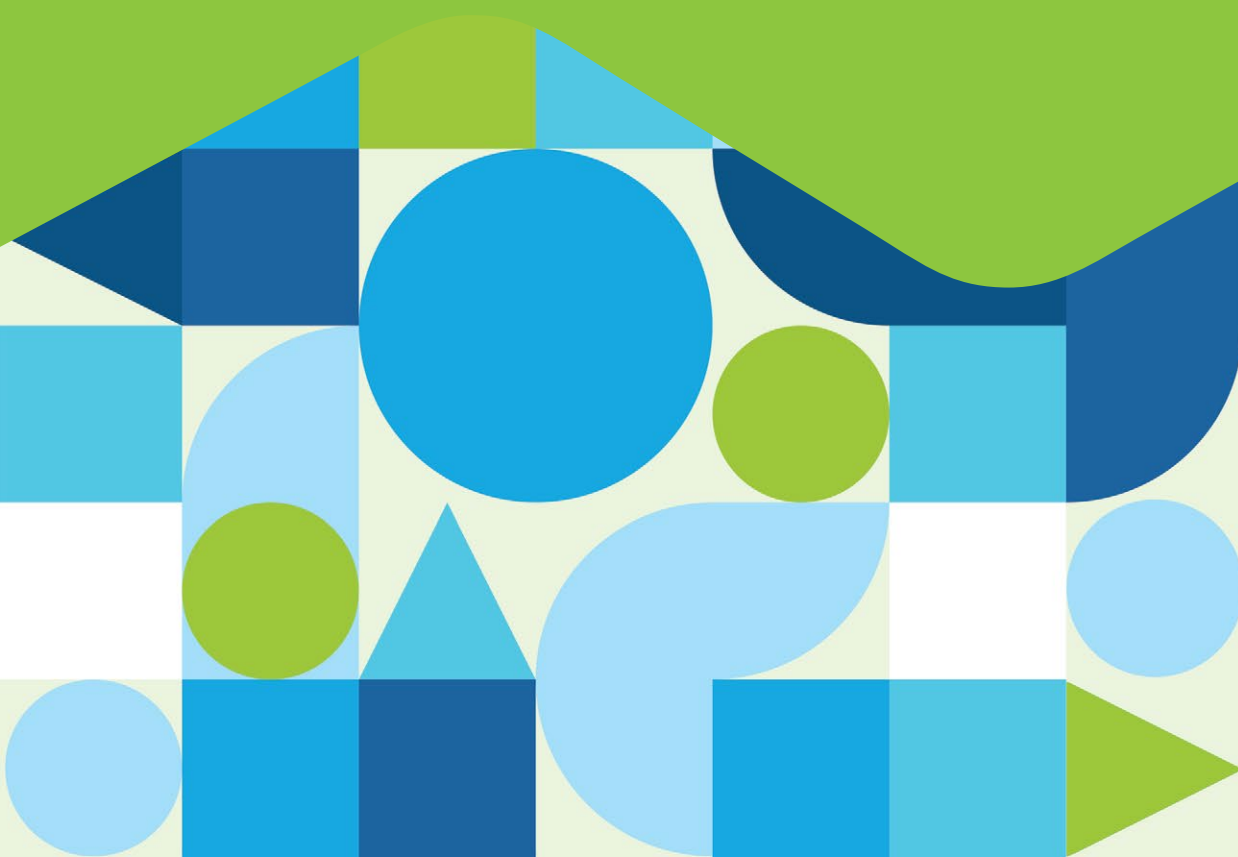


2025 NAPLAN

Writing marking guide – persuasive



Writing

Persuasive Marking Guide

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Assessing Writing in the National Assessment Program

The NAPLAN writing task

The writing task is provided to the students on a full-colour stimulus sheet. It contains the topic, task instructions and colour images to support the students. The topic and task instructions are read aloud to the students by the teacher. Students have 5 minutes to plan, 30 minutes to write and 5 minutes to edit.

The task instructions will be similar to:

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic. Write to convince a reader of your opinion.

- Start with an introduction. An introduction lets a reader know what you are going to write about.
- Write your opinion on this topic. Give reasons for your opinion. Explain your reasons for your opinion.
- Finish with a conclusion. A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear for a reader.

Definition

The following definition has shaped the development of the task and the persuasive writing marking criteria.

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform.

The style of persuasive writing may be formal or informal but it requires the writer to adopt a sense of authority on the subject matter and to develop the subject in an ordered, rational way. A writer of a persuasive text may draw on their own personal knowledge and experience or may draw on detailed knowledge of a particular subject or issue.

The main structural components of the persuasive text are the introduction, development of argument (body) and conclusion.

Within the broad persuasive genre and within the context of the given topic, writers may make decisions about themes and subjects they choose to write about and the details they use to develop their ideas. The task does not specify a preference for particular content on the given topic.

The marking criteria

Students' writing is assessed using an analytic criterion-referenced marking guide, consisting of a rubric containing ten marking criteria and annotated sample scripts. The ten criteria are:

| | | |
|----|--------------------|---|
| 1 | Audience | The writer's capacity to orient, engage and persuade the reader |
| 2 | Text structure | The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure |
| 3 | Ideas | The selection, relevance and elaboration of ideas for a persuasive argument |
| 4 | Persuasive devices | The use of a range of persuasive devices to enhance the writer's position and persuade the reader |
| 5 | Vocabulary | The range and precision of contextually appropriate language choices |
| 6 | Cohesion | The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations |
| 7 | Paragraphing | The segmenting of text into paragraphs that assists the reader to follow the line of argument |
| 8 | Sentence structure | The production of grammatically correct, structurally sound and meaningful sentences |
| 9 | Punctuation | The use of correct and appropriate punctuation to aid the reading of the text |
| 10 | Spelling | The accuracy of spelling and the difficulty of the words used |

The following table shows the range of score points for each criterion:

| Audience | Text structure | Ideas | Persuasive devices | Vocabulary | Cohesion | Paragraphing | Sentence structure | Punctuation | Spelling |
|----------|----------------|-------|--------------------|------------|----------|--------------|--------------------|-------------|----------|
| 0-6 | 0-4 | 0-5 | 0-4 | 0-5 | 0-4 | 0-3 | 0-6 | 0-5 | 0-6 |

Using the marking rubric

Each assessment criterion is displayed on a separate page. The top of each page shows the criterion number and name. The skill focus defines the underlying skill being assessed.

Each score category has a category descriptor. A category descriptor is a broad statement describing the particular skill level. This is the overall statement that should be used to make the judgement.

Additional information is included to help shape the judgement. However, this information is not an exhaustive list. Rather, it is indicative of features that may be present in students' writing.

Notes on the bottom of the page provide clarifying detail where necessary.

Sample scripts which exemplify the standard for the category scores are listed. The number in brackets is the page reference of the script.

Sample scripts and their annotations exemplifying the category scores follow the marking rubric. The annotations of the sample scripts describe how the marking criteria have been applied. Together, the criteria and the sample scripts and their annotations are the means by which consistent marker judgements are made. Both are equally important to the marking process.

Discussion scripts with annotations have been included to guide the marking of types of writing that may be encountered.

The *Note on Text Structure* section gives information about the structural components of the persuasive text type.

Finally, a glossary of terms associated with the marking guide and a spelling reference list are provided.

Criteria

1. Audience

Skill focus: The writer’s capacity to orient, engage and persuade the reader.

| | Category descriptor | Additional information | Samplescripts |
|---|--|---|--|
| 0 | <ul style="list-style-type: none"> • symbols or drawings which have the intention of conveying meaning | | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> • response to audience needs is limited • text contains simple written content • may be a title only | <ul style="list-style-type: none"> • text is very short <p>OR</p> <ul style="list-style-type: none"> • a longer text (more than one sentence) where meaning is difficult to access <p>OR</p> <ul style="list-style-type: none"> • copied stimulus material, including prompt topic | <p>Some animals cou’d die (20)</p> <p>animals getting cewd (22)</p> |
| 2 | <ul style="list-style-type: none"> • shows basic awareness of audience expectations through attempting to orient the reader • provides some information to support reader understanding | <ul style="list-style-type: none"> • text may be short but is easily read • reader may need to fill gaps in information | <p>it cruel to keep animals (24)</p> <p>animals will feel sad (28)</p> <p>any other animal (30)</p> |
| 3 | <ul style="list-style-type: none"> • orients the reader <ul style="list-style-type: none"> - an internally consistent persuasive text that attempts to support the reader by developing a shared understanding of context | <ul style="list-style-type: none"> • contains sufficient information for the reader to follow the text fairly easily | <p>They won’tface danger (32)</p> <p>they try to break out (36)</p> <p>I agree and don’tagree (40)</p> <p>Some toys and games are educational (44)</p> |
| 4 | <ul style="list-style-type: none"> • supports reader understanding <p>AND</p> <ul style="list-style-type: none"> • begins to engage and persuade reader through language choices | <ul style="list-style-type: none"> • writer’s choices may <ul style="list-style-type: none"> - create an appropriate relationship with reader (e.g. polite, formal, social distance, personal connection) | <p>My idea of a perfect zoo (48)</p> <p>All animals started off (52)</p> <p>Cages and Zoos (56)</p> |
| 5 | <ul style="list-style-type: none"> • supports, engages and persuades the reader through deliberate language choices and persuasive techniques | <ul style="list-style-type: none"> - reveal values and attitudes - persuade through control of tenor | <p>Under Certain Circumstances (62)</p> <p>Food, water and other nessasary supplies (66)</p> <p>The lion’s glorious hair (70)</p> |
| 6 | <ul style="list-style-type: none"> • controls writer/reader relationship <ul style="list-style-type: none"> - establishes strong, credible voice - crafts writing to influence reader by precise and sustained language choices and persuasive techniques - takes readers’ values and expectations into account | <ul style="list-style-type: none"> - appeal to reason, emotions and/or cultural values - subvert expectations (challenge readers’ values) - acknowledge wider audience | <p>If humans can have a voice why can’t animals. (74)</p> <p>zoos can have useful purposes (78)</p> <p>things should be regulated (84)</p> |

2. Text structure

Skill focus: The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.

| | Category descriptor | Additional information | Samplescripts |
|---|---|---|---|
| 0 | <ul style="list-style-type: none"> no evidence of any structural components of a persuasive text | <ul style="list-style-type: none"> symbols or drawings inappropriate genre, e.g. narrative, description, recount, procedure title only | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> minimal evidence of persuasive structure structural components not clearly identifiable <p>OR</p> <ul style="list-style-type: none"> one component only, e.g. an introduction or body | <ul style="list-style-type: none"> text may be <ul style="list-style-type: none"> a statement such as an opinion and/or reason (may be followed by recount or description) a list of statements or beliefs that contains an opinion | Some animals cou'd die (20) animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) They won'tface danger (32) they try to break out (36) |
| 2 | <ul style="list-style-type: none"> text contains two clearly identifiable structural components <p>OR</p> <ul style="list-style-type: none"> all components are present but weak | <ul style="list-style-type: none"> introduction or conclusion are clearly differentiated from the body often presents as a more developed body with underdeveloped introduction and conclusion | I agree and don'tagree (40) Some toys and games are educational (44) My idea of a perfect zoo (48) |
| 3 | <ul style="list-style-type: none"> text contains an introduction, a body and conclusion <p>OR</p> <ul style="list-style-type: none"> detailed longer text with two developed components and one weaker component | <ul style="list-style-type: none"> structural components are developed body is developed with reasons and supporting evidence | All animals started off (52) Under Certain Circumstances (62) Food, water and other nessasary supplies (66) |
| 4 | <ul style="list-style-type: none"> coherent, controlled and complete argument all components are well developed <ul style="list-style-type: none"> introduction with clear position statement <p>AND</p> <ul style="list-style-type: none"> body with reasons and detailed supporting evidence <p>AND</p> <ul style="list-style-type: none"> conclusion that reinforces the writer's position | <ul style="list-style-type: none"> conclusion may reflect on issues raised and/or recommend action (more than a restatement of the main points of argument) | The lion's glorious hair (70) Cages and Zoos (56) If humans can have a voice why can't animals. (74) zoos can have useful purposes (78) things should be regulated (84) |

3. Ideas

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

| | Category descriptor | Additional information | Samplescripts |
|---|---|---|--|
| 0 | <ul style="list-style-type: none"> no evidence or insufficient evidence | <ul style="list-style-type: none"> symbols or drawings title only | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> Text contains one idea <p>OR</p> <ul style="list-style-type: none"> ideas appear unrelated to each other <p>OR</p> <ul style="list-style-type: none"> ideas are unrelated to topic on prompt | | Some animals cou'd die (20) |
| 2 | <ul style="list-style-type: none"> one idea with simple elaboration <p>OR</p> <ul style="list-style-type: none"> ideas are few and related but not elaborated <p>OR</p> <ul style="list-style-type: none"> many simple ideas that are related but not elaborated | | animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) |
| 3 | <ul style="list-style-type: none"> ideas are supported with some elaboration <p>OR</p> <ul style="list-style-type: none"> many unelaborated ideas that relate plausibly to argument (four or more) <p>OR</p> <ul style="list-style-type: none"> one idea with more developed elaboration | <ul style="list-style-type: none"> may also contain ineffective or unrelated ideas may be assertions/opinions | they try to break out (36) I agree and don't agree (40) Some toys and games are educational (44) My idea of a perfect zoo (48) All animals started off (52) |
| 4 | <ul style="list-style-type: none"> ideas are elaborated and contribute effectively to the writer's position | <ul style="list-style-type: none"> ideas may include <ul style="list-style-type: none"> benefits to the whole group (more than just personal) reflection on the wider world/ universal issues ideas may be elaborated by, e.g. <ul style="list-style-type: none"> a range of issues both for and against the stated position a refutation of other positions or opinions explaining cause and effect | Cages and Zoos (56) Under Certain Circumstances (62) Food, water and other nessasary supplies (66) The lion's glorious hair (70) |
| 5 | <ul style="list-style-type: none"> ideas are generated, selected and crafted to be highly persuasive | | If humans can have a voice why can't animals (74) zoos can have useful purposes (78) things should be regulated (84) |

4. Persuasive devices

Skill focus: The use of a range of persuasive devices to enhance the writer's position and persuade the reader.

| | Category descriptor | Additional information | Samplescripts |
|---|--|---|---|
| 0 | <ul style="list-style-type: none"> no evidence or insufficient evidence | <ul style="list-style-type: none"> symbols or drawings writes in wrong genre copies topic only title only | <p>PletRi DoLiSal (18)</p> <p>Some annals cou'd die (20)</p> |
| 1 | <ul style="list-style-type: none"> uses a statement or statements of personal opinion <p>OR</p> <ul style="list-style-type: none"> uses one or two instances of persuasive devices (may be same type) | <ul style="list-style-type: none"> opinion may appear confused or contradictory uses only simple devices (<i>I think ... very, very</i>) <i>I reckon ... should ... because</i> forms one instance of a persuasive device | <p>animals getting cewd (22)</p> <p>animals will feel sad (28)</p> <p>any other animal (30)</p> <p>They won'tface danger (32)</p> |
| 2 | <ul style="list-style-type: none"> uses three or more instances of persuasive devices that support the writer's position (at least two types) | <ul style="list-style-type: none"> may have more devices than required but these are ineffective | <p>it cruel to keep animals (24)</p> <p>they try to break out (36)</p> <p>I agree and don'tagree (40)</p> <p>Some toys and games are educational (44)</p> <p>My idea of a perfect zoo (48)</p> |
| 3 | <ul style="list-style-type: none"> uses some devices that persuade use is effective but not sustained (may also include some ineffective use) | <ul style="list-style-type: none"> there are many devices that can be used to persuade a reader <ul style="list-style-type: none"> effective devices are appropriate to the style of argument and may appeal to one or more of the reader's reason, values or emotions | <p>All animals started off (52)</p> <p>Cages and Zoos (56)</p> <p>Food, water and other nessasary supplies (66)</p> |
| 4 | <ul style="list-style-type: none"> sustained and effective use of persuasive devices | | <p>Under Certain Circumstances (62)</p> <p>The lion's glorious hair (70)</p> <p>If humans can have a voice why can't animals (74)</p> <p>zoos can have useful purposes (78)</p> <p>things should be regulated (84)</p> |

NOTE:

About a page of writing is needed to consider sustained use (Category 4)

5. Vocabulary

Skill focus: The range and precision of contextually appropriate language choices.

| | Category descriptor | Additional information | Sample scripts |
|---|---|---|--|
| 0 | <ul style="list-style-type: none"> • symbols or drawings | | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> • very short script | <ul style="list-style-type: none"> • few content words • title only | Some animals cou'd die (20) |
| 2 | <ul style="list-style-type: none"> • mostly simple words • may include two or three precise words or word groups | <ul style="list-style-type: none"> • single nouns <ul style="list-style-type: none"> - <i>water, award, house, reason, news, people, world</i> • simple noun groups <ul style="list-style-type: none"> - <i>a very helpful man, a tin cage, television programs</i> • single verbs <ul style="list-style-type: none"> - <i>like, run, look, need, think, played</i> • simple verb groups <ul style="list-style-type: none"> - <i>did it the proper way, looked around the room</i> • adjectives and adverbs <ul style="list-style-type: none"> - <i>cold, always, really, very, friendly, rich</i> • simple comparisons <ul style="list-style-type: none"> - <i>as much as she can, the best teacher I ever had, one of the fastest</i> | animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) They won'tface danger (32) they try to break out (36) I agree and don'tagree (40) Some toys and games are educational (44) |
| 3 | <ul style="list-style-type: none"> • four or more precise words or word groups | <ul style="list-style-type: none"> • single precise words <ul style="list-style-type: none"> - <i>citizen, urge, budget, consider, solution, protect, supportive, research</i> • modal adjectives and adverbs <ul style="list-style-type: none"> - <i>ultimate, certain, extreme, possibly, definitely, rarely</i> | My idea of a perfect zoo (48) All animals started off (52) The lion's glorious hair (70) |
| 4 | <ul style="list-style-type: none"> • sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices) | <ul style="list-style-type: none"> • precise word groups <ul style="list-style-type: none"> - <i>duty of care, quick-minded person, a positive impact on society</i> • modal groups <ul style="list-style-type: none"> - <i>it would seem that, it is unlikely that</i> | Cages and Zoos (56) Under Certain Circumstances (62) Food, water and other nessesary supplies (66) If humans can have a voice why can't animals (74) |
| 5 | <ul style="list-style-type: none"> • a range of precise and effective words and word groups is used in a fluent and articulate manner <p><i>language choice is well matched to style of argument</i></p> | <ul style="list-style-type: none"> • technical <ul style="list-style-type: none"> - <i>habitat, life expectancy, politician, global warming, financial crisis</i> • nominalisations <ul style="list-style-type: none"> - <i>probability, likelihood, shortsightedness</i> • figurative language, e.g. alliteration, metaphor, simile, personification | zoos can have useful purposes (78) things should be regulated (84) |

NOTES:

- Words are generally classified into two classes:
 - Content words** (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.
 - Grammatical word classes** (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.
- About a page of writing is needed to consider sustained use (Categories 4 and 5).

