2021 English as an Additional Language Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

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

School Assessment

Assessment Type 1: Academic Literacy Study

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

The more successful written responses commonly:

* were based on a well-defined question or topic which is appropriate for a 1500-word report
* were based on topics of genuine interest to the students and showed substantial evidence of learning
* chose topics that allowed for a depth of understanding and allowed the development of an argument
* topics were not just exploration of scientific or technical concepts but explored the social impact of these issues
* resolved the posed question insightfully with consistent substantiation and evidence from a range of appropriate sources, referenced consistently
* addressed carefully chosen ideas within the topic that they then explored in depth to show their understanding of the concepts
* used a purposeful and structured text type to directly address the topic and explore their research
* contained elements such as an abstract, a sources analysis, an annotated bibliography, OR an account of the research methodology. If students attempted to do all of these it reduced the depth of their written report.
* consistently demonstrated text features and appropriate language for an academic written report. Such features may include headings, topic sentences, technical vocabulary, objective language, images, data, and consistent referencing
* used both in text referencing and an appropriately formatted reference list consistently following referencing conventions. A wide variety of resources were used with substantial evidence of thorough comprehension of the resources.

The more successful oral presentations:

* explored an aspect of their report and built on this beyond what they had written for the report, rather than summarising the entire issue
* used cue cards as memory prompts and engaged with the audience through fluent and interpersonal speech, rather than a memorised script
* understood that the tutorial is a presentation and considered eye contact and body language rather than a reading
* connected to their research as they were presenting. This was demonstrated in several ways, either through oral referral to sources or supported referencing in their tutorial resources (e.g. PowerPoint, handouts, visual aids)
* showed exuberance and excitement about the research topic and findings in the oral interaction
* used innovative ways to introduce the topic and engaged in extended and purposeful discussion with the group to incite the audience’s curiosity
* engaged the group in spontaneous interaction and discussion, incorporating discussion of more complex issues and justification of opinions, to address the requirements in the subject outline and the application criterion in particular
* made purposeful use of the maximum allowed time to show a range of evidence with only briefly presenting the findings of their study or an aspect of their study before answering questions posed by other group members, and/or leading a group discussion, and/or contributing collaboratively to the group.

The less successful written responses commonly:

* were based on topics that were very broad and difficult to contextualise
* used limited or unreliable sources for research
* showed little evidence of comprehension due to the scarcity of in-text citations
* were not able to show sufficient evidence of learning as there was repeated information.

The less successful oral responses commonly:

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

General information about the Academic Literacy Study

* As stated in the subject outline, at least one of the sources must be aural, visual, or multimodal. This should at least be evident in the reference list.
* A *full set of evidence must be provided* for each student in the moderation sample. In AT1 Academic Literacy Study, this includes both the written report and a recording of the oral interaction. Please do not include further evidence like cue cards, handouts, or quizzes UNLESS this is the only evidence of the student presentation (i.e. lost video).
* Teachers need to read the Performance Standards very carefully to assess how each student has genuinely demonstrated Communication, Comprehension and Application. The A+ grade band is for students who have demonstrated that they have consistently met the criteria above and beyond what would be expected of them.
* 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. It is useful if each student’s oral interaction is recorded separately and not in one recording for all students.
* Teachers need to always indicate if there are any variations for students or the whole class.
* The teacher’s LAP (Learning and Assessment Plan) and performance criteria highlighted for Moderation need to match
* If Analysis is part of the grading in the performance standards, this needs to be considered as part of the Design Criteria and the student given the opportunity to explicitly demonstrate this. An example of this could be through an annotated bibliography or a source analysis within the report.

Assessment Type 2: Responses to Texts

The more successful responses commonly:

* used a purposefully chosen and specific text type for each task. Successful sets of evidence included some variation in addition to more standard academic text types such as essays, reports, or formal letters. Examples of diverse text types (particularly in the creative response) included newsletters, scripts, news reports, personal letters, vlogs, TED talks, reflections, and narratives
* were assessed based on selected specific features to suit the purpose, content, and language of the individual task
* showed advanced understanding of texts and how the texts are used to target specific audiences and achieve specific purposes
* were able to link the language features of the text to its intended audience and purpose
* evaluated the texts within the contexts that the texts were made for. They used their understanding of the social, cultural, and personal perspectives to evaluate the impact the text has on its intended audience
* in oral tasks, 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
* used a variety of resources effectively

The less successful responses commonly:

* in oral responses, presented a memorised speech. Scripts that are read out without audience interaction or any spontaneous language, are less successful in application (appropriate language for the purpose and audience) and communication (clarity and coherence)
* recounted information or events from a stimulus text rather than expanding, evaluating, or analysing the text structures and language features
* went significantly over or under the word count or time limit
* were limited in scope to a summary of the text instead of a full response limiting evidence of analysis
* responses lacked coherence and cohesion. They were often repetitive and formulaic.

