Writing

Persuasive marking guide

National Assessment Program – Literacy and Numeracy

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Table of contents

Assessing writing in the National Assessment Program 5
The writing task 5
Definition 5
Criteria 6
Using this marking guide 7
Teacher read-aloud text during test administration 7
1 Audience 8
2 Text structure 9
3 Ideas 10
4 Persuasive devices 11
5 Vocabulary 12
6 Cohesion 13
7 Paragraphing 14
8 Sentence structure 15
9 Punctuation 16
10 Spelling 17
Annotated example scripts 18
PletRi DoLisal 18
some anmals cou'd die 20
animals getting cewd 22
it cruel to keep animals 24
animals will feel sad 28
any other animal 30
They wont face danger 32
They try to break out 37
I agree and don't agree 41
Some toys and games are educational 45
My idea of a perfect zoo 48
All animals started off 52
Cages and Zoos 57
Under Certain Circumstances 62
Food, water and other nessasary 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
things should be regulated 82
Annotated discussion scripts 86
One glorious morning 86
Bird report 91
Additional information for markers 94
Note on text structure 95
The introduction 95
Development of argument (body) 95
Conclusion 95

Glossary of terms **97**
Section 1: Persuasive devices 97
Section 2: Vocabulary 99
Section 3: Cohesion 100
Section 4: Sentence structure 101
Section 5: Punctuation 104
Spelling reference list **106**
Example script summary **112**

Assessing writing in the National Assessment Program

The writing task

Students in Years 3 and 5 are presented with one of a pair of topics and students in Years 7 and 9 are presented with one of another pair of topics. The administration of the writing topics employs closely scripted scaffolding. The scaffolding is identical for all year groups. The directions on the writing stimulus page are read aloud to all students. The prompt includes images which can support students in crafting their response. Students have 5 minutes to plan, 30 minutes to write and 5 minutes to edit. The scaffolding is similar to the following script:

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic. Write a persuasive text 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 opinions on the topic. Give reasons for your opinion. Explain your reasons.
- Finish with a conclusion. A conclusion sums up your reasons so that a reader is convinced of your opinions.

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.

Criteria

The 10 criteria assessed in the writing task and the score range and skill focus for each are shown below.

#	Criterion	Score range	Skill focus
1	**Audience**	0-6	The writer's capacity to orientate, engage and persuade the reader.
2	**Text structure**	0-4	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
3	**Ideas**	0-5	The selection, relevance and elaboration of ideas for a persuasive argument.
4	**Persuasive devices**	0-4	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
5	**Vocabulary**	0-5	The range and precision of contextually appropriate language choices.
6	**Cohesion**	0-4	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	**Paragraphs**	0-3	The segmenting of text into paragraphs that assist the reader to follow the line of argument.
8	**Sentence structure**	0-6	The production of grammatically correct, structurally sound and meaningful sentences.
9	**Punctuation**	0-5	The use of correct and appropriate punctuation to aid reading of the text.
10	**Spelling**	0-6	The accuracy of spelling and the difficulty of the words used.

Using this marking guide

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. The category descriptor is a broad statement describing the particular skill. This is an overarching statement that should be used to make the judgement.

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

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

Example scripts which exemplify the standard for a particular score are listed. The number in brackets is the page reference.

The example scripts and annotations that support category scores follow the assessment criteria. The annotations describe how the marking criteria have been applied. Together, the criteria, the example scripts and their annotations are the means by which consistent marker judgements are made. All are equally important to the marking process.

A glossary of terms used in the rubric is provided after the example scripts.

A list of spelling words is included at the back of the guide. This list should be used in conjunction with the additional information in the Spelling criterion on p. 17. The list is not exhaustive.

The **Note on text structure** section on p. 95 gives information about the structural components of the persuasive text type.

Teacher read-aloud text during test administration

Before beginning the writing test, all students are given access to a coloured writing test prompt page and are read instructions similar to those in the box below. They vary slightly according to the mode of the test.

The writing prompt page tells you what to write about. It also tells you what type of writing to do.

You have 40 minutes to complete your writing.
You can use your time to plan, write, check and edit your work.

Some students:

- plan for 5 minutes
- write for 30 minutes
- check and edit for 5 minutes.

You can use the blank sheet of paper on your desk for planning. You can draw, write words, or just think.

You can use the ideas on the prompt page to help you, or you can use your own ideas. Remember to make sure you write about the topic on the prompt.

Your planning page won't be marked, but we will still collect it.

Does anyone have a question?

1 Audience

Skill focus: The writer's capacity to orientate, engage and persuade the reader.

Score	Category descriptor	Additional information	Example scripts
0	• symbols or drawings which have the intention of conveying meaning		***PletRi DoLiSal*** **(18)**
1	• response to audience needs is limited • text contains simple written content • may be a title only	• text is very short **OR** • a longer text (more than one sentence) where meaning is difficult to access **OR** • copied stimulus material, including prompt topic	***some anmals cou'd die*** **(20)** ***animals getting cewd*** **(22)**
2	• shows basic awareness of audience expectations through attempting to orientate the reader • provides some information to support reader understanding	• text may be short but is easily read • reader may need to fill gaps in information	***it cruel to keep animals*** **(24)** ***animals will feel sad*** **(28)** ***any other animal*** **(30)**
3	• orientates the reader ○ an internally consistent persuasive text that attempts to support the reader by developing a shared understanding of context	• contains sufficient information for the reader to follow the text fairly easily	***They wont face danger*** **(32)** ***They try to break out*** **(37)** ***I agree and don't agree*** **(41)** ***Some toys and games are educational*** **(45)**
4	• supports reader understanding **AND** • begins to engage and persuade reader through language choices	• writer's choices may ○ create an appropriate relationship with reader (e.g. polite, formal, social distance, personal connection) ○ reveal values and attitudes ○ persuade through control of tenor ○ appeal to reason, emotions and/or cultural values ○ subvert expectations (challenge readers' values) ○ acknowledge wider audience This additional information applies to categories 4, 5 and 6.	***My idea of a perfect zoo*** **(48)** ***All animals started off*** **(52)** ***Cages and Zoos*** **(57)**
5	• supports, engages and persuades the reader through deliberate language choices and persuasive techniques		***Under Certain Circumstances*** **(62)** ***Food, water and other nessasary supplies*** **(66)** ***The lion's glorious hair*** **(70)**
6	• controls writer/reader relationship ○ 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		***If humans can have a voice why can't animals*** **(74)** ***zoos can have useful purposes*** **(78)** ***things should be regulated*** **(82)**

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.

Score	Category descriptor	Additional information	Example scripts
0	• no evidence of any structural components of a persuasive text	• symbols or drawings • inappropriate genre (e.g. narrative, description, recount, procedure) • title only	***PletRi DoLiSal* (18)**

1	• minimal evidence of persuasive structure
	  ○ structural components not clearly identifiable
	OR
	• one component only (e.g. an introduction or body)
		• text may be
		  ○ 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 anmals cou'd die* (20)**
			***animals getting cewd* (22)**
			***it cruel to keep animals* (24)**
			***animals will feel sad* (28)**
			***any other animal* (30)**
			***They wont face danger* (32)**
			***They try to break out* (37)**

2	• text contains 2 clearly identifiable structural components **OR** • all components are present but weak	• introduction or conclusion is clearly differentiated from the body • often presents as a more developed body with underdeveloped introduction and conclusion	***I agree and don't agree* (41)** ***Some toys and games are educational* (45)** ***My idea of a perfect zoo* (48)**
3	• text contains an introduction, a body and conclusion **OR** • detailed longer text with 2 developed components and one weaker component	• 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	• coherent, controlled and complete argument
	• all components are well developed
	  ○ introduction with clear position statement
	AND
	  ○ body with reasons and detailed supporting evidence
	AND
	  ○ conclusion that reinforces the writer's position
		• 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* (57)**
			***If humans can have a voice why can't animals* (74)**
			***zoos can have useful purposes* (78)**
			***things should be regulated* (82)**

3 Ideas

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

Score	Category descriptor	Additional information	Example scripts
0	• no evidence or insufficient evidence	• symbols or drawings • title only	***PletRi DoLiSal*** **(18)**
1	• text contains one idea **OR** • ideas appear unrelated to each other **OR** • ideas are unrelated to topic on prompt		***some anmals cou'd die*** **(20)**
2	• one idea with simple elaboration **OR** • ideas are few and related but not elaborated **OR** • 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 **4**	• ideas are supported with some elaboration **OR** • many unelaborated ideas that relate plausibly to argument (4 or more) **OR** • one idea with more developed elaboration • ideas are elaborated and contribute effectively to the writer's position	• may also contain ineffective or unrelated ideas • may be assertions or opinions • ideas may include ○ benefits to the whole group (more than just personal) ○ reflection on the wider world/universal issues • ideas may be elaborated by ○ a range of issues both for and against the stated position ○ a refutation of other positions or opinions ○ explaining cause and effect	***They wont face danger*** **(32)** ***they try to break out*** **(37)** ***I agree and don't agree*** **(41)** ***Some toys and games are educational*** **(45)** ***My idea of a perfect zoo*** **(48)** ***All animals started off*** **(52)** ***Cages and Zoos*** **(57)** ***Under Certain Circumstances*** **(62)** ***Food, water and other nessasary supplies*** **(66)** ***The lion's glorious hair*** **(70)**
5	• 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*** **(82)**

4 Persuasive devices

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

Score	Category descriptor	Additional information	Example scripts
0	• no evidence or insufficient evidence	• symbols or drawings • writes in wrong genre • copies topic only • title only	***PletRi DoLiSal* (18)** ***some anmals cou'd die* (20)**
1	• uses a statement or statements of personal opinion **OR** • uses 1 or 2 instances of persuasive devices (may be same type)	• opinion may appear confused or contradictory • uses only simple devices (*I think … very, very*) • *I reckon … should … because* forms one instance of a persuasive device	***animals getting cewd* (22)** ***animals will feel sad* (28)** ***any other animal* (30)** ***They wont face danger* (32)**
2	• uses 3 or more instances of persuasive devices that support the writer's position (at least 2 types)	• may have more devices than required but these are ineffective	***it cruel to keep animals* (24)** ***They try to break out* (37)** ***I agree and don't agree* (41)** ***Some toys and games are educational* (45)** ***My idea of a perfect zoo* (48)**
3	• uses some devices that persuade • use is effective but not sustained (may also include some ineffective use)	• there are many devices that can be used to persuade a reader ○ effective devices are appropriate to the style of argument and may appeal to one or more of the reader's reason, values or emotions	***All animals started off* (52)** ***Cages and Zoos* (57)** ***Food, water and other nessasary supplies* (66)**
4	• sustained and effective use of persuasive devices		***Under Certain Circumstances* (62)** ***The lion's glorious hair* (70)** ***If humans can have a voice why can't animals* (74)** ***zoos can have useful purposes* (78)** ***things should be regulated* (82)**

Note: Approximately 200 words (about a page of writing) is needed to consider sustained use for a category 4.

5 Vocabulary

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

<table>
<tr><th>Score</th><th>Category descriptor</th><th>Additional information</th><th>Example scripts</th></tr>
<tr><td>0</td><td>• symbols or drawings</td><td>• title only</td><td>PletRi DoLiSal (18)</td></tr>
<tr><td>1</td><td>• very short script</td><td>• few content words</td><td>some anmals cou'd die (20)</td></tr>
<tr><td rowspan="2">2</td><td rowspan="2">• mostly simple words
• may include 2 or 3 precise words or word groups</td><td rowspan="3">• single nouns
○ water, award, house, reason, news, people, world
• simple noun groups
○ a very helpful man; a tin cage; television programs
• single verbs
○ like, run, look, need, think, played
• simple verb groups
○ did it the proper way; looked around the room
• adjectives and adverbs
○ cold, always, really, very, friendly, rich
• simple comparisons
○ as much as she can; the best teacher I ever had; one of the fastest</td><td rowspan="2">animals getting cewd (22)
it cruel to keep animals (24)
animals will feel sad (28)
any other animal (30)
They wont face danger (32)
They try to break out (37)
I agree and don't agree (41)
Some toys and games are educational (45)</td></tr>
<tr></tr>
<tr><td>3</td><td>• 4 or more precise words or word groups</td><td rowspan="3">My idea of a perfect zoo (48)
All animals started off (52)
The lion's glorious hair (70)</td></tr>
<tr><td>4</td><td>• sustained and consistent use of precise words and word groups that enhance the meaning

May be some inappropriate or inaccurate word choices.</td><td rowspan="2">Cages and Zoos (57)
Under Certain Circumstances (62)
Food, water and other nessasary supplies (66)
If humans can have a voice why can't animals (74)</td></tr>
<tr><td>5</td><td>• a range of precise and effective words and word groups is used in a fluent and articulate manner

Language choice is well matched to style of argument.</td><td>zoos can have useful purposes (78)
things should be regulated (82)</td></tr>
<tr><td colspan="4">• technical
○ habitat, life expectancy, politician, global warming, financial crisis
• nominalisations
○ probability, likelihood, short-sightedness
• figurative language, e.g. alliteration, metaphor, simile, personification
This additional information applies to categories 3, 4 and 5.</td></tr>
</table>

Note: Words are generally categorised 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.

Approximately 200 words (about a page of writing) is needed to consider sustained use at categories 4 and 5.

6 Cohesion

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

Score	Category descriptor	Additional information	Example scripts
0	• symbols or drawings	• title only	***PletRi DoLiSal* (18)**
1	• links are missing or incorrect • short script *Often confusing for the reader.*	• may be just one word	***some anmals cou'd die* (20)** ***animals getting cewd* (22)** ***animals will feel sad* (28)**
2	• some correct links between sentences (do not penalise for poor punctuation) • most referring words are accurate **OR** • longer text with cohesion controlled only in parts *Reader may occasionally need to re-read and provide their own links to clarify meaning.*	• may use ○ 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 wont face danger* (32)** ***They try to break out* (37)** ***I agree and don't agree* (41)** ***Some toys and games are educational* (45)**
3	• controlled use of cohesive devices supports reader understanding *Meaning is clear on first reading and text flows well in a sustained piece of writing.*	• may use ○ word associations, e.g. synonyms: *safe haven, habitat, sanctuary, enclosure;* collocation: *black market, mistreatment, unethical* ○ other connectives: *however, although, therefore, additionally, instead, even though, finally, in saying this* • there may be occasional lapses in referring words that track plural nouns, e.g. *animals … it*	***My idea of a perfect zoo* (48)** ***All animals started off* (52)** ***Cages and Zoos* (57)** ***Under Certain Circumstances* (62)** ***Food, water and other nessasary supplies* (66)** ***The lion's glorious hair* (70)**
4	• a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships *An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text.*	• 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* (82)**

Note

- Approximately 200 words (about a page of writing) is needed to consider sustained use at 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 assist the reader to follow the line of argument.

Score	Category descriptor	Additional information	Example scripts
0	• no correct use of paragraphing	• 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)	***PletRi DoLiSal* (18)** ***some anmals cou'd die* (20)** ***animals getting cewd* (22)** ***it cruel to keep animals* (24)** ***animals will feel sad* (28)** ***any other animal* (30)** ***They wont face danger* (32)** ***They try to break out* (37)**
1	• 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 *Contains at least one correct paragraph break.*	• ideas are separated (paragraphs may contain some unrelated ideas) • paragraphs may be used to separate the body from the introduction and/or the conclusion (2 or 3 paragraphs)	***I agree and don't agree* (41)** ***Some toys and games are educational* (45)** ***Under Certain Circumstances* (62)**
2	• 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 *Paragraphs are mostly correct.*	• not all topic sentences are successful • body needs at least 2 paragraphs • may use an extended one-sentence paragraph that contains an elaborated idea	***My idea of a perfect zoo* (48)** ***All animals started off* (52)** ***zoos can have useful purposes* (78)**
3	• paragraphing supports argument *Paragraphs are ordered and cumulatively build argument across text.*	• each paragraph is deliberately structured to pace and direct the reader's attention • single sentence may be used as a final comment for emphasis	***Cages and Zoos* (57)** ***Food, water and other nessasary supplies* (66)** ***The lion's glorious hair* (70)** ***If humans can have a voice why can't animals* (74)** ***things should be regulated* (84)**

Note: 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, tramlines, 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.

