

Literacy 2018 v1.0

IA1A mid-level annotated sample response

July 2018

Extended response — written

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 standards.

Assessment objectives

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

3. communicate relationships between ideas and information in a style appropriate to audience and purpose in personal, social and learning situations
4. select vocabulary, grammatical structures and conventions appropriate to the text in personal, social and learning situations.

Note: Objectives 1, 2, 5, 6, 7 and 8 are not assessed in this instrument.

Instrument-specific standards

Writing	Grade
<p>The student work has the following characteristics:</p>	
<ul style="list-style-type: none"> thorough explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations effective selection and use of specialised vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations. 	A
<ul style="list-style-type: none"> relevant explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations appropriate selection and use of specialised vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, including some complex texts, in personal, social and learning situations. 	B
<ul style="list-style-type: none"> explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts. in personal, social and learning situations. 	C
<ul style="list-style-type: none"> descriptions of obvious relationships between ideas and information sourced from familiar texts in personal, social and learning situations uneven selection and use of simple vocabulary, grammatical structures and conventions in familiar texts and contexts, in personal, social and learning situations. 	D
<ul style="list-style-type: none"> statements of ideas and information sourced from familiar texts in personal, social and learning situations uneven use of simple vocabulary and grammatical structures in personal, social and learning situations. 	E

Task

Explain a social issue and its impact on the personal identity of teenagers in a blog for a reputable website, such as *ConnectedSpace* or *ReachOut*. Select your social issue in consultation with your teacher.

Familiar texts for this topic are *ConnectedSpace* and the *Office of the e-Safety Commissioner*.

Sample response

Criterion	Result
Writing Assessment objectives 3 and 4	C

The annotations show the match to the instrument-specific standards characteristics.

Cyberbullying: Its effect on the personal identify of teenagers

Parents are always telling us that it's important to accept ourselves the way we are and to accept others as they are, but cyberbullying doesn't allow us to do that. It damages us.

Cyberbullying means 'using technology to bully a person or even a group with the intent to hurt them socially, psychologically or even physically' (Office of the eSafety Commissioner). It involves using stuff like mobile phones and the internet to bully the other person. Once something is posted on the internet it may never disappear, and could come back later to repeat the cyberbullying hurt. And it affects many young people on a daily basis.

The people who cyberbully others don't realise (or do they?) the harm that this does to a person that can last a lifetime. Anxiety, depression and even suicide can happen. Research shows that kids who are targets of bullies usually are bad at school, have low self-esteem, are three times more likely to get depressed, and almost nine times more likely to consider committing suicide, according to some of the studies (NoBullying.com).

I think that young people are cyberbullied lots of ways. Someone could send mean messages or threats to someone. They could spread sick rumours online, through social networking sites or web pages or through texts. Some cyberbullies take dodgy pictures of a person and spread them through mobiles or the internet. Or they distribute rude pics or posts about a person which is called sexting (Bullying Statistics). This mucks with a teenager's self-esteem when they're only just trying to get a handle on who they are. Our personal identity is not yet formed because we are still trying to understand our hobbies and interests, like safety and stuff. If rumours are spread about us we don't want to go anywhere or do anything. We just want to veg and that's bad.

It's hard to find the exact number of young people who are cyberbullied because lots of people hide it and pretend all is sweet. But I think that the number of people being cyberbullied is increasing. Social media is good and bad.

As the statistics below show, in a survey conducted in 2017, '1 in 4 students reported being bullied and 64% of girls aged 6–12 have been cyberbullied' (Bullyout). Personal identity will be impacted in each.

Writing

selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations

Writing

explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations

Writing

selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations

BULLYING STATISTICS

HOW RAMPANT IS BULLYING IN AUSTRALIAN SCHOOLS

IMPACT OF BULLYING TO AUSTRALIAN SCHOOLS

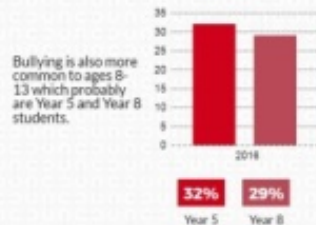
A survey was conducted to 20,000 students in Australian schools, ages 8-14, and these were the results.



From elementary to high school, 1 of 4 students have reported being bullied.



HURTFUL TEASING is the most prevalent bullying behavior.



Bullying is also more common to ages 8-13 which probably are Year 5 and Year 8 students.

