# 2018 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 and an oral interaction, such as a tutorial or discussion.

The more successful written responses:

* were based on topics in which the students had a genuine interest
* chose topics with depth
* 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
* used 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 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 engage 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 the focus features
* went significantly over or under the word 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 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, LAPs, task sheets, Addenda & Variation forms. Relevant evidence does not generally include drafts, formative work, folios of research sources, or Turnitin reports.
* Ensure that all samples listed in the packing list, as selected by the teacher, are included in the bag.
* Package materials according to assessment type, not in individual student bags or folders.
* Label materials, including oral recordings, clearly, with students’ SACE registration numbers or full official names. School registration numbers and unofficial names do not match with SACE documentation provided to moderators, and hinder the moderation process.
* It is helpful if performance standards selected on marking sheets align with the final grades submitted to SACE. If marks are changed based on teacher review or school-based moderation before submission to SACE, it supports moderators to include updated performance standards sheets and teacher comments. Teachers cannot receive useful feedback if performance standards marked on student work do not align with final marks submitted.
* 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 on USBs or DVDs can be read in a standard windows computer.
* With regard to 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 does not need to be included in the time limit. Likewise, if a written text is the object of an analysis, the text sample does not need to be included in the word count.

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 for this new style of examination.

*Section 1: Comprehending Multimodal Texts* was generally completed to a high standard. *Section 2: The Written Paper* gave students the opportunity to demonstrate understanding of how to construct a persuasive piece of writing. This section was also generally completed to a high standard.

***Transcript of Text 1***

*Hello and welcome to the ﬁrst episode of ‘Health In-depth’ for 2018. In this series of podcasts, we will be discussing modern health issues. Today’s story focuses on the booming healthcare industry in Australia and globally. Australia’s largest employment growth in the last 15 years has been in the healthcare sector and this expansion shows no sign of slowing down. As the nation becomes increasingly wealthy, Australians can aﬀord to spend more of their income on healthcare. And as*

*medical science advances, more products, services, and treatments are becoming available for us to purchase. An ageing population is increasing our demand on health services.*

*This growth in the health industry has several positive impacts in Australia. Firstly, it employs more and more workers who have high-level educational qualiﬁcations. Secondly, more money is being spent on building hospitals because people always support the need for better public healthcare. Thirdly, more businesses are coming into the market to provide medical services ranging from pharmaceuticals to medical diagnostic equipment.*

*This thriving healthcare trend is occurring around the world, with wealth levels and life expectancy increasing in emerging economies such as India. It is clear that, in the future, enormous numbers of healthcare workers will be required globally to meet this demand. Some estimates suggest that by the year 2030, there will be 663 million people employed in the healthcare industry and 86 million people employed in the aged-care industry.*

*For Australia, this probable expansion presents a major opportunity for economic growth. Australia is ranked approximately 6th in the world for healthcare eﬃciency, with an exceptionally high level of medical expertise and cutting-edge medical research in its universities and medical businesses. The*

*government could encourage more trade in health-related products and services, which will contribute to the country’s economic growth.*

*Healthcare in Australia has been growing at twice the rate of the rest of the Australian economy. Therefore, the government needs to continue to attract and retain the best employees for this sector. It also needs to continue to fund research that focuses on developing cures for common health issues.*

*All in all, the healthcare industry is ﬂourishing and will provide major opportunities for the Australian economy, as long as we act now. Is there more to be done? Yes there is! By responding positively to change and providing compassionate care to those who need it most, Australia could be at the forefront of an exciting new era of healthcare services.*

*Thanks for listening. If you have any feedback on tonight’s podcast, please go to the Health In-depth website where you can leave your comments.*

*3:27 mins*

*Source:* Based on Bartlett, C, Butler, S & Rogan, C 2016, ‘Australia’s healthcare system: an opportunity for economic growth’, viewed 25 June 2018, [www.strategyand.pwc.com,](http://www.strategyand.pwc.com/) and Wade, M 2016, ‘Healthcare is a

booming industry and Australia is in the box seat’, viewed 25 June 2018, [www.smh.com.au](http://www.smh.com.au/)

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 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. 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.