6. Cohesion

Skill focus: The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations.

| | Category descriptor | Additional information | Samplescripts |
|---|---|---|--|
| 0 | <ul style="list-style-type: none"> • symbols or drawings | <ul style="list-style-type: none"> • title only | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> • links are missing or incorrect • short script <p><i>often confusing for the reader</i></p> | <ul style="list-style-type: none"> • may be just one word | Some animals cou'd die (20) animals getting cewd (22) animals will feel sad (28) |
| 2 | <ul style="list-style-type: none"> • some correct links between sentences (do not penalise for poor punctuation) • most referring words are accurate <p>OR</p> <ul style="list-style-type: none"> • longer text with cohesion controlled only in parts <p><i>reader may occasionally need to re-read and provide their own links to clarify meaning</i></p> | <ul style="list-style-type: none"> • May use <ul style="list-style-type: none"> - simple word associations motorbike rider/stunts, bandaid/ stick - small selection of simple connectives and conjunctions and, if, so, when, because, not only ... but also, then, but, or - often marked by cumbersome repetition of nouns or unreferenced pronouns | it cruel to keep animals (24) any other animal (30) They won'tface danger (32) they try to break out (36) I agree and don'tagree (40) Some toys and games are educational (44) |
| 3 | <ul style="list-style-type: none"> • controlled use of cohesive devices supports reader understanding <p><i>meaning is clear on first reading and text flows well in a sustained piece of writing</i></p> | <ul style="list-style-type: none"> • May use <ul style="list-style-type: none"> - word associations, e.g. synonyms <i>safe haven/habitat/sanctuary/ enclosure collocation black market/mistreatment/unethical</i> - other connectives <i>however, although, therefore, additionally, instead, even though, finally, in saying this</i> • there may be occasional lapses in referring words that track plural nouns, e.g. <i>animals ... it</i> | My idea of a perfect zoo (48) All animals started off (52) Cages and Zoos (56) Under Certain Circumstances (62) Food, water and other nessesary supplies (66) The lion's glorious hair (70) |
| 4 | <ul style="list-style-type: none"> • a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships <p><i>an extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text</i></p> | <ul style="list-style-type: none"> • consistent use of cohesive devices, e.g. referring words, ellipsis, text connectives, substitutions and word associations that enhance meaning | If humans can have a voice why can't animals (74) zoos can have useful purposes (78) things should be regulated (84) |

NOTES:

- About a page of writing is needed to consider sustained use (Categories 3 and 4).
- In first draft writing allowance for an occasional lapse in consistency of tense across text can be made at Categories 3 and 4.

7. Paragraphing

Skill focus: The segmenting of text into paragraphs that assists the reader to follow the line of argument.

| | Category descriptor | Additional information | Samplescripts |
|---|--|--|--|
| 0 | <ul style="list-style-type: none"> no correct use of paragraphing | <ul style="list-style-type: none"> script may be a block of text may be random breaks may be a new line for every sentence (where break is not used to separate ideas) | <p>PletRi DoLiSal (18)</p> <p>Some animals cou'd die (20)</p> <p>animals getting cewd (22)</p> <p>it cruel to keep animals (24)</p> <p>animals will feel sad (28)</p> <p>any other animal (30)</p> <p>They won'tface danger (32)</p> <p>they try to break out (36)</p> |
| 1 | <ul style="list-style-type: none"> writing is organised into paragraphs that are mainly focused on one idea or set of like ideas to assist the reader to digest chunks of text <p><i>contains at least one correct paragraph break</i></p> | <ul style="list-style-type: none"> ideas are separated (paragraphs may contain some unrelated ideas) paragraphs may be used to separate the body from the introduction and/or conclusion (two or three paragraphs) | <p>I agree and don'tagree (40)</p> <p>Some toys and games are educational (44)</p> <p>Under Certain Circumstances (62)</p> |
| 2 | <ul style="list-style-type: none"> all paragraphs are focused on one idea or set of like ideas - at least one paragraph is logically constructed and contains a topic sentence and supporting detail <p><i>paragraphs are mostly correct</i></p> | <ul style="list-style-type: none"> not all topic sentences are successful body needs at least two paragraphs may use an extended one-sentence paragraph that contains an elaborated idea | <p>My idea of a perfect zoo (48)</p> <p>All animals started off (52)</p> <p>zoos can have useful purposes (78)</p> |
| 3 | <ul style="list-style-type: none"> paragraphing supports argument <p><i>paragraphs are ordered and cumulativelybuildargument across text</i></p> | <ul style="list-style-type: none"> each paragraph is deliberately structured to pace and direct the reader's attention single sentence may be used as a final comment for emphasis | <p>Cages and Zoos (56)</p> <p>Food, water and other nessesary supplies (66)</p> <p>The lion's glorious hair (70)</p> <p>If humans can have a voice why can't animals (74)</p> <p>things should be regulated (84)</p> |

NOTES;

For the purposes of the task, intended paragraphs can be indicated by any of the following conventions:

- indentation of a new line
- space between blocks of text
- student annotations, e.g. P for paragraph or NP for new paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

8. Sentence structure

Skill focus: The production of grammatically correct, structurally sound and meaningful sentences.

| | Category descriptor | Additional information | Samplescripts |
|---|--|---|--|
| 0 | <ul style="list-style-type: none"> no evidence of sentences | <ul style="list-style-type: none"> drawings, symbols, a list of words, text fragments title only | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> some correct formation of sentences <p><i>some meaning can be construed</i></p> | <ul style="list-style-type: none"> in general control is very limited very short script (one sentence) most sentences contain the same basic structures may be overuse of the conversational 'and' or 'then' | Some animals cou'd die (20) it cruel to keep animals (24) |
| 2 | <ul style="list-style-type: none"> correct sentences are mostly simple and/or compound sentences <p><i>meaning is predominantly clear</i></p> | <ul style="list-style-type: none"> two or more correct sentences required a short script that consists only of correct complex sentences (where there are no simple sentences) text may include complex sentences that use one basic structure (two, if one is a projected clause) | animals getting cewd (22) animals will feel sad (28) any other animal (30) They wont face danger (32) |
| 3 | <ul style="list-style-type: none"> most (approx 80%) simple and compound sentences are correct <p>AND</p> <ul style="list-style-type: none"> some complex sentences are correct <p><i>meaning is predominantly clear</i></p> | <ul style="list-style-type: none"> four or more correct sentences required simple sentences may show some extension experiments with basic structures in complex sentences <ul style="list-style-type: none"> requires two or more types (three or more, if one is a projected clause) | they try to break out (36) I agree and don't agree (40) Some toys and games are educational (44) My idea of a perfect zoo (48) Cages and Zoos (56) |
| 4 | <ul style="list-style-type: none"> most (approx 80%) simple, compound and complex sentences are correct <p>OR</p> <ul style="list-style-type: none"> all simple, compound and complex sentences are correct but do not demonstrate variety <p><i>meaning is clear</i></p> | <ul style="list-style-type: none"> more routine use and greater control of elaborating clauses and phrases in simple, compound and complex sentences usually requires a sustained piece of writing | All animals started off (52) Under Certain Circumstances (62) Food, water and other nessesary supplies (66) If humans can have a voice why can't animals (74) |
| 5 | <ul style="list-style-type: none"> sentences are correct (allow for occasional error in more sophisticated structures) demonstrates variety <p><i>meaning is clear and sentences enhance meaning</i></p> | <ul style="list-style-type: none"> shows control over a range of different structures (quantity, quality and variety) <p>VARIETY</p> <ul style="list-style-type: none"> clause types and patterns: verbless, adjectival, adverbial, multiple, non-finite dependent clause position | The lion's glorious hair (70) zoos can have useful purposes (78) |
| 6 | <ul style="list-style-type: none"> all sentences are correct (allow for occasional slip, e.g. a missing word) <p><i>writing contains controlled and well-developed sentences that express precise meaning and are consistently effective</i></p> | <ul style="list-style-type: none"> length and rhythm increased elaboration and extension stylistically appropriate choices | things should be regulated (84) |

NOTES:

- Some students do not accurately identify their sentence boundaries with punctuation. In these cases it will be necessary to read the intended sentence.
- Run-on sentences should not be regarded as successful (overly repeated 'and', 'so', etc).
- Verb control and preposition errors should be considered as sentence errors.

9. Punctuation

Skill focus: The use of correct and appropriate punctuation to aid reading of the text.

| | Category descriptor | Additional information | Samplescripts |
|---|---|--|---|
| 0 | <ul style="list-style-type: none"> no evidence of correct sentence punctuation title only | <p>SENTENCE PUNCTUATION INCLUDES</p> <ul style="list-style-type: none"> capital letters to begin sentences | <p>PletRi DoLiSal (18) it cruel to keep animals (24)</p> |
| 1 | <ul style="list-style-type: none"> correct use of capital letters to start sentences OR full stops to end sentences (at least one correct sentence marker) <p><i>punctuation is minimal and of little assistance to the reader</i></p> | <ul style="list-style-type: none"> full stops, question marks and exclamation marks to end sentences <p>OTHER PUNCTUATION INCLUDES</p> | <p>Some animals cou'd die (20) animals getting cewd (22) animals will feel sad (28)</p> |
| 2 | <ul style="list-style-type: none"> some correct use of sentence level punctuation (at least two accurately punctuated sentences - beginning and end) <p>OR</p> <ul style="list-style-type: none"> one correctly punctuated sentence AND some other punctuation correct where it is required (refer to list in additional information) <p><i>provides some markers to assist reading</i></p> | <ul style="list-style-type: none"> commas in lists commas to mark clauses and phrases apostrophes for contractions apostrophes for possession capital letters and commas used within quotation marks | <p>They won'tface danger (32) All animals started off (52)</p> |
| 3 | <ul style="list-style-type: none"> sentence level punctuation mostly correct (minimum of 80% of five sentences punctuated correctly) AND some other correct punctuation (two or more examples of other punctuation) <p>OR</p> <ul style="list-style-type: none"> accurate sentence punctuation with correct noun capitalisation and no stray capitals, nothing else used (four or more sentences) <p><i>provides adequate markers to assist reading</i></p> | <ul style="list-style-type: none"> quotation marks for text extracts, highlighted words and words used with ironic emphasis ('sneer' quotes) brackets and dashes colons and semicolons points of ellipsis <p>NOUN CAPITALISATION INCLUDES</p> | <p>any other animal (30) they try to break out (36) I agree and don't agree (40) My idea of a perfect zoo (48) Cages and Zoos (56) Under Certain Circumstances (62)</p> |
| 4 | <ul style="list-style-type: none"> all sentence punctuation correct (no stray capitals) <p>AND</p> <ul style="list-style-type: none"> mostly correct use of other punctuation, including noun capitalisation <p><i>provides accurate markers to enable smooth and efficient reading</i></p> | <ul style="list-style-type: none"> first names and surnames titles: <i>Mr, Mrs, Miss, Ms</i> place names: <i>Paris, Italy</i> institution names: <i>Valley High</i> days of week, months of year street names: <i>Ord St</i> book and film titles | <p>Some toys and games are educational (44) The lion's glorious hair (70) If humans can have a voice why can't animals. (74) things should be regulated (82)</p> |
| 5 | <ul style="list-style-type: none"> writing contains accurate use of all applicable punctuation <p><i>provides precise markers to pace and control reading of the text</i></p> | <ul style="list-style-type: none"> holidays: <i>Easter, Ramadan</i> historic and sporting events: <i>World War II, Olympics</i> | <p>zoos can have useful purposes (78) Food, water and other nessesary supplies (66)</p> |

NOTES:

- In first draft writing, allowances can be made for the very occasional omission of sentence punctuation at Categories 4 and 5.
- 'Mostly' is approximately 80% but it is not intended that every use of punctuation is calculated rigorously.
- Do not penalise for different heading styles. The following styles are all considered acceptable:
 - only the first letter capitalised (It is cruel to keep animals in cages or zoos)
 - the first letter of all major words capitalised (It Is Cruel to Keep Animals in Cages or Zoos)
 - all words capitalised (It Is Cruel To Keep Animals In Cages Or Zoos)
 - all letters capitalised (IT IS CRUEL TO KEEP ANIMALS IN CAGES OR ZOOS)
- 'Splice' commas used to join two sentences are INCORRECT, e.g. The dog ate my home work, it was hungry. Do not score this as correct sentence punctuation or comma use.

10. Spelling

Skill focus: The accuracy of spelling and the difficulty of the words used.

| | Category descriptor | Additional information | Sample scripts |
|---|--|---|--|
| 0 | <ul style="list-style-type: none"> no conventional spelling copied stimulus material only | SIMPLE WORDS <ul style="list-style-type: none"> words with two letters (<i>an, be, it, of, on, up, my</i>) single-syllable words with <ul style="list-style-type: none"> short vowel sounds (<i>bad, men, fit, not, fun, dull</i>) consonant digraphs (<i>chips, much, shop, such, thin</i>) consonant blends (<i>bring, clap, desk, drop, felt, golf, grab, help, jump, left, long, must, swim</i>) double final consonants (<i>add, egg, will, less</i>) high frequency words (<i>all, are, bee, bird, boy, day, feet, food, for, good, how/bow, her, our, park, them, you</i>) high frequency short two-syllable words (<i>into, undo, going, being, onto, xbox, xray</i>) | PletRi DoLiSal (18) |
| 1 | <ul style="list-style-type: none"> few examples of conventional spelling Limited evidence (less than 20 words written) | | Some animals cou'd die (20) animals getting cewd (22) |
| 2 | <ul style="list-style-type: none"> correct spelling of - most simple words AND <ul style="list-style-type: none"> some common words (at least two) errors evident in common words | COMMON WORDS <ul style="list-style-type: none"> contractions (<i>I'm, don't, won't, should've, they're</i>) single-syllable words with <ul style="list-style-type: none"> two two-consonant blends and/or digraphs (<i>crack, speech, square, broom, sport, drift</i>) three-consonant blends (<i>castle, gurgle, light, stretch, catch</i>) common long vowels (<i>again, aunt, away, bow/low, broke, caught, chair, close, eight, even, face fly/try, full, haunt, house, hurt, mean, never, nice, obey, only, sail, shiny, use</i>) multi-syllabic words with even stress patterns (<i>hospital, litter, plastic, between</i>) common homophones and (<i>too/two, there/their, write/right, hear/here, brake/break, piece/peace</i>) common words with silent letters (<i>comb, ghost, know, sign, sigh, whistle, wrong</i>) single-syllable words ending in ould, ey, ough (<i>could, cough, rough, though, through, key, they</i>) suffixes that don't change the base word (<i>adults, happening, jumped, sadly</i>) most rule-driven words: drop e, double letter, change y to i (<i>boring, having, spitting, heavier, easily</i>) | it cruel to keep animals (24) animals will feel sad (28) |
| 3 | <ul style="list-style-type: none"> correct spelling of - most simple words AND <ul style="list-style-type: none"> most common words (at least 20) | | any other animal (30) They won'tface danger (32) I agree and don't agree (40) |
| 4 | <ul style="list-style-type: none"> correct spelling of - simple words AND <ul style="list-style-type: none"> most common words AND <ul style="list-style-type: none"> some difficult words (at least two) correct difficult words outnumber incorrect difficult words | | they try to break out (36) Some toys and games are educational (44) |
| 5 | <ul style="list-style-type: none"> correct spelling of - simple words AND <ul style="list-style-type: none"> most common words AND <ul style="list-style-type: none"> at least 10 difficult words correct difficult words outnumber incorrect difficult words | DIFFICULT WORDS <ul style="list-style-type: none"> uneven stress patterns in multi-syllabic words (<i>chocolate, enemy, mineral, miracle</i>) words commonly misspelled (<i>desert/dessert; affect/effect</i>) uncommon vowel patterns (<i>drought, fuel, hygiene, palm</i>) difficult subject-specific content words (<i>disease, habitat, predator</i>) difficult homophones (<i>practice/practise, board/bored</i>) suffixes where base word changes (<i>compete/competition, prefer/preferred, relate/relation</i>) consonant alternation patterns (<i>confident/confidence, muscle/muscular, solemn/solemnity</i>) many three- and four-syllable words (<i>invisible, organise, community</i>) multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful/fully, el/al, elly/ally, gle (<i>supervision, furniture, reasonable, component, powerful, cheerfully, sentinel, brutally, rectangle</i>) | My idea of a perfect zoo (48) All animals started off (52) Cages and Zoos (56) Under Certain Circumstances (62) Food, water and other nessesary supplies (66) The lion's glorious hair (70) If humans can have a voice why can't animals. (74) zoos can have useful purposes (78) |
| 6 | <ul style="list-style-type: none"> correct spelling of all words AND <ul style="list-style-type: none"> at least 10 difficult words and some challenging words OR <ul style="list-style-type: none"> at least 15 difficult words if no challenging words allow for a very occasional minor slip (one or two) | CHALLENGING WORDS <ul style="list-style-type: none"> unusual consonant patterns (<i>guarantee</i>) longer words with unstressed syllables (<i>responsibility</i>) suffixes to words ending in e, c or l (<i>physically, changeable, plasticity</i>) foreign words (<i>lieutenant, nonchalant</i>) | things should be regulated (84) |

Annotated sample scripts

PletRi DoLisal

PletRi DoLISal.

