**

#### **Low Range**

22(a) Not explained.

22(b) 1 mark for establishing some recognition of soccer as Yang's home game (Criteria Number 2) fails to satisfactorily relate this to the story.

### **Script Number 7 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) One of the meaning of 'Home Game' relates to is an athletic carnival that is held at the school and it explains how two Right shoes get taken home by a boy and how embarrassing it was for him.
- (b) The other meaning of the title 'Home game' is that yang is familiar with the game the other kids were playing because he played it in Korea.

### **Script Number 7 — markers' comments**

#### **Low Range**

22(a) No marks. Student has failed to address the question and merely relates plot elements.

22(b) 1 mark for recognition of soccer being played in boy's home in Korea (Criteria Number ). Insufficient reference to story to earn second mark.

### **Script Number 8 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) Its hard being a foreigner because you can't speak their language and that not many things are in common.
- (b) You should give people that look funny (a foreigner) a go because they don't like being left out nobody does.

### **Script Number 8 — markers' comments**

#### **Low Range**

22(a) No marks. Does not relate answer to question. No explanation of meaning of title.

22(b) No marks. Does not answer question of meaning or relate to story.

### **Script Number 9 — candidate's response**

**22. The title 'Home Game' has more than one meaning. Identify TWO meanings of the title and explain how each meaning relates to the story.** (4 marks)

- (a) Home game can mean a game that is played at your home ground. For example if you play football, you have a home ground that you usually play at making it a 'Home Game'.
- (b) It also relates to the story because it is constantly (soccer) a game where many people is familiar with. The writer chose this title because it relates to the story very much.

### **Script Number 9 markers' comments**

#### **Low Range**

22(a) 1 mark for identifying literal meaning of 'home ground'. Criteria Number 5 does not relate this meaning to the story of Yang.

22(b) No marks. Answer not relevant to question. Fails to relate to story of Yang.

## Question 23

### Script Number 1 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select TWO techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) Point of view — This is very effective in that even though the story is in the third person, it is completely from Yang's point of view. The reader can understand the way Yang feels isolated and unaccepted, and the relief he feels when he is invited to join the soccer game. You can almost follow Yang's thoughts — My skill has impressed them. They admire me. They want me to play!!
- (b) Choice of words — This technique helps the reader understand how Yang's new school is totally unfamiliar. For instance, the writing on the board is referred to as 'patterns', for this is what they look like to Yang. The words used are also simple — there are no long, fancy words. This gives an overall tone of frankness and simplicity to the story, helping the reader understand how Yang felt isolated, as the simplicity of the language makes his confusion stand out.

### Script Number 1 — markers' comments

#### High Range

23(a) 1 mark for explanation of use of point of view.

1 mark for how the technique contributes to the reader's understanding of Yang's experience.

1 mark for indication of Yang's experience — isolation and acceptance.

23(b) 1 mark for example quoted ('patterns').

1 mark for how this technique contributes to the readers' understanding.

1 mark for indication of Yang's experience (isolation and confusion).

## Script Number 2 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select **TWO** techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) Setting: — David Bateman chose to set this story at a 'normal school' on a 'normal day'. This allowed the reader to gain a greater understanding of Yang Jim Su's experiences because they were able to recognise the way in which he found such simple things such as listening to a teacher, which is taken for granted, impossible.
- (b) Contrast: — Bateman contrasts many aspects of Yang Jim Su, such as his clothing at the beginning of the story. He does this to demonstrate to the reader how different he must feel when all he is doing is being himself. It also gives them a sense of his loneliness.

## Script Number 2 — markers' comments

### High Range

- 23(a) 1 mark for example of setting (this student identifies both place and time setting).  
1 mark for how technique contributes to our understanding ('This allowed the reader ...').  
1 mark for identifying Yang's experience — difficulty in understanding the teacher.
- 23(b) 1 mark for example of technique (contrast of Yang's clothing with that of other students).  
1 mark for how technique contributes to readers' understanding.  
1 mark for nature of Yang's experience (loneliness).

### Script Number 3 — Candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select TWO techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) Description is used throughout the story. 'He wore flared denims with orange trimmings down the side, a red jacket and yellow sneakers'.

It helps us to understand how he looked, what the situation was like. It was used to paint a picture of loneliness and unfamiliarity. How he was different.

- (b) The setting that Bateman has selected, i.e. a school classroom and playground, allows the reader to understand Yang's experience because it is an area that everyone can relate to. The different games being played, none of which Yang was a part of, show his isolation and confusion; they express how he is being left out. They are an example of how Yang didn't fit in, and felt lonely in the unfamiliar area. Most readers can relate to these games, but have never considered them from the perspective of someone like Yang.

### Script Number 3 — markers' comments

#### High Range

23(a) 1 mark for example quoted.

1 mark for how this, eg contributes to the reader's understanding of Yang's experience.

1 mark for nature of experience (loneliness, unfamiliarity and difference).

23(b) 1 mark for identifying setting.

1 mark for indicating how setting of school classroom and playground helps reader to understand Yang's experience ('left out').

1 mark for nature of Yang's experience (lonely, unfamiliar area).

## Script Number 4 — candidate's response

23. The author has used the following techniques in writing this short story:

- **point of view**
- **description**
- **choice of words**
- **setting**
- **figurative language**
- **characterisation**
- **contrast.**

Select **TWO** techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) All of paragraph 1, especially the last two lines, help us understand that Jim and the other school children are 2 contrasting characters.
- (b) An example of characterisation is obvious from lines 34 — 37 as this paragraph describes the teacher's warmth and friendliness towards Jim, and the introverted character of Jim, being confused and out of place.

## Script Number 4 — markers' comments

### Medium Range

23(a) 1 mark for example. Although not quoted the student refers to a paragraph which contains the example of contrast.

1 mark for explaining how the children's clothes highlighted the difference between Yang and the other students.

23(b) 1 mark for location and example of characterisation.

1 mark for an indication of the nature of Yang's experience (confused, out of place).

## Script Number 5 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select TWO techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) The setting is well thought out, a playground is depicted as a place where children present social issues, but at a childish level. The stereotypical playground may alienate those children who are different, this is exactly what has happened in this case.
- (b) Description: — The writer uses a good writing style which he describes all that is happening to Yang Jim Su. He describes how he is being alienated and how he finds friends.

## Script Number 5 — markers' comments

### Medium Range

- 23(a) 1 mark for example of setting (playground).  
1 mark for indicating the nature of Yang's experience (alienation).
- 23(b) The candidate does not provide an example or location of description nor say how it helps the reader understand Yang's experience. 1 mark for the indication of Yang's experience of alienation.