General information for Responses to Texts

* 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.
* The subject outline also states, “Students complete four responses to a range of texts.” Designing the folio to respond to an individual text limits the student’s ability to show their comprehension, limits their ability to show depth of analysis and impacts their application.
* The four responses should total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words.
* A full set of evidence must be submitted for each student in the moderation sample. In AT2, that is four tasks, including at least one that is a recording of an oral and at least two written tasks.
* Teachers need to read the Performance Standards very carefully to assess how each student has genuinely demonstrated Communication, Comprehension and Analysis. The A+ grade band is for students who have demonstrated that they have consistently met the criteria above and beyond what would be expected of them.
* Teachers must make sure that the correct word count for this section is followed.
* If students are missing a task, then this must be indicated within the variations section.
* Teachers need to always indicate if there are any variations for students or the whole class.
* The teacher’s LAP (Learning and Assessment Plan) and performance criteria highlighted for Moderation need to match.

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

Natalie Clayton: Today on Real lives in Australia we are discussing the issue of homelessness, which is unfortunately on the rise in Australia. We’d like to welcome researcher Steven Tao to the show to talk to us about how people become homeless and what we can do to help. Welcome to the show, Steven, and let’s start with a very important question — how does someone end up homeless?

Steven Tao: Good morning, Natalie — it’s good to be here. Well, homelessness happens for many different reasons, and it is a complex issue. My investigation has shown that a person who becomes homeless might have family problems, be unemployed, or have health issues. It may also be that they simply cannot afford to rent a home.

Natalie Clayton: How many people are homeless in Australia?

Steven Tao: Well, the Australian Bureau of Statistics 2016 Census revealed that homelessness had increased by 13.7 per cent compared with the previous Census. That means that around one hundred and sixteen thousand people were recorded as homeless and nearly sixty thousand of them were under 35 years old.

Natalie Clayton: Wow, Steven. I had no idea. What help is available to those who find themselves homeless?

Steven Tao: There are services and organisations that specialise in helping homeless people to find accommodation, offering support so that people can get their lives back on track. Many members of the public – both young and old – volunteer their time for these organisations, by working at soup kitchens, providing emergency accommodation, or helping homeless people find employment.

Natalie Clayton: You mention young people volunteering. I’ve seen school students sort and pack boxes full of donated goods for homeless people in need. Another way in which students help is by fundraising for charitable organisations that help homeless people.

Steven Tao: Yes, it is wonderful to see people from many different age groups helping those who are less fortunate. Volunteers also prepare meals for people in need, and local businesses donate food and distribute the food through vans or shelters.

Natalie Clayton: What else can be done to help reduce homelessness?

Steven Tao: In my opinion, one of the keyways to reduce the risk of homelessness is to build enough quality homes. Everyone should have access to safe and affordable housing.

Secondly, people should have access to affordable health care services.

And, thirdly, people must have the opportunity to connect with their community. One good example would be green spaces where people can garden together.

Natalie Clayton: It seems that ending and preventing homelessness is not as simple as finding jobs for people or giving them money. I hope that our listeners have learnt other ways in which they can offer help.

*Source:* Australian Bureau of Statistics (ABS) 2018, *Census of population and housing: estimating homelessness*,  
ABS, viewed 20 April 2021, <https://www.abs.gov.au>.  
See also: <https://www.ahuri.edu.au/research/ahuri-briefs/how-homelessness-changed-between-2011-2016>

Section 1: Comprehending Multimodal Texts

Part A (Questions 1 to 4) — Text 1

With the text presented twice, most students used the information from the text in their answers as was required. Students who were less successful misheard, misunderstood or did not comprehend the questions. The more successful students answered the questions fully and followed the marking guide as to how much information they needed to include in their answers. Students who listened for the key words 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. List *three* reasons why a person may become homeless (3 marks)

* (have) family problems/family issues
* (be) unemployed, have no job, unemployment
* (have) health issues, are sick/health problems
* cannot afford to rent a home/cannot afford rent/not enough affordable housing

Any 3 points from above.

