2019 English as an Additional Language Subject Assessment Advice

Overview

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

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

School Assessment

Assessment Type 1: Academic Literacy Study

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

The more successful written responses:

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

More successful oral presentations:

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

The less successful responses commonly:

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

General information

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

Assessment Type 2: Responses to Texts

The more successful responses:

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

The less successful responses:

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

General information

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

Operational Advice

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

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

External Assessment

Assessment Type 3: Examination

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

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

Transcript of Text 1

Science teacher: Good morning students. Have you ever spent time outdoors and seen the damage that insects do to plants? Insects such as locusts, snails, and mites eat plants and often ruin entire crops. But not all insects are pests that cause problems. Today a leading Australian scientist from the Centre for Insect Control, Professor Wood, has come to talk to us about helpful and unhelpful insects. Welcome, Professor.

Professor Wood: It is a pleasure to be here and explain our Australian-wide pest management plan to you. We need the help of young Australians such as yourselves to lead the way and educate others in our community about the environment. My research clearly shows that instead of seeing insects as the enemy and poisoning them, we should learn to use nature’s own defences in our gardening and farming. In this way, we can create and maintain healthy gardens and farms.

Many gardeners and farmers, frustrated by the destruction that is caused by insects, deal with them by using pesticides. Pesticides are chemicals designed to kill insects. However, at the Centre for Insect Control we have found that unfortunately pesticides not only kill bad insects, they also kill good ones that help our gardens and farming land. We know that some insects are good; for example, bees are vital for plant reproduction and the ecosystem. And, let’s not forget, the chemicals we spray on our gardens to kill insects are not good for humans, either!

I am not saying that we should get rid of pesticides altogether, but they are overused, and people should learn that you don’t have to reach for them at the first sight of an insect in the garden! Did you know that good insects can actually help to control bad insects? Good insects help to decompose dead plant material, pollinate crops, and eat pests that are damaging gardens. We all know that bees are vital for pollinating plants, but did you also know that ladybirds eat other insects such as aphids that are harmful to plants?

The number one way to draw beneficial insects into your garden is by growing their favourite flowering plants. You can find information about what plants attract particular insects on our website at [www.pestplan.com.au](http://www.pestplan.com.au).

Our website aims to raise community awareness to help people identify the good insects and distinguish them from the bad. Learning which insects are helpful will result in a rapid reduction in the overuse of pesticides. Pictures on our website identify the insect species in your garden and we can also record the species and its location in our database. All it takes is a little bit of detective work on your part to make a big contribution to our knowledge of insects, their habitats, and their effect on plants!

Your contribution will help scientists to better understand all these incredible creatures and where they can be found throughout Australia. Who knows, you might stumble across a new species!

The best defence against harmful insects is more people becoming familiar with all the insects in their gardens. Having a variety of plants in your garden will welcome the good insects and help them do their work. Thank you.

Section 1: Comprehending Multimodal Texts

Part A (Questions 1 to 4) — Text 1

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

The more successful students answered the questions fully and followed the marking guide as to how much information they needed to include in their answers. Students who listened out for the key words from the question in the listening text had clearer answers. Their answers were to the point and did not include unnecessary details. They were careful with spelling and grammar to ensure that they conveyed their intended meaning.

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

1. What does Professor Wood’s research clearly show? (1 mark)

* Not all insects are bad/ the enemy/ need poisoning.
* Shouldn’t see insects as the enemy or poison them.
* Should learn to use nature’s defences in gardening and farming.
* Should grow plants good insects like/ grow their favourite flowering plants/ Should grow plants that attract insects.

1 mark for any point above.

2. What problems does the overuse of pesticides cause in gardens? Support your answer with information from Text 1. (2 marks)

* Kills good insects.
* *‘pesticides not only kill bad insects, they also kill good ones that help our gardens and farming land’.*
* Kills bees.
* Chemicals are bad/ chemicals not good for humans – they not only kill bad bugs but are bad for humans as well.

1 mark for any point above.

2 problems or 1 problem with evidence.

3. List threeways in which good insects are beneficial in a garden. (3 marks)

* Help to control bad insects.
* Help decompose dead plant(s) material.
* Pollinate crops/plants.
* Eat pests/ eat aphids.
* Bess are vital for plant reproduction and the ecosystem.
* Ladybirds eat other insects such as aphids that are harmful to plants.

1 mark for any point above.

4 Explain twoways in which members of the community can take action to help to create healthy gardens and farms. (4 marks)

* Grow favourite flowering plants or find out good insects’ favourite plants and grow them — attract good insects.
* Find information about what plants attract particular insects on the website www.pestplan.com.au — learn about the good/bad insects or identify insects in your garden.
* Help people to identify good insects and distinguish them from the bad — only kill bad.
* Learn which insects are helpful as this will result in a rapid reduction in the overuse of pesticides.
* Pictures on the website will help identify the insect species in your garden.
* Record species in your garden and your location in the database — might find new species or help scientists.
* Don’t overuse pesticides — bad for insects and people.