Score	Category descriptor	Additional information	Example scripts
0	• no evidence of sentences	• drawings, symbols, a list of words, text fragments • title only	***PletRi DoLiSal* (18)**
1	• some correct formation of sentences *Some meaning can be construed.*	• 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 anmals cou'd die* (20)** ***it cruel to keep animals* (24)**
2	• correct sentences are mostly simple and/or compound sentences *Meaning is predominantly clear.*	• 2 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 ○ 2, 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	• most (approx. 80%) simple and compound sentences are correct
	AND
	• some complex sentences are correct
	
	Meaning is predominantly clear.
		• 4 or more correct sentences required
		• simple sentences may contain some extension
		• experiments with basic structures in complex sentences
		  ○ requires 2 or more types
		  ○ 3, if one is a projected clause
			***They try to break out* (37)**
			***I agree and don't agree* (41)**
			***Some toys and games are educational* (45)**
			***My idea of a perfect zoo* (48)**
			***Cages and Zoos* (57)**

4	• most (approx. 80%) simple, compound and complex sentences are correct **OR** • all simple, compound and complex sentences are correct but do not demonstrate variety *Meaning is clear.*	• 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 nessasary supplies* (66)** ***If humans can have a voice why can't animals* (74)**
5	• sentences are correct (allow for occasional error in more sophisticated structures) • demonstrates variety *Meaning is clear and sentences enhance meaning.*	• shows control over a range of different structures (quantity, quality and variety) **Variety** • clause types and patterns: verbless, adjectival, adverbial, multiple, non-finite • dependent clause position • length and rhythm • increased elaboration and extension • stylistically appropriate choices This additional information applies to categories 5 and 6.	***The lion's glorious hair* (70)** ***zoos can have useful purposes* (78)**
6	• all sentences are correct (allow for occasional slip, e.g. a missing word) *Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective.*		***things should be regulated* (82)**

Note

- 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.

Score	Category descriptor	Additional information	Example scripts
0	• no evidence of correct sentence punctuation • title only	**Sentence punctuation includes:** • capital letters to begin sentences • full stops, question marks and exclamation marks to end sentences **Other punctuation includes:** • commas in lists • commas to mark clauses and phrases • apostrophes for contractions • apostrophes for possession • capital letters and commas used within quotation marks • quotation marks for text extracts, highlighted words and words used with ironic emphasis ('sneer' quotes) • brackets and dashes • colons and semicolons • points of ellipsis **Noun capitalisation includes:** • first names and surnames • titles: *Mr, Mrs, Miss, Ms* • place names: *Paris, Italy* • institution names: *Valley High* • days of week, months of year • street names: *Ord St* • book and film titles • holidays: *Easter, Ramadan* • historic and sporting events: *World War II, Olympics* Additional information applies to all categories.	***PletRi DoLiSal* (18)** ***it cruel to keep animals* (24)**
1	• correct use of capital letters to start sentences OR full stops to end sentences (at least one correct sentence marker) *Punctuation is minimal and of little assistance to the reader.*		***some anmals cou'd die* (20)** ***animals getting cewd* (22)** ***animals will feel sad* (28)**
2	• some correct use of sentence-level punctuation (at least 2 accurately punctuated sentences – beginning and end) **OR** • one correctly punctuated sentence **AND** some other punctuation correct where it is required (refer to list in additional information) *Provides some markers to assist reading.*		***They wont face danger* (32)** ***All animals started off* (52)**
3	• sentence-level punctuation mostly correct (minimum of 80% of 5 sentences punctuated correctly) **AND** some other correct punctuation (2 or more examples of other punctuation) **OR** • accurate sentence punctuation with correct noun capitalisation and no stray capitals, nothing else used (4 or more sentences) *Provides adequate markers to assist reading.*		***any other animal* (30)** ***They try to break out* (37)** ***I agree and don't agree* (41)** ***My idea of a perfect zoo* (48)** ***Cages and Zoos* (57)** ***Under Certain Circumstances* (62)**
4	• all sentence punctuation correct (no stray capitals) **AND** • mostly correct use of other punctuation, including noun capitalisation *Provides accurate markers to enable smooth and efficient reading.*		***Some toys and games are educational* (45)** ***The lion's glorious hair* (70)** ***If humans can have a voice why can't animals* (74)** ***things should be regulated* (82)**
5	• writing contains accurate use of all applicable punctuation *Provides precise markers to pace and control reading of the text.*		***zoos can have useful purposes* (78)** ***Food, water and other nessasary supplies* (66)**

Note

- 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.
- 'Splice' commas used to join 2 sentences are INCORRECT, e.g. *The dog ate my homework, it was hungry.* Do not score this as correct sentence punctuation or comma use.
- 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)

10 Spelling

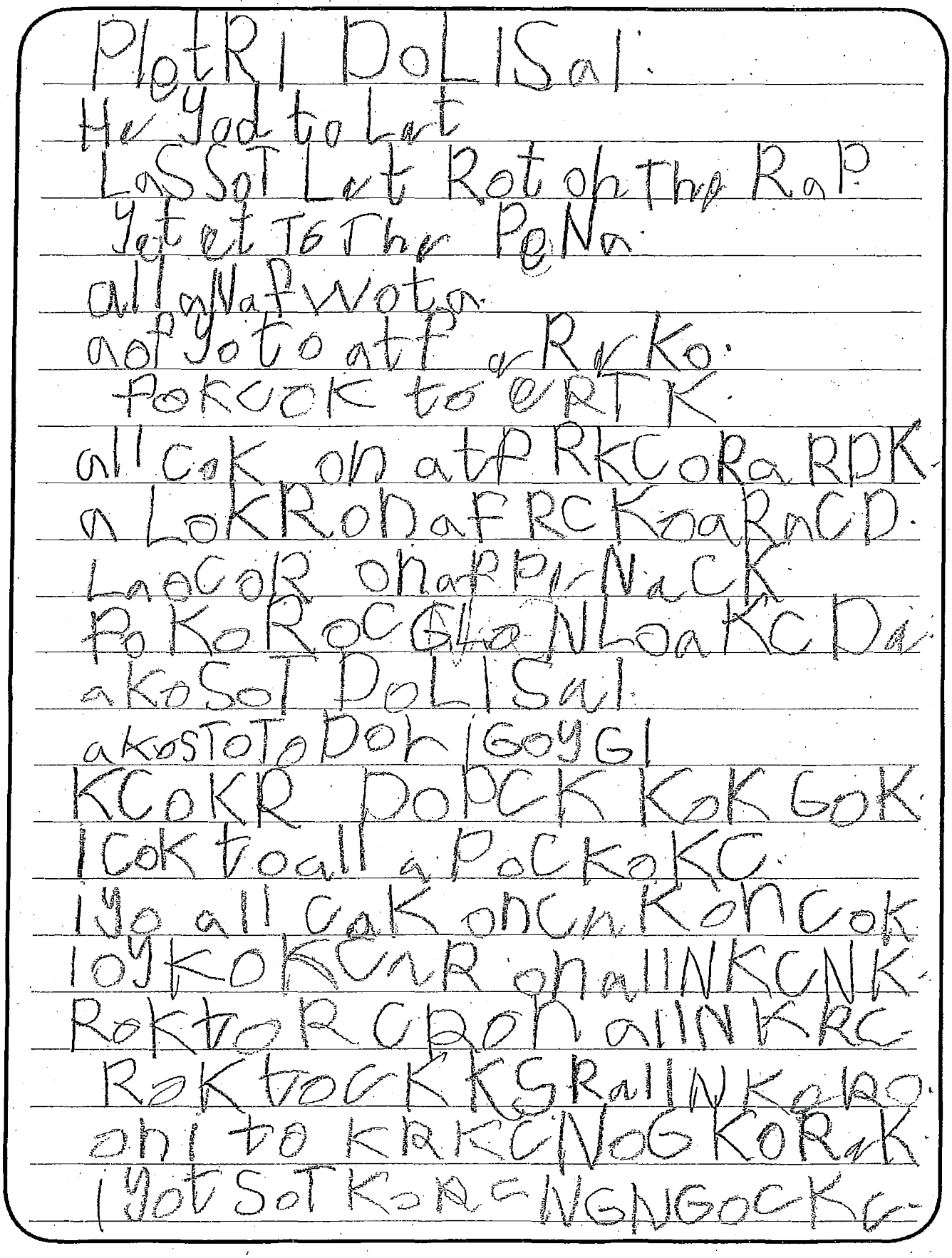
Skill focus: The accuracy of spelling and the difficulty of the words used.

<table>
<tr><th>Score</th><th>Category descriptor</th><th>Additional information</th><th>Example scripts</th></tr>
<tr><td>0</td><td>• no conventional spelling
• copied stimulus material only</td><td rowspan="6">Simple words
• words with 2 letters (an, be, it, on, up)
• single-syllable words with
○ short vowel sounds (bad, men, fit, not, fun)
○ consonant digraphs (chips, much, shop, thin)
○ consonant blends (bring, clap, drop, felt, grab, help, hump, left, must, swim)
○ double final consonants (add, dull, egg, less)
• high frequency words (all, are, bee, bird, boy, day, feet, food, for, good, how, her, our, park, them, you)
• high frequency short two-syllable words (into, undo, going, being, xray, xbox)
Common words
• single-syllable words with
○ 2 two-consonant blends and/or digraphs (crack, speech, broom, drift)
○ three-consonant blends (light, stretch, splash)
○ common long vowels (aunt, bow, broke, caught, chair, close, day, eight, even, face, fly, full, haunt, house, low, mean, never, nice, obey, only, sail, shiny, use)
• multisyllabic words with even stress patterns (hospital, important, littering)
• common homophones (too/two, there/their, write/right, hear/here, brake/break)
• common words with silent letters (comb, ghost, know, sign, sigh, whistle, wrong)
• single-syllable words ending in ould, ough, ey (could, cough, rough, though, through, key, they)
• suffixes that don't change the base word (adults, happening, jumped, sadly)
• most rule-driven words: drop e (boring, having); change y to i (heavier); double letter (spitting)
Difficult words
• uneven stress patterns in multisyllabic words (chocolate, desert, dessert, enemy, mineral, miracle)
• uncommon vowel patterns (drought, hygiene, palm, fuel)
• difficult subject-specific content words (disease, habitat, predator)
• difficult homophones (practice/practise, board/bored)
• suffixes where base word changes (compete/competition; decide/decision)
• consonant alternation patterns (confident/confidence)
• many words of 3 and 4 syllables (invisible, organise, community)
• multisyllabic (3 or more) words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally, rectangle, hopefully)
Challenging words
• unusual consonant & vowel patterns (twelfth, guarantee)
• longer words with unstressed syllables (responsibility)
• suffixes to words ending in e, c or l (changeable, plasticity, physically)
• foreign words (lieutenant, nonchalant)

Additional information applies to all categories.</td><td>PletRi DoLiSal (18)</td></tr>
<tr><td>1</td><td>• few examples of conventional spelling
• limited evidence (fewer than 20 words written)</td><td>some anmals cou'd die (20)
animals getting cewd (22)</td></tr>
<tr><td>2</td><td>• correct spelling of most simple words
AND
some common words (at least 2)
Errors evident in common words.</td><td>it cruel to keep animals (24)
animals will feel sad (28)</td></tr>
<tr><td>3</td><td>• correct spelling of most simple words
AND
most common words (at least 20)</td><td>any other animal (30)
They wont face danger (32)
I agree and don't agree (41)</td></tr>
<tr><td>4</td><td>• correct spelling of simple words
AND
most common words
AND
some difficult words (at least 2)
Correct difficult words outnumber incorrect difficult words.</td><td>They try to break out (37)
Some toys and games are educational (45)</td></tr>
<tr><td>5</td><td>• correct spelling of simple words
AND
most common words
AND
at least 10 difficult words
Correct difficult words outnumber incorrect difficult words.</td><td>My idea of a perfect zoo (48)
All animals started off (52)
Cages and Zoos (57)
Under Certain Circumstances (62)
Food, water and other nessasary 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)</td></tr>
<tr><td>6</td><td>• correct spelling of all words
AND
at least 10 difficult words and some challenging words
OR
at least 15 difficult words if no challenging words
In this category, allowances can be made for very occasional (1 or 2) minor slips.</td><td>things should be regulated (82)</td></tr>
</table>

Annotated example scripts

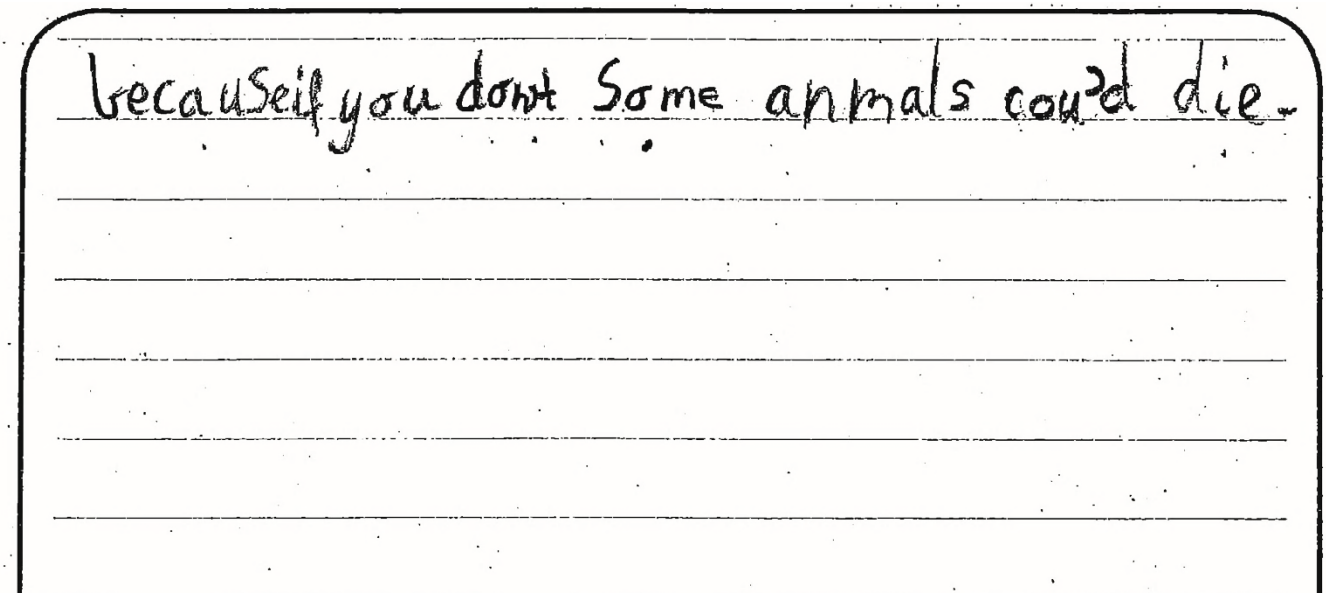
PletRi DoLisal



PletRi DoLisal

Criterion	Score	Annotations
1. Audience	**0**	Text has the intention of conveying meaning. Although some words appear to be discernible (*he, to, the, all, enough, water*), the 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 instance at the end.
10. Spelling	**0**	Some simple words may be distinguishable (*he, to, the, all*); however, because text is predominantly letter strings, there is a lack of context to verify meaning.

some anmals cou'd die



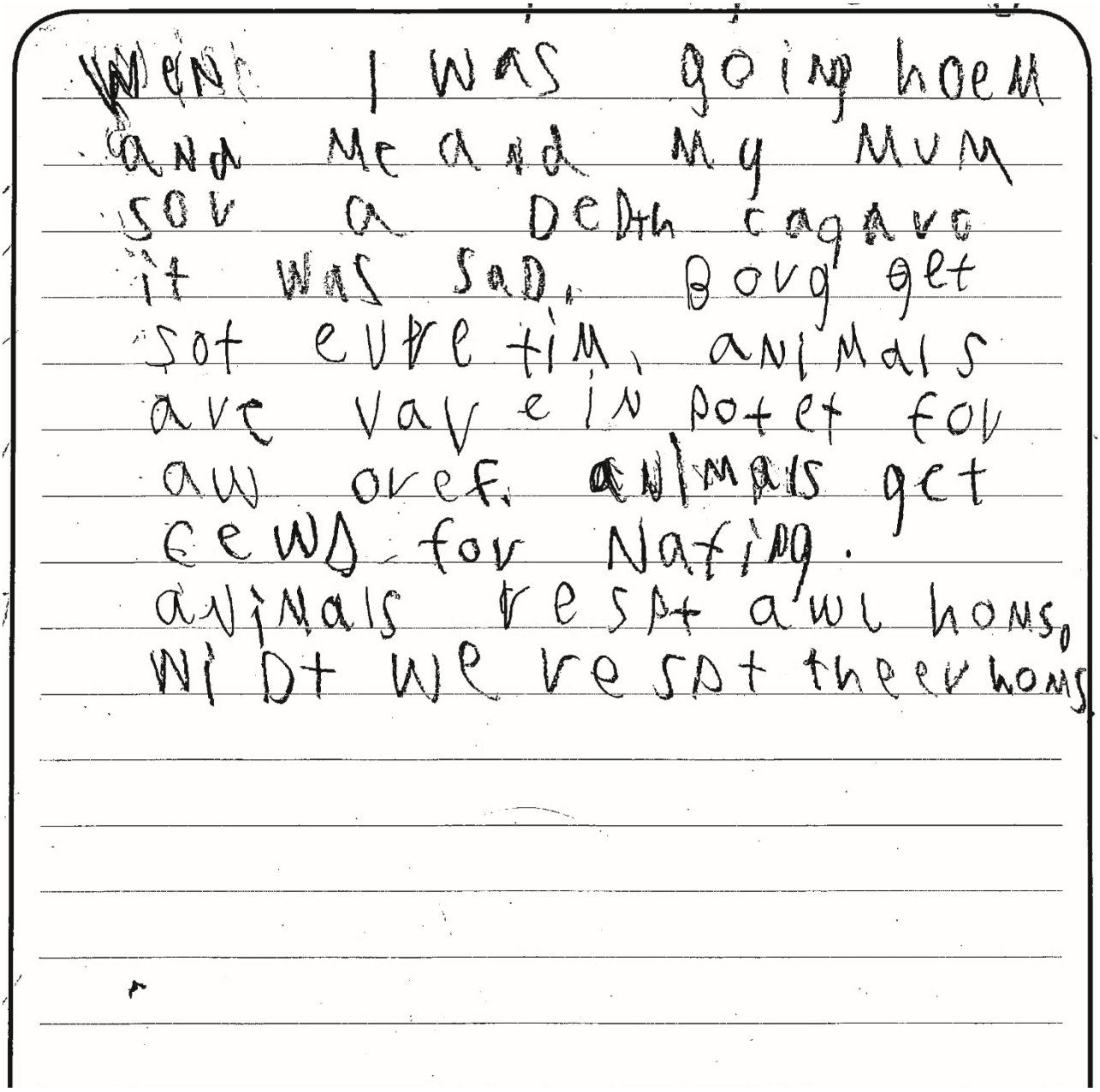
some anmals cou'd die

because if you don't Some anmals cou'd die.

some anmals cou'd die

Criterion	Score	Annotations
1. Audience	**1**	A very short text with some simple content that does not orientate 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 (*if*) and modal verb (*could*) are present but not used as persuasive devices as there is no opinion to which the reader can be persuaded.
5. Vocabulary	**1**	Very short script with few content words: *animals, die*.
6. Cohesion	**1**	Reference to *you* 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 (*Some animals could die.*).
9. Punctuation	**1**	One full stop correct. Correct contraction (*don't*) is not considered as control of sentence punctuation is not demonstrated.
10. Spelling	**1**	Limited evidence. Fewer than 20 words are written. Even though there are 4 correct common words (*because, don't, some, die*), this cannot be considered for a 2.

animals getting cewd



animals getting cewd

wen I was going hoem and me and my mum sor a dedth Cagaro it was sad. Borg get sor evre tim, animals are vare inpotet for aw oref. animals get cewd for nafing .animals respt awl homs. wi dt we respt theer homs.