1. Why are Australians spending more on healthcare according to the text? (2 marks)

*Australians are spending more on healthcare because*

*. they/ the nation/ individuals are becoming increasingly wealthy*

*. they can afford to spend more (of their income on healthcare)*

*. more (quantity) products, services, and treatments (at least 1 of the 3) are becoming available (to purchase)*

*. our ageing population (is increasing our demand on health services)*

Two dot points above for 2 marks

1. List *three* positive impacts resulting from the growth of the healthcare industry in Australia. (3 marks)
2. Employs more (and more) workers (who have high-level educational qualifications)/ increases employment in this sector
3. More money is being spent on building hospitals
4. More businesses - are coming into the market/ created/

OR

* provide medical services

1. Increased pharmaceuticals and medical diagnostic equipment
2. More public support for health care
3. Economic growth
4. Provides major opportunities

1 mark for any point above

1. How many healthcare workers could be employed globally to meet the demand of the healthcare industry by 2030. Fill in the missing numbers: (2 marks)

|  |  |
| --- | --- |
| *Employed in the healthcare industry* | *Employed in the aged-care industry* |
| *. 663 million*  *. Six hundred and sixty-three million*  *. 663 000 000* | *. 86 million*  *. Eighty-six million*  . *86 000 000* |

1 mark for each correct number

*Question 3, which required numbers, had a range of responses and should be included as part of examination preparation to give students familiarity with writing heard figures correctly.* Many students attempted to write 663 million and 86 million completely with numerals but did not have the correct number of zeroes. Responses for this question also showed that more preparation around numbers would benefit students

1. According to the text in which ways could the Australian Government support the healthcare industry? (3 marks)

*The Australian Government can support the healthcare industry by*

*. (encouraging) more trade (in health-related products and services)*

*. (continuing to) attract and retain (one of the two) the best employees (for this sector)*

*. (continuing to) fund research*

1 mark for any point above, underlined words must be included

Can be in dot points

For this question, students needed to be careful with their spelling of “attract” and “retain”, as many misspelled these words and thus conveyed a different meaning. A common example of these misspellings was “attack” and “restrain”, which completely changed the meaning. Also, the answer “fund research” was misheard as “find research”, which again changed the meaning and meant students were not awarded the mark.

Part B (Questions 5 to 9) – TEXT 2

This was the second year of the new course and overall students coped well with this new section. They 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 questions. 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 look at 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 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.

## ***Transcript of Text 2***

*[Ray’s tone is like a confrontational reporter (not necessarily polite) Barb has a confident tone – that of an expert]*

*Ray: This is 782 Summer FM and you are listening to Ray, your radio host. As the temperatures here in Australia begin to rise, the issue of whether or not you should protect yourself*

*from the sun has become a hot topic! The human body needs sunlight in order to produce Vitamin D which has major beneﬁts for your physical and mental health. Huge numbers*

*of Australians are now suﬀering from Vitamin D deﬁciency as a result of protecting themselves from dangerous ultraviolet or ‘UV’ rays. Some ‘experts’ think that Vitamin D supplements shouldn’t be taken! But I do take them and I can see the beneﬁts!*

*Today, I hope to sort the facts from the ﬁction in regard to being sun smart and our need for Vitamin D. Australia has had some high-proﬁle public awareness campaigns about the need to be sun smart, but what about promoting the need for Vitamin D supplements?*

*It seems the advice is constantly changing, because new scientiﬁc discoveries about Vitamin D requirements then seem to be contradicted by so-called ‘experts’! To update you on some of the latest ﬁndings, I’m speaking with one of Australia’s most prominent skin experts and asking for her key messages on this issue.*