## Script Number 6 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select **TWO** techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) Description. In the first paragraph the writer describes how Yang Jim Su stands out from everyone. The writer effectively gives the reader a minds eye image showing Yang Jim Su standing out from two hundred boys.
- (b) Yang Jim Su didn't have any friends, he was all alone and everything in the playground was different to him. Till when the soccer ball came up to him, he showed his soccer skills and the kids shouted out 'come and join our game' — characterisation

## Script Number 6 — markers' comments

### Medium Range

23(a) 1 mark. Student locates description of Yang (par 1).

1 mark. Student indicates how description contributes to the reader's understanding (of how Yang stands out).

23(b) 1 mark. Student only indicates the nature of Yang's experience ('all alone and everything in the playground was different').

## Script Number 7 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select TWO techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) The author uses description when he describes Yang Jim Su's clothes as 'flared denims, with orange trimmings down the side, a red jacket and yellow sneakers'.
- (b) The author use Yang Jim Su's point of view when he writes that Yang Jim Su feels 'he wasn't part of anything. He shivered'.

## Script Number 7 — markers' comments

### Low Range

- 23(a) 1 mark. Student provides an example of description (Yang's clothes).
- 23(b) 1 mark. Student provides an example of point of view.

## Script Number 8 — candidate's response

23. The author has used the following techniques in writing this short story:

- **point of view**
- **description**
- **choice of words**
- **setting**
- **figurative language**
- **characterisation**
- **contrast.**

Select **TWO** techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) (Choice of words): that the boy didn't know 1 word that was spoken to him.
- (b) (description): They little boy was a different person because he is a newcomer and he has no school uniform.

## Script Number 8 — markers' comments

### Low Range

- 23(a) 0 marks. Student is unable to provide an example of effective word choice and provides no information on technique or Yang's experience.
- 23(b) 0 marks. Student fails to provide an example of description. There is no relevant information on technique or Yang's experience.

## Script Number 9 — candidate's response

23. The author has used the following techniques in writing this short story:

- point of view
- description
- choice of words
- setting
- figurative language
- characterisation
- contrast.

Select TWO techniques. Give an example of each techniques as it is used in this story and explain how the technique helps the reader to understand Yang Jim Su's experiences. (6 marks)

- (a) Description: The writer describes Yang of the beginning of the story.
- (b) Setting: David Bateman effectively creates a setting through description, but he does not make the story boring by using too much descriptive language.

## Script Number 9 — markers' comments

### Low Range

23(a) 0 mark. Student does not give evidence of how Young is described or its effect.

23(b) 0 mark. Student does not give evidence of setting or its effect.

## 11 Section 2 — Writing Questions and Marking Criteria

### The Writing Question

In the following Writing Task you will be assessed on your ability to:

- express yourself clearly in your chosen form;
- write using appropriate language for your chosen audience, purpose and form;
- organise, develop and communicate your ideas effectively.

#### Question 50

The materials you have read and viewed in Section 1 have been about some aspects of life in Australia. Think about these and your own experiences of life in Australia, then write ONE of the following. You may choose to write

#### EITHER

- (a) a letter to an overseas friend who is planning to come to Australia, outlining what they can expect on their visit;

#### OR

- (b) a feature article for a travel magazine which persuades Australians to travel within Australia;

#### OR

- (c) a newspaper report for a general audience on an event of Australian national or local interest;

#### OR

- (d) a speech to be delivered to the nation as ‘The Australia Day Address in 2008’ expressing views and opinions about Australia.

The Writing Task I have chosen is (    )

Do NOT include illustrations. Do NOT include your name, your school’s name or your address. You should write at least 400 words.

## The Assessment Criteria

### 1998 School Certificate Assessment Criteria Sheet

#### ENGLISH-literacy

#### Section 2 – Writing

	3	2	1	0
ASSESSMENT CRITERIA	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Writing Task Assessment Criteria

### 1 Express yourself clearly in your chosen form

Form: option (a) — personal letter

- H Provides salutation, orientation, outline, conclusion and sign off.
- M Provides salutation, outline with orientation or outline with conclusion, but not both.
- L Provides outline without orientation or conclusion.
- ME Minimal evidence to make a judgement.

Form: option (b) — feature article

- H Provides headline, orientation, persuades/argues, provides information, conclusion.
- M Provides headline or orientation and persuades/argues with conclusion, or provides information with conclusion, but not both.
- L Provides argument or information without orientation or conclusion.
- ME Minimal evidence to make a judgement.

Form: option (c) — newspaper report

- H Provides headline, orientation, reports factual information, interprets information, conclusion.
- M Provides headline or orientation and reports on factual information with conclusion, or interprets information with conclusion, but not both.
- L Provides report of factual information, without orientation or conclusion.
- ME Minimal evidence to make a judgement.

Form: option (d) — speech

- H Provides salutation, orientation, personal opinions, arguments/refutations and conclusion.
- M Provides orientation, personal opinions with conclusion, or arguments/refutations with conclusion, but not both.
- L Provides personal opinions or arguments without orientation or conclusion.
- ME Minimal evidence to make a judgement.

### Sentence structure

- H Displays control and confidence in using complex sentences or uses simple sentences for effect.
- M Uses simple sentences correctly and/or reasonable attempt to use complex sentences – may be some lapses.
- L Sentence construction is simple and repetitive often, with errors.
- ME Minimal evidence to make a judgement.

### Spelling

- H Spelling is almost always correct. (Allowance can be made for minor errors attributed to level of vocabulary and first draft test conditions.)
- M Spelling is sometimes correct on complicated words and mostly correct on simple common words.
- L Spelling is only sometimes correct on simple common words.
- ME Minimal evidence to make a judgement.

### Punctuation

- H Complex punctuation is almost always used appropriately and correctly.
- M Complex punctuation is sometimes correct. Simple punctuation is mostly used appropriately and correctly.
- L Simple punctuation is only sometimes used appropriately and correctly.
- ME Minimal evidence to make a judgement.

### Complex punctuation

Commas used regularly and correctly; inverted commas, brackets, colons, semicolons, exclamation marks are used correctly; hyphens correctly placed.

### Simple punctuation

Full stops; question marks; appropriate use of capital letters; few errors in use of apostrophes and commas.

## Grammar

- H Writing has consistent and appropriate control over the use of tense, subject/verb agreement and conjunctions.
- M Writing has adequate control over the use of tense, subject/verb agreement and conjunctions.
- L Writing has limited control over the use of tense, subject/verb agreement and conjunctions.
- ME Minimal evidence to make a judgement.