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: *Animals are very important for our earth.*
3. Ideas	**2**	One idea with some elaboration.
4. Persuasive devices	**1**	Two instances of persuasive devices used: statement of authority (*Animals are very important for our earth.*) and appeal to reader (*Why don't we respect their homes.*).
5. Vocabulary	**2**	Mostly simple content words. Some precise use: *important, earth, respect*.
6. Cohesion	**1**	A short script. Although there are some links (*it was sad*; *their homes*; *our earth*; *Why don't we respect*) across sentences, there is insufficient evidence for a 2.
7. Paragraphing	**0**	No evidence of paragraphing.
8. Sentence structure	**2**	Most simple sentences are correct. Enough evidence for a 2.
9. Punctuation	**1**	Full stop and capital letter after *sad* 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 a 2. **Simple correct:** *I, was, going, and, me, my, mum, it, sad, get, are, for, we* **Common correct:** *animals* **Errors:** *hoem/homs, sor, dedth, cagaro, borg, sot, ever, tim, vare*

it cruel to keep animals

it cruel to Keep animals in cages
becouse same animals wants to be
free in the world becouse 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 ~~so~~ 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
Fiedl them when they are very
hungry and the want something
Canfy 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

it cruel to keep animals

and what happins when they have
been heart it in the Cage and
they really scard 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 tracke that had
medal in and one of
the medal pesces when it thake
eyes

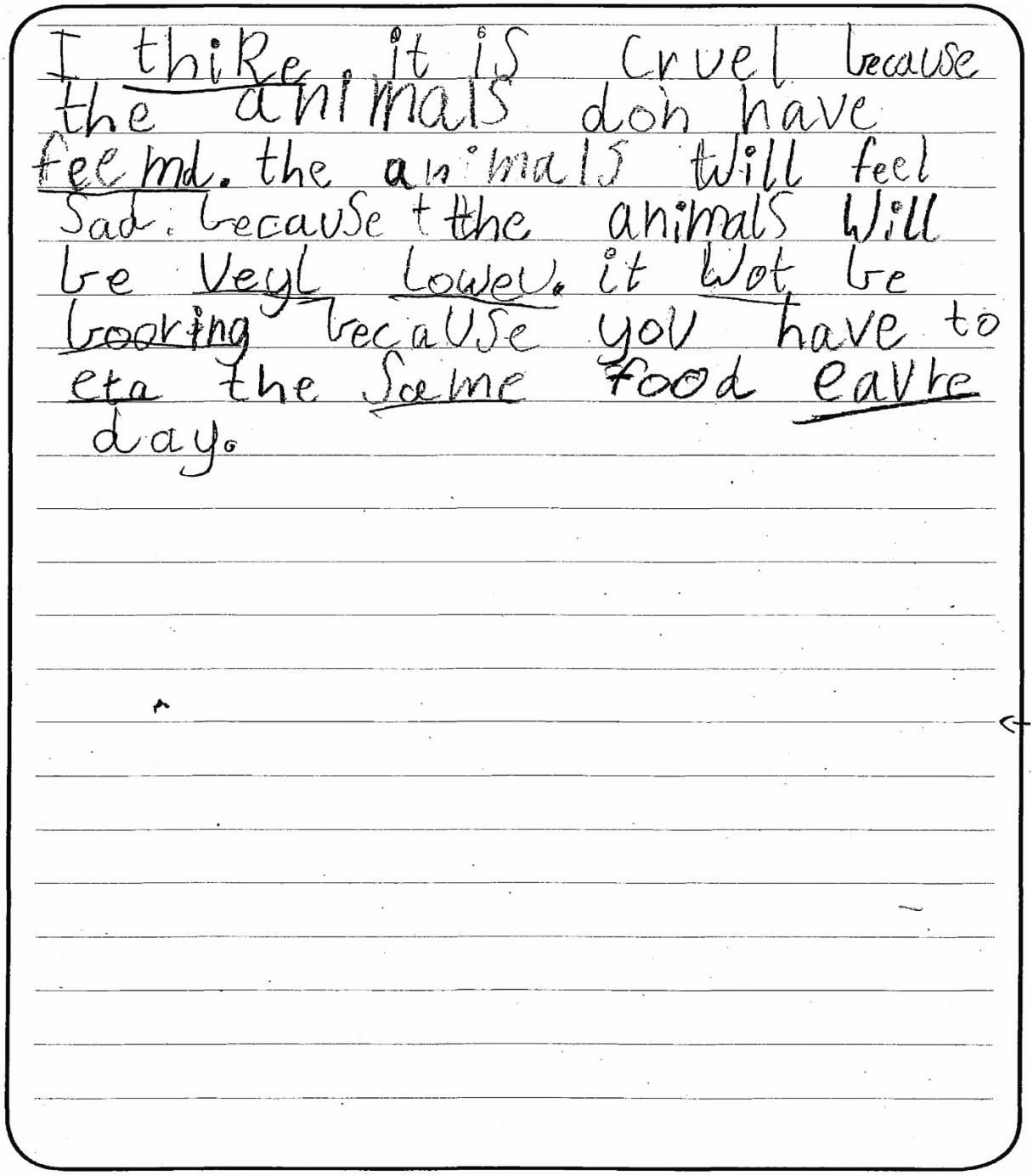
it cruel to keep animals

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 ~~to~~ 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 (*might, may be*); appeal to emotion (*taken away from their family*); address of reader (*What happens when …*); conditional mood (*if … could, if … might*). Although there is a range of devices used, they are not successful.
5. Vocabulary	**2**	Mostly simple words with some precise use: *special toy*; *something that is precious*.
6. Cohesion	**2**	Referencing mostly correct. Some cohesion through simple word associations: *family/mum and dad/different family/people might be mean*; *comfy/sleep/rest*; *heart/scared/in danger*.
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: *They want their food*.
9. Punctuation	**0**	No sentence punctuation is used. Capital letters are used randomly.
10. Spelling	**2**	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 a 3. **Common correct:** *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* **Common incorrect:** *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* **Difficult incorrect:** *spiecel, diffrent, cantry*

animals will feel sad



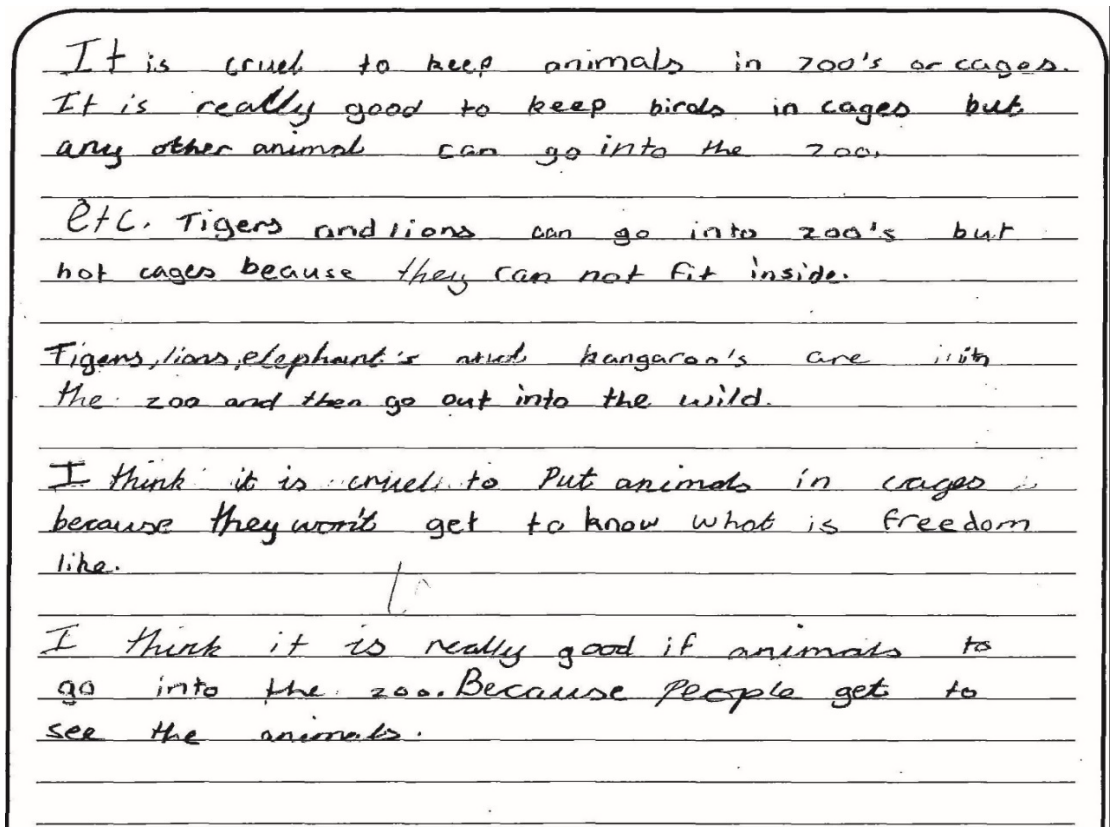
animals will feel sad

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 orientate 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 *you* should be *they*. In the middle sentence, the second use of *the animals* 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 *because* in the same position). First sentence also has projected clause: *I think it I cruel because the animals don't have freedom.*
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. **Common correct:** *cruel, because, animals, same* **Common incorrect:** *thike, don, feemd, veyl, loweu, wot, booring, eta, eavre*

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.

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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 orientate 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 (*It is really good*), some of which have reasons (*I think ... because*).
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: *animals, birds, tigers, lions, elephants, kangaroos*.
7. Paragraphing	**0**	First line of text is a heading, followed by a new line for each sentence, none of which is elaborated or more than a basic idea.
8. Sentence structure	**2**	One simple, one complex and 2 compound sentences are correct. Two complex incorrect. In the fourth section of text, the statement switches to question form. The 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 (*zoo's, elephant's* and *kangaroo's*) and stray capital (*Put*) keep this from a 4.
10. Spelling	**3**	Most simple and most common words correct. **Common correct:** *cruel, animals, cages, really, any, other, tigers, lions, inside, elephants, kangaroos, wild, think, they, won't, know, what, freedom, people, like* *Because* is spelt correctly and incorrectly. Just enough common words correct for a 3.

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

They wont face danger

the person who looked after he/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 cames 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 ~~dis~~agree 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

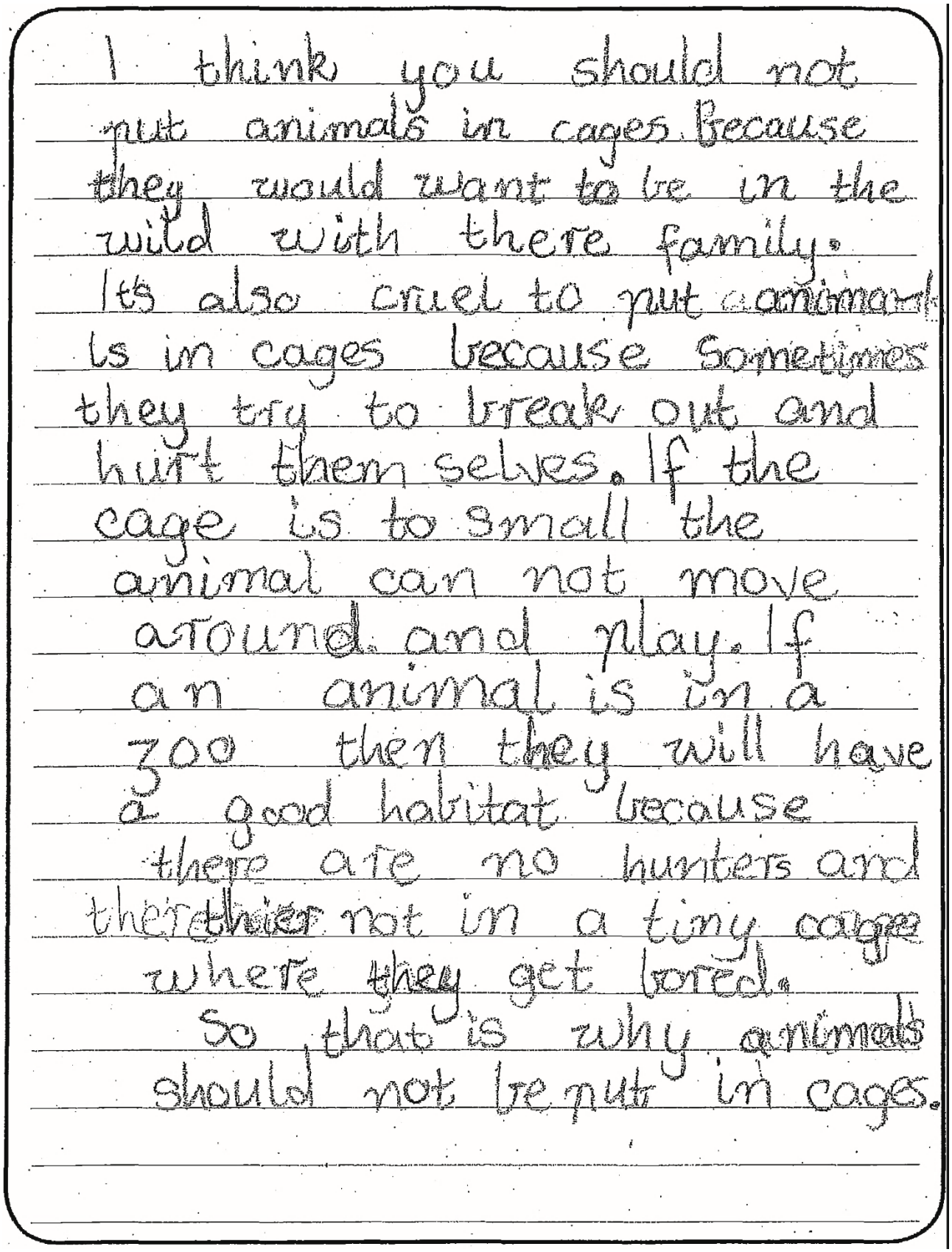
:-)That is why animals should be free:-)

They wont face danger

Criterion	Score	Annotations
1. Audience	**3**	There is enough information to orientate the reader. Text contains a few points to support 2 clearly stated but opposing opinions.
2. Text structure	**1**	Minimal evidence of persuasive structure. Text consists of 2 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 2 opposing positions.
5. Vocabulary	**2**	Mostly simple content words with 2 instances of precise use: *face danger*; *explore new places*.
6. Cohesion	**2**	Referring words are accurate. A small range of connectives (*because, if, and*) and word associations (*danger/fight/killed*; *free/explore new places*) are used. Tense used in bullet points is not consistent (*won't/won't/would/will*) 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 3. Verb error in fourth dot point: *cames*.
9. Punctuation	**2**	Text contains at least 2 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 2 colons, comma for phrasing and slash for *he/her*. No contraction apostrophe in *wont*.
10. Spelling	**3**	Correct spelling of most simple words and most common words. **Common correct:** *agree, animals, should, cages, they, because, wont* (letter order is correct for *won't*), *face, danger, fight, other, killed, another, would, saved, strong, gate, water, every, time, why, disagree, allowed, anything, want, explore, new, places, eating, whatever, also, owner, person, who, looked, after* **Common incorrect:** *cames, what* (want), *vist*

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They try to break out



I think you should not put animals in cages. Because they would want to be in the wild with there family. Its also cruel to put animals in cages because sometimes they try to break out and hurt them selves. If the cage is to 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 there not in a tiny cage where they get bored. So that is why animals should not be put in cages.