*Dr Barb Thompson, Senior Researcher at the Melbourne Institute of Medical Advancements, welcome to 782 Summer FM. How much sun exposure should we be getting?*

*Barb: Well, Ray, research shows that three times a week about 35 per cent of our body should be exposed to the sun. This means exposing our legs to above the knee, our arms to above the elbow, and our faces.*

*Ray: Is it true that exposure to the sun’s UV radiation is the best source of Vitamin D?*

*Barb: That’s correct. Vitamin D is essential for bone and muscle health. Global health organisations, including the Australian Sun Exposure Clinic, now agree that a little daily unprotected sun exposure should be part of our general health routine.*

*Ray: But how much is ‘a little’?*

*Barb: In summer, when the UV Index is three or above, most people can maintain adequate Vitamin D levels by just spending a few minutes outdoors each day.*

*Ray: But many high-proﬁle reports show that people should be taking a Vitamin D supplement because we have a nationwide epidemic of Vitamin D deﬁciency. Do you agree?*

*Barb: Well, it’s true that Australians have become more careful to avoid the sun, by covering up and using sunscreen. So they are getting less exposure to the sun. However, my team of experts at the Melbourne Institute of Medical Advancements believe there is little evidence that an Australian who goes about their daily life needs a Vitamin D supplement.*

*Ray: This appears to contradict much of the research I have been reading lately!*

*Barb: Perhaps so, but humans have been living for thousands of years without taking Vitamin D supplements and have survived — so why take a tablet if it is unnecessary?*

*Ray: Thank you for being our guest speaker today Dr Thompson, and for your interesting insights. You have given us a lot to think about.*

*3:20 mins*

1. In Text 2, how does the host Ray, the radio host, show that he does not agree with Dr Barb Thompson? Give evidence from the text to support this answer. (2 marks)

*Possible answers could include:*

|  |  |
| --- | --- |
| ***Does not agree/point*** | ***Evidence/example*** |
| *Through statements such as:*  *Challenging the experts by stating:* | *It seems the advice is constantly changing, because new scientific discoveries about Vitamin D requirements then seem to be contradicted by so-called ‘experts!’* |
| *Through his statement and words such as* | *But many high-profile reports show that people should be taking a Vitamin D supplement because we have a nationwide epidemic of Vitamin D deficiency.* |
| *He asks Dr Thompson if she agrees with his statement by asking:*  *Asking a follow up question:* | *Do you agree?* |
| *Contradicting Dr Thompson’s opinion by saying*  *Challenging her with his own research/ information* | *This appears to contradict much of the research I have been reading lately!* |
| *Interview style format = Q and A* | *(Any point from above or other evidence/ example from text)* |
| *His tone of voice* | *(Any point from above or other evidence/ example from text)* |
| *Emotive language* | *(Any point from above or other evidence/ example from text)* |

Marking scheme

Point = 1 mark

Example = 1 mark

This question was answered well with some interesting responses; however, the better responses were focused and gave clear evidence from the text to support answers. The less successful students listed their responses and did not show understanding about how their examples demonstrated disagreement.

1. Identify *two* persuasive techniques that Dr Barb Thompson uses in Text 2. Give an example of each of these techniques and explain how each is persuasive. (4 marks)