## **2 Write using appropriate language for your chosen audience, purpose and form**

### Audience: option (a) — personal letter

- H The tone of the letter and language choice establishes and maintains a level of familiarity and informality that enhances the overall effectiveness of the response and is consistently aware of its audience.
- M Establishes familiar and informal tone and attempts to maintain it. May be some lapses. Awareness of audience is adequate.
- L Attempts to establish familiar informal tone. Many lapses. Awareness of audience is limited.
- ME Minimal evidence to make a judgement.

### Audience: option (b) — feature article

- H The tone of the feature article (either formal, informal or a combination of both), establishes and maintains a level of language usage that enhances the overall effectiveness of the response, and is consistently aware of its audience.
- M Establishes appropriate tone and attempts to maintain it. May be some lapses. Awareness of audience is adequate.
- L Attempts to establish appropriate tone. Many lapses. Awareness of audience is limited.
- ME Minimal evidence to make a judgement.

Audience: option (c) — newspaper report

- H The tone of the newspaper report is predominantly formal and establishes and maintains a level of language usage that enhances the overall effectiveness of the response. Writing is consistently aware of its audience.
- M Establishes appropriate formal tone and attempts to maintain it. May be some lapses. Awareness of audience is adequate.
- L Attempts to establish appropriate tone. Many lapses. Awareness of audience is limited.
- ME Minimal evidence to make a judgement.

Audience: option (d) — speech

- H The tone of the Speech is predominantly formal and establishes and maintains a level of language usage that enhances the overall effectiveness of the response. Writing is consistently aware of its audience.
- M Establishes appropriate formal tone and attempts to maintain it. May be some lapses. Awareness of audience is adequate.
- L Attempts to establish appropriate tone. Many lapses. Awareness of audience is limited.
- ME Minimal evidence to make a judgement.

Purpose: option (a) — personal letter

- H Effective, clear sense of purpose throughout. Writing may be emotive, factual, persuasive, humorous, outlining what reader can expect on a visit.
- M Adequately addresses the task. Sense of purpose may not be totally consistent.
- L Sense of purpose is inconsistent. May stray off into irrelevancies.
- ME Minimal evidence to make a judgement.

Purpose: option (b) — feature article

- H Effective, clear sense of purpose throughout. Writing may be emotive, humorous, factual, descriptive, arguing why the reader should consider a holiday in Australia.
- M Adequately addresses the task. Sense of purpose may not be totally consistent.
- L The sense of purpose is inconsistent. May stray off into irrelevancies.
- ME Minimal evidence to make a judgement.

Purpose: option (c) — newspaper report

- H Effective, clear sense of purpose throughout. Writing may be factual, persuasive, emotive, reflective, descriptive, reporting on an event of national or local significance.
- M Adequately addresses the task. Sense of purpose may not be totally consistent.
- L The sense of purpose is inconsistent. May stray off into irrelevancies.
- ME Minimal evidence to make a judgement.

Purpose: option (d) — speech

- H Effective, clear sense of purpose throughout. Speech may be factual, persuasive, emotive, reflective, descriptive, providing personal views about matters of national significance.
- M Adequately addresses the task. Sense of purpose may not be totally consistent.
- L The sense of purpose is inconsistent. May stray off into irrelevancies.
- ME Minimal evidence to make a judgement.

Language and vocabulary

- H Uses appropriate vocabulary/language effectively and/or displays an extensive vocabulary.
- M Response comprises mainly common words used appropriately.
- L Vocabulary/language is very limited or uses words repetitively or incorrectly.
- ME Minimal evidence to make a judgement.

### **3 Organise develop and communicate your ideas effectively**

Paragraphing

- H Writing is consistently and coherently organised into logical sequences through paragraphs.
- M Writing is organised into logically coherent paragraphs most of the time.
- L Writing is only sometimes organised into logically coherent paragraphs.
- ME Minimal evidence to make a judgement.

Sustained development of ideas

- H An effective response where the writing synthesises stimulus material and goes beyond it with original ideas.
- M An adequate response where the writing tends to rely on the stimulus material.
- L A limited response where the writing is totally reliant on the stimulus material.
- ME Minimal evidence to make a judgement.

Effective communication: option (a) — personal letter

- H Writing effectively uses a variety of language devices such as questioning, rhetorical questioning, repetition, varied use of adverbs, adjectives and figurative language to describe, conversational tone, use of anecdote to consistently engage the audience.
- M Writing adequately uses a limited range of language devices to attempt to engage the audience.
- L Writing repetitively uses a very limited range of language devices which rarely engages the audience.
- ME Minimal evidence to make a judgement.

Effective communication: option(b) — feature article

- H Writing effectively uses a variety of language devices such as humour, rhetorical questioning, emotive language, repetition, varied use of adverbs, adjectives and figurative language to describe, use of anecdote to consistently engage the audience.
- M Writing adequately uses a limited range of language devices to attempt to engage the audience.
- L Writing repetitively uses a very limited range of language devices which rarely engages the audience.
- ME Minimal evidence to make a judgement.

Effective communication: option (c) — newspaper report

- H Writing effectively uses a variety of language devices such as impersonal voice, varied use of adverbs, adjectives and figurative language to describe or emotive language to consistently engage the audience.
- M Writing adequately uses a limited range of language devices to attempt to engage the audience.
- L Writing repetitively uses a very limited range of language devices which rarely engages the audience.
- ME Minimal evidence to make a judgement.

Effective communication: option (d) — speech

- H Writing effectively uses a variety of language devices such as humour, rhetorical questions, repetition, varied use of adverbs, adjectives and figurative language to describe or emotive language to consistently engage the audience.
- M Writing adequately uses a limited range of language devices to attempt to engage the audience.
- L Writing repetitively uses a very limited range of language devices which rarely engages the audience.
- ME Minimal evidence to make a judgement.

## Writing task assesment criteria – summary

### 1 Express yourself clearly in your chosen form

#### Form

- H Observes the conventions of the chosen form.
- M Observes most of the conventions of the chosen form.
- L Observes very few of the conventions of the chosen form.
- ME Minimal evidence to make a judgement.

#### Sentence structure

- H Displays control and confidence in using complex sentences or uses simple sentences for effect.
- M Uses simple sentences correctly and/or reasonable attempt to use complex sentences – may be some lapses.
- L Sentence construction is simple and repetitive, often with errors.
- ME Minimal evidence to make a judgement.

