

English as an Additional Language 2019 v1.4

IA2 high-level annotated sample response

September 2018

Extended response — persuasive written response (25%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationships with audiences
3. create perspectives and representations of concepts, identities, times and places
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve persuasive purposes
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a persuasive text
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features to achieve particular purposes.

Instrument-specific marking guide (ISMG)

Criterion: Knowledge application

Assessment objectives

3. create perspectives and representations of concepts, identities, times and places
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve persuasive purposes

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none"> • discerning creation of perspectives and representations of concepts, identities, times and places in a persuasive text • discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and stylistic devices to achieve persuasive purposes. | 7–8 |
| <ul style="list-style-type: none"> • effective creation of perspectives and representations of concepts, identities, times and places in a persuasive text • effective use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and stylistic devices to achieve persuasive purposes. | 5–6 |
| <ul style="list-style-type: none"> • appropriate creation of perspectives and representations of concepts, identities, times and places in a persuasive text • appropriate use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and stylistic devices to achieve persuasive purposes. | 3–4 |
| <ul style="list-style-type: none"> • superficial creation of perspectives and representations of concepts, identities, times and places • superficial use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and stylistic devices that vary in suitability. | 2 |
| <ul style="list-style-type: none"> • creation of fragmented perspectives and representations of concepts, identities, times and places • fragmented use of some ways ideas underpin texts • fragmented use of persuasive language features. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationships with audiences
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a persuasive text

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • discerning use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text. | 7–8 |
| <ul style="list-style-type: none"> • effective use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter to achieve a particular purpose, including effective use of cohesive devices to emphasise ideas and connect parts of a persuasive text. | 5–6 |
| <ul style="list-style-type: none"> • suitable use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter to achieve a particular purpose, including suitable use of cohesive devices to emphasise ideas and connect parts of a persuasive text. | 3–4 |
| <ul style="list-style-type: none"> • inconsistent use of the patterns and conventions of a persuasive text, and of the role of the writer established • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text. | 2 |
| <ul style="list-style-type: none"> • fragmented use of the patterns and conventions of a persuasive text, and aspects of the role of the writer established • fragmented selection of subject matter • some connections between parts of the text. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Textual features

Assessment objectives

9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features to achieve particular purposes

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • discerning language choices for particular purposes in a specific context • discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes. | 8–9 |
| <ul style="list-style-type: none"> • effective language choices for particular purposes in a specific context • effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • effective use of written features, including conventional spelling and punctuation, to achieve particular purposes. | 6–7 |
| <ul style="list-style-type: none"> • suitable language choices for particular purposes in a specific context • suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • suitable use of written features, including conventional spelling and punctuation, to achieve purposes. | 4–5 |
| <ul style="list-style-type: none"> • language choices that vary in suitability • uneven use of grammar and language structures • use of written features, including conventional spelling and punctuation, that vary in suitability. | 2–3 |
| <ul style="list-style-type: none"> • inappropriate language choices • fragmented use of grammar and language structures • variable and inappropriate use of written features, including spelling and punctuation. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Task

| Context |
|--|
| <p>Over the course of this unit, you have examined representations of contemporary social issues in a range of media texts, and the ways particular cultural assumptions, attitudes, values and beliefs underpin these representations.</p> <p>You have also studied the strategies for persuasive argument used in examples of persuasive texts.</p> <p>This assessment provides you with opportunities to draw on what you have learnt and create a perspective on a social issue in your own text, using reasoned argument to persuade an audience.</p> |
| Task |
| <p>Choose a contemporary social issue that has appeared in the media in the past two years, and decide on a particular perspective on that issue.</p> <p>Create the script for a speech that aims to persuade your audience of fellow students to accept your ideas about this issue.</p> |

Sample response

| Criterion | Marks allocated | Result |
|--|-----------------|-----------|
| Knowledge application Assessment objectives 3, 4, 5 | 8 | 8 |
| Organisation and development Assessment objectives 1, 2, 6, 7, 8 | 8 | 8 |
| Textual features Assessment objectives 9, 10, 11 | 9 | 9 |
| Total | 25 | 25 |

The annotations show the match to the instrument-specific marking guide performance-level descriptors.