He God to Lat

LaS Sol Lat Rot of the RaP

Jet et To The PeNa

all Nat wota

no yoto atP aRkko.

Pokuk to eRTK.

all cok on atP RKCora RDK

a LokRodaFRCKoaRnCD.

Laocor on atP NaCK

PoKoRocGhaNhoakC Da

akoSol DoLISal.

akostotoDoh |GoyG|

KCoKR DoPCK KOK GOK

ICok toall a PaCKaKC.

Iyo all cak onCnk onCok

IOYKOKUR onalINKCNK.

RoktoRCPon alINKRC

RaktoCKKSRalINKawo.

oni to KRKCINOG KORak

IyotSolKOR=NGNGOCKG-

PletRi DoLisal

| Criterion | Score | Annotations |
|------------------------------|----------|--|
| 1. Audience | 0 | Text has the intention of conveying meaning. Although some words appear discernible (<i>he, to, the, all, anuf, wota</i>), text is predominantly strings of letters from which meaning cannot be accessed. |
| 2. Text structure | 0 | No evidence of structural components of a persuasive text. |
| 3. Ideas | 0 | Insufficient evidence. |
| 4. Persuasive devices | 0 | Insufficient evidence. |
| 5. Vocabulary | 0 | Although some words appear discernible, there is a lack of context to verify meaning. |
| 6. Cohesion | 0 | Text is predominantly strings of letters that do not support meaning. |
| 7. Paragraphing | 0 | No paragraphing. |
| 8. Sentence structure | 0 | No evidence of sentences. |
| 9. Punctuation | 0 | Text is a random mix of capital and lower case letters. Full stops at the end of lines override the use of one (possibly) correct at end. |
| 10. Spelling | 0 | Some simple words may be distinguishable (<i>he, to, the, all</i>); however, because text is predominantly letter strings, there is a lack of context to verify meaning. |

because if you don't some animals cou'd die.

some animals cou'd die

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 1 | A very short text with some simple content that does not orient the reader. |
| 2. Text structure | 1 | Minimal evidence of persuasive structure. Text consists of a reason only. |
| 3. Ideas | 1 | One idea which answers a question posed by the prompt. |
| 4. Persuasive devices | 0 | Insufficient evidence. Conditional mood (<i>if</i>) and modal verb (<i>cou'd</i>) are present but not used as persuasive devices as there is no opinion to be persuaded to. |
| 5. Vocabulary | 1 | Very short script with few content words (<i>animals, die</i>). |
| 6. Cohesion | 1 | Reference to <i>you</i> is not clear. No other links evident. |
| 7. Paragraphing | 0 | No paragraphs. |
| 8. Sentence structure | 1 | Very short script with correct formation of one dependent clause, part of which could stand alone as a simple sentence (<i>some animals cou'd die</i>). |
| 9. Punctuation | 1 | One full stop correct. Correct contraction (<i>don't</i>) is not considered as control of sentence punctuation is not demonstrated. |
| 10. Spelling | 1 | Limited evidence. Less than 20 words are written. Even though there are four correct common words (<i>because, don't, some, die</i>), this cannot be considered for Category 2. |

When I was going home
and me and my mum
saw a death cage
it was sad, boy get
sof evre tim, animals
ave vave in pot et for
aw oref, animals get
cews for Natig.
animals re sat awl hons,
wif dt we re sat there hons

animals getting cewd

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 1 | Text has simple written content. Some meaning can be accessed through imputation of words. High Category 1. |
| 2. Text structure | 1 | Minimal evidence of persuasive structure. Text gives an opinion (<i>animals are vare inpotet for aw oref</i>). |
| 3. Ideas | 2 | One idea with some elaboration. |
| 4. Persuasive devices | 1 | Two instances of persuasive devices used: statement of authority (<i>animals are vare inpotet for aw oref</i>) and appeal to reader (<i>wi dt we respt their homs</i>). |
| 5. Vocabulary | 2 | Mostly simple content words. Some precise use (<i>inpotet ... oref, respt</i>). |
| 6. Cohesion | 1 | A short script. Although there are some links (<i>it was sad, their homs, aw oref, wi dt we respt</i>) across sentences, there is insufficient evidence for Category 2. |
| 7. Paragraphing | 0 | No evidence of paragraphing. |
| 8. Sentence structure | 2 | Most simple sentences are correct. Enough evidence for Category 2. |
| 9. Punctuation | 1 | Full stop and capital letter after <i>sad</i> are the only clear instances of correct sentence punctuation. |
| 10. Spelling | 1 | Text contains few examples of conventional spelling. There are some correct simple words and one correct common word. Does not meet requirements for Category 2. Errors include <i>hoem/homs, sor, dedth, cagaro, borg, sot, ever, tim, vare, etc</i> . <u>Simple words correct</u> : <i>I, was, going, and, me, my, mum, it, sad, get, are, for, we</i> . <u>Common word correct</u> : <i>animals</i> . |

when I was going home
 and me and my mum
 saw a dead kangaroo
 it was sad. Dog get
 shot every time. animals
 are very important for
 our earth. animals get
 killed for nothing.
 animals respect our homes.
 why don't we respect their homes

it cruel to keep animals in cages because some animals wants to be free in the world because there miet been taken away from there family and they want there food and they miet have a spiecel toy and there mum and dad miet be worried that they have taken them away to a ~~to~~ different family fare away and people mite be very mean to the different tips of animals in the cantry and Mayby they are a friendly animal and they want there family to care for them and fiedl them when they are very hungry and the want something Confy when they sleep and rest in there cages when they are stack in the cage they nedd help to try to get out of the cage

and what happens when they have been heart it in the cage and they really scared of the people that look after it and with any animal can be indanger if people light up a segevite and a it goose in the cage of the animals they could die or break something that is prese to the animals are scard and they really very scard and they want family and what happens if the cages falls of it wite die or get very scard and it went out of the cage and it got run over by a car or a big track that had medal in and one of the medal peses when it thore eyes

it cruel to keep animals

it cruel to Keep animals in cages
because same animals wants to be
Free in the world because there
Miet been taken away From there
Family and they want there Food
and they miet have a spiecel toy
and there mum and dad Miet be
worred that they have taken them
away to a tē diFFrent Family Fare
away and people mite be very maen
to the diFFrent tips oF animals in
the cantry and Mayby they are
a Friendly animal and they want
there Family to care For them and
Fied them when they are very
hungry and the want samething
CanFy when they sleep and rest
in there cages When they are
stack in the cage they ned
help to try to get out oF the cage
and what happins when they have
been heart it in the Cage and
they really scerd oF the people
that look aFter it and with
any Animal can be indanger
if people light up a segerite
and a it goose in the cage
oF the Animals they could
die or break samething
that is prese to the Animals
are scard and they really very
scard and they want Family
and What happins IF the
Cages Falls oF it mite die
or get very scard and it
Went out oF the cage and
it got run over by a car
or a big track that had
medal in and one oF
the medal peses wnen it there
eyes

it cruel to keep animals

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 2 | Shows a basic awareness of audience by providing information to support stated position. |
| 2. Text structure | 1 | States a position followed by list of reasons that support that position. Minimal evidence of structural components. |
| 3. Ideas | 2 | Text contains many related simple ideas. |
| 4. Persuasive devices | 2 | Devices include opinion supported by reasons, modal verbs (<i>miet, may be</i>), appeal to emotion (<i>taken away from there family</i>), address of reader (<i>What happens when ...</i>), conditional mood (<i>if ... could, if ... mite</i>). Although there is a range of devices used, they are not successful. |
| 5. Vocabulary | 2 | Mostly simple words with some precise use (<i>spiecel toy, samething that is prese</i>). |
| 6. Cohesion | 2 | Referencing mostly correct. Some cohesion through simple word associations (<i>family/mum and dad/different family/people might be mean, canfy/sleep/rest, heart/scerd/in danger</i>). |
| 7. Paragraphing | 0 | No paragraphs. |
| 8. Sentence structure | 1 | Many run-on sentences and sentence errors such as missing words and verb errors. There are some correct formations (<i>e.g. they want there food</i>). |
| 9. Punctuation | 0 | No sentence punctuation is used. Capital letters are used randomly. |
| 10. Spelling | 2 | <p>Correct spelling of most simple words and some common words. Although there are more than 20 common words correct, there is not the 80% required for Category 3.</p> <p><u>Common words correct:</u> <i>cruel, animals, cages, because, world, they, taken, away, family, want, people, friendly, care, when, very, hungry, really, after, danger, light, could, die, break, over, eyes.</i></p> <p><u>Common words incorrect:</u> <i>same (some), there (their), miet, worred, fare (far), tips (types), mayby, fied, samething (something), stack (stuck), happins, heart (hurt), scerd, goose (goes), track (truck), medal (metal), peses, maen.</i></p> <p><u>Difficult words incorrect:</u> <i>spiecel, diffrent, cantry.</i></p> |

I thiRe, it is Cruel because
the animals don have
feemd. the animals will feel
Sad. because t the animals Will
be Veyl loweu. it Wot be
booring becaUSE you have to
eta the Same food eaVre
day.

animals will feel sad

I thike it is Cruel because
the animals don have
feemd. the animals Will feel
Sad. becaUSE t the animals Will
be Veyl loweu. it Wot be
booring becaUSE yoU have to
eta the Same food eaVre
day.

animals will feel sad

| Criterion | Score | Annotations |
|------------------------------|----------|--|
| 1. Audience | 2 | Gives some content to orient reader but gaps exist in information. (What is cruel? Why won't the animals have freedom?) |
| 2. Text structure | 1 | A few points of argument that could belong in an introduction, body or conclusion. |
| 3. Ideas | 2 | A few ideas that are related. |
| 4. Persuasive devices | 1 | Devices used are the same type: statements of personal opinion with reasons. |
| 5. Vocabulary | 2 | Uses simple content words. |
| 6. Cohesion | 1 | A short text with incorrect reference: referring pronoun <i>you</i> should be <i>they</i> . In middle sentence, the second use of <i>the animals</i> would be better replaced with a referring pronoun. |
| 7. Paragraphing | 0 | No paragraphing. |
| 8. Sentence structure | 2 | Three complex sentences that use same basic construction (clause beginning with <i>because</i> in the same position). First sentence also has projected clause (<i>I think ...</i>). |
| 9. Punctuation | 1 | Only the first sentence is correctly punctuated. |
| 10. Spelling | 2 | Correct spelling of most simple words and some common words. Errors evident in common words. <u>Common words correct:</u> <i>cruel, because, animals, same.</i> <u>Common words incorrect:</u> <i>thike, don, feemd, veyl, loweu, wot, booring, eta, eaovre.</i> |

any other animal

It is cruel to keep animals in zoo's or cages.
It is really good to keep birds in cages but
any other animal can go into the zoo.

etc. Tigers and lions can go into zoo's but
not cages because they can not fit inside.

Tigers, lions, elephant's and kangaroo's are in
the zoo and then go out into the wild.

I think it is cruel to put animals in cages
because they won't get to know what is freedom
like.

I think it is really good if animals to
go into the zoo. Because people get to
see the animals.

any other animal

It is cruel to keep animals in zoo's or cages.

It is really good to keep birds in cages but
any other animal can go into the zoo.

etc. Tigers and lions can go into zoo's but
not cages because they can not fit inside.

Tigers, lions, elephant's and kangaroo's are in
the zoo and then go out into the wild.

I think it is cruel to put animals in cages
because they won't get to know what is freedom
like.

I think it is really good if animals to
go into the zoo. Because people get to
see the animals.

any other animal

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 2 | Shows basic awareness of audience expectations. Writer is attempting to orient the reader to the difference between cages and zoos but reader has to fill gaps in information to make sense of this difference. |
| 2. Text structure | 1 | Minimal evidence of persuasive structure – structural components are not clearly identifiable. Text is a list of opinions with reasons. |
| 3. Ideas | 2 | The few ideas are related but not elaborated. |
| 4. Persuasive devices | 1 | Text contains personal opinions (<i>It is really good</i>), some of which have reasons (<i>I think ... because</i>). |
| 5. Vocabulary | 2 | Text consists of simple words. |
| 6. Cohesion | 2 | Key phrases are repeated across text. Noun-pronoun referencing is correct within sentences. There is also cohesion through word associations (<i>animals, birds, tigers, lion's, elephant's, kangaroo's</i>). |
| 7. Paragraphing | 0 | First line of text is a heading, followed by a new line for each sentence, none of which is elaborated and past a basic idea. |
| 8. Sentence structure | 2 | One simple, two compound and one complex sentence are correct. Two complex incorrect – in fourth section of text, statement switches to question form. Last section consists of one incorrect sentence and a fragment (the full stop cannot be read out). |
| 9. Punctuation | 3 | Sentence punctuation is correct. Other correct use includes commas in list and apostrophe for contraction. Incorrect use of apostrophes for plurals in zoo's, elephant's and kangaroo's and stray capital (Put) keep this from Category 4. |
| 10. Spelling | 3 | Most simple and most common words correct. <u>Common words correct:</u> <i>cruel, animals, cages, really, any, other, tigers, lions, inside, elephants, kangaroos, wild, think, they, won't, know, what, freedom, people, like.</i> <i>Because</i> is spelt correctly and incorrectly. Just enough common words correct for Category 3. |

I agree that animals should be in cages because:

- They wont face Danger
 - They wont need to fight other animals
 - They wont be killed.
 - If another animal comes in they would be saved by us, or the strong gate.
 - They will have water and food every time.
- That is why animals should be in cages. ☺

I disagree that animals should not be in cages because:

- They are free and allowed to do anything they want to do.
- They are allowed to explore new places.
- They will be eating what ever food they want to eat
- They can also vist the owner of

the person who looked after her
⇒ That is why animals should be free ⇒

They wont face danger

I agree that animals should be in

Cages because:

- They wont face Danger
 - They wont need to fight other animals
 - They wont be killed.
 - If another animal comes in they would be saved by us or the strong gate.
 - They will have water and food, every time, :-)
- That is why animals should be in cages:-)

I disagree that animals should not be in cages because:

- They are free and allowed to do anything they want to do.
 - They are allowed to explore new places.
 - They will be eating what ever food they what to eat
 - They can also vist the owner of the person who looked after he/her :-)
- That is why animals should be free:-)

They wont face danger

| Criterion | Score | Annotations |
|-----------------------|-------|---|
| 1. Audience | 3 | There is enough information to orient the reader. Text contains a few points to support two clearly stated but opposing opinions. |
| 2. Text structure | 1 | Minimal evidence of persuasive structure. Text consists of two sections, both of which are a list of ideas. |
| 3. Ideas | 3 | Several unelaborated ideas that relate plausibly. Each section consists of four or more unelaborated ideas. |
| 4. Persuasive devices | 1 | Text contains a list of reasons that support two opposing positions. |
| 5. Vocabulary | 2 | Mostly simple content words with two instances of precise use (<i>face danger, explore newplaces</i>). |
| 6. Cohesion | 2 | Referring words are accurate. A small range of connectives (<i>because, if, and</i>) and word associations (e.g. <i>danger/fight/killed, free/explore new places</i>) are used. Tense used in bullet points is not consistent (e.g. <i>won't/won't/would/will</i>) and does not match stems. |
| 7. Paragraphing | 0 | Text has line breaks but no correct paragraph breaks. |
| 8. Sentence structure | 2 | Both stems and their dot points form basic complex sentences of the same type. Text does not show the complexity necessary for a Category 3. Verb error in fourth dot point (<i>comes</i>). |
| 9. Punctuation | 2 | Text contains at least two accurately punctuated sentences: capital to start stem and full stop after bullet point. However, there is some inconsistency with this style as not all bullet points finish with full stops. Capitals to begin bullet points are used consistently and therefore not penalised. Uses two colons, comma for phrasing and slash for <i>hel/her</i> . No contraction in <i>wont</i> . |
| 10. Spelling | 3 | <p>Correct spelling of most simple words and most common words.</p> <p><u>Common words correct</u>: <i>agree, animals, should, cages, they, because, wont</i> (letter order is correct for <i>won't</i>), <i>face, danger, fight, other, killed, another, would, saved, strong, gate, water, every, time, why, disagree, allowed, anything, want, explore, new, places, eating, what ever, also, owner, person, who, looked, after</i>.</p> <p><u>Common words incorrect</u>: <i>comes, what</i> (want), <i>vist</i>.</p> |

I think you should not put animals in cages. Because they would want to be in the wild with their family.