2 ways + explanation.

Part B (Questions 5 to 9) — Text 2

Most students were able to demonstrate an understanding of the texts and how language is used to persuade an audience. The first text was a listening text and was presented twice.

The most successful students read the instructions for each question carefully to be able to address each aspect of the question. They also understood the key requirements of each question. For example, they did not just copy the information heard, nor did they just give their own thoughts and knowledge on the topic. Rather, they integrated ideas and language from the text into their own answer, thereby demonstrating their understanding. The most successful students were able to answer the ‘how and why’ for questions which required them to examine specific techniques and not just list the techniques. They were also able to provide specific examples from the texts to support their comments of viewpoints.

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

Transcript of Text 2

Angela: Most people love honey. But are you aware that honey bees help to create a lot of the food that we eat? Today, I am going to talk with Stuart Heng, a bee-keeping enthusiast and author of the book ‘Buzzing Off’. Stuart, welcome to our podcast ‘Important issues’. Unfortunately, all around the world bees are under threat because of a small insect called a mite that is attacking them. So tell us — are bees … buzzing off?

Stuart: Hi Angela. Well, it certainly isn’t the bees themselves that are miss-bee having! It is a much more serious and widespread problem that is affecting the bee population.

Angela: Before we discuss why bees are dying, can you tell our listeners why bees are so important?

Stuart: Well, bees are a very important part of Australia's agricultural industry. One-third of the food that humans eat requires pollination and bees are one of our most important pollinators.

Angela: In your book, you quote from recently released research into Australian pest control which says that we should be urgently investigating why bees are dying.

Stuart: Yes, Angela. One out of every three things that we eat are linked to bees and the pollination that they do. Bees make honey by collecting the nectar and pollen in flowers. Bees spread pollen from plant to plant, and this helps the plants to produce seeds and fruit. So, without bees, we wouldn’t have many fruits or vegetables and our diet would change to mostly rice, wheat, and corn.

Angela: This is shocking, Stuart! Bees are obviously vital to our food supply — we can’t let them become extinct! But why are bees in so much trouble?

Stuart: Well, Angela, the main problem is a tiny mite. These mites are attaching themselves to bees and infecting them with terrible viruses that eventually kill the bees. Mites suck out the bee's blood, which reduces the bee’s immune system and makes them vulnerable to the viruses. Once the bee goes back to the hive, it spreads the virus and the whole hive dies.

Angela: In your book, you state that this mite is destroying bee populations in countries all over the world. Luckily, Australia has only had a few sightings in Queensland, but bee keepers are worried it won't stay that way. We need to get the information out there so people know what they look like and can alert pest control experts if they see them. Also, travellers must remember not to bring in bees or honey products from other countries.

Stuart: Yes, we don’t want the bees in Australia to face an outbreak of the virus. It would kill a lot of bees quickly, so we need to investigate what can be done in Australia if the mite is accidently introduced.

Angela: You are right, Stuart. It starts with educating people about why bees are so important and how we can protect them. Thank you.

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

5. What is the purpose of Text 2? Provide evidence from the text to support your answer. (2 marks)

Possible answers could include:

|  |  |
| --- | --- |
| *Purpose* | *Evidence* |
| Inform the audience/Raise awareness/promote bees | ‘Tell listeners why bees are so important’  ‘One-third of the food that humans eat requires pollination and bees are one of our most important pollinators’ |
| Educate the audience/Explain to the audience | ‘Why bees are dying and why bees are so important’  Discussion with an expert author Stuart Heng |
| Entertain/engage the audience | Through a podcast called ‘Important issues’ |
| Find out why bees are dying | ‘All around the world bees are under threat because of a small insect called a mite that is attacking them’ |
| Describe why bees are important | There is a serious and widespread problem affecting the bee population  Bees are a very important part of Australia’s agricultural industry |

Marking Scheme

Purpose (like examples underlined above) = 1 mark

Evidence (taken from text 2) = 1 mark

More successful students used the traditional purpose verbs i.e. inform, persuade, explain and selected evidence which specifically connected to that purpose. Less successful students gave a vague purpose as evidence and only gave a summary of Text 2.