Academic Portfolio

Organisation and development [7–8]

discerning use of the patterns and conventions of a persuasive text, and of the role of writer, to achieve a particular purpose

Knowledge application [7–8]

discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

Textual features [8–9]

discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes

Knowledge application [7–8]

discerning use of aesthetic features and stylistic devices to achieve persuasive purposes

Organisation and development [7–8]

discerning selection and synthesis of subject matter to support perspectives

discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text

High school plays a pivotal role in all of our lives. What may, at the time, seem like nothing more than five years of hard work, stress, and arduous studying is in fact one of the most important stages of growth and development for us. The various pieces of information that we pick up during our time as students will undoubtedly remain with us for the rest of our days. As such, it follows that we must seek to make the most of our educations, and extract every last little benefit that we can from our years spent in the classroom. We have to gain the best possible head start that we can towards our goals. I, [REDACTED], can help with this. As the person responsible for the academic portfolio of our student council, I will make a difference. I will prepare you for the future. I will change your lives. I have the drive and the initiative to see this through, and I am determined to revolutionise the way that we, the students in [REDACTED], think. With your assistance, I aim to work towards improving the academic standard here, and to create opportunities for us – for all of us – to excel. My goals may seem ambitious, my objectives too far-fetched, but I am confident that change is not only possible, but crucial. Trust in me and you will not be disappointed.

Why is this portfolio so important, though? It's true that the realm of academia as a whole is not exactly at the very forefront of the general Australian consciousness. It takes a backseat to other, apparently more "important" things, but this mindset is beyond wrong. It seems as though nowadays, our time isn't spent engaging in worthwhile or mentally enriching pursuits – no, no, we prefer to spend the majority of our afternoons glued to the television screen or taking "how sexy is YOUR name?" quizzes on Facebook. Each to their own, I suppose, but I must confess that when I see grown adults – our role models – being humiliated weekly on "Are You Smarter than a Fifth Grader?", I grow concerned. I grow concerned and I feel as though I have to do something – anything – to turn us away from the one-lane road to disaster and brain cell death that we've somehow collectively started to travel down. School... is cool. Academic activities aren't merely reserved for "nerds" and "dorks", as common misconceptions would have it – knowledge has a place in everyone's life, and it matters even more to us as students. The word "knowledge" may conjure up mental images in your minds of musty archives, barely touched records and unreasonably thick books about philosophy. I'd like to point out, however, that academia is not as antiquated or obsolete as popular culture would lead you to believe – it has several very modern, very valid applications.

Learning is not something that people are capable of turning on or off at their own pleasure – it never ends, and the details that we accumulate on this infinite journey are invaluable. Academic pursuits are both cognitively stimulating and thought-provoking, and the resultant benefits can be applied to any aspect of daily life. Problem solving, for instance, is not an inherent or innate skill. It can only be developed over time, but reasoning and logical thinking are used in the most pedestrian of situations – whether they be employed for calculating bargains at the local supermarket or trying to find practical applications for bifurcation diagrams and Lyapunov exponents (of which there are not overly many, admittedly), the ability to rationalize proves to be beyond useful every single day. Showing a willingness to learn can even help with interpersonal and social endeavours – if not merely for the fact that others will want you on their teams for trivial pursuit, displaying interest and participating in intelligent conversation is always an excellent way to make a good first impression. And let's not forget the usual positives that come about from studying and engaging in educational enrichment – the breakthroughs. All of the incredible technological advances that have come about in the last decade or so would have been impossible without