#### Spelling

- H Spelling is almost always correct.  
(Allowance can be made for minor errors attributed to level of vocabulary and first draft test conditions).
- M Spelling is sometimes correct on complicated words and mostly correct on simple common words.
- L Spelling is only sometimes correct on simple common words.
- ME Minimal evidence to make a judgement.

#### Punctuation

- H Complex punctuation is almost always used appropriately and correctly.
- M Simple punctuation is mostly used appropriately and correctly.
- L Simple punctuation is only sometimes used appropriately and correctly.
- ME Minimal evidence to make a judgement.

### Complex punctuation

Commas used regularly and correctly; inverted commas, brackets, colons, semicolons, exclamation marks are used correctly; hyphens correctly placed.

### Simple punctuation

Full stops; question marks, appropriate use of capital letters; few errors in use of apostrophes and commas.

### Grammar

- H Writing has consistent and appropriate control over the use of tense, subject/verb agreement and conjunctions.
- M Writing has adequate control over the use of tense, subject/verb agreement and conjunctions.
- L Writing has limited control over the use of tense, subject/verb agreement and conjunctions.
- ME Minimal evidence to make a judgement.

## **2 Write using appropriate language for your chosen audience, purpose and form**

### Audience

- H The tone and language choice is appropriate, controlled and maintained throughout the task. The writer is consistently aware of the intended audience.
- M Establishes appropriate tone and attempts to maintain it. May be some lapses. Awareness of audience is adequate.
- L Attempts to establish appropriate tone. Many lapses. Awareness of audience is limited.
- ME Minimal evidence to make a judgement.

### Purpose

- H The writer displays an effective, clear sense of purpose throughout. The theme is always consistent with the task.
- M The writer adequately addresses the task. Sense of purpose may not be totally consistent.
- L The sense of purpose is inconsistent. May stray off into irrelevancies.

ME Minimal evidence to make a judgement.

#### Language and vocabulary

H Uses appropriate vocabulary/language effectively and/or displays an extensive vocabulary.

M Response comprises mainly common words used appropriately.

L Vocabulary/language is very limited or uses words repetitively or incorrectly.

ME Minimal evidence to make a judgement.

### **3 Organise, develop and communicate your ideas effectively**

#### Paragraphing

H Writing is consistently and coherently organised into logical sequences through paragraphs.

M Writing is organised into logically coherent paragraphs most of the time.

L Writing is only sometimes organised into logically coherent paragraphs.

ME Minimal evidence to make a judgement.

#### Sustained development of ideas

H An effective response where the writing synthesises stimulus material and goes beyond it with original ideas.

M An adequate response where the writing tends to rely on the stimulus material.

L A limited response where writing is totally reliant on the stimulus material.

ME Minimal evidence to make a judgement.

#### Effective communication

H Writing effectively uses a variety of language devices to communicate and consistently engage the audience.

M Writing adequately uses a limited range of language devices to attempt to engage the audience.

L Writing repetitively uses a very limited range of language devices which rarely engages the audience.

ME Minimal evidence to make a judgement.

## 12 Section 2 — Annotated Candidate's Responses with Markers' Comments

### Script Number 1 — candidate's response

Our Own backyard

'I love a sunburnt country, a land of sweeping plains'. A brilliant poem by a brilliant poet. But tell me, how many of you have actually seen this sunburnt country? How many of you have seen the sweeping plains?<sup>1</sup>

Think about when you're planning your holiday. What do you want from it? The sun, sand and surf? Amazing, beautiful, natural land marks? People who are friendly, warm and welcome you when you're there as if you were a local? Basically a chance to see what you never have, and have a great time doing it? Is that what you want?<sup>2</sup>

Then why do so many people walk straight past the Australian travel brochures and grab the closest Hawaii, or Los Angeles catalogue? Why not hit the brakes at the Australian stand and just see what's on offer?

Natural wonders? Well let's see. Everyone's heard about Ayer's Rock. There's nothing like it in the world Kakadoo. A beautiful travel spot for the whole family. The warmth of the sun as you walk through a rain forrest, listening to the wild life is just magical. And it's one of the best rainforrests in the world. Beautiful golden beaches surround our whole country. Some of the best in the world. And we also have some of the best talent in the world lining our beaches.<sup>3</sup> The barrier reef. It contains wild life that can't be seen anywhere else. People from other countries have seen these things. Have you?<sup>4</sup>

And what about man made structures? The Sydney Harbour Bridge, known to so many across the world. The Sydney Opera House, a one of a kind building. The house of bottles, and the beautiful old churches in Adelaide All the things that can't be seen anywhere else but Australia.

You want friendly people? Look no further than your local pub, where a complete stranger can walk in and feel right at home. Get a chance to meet real Australian Aborigines. Not the ones that drive around Sydney, but the ones that still live off the land. True blue Australians, make friends for life.

And our geography is something very few countries have. The climates are so different. Wet all the time in Tasmania, to bone dry in Perth. Rainforests in the east, deserts in the middle and the west. Cold in the south and hot in the north.

So the next time your planning a holiday, ignore the urge to go look at a huge statue holding a flame, in a place full of high rises, smog, pollution and unfriendly people. Instead, look to your own back yard and be amazed at what you find. You won't regret it.<sup>5</sup>

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1 A strong, emotive introduction; effectively defines the theme of the article.

2 Complex sentences have not been used however simple sentences have been used deliberately for effect; style is appropriate for a newspaper article.

3 Frequent use of 'and' is a stylistic device included for deliberate effect rather than a grammatical error.

4 Paragraphing is functional: effective topic sentences followed by reasonably sustained and consistent development of ideas.

5 Thorough conclusion; deliberate use of short sentences ending to give impact.

## **Script Number 1 — markers' comments**

### **High Range**

50. The writer is well aware of the need to engage the audience and does so throughout. Perhaps some stylistic devices are over-used and there are some minor errors, however, overall it is a persuasive and competent response.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 1 — High Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 2 — candidate's response

The Writing Task I have chosen is (b)

Australia is known as 'the lucky country'. We are lucky. Our way of life is admired and copied. Our landmarks are photographed and sought after. Our country is rich in culture and personality. We really are 'the lucky country'. But do we as Australian's fully comprehend this? To enjoy Australia completely you have to get out there and see it for yourself.<sup>6</sup>

Many people have spent thousands of dollars jetting off overseas. This is a true crime. Some of these people know someone else's country better than their own. They can give a fantastic description of European scenery but they haven't even been to Tasmania or the Blue Mountains. Or even seen the 'Big Banana'.<sup>7</sup>

The Great Barrier reef is so spectacular tens of thousands of tourists visit it each year. The attraction is the gorgeous shimmering blue waters, the brilliant coral and the exotic and abundant marine life. Tragically some people live only a few hours away from this wonder of the world and never go there.