6. What language technique does Angela use to appeal to the audience at the beginning of the podcast and how is it effective? Give specific evidence from the text. (2 marks)

Possible answers could include:

|  |  |
| --- | --- |
| Language Technique + Example | Effectiveness |
| Rhetorical question.  ‘But are you aware that honey bees help to create a lot of the food that we eat?’ | Intrigues/engages listeners. |
| Personal voice in the 2nd person using ‘you’.  ‘But are you aware that honey bees help to create a lot of the food that we eat?’ | Personalises the topic. |
| Use of informal/colloquial language  ‘Are bees… buzzing off?’ | Engages interest of listener/relate to the speaker. |
| Emotive language.  ‘All around the world bees are under threat because of a small insect called a mite that is attacking them’. | Helps Angela appeal to the audience. |
| Puns/play on words/humour/alliteration.  ‘Are bees… buzzing off?’ | Adds a comical element to the podcast. |

Other language techniques could include:

* Repetition
* Choice of tense
* Inclusive language
* Personal pronouns
* The impact of different types of sentences
* Onomatopoeia
* Hook
* Generalisation

The language technique needs to be from near the beginning of the podcast

Marking Scheme

Language Technique + Example = 1 mark

Effectiveness = 1 mark

The more successful students answered this question well. The less successful students tried to make this question about persuasive techniques as opposed to focusing on a language technique and appeal to the audience. They also discussed voice techniques as opposed to language techniques and drew evidence from the mid/end of the text as opposed to the beginning.

7. To what extent do the graph and the table support Helen’s argument? Justify your answer with evidence from the text. (4 marks)

Possible answers could include:

|  |  |
| --- | --- |
| *Graph and table* ***does*** *support Helen’s argument* | *Evidence* |
| 2000-2019 Graph | 2.4-2.7 million = number of bee colonies in Australia are increasing.  Source: Australian annual bee report. This confirms that the upward trend of bee numbers in increasing. |
| Graph line fluctuates up/down | ‘*The bee population fluctuates due to weather, the season, each colony’s health, and what the bees can or cannot fine to eat*’. |
| Table | 2000–2019: Number of bee colonies in Australia increasing. |
| Graph and table | Helen says: ‘*bees are not struggling to survive*!’ and her graph and table reflect this.  ‘*The bee population isn’t declining, becoming extinct, or in trouble!*’  ‘*Bees are obviously not endangered!*’.  ‘*It is obvious that news about the extinction of bees is greatly exaggerated*’. |

|  |  |
| --- | --- |
| *Graph and table* ***does not*** *support Helen’s argument* | *Evidence* |
| Table and Graph | Only 19 years of data not 50 years like Helen refers to in her blog. |
| Table and Graph | No reference to seasons or food in her table or graph. |
| Graph | No referencing of data. |
| Table | The source is ‘Australian annual bee report’ but the reader is unsure of its reliability. |

Marking Scheme

To what extent does the graph & table support argument/ topic sentence = 1 mark

Evidence x 2 one sided or one of both sides = 2 marks

Clarity and coherence = 1 mark

More successful students responded in paragraph form with a clear topic sentence addressing the question, two pieces of evidence from the text, and then a concluding sentence (although this wasn’t necessary). They also answered ‘to what extent’ as opposed to just saying the graph and table did/did not support Helen’s argument. More successful students were also able to connect what the visuals showed with the information from within the text in order to justify their position i.e. although Helen claims the number of hives have been increasing over the past 50 years, the graph and table only provide data for the past 19 years.

8. How does Helen’s blog engage its readers? Use specific examples from the text to support your answer. (4 marks)

Possible answers could include:

|  |  |
| --- | --- |
| *Technique/reason which engages reader + example* | *Effect* |
| Colour  Blue: ‘*Donate to my blog*’  Yellow: colour of the picture of the bees | Catches your attention and stands out. |
| Images  Bees: interesting photo, bees in flight  Smiling/friendly photo of Helen R  Graphs/tables | Captures the reader’s attention.  Image looks welcoming/ interesting. |
| Bold words  ‘Fact’  ‘Here’s why the bee population isn’t declining!’  ‘Read my previous posts including:’ | Reader wants to read the information because the bolded words have attracted them. |
| Rhetorical question  ‘But where is this money actually going?’  ‘What is it achieving?’ | Makes the reader think about the questions posed by Helen R and what the possible answers could be. |
| Clear layout  Dot point text/ table/graph | Makes it easy to read and understand. |
| Colloquial language use of humour  ‘dis-beelievers’ | Such language makes the reader laugh and want to read on. |
| Emotive language  ‘And the media, who are all trying to scare us with horrific news about the extinction of bees’ | Makes the reader feel empathy towards Helen R’s point of view. |

Marking Scheme x 2

Technique/ Reason + Example = 1 mark

Effect = 1 mark

Less successful students tried to make this about persuasive techniques as opposed to answering the question about engagement. It is important for students to get into the habit of listing the technique/reason + example *and* explaining how this achieves its purpose. Many students just listed the reason and example without the added detail about how.