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| <p>Textual features [8–9]</p> <p>discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes</p> | <p><i>intelligence. The vaccines, the defensive weaponry, and the latest products of nanotechnology are all by-products of ever-increasing human knowledge.</i></p> |
| <p>discerning language choices for particular purposes</p> | <p><i>These dazzling developments are definitely not the be all and end all of the academic world, though, even if they frequently appear on headlines and all over tabloids being hailed and regaled as “the next big thing”. They’re certainly not the ultimate, overriding goal of the educational process, either.</i></p> |
| <p>Knowledge application [7–8]</p> | <p><i>Not everyone wants to be an astrophysicist someday, contrary to popular belief. It’s blatantly obvious, then, that I intend to make sure that the focus of the academic portfolio is not merely directed at the future neurosurgeons among us, but rather at all of us, regardless of aspirations or report card marks. We are all scholars in our own ways, after all, and each and every one of us deserves a chance to direct our particular talents at endeavours that interest us as individuals. I’ve devised a few initiatives to aid in achieving this goal, the least of which is to promote the awareness of various academic events and organisations within schools. Competitions, science exhibitions and debate teams don’t receive nearly enough recognition, and if this were to change I firmly believe that significant improvements in student involvement and interest would ensue.</i></p> |
| <p>discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</p> | <p><i>Every child is encouraged to reach for the stars and take hold of their dreams with both hands. We’re told that we can do anything that we set our minds to, but unless sufficient stimulus for our minds is provided, then few intuitive leaps and bounds can occur very easily. There simply isn’t enough inspiring material to be found in our schools at the moment, although this is something that I intend to rectify by organising funding for new books to resupply student libraries, or even inviting donations of these intellectually invaluable commodities from the wider community. Let’s face it – school libraries aren’t frequently visited by the general student population of their own volition, unless it’s to frantically secure some textbooks to satisfy their bibliographical needs. Admittedly, this might really only be a problem with our collective mindset, fellow students, but it can easily be fixed by acquiring new reading material that appeals to us and that we actually want to peruse. Certainly, these proposed developments that I have for our student council are ones that should have taken place long ago, but all change is good change – at least, as far as enhancing learning experiences for local student and creating windows of opportunity for scholars to thrive goes.</i></p> |
| <p>discerning creation of perspectives and representations of concepts, identities, times and places in a persuasive text</p> | <p><i>Empty promises are useless, so I stand before you today and offer improvements that I know can be delivered. I’m not merely referring to books, pamphlets and posters, though – I’m talking about ways that we can make the most of our educational high school experiences and prepare ourselves for the future, whatever that future happens to be for each of us. Whether you intend to spend another five years after you graduate studying madly to become a world-renowned diplomat, or you want to leave school and dive straight into the workforce – even if you have some other grandiose plan for the years ahead – it all begins right here, right now, and I can help you. We can help each other. The lifelong journey of learning commenced quite a few years ago for all of us, but I’m offering you a way to reinvent it and to make it as scintillating and captivating as possible. Give me a chance to prove my worth, and I will give all of you the chance to strive towards the successful, academically enriched future that you fully deserve.</i></p> |
| <p>Organisation and development [7–8]</p> | <p><i>Empty promises are useless, so I stand before you today and offer improvements that I know can be delivered. I’m not merely referring to books, pamphlets and posters, though – I’m talking about ways that we can make the most of our educational high school experiences and prepare ourselves for the future, whatever that future happens to be for each of us.</i></p> |
| <p>discerning selection and synthesis of subject matter to support perspectives</p> | <p><i>Whether you intend to spend another five years after you graduate studying madly to become a world-renowned diplomat, or you want to leave school and dive straight into the workforce – even if you have some other grandiose plan for the years ahead – it all begins right here, right now, and I can help you. We can help each other. The lifelong journey of learning commenced quite a few years ago for all of us, but I’m offering you a way to reinvent it and to make it as scintillating and captivating as possible. Give me a chance to prove my worth, and I will give all of you the chance to strive towards the successful, academically enriched future that you fully deserve.</i></p> |
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| <p>discerning use of the patterns and conventions of a persuasive text, and of the role of writer, to achieve a particular purpose</p> | <p><i>Whether you intend to spend another five years after you graduate studying madly to become a world-renowned diplomat, or you want to leave school and dive straight into the workforce – even if you have some other grandiose plan for the years ahead – it all begins right here, right now, and I can help you. We can help each other. The lifelong journey of learning commenced quite a few years ago for all of us, but I’m offering you a way to reinvent it and to make it as scintillating and captivating as possible. Give me a chance to prove my worth, and I will give all of you the chance to strive towards the successful, academically enriched future that you fully deserve.</i></p> |