It's also cruel to put animals in cages because sometimes they try to break out and hurt themselves. If the cage is too small the animal can not move around and play. If an animal is in a zoo then they will have a good habitat because there are no hunters and they are not in a tiny cage where they get bored.

So that is why animals should not be put in cages.

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They try to break out

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So that is why animals should not be put in cages.

They try to break out

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 3 | Argument is clear and supported with some evidence. The distinction between cages and zoos is made clear through reasons presented. |
| 2. Text structure | 1 | Minimal evidence of persuasive structure. Writer has not used structural components to support the argument. Although text has a sense of ending, the last sentence is not strong enough to be considered a conclusion. |
| 3. Ideas | 3 | Several ideas are elaborated with some reasons. |
| 4. Persuasive devices | 2 | Contains two statements of personal opinion (<i>I think ... should not ... because; animals should not ...</i>) and two conditional statements introduced with <i>if</i> . |
| 5. Vocabulary | 2 | Mostly simple content words with some precise words or word groups (<i>in the wild, break out, habitat</i>). |
| 6. Cohesion | 2 | Although meaning is clear, text is too short to be considered a sustained piece of writing. |
| 7. Paragraphing | 0 | No paragraphs. |
| 8. Sentence structure | 3 | Sufficient evidence of correct complex sentences. Uses two types of dependent clauses (<i>... because ...</i> , <i>If ...</i>) in different positions. Also uses projected clauses. |
| 9. Punctuation | 3 | Correctly punctuates sentences. One correct use of apostrophe for contraction is insufficient use of other punctuation for Category 4. |
| 10. Spelling | 4 | <p>Correct spelling of all simple words, most common words and some difficult words.</p> <p><u>Common words correct:</u> <i>think, should, animals, cages, because, they, would, want, wild, family, also, cruel, sometimes, try, break, hurt, them selves, small, move, around, there, hunters, tiny, where, why.</i></p> <p><u>Common words incorrect:</u> <i>there (their), to (too), thier (they're).</i></p> <p><u>Difficult words correct:</u> <i>habitat, bored.</i></p> |

IT IS CRUEL TO KEEP ANIMALS IN CAGES AND ZOOS

I agree with that statement and I also don't agree with that statement. Today I'm going to tell you my reasons.

I agree because some animals like Panda's are indangered and if they go out in the wild they will get shot. This is a nother reason because some of them can kill people like a lion.

I disagree because I think they should learn to catch food not be hand fed and I also think they should find there own shelter too. And Also they don't see there family. And I know if I was a animal I wouldn't like to be touched or seen.

So what I'm trying to say is some animals should be in cages and some not.

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I agree and don't agree

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I agree and don't agree

| Criterion | Score | Annotations |
|------------------------------|----------|--|
| 1. Audience | 3 | Orients the reader by making position clear. There is an attempt to support the reader by presenting sufficient information to provide a line of argument that takes both sides. |
| 2. Text structure | 2 | Text contains two clearly identifiable structural components: introduction and a body. The last sentence is not strong enough to be considered a conclusion. |
| 3. Ideas | 3 | Several ideas are elaborated with some reasons. |
| 4. Persuasive devices | 2 | Several instances of at least two types of persuasive devices that support writer's position. Several statements of personal opinion (e.g. <i>I agree because; I disagree because I think ... should</i>), conditional (<i>If ... will</i>), value statement (<i>I know if ... I wouldn't</i>) and attempt at emphasis (<i>So what I'm trying to say ...</i>). Not successful enough for Category 3. |
| 5. Vocabulary | 2 | Text consists mostly of simple words. Precise words are <i>indangered, in the wild, sheltered</i> . |
| 6. Cohesion | 2 | Some correct referencing. References to <i>Th s</i> in second paragraph and to <i>they</i> in third paragraph are unclear. |
| 7. Paragraphing | 1 | Writing is organised into introduction, a two-paragraph body, and ending statement. However, neither body paragraph contains a clear topic sentence and ideas are not organised clearly enough for Category 2. An example of a strong Category 1 text. |
| 8. Sentence structure | 3 | Simple and compound sentences correct (one of each). Some complex sentences correct. Experimentation with complexity is evident in second paragraph. Last sentence of third paragraph (<i>If I was ...</i>) could have used subjunctive tense (<i>If I were ...</i>) but writer is not penalised for this. Enough success for Category 3. |
| 9. Punctuation | 3 | Controls sentence punctuation (seven sentences correct). Correct use of apostrophes for contractions (<i>I'm, don't, wouldn't</i>). Incorrect use of apostrophe in <i>panda's</i> . Stray capitals (<i>Panda's, People, Also</i>). Not enough correct use of other punctuation for Category 4. |
| 10. Spelling | 3 | Correct spelling of most simple words and most common words. High Category 3. <u>Common words correct:</u> <i>cruel, animal, cages, agree, also, don't, today, reasons, because, some, like, panda's, they, wild, a nother, people, lion, disagree, think, should, learn, catch, find, own, shelter, too, family, know, touched, what, trying.</i> <u>Common words incorrect:</u> <i>there (their), wouldn't.</i> <u>Difficult word correct:</u> <i>statement.</i> <u>Difficult word incorrect:</u> <i>indangered.</i> |

Some toys and games are educational

I disagree that too much money is spent on toys and games. Because some toys and games are educational. Also toys and games can help you to exercise like skipping, basketball, trampolines and much more.

Everyone can play with board games like Scrabble, snakes and ladders, Monopoly and hundreds of more!! People also like playing card games like Uno, Snap, go fish and for the older people they might like poker!!

So I don't think too much money is spent on toys and games. I think people like my family like games and making up games. So if you think your wasting money make up your own game and enjoy!

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Some toys and games are educational

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 3 | An internally consistent text that attempts to support reader understanding by providing sufficient information for the text to be followed. |
| 2. Text structure | 2 | The text contains two clearly identifiable structural components: a body and a conclusion which makes reference to preceding opinion. |
| 3. Ideas | 3 | Ideas are supported with some elaboration. Ideas include toys and games being used for educational and physical activity purposes, their appeal to all ages and their accessibility. |
| 4. Persuasive devices | 2 | Devices include personal opinion supported by reasons (<i>So I don't think ... , I think ...</i>), and address of reader (<i>So if you think ... , Everyone can play ...</i>). Attempts emphasis through lists. Attempts logical reasoning. |
| 5. Vocabulary | 2 | Mostly simple words including names of popular games and sporting equipment. One precise word (<i>educational</i>). |
| 6. Cohesion | 2 | Referencing mostly correct. There is unnecessary repetition of toys and games in first paragraph. Uses connectives (<i>also, so</i>) and simple word sets (<i>toys/games/boardgames/card games; excersize/skipping/basketball; everyone/people/older people/family</i>). |
| 7. Paragraphing | 1 | Writing is organised into paragraphs that are focussed on like ideas. |
| 8. Sentence structure | 3 | Text includes five complex sentences, four of which are correct: <i>I disagree that ... ; So I don't think too much money ... ; I think people like ... ; So if you think ...</i> . Errors are: fragment (<i>Because ...</i>); incorrect placement of phrase in sentence <i>Also toys and games ...</i> ; preposition (<i>hundreds of more</i>); and three unnecessary words in compound sentence (<i>People also like ...</i>). Sufficient evidence for Category 3. |
| 9. Punctuation | 4 | All sentences are correctly demarcated with capital letters and end-markers (though redundant use of exclamation marks in two sentences). Correct use of other punctuation – commas in lists, apostrophe for contraction (<i>don't</i>) and noun capitalisation for brand name games. |
| 10. Spelling | 4 | Correct use of simple words, most common words and some difficult words. <u>Common words correct:</u> <i>disagree, too, money, spent, games, because, some, also, like, skipping, basketball, more, everyone, scrabble, snakes, ladders, hundreds, playing, older, people, they, might, poker, don't, think, family, making, wasting, make, own, enjoy.</i> <u>Common word incorrect:</u> <i>your (you're).</i> <u>Difficult words correct:</u> <i>educational, trampolines, Monopoly, boardgames.</i> <u>Difficult word incorrect:</u> <i>excersize.</i> |

I do not agree with the essay statement on some levels but I agree with it on other levels.

~~The~~ In my opinion only certain animals should be locked up for i.e. lions, tigers and hippos. But then animals such as birds shouldn't be locked up. Lions tigers and hippos should be locked up because they ~~are~~ have a history of ~~being~~ eating humans.

My idea of a perfect zoo is one ~~similar~~ similar to the one in Dubbo where the animals are let to run free. Although I would lock up all of the dangerous animals.

One of the main reasons that I disagree with the statement is ~~because~~ most zoos mimic the animals natural habitat so well that the animals don't realise that they're in a cage.

When animals are born in captivity they haven't lived in the wild. So they don't know ~~what~~ what their missing. Also having animals kept

My idea of a perfect zoo

In separate cages will give them a longer life span and will reduce the risk of being hunted.

Overall ~~it~~ I agree with some aspects of the statement.

My idea of a perfect zoo

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My idea of a perfect zoo

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 4 | Supports reader understanding with sufficient detail on subject matter. Begins to engage and persuade by attempting to establish relationship with a wider audience through language choices (<i>only certain animals, most zoos mimick, reduce the risk of beinghunted</i>). |
| 2. Text structure | 2 | Text contains two components: an introduction and a body. The introduction gives a position and indicates a discussion on the issue will follow. The last sentence is not strong enough to be considered a conclusion as it is a restatement of the position. |
| 3. Ideas | 3 | Several ideas are elaborated with some evidence which is mainly assertion/opinion. A solid Category 3. |
| 4. Persuasive devices | 2 | Several instances of statements of personal opinion: <i>I do not agree ... but I agree; In my opinion ... should; My idea of ...; One of the main reasons that I disagree ...; Overall I agree</i> . Several uses of modality (<i>... shouldn't be locked up</i> .) Overall, devices are not effective for Category 3. |
| 5. Vocabulary | 3 | Some use of precise words and word groups: <i>only certain animals, similar to the one, mimick the animals natural habitat so well that, born into captivity, reduce the risk</i> . Not the sustained use needed for Category 4. |
| 6. Cohesion | 3 | Meaning is clear on first reading. Referencing is correct (<i>I agree with it, lions, tigers and hippos – they, is one ... one in Dubbo</i>). Sufficient use of connectives (<i>but then, because, although, so, also, overall</i>). |
| 7. Paragraphing | 2 | Attempts topic sentences to start each paragraph with some success, e.g. second paragraph. Second and fourth paragraphs have some brief supporting detail. An example of a weak Category 2 text. |
| 8. Sentence structure | 3 | Most simple, compound and complex sentences are correct but there are not enough sophisticated structures for Category 4. Errors include repetition of <i>animals</i> in second paragraph, fragment in fourth paragraph and incorrect verb (<i>kept</i>). |
| 9. Punctuation | 3 | Sentence punctuation is mostly correct. One error in fourth paragraph. There are examples of other punctuation, which include commas in lists (correct and incorrect), contractions (one correct and several incorrect), missing apostrophe for possession and some stray capitals. Enough control for Category 3. |
| 10. Spelling | 5 | Correct spelling of simple words, most common words and at least 10 difficult words. <u>Common words incorrect</u> : <i>mimick, their (they're), kept</i> . <u>Difficult words correct</u> : <i>statement, opinion, certain, history, similar, dangerous, natural, habitat, realise, captivity, reduce</i> . <u>Challenging word incorrect</u> : <i>seperate</i> . |

All animals started off

All animals started off as wild animals, but we put ~~the~~ different animals in captivity for several reasons. Some of those reasons are for food, help with labour or simply for pets. Depending on the reason it can be ~~be~~ cruel or uncruel to keep animals in captivity.

For animals such as chickens, cows, pigs and other farm animals it isn't cruel to keep them in captivity. We need them to supply us with food, without them we wouldn't have eggs or meat, we would have to become vegetarians or die of starvation.

For working animals such as dogs or horses it generally isn't cruel to keep them in captivity, depending on what work they are required to do. Dogs love human attention, so it isn't cruel to keep them as pets or working animals.

Pets such as cats, dogs, fish and birds are fine to be kept in captivity as long as they are not neglected. Cats, birds and fish can take care of themselves the main thing for you to do is give them food and water.

Animals such as Lizards, Snakes and other wilder animals are better off left in the wild.

Most Wild animals should not be kept in captivity. They need open spaces and can sometimes harm humans. The ^{only} exception is for conservation, some animals such as Pandas need our help to stay alive.

keeping animals can be cruel or uncruel depending on the circumstances. If the animal is well looked after and happy then it is uncruel to keep it.

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All animals started off

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 4 | Begins to engage and persuade with reasoned argument. Detail provided reveals values. |
| 2. Text structure | 3 | Three clearly identifiable parts that work together in service of argument. Introduction sets up points of argument that follow, body is developed and conclusion gives a brief summary and restates position. |
| 3. Ideas | 3 | Each idea has developed elaboration; however, most is assertion or opinion (<i>dogs love human attention, cats, birds and fish can take care of themselves</i>). Not effective for Category 4. |
| 4. Persuasive devices | 3 | Devices are effective through appeal to reader's logic, emotions and values (e.g. <i>we need them to supply us with food ... or die of starvation; Dogs love human attention so it isn't cruel to keep them as pets or working animals.</i>) |
| 5. Vocabulary | 3 | Some precise usage (<i>labour, captivity, supply, vegetarians, starvation, neglected, exception, conservation</i>) but this is not consistent enough for Category 4. Some inaccurate use that includes incorrect word forms (<i>uncruel, wilder</i>). |
| 6. Cohesion | 3 | Meaning is clear and text flows well in a sustained piece of writing. Referencing is correct. Repetition (<i>For animals such as</i>) to start paragraphs assists the smooth reading of this text. Text uses linking words and phrases (<i>Some of those reasons, depending on the reason, without them</i>). Uses mostly simple word associations (<i>food/eggs/meat/vegetarian</i>). |
| 7. Paragraphing | 2 | Paragraphs are logically constructed and contain a topic sentence with relevant and focused supporting detail. Strong Category 2. |
| 8. Sentence structure | 4 | Sentences are correct and demonstrate control of elaborating clauses and phrases. Uses a small range of structures such as non-finite clauses (<i>It isn't cruel to keep them ... , to supply us ...</i>) and shifting of clause position in first and third paras (<i>Depending on the reason ...</i>) but does not have the variety for Category 5. |
| 9. Punctuation | 2 | Not enough sentence punctuation correct for Category 3, with splice commas (second and fifth paragraphs), missing full stop (fourth paragraph) and missing capital in the final paragraph (<i>keeping</i>). There are several correct uses of commas for lists and apostrophes for contraction. Some correct and some missing commas for phrasing but these are not considered until Category 3 sentence punctuation is achieved. |
| 10. Spelling | 5 | No errors in simple or common words. At least 10 difficult words correct. <u>Difficult words correct:</u> <i>different, captivity, several, labour, supply, vegetarians, starvation, attention, neglected, exception, conservation, circumstances.</i> <u>Difficult words incorrect:</u> <i>generrally, required.</i> |

Cages and Zoos

You may have noticed that over the past couple of years, the issue of animals well being has been debated time and time again.

Many animals are captured or bred and then been put into appalling habitats. The state in which some animals are treated is wrong. I agree with some aspects of this statement.

Many animals are treated in well funded countries. Australia's Dubbo Zoo allows many animals a safe haven, hidden from poachers or hunters. The habitats are state of the art and the animals are treated well. An example of this is the new Panda enclosure at Dubbo. These pandas were taken from the forests of China. Some may argue that this is wrong but pandas have been hunted and killed by poachers for many years. Many people have begged the Chinese government to crack down on the poachers in a desperate attempt to save

Cages and Zoos

native flora and fauna.

However no action was taken. The owner of Dubbo zoo decided to take action and bought two pandas from a zoo in China where they had been wrongly treated. This symbolic act inspired the Chinese government to take action. However animals many animals are still trapped in cages and wrongly treated. I believe that if an animal is in a zoo with the proper habitat it is not wrong but if an animal is crammed in a cage it is wrong.

Sometimes though it is not the habitat they are in, it the way that they are treated. Bears in Bangladesh have recently featured in '60 minutes' are in good habitats but are fed once once a week and never let out. This abrogation of the animals well-being symbolises humanity's lack of respect and destructive force. The freedom

Cages and Zoos
of the bears is desperately being supported by animal activists groups such as RSPCA and Green Piece. I believe that if an animal is in a good habitat but treated unfairly it is wrong.

Many animals are placed into sanctuaries and zoos. Many animals are treated with respect and integrity. However the issue of the abduction of many animals well being as safety cannot be ignored. I believe that many animals are fine in good enclosures in zoos but the selfish acts of placing an animal in a poor enclosure and treated unfairly is wrong.

Cages and Zoos

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Many animals are treated in well-founded countries. Australia's Dubbo Zoo allows many animals a safe haven, hidden from poachers or hunters. The habitats are state-of-the-art and the animals are treated well. An example of this is the new Panda enclosure at Dubbo. These pandas were taken from the forests of China. Some may argue that this is wrong but Pandas have been hunted and killed by poachers for many years. Many people have begged the Chinese government to crack down on the poachers in a desperate attempt to save native flora and fauna. However, no action was taken. The owner of Dubbo Zoo decided to take action and bought two pandas from a zoo in China where they had been wrongly treated. This symbolic act inspired the Chinese government to take action. However, ~~animals~~ many animals are still trapped in cages and wrongly treated. I believe that if an animal is in a zoo with the proper habitat it is not wrong but if an animal is crammed in a cage it is wrong.