*Possible answers could include:*

| ***Persuasive Technique + Example*** | ***How and why is it persuasive*** |
| --- | --- |
| *Statistics/ Evidence*  *Example such as:*  *‘Three times a week – our bodies should be exposed to the sun’*  *‘35 per cent of our body should be exposed to the sun’* | *Convinces audience of the supporting arguments* |
| *Expert opinion/ referencing organisations*  *Example such as:*  *‘Global health organisations, including the Australian Sun Exposure Clinic*  *The Melbourne Institute of Medical Advancements’* | *Such organisations our reliable and trustworthy* |
| *Logos (logic)/ Hyperbole*  *Example such as:*  *‘Humans have been living for thousands of years without taking Vitamin D supplements and have survived’*  *‘About 35 per cent of our body should be exposed to the sun. This means exposing our legs to above the knee, our arms to above the elbow, and our faces’* | *Logical reason, audience can relate to the argument*  *Logical explanation to the audience* |
| *Rhetorical question*  *Example such as:*  *‘So why take a tablet if it is unnecessary?’* | *The audience naturally agrees with this position* |
| *Personal pronouns*  *Example such as:*  *‘A little daily unprotected sun exposure should be part of our general health routine’* | *Inclusive language is persuasive* |
| *Emotive/ persuasive language*  *Example such as:*  *‘More careful’*  *‘Adequate Vitamin D levels’* | *. Persuades audience to agree with Dr Thompson* |
| *Pathos* | *Any relevant example from the text* |
| *Manner/ tone/ use of voice* | *Any relevant example from the text* |
| *Ethos* | *Any relevant example from the text* |

Marking scheme

Technique + Example = 2 marks

How/ why/ affect = 2 marks (This part of the question will depend on which persuasive technique the student has named and if it is all correct)

Students needed to carefully read the question and ensure that the examples were used by Dr Barb. The better responses focused on a technique and demonstrated understanding about what the technique was, how it was used in the text and then explained how it was persuasive.

1. Who is the intended audience of Text 3? Support your answer with *two* examples from the text.

(2 marks)

*Possible answers could include:*

|  |  |
| --- | --- |
| **Intended audience** | **Example** |
| Health conscious people/ people who have limited exposure to the sun | Rhetorical question – Do you have limited exposure to the sun? |
| Those who suffer from aching bones and muscle weakness? | Rhetorical question –Do you suffer from aching bones and muscle weakness? |
| Those who are constantly tired? | Rhetorical question – Are you constantly tired? |
| People who are sick/ People who may be having health problems | 77% of all Australian are deficient in Vitamin D. Are you? |
| Vegetarians who want a Vitamin D supplement | Not tested on animals/ suitable for vegetarians |
| Australians | . Made in Australia  . 77% of all Australian are deficient in Vitamin D. Are you? |
| Animal loves | Not tested on animals |

Marking Scheme:

Answer needs to name the intended audience + refer to the advertisement with examples

Audience 1 + Evidence (1 mark)

Audience 2 + Evidence (1 mark)

or

Intended Audience + Evidence + Evidence (2 marks)

Most students were able to answer this question correctly and were specific when it came to the intended audience and giving two examples/ evidence from the text. This question was generally answered well with full marks being achieved by most students. The less successful students only summarised the text and didn’t explain how their examples showed the audience. Students are again reminded to carefully read the questions and ensure that they are using the desired text to answer the question, as some students tried to answer this question using Text 2.

1. How does the layout and visual presentation of Text 3 attract the audience? Identify *four* techniques and give examples from the text. (4 marks)

*Possible answers could include:*

| **Layout and visual presentation techniques** | **Example and how it attracts the audience** |
| --- | --- |
| Use of colour | Bright colours, especially yellow, red and brown.  Cheerful, bright, earthy colours are natural  Represent the vitamin and sunshine |
| Use of font | Simple and bold – brand name is white for emphasis  Variety of capital letters (NEW AND IMPROVED FORMULA) and lower-case letters for effect.  Large font for key information and small font for more detailed information  Assists reader by prioritizing the information |
| Images | The sun on the bottle – is natural and enhances the product  Flora and fauna behind the bottle –gives it a natural background to enhance that it is a natural product  Sunlight beams – create positive feeling that this is a natural product |
| Layout/ product placement | Bottle in the middle of the advertisement/ centered – focusses the reader on the product  Vertical images are clear and eye catching  List of key features on right hand side – clarifies for the reader what it could do for them and that it is recommended by health experts  Use of crosses and ticks – shows what it can help reduce and what it can improve (affirmation) |
| Ethos | GMO Free  Not test on animals  Made in Australia |
| Logos | 100% guarantee  Contains ultra-pure high-strength Vitamin D  Available at your supermarket  Contains more Vitamin D than any other vitamin supplement on the market |
| Pathos | Suffer from aching bones  Muscle weakness |
| Emotive language | High quality  Limited exposure  Crucial building block  Constantly tired  Promoting strong immunity |
| Simile | Like a spark plug igniting an engine |
| Analogy | Like plants need water, your body needs Vitamin D |
| Weasel words | Just one dose |
| Symbols/ Symbolism | To highlight key aspects of product |