They try to break out

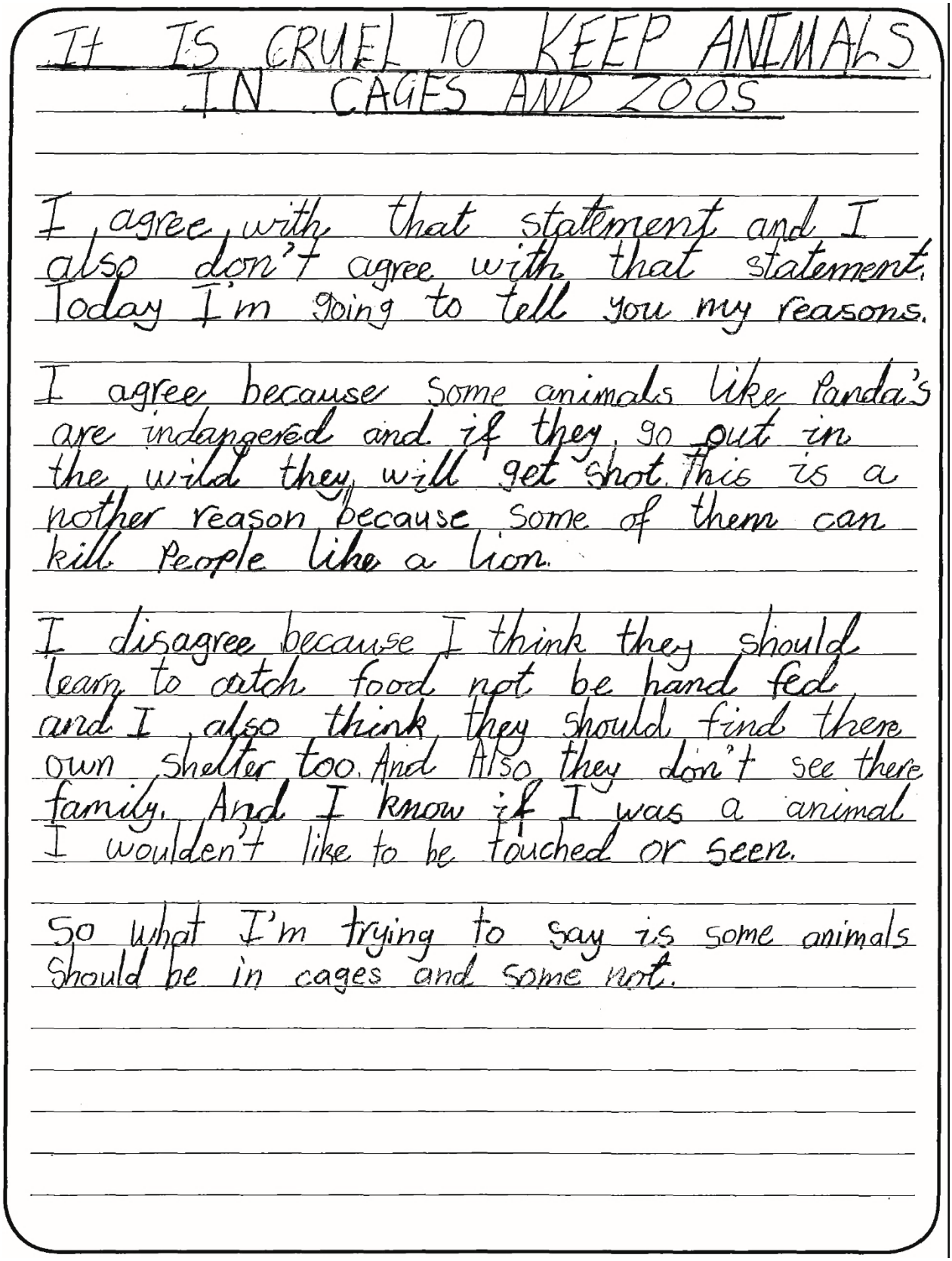
I think you should not put animals in cages ~~B~~because they would want to be in the wild with there family. It's also cruel to put anima - ls in cages because Sometimes they try to break out and hurt them selves. If the cage is to small the animal can not move around and play. If an animal is in a zoo then they will have a good habitat because there are no hunters and ~~there~~thier not in a tiny cage where they get bored. 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 2 statements of personal opinion: *I think you should not put animals in cages because they would want to be in the wild with their family*; *So that is why animals should not be put in cages.* Contains 2 conditional statements introduced with *if*.
5. Vocabulary	**2**	Mostly simple content words with some precise words or word groups: *in the wild*; *break out*, *habitat*.
6. Cohesion	**2**	Although meaning is clear, the 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 2 types of dependent clauses (… *because* …, *If* …) 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 a 4.
10. Spelling	**4**	Correct spelling of all simple words, most common words and some difficult words. **Common correct:** *think, should, animals, cages, because, they, would, want, wild, family, also, cruel, sometimes, try, break, hurt, themselves, small, move, around, there, hunters, tiny, where, why* **Common incorrect:** *there* (their), *to* (too), *thier* (they're) **Difficult correct:** *habitat*, *bored*

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I agree and don't agree



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.

I agree and don’t agree

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 woulden’t like to be touched or seen.

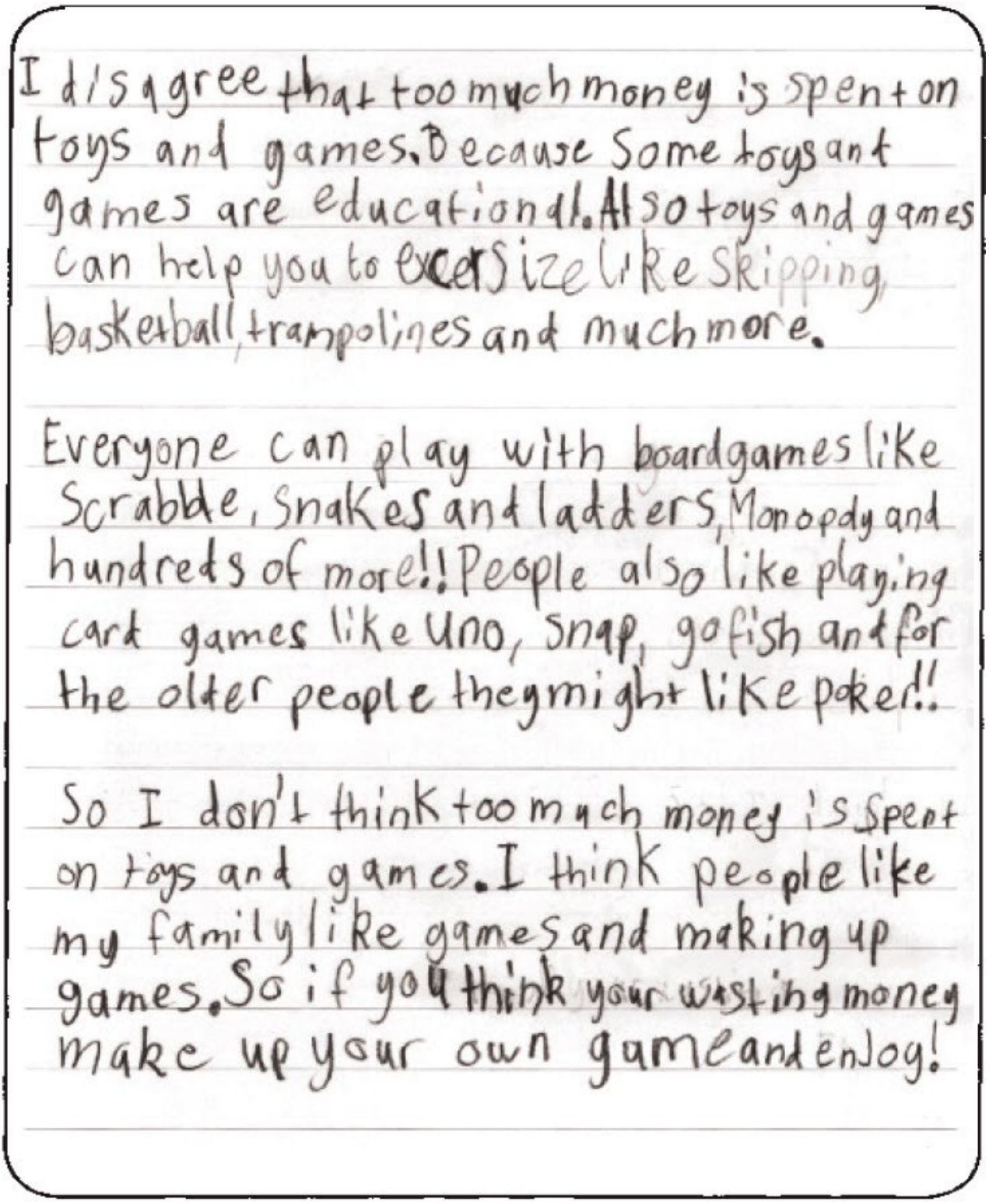
So what I’m trying to say is some animals Should be in cages and some not.

I agree and don't agree

Criterion	Score	Annotations
1. Audience	**3**	Orientates 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 2 clearly identifiable structural components: an 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 (*I agree because; I disagree because I think they should*); • use of conditional (*If ... will*); • value statement (*I know if ... I wouldn't*); • attempt at emphasis (*So what I'm trying to say ...).* Not successful enough for a 3.
5. Vocabulary	**2**	Text consists mostly of simple words. Precise words: *endangered*; *in the wild*; *sheltered*.
6. Cohesion	**2**	Some correct referencing. References to *This* in para 2 and to *they* in para 3 are unclear.
7. Paragraphing	**1**	Writing is organised into introduction, a body of 2 paragraphs, and an ending statement. However, neither body paragraph contains a clear topic sentence and ideas are not organised clearly enough for a 2.
8. Sentence structure	**3**	Simple and compound sentences correct (one of each). Some complex sentences are correct. Experimentation with complexity is evident in para 2. Last sentence of para 3 (*If I was …*) could have used subjunctive tense (*If I were …*) but writer is not penalised for this. Enough success for a 3.
9. Punctuation	**3**	Controls sentence punctuation (7 sentences correct). Correct use of apostrophes for contractions: *I'm, don't, wouldn't*. Incorrect use of apostrophe: *panda's*. Stray capitals: *Panda's, People, Also*. Not enough correct use of other punctuation for a 4.
10. Spelling	**3**	Correct spelling of most simple words and most common words. High category 3. **Common correct:** *cruel, animal, cages, agree, also, don't, today, reasons, because, some, like, panda's, they, wild, another, people, lion, disagree, think, should, learn, catch, find, own, shelter, too, family, know, touched, what, trying* **Common incorrect:** *there* (*their*), *wouldn't* **Difficult correct:** *statement* **Difficult incorrect:** *indangered*

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Some toys and games are educational



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

Everyone can play with boardgames like Scrabble, Snakes and ladders, Monopdy 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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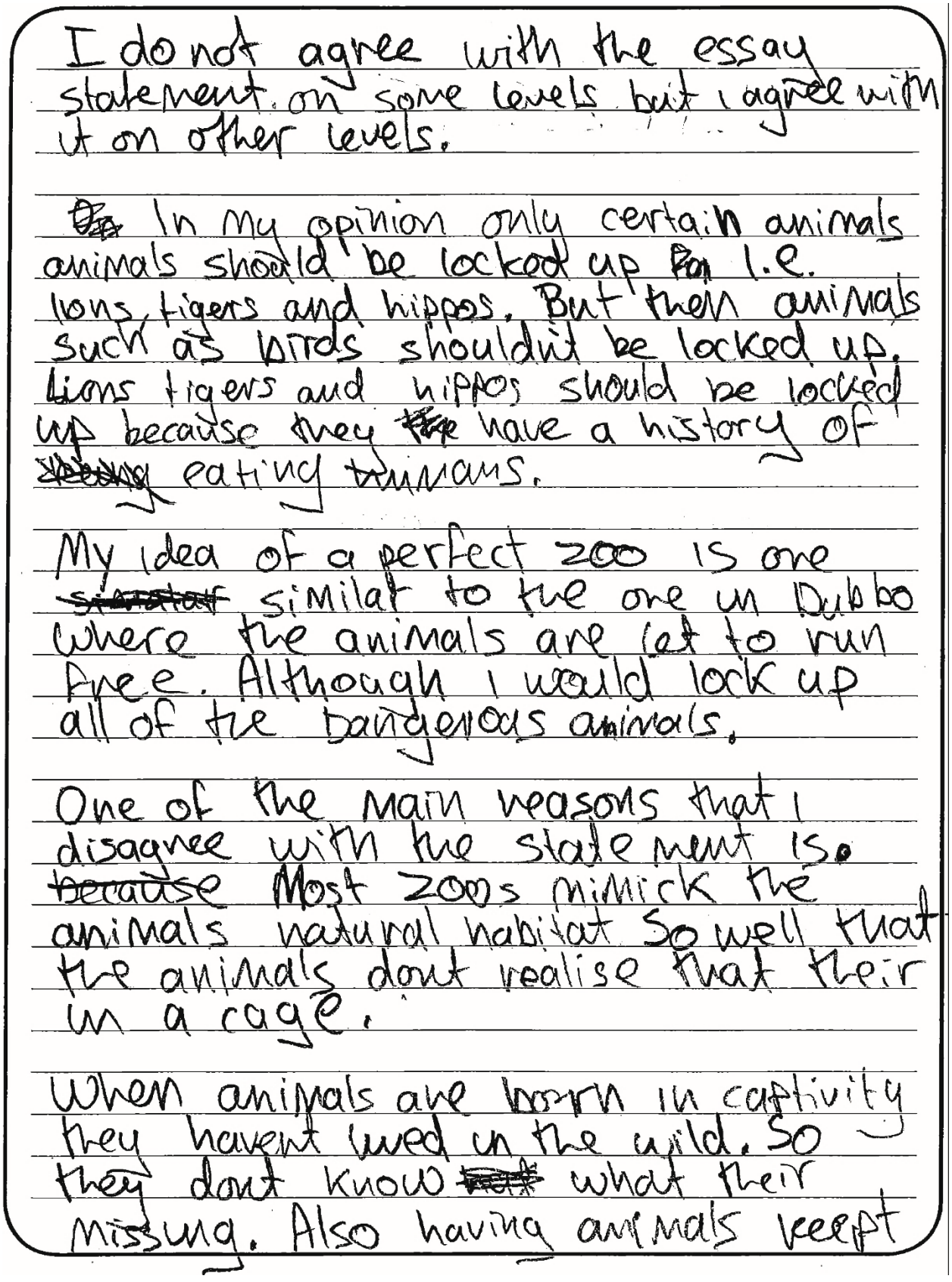
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Some toys and games are educational

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 2 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 (*So I don't think*; *I think*), and addressing the reader (*So if you think*; *Everyone can play*). Attempts emphasis through lists. Attempts logical reasoning.
5. Vocabulary	**2**	Mostly simple words including names of popular games and sporting equipment. One precise word: *educational*.
6. Cohesion	**2**	Referencing mostly correct. There is unnecessary repetition of *toys and games* in para 1. Uses connectives: *also, so*. Simple word sets: *toys/games/boardgames/card games*; *excersize/skipping/basketball*; *everyone/people/older people/family*.
7. Paragraphing	**1**	Writing is organised into paragraphs that are focused on like ideas.
8. Sentence structure	**3**	Text includes 5 complex sentences, 4 of which are correct: *I disagree that too much money is spent on toys and games*; *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 you're wasting money make up your own game and enjoy.* Errors: *fragment* (*Because some toys and games are educational.*); *incorrect placement of phrase* (*Also toys and games*); *preposition* (*hundreds of more*); *unnecessary words in compound sentence* (*People also like*). Sufficient evidence for a 3.
9. Punctuation	**4**	All sentences are correctly demarcated with capital letters and end-markers (though there is redundant use of exclamation marks in 2 sentences). Correct use of other punctuation: commas in lists, apostrophe for contraction (*don't*) and noun capitalisation for brand name games.
10. Spelling	**4**	Correct use of simple words, most common words and some difficult words. **Common correct:** *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* **Common incorrect:** *your* (*you're*) **Difficult correct:** *educational, trampolines, Monopoly, boardgames* **Difficult incorrect:** *excersize*

My idea of a perfect zoo



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

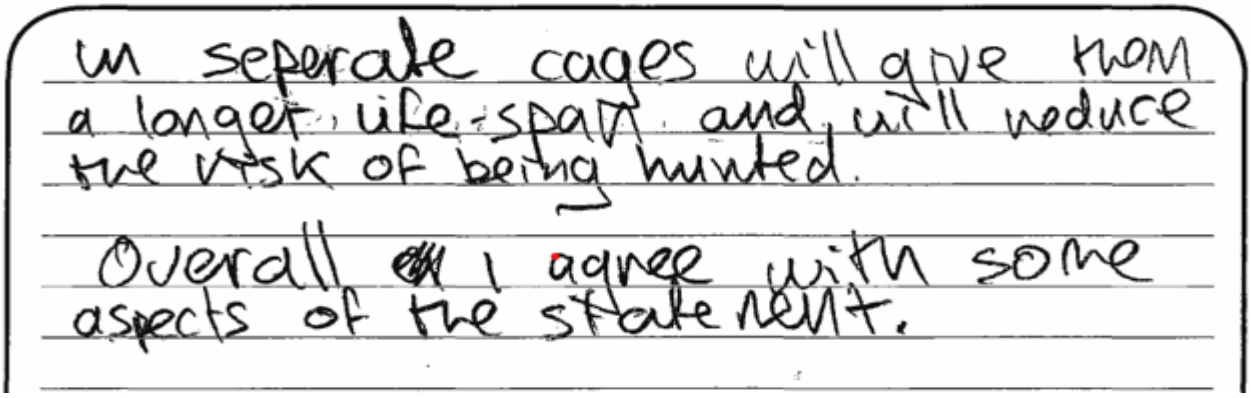
In my opinion only certain animals animals should be locked up I.e. lions, tigers and hippos. But then animals such as birds shouldnt be locked up. Lions tigers and hippos should be locked up because they have a history of eating humans.