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Cages and Zoos

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 4 | Creates an appropriate relationship with reader by using a respectful direct address in opening paragraph. Begins to engage and persuade by presenting a detailed argument supported by examples, some of which are somewhat implausible (<i>This symbolic act inspired the chinese government to take action</i>). |
| 2. Text structure | 4 | All components are well-developed. Conclusion restates and reinforces position. |
| 3. Ideas | 4 | Ideas are elaborated and draw on big issues (role of governments and activist groups, human nature) to build argument. Supports using examples and references (<i>Dubbo Zoo, 60 minutes</i>) and by counter argument (<i>Some may argue ...</i>). |
| 4. Persuasive devices | 3 | Use of devices is mostly effective. Text appeals to reason and values. Devices include drawing reader's attention (<i>You may have ...</i>), modifiers to temper intensity of argument (<i>some may argue, many years</i>), conditional mood and emphatic statement (<i>if an animal is crammed into a cage it is wrong</i>), and emotive language. |
| 5. Vocabulary | 4 | Consistent use of precise words and word groups to enhance meaning with some inaccurate use (e.g. <i>well founder countries, state of the arch, animals well being as safty</i>). |
| 6. Cohesion | 3 | Text contains word associations for lexical cohesion (<i>habitats/safe haven/enclosure, trapped/crammed</i>), substitution (<i>This abrogation...</i>) and repetitive language patterns for effect (e.g. <i>... is wrong</i> at end of each paragraph, <i>many animals</i> in final paragraph). However, some referencing across text is a little clumsy, e.g. end of first paragraph – what statement is referred to? Not strong enough for Category 4. |
| 7. Paragraphing | 3 | Paragraphs are ordered, cumulatively build argument across text, and have topic and summary sentences to pace and direct reader attention within paragraphs. |
| 8. Sentence structure | 3 | Writing shows experimentation with more sophisticated sentence structures and language use. Shows control over most simple, compound and complex sentences but experimentation leads to errors such as incorrect word usage (<i>Many animals are treated in well founder countries</i>), verb errors (e.g. <i>been put, Taked</i>), and incorrect subject (<i>selfish acts of placing an animal</i>). Not the control needed for Category 4. |
| 9. Punctuation | 3 | Sentence punctuation is mostly correct (two errors) and there is some correct use of commas for phrasing, quotation marks (' <i>60 minutes</i> ') and some correct noun capitalisation (<i>Dubbo, Bangladesh, RSPCA, Green Piece</i> ; incorrect on <i>china, chinese</i>). Two possessive apostrophes are missing. |
| 10. Spelling | 5 | All simple and most common words correct. Although there are more than 15 difficult words correct, errors prevent Category 6. Names of countries are not considered. <u>Common words incorrect:</u> <i>bread</i> (bred), <i>Piece</i> , <i>safty</i> . <u>Difficult words correct:</u> <i>noticed, issue, captured, statement, habitats, countries, enclosure, forests, argue, government, attempt, fauna, decided, symbolic, inspired, recently, featured, symbolises, destructive, force, supported, activist, integrity</i> . <u>Difficult words incorrect:</u> <i>appauling, flaure</i> . <u>Challenging words incorrect:</u> <i>desprite/despriatly, sanctuaries, abrogatio/abrogation</i> . |

I Disagree with the Statement that it is cruel to keep animals in cages and zoos. I think that Under Certain Circumstances it may be cruel if they are treated poorly and below standard levels, but for the Majority I think they are treated well. Captivity is all around us and our culture, domesticated pets such as dogs and cats, wildlife care and research centres. If these animals are cared for, then I should see no point in how it may be cruel.

The blackmarket has a very large part to do with caged wildlife and mistreatment. Animals can be kept in small cages for weeks and starved, forced to live upon unethical conditions and sold to other bad homes. Although this market does exist, and plays a large ~~part~~ of captivity, it is not the majority. Animals living in zoos however, are often born to captivity and don't know the difference between the grasslands of africa, and the grasslands of Toronga Zoo. The difference of course being, in africa they have

To Work for dinner and in Toronga
they have to work for visitors.
Most zoos and captivity educate
us about the wild and about the
certain species. They allow us to
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more about how we can help the
Animals live happily, not cruelly.

Keeping animals is only cruel when
we the humans decide to make it
cruel by lack of responsibility and
care.

Under Certain Circumstances

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Keeping animals is only cruel When We the humans decide to Make it cruel by lack of Responsibility and Care.

Under Certain Circumstances

| Criterion | Score | Annotations |
|------------------------------|----------|--|
| 1. Audience | 5 | Supports and engages reader by providing detailed information on a range of situations in which animals are kept. Language choices create respect for reader and persuade reader to writer's position. |
| 2. Text structure | 3 | Text contains three identifiable components, two of which are developed. Introduction refines topic to situations of captivity where cruelty depends on treatment, body elaborates with examples and less developed conclusion is a brief summary and reflection on human behaviour. |
| 3. Ideas | 4 | Ideas are elaborated, contribute effectively to writer's position and reflect on wider-world issues. |
| 4. Persuasive devices | 4 | Sustained and effective use of persuasive devices. A range of types is used: personal opinion (<i>I think x 2</i>), appeal to reader x 3 (<i>us</i>), conditional mood, authoritative statements, repetition (<i>grasslands of Africal grasslands of Taronga; work for dinner/ work for visitors</i>) and modality (<i>I should see no point ... , animals can be kept</i>). |
| 5. Vocabulary | 4 | Precise words (<i>majority, captivity, culture, blackmarket, mistreatment, forced, educate</i>) and word groups (<i>under certain circumstances, treated poorly, domesticated pets, wildlife care and research centres</i>) used consistently. Experimentation with language structures (mostly nominalisations) leads to some inaccurate use: <i>below standard levels, live upon unethical conditions, plays a large part of captivity</i>). |
| 6. Cohesion | 3 | Uses word associations (<i>blackmarket, mistreatment, unethical conditions</i>), pronouns (<i>it, this, these, they</i>), connectives (<i>if, but, then, however</i>) and ellipsis (<i>The difference ... being ...</i>). Minor errors include redundant article (<i>the certain spieces</i>) and incorrect pronoun (<i>The allow us</i>). Not highly cohesive enough for Category 4. |
| 7. Paragraphing | 1 | Body is separated from introduction and ending. |
| 8. Sentence structure | 4 | Most simple, compound and complex sentences are correct. Error in an extended simple sentence in first paragraph. Uses some non-finite clauses (<i>forced to live, Animals living in zoos, keeping animals is only cruel ...</i>). Does not have the variety for Category 5. Other 'errors' have been considered in cohesion or vocabulary. |
| 9. Punctuation | 3 | Most sentences are correct. One missing capital to begin. Correct use of other punctuation includes apostrophe for contraction and commas for lists. Some correct commas for phrasing. Uses many random capitals, incorrect apostrophe in a plural (<i>zoo's</i>), and misses noun capitalisation for <i>africa and toronga</i> . |
| 10. Spelling | 5 | All simple and most common words correct. Although there are 15 difficult words correct, errors prevent Category 6. <u>Common words incorrect:</u> <i>although, coarse</i> (course). <u>Difficult words correct:</u> <i>statement, certain, circumstances, standard, majority, captivity, culture, research, forced, unethical, conditions, cruelly, decide</i> . <u>Difficult words incorrect:</u> <i>demesticated, mistreatement, spieces</i> . <u>Challenging word correct:</u> <i>responsibility</i> . |

Food, water and other necessary supplies

Food, water and other necessary supplies are what money should be spent on. Many people believe that too much money is being spent on useless toys and games.

Toys and games are a good entertainment for kids and are able to keep them occupied. They are fun for the children using them and certain games can improve on the child's exercise rate, keeping them active. Many toys are used for fun and enjoyment but there are many that can help the child, whether it's learning something new and useful, keeping the child aware or developing their brains, education wise.

As many good things come out of having toys and playing games, there are negatives and many people are agreeing that there is too much money being spent.

Hundreds of dollars are being spent regularly on toys and games, when it could be going to better use. Important supplies and necessities are useful things that parents or adults should be spending money on. Of course children are going to need toys and games, but I believe they should have a limited amount, as there are more important things.

Having games like playstations, computer games and Nintendo DS games can make the child addicted to playing the game, and will have less time to keep active. Too much electronic games are not healthy for children's brains and forces them to become lazy.

I believe that kids should limit their needs on games and toys because the money spent can be used for more important use, it is unhealthy and can prevent them from doing other activities.

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|------------------------------|----------|---|
| 1. Audience | 5 | Deliberate language choices and appeal to values create an appropriate relationship with reader. |
| 2. Text structure | 3 | A longer text with a weaker introduction, a strong body and a conclusion that reinforces the argument. |
| 3. Ideas | 4 | Writer addresses wider issues of education, children's development and health. The use of logical reasoning provides sufficient elaboration for Category 4. |
| 4. Persuasive devices | 3 | Uses some devices that persuade: modality (<i>money should be spent on</i>), statements of personal opinion (<i>I but I believe, I believe ... because</i>), authoritative statements (<i>... but there are many that help the child ... , there are negatives.</i>), repetition for emphasis (<i>there is too much money ... Hundreds of dollars</i>), generalised supporting evidence (<i>...and many people are agreeing ...</i>), tricolon (<i>learning ..., keeping ..., developing ...</i>), and appeal to values. Lack of continuity of development of some ideas causes persuasive devices to lose effectiveness. |
| 5. Vocabulary | 4 | Consistent use of precise words (<i>entertainment, occupied, active, negatives, necessities</i>) and word groups (<i>necessary supplies, exercise rate, developing their brains, education wise, limited amount</i>). |
| 6. Cohesion | 3 | Meaning is clear on first reading. Referencing within sentences mostly correct (<i>kids/the, child/it's (it is), kids/them, supplies and necessities/ things, toys and games/ they</i>) with some incorrect (<i>Hundreds of dollars/lit</i> , and unreferenced pronoun <i>it</i> in last sentence). Connectives correct (<i>whether, Of course</i>) and incorrect <i>As</i> (should be <i>while</i>) at start of paragraph two. Error in determiner (<i>Too much electronic games</i>) and unnecessary article (<i>are a good entertainment</i>). |
| 7. Paragraphing | 3 | Paragraphs have topic sentences followed by supporting detail. Paragraphs are ordered and have no incorrect breaks. |
| 8. Sentence structure | 4 | Sentences show variety but there is not the correctness required for Category 5. Attempts at more sophisticated structures result in error: in paragraph four, missing word (<i>and [they] will</i>) and verb error (<i>games/forces</i>); in last paragraph, preposition error (<i>needs on games</i>). |
| 9. Punctuation | 5 | All sentence punctuation is correct. Use of commas is controlled in lists and for phrasing. One possessive apostrophe missing (<i>childs</i>) and one correct (<i>children's</i>). |
| 10. Spelling | 5 | Correct spelling of all simple and common words. At least 10 difficult words correct. <u>Difficult words correct:</u> <i>supplies, entertainment, enjoyment, occupied, certain, whether, education, developing, computer, unhealthy, negatives, limited, electronic, activities.</i> <u>Difficult words incorrect:</u> <i>excercise, reguarly.</i> <u>Challenging words incorrect:</u> <i>necessary, necessities.</i> |

The lion's glorious hair moved with the breeze as he smelt today's breakfast. Slowly, he prowled towards the delicious smell, preparing to pounce on his prey. As he spots his food he lightly leaps off the ground, into the air, and swallows the air born piece of meat. His large paws make a light thud as he meets the ground and an excited applause from the audience erupts. This is a lion in captivity, is this cruel?

There are millions of animals that are kept in zoos or cages instead of in the wild. I think that it is cruel to keep animals in cages but not cruel to keep them in zoos.

Wild animals in zoos actually have a pretty good life. They are safe from hunters, they have a great habitat that is kept in the best quality by the zoo keepers, get exciting and entertaining toys, and many more things to keep them happy and healthy.

'But then the animals are not experiencing what it's really like to be in the wild,' you may argue. There are many zoos in the world that promote teaching animals in captivity the things they would normally do in the wild. If they were born in captivity, they are also taught these ways, so that they are prepared for "the real world".

Overall, animals do belong in the wild. They used to happily roam free in their natural environment. Although, it is extremely great that there are animal reserves all over the world to help them. Animals are a great gift to the world and we should do all we can to keep them safe and happy.

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|------------------------------|-------|--|
| 1. Audience | 5 | Opens strongly by using narrative to engage reader, illustrate point and set up context. Not maintained to this same level across text. |
| 2. Text structure | 4 | Coherent, controlled and complete argument with all parts well developed. Text has strong introduction that uses narrative to set context. Writer's position is stated in paragraph two. Body elaborates the writer's opinions and conclusion summarises writer's position and instructs reader. |
| 3. Ideas | 4 | Ideas are elaborated and contribute to the writer's position. Opening is highly effective. Body and conclusion do not have the crafting for Category 5. |
| 4. Persuasive devices | 4 | Effectively uses a range of devices including logical reasoning, narrative to appeal to the reader, emphasis without modality (<i>This is a lion in captivity</i>), rhetorical question (<i>Is this cruel?</i>), modifiers (<i>actually have, many more ways</i>) and paired words (<i>exciting and entertaining, happy and healthy</i>). |
| 5. Vocabulary | 3 | Begins strongly by using a range of precise words to create imagery. However, use is not sustained. |
| 6. Cohesion | 3 | Meaning is clear on first reading; however, text does not have the range of cohesive devices for Category 4. Uses correct referencing, connectives and word associations. Experimentation with structure leads to tense change in first paragraph (<i>moved ... spots</i>) |
| 7. Paragraphing | 3 | Paragraphs are logically constructed and ordered to cumulatively build argument. |
| 8. Sentence structure | 5 | Sentences are correct and demonstrate a variety of clause structures, phrases and sentence lengths. Minor slip allowed... <i>as he meets the ground and an <u>a</u> excited...</i> |
| 9. Punctuation | 4 | Controls sentence punctuation and correctly uses apostrophes for possession (<i>lion's, today's</i>) and contraction, and quote marks for specific use (<i>'the real world'</i>). Mostly correct use of commas for phrasing (some overuse) and experiments with quotes to introduce counter argument. Not the precise use required for Category 5. |
| 10. Spelling | 5 | All simple, most common words correct. Although there are more than 15 difficult words correct, errors prevent Category 6. <u>Common word incorrect:</u> <i>peice</i> . <u>Difficult words correct:</u> <i>glorious, delicious, preparing/prepared, prey, excited, applause, audience, captivity, millions, actually, habitat, quality, healthy, experiencing, argue, promote, normally, natural, extremely</i> . <u>Difficult words incorrect:</u> <i>air born, arrupts, entertaining</i> . <u>Challenging word correct:</u> <i>environment</i> . |

"It is cruel to keep animals in cages and zoos."

So you think that you wouldn't mind having bars surrounding you, faces peering in any minute of the day, and kept away from your natural habitat? If humans can have a voice why can't animals. The statement suggesting that it is cruel to keep animals in cages and zoos, I think, is accurate. Animals have roamed this land before the destructive race of humans and we should not have the right to take control of their lives.

If animals are kept in zoos or cages all of their life they have no chance if or when they are let out into the wild. Although some zoos may claim that they have technology to provide the prisoners with products to make their enclosures seem natural, it will never be the same. In the wild animals grow up learning to be predators to catch their own food, ^{to know} which animals are of danger to them, and develop skills such as ~~a~~ fastness and attacking methods. What skills are they going to learn in a small enclosure?

Zoo keepers may argue that being kept in a cage increases the chance of survival and allows reproduction to continue. Even though this is true, rather than locking them away, humans could help by protecting their natural environment, preventing the amount of-

deaths by human progress. I hope that it would be agreed that blaming the animals, by locking them up, for our mistakes is certainly cruel. Like all living things, animals have personalities too which further more conveys why zoos and caging animals is cruel.

In conclusion, taking animals away from their natural habitat should be considered cruel. No human technology will ever be the same as their environment and humans should understand that the extent of human progress is ruining animals' lives.

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If humans can have a voice why can't animals

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|------------------------------|----------|--|
| 1. Audience | 6 | Controlled argument that uses persuasive devices deliberately and selectively, including engaging opening that addresses the reader in emotive language (<i>bars surrounding you, destructive race of humans</i>). Text appeals to readers' emotions, values and reason. Writing has strong voice. |
| 2. Text structure | 4 | All parts are well developed. Strong introduction states position clearly. Body contains two points of argument that are elaborated and the conclusion reiterates position and makes a general statement that succinctly summarises this position. |
| 3. Ideas | 5 | Text advocates for animal rights and freedom in the wild. These ideas are elaborated and contribute effectively to writer's position. Also develops position by refutation and making recommendations (<i>humans could help by</i>). |
| 4. Persuasive devices | 4 | Devices suit style of argument (predominantly emotive). They include appeal to reader, emotive language choices, modality (<i>we should not have the right</i>), emphatic statements (<i>it will never be the same, certainly cruel</i>), conditional mood (<i>If animals are kept ...</i>) and rhetorical questions (<i>If humans can have a voice ..., What skills are they going to learn ...?</i>), and emphasis (<i>should</i>). |
| 5. Vocabulary | 4 | Consistent use of precise words and word groups with some inaccuracy (<i>amount of deaths, skills of fastness and attacking methods</i>). |
| 6. Cohesion | 4 | A range of cohesive devices enhances reading and supports underlying relationships. These include clear referencing, connectives (<i>if, if or when, even though, rather than, in conclusion</i>), substitution (<i>it will never be the same</i>) and word associations (<i>e.g. bars/enclosures/prisoners/locking them up; increases the chance of survival/allows reproduction/preventing the amount of death</i>). |
| 7. Paragraphing | 3 | Paragraphs are structured and ordered to pace and direct reader's attention and cumulatively build argument across text. |
| 8. Sentence structure | 4 | A range of more sophisticated structures is used. Errors keep this from Category 5: verb error in line 3 (<i>being kept</i>), missing verb in last sentence of 1st paragraph, and agreement error in 2nd paragraph (<i>all of their life</i>). |
| 9. Punctuation | 4 | Sentence level punctuation is correct. One missing question mark in first paragraph (two used successfully over the text), mostly successful use of commas for phrasing and in lists and an apostrophe for plural possession (<i>animals'</i>). Strong Category 4. |
| 10. Spelling | 5 | All simple and most common words correct. Although there are more than 15 difficult words correct, errors prevent Category 6. <u>Common word incorrect:</u> <i>romed</i> . <u>Difficult words correct:</u> <i>surrounding, natural, habitat, statement, suggesting, accurate, destructive, technology, prisoners, enclosures, develop, argue, increases, survival, reproduction, continue, certainly, personalities, conveys, conclusion, considered</i> . <u>Difficult words incorrect:</u> <i>predetors, inclosure, firther more</i> . <u>Challenging word correct:</u> <i>environment</i> . |

zoos can have useful purposes

To keep animals in zoos can have useful purposes for research and can protect animals who may not survive in the wild. However, to keep animals locked in cages is a cruelty and injustice to animals.

