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YEAR 12 *Trial Exam Paper*

2017

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Sample responses and suggestions for approaching the examination

This book presents:

➢ transcripts and sample responses for Section A – Listening to texts
➢ a guide to answering Section B – Analytical interpretation of a text
➢ sample responses for the comprehension questions in
  Section C – Argument and persuasive language
➢ graded sample responses and assessor comments for the analysis
  question in Section C – Argument and persuasive language

SECTION A – Listening to texts

The suggested time allocation for Section A is 40 minutes.

TEXT 1 – Tea vs coffee

Script

Anna: Hi, Jim. Sorry I'm late! I see you've had a chance to look at the menu. What looks good to drink?

Jim: Well … um. I will have to think about that.

Anna: I thought it would be an easy decision for you. When I go to your place, you always drink tea.

Jim: As you know, I am a big tea drinker. When I was a teenager in the 1960s – I did Year 12 in 1968 – we drank tea at home. I guess I got the habit from my parents, who migrated from Britain just before I was born. These days my tea-drinking habits are a bit different.

Anna: What do you mean?

Jim: Well … I used to drink tea with milk and two spoons of sugar. Now I do not have sugar in my tea, and I cannot stand the taste of milk in it. I also drink different types of tea. In recent years, my Asian friends have introduced me to green tea and various varieties of tea from their home countries, and I love drinking the spicy Indian chai. Anna, why don't you drink much tea?

Anna: I suppose because I never acquired the habit. Growing up in an Italian family, we only drank tea occasionally. It was served with a slice of lemon in it. Instead, we drank coffee. I still remember my father grinding up the coffee beans, and my mother brewing the coffee. In the early days, my family found it hard to find coffee beans. Dad had to go to a grocer's shop a couple of suburbs away to buy the beans.

Jim: Yes, growing up I never saw coffee beans in the local shops. If we drank coffee, it was made from syrup that was sold in a bottle. You poured about a tablespoon of this horrible syrup into a cup, and added water. It tasted horrible.

Anna: Yuck. Seriously, who would drink coffee like that? No wonder so many older Australians avoided drinking coffee. Here comes the waiter now.

Waiter: Sir, Madam, what can I get for you today?

Jim: Two coffees, please.

Anna: (surprised) So after all that, you are drinking coffee! Why?!

Jim: Because when it comes to tea drinking, I am a purist. That is, I like things done in the proper way. The one habit I learnt from my parents was to drink tea brewed from tea leaves in a teapot. No teabags. Have a look at the waitress preparing the tea for another customer, and look at what she is putting into the cup – bits of paper, string, staples and a few tea

SECTION A

leaves. By contrast, the coffee that this café is preparing is made with a first-class espresso coffee-making machine.

Anna: What about the coffee you drink – are you also a purist?

Jim: Well … um … well … perhaps? If you mean do I only drink expensive espresso coffee, then the answer is no. However, I do have my favourite brands, and I tend to buy those from coffee shops rather than supermarket shelves. My favourite coffee is organic coffee grown in the highlands of Papua New Guinea. One thing I cannot stand is drinking coffee with soy milk in it or reduced-fat milk. It makes the coffee taste horrible.

Anna: What about instant coffee?

Jim: Are you serious?! I would never drink that awful stuff!

Anna: I knew that question would annoy you. Well, you don't have to worry because this place makes the best coffee in this part of town.

Jim: I know. I cannot wait for my coffee.

Anna: Here they come now. Enjoy.

End of Script 1

SECTION A

Sample responses

Question 1a.

Jim no longer drinks tea with milk and sugar. He drinks leaf tea brewed in a pot.

Note: Another possible response is that he now drinks green tea and chai in addition to black tea.

Question 1b.

	Past	Present
Attitude	Coffee not drunk by many people; negative attitudes to drinking coffee	Coffee drinking very popular
Example	Difficulty in obtaining coffee beans – Anna's father going to another suburb	Lots of coffee shops

Note: Other possible examples include:

Past

- Coffee beans not widely available – Jim never saw coffee beans in the local shops
- Negative opinion of coffee made from syrup – Jim states his family hardly drank coffee because it tasted horrible

Present

- Coffee as a social drink, regularly ordered in cafés
- People who traditionally drank tea (such as Jim) now drink coffee regularly

Question 1c.

'Why?!'

Question 1d.

They both like drinking coffee brewed using coffee beans.

Note: Another possible response is that they both hate the idea of drinking coffee made from syrup.

SECTION A

Question 1e.

Uncertainty in his voice (particularly evident when he says the word 'perhaps').

Note: Other possible responses include Jim's hesitation in answering the question, or the way he outlines his coffee-drinking habits without directly answering yes or no to the question.

Question 1f.

Friendly and casual

Note: Other possible responses include but are not limited to: respectful, light-hearted, jovial, happy, polite.

SECTION A

TEXT 2 – Shortwave radio

Script

Susan: Welcome to 3FW. Mention the term shortwave radio, and older people will have memories of staying up half the night listening to broadcasts of cricket from England. However, most young people, who have grown up in the digital age, will probably have no idea what you are talking about. After 80 years, the ABC (Australia's national broadcaster) has decided to stop broadcasting their additional radio programs on shortwave frequencies and concentrate on broadcasting on AM and FM frequencies. Not everyone is happy about this. With me to discuss the issue is Mike, an avid DX-er.

Mike, perhaps you could begin by telling us what exactly shortwave radio is, and what it means to be a DX-er.

Mike: Thanks very much, Susan. Quite simply, a DX-er is someone who listens to shortwave radio. Most people are familiar with AM and FM radio, but neither of these allows signals to travel a great distance. It is called shortwave radio because the length of the wave is shorter than AM waves. This enables a signal to travel long distances. For example, I regularly pick up stations from as far away as the United States of America, China and Vietnam.