My idea of a perfect zoo is one 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. Most zoos mimick the animals natural habitat so well that the animals dont realise that their in a cage.

When animals are born in captivity they havent lived in the wild. So they dont know what their missing. Also having animals keept

My idea of a perfect zoo


in seperate cages will give them a longer life-span and will reduce the risk of being hunted.

Overall 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 (*only certain animals*; *most zoos mimic*; *reduce the risk of being hunted*).
2. Text structure	**2**	Text contains 2 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 do not agree ... but I agree*; *In my opinion only certain animals should be locked up*; *My idea of a perfect zoo*; *One of the main reasons that I disagree*; *Overall I agree with some aspects of the statement*. Several uses of modality: *shouldn't be locked up*. Overall, devices are not effective enough for a 3.
5. Vocabulary	**3**	Some use of precise words and word groups: *only certain animals*; *similar to the one*; *mimic the animals natural habitat so well that*; *born into captivity*; *reduce the risk*. Not the sustained use needed for a 4.
6. Cohesion	**3**	Meaning is clear on first reading. Referencing is correct: *I agree with it*; *Lions, tigers and hippos should be locked up because they have a history of eating humans*; *My idea of a perfect zoo is one similar to the one in Dubbo*. Sufficient use of connectives: *but then, because, although, so, also, overall*.
7. Paragraphing	**2**	Attempts topic sentences to start each paragraph with some success, e.g. para 2. Paras 2 and 4 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 a 4. Errors include repetition of *animals* in para 2, fragment in para 4 and incorrect verb (*keept*).
9. Punctuation	**3**	Sentence punctuation is mostly correct. One error in para 4. 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 a 3.
10. Spelling	**5**	Correct spelling of simple words, most common words and at least 10 difficult words. **Common incorrect:** *mimick, their* (they're), *keept* **Difficult correct:** *statement, opinion, certain, history, similar, dangerous, natural, habitat, realise, captivity, reduce* **Challenging incorrect:** *seperate*

All animals started off

All animals started off as wild animals, but we put 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 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 doggs or horses it generally isn't cruel to keep them in captivity, depending on what work they are recquired 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.

All animals started off

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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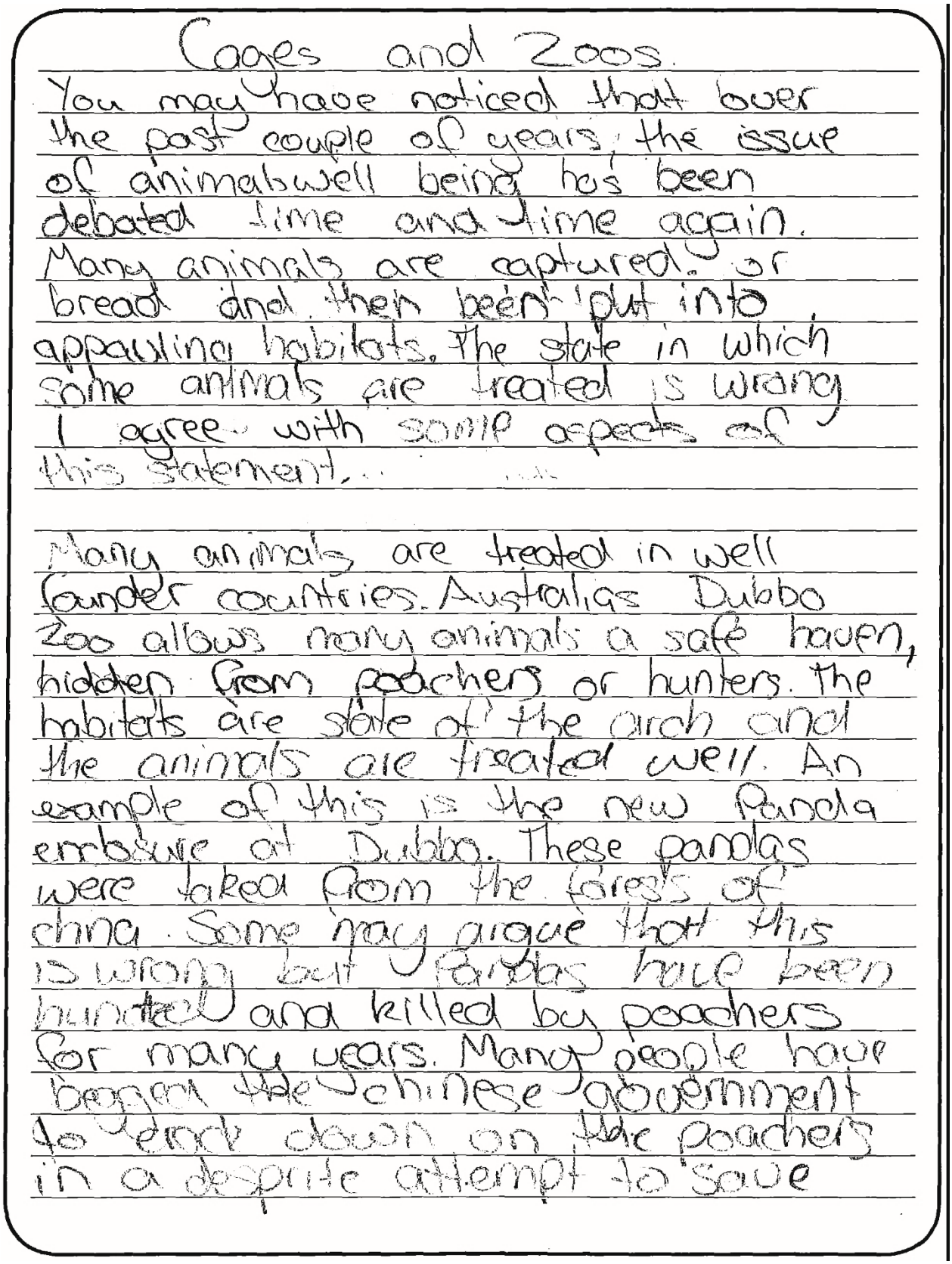
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All animals started off

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 of it is assertion or opinion: *Dogs love human attention*; *Cats, birds and fish can take care of themselves*. Not effective enough for a 4.
4. Persuasive devices	**3**	Devices are effective through appeal to reader's logic, emotions and values: *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.*
5. Vocabulary	**3**	Some precise usage: *labour, captivity, supply, vegetarians, starvation, neglected, exception, conservation*. Some inaccurate use that includes incorrect word forms: *uncruel, wilder*. Not consistent enough for a 4.
6. Cohesion	**3**	Meaning is clear and text flows well in a sustained piece of writing. Referencing is correct. Text uses linking words and phrases: *Some of those reasons*; *Depending on the reason*; *without them*. Repetition to start paragraphs assists the smooth reading of this text: *For animals such as*. Uses mostly simple word associations: *food/eggs/meat/vegetarian*.
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 (*It isn't cruel to keep them*; *We need them to supply us*) and shifting of clause position in paras 1 and 3 (*Depending on the reason*; *depending on what work they do*). Does not have the variety for a 5.
9. Punctuation	**2**	Not enough sentence punctuation correct for a 3, with splice commas (paras 2 and 5), missing full stop (para 4) and missing capital in the final paragraph (*keeping*). 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. **Difficult correct:** *different, captivity, several, labour, supply, vegetarians, starvation, attention, neglected, exception, conservation, circumstances* **Difficult incorrect:** *generrally, recquired*

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Cages and Zoos

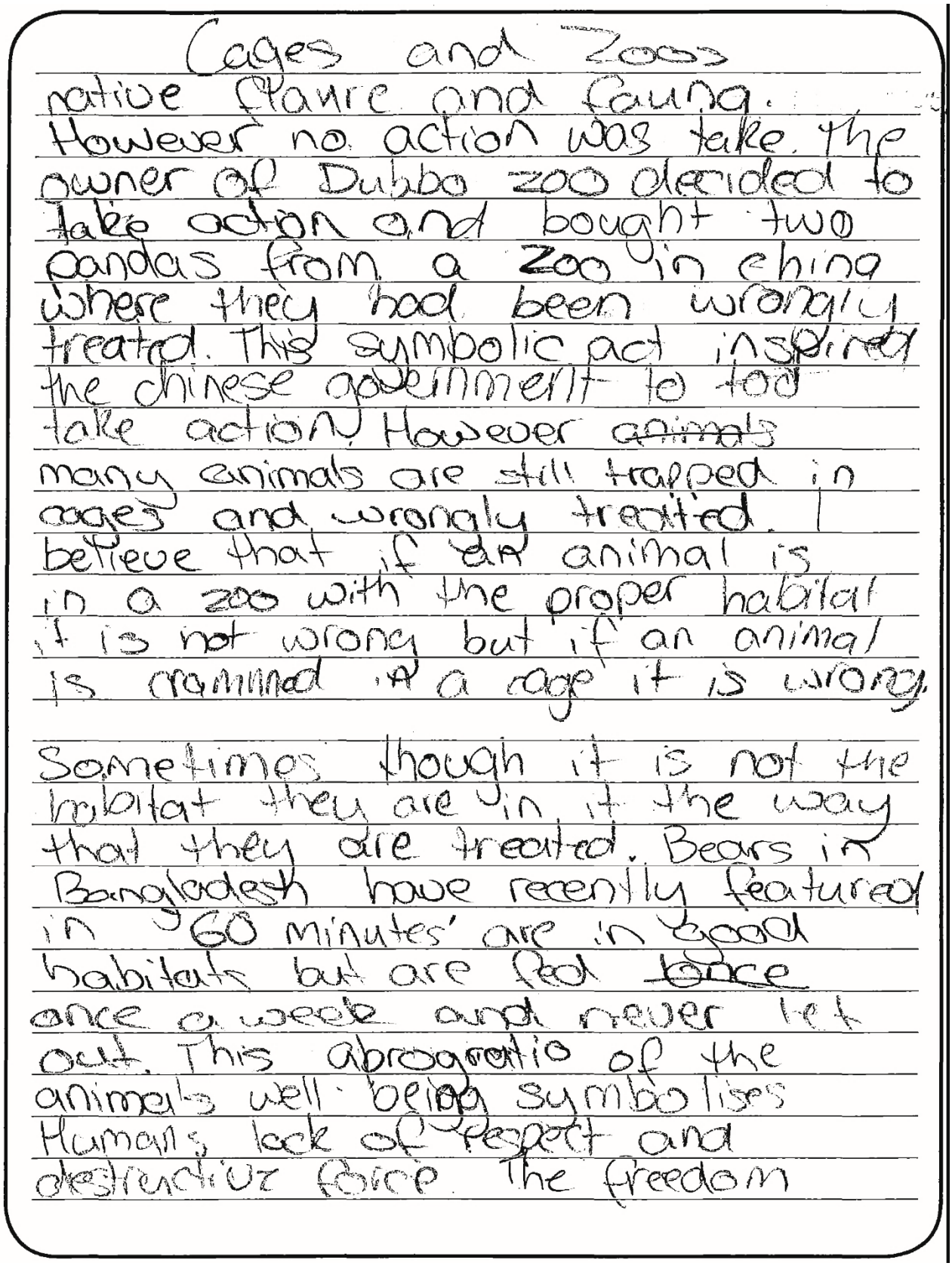


Cages and Zoos.

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 bread 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. Australias Dubbo Zoo allows many animals a safe haven, hidden from poachers or hunters. The habitats are state of the arch and the animals are treated well. An example of this is the new Panda embasie at Dubbo. These pandas were taked 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 despite attempt to save

Cages and Zoos

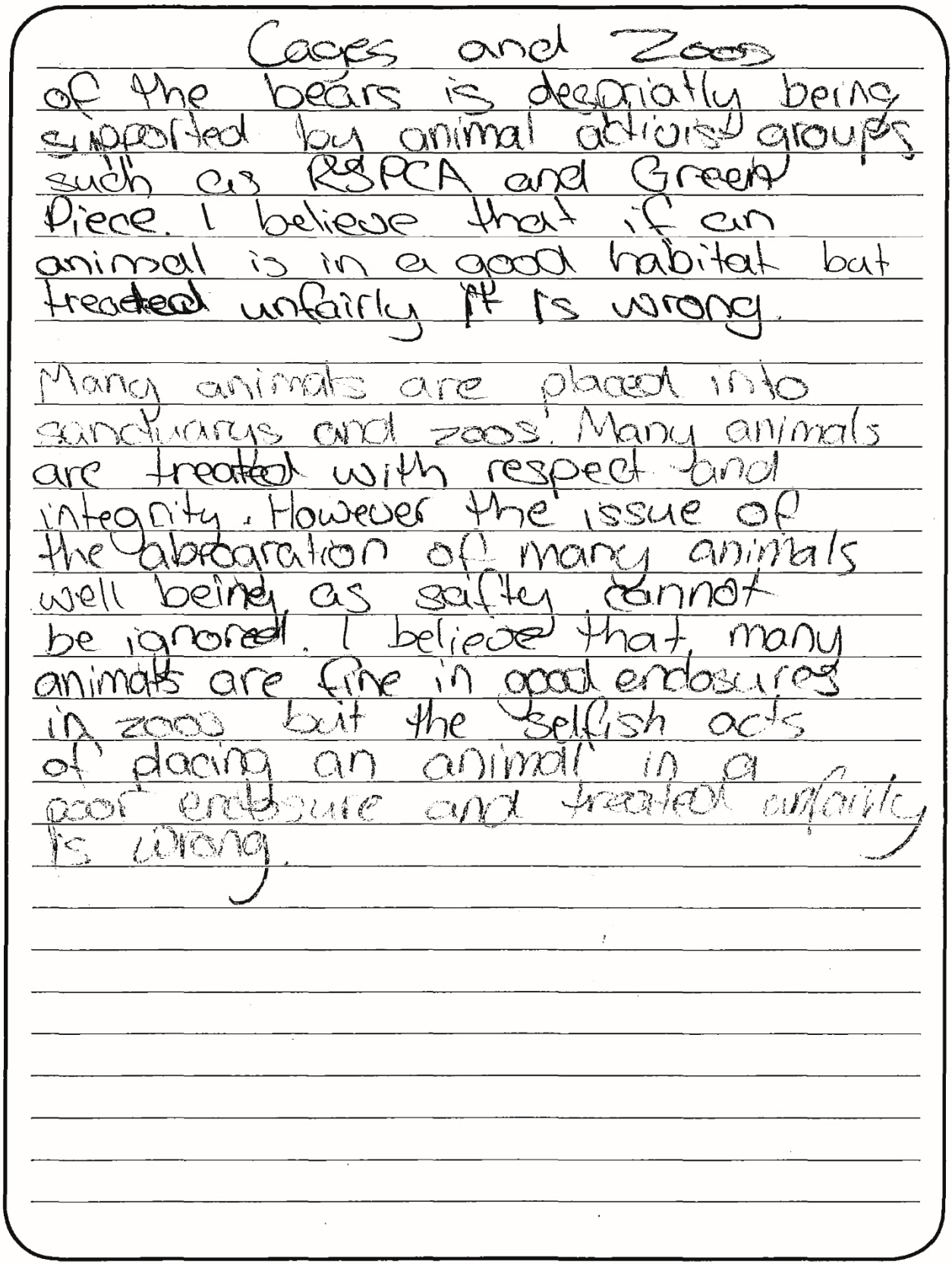


Cages and Zoos

native flaure and fauna. However no action was take. 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 tod 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 cramined 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 ~~force~~ once a week and never let out. This abrogatio of the animals well being symbolises Humans lack of respect and destructive force. The freedom

Cages and Zoos



Cages and Zoos

of the bears is deeply 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 sanctuarys and zoos. Many animals are treated with respect and integrity. However the issue of the abducation of many animals well being as safety cannot be ignored. I believe that many animals are fine in good endosures in zoos but the selfish acts of placing an animal in a poor endosure and treated unfairly is wrong.