Zoos have some advantages when it comes to keeping animals in captivity. For endangered animals, zoos can provide protection for those who would not survive in the wild, and have breeding programs that ensure the survival of these animals. If animals are kept in well established facilities, and the zoos are well funded to meet the healths and medical needs of all the animals, then there is no reason why these animals should not be well looked after. However, in many countries around the world, zoos have little money and terrible, small cramped areas. If elephants are kept in small facilities, this causes damage to their feet that can often not be repaired. These conditions can be argued as cruel to animals.

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zoos can have useful purposes

environment for the sole purpose of entertainment is a terrible mistreatment. Many animals' life expectancy can be greatly decreased when taken from the wild and placed in captivity. The whale shark can live to over a hundred years of age in the wild, but when trapped in a tank, this is shortened to just three years. This is mostly because of the small size of their living area.

This is why keeping animals in cages, disregarding their need for open spaces, is a terrible act of cruelty and mistreatment.

Zoos may provide protection for animals, but some cause more harm than they prevent. If animals need to be kept in captivity to survive, they can be moved to proper, open sanctuaries with their own kind in their natural habitat.

In conclusion, although some zoos may provide protection for animals with the right facilities, this

can just as easily be achieved through proper sanctuaries, and to keep an animal in a cage is a violation of animal welfare.

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To keep animals trapped in an environment for the sole purpose of entertainment is a terrible mistreatment. Many animals' life expectancy can be greatly decreased when taken from the wild and placed in captivity. The whale shark can live to over a hundred years of age in the wild, but when trapped in a tank, this is shortened to just three years. This is mostly because of the small size of their living area.

This is why keeping animals in cages, disregarding their need for open spaces, is a terrible act of cruelty and mistreatment. Zoos may provide protection, for animals, but some cause more harm than they prevent. If animals need to be kept in captivity to survive, they can be moved to proper, open sanctuaries with their own kind in their natural habitat.

In conclusion although some zoos may provide protection for animals with the right facilities, this can just as easily be achieved through proper sanctuaries, and to keep an animal in a cage is a violation of animal welfare.

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zoos can have useful purposes

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|------------------------------|----------|--|
| 1. Audience | 6 | Text is crafted, topic is focused and information is selected to argue position succinctly. Uses a respectful style that appeals to readers' reason, values and emotions. |
| 2. Text structure | 4 | All parts are well developed. Topic is defined and position stated in introduction. Detailed longer body develops position. Conclusion strongly reiterates position. |
| 3. Ideas | 5 | Ideas are generated, selected and crafted to be highly persuasive. Argues against the violation of animal welfare by contrasting space provided for and treatment of animals. Subtly expresses recommendations and supports points of argument with examples. |
| 4. Persuasive devices | 4 | Within a reasoned argument, effectively uses a range of devices with sophistication, e.g. statements of varying intensity are juxtaposed effectively to support position (e.g. <i>zoos can have useful purposes ... to keep animals locked in cages is a cruelty and injustice</i>). Also effectively uses modal verbs, conditional tense and deliberately understated emotive language. |
| 5. Vocabulary | 5 | A range of precise and effective words and word groups used in a fluent and articulate manner. Language choices are well matched to style of argument. |
| 6. Cohesion | 4 | Meaning is clear and text flows well in a sustained piece of writing. Examples of cohesive elements include correct referencing, a range of connectives and word associations (<i>areas/cages/facilities/environment/captivity/sanctuaries</i>). |
| 7. Paragraphing | 2 | Paragraphs are ordered and cumulatively build to support argument. They contain topic sentences, development of idea and summary statements. However, first body paragraph contains two correct and complete undemarcated paragraphs. There is a missing break at (<i>However</i> ,). This prevents Category 3. This is a very high Category 2 script. |
| 8. Sentence structure | 5 | Uses a range of stylistically appropriate constructions that show variety. Some errors: missing subject and verb <i>they are</i> (p.2 line 5), and awkward phrasing in conclusion. Sufficient evidence for Category 5. |
| 9. Punctuation | 5 | Sentence punctuation correct. Commas are used in a range of ways: lists, parentheses and phrasing to pace and control reading of text. One missing possessive apostrophe (<i>animals life expectancy</i>) allowed at this level in extended first draft writing. |
| 10. Spelling | 5 | <p>Correct spelling of simple, most common, many difficult and three challenging words. Errors prevent Category 6. Allowance made for minor slip <i>then</i> (than) in simple word.</p> <p><u>Simple and common words incorrect:</u> <i>then (than), provent.</i></p> <p><u>Difficult words correct:</u> <i>purposes, research, survive, injustice, advantages, captivity, endangered, protection, ensure, survival, established, health, medical, countries, terrible, damage, conditions, argued, entertainment, mistreatment, expectancy, decreased, disregarding, protection, natural, habitat, conclusion, achieved, violation, welfare.</i></p> <p><u>Difficult words incorrect:</u> <i>soul (sole), shorterned.</i></p> <p><u>Challenging words correct:</u> <i>sanctuaries, facilities, environment.</i></p> |

Is Too Much Money Spent on Toys and Games?

It is important for human beings to set aside time for leisure and recreational activities in order to relax and enjoy themselves.

However, it is not abnormal for people to become obsessed by such activities and spend too much time and money on them. As a teenager/adolescent, the reality is, a lot of time and money will often be spent on video games or toys for younger children. I believe that money spent on such things should be regulated.

As I mentioned earlier, it is important for us to participate in leisure and recreational activities. The reality is, many of these activities cost money, and that money is money gone from your or your parents/guardians savings. It is unnecessary for someone to purchase 10-15 video games when the person only really plays 4 or 5. This is ironic, because I, myself, am a culprit of such a thing, but I have learnt the hard way to spend my money more wisely.

Not only does spending too much on games and toys lose you or others money, it also makes you lose interest in more productive activities such as sports which keep you fit and healthy and expand your social networks. Although I and many others wish it was the case, playing with toys and video games doesn't exactly get you physically fit, although some games have been proven to improve eyesight and mental ability.

Although I have talked about the costs that games and toys can incur if not used in moderation, I still believe it is

important to allocate some money to such activities, to keep the person in a good frame of mind. However, spending too much money on these activities can also cause one to develop bad habits regarding how they spend their money as an adult. It is important for young adults to learn that leisure time is only one facet of life, and that everything should be done in moderation.

In conclusion, I believe it is important to allocate time and money to toys and games, however, everything must be done in moderation, and it is an important role of parents/guardians to ensure that time and money spent on these activities is regulated.

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It is important for human beings to set aside time for leisure and recreational activities in order to relax and enjoy themselves. However, it is not abnormal for people to become obsessed by such activities and spend too much time and money on them. As a teenager/adolescent, the reality is, a lot of time and money will often be spent on video games or toys for younger children. I believe that money spent on such things should be regulated.

As I mentioned earlier, it is important for us to participate in leisure and recreational activities. The reality is, many of these activities cost money, and that money is money gone from you or your parents/guardians savings. It is unnecessary for someone to purchase 10-15 video games when the person only really plays 4 or 5. This is ironic, because I, myself, am a culprit of such a thing, but I have learnt the hard way to spend my money more wisely.

Not only does spending too much on games and toys lose you or others money, it also makes you lose interest in more productive activities such as sports which keep you fit and healthy and expand your social networks. Although I and many others wish it was the case, playing with toys and video games doesn't exactly get you physically fit, although some games have been proven to improve eyesight and mental ability.

Although I have talked about the costs that games and toys can incur if not used in moderation, I still believe it is important to allocate some money to such activities, to keep the person in a good frame of mind. However, spending too much money on these activities can also cause one to develop bad habits regarding how they spend their money as an adult. It is important for young adults to learn that leisure time is only one facet of life, and that everything should be done in moderation.

In conclusion, I believe it is important to allocate time and money to toys and games, however, everything must be done in moderation, and it is an important role of parents/guardians to ensure that time and money spent on these activities is regulated.

things should be regulated

| Criterion | Score | Annotations |
|------------------------------|----------|--|
| 1. Audience | 6 | Text establishes strong, credible voice. Values and attitudes are revealed. Writing is crafted to influence reader through sustained use of persuasive techniques. Control of language choices enables the reader to concentrate on the issues being presented. |
| 2. Text structure | 4 | All components are well developed. The introduction foreshadows the argument that follows. The body develops each point of argument. Conclusion succinctly reinforces the argument that has been presented. |
| 3. Ideas | 5 | Ideas are carefully selected and crafted to be highly persuasive. Benefits and drawbacks of toys and games to educational, social and recreational development are presented in a well organised manner with a balance between personal and social perspective. Cause and effect reasoning leads the reader through the text. |
| 4. Persuasive devices | 4 | Effectively uses and maintains a range of persuasive devices appropriate to the style of argument: authoritative statements (<i>It is important</i>), personal opinions and experiences (<i>I still believe humans...; This is ironic because I...</i>), modality (<i>everything should be done in moderation</i>), paired conjunctions for emphasis (<i>not only... but also</i>), repetition (<i>cost money, and that money is money gone...</i>). |
| 5. Vocabulary | 5 | Language choice is well matched to the reasoned style of argument: <i>leisure and recreational activities, more productive activities, expand your social network, incur, used in moderation, frame of mind, develop bad habits, allocate time and money, ensure, regulated.</i> |
| 6. Cohesion | 4 | A range of devices is used correctly and deliberately. Consistently correct use of referring words, text connectives, conjunctions, substitutions (<i>such things, such activities</i>) and word associations. Deliberate pronoun redundancy (<i>I, myself</i>) supports underlying relationships. |
| 7. Paragraphing | 3 | Paragraphs are linked and are deliberately structured to progress and consolidate the argument. The cumulative structure assists the reader to follow the line of argument. |
| 8. Sentence structure | 6 | Sentences are correct and consistently effective, e.g. paragraph four, first sentence. Dependent clause position is varied and controlled. Stylistically appropriate for text type. |
| 9. Punctuation | 4 | All sentence punctuation is correct. Mostly correct use of other. Commas are mostly correct (incorrect after <i>myself</i>) and uses a comma instead of semicolon in last paragraph (<i>toys and games, however</i>). Correct apostrophe for contraction (<i>doesn't</i>) but missing apostrophe for possession (<i>parents/guardians savings</i>). |
| 10. Spelling | 6 | Correct spelling of all words. Text meets requirements for Category 6. <u>Difficult words correct:</u> <i>recreational, activities, reality, regulated, mentioned, participate, guardians, purchase, ironic, culprit, productive, healthy, ability, incur, moderation, allocate, develop, facet, conclusion, ensure.</i> <u>Challenging words correct:</u> <i>leisure, adolescent, obsessed, physically, unnecessary.</i> |

Annotated discussion scripts

One glorious morning

Too Much Money is Spent
on toys and games

I am writing about too much money
is spent on toys and games.

One glorious morning I wake up and
it's time to go to the shops. I get
dressed brush my teeth and off we
go. On the way to ALDI we listen
to some music. "Were here!" I shouted
and we walked inside. My brother
Daniel saw a Spider-man cup and
wanted to buy it but I said "Daniel we
can only buy it if you are going to
use it." My brother shed a tear from
his face and started a tantrum "I
WANT THAT CUP I WANT IT!!" then I
said "Daniel if you stop cring we will
get it so he stoped crying but I didn't
get the jug. Mum and dad look at me

Strangely that I've done something wrong. "Well who knows?" I said.

"Money should be spent in things in need like: toilet paper and food." "Ah OK" dad said so we went to a center bought all our things and traveled back home. I said to my self "What do you think using money or saving it?"

One glorious morning

TooMuch Money IS Spent
on toys and games

I am writing about too much money
is spent on toys and games.

One glorious morning I woke up
and its time to go to the shops. I get
dressed brush my teeth and off we
go. On the way to ALDI we listen
to some music. "Were here!" I shouted
and we walked inside. My brother
Daniel saw a Spider-man cup and
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his face and started a tantrum " I
WANT THAT CUP I WANT IT!!" then I
said "Daniel if you stop cring we will
get it so he stoped crying but I didn't
get the jug. Mum and dad look at me
straingly that I've done something
wrong. "Well who knows?" I said.
'Money should be spent in things in
need like: toilet paper and food.'" "Ah
ok" dad said so we went to a conter
bought all our things and traveld back
home. I said to my self " What do
you think using money or saving it?".

One glorious morning

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 2 | Some information is provided to support the reader. Does not meet the audience expectation of a persuasive text. Attempts to develop a scenario about the topic but text is not internally consistent. |
| 2. Text structure | 0 | No evidence of structural components of a persuasive text. Attempts to address the topic and the task by using narrative form. |
| 3. Ideas | 3 | Several ideas related to the topic with some elaboration. |
| 4. Persuasive devices | 0 | No evidence of persuasive devices. |
| 5. Vocabulary | 2 | Uses mostly simple words and word groups (<i>one glorious morning, get dressed, brush my teeth, crying</i>). Some precise use (<i>shed a tear, looked at me strainingly</i>). |
| 6. Cohesion | 2 | Text has correct noun-pronoun referencing (<i>cup ... it ... it ... it</i>), simple lexical cohesion (<i>tear/tantrum/crying</i>) and a small selection of connectives (<i>one glorious morning, on the way, then, so</i>). Tense changes across text from present to past. Incorrect conjunction (... <i>strainingly that</i>). |
| 7. Paragraphing | 0 | Text has a title which is repeated in a statement of intent. No paragraphing in narrative. |
| 8. Sentence structure | 2 | Text consists of mostly correct simple and compound sentences. There are some complex sentences: two have 'if' dependent clauses and all others use projected clauses (" <i>Well who knows?</i> " <i>I said; I said to myself "What do you think</i>), but insufficient evidence for a category 3. Error in preposition use (<i>spent in things</i>). |
| 9. Punctuation | 3 | Most sentences are punctuated correctly (more than 80%). There are missing full stops after <i>TANTRUM, we will get it, and dad said</i> . Missing capital to start sentence <i>then I said</i> . There are two or more different examples of other punctuation: noun capitalisation and two correct apostrophes for contraction (<i>didn't, I've</i>). Attempts direct speech and colon to introduce list. There are two missing contractions (<i>its time, were here,</i>) and a missing comma in list (<i>I get dressed etc</i>). |
| 10. Spelling | 3 | Most simple and most common words correct. One difficult word correct and one incorrect – not enough for Category 4. <u>Common words correct:</u> <i>too, money, spent, games, morning, woke, time, dressed, brush, teeth, listen, some, music, were (we're), shouted, walked, inside, brother, spider-man, wanted, buy, said, use, tear, face, started, tantrum, didn't, done, something, wrong, knows, money, should, toilet, paper, bought, using, saving.</i> <u>Common words incorrect:</u> <i>stoped, strainingly, conter.</i> <u>Difficult word correct:</u> <i>glorious.</i> <u>Difficult word incorrect:</u> <i>traveld.</i> <i>Crying</i> correct and incorrect. |

What do Birds eat? Birds like to eat kind of seeds because that is the food that makes them healthy.

What do Birds look like? they look like a funny kind of bird. they even look like a flamingo.

Why do Birds have fur? Birds have fur so they can be warm. they even have fur because when they get wet they dry up easily.

How do birds fly? They by using there muscles and funny wings fly.