Marking Scheme:

Technique + Example = 1-mark x 4 times

Students adapted well to this new question and could identify particular features in the layout and visual presentation and give specific examples. This question was quite open and allowed a range of responses. The better answers were focused, and students were able to name a technique and show their understanding of this technique through their exploration. The less successful students listed techniques and were not able to show that they understood the terms they were using.

1. Which of the two texts, Text 2 or Text 3 is the least reliable? Give *three* reasons why and use evidence from both texts to support your answer. (8 marks)

*Possible answers could include:*

|  |  |
| --- | --- |
| ***Least reliable– Text 2 +***  ***Reason*** | ***Evidence*** |
| *Radio show – is to entertain* | *Any Evidence from the text* |
| *Only general information is given* | *Any Evidence from the text* |
| *No real statistics are given or is there breadth of research* | *Any Evidence from the text* |
| *‘My team of experts’* | *No more information is given/ how big is the team?* |
| *Very little evidence given to support claims* | *‘Research shows’ but does not provide the source for the claim* |
| *Contradictory information given* | *‘High profile reports show we have a nationwide epidemic of Vitamin D deficiency* |

| ***Least reliable – Text 3***  ***Reason*** | ***Evidence*** |
| --- | --- |
| *No sources mentioned* | *Any Evidence from the text* |
| *‘Health experts’ no clarified* | *Any Evidence from the text* |
| *It’s an advertisement selling a product* | *Its purpose is to sell and is one-sided* |
| *Does not say how much Vitamin D is in the product* | *Any Evidence from the text* |
| *Statistics seems exaggerated/ unlikely* | *77% of Australians are Vitamin D deficient* |
| *No plausible/ vague* | *100% guarantee – of what?* |
| *Overuse of persuasive techniques (rhetorical question, imperatives, simile, analogy, figurative language)* | *Any Evidence from the text* |

Marking Scheme:

Name which text is least reliable (position) = 1 mark

Reason + Evidence = 2 marks

Reason + Evidence = 2 marks

Reason + Evidence = 2 marks

Coherence of answer, well-structured paragraphing (topic sentence & elaboration) = 1 mark

The most successful answers were written in a cohesive paragraph or paragraphs which integrated their understanding of the texts, naming which text was least reliable, giving three reasons why it was less reliable in comparison to the other text with supporting evidence.

Before answering questions, it is essential that students ensure they completely understand what they are being asked to do. Some students answered this question by exploring persuasion and not reliability. While these ideas can influence each other, students needed to explain this connection. Students who just explored which text was more persuasive were still able to achieve some of the marks. Student were able to achieve full marks by arguing that either text was more reliable by using evidence from both texts and being able to explain how these examples contributed to the reliability.

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) .

There were a range of different genres that have been taught and students were able to demonstrate their understanding in several different ways. However, 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.

Student referencing is still an area that needs continued focus. Markers were generally happy with the approach to academic referencing, but students were more successful when they used a consistent and considered approach. For the texts in the exam this was:

* Text 4 – Heyes 2018 2014 or The News of Adelaide 2018
* Text 5 – Davers 2018
* Text 6 – AI Organisation 2018

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. 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.

With the increased use of technology, handwriting is an often-neglected area of exam preparation by many students. Handwriting is an area that needs continued focus. Some letters were not formed correctly and some words were unreadable. Students are reminded that even when running out of time they need to write carefully and neatly so that everything can be understood.

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
* 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.
* 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.