2. What did the 2016 Census from the Australian Bureau of Statistics reveal about homelessness in Australia? (3 marks)

|  |  |  |
| --- | --- | --- |
| Percentage increase in homelessness since the previous census | Number of homeless people in Australia | Number of homeless people under 35 years old |
| 13.7 | 116 000 | Nearly 60 000 |
| 13.7% | One hundred and sixteen thousand | 60 000 |
| 13.7 per cent | One hundred 16 thousand | Sixty thousand |
|  | 116 thousand | 60 thousand |

1 mark per answer.

3. How can school students become involved in helping the homeless? (1 mark)

School students can become involved in helping the homeless by:

* sorting and packing boxes (full of donated goods)
* fundraising for charitable organisations/fundraising for charities/ fundraising for organisations/ raising money
* working in soup kitchens/ preparing meals
* volunteering.

One of the points above.

4. What suggestions does Steven give to reduce homelessness? (3 marks)

* build enough quality homes/build more houses
* have access to safe and affordable housing/provide safe housing/ provide affordable housing
* have access to affordable health care services/(more) health care services
* opportunity to connect with their community.

Any 3 points from above.

Part B (Questions 5 to 9) — Text 2

Most students could demonstrate an understanding of the texts and how language is used to persuade an audience. Text 2 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.

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

Some students answered questions in too much detail and used up all the lines given in Booklet 1 as well as writing more in the Script Book. While they were not penalized, 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.

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

5. In Text 2, what is Rebecca’s qualification and how does this influence the trustworthiness of the text? (2 marks)

Possible answer could include:

|  |  |
| --- | --- |
| Qualification | How does this influence the trustworthiness of the text? |
| Rebecca is a professor (of marine biology).  Rebecca is a scientist.  Rebecca is a scientific researcher. | Rebecca’s qualification influences the trustworthiness of the text because ...   * She mentions research done by scientific experts (a recent study) * She mentions statistics * She gives expert advice about the problem of plastic waste/how people can solve this. |

1 mark = Rebecca’s qualification.

1 mark = how this qualification influences the trustworthiness of the text.

e.g. Rebecca is a Professor of Marine Biology. Rebecca’s qualification influences the trustworthiness of the text because she can give factual information as she is an expert in the area being discussed in the text.

The more successful students clearly wrote what qualification Rebecca has as well as how this qualification influences the trustworthiness of the text.

The less successful students could often answer what qualification Rebecca has but did not provide evidence of how her qualification influences the trustworthiness of the text.

6. Discuss *two* persuasive techniques used by Rebecca to show that plastic pollution is a problem. Support your answer with evidence from the text. (4 marks)

Possible answer could include:

|  |  |
| --- | --- |
| *Persuasive technique* | *Evidence from the text (generally refer to)* |
| Tone of voice | Sounds passionate and interested (any adjective which works) in solving the problem of plastic pollution |
| Rhetorical questions | * ‘Have you ever walked along a beach and been shocked to find water bottles and other debris washed up on the sand?’ * ‘Do you wonder what humans are doing to our oceans and marine life?’ |
| Use of evidence/Use of statistics | * Australians use more than 9 billion plastic bags each year * An estimated 8 million tonnes of plastic waste enters the ocean * One study found plastic in approximately 60% of all seabird species such as pelicans * A sample of 102 sea turtles had plastic in the gut * 25% of fish contained plastic or man-made material |
| Call to action | * ‘Marine waste isn’t an ocean problem; it’s a people problem’ * ‘The good news is that people can be the solution!’ |
| Pun | * ‘Concerned individuals take the problem into their own hands …’ |
| Emotive appeal/Emotive language | * ‘Plastic pollution not only hurts animals but can also have more far-reaching consequences’ |
| Expert opinion/Use of experts and research | * Rebecca is an expert. She is a professor of marine biology * She mentions Greenpeace * She mentions scientists * ‘One study found …’ |
| Logical reasoning | * ‘Plastic doesn’t break down’ |
| Logos (logic) | * Gives reasons for change * ‘It’s a people problem’ * Logical action to take * References to studies + statistics |

|  |  |
| --- | --- |
| Ethos (credibility) | * Take action * Do right thing * Animal and marine welfare * Cites credible sources such as Greenpeace |
| Pathos (emotion) | * Appeal to fear about what people are doing to the planet * Concerned about animal health |