Bird Report

| Criterion | Score | Annotations |
|------------------------------|----------|---|
| 1. Audience | 2 | Some information is provided to support the reader. Does not meet the audience expectation of a persuasive text. |
| 2. Text structure | 0 | No evidence of structural components of a persuasive text. Text is a report. |
| 3. Ideas | 3 | There are four ideas with some elaboration. Ideas are related to the topic on the prompt. |
| 4. Persuasive devices | 0 | No evidence of persuasive devices. |
| 5. Vocabulary | 2 | Uses mostly simple words. One precise word (<i>mussels</i>). |
| 6. Cohesion | 2 | Cohesion is achieved through questions that introduce each aspect of the topic, simple lexical cohesion (<i>eat/seed, fur/warm/dry</i>), noun-pronoun referencing (<i>Birds/they</i>) and the use of some simple connectives (<i>because, so, even, when</i>). |
| 7. Paragraphing | 1 | Ideas are separated. Each paragraph begins with a question which is briefly answered. There is not the supporting detail required for Category 2. |
| 8. Sentence structure | 3 | Most simple and compound and some complex sentences are correct (<i>Birds have fur so ...; they even have fur ...</i>). Just meets requirements for Category 3. |
| 9. Punctuation | 2 | Not sufficient demonstration of correct sentence punctuation for Category 3 (less than 80%). Text shows experimentation with apostrophes, all of which are incorrect. |
| 10. Spelling | 2 | <p>Correct spelling of most simple words and some common words. Attempts difficult words.</p> <p><u>Common words correct:</u> <i>What, eat, like, kind, makes, because, even, they, why, fur, warm, when, dry, fly.</i></p> <p><u>Common words incorrect:</u> <i>their (there), esoly, ysing.</i></p> <p><u>Incorrect difficult words:</u> <i>helthey, fury (furry), flumingo, musells.</i></p> <p>Bird is correct and incorrect.</p> |

Bird report

What do Bird's eat? Bird's like to eat Kind of Seed's because that is the food that make's them helthey.

What do Bid's look like? they look like a fury kind of bird. the even look like a flumingo.

Why do Bird's have fur?

Bird's have fur so they can be warm. they even have fur because when they get wet they dry uP es.oly.

How do birds fly? They by ysing there musells and fury wing's fly.

Note on text structure

The structural components of the persuasive text are the introduction, the development of argument (body) and the conclusion.

A text may comprise some or all components. The development of the components increases with the sophistication of the text.

The Introduction

The purpose of the introduction is to introduce the reader to the main idea of the essay. It should provide some context or identify issue(s) associated with the topic, and it should capture the interest of the reader and tell why the topic is important.

An introduction contains a thesis statement which states the topic and the writer's position on it and describes the line of argument to be taken in the writing. It may use:

- a formulaic structure to outline a list of arguments, or main ideas, to be developed in the body (*All animals started off*)
- a pertinent fact followed by some elaboration (*Zoos can have useful purposes*)
- a short, relevant anecdote to illustrate the topic (*The lion's glorious hair*)
- generalisations about the topic (*Cages and Zoos*).

The introduction may also focus on an aspect of the topic by narrowing the perspective to be taken. This may be achieved through definition, explanation or exemplification (*Under certain circumstances*).

A less developed introduction contains a clearly identifiable statement of the writer's position on the given topic. The statement provides the reader with a clear idea of the writer's position. There is little or no elaboration of the position (*I agree and don't agree; My idea of a perfect zoo*).

Some texts (*any other animal; they try to break out*) do not have a clearly identifiable section which fulfills the purpose of an introduction. These texts may begin with an opinion immediately followed by a reason or reasons. These statements read as points of argument and could belong in either an introduction, a body or a conclusion. They give the reader little or no idea of the direction the argument will take and are not clearly identifiable as an introduction.

Development of argument (body)

The body is used to convince the reader to agree with the position taken. It develops the point or points of argument that have been outlined or foreshadowed in the introduction.

A case for each point of argument is developed with supporting evidence that may include explanation, examples, comparisons, contrasts, expert opinion or references, quotations, data and/or anecdotes.

Some students will make the case for one side of the argument. Others will write in support of both sides with varying degrees of sophistication. In doing this, some may list points in support of both sides without coming to a position on the topic. Others may work their way towards a conclusion, discussing the pros and cons of the topic to arrive at a position.

Conclusion

The purpose of the conclusion is to bring closure to the argument in a way that reinforces the writer's position on the topic.

A conclusion may:

- use a formulaic structure to summarise the thesis statement and/or points of the essay by either restating them exactly or by retelling them in different words (*All animals started off; Cages and zoos; Under certain circumstances; If humans can have a voice why can't animals*)
- provide a final perspective or reflection on the topic that reinforces the thesis or writer's position in a meaningful way. This may include:
 - a personal perspective or reflection
 - an anecdote or quote
 - a plan of action
 - a call to action (*The lions glorious hair*)
 - a recommendation
- draw conclusions by synthesising the ideas presented in the points of argument, thus arriving at a new perspective (not to be confused with introducing 'new' material).

Some texts do not have a clearly identifiable section which fulfills the purpose of a conclusion. These texts may finish with a brief ending statement that gives closure to the writing. The reader has a sense that the writer has finished their writing (*they try to break out; I agree and don't agree, My idea of a perfect zoo*).

GLOSSARY

Section 1: Persuasive devices

Overview of Persuasive Rhetorical Discourse

Following the classical philosophers, persuasive rhetorical discourse is constituted by:

- the selection of ideas (invention)
- the arrangement of the ideas into arguments or proofs (disposition)
- the choice of language (style)

Ethos, Logos and Pathos are the means by which persuasion to a point of view on an issue can occur.

Ethos: persuading by appealing to the readers' values

Logos: persuading by the means of logical reasoning

Pathos: persuading by appealing to the reader's emotion

The following table lists some features of arguments that draw on Ethos, Logos and Pathos.

| Ethos - appeal to values | Logos - appeal to reason | Pathos - appeal to emotion |
|---------------------------------|---------------------------------|-----------------------------------|
| Value of relationships | Dispassionate language | Emphatic statements |
| Appeal to truth | Objective author stance | Emotive language |
| Duty of care | Citing of a relevant authority | Direct appeal to the reader |
| Creation of a just society | Objective view of opposition | Appeal to spurious authority |
| Community responsibility | Qualified measured statements | Disparagement of opposition |

Persuasive Devices

Authoritative statement

Statements that are irrefutable in the context of the argument e.g. *Dogs love human attention.*

Conditional mood

The conditional mood is recognised by subordinate clauses beginning with words or phrases such as *if, unless, as long as, even if, even though, on the condition that.*

Direct address to the reader

A direct address to the reader, recognised by the use of *you/us/we*, has the effect of drawing the reader to identify with the writer's position.

- *You may have noticed that over the last couple of years the issue of animals ...*
- *We need them to supply us with food.*

Emphasis

- Punctuation (e.g. underlining, bolding, exclamation mark, capitalisation, quotation marks)
- Overstatement
- Understatement
- Repetition for effect
- Single words
- Words or phrases at the beginning or end of successive clauses or statements e.g. *the grasslands of Africa and the grasslands of Taronga zoo ...*
- Repetitions and parallel constructions in threes (e.g. tricolon, lists) to build to a culmination.
- Anecdote (see Figurative language, below)

Emphatic statements

Emphatic statements are forcible statements that are used to give emphasis.

- *I should see no point in how it may be cruel.*
- *It will never be the same.*

Figurative language

Figurative language refers to the techniques of language which help construct images in the reader's mind and includes alliteration, imagery, similes and metaphors, personification, idioms and word play (pun). Anecdote may also be used to illustrate or emphasise an issue (e.g. see the script *The lion's glorious hair*).

Humour, irony and sarcasm

Humour is shown where the amusing or comical is expressed.

Irony occurs when the literal meaning is the opposite of that intended. It may be expressed as an understatement, be used in a playful manner or to ridicule.

Sarcasm is scornful or derisory comment. It may be employed through irony (to ridicule).

Hyperbole

Hyperbole is a figure of speech in which statements are exaggerated. It may be used to evoke strong feelings or to create a strong impression, but is rarely meant to be taken literally.

Imperative mood

The imperative mood is present in statements of high modality that are used to express direct requests and commands, either positively or negatively, for the effect of excluding argument. It addresses either the second person (you) or first person plural (we), e.g. *Don't let it happen again!* or *We must stop caging animals now!*

Modality

Modality covers expressions of how the world might be and should be and includes expressions of necessity, permissibility and probability, and negations of these.

- Modal verbs of permissibility and probability: would/wouldn't, should/shouldn't, could/couldn't, may/may not, might/might not
- Modal verbs with high modality (necessity): must, will, need to, have to
- Modal adjectives: possible, probable, certain
- Modal adverbs: possibly, probably, certainly
- Modal nouns: possibility, probability, certainty

Personal opinion

- *I think it is cruel to put animals in cages.*
- *In my opinion only certain animals should be locked up.*

Reference statements

Reference statements are those where a source is cited. They may lend authority to an argument. In the context of the NAPLAN writing test, allowances are made for the test conditions where students do not have access to research material.

Rhetorical questions

Rhetorical questions implicitly contain their own answer.

- *This is a lion in captivity. Is this cruel?*

Value statements

- *I believe that if an animal is in a good habitat but treated unfairly it is wrong.*
- *Animals can be kept in small cages for weeks and starved, forced to live upon unethical conditions.*

Section 2: Vocabulary

Adjective

Adjectives are words that give additional information about the noun. They can be used before a noun or after a verb.

Before a noun: *Stubborn teenagers will not heed sensible advice.*

After a verb: *Teenagers can be stubborn.*

Adverb

Adverbs give additional information about verbs, adjectives and other adverbs. They tell how, when and where something happens, e.g. *he walked slowly; I'll see you tomorrow; the dog ran away, he arrived extremely late, the animal grew increasingly restless.* The final two examples show adverbial phrases.

Figurative language – see Section 1: Persuasive Devices Metaphor

A metaphor is a figure of speech where one thing is said to be another. They do not use *like* or *as*, e.g. *The work done by volunteers is the glue that holds a community together. My fingers are ice.*

Noun

Nouns are known as naming words. There are two main classifications of nouns: common nouns and proper nouns. Common nouns name people, places or things and are said to be either concrete (e.g. *boy, city, sheep, chair, family, sunshine*), collective (*flock, army, crowd, band*) or abstract (*hope, frustration, liberty*). Proper nouns name specific people, places or things and should always start with a capital letter, e.g. *James, Canberra, Dubbo Zoo*.

Preposition

Prepositions (from the Latin meaning *placed before*) express a time or space relationship between two people or things. They are words such as *below, for, down, above, to, near, under, since, between, with, before, after, into, from, beside, without, out, during, past, over, until, through, off, on, across, by, in, around, onto*. Prepositions are always followed by a noun or pronoun.

Prepositional phrases, e.g. *in the wild; with tears in her eyes*, can be used as a device to enhance description.

Pronoun

A pronoun stands in place of a noun or noun group. A pronoun refers to something that has been named and has already been written about, e.g. *The harbour is a popular place. It is mostly used by fishermen.* Pronouns work only if they are not ambiguous (that is, there is a clear line of reference) and are not used too repetitively. Examples of common pronouns are:

I, you, she, it, we, they, mine, ours, yourself, himself

You can't keep all the apples yourself!

this, that, these, those

These are mine.

each, any, some, all, much, many

Some will be given to Peter.

who, which, what, whose, whom

Who is visiting tomorrow?

Simile

A simile is a figure of speech which compares one thing with another by using *like* or *as*, e.g. *Without the business that teenagers bring, the shopping centre would be like a wasteland.* The two things being compared must be different, e.g. the example *The distant building looked like a castle* would not be a simile if the building was in fact a castle.

Verb

Verbs are the basis of any message communicated. They are the engine of the sentence or clause and provide movement or action, or a sense of what is happening. Different types of verbs are used, depending on the purpose of the text. The writing could feature:

- action verbs ('doing' words): *The animals are fed every day.*
- saying verbs: *I have explained why animals should not be kept in cages; scientists report better outcomes for the animals in open sanctuaries.*
- thinking verbs: *I believe that ... , I agree with ... , I think my idea is ... , it is thought that ...*
- relational verbs: *We have the right. They will not be free.*

Extended verb groups indicate many sentence features, such as tense and modality, e.g. *They have been working on it for a long time.* (tense); *Animals should not be kept in captivity.* (modality).

Section 3: Cohesion

Cohesion is about linking ideas or concepts and controlling threads and relationships over the whole text. Cohesion in a text is achieved through use of various devices.

Connectives (signal words or discourse markers)

Connectives are used to link ideas to one another across paragraphs and sentences to show logical relationships of time, cause and effect, comparison or addition. They can be placed at various positions within a sentence.

The logical relationships can be grouped as follows:

- **Temporal** (to indicate time or sequence ideas)
first, second, next, meanwhile, till, while, then, later, previously, finally, to conclude
- **Causal** (to show cause and effect)
because, for, so, consequently, due to, hence, since, accordingly
- **Additive** (to add information)
also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally
- **Comparative**
rather, elsewhere, instead, alternatively, on the other hand
- **Conditional/concessive** (to make conditions or concessions)
yet, still, although, unless, however, otherwise, still, despite, nevertheless
- **Clarifying**
in fact, for example, in support of this, to refute

Conjunctions are a form of connective and are used to join ideas within one sentence. They are placed at the beginning of a clause. Some conjunctions are and, but, by, or, if, since, although, though.

Ellipsis

Ellipsis is the omission of words that repeat what has gone before; these items are simply understood.

The project will be innovative. To be involved will be exciting. In the second sentence, in the project is ellipsed.

Referring words

Referring words maintain continuity and avoid repetition.

- **Noun-pronoun chains:** *You should not put animals in cages because they would want to be in the wild with their family.*
- **Articles (e.g. a, an, the):** *My idea of a perfect zoo is the one in Dubbo*
- **Demonstratives (e.g. this, that, there, these):** *That bicycle was very expensive. John had owned mice before but this mouse was different.*
- **Quantifying determiners (e.g. every, much, many, most, numbers):** *There is much interest being shown. Many children went to the zoo. The rule applies to every person. I have one car.*

Substitution

Substitution refers to words that replace noun groups or verb groups: such, one:
There was a lot of swearing and abuse. Such language is simply not acceptable.

Word associations (or lexical cohesion)

- **Repetition:** *They have to work for dinner ... they have to work for visitors.*
- **Synonyms:** *The weather had been hot. It was another boiling day.*
- **Antonyms:** *Wild animals should not be kept in captivity. They need open spaces.*
- **Word sets: class and sub-class, or whole and part clusters of words:** *Wild animals/lions, tigers, hippos; food/eggs, meat.*
- **Collocation:** words which typically go together, making the text flow well.
cages/bars/locked; river/bank/water.

Section 4: Sentence structure

4.1 SENTENCES

A sentence is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop, question mark or exclamation mark. There are four functions for sentences:

Making statements: *The girl shot a goal.*

Asking questions: *Did the girl shoot a goal?*

Uttering commands: *Shoot the goal!*

Voicing exclamations: *What a great goal!*

4.2 SENTENCE AND CLAUSE TYPES

Simple sentence

A simple sentence is one that contains a single clause. Birds should be let free.

Compound sentence

In compound sentences there are two or more clauses which are coordinated, or linked, so that each clause has equal status. Clauses in compound sentences are usually joined by the conjunctions *and*, *but*, *or*, *and so* and *then*.

Birds should be released and allowed back in the wild.

Complex sentence

A complex sentence contains embedded and/or subordinate clauses. The feature of embedded clauses is that the clause is part of the structure of another clause and therefore does not have a coordinating relationship with the main clause.

Subordinating clause: When the birds are let free, they will be able to catch their own food.

Embedded clause: When the birds that have been locked up are let free, they will be able to catch their own food.

Adjectival clause

An adjectival (or relative) is a clause that gives additional information about a noun or noun group. It is embedded if the information it provides is located within the subject or object of another clause. An adjectival clause generally (but not always) begins with a relative pronoun such as *who*, *which* or *that*.

Subject: The play equipment that children love is not necessarily the safest equipment in the playground.

Object: Children love playing with equipment which allows them to use their imagination.

Adverbial clause

An adverbial clause is a subordinate or dependent clause that provides optional information about time, place, condition, concession, reason, purpose or result.

Time: After studying so hard during the week, all students want to do on the weekend is relax.

Concession: Children may still get hurt, even if the climbing equipment is removed.

Condition: If the cage is too small, the animals cannot move around.

Reason: The ban should be lifted because it discriminates against teenagers.

Noun clause

A noun clause is a clause that acts as the subject or object of another clause.

Subject: What he had been ordered to do weighed heavily on his mind.

Object: Some studies show that crimes committed by teenagers are rising.

Subject with adjectival clause: Conserving endangered animal species that are threatened by habitat destruction should be the priority of all zoos.

4.3 BASIC STRUCTURES

The examples below exemplify basic sentence structures referred to in the Sentence Structure criterion of this marking guide. Independent clauses are underlined.

Basic simple sentence

Animals are important.

Basic complex sentence with projected clause

I think (that) you should not put animals in cages.

Basic complex sentence with dependent clause following main clause

It is cruel because the animals don't have freedom.

Basic compound/complex sentence

It is good to keep birds in cages but other animals can go into the zoo.

Basic complex sentence with projected clause and dependent clause following main clause

I think (that) it is cruel because the animals don't have freedom.

I agree that people are unkind when they do not treat animals well.

Basic complex sentence with dependent clause starting with 'if' preceding main clause

If the cage is too small, the animal cannot move around.

4.4 MORE SOPHISTICATED STRUCTURES

The examples below exemplify more sophisticated sentence structures referred to in the Sentence Structure criterion of this marking guide. Independent clauses are underlined.

Extended simple sentence

Like all living things, animals have personalities too.

Complex sentence containing projected clause and dependent clause following main clause

I agree that animals should be kept in cages because they won't need to fight other animals.

Compound/complex sentence with adverbial phrase preceding first clause and embedded clause within the second clause

One glorious morning I woke up and it was time to go to the shops.

Complex sentences containing dependent clauses starting with 'when' and 'because' preceding main clause

When animals are kept in captivity, their life expectancy is reduced.

Because animals need open spaces, they should not be locked in cages.

Extended complex sentence with dependent clauses following main clause

For working animals such as dogs or horses, it generally isn't cruel to keep them in captivity depending on the work they are required to do.