Exploring your own country isn't just about getting on a plane or train and travelling hundreds of kilometres. It's about taking the family for a Sunday drive to that winery down the road or to the National Park you haven't seen before. This also could mean a bushwalk in that scrub behind your house. Seeing Australia is really about getting out there, in it and seeing what we have. After all we have so much to offer and we should enjoy it, after all it is ours.<sup>8 9</sup>

Tourist centres and travel agents are a great help when deciding to travel within Australia. There are brochures, maps, package deals and resorts. Just because you choose to holiday within Australia doesn't mean you're not going to have a great time. Or just because it doesn't cost as much as an overseas holiday doesn't mean that there'll be rats in the motel. Just remember we are up with the rest of the world in regards to tourism.

If you are desperate to fly over some water try Tasmania, The Whitsundays, Port Phillip Island, Christmas Island or Kangaroo Island. These are all part of Australian as well.<sup>10</sup>

So when you are making plans for your holiday don't think global, think national. Shout yourself and your family to a holiday that will not be forgotten. Appreciate what we have, not what we don't. Australia belongs to eighteen and a half million people and you're one of them. So if you want a part of this grand country, go and see it for yourself.<sup>11</sup>

It doesn't have to be expensive or boring. So see as much as you can, and remember you own a piece of the 'lucky country'.<sup>12</sup>

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*6 Strong and emotive introduction which establishes form and purpose of this persuasive article. It does, however, lack a headline.*

*7 Emotive argument appealing to audience and clear understanding of purpose.*

*8 Displays control and confidence in using complex sentences.*

*9 Effective use of persuasive and emotive language features.*

*10 Effectively engages reader.*

*11 Maintains appropriate tone and is consistently aware of its audience.*

*12 Appropriate and emphatic conclusion.*

## **Script Number 2 — Markers' Comments**

### **High Range**

50. The writer demonstrated effective control over the conventions of writing including spelling, punctuation, sentence construction and grammar. Audience interest is sustained through the force of the argument and persuasive, emotive language used. The ideas are organised and developed. Length appropriate.

**1998 School Certificate Assessment Criteria Sheet**

**ENGLISH-literacy**

**Section 2 – Writing**

Script Number 2 — High Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

### Script Number 3 — candidate's response

The Writing Task I have chosen is (d)

Fellow Australians all, although very honoured to have been invited to give the Australia Day Address for this year 2008, I have little to say except that this country is the one I honour and the one I love.<sup>13</sup> Over the year I have grown to respect and cherish the good fortune bestowed upon Australia. I have never seen a war and I thank all the brave people who fought courageously in the two world wars for this.

Many years have passed since we last saw a war and we are lucky for that. Amidst all the happy people of Australia, very few have seen a war. Children are growing up to be the new generations of Australians and we see them as the people that will carry Australia on into the future. With their endless energy, tremendous capacity and the urge to succeed and excel, we shall expect nothing but the best they can produce for Australia.

There was once a time when the youths of Australia were mainly unheard. It was just a decade ago but times have changed and now, in the year 2008, the youth of Australia are no longer unheard. Their qualities are far beyond the qualities of any other youth of previous generations. These young Australians recognise the importance of their country and the importance they carry on their young shoulders. They hold all traditional Australian traditions and they understand what Australia is and how important it is to Australian culture.<sup>14</sup>

Another change that emancipated Australia was our transition to become a constitutional republic. Everything has been settled, relations between the Aborigines and the whites have been sweetened and the environment has been repaired. No longer are rivers polluted, no longer are children banned from swimming in Sydney Harbour. There is a point in Australian history where everything is perfect and fine and there are no problems. This is the point or the time that everyone should remember with fondness and a twinkle in the eye. This is our turning point into the future and what the future holds is unknown to us, a mystery we have to unveil.<sup>15</sup>

Australia is a multicultural country with a multicultural society and a multicultural culture. We share everything and hide nothing. Very few countries are as multicultural as we are and this is a blessing. We can mix the old with the young, the white Australians with the Chinese, the people whose ancestors were settlers and the 'new' Australians, the new immigrants. We can do all this without a problem. Why? Because Australia, as diverse as we are, recognises everyone to be proudly Australian.

All Australians have one thing in common. We are blessed to be living in this hospitable and welcoming country. Tourists love Australia and it isn't hard to see why. With the famous 'outback', the barbecues, the beautiful beaches, the country towns, the cities, the attractions, the sights, Australia has everything and most of it is plentiful in supply. Tourists find the whole world is rolled into one when they visit Australia. If they went to the city, there's Sydney and Melbourne. If they want the beach, there's Queensland and Sydney. If they're looking for the Typical Aussie outback adventure, there's plenty of these too.

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<sup>13</sup> Displays control and confidence in using complex sentences, or simple sentences for effect.

<sup>14</sup> Uses language effectively and displays an extensive vocabulary.

<sup>15</sup> Uses a variety of language devices to consistently engage the audience.

Australia, as perfect as it may seem, still has its problems. Others will emerge too as time goes by but there is little we can do. These problems will hopefully only make us stronger, make us realise the true potential this isolated island holds. We are all proud of our Aboriginal heritage, we're firmly traditionalised and committed to giving everyone a 'fair go' and we are all bound to the ideals of caring for the community and country.

Visitors from overseas will come back in a few years time and will see the change. They'll see the steps Australia has taken into the future on our own and there is little doubt that they'd commend us on that. They'll also be pleased to see the Harbour looking cleaner, our youths having fun and being responsible, the difference between the indigenous people and ourselves resolved and I guarantee that they'd be extra impressed when they see that the old Australia was a thing of the past.

Many exciting things have occurred in the past ten years and it is a definite milestone in Australian history. We hosted the 2000 Olympics successfully, we changed into a constitutional republic with the full support of all Australians, we resolved any conflicts we had and we even had an economic rise in our currency. These experiences have shown us that we are infinitely blessed and definitely stronger now than ten years ago.<sup>16</sup>

Australia has risen above itself in the past decade and there is no doubt that we will continue to rise until we have unified ourselves as a complete and inspirational nation, one that people all over the world can look up to. We have proven ourselves to others already but our newfound strength and unity has made us even more admired. We have astonished everyone and whatever happens in the future, it doesn't matter. People will still look at us and think, 'Australian, the place to be'.