2 persuasive techniques = 2 marks

2 pieces of evidence from text = 2 marks

e.g. two persuasive techniques used by Rebecca are statistics and a rhetorical question. Rebecca quoted such statistics as ‘Greenpeace found that Australians use more than 9 billion plastic bags each year’. She also used the persuasive technique of a rhetorical question when she said: ‘Do you wonder what humans are doing to our oceans and marine life.’

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

The less successful students simply had memorised some persuasive techniques which may or may not have been in Text 2. Therefore, they were unable to correctly link these persuasive techniques to specific evidence correctly.

Teachers are reminded to teach a variety of techniques throughout the course to give the students scope to answer different questions.

7. The aim of the student’s poster (Text 3) is to promote change. Give four examples of how this is achieved. (4 marks)

Possible answer could include:

Examples from the text as to its aim:

* The aim of the poster is to promote change. This is shown in the title of the poster: ‘A plastic ocean? We need a wave of change that only people can launch!’
* The aim of the poster is to inform others and give information about plastic in our oceans and promote change
* The aim of the poster is to persuade others to take action and change their habits when it comes to disposing of rubbish/by using images to capture their attention/ by using captions to highlight the problems
* Image A/caption: people should dispose of their plastic bottles properly/people should not use plastic bottles
* Image B/caption: People need to dispose of plastic properly otherwise there will be more plastic than fish in the ocean
* Image C/caption: The image shows a beach full of rubbish to shock the reader. US $13 billion dollars of damage – shocking
* Image D/caption: A big sign saying stop, dumping rubbish is bad for the environment may influence someone to not dump rubbish
* Image E/caption: Is to educate about the connection between what fish eat and what goes into people
* Image F/caption: Single-use packaging is destructive/ stop using/ feel sad for the turtle/ image of bags floating in the sea
* Image G/caption: Bird looks like he is going to eat the plastic, we need to stop dumping plastic in the sea
* Image H/caption: Shocking image and caption to promote the reader to change their behaviour
* Image I/caption: The bold statement: CHANGES START WITH YOU! And: ‘As what goes in the ocean goes in you.’ + image to ‘call to action’ to change behaviours

Four examples of how the poster’s aim is achieved = 4 marks

* Pictures
* Colours
* Captions
* Inclusive language/metaphors.

e.g. the student’s poster aims to promote change. Firstly, this is achieved using inclusive language where the student writes on their poster: ‘We need a wave of change that only people can launch!’ Secondly, another way that change is promoted is through disturbing pictures of plastic in the ocean like in picture H where we see the ‘Great Pacific Garbage Patch.’ When people see this, they should want to change their habits. Thirdly, change is promoted by Image G where we see a bird next to rubbish in the ocean and can read how many animals such rubbish is killing. And finally, Image I of a plate of rubbish with the statement ‘CHANGES START WITH YOU!’ encourages people to change their ways.

*The most successful students* clearly identified 4 different examples of how change is promoted in the student’s poster. They understood the focus of the question was about how people’s actions need to change and answered in a well organised paragraph(s). They used a clear topic sentence and clearly wrote about four different examples and linked these to how change is promoted.

The less successful students did not have a topic sentence and did not show four clear examples about how change was promoted in the student poster.

8. State the intended audience for Text 2 (listening) and Text 3 (poster). Give examples from both texts to support your answer. (4 marks)

Possible answer could include:

|  |  |
| --- | --- |
| Intended Audience for Text 2 | Example from the texts |
| People who like listening to podcasts/ science podcasts | * ‘Welcome to the weekly science podcast ‘Aspects of the sea’ |
| People who are concerned about the environment/rubbish | * ‘Tackling the problem of plastic in the ocean begins on land’ * ‘Just a single bit of plastic can break up into lots of little parts that don’t disappear for a long time and cause a lot of damage.’ |
| People who care about the ocean | * ‘Threatening coastal ecosystems’ * ‘Rubbish in the water and on the shore’ * ‘Reduce the amount of plastic waste that enters the ocean’. |
| People who care about animals/ wildlife | * ‘Threatening marine life * ‘Mistaken as food by wildlife and can hurt animals with lethal consequences.’ * ‘Plastic has been found in 59% of sea birds like pelicans’ * ‘100% of sea turtle species’ * ‘More than 25% of fish’. |