Cages and Zoos

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Cages and Zoos

Criterion	Score	Annotations
1. Audience	**4**	Creates an appropriate relationship with the 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 (*This symbolic act inspired the Chinese government to take action*).
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 an argument. Argument is supported with examples and references (*Dubbo Zoo, 60 minutes*) and by counterargument (*Some may argue*).
4. Persuasive devices	**3**	Use of devices is mostly effective. Text appeals to reason and values. Devices include drawing reader's attention (*You may have*); modifiers to temper intensity of argument (*some may argue*; *many years*); conditional mood and emphatic statement (*if an animal is crammed into a cage it is wrong*) and emotive language.
5. Vocabulary	**4**	Consistent use of precise words and word groups to enhance meaning with some inaccurate use: *well founder countries*; *state of the arch*; *animals' wellbeing as safety*.
6. Cohesion	**3**	Text contains word associations for lexical cohesion (*habitats/safe haven/enclosure*; *trapped/crammed*); substitution (*This abrogation*) and repetitive language patterns for effect (*I believe … is wrong)* at the end of paras 2 and 3; (*many animals)* in para 4. However, some referencing across text is a little clumsy, e.g. at the end of para 1 the referent for *this statement* is unclear. Not strong enough for a 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 (*Many animals are treated in well founder countries*); verb errors (*been put*; *taked*) and incorrect subject (*selfish acts of placing an animal*). Does not have the control needed for a 4.
9. Punctuation	**3**	Sentence punctuation is mostly correct (2 errors) and there is some correct use of commas for phrasing, quotation marks ('*60 minutes*'); some correct noun capitalisation (*Dubbo, Bangladesh, RSPCA, Green Piece*); and some incorrect (*china, chinese*). 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 a 6. Names of countries are not considered. **Common incorrect:** *bread* (bred), *Piece, safty* **Difficult iorrect:** *noticed, issue, captured, statement, habitats, countries, enclosure, forests, argue, government, attempt, fauna, decided, symbolic, inspired, recently, featured, symbolises, destructive, force, supported, activist, integrity* **Difficult incorrect:** *appauling, flaure* **Challenging incorrect:** *desprite/despriatly, sanctuarys, abrogratio/abrogration*

Under Certain Circumstances

I Disagree with the Statement that it is cruel to keep animals in cages and Zoo's. 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 Mistreatement. Animals can be kept in Small cages for weeks and Starved, forced to live upon Unethical Conditions and Sold To other bad homes. allthough this Market does exist, and plays a large [redacted] of captivity, it is not the Majority. Animals living in Zoo's however, are often born to captivity and don't know the difference between The grasslands of africa, and The grasslands of Toronga Zoo. The differ-ence ofcoarse being, in africa They have

Under Certain Circumstances

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. The allow us to breed up Numbers, and Care for The Sick. They help us understand 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.

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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 3 identifiable components, 2 of which are developed. The introduction refines topic to situations of captivity where cruelty depends on treatment; the body elaborates with examples and the 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 think* x 2); appeal to reader x 3 (*us*); conditional mood; authoritative statements; repetition (*grasslands of Africa/grasslands of Taronga*; *work for dinner/work for visitors*) and modality (*I should see no point*; *animals can be kept*).
5. Vocabulary	**4**	Precise words and word groups used consistently: *majority, captivity, culture, black market, mistreatment, forced*; *under certain circumstances*; *treated poorly*; *domesticated pets*; *wildlife care and research centres*. Experimentation with language structures (mostly nominalisations) leads to some inaccurate use: *below standard levels*; *live upon unethical conditions*; *plays a large part of captivity*.
6. Cohesion	**3**	Uses word associations (*black market/mistreatment/unethical conditions*); pronouns (*it, this, these, they*); connectives (*if, but, then, however*) and ellipsis (*The difference ... being*). Minor errors include redundant article (*the certain species*) and a pronoun typo (*The allow us*). Not sufficiently highly cohesive for a 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 para 1. Uses some non-finite clauses (*forced to live; Animals living in zoos*; *keeping animals is only cruel*). Does not have the variety for a 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 and omits noun capitalisation for *africa and toronga*. Incorrect apostrophe in a plural (*zoo's*).
10. Spelling	**5**	All simple and most common words correct. Although there are 15 difficult words correct, errors prevent a 6. **Common incorrect:** *allthough, coarse* (course) **Difficult correct:** *statement, certain, circumstances, standard, majority, captivity, culture, research, forced, unethical, conditions, cruelly, decide* **Difficult incorrect:** *demesticated , mistreatement, spieces* **Challenging correct:** *responsibility*

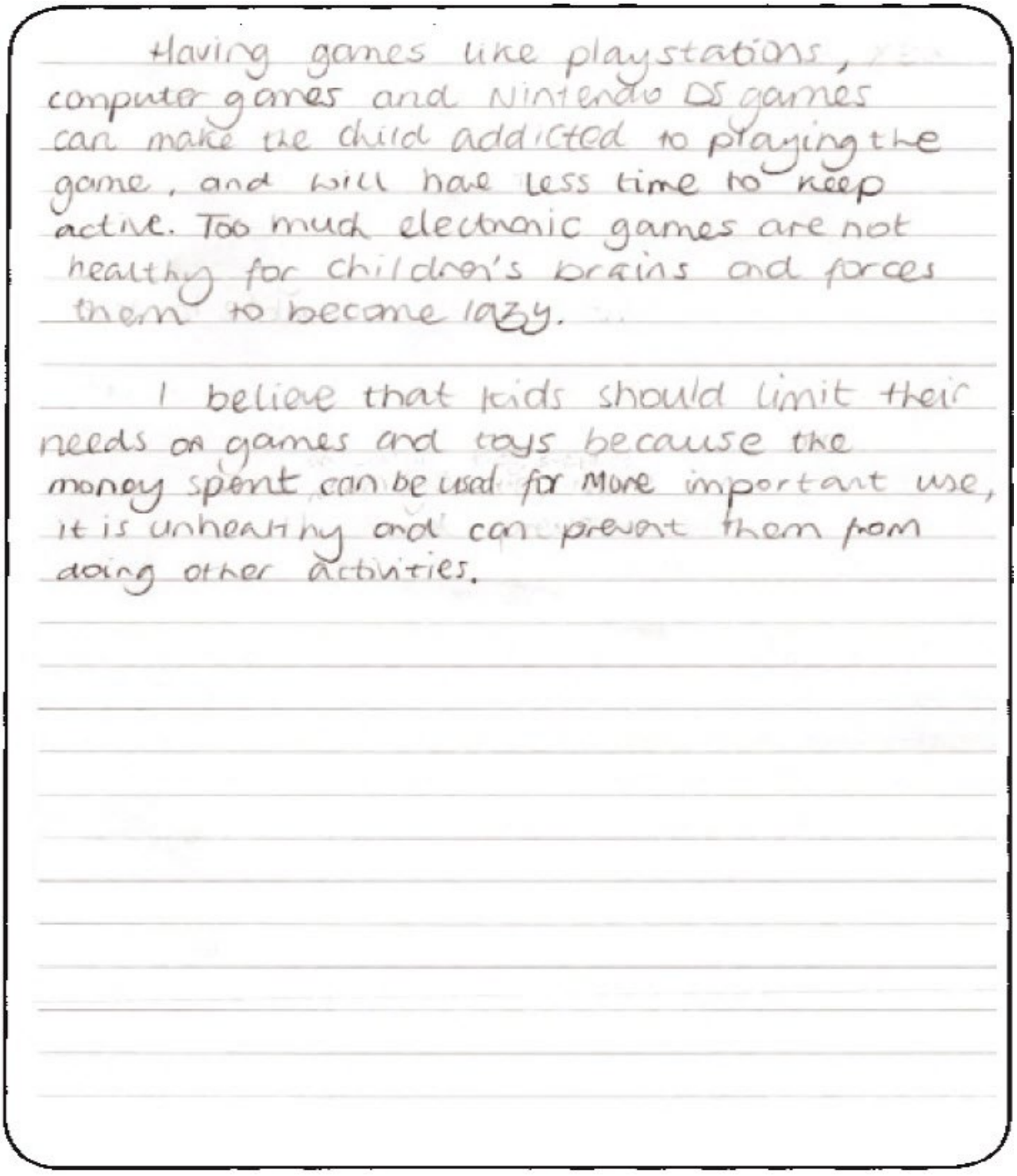
Food, water and other nessasary supplies

Food, water and other nessasary 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 childs excersise 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 reguarly on toys and games, when it could be going to better use. Important supplies and nessesities are useful things that parents or adults should be sperding 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.

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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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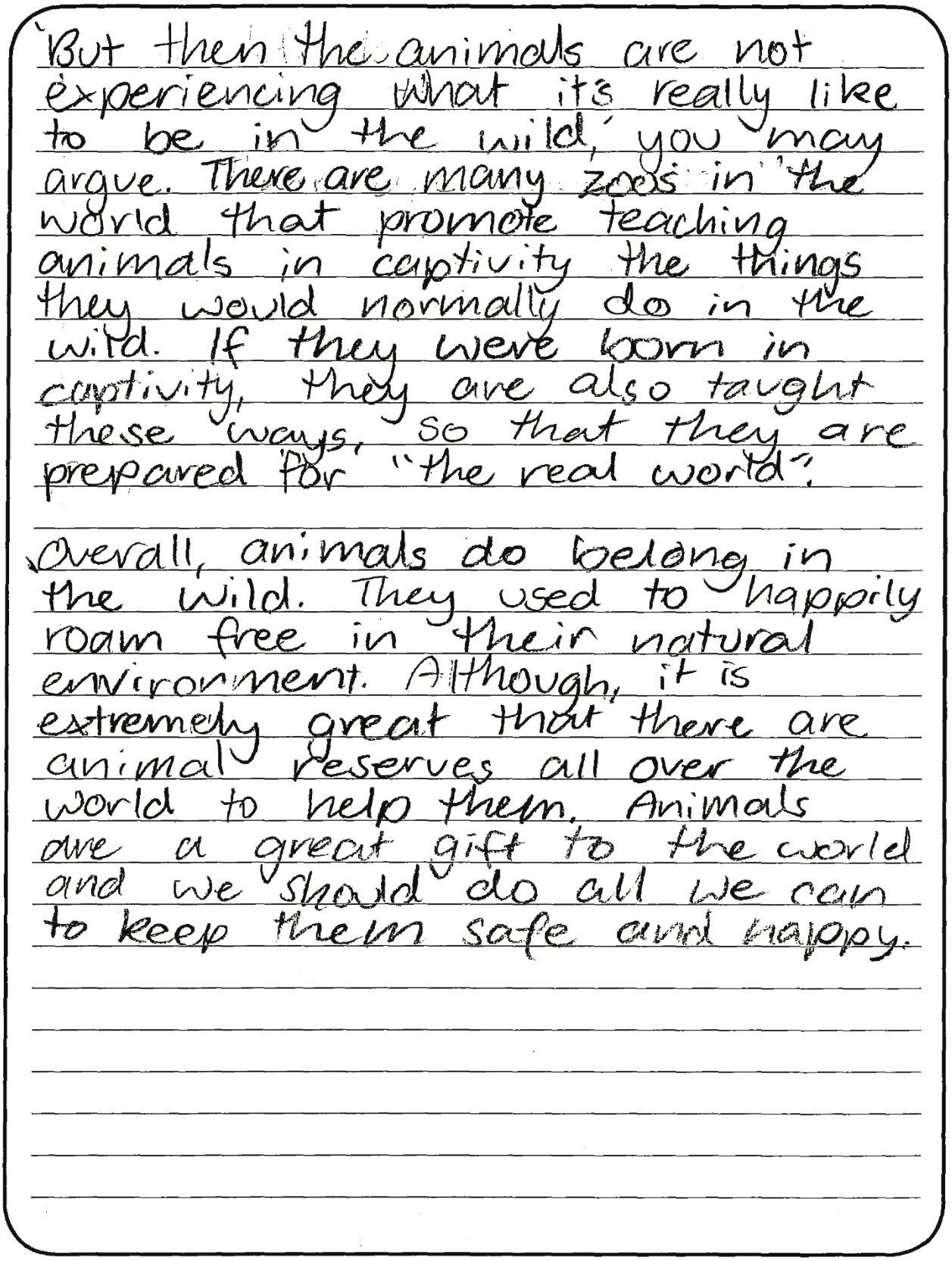
Criterion	Score	Annotations
1. Audience	**5**	Deliberate language choices and appeal to values create an appropriate relationship with reader.
2. Text structure	**3**	A longer text with a weaker introduction, a strong body and a conclusion that reinforces the argument.
3. Ideas	**4**	The writer addresses wider issues of education, children's development and health. The use of logical reasoning provides sufficient elaboration for a 4.
4. Persuasive devices	**3**	Uses some devices that persuade: modality (*money should be spent on*); statements of personal opinion (*but I believe, I believe ... because*); authoritative statements (*but there are many that help the child*; *there are negatives*) repetition for emphasis (*there is too much money, Hundreds of dollars)*; generalised supporting evidence (*and many people are agreeing*); tricolon (*learning, keeping, developing*); 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 (*entertainment, occupied, active, negatives, necessities*) and word groups (*necessary supplies, exercise rate, developing their brains, education wise, limited amount*).
6. Cohesion	**3**	Meaning is clear on first reading. Referencing within sentences mostly correct: (*kids/the child/it's*; *kids/them*; *supplies and necessities/things*; *toys and games/they*). Some incorrect instances (*Hundreds of dollars/it*) and unreferenced pronoun *it* in last sentence. Connectives correct (*whether, Of course*) and incorrect *As* (should be *while*) at start of para 2. Error in determiner (*Too much electronic games*) and unnecessary article (*are a good entertainment*).
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 a 5. Attempts at more sophisticated structures result in errors. Para 4: missing pronoun (*and will*); verb error (*games/forces*). Para 5: preposition error (*needs on games*).
9. Punctuation	**5**	All sentence punctuation is correct. Use of commas is controlled in lists and for phrasing. One possessive apostrophe missing (*childs*) and one correct (*children's*).
10. Spelling	**5**	Correct spelling of all simple and common words. At least 10 difficult words correct. **Difficult correct:** *supplies, entertainment, enjoyment, occupied, certain, whether, education, developing, computer, unhealthy, negatives, limited, electronic, activities* **Difficult incorrect:** *excersise, reguarly* **Challenging incorrect:** *nessasary, nessesities*

The lion's glorious hair

The lions glorious hair moved with the breeze as he smelt todays 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 peice of meat. His large paws make a light thud as he meets the ground and an a excited applause from the audience arrupts. 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 entertaing toys. and many more things to keep them happy and healthy.