We are known for our tolerant, free and vibrant society and always will be known for that. We have enchanted others with the beauty of our country, the beauty of the people and their ideas and the beauty of our natural heritage. And because we are stable and peaceful, we rightfully celebrate these gifts on the day that means most, Australia Day.

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<sup>16</sup> The writer is consistently aware of the audience, and maintains a level of language usage that enhances the overall effectiveness of the response.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 3 — High Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 4 — candidate's response

<sup>17</sup> I am proud to be standing before you today, not as a politician, not as a celebrity, not as a sportstar but as an average Australian.<sup>18</sup>

This is all I am; an average Australian who, in a crowd, would be merely another person in the sea of faces.<sup>19</sup> If my name was<sup>20</sup> called it would not attract much attention . It would be no different if other names are called. Brown, Smith, Wong, Tsz, McDonald, Dobronelli Marchatta;<sup>21</sup> all now common names in society.

Our culture is a diverse one, and for this we should be thankful.<sup>22</sup> We are exposed to all walks of life, all traditions, all languages, all cuisines, without having to leave our own backyard.<sup>23</sup>

No skin colour, be it white, brown, yellow, black, can make a person appear to be out of place.

Over the past five years our nation has progressed greatly to create this union of people<sup>24</sup> that we have now. Stop a moment. Look at the people around you. Do they look like you? Are their eyes the same colour or shape as yours? Is their hair the same shade and style? Do their clothes brandish the same labels as yours?<sup>25</sup> Chances are the answers to all these questions is NO.

No.

A powerful word that we all have the right to say in an independent, peaceful and wealthy country.<sup>26</sup>

I know there will be many of you now wondering why this wealth<sup>27</sup> has still left you not being as rich as you'd like to be, but I'm not talking only about financial wealth.<sup>28</sup>

I'm talking about our amazing health system, our stable government, our happy people and our beautiful landscape and clear air.<sup>29</sup> How many countries now, in 2008, can claim to have air as clean as ours, or to be able to walk in luscious rainforests, merely hours away from deep red soils, or sandy deserts, or unpolluted beaches? Who else can claim to have such pure water to bathe in and to drink?<sup>30</sup>

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*17 Introduction, but no specific salutation/orientation.*

*18 Complex punctuation used correctly.*

*19 Personal opinions about 'average Australians'.*

*20 Subjunctive case not used.*

*21 Complex punctuation used correctly. Grammar shows consistent and appropriate control.*

*22 Argument: 'We should be thankful for our diverse culture'.*

*23 Difficult words spelt correctly.*

*24 Argument 'Our nation has progressed to create a union of people' Formal tone established.*

*25 Use of 4 consecutive rhetorical questions.*

*26 Use of adjectives to emphasise point of view.*

*27 Figurative/metaphorical use of the term 'wealth'.*

*28 Formal tone maintained by level of language usage that enhances the overall effectiveness.*

*29 Use of original ideas which have gone beyond the stimulus material.*

*30 Rhetorical questions to engage the audience.*

In a world where poverty and war affects two-thirds of our planet, who can say their people all have equal rights? Who can say they have the best education rate in the world? Who can claim the highest employment rates on earth? Who can say they have the lowest pollution levels? Who can claim to have picturesque beaches, forests, deserts and bushland? Who can say they're truly happy?<sup>31 32</sup>

We can, Australia, we can; and we have no-one to thank but ourselves, for we are the ones who threw our hands high in the air and said, 'I want to make a difference'.

So THANK YOU, Australia, and happy birthday.<sup>33 34 35</sup>

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<sup>31</sup> Rhetorical questions used to refute those who may disagree with the speaker's point of view.

<sup>32</sup> Effective use of vocabulary.

<sup>33</sup> Paragraphing is consistently and coherently applied.

<sup>34</sup> Effective clear sense of purpose.

<sup>35</sup> Script is approximately 400 words in length.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 4 — High Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 5 — candidate's response

The Writing Task I have chosen is (b)

Australia, Have you seen it all?<sup>36</sup>

Australia is quite a nation, and to think that most Australians haven't seen it all. What are you waiting for?<sup>37</sup>

Australia's one of the world's best kept secrets. It's got everything ranging from A-Z for e.g. it's got Aussies and it's got well we couldn't find anything for Z but I'm sure we will because Australia's got such a mind changing view on everyone, everyday, and to think that your living in this land, a land which people from thousands of other country's come to visit, to see, how Australia, a multicultural country, caters of the needs of everyone, and of course for the beautiful views.<sup>38</sup>

Think of all the wonderful things you can see and do. Explore caves with Aboriginal carvings right here in Australia, you'll never see them in any other country. Surf the beautiful oceans in Queensland, relax on the beach the GoldCoast. Ski in the Blue Mountains in NSW and relax in a beautiful ski lodge later on. Explore the deserts, climb Ayer's Rock. Sit in a restaurant with famous Australian singers and actors, imagine bumping into Kylie or Dannii Minogue in McDonalds.<sup>39</sup>

Well its all there and its never going to leave so what are you waiting for. Take a year off work, and explore Australia then take another year off and explore it again and everything will be different thanks to the ever changing always amazing Australia.

Australia is a country with rich diversity from probably any other country in the world. It's got such a meaningful blend of culture which has to build up our country to what it is today for e.g. Walk into a pub and look at the different faces of Australia. You'll probably see, Greek, Lebanese, Turkish, Asian, but all these people still call themselves Australian, and yet they all get along. Walk into a pub 2000 years ago if you were Asian and Adolf Hitler was the ruler of that particular country you'd probably be dead in an instant.<sup>40</sup>

However Australia has not had one ruler which has actually been racist and killed someone because they are different instead welcomed in, to see our sights and feel the difference themselves.

Australia's fascinating blend of tourists attractions growing in size each day so take a holiday around Australia and see what your backyard has got to offer.

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<sup>36</sup> Appropriate form.

<sup>37</sup> Direct appeal to the reader.

<sup>38</sup> Awkward sentence construction with lapses in punctuation and grammar.

<sup>39</sup> Provides information and attempts to persuade.

<sup>40</sup> Sense of purpose becomes unclear here.

## **Script Number 5 — Markers' Comments**

### **Medium Range**

50. This script clearly meets the high criteria on form, spelling and audience. However, it falls within the medium range on the other 8 criteria because its sentence structure is mainly simple, its punctuation consists largely of simple punctuation, which is mostly correct; and it displays adequate grammatical control.