|  |  |
| --- | --- |
| People who want to see change | * ‘Marine debris isn’t an ocean problem—it’s a people problem’ * ‘That means people are the solution’ * ‘Concerned people take the problem into their own hands by cleaning up their local waterways’ * ‘By putting rubbish into bins and helping clean up beaches, who knows how many marine animals’ people might save’ |

|  |  |
| --- | --- |
| Intended Audience for Text 3 | Example from the texts |
| Other school students | Poster made by a school student; the poster is titled ‘A plastic ocean? We need a wave of change that only people can launch!’ |
| Teachers | Teachers would view the poster made by the student. |
| Local community | Calling for local action to clean up the beach. |
| People interested in protecting the environment/ concerned about plastic waste | Referring to any image or caption or both. |
| People who care about the ocean | Referring to any image or caption or both. |
| People who care about animals/ wildlife | Referring to any image or caption or both. |
| People who want to see change | Referring to any image of caption or both. |

Intended audience for Text 2 + example from text = 2 marks

Intended audience for Text 3 + example from text = 2 marks

e.g. the intended audience for Text 2 is people who are concerned about the environment. We know this because Professor Matthew’s says, ‘Marine waste isn’t an ocean problem; it’s a people problem and that people can be the solution.’ The intended audience for Text 3 is students who would be viewing the poster about ocean pollution made by a fellow student. They would look at the images, the captions and the title ‘A plastic ocean? We need a wave of change that only people can launch!’ and know the poster was made to help them change their ways.

The most successful students stated the intended audience for Text 2 and the intended audience for Text 3. They gave at least one specific example from each text which highlighted the reason why they believed a certain group was the intended audience. Being specific with the audience, rather than stating it as “people” or “everyone,” made it easier for students to support their answers and gain full marks.

The less successful students did not clearly state the intended audience for both texts and give a specific example from each text.

9. Which text – Text 2 or Text 3 – is more likely to inspire you to take action against ocean pollution? Give *two* reasons why and use evidence from *both* texts to support your answer. (6 marks)

Possible answer could include:

Which text = 1 mark.

Text 2 is more likely to inspire me to take action against ocean pollution.

Text 3 is more likely to inspire me to take action against ocean pollution.

Two reasons why it is more likely to inspire to take action = 2 marks.

Evidence from both texts to support answer = 2 marks.

Clarity and coherence = 1 mark.

Possible answer could include:

Text 2

Text 2 is more likely to inspire me to take action as:

* based on science, it is logical
* gives specific reasons
* suggests actions to take
* appeals to fear for their health
* stronger position ‘damning statistics’
* inclusive action and language.

Text 3 is less likely

* not referenced
* could be advertising
* does not show an action to take
* does not state what the change is.

Text 3

Text 2 is more likely to inspire me to take action as:

* visual text – can refer to it
* visuals are more memorable
* the colours attract attention
* the images are emotive (turtle)
* use a lot of statistics and facts
* gives more examples, reasons and effects
* inclusive language engages the reader more.

Text 2 is less likely

* podcast – for entertainment
* listening text – easy to forget
* does not give references, it refers to one study.

e.g. Text 3 is more likely to inspire me to take action against ocean pollution for a variety of reasons. Firstly, this is because Text 3 uses shocking pictures which gives me a visual understanding of the damage that ocean pollution is causing. Whereas Text 2 is a listening text and the podcast delivered by Professor Matthew’s has factual information, but it is not as dramatically effective in wanting me to change as Text 3. Secondly, in partnership with the visual presentation of the impacts of ocean pollution, Text 3 provokes my emotions through the information provided in the captions with disturbing statistics such as ‘approximately 1 million plastic bottles are bought every minute around the world’. The images and captions are very persuasive whereas in Text 2, Professor Matthew’s does give factual information about what people can do about ocean pollution but without the solid visualisation and emotional effect of the poster, Text 2 is less inspiring to me.