The lion's glorious hair



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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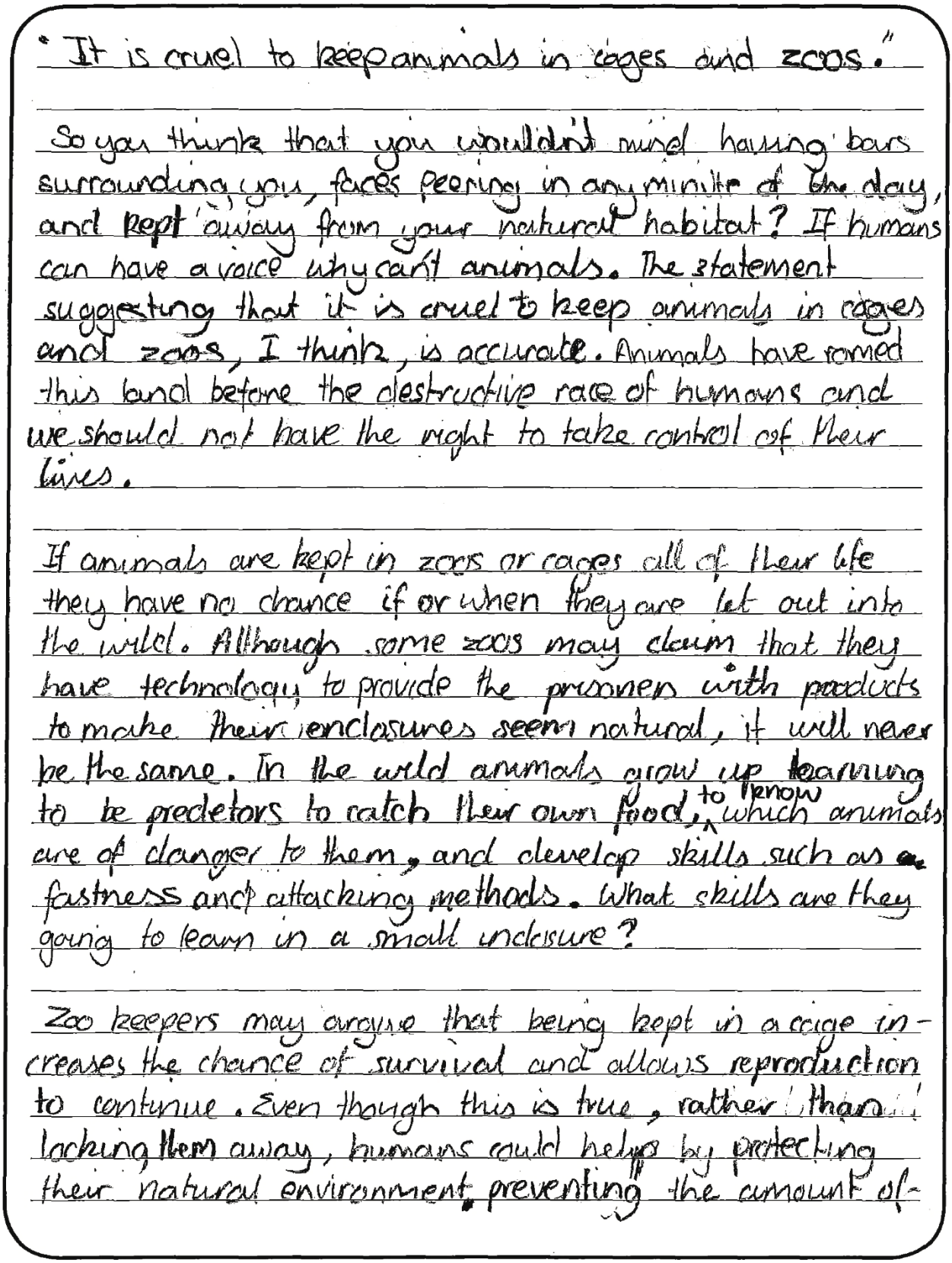
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Criterion	Score	Annotations
1. Audience	**5**	Opens strongly by using narrative to engage reader, illustrate point and set up context. Not maintained to this same level across the text.
2. Text structure	**4**	Coherent, controlled and complete argument with all parts well developed. Text has strong introduction that uses narrative to set context. Writer's position is stated in para 2. Body elaborates the writer's opinions and conclusion summarises writer's position and instructs the 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 a 5.
4. Persuasive devices	**4**	Effectively uses a range of devices including logical reasoning, narrative to appeal to the reader, emphasis without modality (*This is a lion in captivity*); rhetorical question (*Is this cruel?*); modifiers (*actually have, many more ways*) and paired words (*exciting and entertaining*; *happy and healthy*).
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, the text does not have the range of cohesive devices for a 4. Uses correct referencing, connectives and word associations. Experimentation with structure leads to tense change in para 1 (*moved … spots*).
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: *His large paws make a light thud as he meets the ground and an a excited applause from the audience erupts.*
9. Punctuation	**4**	Controls sentence punctuation and correctly uses apostrophes for possession (*lion's*; *today's*) and contraction; and quotation marks for specific use (*'the real world'*). Mostly correct use of commas for phrasing (some overuse) and experimentation with quotes to introduce counterargument. Does not have the precise use required for a 5.
10. Spelling	**5**	All simple, most common words correct. Although there are more than 15 difficult words correct, errors prevent a 6. **Common incorrect:** *peice* **Difficult correct:** *glorious, delicious, preparing/prepared, prey, excited, applause, audience, captivity, millions, actually, habitat, quality, healthy, experiencing, argue, promote, normally, natural, extremely* **Difficult incorrect:** *air born, arrupts, entertaing* **Challenging correct:** *environment*

If humans can have a voice why can't animals



"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 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-

If humans can have a voice why can't animals

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 as 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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Criterion	Score	Annotations
1. Audience	**6**	Controlled argument that uses persuasive devices deliberately and selectively, including engaging opening that addresses the reader in emotive language (*bars surrounding you*; *destructive race of humans*). 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 2 points of argument that are elaborated and the conclusion reiterates the 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 (*humans could help by*).
4. Persuasive devices	**4**	Devices suit style of argument (predominantly emotive). They include appeal to reader, emotive language choices; modality (*we should not have the right*); emphatic statements (*it will never be the same, certainly cruel*); conditional mood (*If animals are kept*) and rhetorical questions (*If humans can have a voice, What skills are they going to learn*), and underlining for emphasis (*should*).
5. Vocabulary	**4**	Consistent use of precise words and word groups with some inaccuracy: *amount of deaths*; *skills of fastness and attacking methods*.
6. Cohesion	**4**	A range of cohesive devices enhances reading and supports underlying relationships. These include clear referencing, connectives (*if, if or when, even though, rather than, in conclusion*); substitution (*it will never be the same*) and word associations (*bars/enclosures/prisoners/locking them up*; *increases the chance of survival/allows reproduction/preventing the amount of death*).
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 a 5: verb error in line 3 (*being kept*); missing verb in last sentence of para 1, and agreement error in para 2 (*all of their life*).
9. Punctuation	**4**	Sentence-level punctuation is correct. One missing question mark in para 1. Two are used successfully over the text. Mostly successful use of commas for phrasing and in lists, and an apostrophe for plural possession (*animals'*). Strong 4.
10. Spelling	**5**	All simple and most common words correct. Although there are more than 15 difficult words correct, errors prevent a 6. **Common incorrect:** *romed* **Difficult correct:** *surrounding, natural, habitat, statement, suggesting, accurate, destructive, technology, prisoners, enclosures, develop, argue, increases, survival, reproduction, continue, certainly, personalities, conveys, conclusion, considered* **Difficult incorrect:** *predetors, inclosure, firther more* **Challenging correct:** *environment*

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 health 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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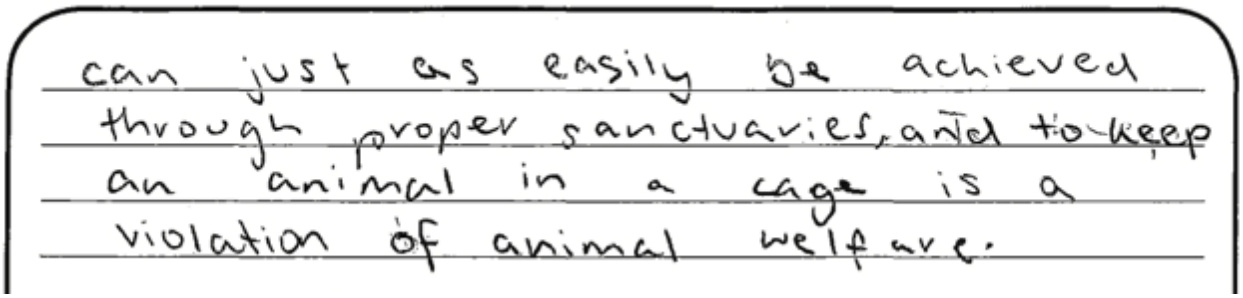
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environment for the soul purpose of entertainment is a terrible mistreatment. Many animals life expectancy can be greatly decreased when taken from the wild and placed in captivity. The whale shark can live to over a hundred years of age in the wild, 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 then they provent. 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.

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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.

zoos can have useful purposes

Criterion	Score	Annotations
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 different spaces provided for animals and giving examples of the effects of captivity. 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. Statements of varying intensity are juxtaposed effectively to support position (*To keep animals in zoos can have useful purposes*; *to keep animals locked in cages is a cruelty and injustice*). 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 (*areas/cages/facilities/environment/captivity/sanctuaries*).
7. Paragraphing	**2**	Paragraphs are ordered and cumulatively build to support argument. They contain topic sentences, ideas development and summary statements. However, para 2 has a missing break at *However*, which would mark the start of another correct and complete paragraph. This prevents a 3 but it 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 *they are* (para 2 line 5), and awkward phrasing in conclusion. Sufficient evidence for a 5.
9. Punctuation	**5**	Sentence punctuation is correct. Commas are used in a range of ways: lists, parentheses and phrasing to pace and control reading of text. One missing possessive apostrophe (*animals life expectancy*) allowed at this level in extended first draft writing.
10. Spelling	**5**	Correct spelling of simple, most common, many difficult and 3 challenging words. Errors prevent a 6. Allowance made for minor slip *then* (than) in simple word. **Simple and common incorrect:** *then* (*than*), *provent* **Difficult correct:** *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* **Difficult incorrect:** *soul* (sole), *shorterned* **Challenging correct:** *sanctuaries, facilities, environment*

things should be regulated

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.

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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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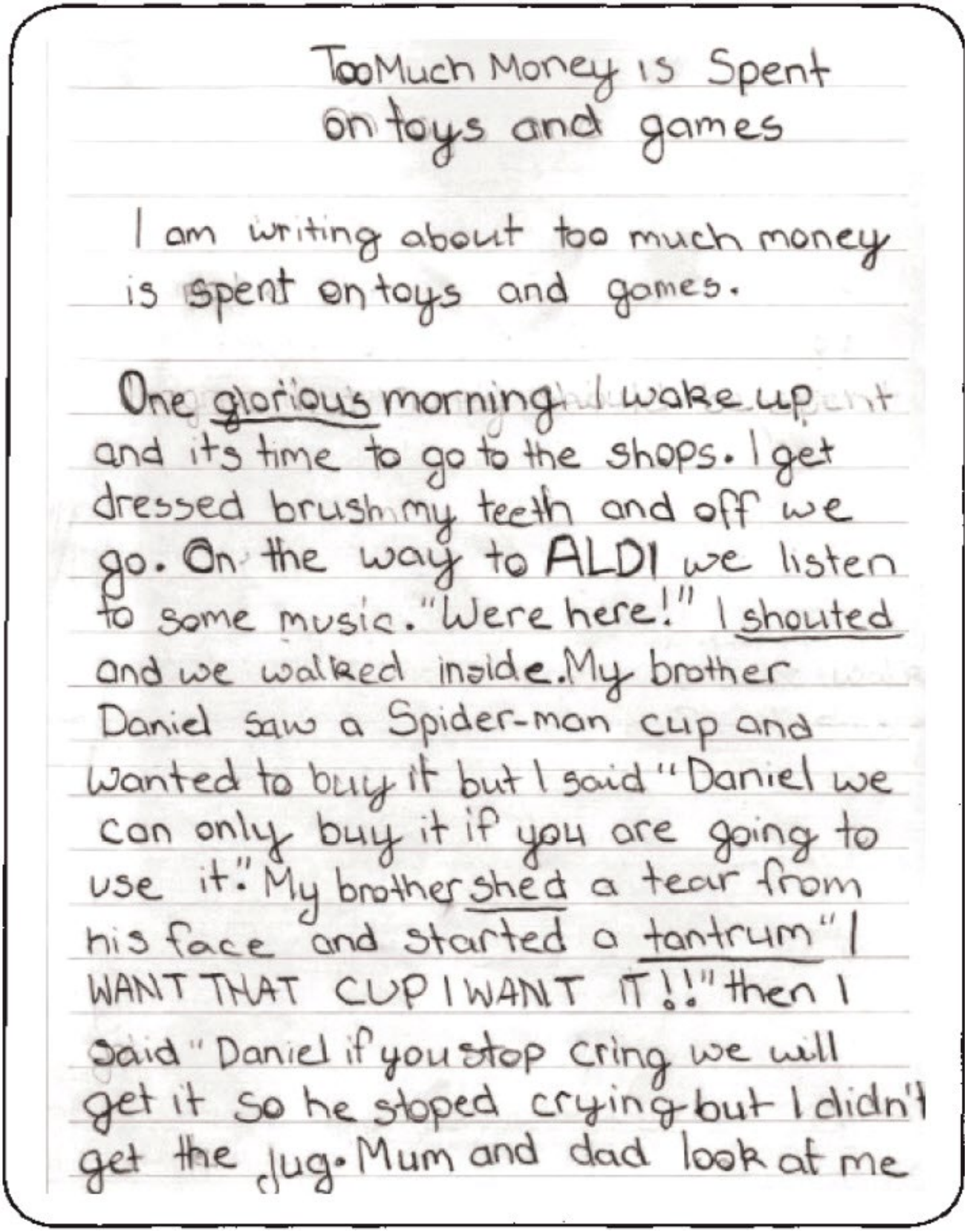
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1. Audience	**6**	Text establishes strong, credible voice. Values and attitudes are revealed. Writing is crafted to influence reader through sustained use of persuasive techniques. Control of language choices enables the reader to concentrate on the 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 including the following: authoritative statements (*It is important*); personal opinions and experiences (*I still believe humans*; *This is ironic because I*); modality (*everything should be done in moderation*); paired conjunctions for emphasis (*not only… but also*); repetition (*cost money, and that money is money gone*).
5. Vocabulary	**5**	Language choice is well matched to the reasoned style of argument: *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*.
6. Cohesion	**4**	A range of devices is used correctly and deliberately. Consistently correct use of referring words, text connectives, conjunctions, substitutions (*such things, such activities*) and word associations. Deliberate pronoun redundancy (*I, myself*) 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. para 4, 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 punctuation. Commas are mostly correct (incorrect after *myself*) and a comma is used instead of a semicolon in para 5 (*toys and games, however*). Correct apostrophe for contraction (*doesn't*) but missing apostrophe for possession (*parents/guardians savings*).
10. Spelling	**6**	Correct spelling of all words. Text meets requirements for a 6. **Difficult correct:** *recreational, activities, reality, regulated, mentioned, participate, guardians, purchase, ironic, culprit, productive, healthy, ability, incur, moderation, allocate, develop, facet, conclusion, ensure* **Challenging correct:** *leisure, adolescent, obsessed, physically, unnecessary*

Annotated discussion scripts

One glorious morning

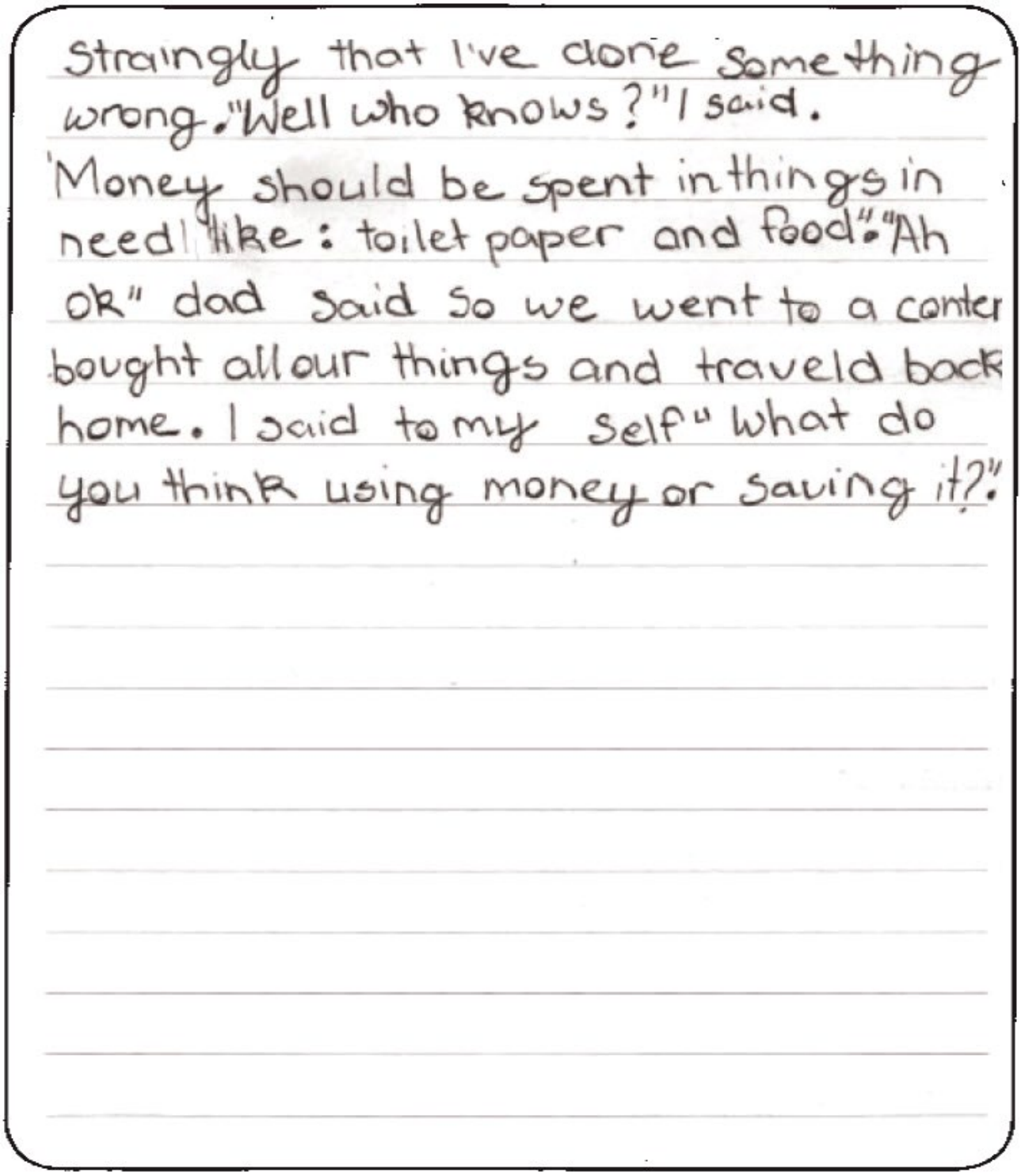


Too Much Money is Spent on toys and games

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

One glorious morning I wake up and 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 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