The script loses some direction in the third and second last paragraphs which affects its sense of purpose. The language and vocabulary comprises mainly common words used appropriately. Paragraphing is logical most of the time. Ideas are adequately developed and the writer uses a limited range of language devices to attempt to engage the audience.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 5 — Medium Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 6 — candidate's response

The Writing Task I have chosen is (a)

John Big  
49 Sack Street  
Saunderwood 4928

Joe Blo  
60 Fenth Street  
Singapore 98402

Dear Joe

Joe I heard that you are planning to come to Australia. I will tell you some of the things to do and bring over here.<sup>41</sup> First of all the weather is not as hot here as it is there so make sure you pack some warm clothing. Bring some things that you need such as swimmers, shorts etc. there is quite a lot to do in Australia so make sure you bring some money. If you have money to spend you will enjoy yourself. When you arrive at Sydney you must visit the Harbour Bridge and the Opera House they are Sydney's main attractions. Give me a call and I will take you on an Australia tour. We will visit a lot of places. We will take the countrylink train to the NSW outback and you will see what the country life is like. We can go visit the big prawn in Ballina it is stunning. The big banana in Coffs Harbour is excellent you can even have a guided tour of the banana fields. Then we will go up to Queensland where you should expect hot weather. The Gold Coast is such a beautiful place to go. The best tourist attraction in QLD<sup>42</sup> is probably the Great Barrier Reef where you can take cruises, go snorkeling, scuba diving and many more things.<sup>43</sup> Down in Victoria we can visit the Giant Earth Worm, the big berry and the big chook or the big koala. They say that Melbourne is a place to go for shopping if you want good items cheap. You might see on TV there they might have kangaroo's everywhere and koala's but don't expect to see that here. You might see some in the zoo's or in parks but you won't see them on your doorstep everyday.

In the Northern Territory you will see many aboriginal rock paintings and also 'Ayers rock' or 'Uleru'. I haven't been<sup>44</sup> there but what I have heard it is very nice and quite place to get away from the city life.

Any of the zoo's in Australia are very good and you can see animals that you would never see before.<sup>45</sup>

When you arrive make sure you give me a call and I will pick you up and if you don't have anywhere to stay you can stay here with me. I have a lovely 2 bedroom apartment on the harbour in Sydney.

Yours sincerely<sup>46</sup>

John Big

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<sup>41</sup> Sentence structure is generally simple and correct. Some basic compound sentences used.

<sup>42</sup> Spelling is generally correct except on some complicated words.

<sup>43</sup> Simple punctuation is mostly used appropriately, although full stops and commas are sometimes omitted and apostrophes are often used incorrectly.

<sup>44</sup> Grammar displays an adequate control of tense and agreement with occasional lapses.

<sup>45</sup> The writer is consistently aware of the intended audience and uses an appropriate familiar tone throughout the text.

<sup>46</sup> High form. Appropriate salutation, orientation, outline, conclusion and sign off.

## **Script Number 6 — markers' comments**

### **Medium Range**

50. The writer remains clearly on the task throughout the text. Language and vocabulary mainly comprises common words used appropriately. While paragraphs are used toward the end of the text, for the majority of the letter they have been omitted. Many of the ideas rely on the stimulus material, but some original material is introduced and adequately sustained. A limited range of language devices is used, but engagement with the audience is adequate.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 6 — Medium Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 7 — candidate's response

The Writing Task I have chosen is (a)

You are coming to Australia to visit what a good pick. Australia is one of the most beautifulist I have ever seen. That's why I live here. You have a lot to see and do in Australia so you better make it a month stay or even longer to stay.<sup>47</sup> You must of already heard about the big fruits faces and animals we have here in Australia but if not don't worry because when you come to Australia you won't hear about it you will see it with your own eyes.<sup>48</sup> You will see The Big Koala in Victoria, the Big Merino in Goulburn in N.S.W., The Big Prawn in Ballina NSW, The Giant Earthworm in Victoria, The Big Pineapple in Queensland and so many other tourist attractions that are huge like centre point tower where we can shop till you drop and eat till noon.

We will surely go by this new train called the countryline that I have not yet experienced but have heard a lot about it, in newspapers articles and T.V.<sup>49</sup>

You will see Kangaroo's, koalas, zebera's, geraffs and many other animals that you would not see in Poland. All the animals roam around freely that is at a zoo in Dubbo. We will explore the deep gorges and forests of the warrumbungle National Park and fossick for opals in legendary Lightning Ridge visit the ghost town of silvertown scene of many Australia film see the ancient Aboriginal rock carvings in Kakadu National Park and travel the famous Birdsvale Track into the great simpson desert.<sup>50</sup>

Believe me what you have just read is nothing. It is winter here now and we will go to the Blue Mountain and see the Polish man who found Kosciusko National Park. What a legend.<sup>51</sup>

We have wonderful beaches here and as well you will be able to see a shark up and close in person underwater only at under water world in Darling Harbour. Not that you can touch the shark it a clear tunnel that goes underwater and you will be able to see the shark and many other different water animals. We can always go swimming with dolphins in Queensland and go on the best rides that tip upside down round and round till there is no head on your shoulders.<sup>52</sup>

There are so many faboulis tourist attrattions you can come and see here in one and only Australia but it is a worth while and believe me you will enjoy every moment of the day.<sup>53</sup>

P.S. There is really nice and fun dancing places you can go to that I know in the city that you will never have any where else.

P.P.S. Most of all Australia is the best to visit. Have a nice flight here.<sup>54</sup>

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<sup>47</sup> No salutation but does provide orientation and adequate sense of audience and purpose within the letter form.

<sup>48</sup> Some lapses in expression, punctuation and sentence structure.

<sup>49</sup> The writing tends to rely on the stimulus material.

<sup>50</sup> Sense of audience and purpose maintained.

<sup>51</sup> Use of short simple sentences for effect. Uses a limited range of language devices to attempt to engage the audience.

<sup>52</sup> Writing is organised into logically coherent paragraphs most of the time.

<sup>53</sup> Awkward sentence construction. Attempts to use complex sentences.

<sup>54</sup> Does not provide a sign off but does have a conclusion and post scripts, in keeping with the task and letter form.

## **Script Number 7 — markers' comments**

### **Medium Range**

50. Medium response. Writing adequately engages and sustains audience interest. Clear sense of audience and purpose. Has only adequate control of the mechanics of writing. Does have appropriate language and vocabulary for letter form and task. Does rely on stimulus material but uses this adequately and does have original ideas.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 7 — Medium Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input checked="" type="checkbox"/>	M <input type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 8 — candidate's response

Dear Friend

It is a great pleasure<sup>55</sup> to me that I'm writing you this letter<sup>56</sup> to let you know what it is like down here in Australia.