More successful students used well-structured paragraph(s) and started with naming which text was more likely to inspire them to take action against ocean pollution. These candidates also used clear signposting and conjunctions to clearly state why one text was more inspiring than the other. They used comparative language like e.g., in the same way, compared to, whereas, in contrast, on the contrary, however, even though, on the one hand. As a result, these words and phrases gave structure to their responses. It was evident that they had planned the response and gave specific examples as to why one text was more inspiring than the other.

Less successful students often only explored one text and did not compare why one of the texts was more inspiring than the other. The students must read the question carefully and not assume it will be the same as one previously given in an EAL (English as an Additional Language) (English as an Additional Language) exam. They also did not provide specific evidence from each text, but generalised to say, 'Text A did A, but Text B didn't', without giving explicit evidence.

Section 2: Written paper

Overall, the 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 student's position and made the responses much more difficult to understand. Those who correctly applied the conventions of a persuasive or discursive essay often demonstrated analysis and comprehension better, so achieved in higher bands of the criteria. Reports were sometimes less successful, although those which used subheadings helped to better demonstrate Cp1, Ap1 and C1. Those who wrote formal letters were less able to demonstrate all criteria, particularly An1, C1 and Cp1. When choosing a text type for their response, students need to ensure they consistently follow the rules of the genre and are deliberate with their language choices.

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

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

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

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

The more successful responses commonly:

* used the information and opinions in the texts to produce an extended written response which developed a point of view
* made it clear, either implicitly or explicitly, which text type and structure they had chosen to write
* wrote clear introductions with points that were reflected throughout their writing and repeated in their conclusions. The students did not reference in their introductions or conclusions as they were not presenting detailed evidence from the texts
* summarised different points in a unique way without copying directly from the text, and elaborated with relevant examples and different perspectives (that might not have been included within the exam texts)
* used high-level grammatical control using nominalisation, adverbial clauses, conjunctions, and a diverse and effective vocabulary and expressions
* showed a clear understanding of the issue and could effectively rephrase ideas from the source texts and maintain the original meaning
* synthesized information from the texts and used academic language where appropriate
* combined information from more than one source text in each body paragraph
* applied the chosen style consistently throughout the piece. For example, if a first person, informal style is adopted this should be evident in every paragraph. Similarly, if an impersonal, objective tone is adopted this must be sustained
* were judicious and critical in their selection and incorporation of evidence from the texts
* when writing an argumentative essay presented their position using formal and objective language
* when writing in text types other than essays made their choice explicit by writing the text-type and context at the top or made it clear through the introduction (for example, “Good evening fellow students, and thank you for gathering in the hall today, before we depart this school for the very last time.”)
* were careful only to copy some key words and phrases with considered paraphrasing and evaluation of information drawn for all texts
* chose a referencing style like the Harvard (author, year) referencing conventions and applied it consistently where appropriate
* showed a greater understanding of referencing by varying the way references were included in sentences. Rather than using only brackets at the end of a sentence, some students could integrate the author’s name into the sentence itself
* were careful not to over-reference when exploring general points
* used the first-person point of view (I, we), the second-person (you, your), or the third-person (he, she, it, they) consistently. 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 genres and used an inconsistent form
* had an introduction which was either too long or contained too many quotes. Often contained learned sentences but the ideas were not developed in the written response
* wrote well under 500 words which limits comprehension and analysis
* used informal language with cliches or slang with limited repetitive vocabulary and sentences
* did not develop a point of view as required by the question
* displayed very poor spelling and grammar making it difficult to understand meaning
* did not display synthesis as limited information was used relying on one text and not supporting the ideas with information from one of the other texts
* did not use many cohesive devices or signals throughout the written response
* copied entire sentences or consecutive phrases directly from the texts impacting achievement in the Application criterion
* significantly overused direct quotations
* did not use appropriate and consistent 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
* used first names or website URL in their referencing
* referenced too much as every sentence in their written response referred to a text
* referenced opinions instead of publications
* only used referencing at the end of each paragraph
* relied on their knowledge of the topic and struggled to demonstrate their ability to select appropriate information from the texts to develop and support their responses
* used short sentences with lots of direct copying with poor or no referencing
* did not divide their response into paragraphs and did not use topic sentences for each new paragraph
* the paragraphs contained multiple ideas jumbled together
* did not have a clear structure or organise ideas logically
* were inconsistent with their register for the implied audience or context
* the information in the texts was recounted without analysis but was listed
* some attempted to summarise each text to represent a paragraph in the response with no logical link and no opinion presented.