CYBER BULLYING IN AUSTRALIA

Bullying does not only happen at school but also on the internet. Many are also suffering from online bullying which is also known as cyberbullying.

Mostly teenagers, particularly those who are more exposed to the internet are the ones who are prone to cyberbullying.



From ages 6 to 12, 64% of girls have reported being cyber-bullied.

With the prevalence of mobile phones and social media, it would be more easier to do cyber bullying.



SOURCES

<http://bullyout.com/bullying-statistics-in-australia/>
<http://www.bullying.com.au/learn/understand/press-facts-and-figures-about-bullying/>
<https://bullyingnews.gov.au/WhatIsBullying/actAndReport>

READ MORE AT
bullyout

Source: *Bullyout*, <http://bullyout.com.au/bullying-statistics-how-rampant-is-bullying-in-australian-schools>

MamaMia says 'one in five Australian children aged eight to 15 has been cyberbullied, and three-quarters of all Australian schools reported cyberbullying in 2013, with an average of 22 complaints every year in a secondary school'. And girls engage in cyberbullying as often as boys but are more often victims of cyberbullying than boys.

If your being cyberbullied you need to speak out and get help and stuff.

Writing

explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations

There are laws to protect young people who are being cyberbullied. Although cyberbullying is not a particular offence under Commonwealth Legislation, it is an offence to use 'a carriage service' (that is telecommunications services like mobile phones and the internet) to harass or cause offence under the Criminal Code Act. The maximum penalty is 3 years imprisonment (Wangle Family Insights).

There are certain cyberbullying activities that are recognised as crimes under Australian national law, things such as 'threatening, harassing or offending someone, stalking someone, accessing someone's personal account without their permission, defamation, and advocating suicide'. When the law is on your side, that's good.

The problem is more worse than the statistics show because they only indicate the cases that are reported to authorities. More than half of young people do not tell their parents they are being cyberbullied. That's bad.

Writing

selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations

I'm writing this because I want teenagers to understand that there are websites that help young people deal with everyday stuff such as bullying. My friends need to know about websites so that they can get advice on how to handle a bad situation.

My best advice of all for us teenagers who are being cyberbullied is to talk to a significant adult like a parent, teacher or school counsellor who can help you sort out stuff. Our personal identity is fragile. Erik Erikson says so!

Reference list

Bullying Statistics: Anti-bullying help, facts and more, www.bullyingstatistics.org/content/cyber-bullying-statistics.html

Bullyout, Bullying Statistics — How rampant is bullying in Australian schools, <http://bullyout.com.au/bullying-statistics-how-rampant-is-bullying-in-australian-schools/>

Connected Space, www.connectedspace.com.au/?gclid=CjwKCAjwypjVBRANEiwAJAxllpxFSQ1laPgvU8BWdFrGJSS6jcZq4huBICkaclQMhwr7q5x4RT9XmxoCdJAQAvD_BwE

MamaMia: What women are talking about, Consequences can be devastating, www.mamamia.com.au/cyberbullying-statistics-in-australia/

NoBullying.com, Cyber Bullying Statistics Australia: The ultimate guide, <https://nobullying.com/cyber-bullying-statistics-australia-the-ultimate-guide/>

Office of the eSafety Commissioner, www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying

Reach Out, https://au.reachout.com/everyday-issues/cyberbullying?gclid=CjwKCAjwypjVBRANEiwAJAxllHI5oSXezosezVxYcqu_TkSI1jqKPubT1cEyGs96pa1LGGoxwm_lxoCHGQQAvD_BwE

Wangle Family Insites, <https://wanglefamilyinsites.com/advice/cyberbullying-laws-australia>

Objective 3 — communicate relationships between ideas and information in a style appropriate to audience and purpose in personal, social and learning situations

The student work shows explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations, across the entire response. This is seen through:

- demonstrating their understanding of text types
- making appropriate decisions about register and presentation dependent on audience and purpose
- organising and sequencing their writing for cohesion
- using and controlling language appropriate for the intended purpose, audience, context and text type
- planning their written work.

Objective 4 — select vocabulary, grammatical structures and conventions appropriate to the text in personal, social and learning situations

The student work shows selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations, across the entire response. This is seen through applying their knowledge of vocabulary, grammar, punctuation and spelling to legibly express meaning in various written text types, for particular purposes, audiences and contexts.