When you first arrive you will be greeted and welcomed to Australia so very kindly.

Once you are unpacked and settled down in our very beautiful country which you I can assure you won't<sup>57</sup> take at all that long, you can go a quite bush walk or if hot a nice swim in the river which I myself love to do.

You can go to visit the zoo's where you can see some of Australians wildlife for example Kangaroo, Emu, Koalas, platypus, wombats and some of the birds are kookaburra, Galah and Cocatoo's.

Some other places to visit are the<sup>58</sup> Snowy Mountain ranges, blue mountains, the Opera house and Harbour bridge in Sydney.

In Queensland they have wonderful<sup>59</sup> beaches and Warner brother movie world, SeaWorld, Dream World and WetnWild which are fun amusement parks.

Australia also has all the large<sup>60</sup> things like, Banana, Giant Earthworm, Murray Cod, pineapple and many others.

Australia is full of many great farm lands on which we have cows and sheep and they grow many crops such as wheat, canola, sunflower, plus we grow oranges, grapes, apples and all types of fruits.

Australina has Botany Bay which is in Sydney.

We eat meat pies and lamingtons and have vegimite on our toast for breakfast.<sup>61</sup>

We have good old Slim Dusty, Peter Andre, Tina Arena, Kylie and Dani Minogue and Gina Geofry for our music.

Australia has Kakadu National Park. Australians are kind and always willing to give a helpful hand.

Australia has lots of bush land with Gum trees and lots of wild life running around.<sup>62</sup>

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<sup>55</sup> Opens appropriately with salutation, orientation and outline but lacks conclusion and signing off.

<sup>56</sup> Some common words such as 'writing' 'banana' are spelt incorrectly. The script is mostly correct overall.

<sup>57</sup> This script mostly uses simple sentences. When it goes beyond this the sentences structure suffers.

<sup>58</sup> Inappropriate use of capital letters and apostrophes.

<sup>59</sup> The awareness of audience is adequate only – the latter half of the scripts makes no reference to the audience.

<sup>60</sup> The sense of purpose weakens as the candidates makes general comments about Australia rather than outlining what the reader can expect.

<sup>61</sup> The writing uses a limited range of language devices to engage the audience.

<sup>62</sup> Does not conclude appropriately or sign off.

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 8 — Medium Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Sentence Structure	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Spelling	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Punctuation	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Grammar	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Purpose	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Language and vocabulary	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Sustained development of ideas	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME
Effective communication	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME

## Script Number 9 — candidate's response

The Writing Task I have chosen is (a)

Dear John<sup>63</sup>

<sup>64</sup> How'ya going?<sup>65</sup>

I'm fine here in Australia John, can't wait till you come over, we are going have<sup>66</sup> filth time man. I've organised us trip around parts of Australia,<sup>67</sup> first of all where going to visit the ghost town of silverton which by the way is pictured in a few Australian films.<sup>68</sup> Next we are going to journey through the fascinating<sup>69</sup> underground world of white cliffs opal fields and then we are going to wind our way<sup>70</sup> the magnificent landscape of the Flinders Ranges. Of course it going cost about \$1000 if that's ok? And it's a cheap price because I know the guy so don't winge ok John. After all that will spend a week or two a my place resting. So how's that man! I no it sound good to me. Any way how's your oldies been I havent seen the for about 10 yers or so tell the I said hello ok.<sup>71</sup> Go to go catch later man!<sup>72</sup>

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*63 Paragraphing – Low. Displays little understanding of the use of paragraphs. Greeting separated from body of response is all that keeps it out of Minimal Evidence category.*

*64 Audience – High. Consistently aware of audience. Language choice and tone maintain a level of informality which would seem appropriate to a personal letter.*

*65 Form – Medium. Provides salutation, orientation, limited outline. Problematic conclusion and sign off.*

*66 Sentence structure – Low. Uses simple sentences, with errors caused by punctuation and highly informal expression.*

*67 Punctuation – Low. Simple punctuation with quite a few errors or omissions.*

*68 Grammar – Low. Omissions of words shows lack of grammatical control.*

*69 Spelling – Medium. Attempts some complicated words, correctly, but also has problems with the spelling of some simple words.*

*70 Language and Vocabulary – Medium. Mainly common words used appropriately.*

*71 Purpose – Medium. Establishes sense of purpose early, but tends to drift away at the end.*

*72 Sustained level of ideas – Low. A limited response, lacking any real depth of treatment.*

**1998 School Certificate Assessment Criteria Sheet**  
**ENGLISH-literacy**  
**Section 2 – Writing**

Script Number 9 — Low Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>

## Script Number 10 — candidate's response

The Writing Task I have chosen is (a)

Dear Michael

I hear that your arriving into Sydney next week. Well you'll<sup>73</sup> be seeing a lot with me, I would take you through the wonders of this magnificent piece of landmark,<sup>74</sup> Journey you through the magnificent seas and the highlands. An inspiration of life I guarantee would be fulfilled<sup>75</sup> into you.<sup>76 77</sup>

P.S. I hope Clare's baby is health.

Yours truly

Nick Student

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*73 Script does attempt conventions of a letter it provides salutation, a very sketchy outline and a sign off.*

*74 Spelling was sometimes correct on complicated words and mostly correct on simple words.*

*75 There is an adequate awareness of audience with the use of a familiar and informal tone. The script is not detailed enough to score higher than medium.*

*76 Development of ideas are limited because response does not provide any details.*

*77 Minimal use of limited language devices that do not engage the audience.*

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**Section 2 – Writing**

Script Number 10 — Low Range

	3	2	1	0
<b>ASSESSMENT CRITERIA</b>	High	Medium	Low	Minimal Evidence
<b>Express yourself clearly in your chosen form</b>				
Form	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Sentence Structure	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Spelling	H <input type="checkbox"/>	M <input checked="" type="checkbox"/>	L <input type="checkbox"/>	ME <input type="checkbox"/>
Punctuation	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Grammar	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
<b>Write using appropriate language for your chosen audience, purpose and form</b>				
Audience	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Purpose	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Language and vocabulary	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
<b>Organise, develop and communicate your ideas effectively</b>				
Paragraphing	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Sustained development of ideas	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>
Effective communication	H <input type="checkbox"/>	M <input type="checkbox"/>	L <input checked="" type="checkbox"/>	ME <input type="checkbox"/>