One glorious morning



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

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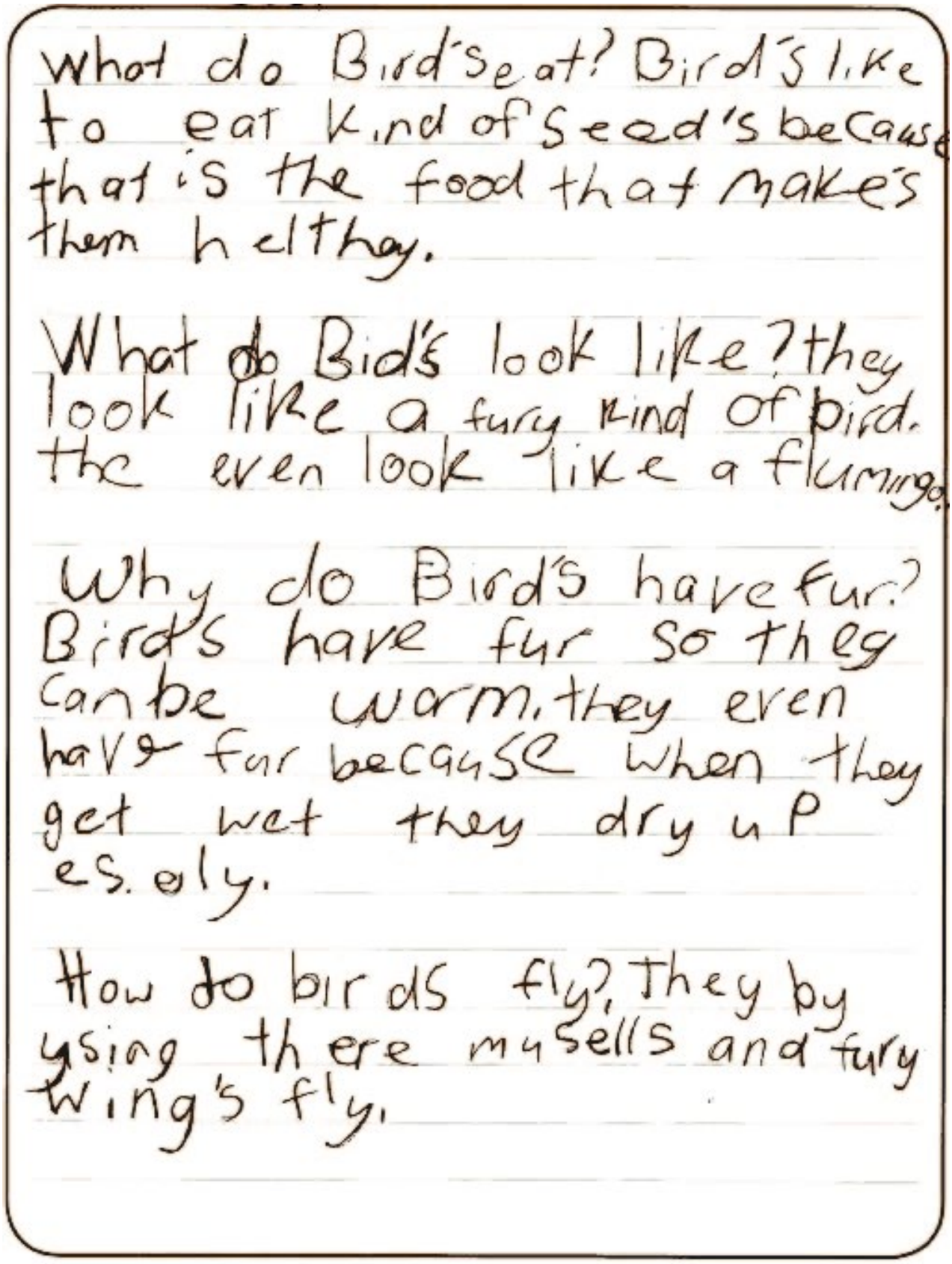
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One glorious morning

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: *one glorious morning, get dressed, brush my teeth, crying*. Some precise use: *shed a tear, looked at me strangely.*
6. Cohesion	**2**	Text has correct noun/pronoun referencing: *cup … it ... it ... it.* Contains simple lexical cohesion (*tear/tantrum/crying*) and a small selection of connectives (*one glorious morning*; *on the way*; *then*; *so*). Tense changes across text from present to past.
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 dependent clauses beginning with *if* and all others use projected clauses: *"Well who knows?" I said*; *I said to myself "What do you think using money or saving it?"* Incorrect conjunction: *straingly* <u>*that*</u>. Error in preposition use: *spent* <u>*in*</u> *things*. Insufficient evidence for a 3.
9. Punctuation	**3**	More than 80% of sentences are punctuated correctly. There are missing full stops after *TANTRUM, we will get it,* and *dad said*. Missing capital to start sentence *then I said*. Other punctuation includes correct noun capitalisation and 2 correct apostrophes for contraction (*didn't, I've*). There are 2 missing contractions (*its time*; *Were here*) and a missing comma in list (*I get dressed etc*). Attempts are made to use direct speech and a colon to introduce a list.
10. Spelling	**3**	Most simple and most common words correct. One difficult word correct and one incorrect are not enough for a 4. **Common correct:** *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* **Common incorrect:** *stoped, straingly, conter* **Difficult correct:** *glorious* **Difficult incorrect:** *traveld* *Crying* is correct and incorrect.

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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 helthy.

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

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.

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How do birds fly? They by ysing there musells and fury wing’s 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 4 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: *muscles*.
6. Cohesion	**2**	Cohesion is achieved through questions that introduce each aspect of the topic, simple lexical cohesion (*eat/seed*; *fur/warm/dry*), noun/pronoun referencing (*Birds/they*) and the use of some simple connectives (*because, so, even. when*).
7. Paragraphing	**1**	Ideas are separated. Each paragraph begins with a question which is briefly answered. There is not the supporting detail required for a 2.
8. Sentence structure	**3**	Most simple and compound and some complex sentences are correct: *Birds have fur so they can be warm*; *They even have fur because when they get wet they can dry up easily.* Just meets requirements for a 3.
9. Punctuation	**2**	Not sufficient demonstration of correct sentence punctuation for a 3 (less than 80% correct). Text shows experimentation with apostrophes, all of which are incorrect.
10. Spelling	**2**	Correct spelling of most simple words and some common words. Attempts difficult words. **Common correct:** *what, eat, like, kind, makes, because, even, they, why, fur, warm, when, dry, fly* **Common incorrect:** *their* (*there*), *esoly, ysing* **Difficult incorrect:** *helthey, fury* (*furry*), *flumingo, musells* *Bird* is correct and incorrect.

Additional information for markers

- No attempt at all: *score NA in all categories*.
- If writing has been attempted but erased or all work is crossed out: *score 0 in all categories*.
- If a title (other than the title on the prompt sheet) has been written but there is no script: *score 1 for Audience, score spelling as appropriate and score 0 in all other categories.*
- If only the stimulus material (including the title on the prompt sheet) has been copied: *score 1 for Audience and score 0 for all other categories.*
- If the student has written a name on the page and/or has drawn only a picture on the page: *score 0 in all categories.*
- If the student writes only a list of spelling words: *score Spelling as appropriate and score 0 for all other categories.*
- The text is on topic if:
    - there is a clear connection between the title or heading and the body of the text, where the title includes a reference to the topic or image on the prompt sheet
    - the topic is used as metaphor or the script relates to an intangible or unusual aspect of the topic
    - the writing uses a related meaning of the topic word or topic image
    - the writing leads towards the topic
    - an incomplete script has reference to the topic in the title.

Note

- If the marker is absolutely certain the student has not used the topic or image on the prompt sheet in any way, score a maximum of 1 for Ideas (category 1 descriptor*: Ideas appear unrelated to the prompt*).

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 fulfils 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 lion's 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 fulfils 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 of terms

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 reader's 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 to be 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 2 examples show adverbial phrases.

Figurative language: Metaphor (see Section 1: Persuasive devices)

A metaphor is a figure of speech where one thing is said to be another. It does 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 2 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 2 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 2 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 (e.g. *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 subclass, 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

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 4 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!*

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 2 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) clause 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.*

Basic structures

The examples below exemplify the term *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.

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

Zookeepers 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 2 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 2 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 2 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 2 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 to Morocco for the holidays; accordingly, we will have to apply for visas.
We would like to go to 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.

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

Spelling reference list

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

	Simple	Common		Difficult		Challenging
		climb close collect colour/or comment	crowd cry custom cycle	competition complaining complete computer	curious current/currant customary cyclist	
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 devastating 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 echoed educational eerie effect electronic element emerge emergency emphasis endure enemy energy engage engine enjoyable enormous ensure entertain	entirely entrance episode equipment especially essential esteem evidence except excess exciting exercise expanse experience explanation exploit explosion exposure extremely	effervescent efficient eligible embarrassed endeavour environment ethically euphoric exaggerate exasperated exhaustion exhibition exhilarating explanatory
F	feel fell felt fill fit food fool for from fun	fact fair false family fantasy favour/or 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 familiar fantasy fashion fault favourite feature ferocious fiercely fiery figure finally focus force foreign forest	formation fortunate forward fountain fracture fragile frantically frenzied frequent frightening fuel funeral furniture further furry fury futile future	facilities fascinating fluorescent fulfil fulfilled

	Simple	Common		Difficult		Challenging
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 gallery gender general generation generous genius genre gentle gesture	gigantic glacier global gorgeous government graphics grumble guard guess guide	gauge gargantuan generalisation generosity grandeur guarantee guillotine
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/or hundred	halved haphazard hazardous health helicopter heroic herbivore hesitance hesitate hilarious history honest honour/or hopefully	hopscotch hordes horizontal horrify hostess hoverboard humorous humiliating hundredth hurricane hurriedly hyena hygiene hypnotising	haemoglobin habitable hallucinate humanitarian humungous
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	icicle 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	impenetrable inconsequential inconsolable incorporate indecipherable influential inhalation inheritance interrogate intrigue invulnerable iridescent irrelevant irresponsible
J	jump just	jacket joke joyful	judge juice justly	jeopardy jewel jewellery	journey judgement justice	judicial juxtapose
K	keep kid	keeping key kitten	knee know	keyboard kidnapped kilometres	knowledge knuckle kookaburra	kaleidoscope kayaking knowledgeable
L	land lay left leg lets long look lot	large lastly latest laugh laughter lead learn least leave length lesson/lessen likely	limit listen listening little live local lonely loose lose losses loud love	labelled laboratory labour language laser lawyer lecture legendary library lightning limited lingered	litany literacy literally logical lottery loveable/lovable luggage lunar luscious lullaby luxury lyrics	leisure lieutenant liquefy litigious longevity luminescent

	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	naive natural nature negative negligent neighbour/or neither negotiate	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 quirky	queue quiescent

	Simple	Common		Difficult		Challenging
R	ran rest rid room run	racist radio radios 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 recognize 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 says 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 sacrifice salmon sandwich satisfy saviour/or scene scent sceptical scheme science scissors scowled scrumptious scurried security seize sensation serious service sequined several shortage shoulder shriek signal similar simplicity silence situation skateboard slippery social solely solution	somersault southern spaghetti special species spectacular spinach squirrel standard statement strategy stomach structure subside success suffocate suggest suitable suite summary summoned supervision supply support suppose surprise surgery surround survive suspicious swallowed sweat sword sympathy system	sabotage sanctuary sapphire sarcastically satellite scintillate separate sergeant significance silhouette sovereign spherical stationary stationery stereotypically strategically subtlety subtly sufficient sympathisers
T	tall tells ten that the them then thing	taken tantrum teacher teenager terror their/there they/they're think	together tomorrow too/two topic touch towards trait travel	tactic tarmac taught technical technique technological tedious television	threatening tongue torture tourist traditional tragedy tranquil transfixed	temperamental temporary therapeutic tournament traumatic turquoise

	Simple	Common		Difficult		Challenging
	this to top tree	thirdly though thought thousand three through throw tired title	traveled treat tribute tries trouble truth try twice type	temperature tempted tension tentacle terrible terrific territory thieves theme themselves therapist therefore thorough	transparent travelled treacherous treasure trekking trilogy triumphant trophy trudged truthfully truly twirled typical	
U	undo up	ugly unable underneath understand unfairly unfit	upon upset urgent use useful useless	unbelievable uncertain uncomfortable undecided understatement uneducated uniform unique unethical	unfortunately universe unnatural unoccupied urban urgency usage usual uttered	ubiquitous unconscious undoubtedly unethically unfathomable unimaginable unintentionally unnecessary unparalleled
V	vat vet	valid vanish verge very	video view visit volume	vacation vaccine vacuum valuable value vanishes various vault vehicle version	vicinity victory village villain violence virtual viruses vision voice vomited	vengeance vigorously 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	waltzed wandered warehouse wary warrior wealth weapon wearisome weary Wednesday weighed weight weird welfare whatsoever whereas	wherever whether whilst whimpering whingy whiny whirring whispered wholly witness wonder worthwhile wrapped wreckage wrestle wriggled	waive wilful wondrous
X	xbox xray					
Y	yell yes you	yardstick young your yourself		yacht yearn yield younger yourselves	youth	
Z	zoo	zapped			zany	zephyr

Example script summary

Page	Example script	Audience	Text Structure	Ideas	Pers. Devices	Vocab.	Cohesion	Para.	Sentence Structure	Punct.	Spelling	Total score	Word Count
18	PletRi DoLiSal	0	0	0	0	0	0	0	0	0	0	**0**	NA
20	some anmals cou'd die	1	1	1	0	1	1	0	1	1	1	**8**	8
22	animals getting cewd	1	1	2	1	2	1	0	2	1	1	**12**	44
24	it cruel to keep animals	2	1	2	2	2	2	0	1	0	2	**14**	246
28	animals will feel sad	2	1	2	1	2	1	0	2	1	2	**14**	38
30	any other animal	2	1	2	1	2	2	0	2	3	3	**18**	101
32	They won't face danger	3	1	3	1	2	2	0	2	2	3	**19**	116
37	They try to break out	3	1	3	2	2	2	0	3	3	4	**23**	97
41	I agree and don't agree	3	2	3	2	2	2	1	3	3	3	**24**	132
45	Some toys and games are educational	3	2	3	2	2	2	1	3	4	4	**26**	103
48	My idea of a perfect zoo	4	2	3	2	3	3	2	3	3	5	**30**	174
52	All animals started off	4	3	3	3	3	3	2	4	2	5	**32**	257
57	Cages and Zoos	4	4	4	3	4	3	3	3	3	5	**36**	386
62	Under Certain Circumstances	5	3	4	4	4	3	1	4	3	5	**36**	248
66	Food, water and other nessasary supplies	5	3	4	3	4	3	3	4	5	5	**39**	264
70	The lion's glorious hair	5	4	4	4	3	3	3	5	4	5	**40**	277
74	If humans can have a voice why can't animals.	6	4	5	4	4	4	3	4	4	5	**43**	310
78	zoos can have useful purposes	6	4	5	4	5	4	2	5	5	5	**45**	331
82	things should be regulated	6	4	5	4	5	4	3	6	4	6	**47**	337
Discussion scripts													
86	One glorious morning	2	0	3	0	2	2	0	2	3	3	**17**	194
91	Bird report	2	0	3	0	2	2	1	3	2	2	**17**	78