9. Text 2 and Text 3 are unreliable sources of information. Provide evidence from *both* texts to support this statement. (8 marks)

Possible answers could include:

Text 2 — is an unreliable source of information because:

* podcast – the purpose of a podcast is only to entertain
* Bee-keeping enthusiast, author of ‘Buzzing Off’ Stuart Heng — has no real credentials listed
* Angela and Stuart make jokes and are not always serious (e.g. ‘So tell us – are bees… buzzing off?’)
* purpose of Stuart’s book ‘Buzzing Off’ – is to make money/sell his book
* no reference to specific studies
* data not referenced
* podcast uses shock value — ‘*This is shocking, Stuart! … we can’t let them become extinct!*’
* problem of ‘mite’ — not scientific name

Text 3 — is an unreliable source of information because:

* blog – purpose is to share personal opinion or entertain
* question trustworthiness of ‘Centre for Global Bee Research’ as no date of when the research was carried out
* facts not referenced
* same data reproduced twice (in graph and table)
* no date on source of graph
* table not referenced
* no authority/credentials/expert opinion — only ‘bee enthusiast’ Cathy M
* uses inclusive language ‘us’ not formal language

Marking Scheme

Topic sentence = 1 mark

6 pieces of evidence of unreliability from either text – to a  
maximum of 4 pieces of evidence from one of the texts = 6 marks

Cohesion/ structure/ clarity = 1 mark

The more successful students had a clear structure, gave clear reasons to suggest why a text was unreliable, and provided specific evidence from that text to support. i.e. if they said both texts were unreliable as the speaker/writer was not qualified, then they gave evidence regarding both Helen and Stuart. The less successful students did not read the question properly, and instead, wrote about how the two texts *were* reliable or *compared* the reliability of the two texts.

Section 2: Written paper

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

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

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

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

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

For the texts in the exam, referencing should have been:

Text 4 – Riley 2019

Text 5 – Zao 2019

Text 6 – Doon 2019

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

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

The more successful responses commonly:

* used the information and opinions in the texts to produce an extended written response which developed a point of view
* made it clear, either implicitly or explicitly, which text type and structure they had chosen to write
* wrote clear introductions with points that were reflected throughout their writing and repeated in their conclusions
* summarised different points in a unique way without copying directly from the text, and elaborated with relevant examples and different perspectives (that might not have been included within the exam texts)
* used high-level nominalisation, adverbial clauses and conjunctions
* showed a clear understanding of the question and were able to effectively rephrase ideas from the source texts and maintain the original meaning
* synthesized information from the texts and used academic language where appropriate
* combined information from more than one source text
* applied the chosen style consistently throughout the piece. For example, if a first person, informal style is adopted this should be evident in every paragraph. Similarly, if an impersonal, objective tone is adopted this must be sustained
* were judicious and critical in their selection and incorporation of evidence from the texts
* when writing an argumentative essay presented their position using formal and relatively objective language
* when writing in text types other than essays made their choice explicit by writing the text-type and context at the top or made it clear through the introduction (for example, “Good evening fellow students, and thank you for gathering in the hall today, before we depart this school for the very last time.”)
* were careful only to copy some key words and phrases
* chose a referencing style like the Harvard (author, year) referencing conventions and applied it consistently where appropriate
* showed a greater understanding of referencing by varying the way references were included in sentences. Rather than using only brackets at the end of a sentence, some students were able to integrate the author’s name into the sentence itself
* were careful not to over-reference when exploring general points
* used the [first-person point of view](https://www.thoughtco.com/first-person-point-of-view-1690861) (*I, we*), the [second-person](https://www.thoughtco.com/second-person-point-of-view-1692075) (*you, your*), or the [third-person](https://www.thoughtco.com/third-person-point-of-view-1692547) (*he, she, it, they*) consistently. For example, a persuasive piece may be written in the first person, but a report would usually be written in the third person
* used the personal pronoun and personal opinions in the appropriate context.

The less successful responses commonly:

* wrote loosely or without structure, confused structures and used an inconsistent form
* wrote well under 500 words
* did not develop a point of view as required by the question
* copied entire sentences or consecutive phrases directly from the texts impacting achievement in the Application criterion
* did not use appropriate in-text referencing conventions. Text-types which may not normally include academic in-text referencing (such as a blog) should nevertheless use it for the purposes of this assessment task
* referenced too much as every sentence in their written response referred to a text
* relied on their knowledge of the topic and struggled to demonstrate their ability to select appropriate information from the texts to develop and support their responses
* used short sentences with lots of direct copying with poor or no referencing
* did not divide their response into paragraphs
* did not have a clear structure or organise ideas logically
* were inconsistent with their register for the implied audience or context.