Extended complex sentence

You may have noticed that, over the last couple of years, the issue of animals' wellbeing has been debated time and time again.

Extended complex with two dependent clauses – one preceding and one following the main clause

Being aware of the need to feed the animals properly, the zookeeper worked hard to provide a nourishing diet that ensured their health.

Extended complex sentence with extended (compound) dependent clause following the main clause

Zoo keepers may argue that being kept in a cage increases the chance of survival and allows reproduction to continue.

Extended complex sentence containing multiple dependent clauses

Although I agree that releasing animals into the wild may be beneficial to some animals, I do believe that most zoos, as least those that are operated by trained and caring people, succeed in providing animals with good care.

Section 5. Punctuation

Punctuation is used to aid the smooth reading of a text.

Brackets

Round brackets, or parentheses, enclose information or comment within an otherwise complete sentence. Brackets are used for adding information, giving explanations, clarification, providing examples, and afterthoughts, comments and asides.

Colons

Colons are normally used to signal the following:

- a list: *The children do the same things every day: climb, jump, play on the swings and build sandcastles.*
- an explanation: *One consequence is inevitable: people will get hurt.*
- a subtitle: *School Safety: Can Cameras Combat Crime?*

Commas

Commas are used within sentences to separate information into readable units and guide the reader as to the relationship between phrases and clauses. Commas act as markers to help the reader voice the meaning of long sentences, e.g. when a sentence begins with a phrase or a subordinate clause, the comma indicates where the main clause begins.

Commas are also used to separate items in a list.

Hyphen

The hyphen is a small dash that is used to:

- link two words to form a single word: *one-way street; like-minded friend; button-like nose.*
- clarify meaning and avoid ambiguity: *Man-eating tiger seen at zoo; Her grandmother owned a walking-stick.*
- avoid letter collision: *shell-like; re-establish, co-worker.*

Points of ellipsis

Points of ellipsis (...) are used to indicate the omission of text, suspense or a time lapse.

Quotation marks

Quotation marks (or inverted commas) identify words that are spoken by a character (direct speech) or written words that belong to people other than the writer. There is an increasing trend for single quotation marks (' ... ') to be used in place of double quotation marks although this is a matter of style.

Semicolons

Semicolons are used to separate two independent clauses containing different though related pieces of information: the use of a semicolon strengthens the link between ideas, e.g. *the installation of closed circuit television cameras will make teachers and students more self-conscious; schools will no longer be a comfortable place.* This could be written as two separate sentences. The use of a comma in this example would make the sentence incorrect.

Semicolons are also used to separate complex items in a list, e.g. *In the event of a fire, all students must: leave the building immediately; not attempt to take any materials with them; assemble in the main quadrangle with their roll class.*

Using semicolons with conjunctive adverbs

A semicolon should be used to join two independent clauses when the second clause begins with a conjunctive adverb that relates to (ties in with) the idea of the first clause or it is of equal emphasis. The conjunctive adverb and the clause that follows must stand alone, i.e. it can be written as one sentence.

A full stop is used where more emphasis is required for the second clause. In the following examples, both versions are correct.

We would like to go Morocco for the holidays; accordingly, we will have to apply for visas.
We would like to go Morocco for the holidays. Accordingly, we will have to apply for visas.

They wanted to go to the concert; however, it was impossible to get a ticket.
They wanted to go to the concert. However, it was impossible to get a ticket.

Some conjunctive adverbs are: *accordingly, furthermore, moreover, nevertheless similarly, however, therefore, otherwise, instead namely, still, finally, consequently, indeed, certainly.*

| Spelling reference list | | | | | | |
|-------------------------|------------|---------------|--------------|---------------|-------------|----------------------|
| | Simple | Common | | Difficult | | Challenging |
| A | a | able | amount | abandon | angelic | accelerating |
| | add | about | amuse | ability | annoy | accumulate |
| | ago | above | angry | abnormal | answer | acquaint |
| | all | action | animal | abolish | appalling | acquire |
| | am | active | another | absolutely | area | acquisition |
| | an | added | any | accept | argue | adolescent |
| | and | afford | appear | access | artistic | adrenaline |
| | are | afraid | apply | accuse | assault | advantageous |
| | as | after | aren't | achieve | assess | aisle |
| | at | again/against | around | acknowledge | assure | amateur |
| | | ages | arrive | activity | athletic | ambiguous |
| | | agree | ask | actually | attachment | annihilate |
| | | air | aspect | addiction | attempt | appreciate |
| | | allowed/aloud | assist | addition | attention | appropriate |
| | | almost | attach | advantage | auction | artificial |
| | | alone | attack | adventure | author | associate |
| | | also | avoid | advice | available | awkwardly |
| | although | award | affect | average | | |
| | altogether | aware | agreeable | awareness | | |
| | always | away | allocate | awesome/awful | | |
| B | back | backyard | bigger | balance | borrow | basically |
| | bad | bare/bear | bike | bargain | boundary | belligerence |
| | ball | based | birthday | barrier | breathe | beneficial |
| | bank | basic | blend | beautiful | brigade | benefited/benefitted |
| | bark | basketball | block | behaviour | bruise | benevolent |
| | bee | because | body | believable | brutally | biodegradable |
| | bell | become | boost | benefit | build | blasé |
| | best | before | bottom | bias | burden | brevity |
| | big | beginner | bought | board/bored | business | brilliance |
| | boat | behave | brought | bonus | | brusque |
| | book | behind | brain | | | |
| | box | believe | brand | | | |
| | boy | belong | break | | | |
| | bring | below | brief | | | |
| | but | besides | bullied | | | |
| | by | between | buy | | | |
| | C | can | care/careful | commit | calm | concentration |
| car | | carry | common | capable | concern | changeable |
| clap | | case | compare | capacity | conclusion | colloquial |
| cool | | castle | complex | captain | condition | colossal |
| cost | | catch | conflict | carefully | confidence | column |
| cup | | cause | confuse | category | connotation | complementary |
| | | centre | connect | celebration | consider | conscience |
| | | chance | consist | certain | consumer | conscious |
| | | change | console | charity | continue | consequence |
| | | chase | consume | cheque | contraption | consequently |
| | | cheap | contain | choice | controller | controversial |
| | | cheerful | control | circuit | convince | controversy |
| | | child | costume | citizen | coordinator | correspond |
| | | choose | cough | civilisation | country | courageous |
| | | circle | could | cognitive | create | cylinder |
| | | circus | couple | comfortable | crisis | |
| | | city | course | committed | crystal | |
| | | clean | crack | community | culprit | |
| | | climb | crime | comparison | culture | |
| | | close | crowd | competition | curious | |
| | | collect | cry | complaining | current/ant | |
| | | colour/color | custom | complete | customary | |
| | | comment | cycle | computer | cyclist | |

OFFICIAL

| | Simple | Common | | Difficult | | Challenging |
|----------|---|--|---|---|--|--|
| D | deep did dog doll dot drag drip drop drum dull | danger daughter debate define degree delight depend destroy detail didn't/don't direct disagree display | distracted does/doesn't dollar donate done door downside drama draw dream due during | damage dangerous debatable debt decide decision decorate decrease defence demolish demonstrate depression deprive description deserve detrimental develop | device different difficult digest disadvantage disagreement disappear disappoint disaster discomfort discover discuss disgrace disgust distance donation doubt | debris deficient definite dependency desperate disadvantageously discipline dramatically |
| E | egg end | each earlier earnings earth easiest easily edge educate effort eight either empty enable encounter enjoy enough entail escape even | ever everybody everywhere evil evoke exactly examine example exchange excuse exist expect expert explain explode expose extent extreme eyes | economy educational effect electronic element emerge emergency emphasis endure enemy energy engage engine enjoyable enormous ensure entertain | entirely episode especially essential esteem evidence except excess exciting exercise expanse experience explanation exploit explosion exposure extremely | effervescent efficient embarrassed endeavour environment ethically euphoric exaggerate exhaustion exhibition exhilarating explanatory |
| F | feel fell felt fill fit food fool for from fun | fact fair false family fantasy favour/favor fear feeling few field fighting final first/firstly floor fly/flies | follow footsteps forget formal found four frankly free/freedom friend frighten fruit full funny fur | facet factory famous fashion fault favourite feature figure finally focus force foreign forest | formation forward fountain fracture fragile frenzied fuel furniture further fury/furry futile future | facilities fascinating fluorescent fulfil/fulfilled |
| G | get gift go going golf good got | gain game garden getting ghost gizmo globe goal goes | goodness great greed ground group grownup growth gurgle | gadget gender general generation generous genius genre gentle gesture | gigantic global government graphics grumble guard guess guide | gauge generalisation generosity grandeur guarantee guillotine |

OFFICIAL

| q | Simple | Common | | Difficult | | Challenging |
|----------|--|--|---|--|---|---|
| H | hand harm has hat have he help her here him hold hot how hunt | habit handful happen happiness happy/happiest hardly harsh haste head heavier | high holidays hope/hoping house however huge humans humour/humor hundred | haphazard hazardous health heroic hesitance hesitate hilarious history | honest hopefully hopscotch horrify humorous hurriedly hygiene | haemoglobin hallucinate humanitarian |
| I | I if in into is it | ice idea ignore imply important impress improve include income injure | inside insight instead intense invent invest invite involve iron islands | illegal imagination immediate implicate importance improvement increase incredible incur indecision individual industrial inexpensive influence issue information | injury insolent inspire instance instinct insurance intention interest interrupt intersperse introduction invisible ironic irrational Imagine | inconsequential inconsolable incorporate indecipherable influential interrogate intrigue invulnerable iridescent irrelevant irresponsible |
| J | jump just | jacket joke joyful | judge juice justly | jeopardy jewel jewellery | journey judgement | judicial juxtapose |
| K | keep kid | keeping key kitten | knee know | kilometres knowledge | | kaleidoscope kayaking knowledgeable |
| L | land lay left leg lets long look lot | large lastly latest laugh/ter lead learn least leave length lesson/lessen likely | limit listen/ing little live/living local lonely lose/loose losses loud love | labour language laser library lightning limited | litany literacy logical loveable/lovable lunar luxury | leisure liquefy litigious longevity luminescent |

OFFICIAL

| | Simple | Common | | Difficult | | Challenging |
|----------|--|---|--|---|--|---|
| M | may me meet men milk much my | magic mainly major make many master match mean medium member mental merit metal middle might | mimic minor mistake mobile model modern money moral more moreover mother motion movie music myself | machine magazine maintain majority manage manufacture massive maturity maximum measure memory mentality mention message millions | mineral minimum minister minority minute mixture moderation monopoly morally motivation mountain muscle mutual mystery myth | magnificent manageable manoeuvre mathematician mediaeval miniature miraculously mischievous misconstrue monstrous |
| N | no norm not now nut | nation naughty nearest never new/newest next nice | noise/noisy normal north/ern nothing numb | natural nature negative negligent neighbour neither nervous | neutral nevertheless normally notice nowadays numerous nutrition | naivety narcissist necessary nonchalant noticeable notoriety nuisance |
| O | odds of old one onto our out | obey obtain ocean offer often older once only | ooze other ought outcome outside over own | obedient obese obesity oblige observe obstacle obvious occupy occur opinion | opportunity opposition optimist option ordinary organise original ourselves outweigh overstatement | obnoxious obscure obsesses obsessive occasionally occurrence opaque opinionated outrageous |
| P | park pay pet play put | pair palace panic parents passed paw/poor/pour payment peace/piece peers people perfect person phone place plastic point poisoned | pose potatoes power prefer present prevent price problem profit program progress proof protect prove provide public pull | palm participate particular passage passion penalise penalty personal persuade picture platform pleasure plethora pollute popular positive possible poverty powerful pray/prey precious | precise presence previously principal principle priority probable process procure produce properly prosperity prototype proven punctual punishment purchase pure/purely purpose pursuit | parallel peculiar perseverance pessimistic physically possess potentially prevalence privileged profession psychiatrist Psychology publicly |
| Q | | quarter question quickly | quiet quite | quaint quality quantity | quench query questionable | queue quiescent |

OFFICIAL

| | Simple | Common | | Difficult | | Challenging |
|----------|--|--|--|--|--|---|
| R | ran rest rid room run | racist radio/s rare really reason recover refuse regarding relating relax release relieve remote | repair report reserve results return reward right robot rough rubbish rude running | racism rational realise reality receive recent recognise recommend recreation reduce reference reflexes regulate relationship relaxation relevant | reluctant remember remnant repayment replenish represent reproduce request require research resource responsible revenge revenue ridiculous ruin | racquet rancour realistically reminiscent remuneration responsibility resurrect resuscitate rhythm ricochet rigorous |
| S | sad saw say/s seem she shed shut sick sit six so spot stand such swim swing | safety said same saving school scrape sea second secret select selfish sense series seven sexist shaping share sharp shiny shock shopper should show side sigh/sign simply since single sixth size skill | sky solve some someone sound south speak speech spent spoilt sprawl squeak squirt stable staple state station stopped straight strange stress stressful strong study style subject suit super sure/surely sustain | sacred satisfy scene scent sceptical scheme science scissors seize serious service several shoulder signal similar simplicity situation skateboard slippery social solely solution somersault southern special | species spectacular standard statement strategy structure subside success suggest suitable suite summary summoned supervision supply support suppose surprise surround survive sweat system | sabotage sanctuary scintillate separate significance silhouette sovereign stationary stationery stereotypically strategically subtlety subtly sufficient |

OFFICIAL

| | Simple | Common | | Difficult | | Challenging |
|----------------------------------|---|--|---|---|--|---|
| T | tall tells ten that the them then thing this to top tree | taken tantrum teacher teenager terror their/there they/they're think thirdly though thought thousand three through throw tired title | together tomorrow too/two topic touch towards trait travel treat tribute trick tries trouble truth try twice type | technical technique technological television temperature tension terrible terrific territory theme themselves | therefore thorough threatening traditional transfixed travelled/traveled treasure trilogy trophy truly typical | temperamental temporary therapeutic tournament traumatic |
| U | undo up | ugly unable underneath understand unfairly unfit | upon upset urgent use useful useless | unbelievable uncertain uncomfortable undecided understatement uneducated unique | unethical unfortunately universe unnatural urban urgency usage usual | ubiquitous unconscious undoubtedly unethically unfathomable unintentionally unnecessary unparalleled |
| V | vat vet | valid vanish verge very | video view visit volume | valuable value various vault vehicle version | village villain violence virtual vision voice | vulnerable |
| W | was we went will wing wish with | wait wallet want warn waste water wear/where were what when whenever which while who | whole whose why window winner without word world worse worship worth would writing wrong | wary wealth weapon wearisome weary weighed weight weird welfare | whereas wherever whether whilst whiny wholly witness wonder worthwhile wrapped | waive wilful wondrous |
| X Y Z | xbox xray yell yes you zoo | yardstick young your yourself zapped | | yacht yearn yield younger yourselves | youth zany | zephyr |

Sample script summary table

| Page | Sample script | Audience | Text Structure | Ideas | Pers. Devices | Vocab. | Cohesion | Para. | Sentence Structure | Punct. | Spelling | Total |
|---------------------------|---|----------|----------------|-------|---------------|--------|----------|-------|--------------------|--------|----------|-------|
| | | 0-6 | 0-4 | 0-5 | 0-4 | 0-5 | 0-4 | 0-3 | 0-6 | 0-5 | 0-6 | 48 |
| 18 | PletRi DoLiSal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | Some animals cou'd die | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 8 |
| 22 | animals geting cewd | 1 | 1 | 2 | 1 | 2 | 1 | 0 | 2 | 1 | 1 | 12 |
| 24 | it cruel to keep animals | 2 | 1 | 2 | 2 | 2 | 2 | 0 | 1 | 0 | 2 | 14 |
| 28 | animals will feel sad | 2 | 1 | 2 | 1 | 2 | 1 | 0 | 2 | 1 | 2 | 14 |
| 30 | any other animal | 2 | 1 | 2 | 1 | 2 | 2 | 0 | 2 | 3 | 3 | 18 |
| 32 | They won't face danger | 3 | 1 | 3 | 1 | 2 | 2 | 0 | 2 | 2 | 3 | 19 |
| 36 | they try to break out | 3 | 1 | 3 | 2 | 2 | 2 | 0 | 3 | 3 | 4 | 23 |
| 40 | I agree and don't agree | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 3 | 24 |
| 44 | Some toys and games are educational | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 4 | 4 | 26 |
| 48 | My idea of a perfect zoo | 4 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 5 | 30 |
| 52 | All animals started off | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 5 | 32 |
| 56 | Cages and Zoos | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 36 |
| 62 | Under Certain Circumstances | 5 | 3 | 4 | 4 | 4 | 3 | 1 | 4 | 3 | 5 | 36 |
| 66 | Food, water and other nessasary supplies | 5 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 5 | 5 | 39 |
| 70 | The lion's glorious hair | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 4 | 5 | 40 |
| 74 | If humans can have a voice why can't animals. | 6 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 43 |
| 78 | zoos can have useful purposes | 6 | 4 | 5 | 4 | 5 | 4 | 2 | 5 | 5 | 5 | 45 |
| 84 | things should be regulated | 6 | 4 | 5 | 4 | 5 | 4 | 3 | 6 | 4 | 6 | 47 |
| Discussion scripts | | | | | | | | | | | | |
| 88 | One glorious morning | 2 | 0 | 3 | 0 | 2 | 2 | 0 | 2 | 3 | 3 | 17 |
| 92 | Bird Report | 2 | 0 | 3 | 0 | 2 | 2 | 1 | 3 | 2 | 2 | 17 |