Susan: Mike, that is very interesting, but hasn't shortwave radio become a bit redundant in the digital age? I regularly listen to Voice of America Radio on my iPad using a radio app.

Mike: That's a great question, Susan. For people who live in areas with good internet reception, the internet *has* largely replaced shortwave. However, this is not the case for people in remote, rural regions. Australia is a country where there are large areas with very few people in them. It is simply not practical to provide all these people with wireless internet access. Furthermore, the satellite equipment required to gain an internet or television signal is often expensive. By contrast, a good portable shortwave radio costs less than $100. When ABC Radio broadcasted on shortwave frequencies, it was easy for people in remote areas to listen to. Travellers and residents in very remote areas, who could not get a phone or TV signal, could get the ABC shortwave radio signal.

All Australians have the right to be able to listen to programs, and by stopping transmitting via shortwave, the government is denying these people their rights. These people, who pay their taxes like you and me, have now been cut off from the outside world, unable to listen to the football, news, and current affairs programs – the sort of thing you and I take for granted – all because the ABC wants to save a few dollars. More troublingly, emergency warnings used to be broadcast over shortwave frequencies. How is the government going to warn people who have no other means of obtaining a signal now that the ABC has stopped broadcasting on shortwave frequencies?

Susan: That's certainly alarming. Is there anything our listeners can do, Mike?

Mike: Absolutely. Listeners can write to the government and demand that the ABC resume broadcasting on shortwave.

SECTION A

Susan: Right. To help listeners with this, we have posted some handy links on our website for anyone looking for further information about the ABC's decision. We have also posted some instructions for how listeners can get in touch with an appropriate government representative to voice their concerns.

Mike, thanks so much for joining us today, and for bringing this important issue to our attention.

Mike: No problem, Susan. Thanks for having me.

End of Script 2

SECTION A

Sample responses

Question 2a.

☐ 50

☐ 65

☐ 75

☑ 80

Question 2b.

Acceptable responses include the United States of America, China and Vietnam.

Question 2c.

'a bit redundant in the digital age'

Note: The word 'redundant' alone would be acceptable for full marks.

Question 2d.

1.   People cannot access wireless internet in remote parts of Australia.
2.   Shortwave signal is easy to receive.
3.   In remote areas, satellite equipment is expensive whereas a shortwave radio is cheap.

Note: Other possible responses include:
- Australians in remote areas have a right to access broadcasts.
- Emergency warnings can be broadcast via shortwave.

Question 2e.

Choices of language include:
- an appeal to rights ('All Australians have the right', 'the government is denying these people their rights')
- an appeal to financial interest ('all because the ABC wants to save a few dollars', 'These people, who pay their taxes …')
- a rhetorical question ('How is the government going to warn people …?')

Examples of delivery include:
- Mike's angry tone of voice
- Mike's emphasis on key words (such as the emphasis on 'right')
- Mike's sarcastic tone (such as when he says 'all because the ABC wants to save a few dollars')

Note: Two examples of language and two examples of delivery must be identified to receive full marks.

SECTION A

SECTION B – Analytical interpretation of a text

The suggested time allocation for Section B is 70 minutes.

Suggestions for approaching the text response task

Here are a few suggestions for approaching the text response section of the examination. For further details and more ideas, check the VCAA EAL Examination Reports. (Note that the 2017 exam will have a different structure and different requirements from previous exams, as it is based on the 2017–2020 Study Design. The requirements for Section B of the exam are substantially the same as they have been for Section A in exams since 2008, so the advice and tips in Examination Reports for this section of the exam will be helpful.)

You can also look to the resources published by Insight for the Year 12 EAL course (*EAL Year 12* and *EAL Exam Guide: Area of Study 1*).

1. **Use the reading time.**

    *   Read the topics on your text/s for Section B carefully during the reading time and think about which you would prefer to write on. However, do not spend too long on this task. You should spend most of the reading time on the Section A and the Section C material.

2. **Analyse the question you have chosen carefully.**

    *   Is it a direct question? (e.g. 'How does …?')
    *   Does it ask you to discuss something?
    *   Does it ask if you agree or disagree with a statement about a text?
    *   Does it ask you to make a judgement about a character or key relationship?
    *   Are there any limiting words (e.g. 'only' or 'all')?
    *   What are the important 'content' words? Look especially at the nouns, verbs and adjectives to see what kind of information you must include.
    *   Does it ask you to focus on the audience's/reader's response?
    *   Does it ask you to focus on structural elements of the text?

3. **Plan your essay. Use the TEEL model.**

    *   **T**opic sentence   Write a topic sentence for each paragraph in your essay. Each topic sentence should make a point that you will develop in the rest of the paragraph.
    *   **E**vidence   Use a quotation, an example of an event in the narrative etc. to support the topic sentence.
    *   **E**laboration   Discuss the evidence and connect it to the topic sentence.
    *   **L**ink   Connect your discussion back to the topic.

4. **Write your essay.**

    *   Include a short introduction that outlines your main ideas.
    *   Do not spend too much time worrying about spelling, precise vocabulary or grammar – it is more important to get all of your ideas on paper while you are thinking about them.
    *   Make a mark (maybe a pencil line) under things you want to check later.

         SECTION B

5. Check your work.

- Go back through your work and edit or correct anything you need to, using your dictionary to help you.
- Re-read to check that your grammar and expression are correct.
- Check that your handwriting is clear and legible.

6. Remember the list of dos and do nots.

Do	*Do not*
• Use short, relevant quotes. • Write a plan before you start writing the essay. • Use paragraphs and make it clear where one ends and another begins (i.e. leave a line space between each paragraph). • Answer the question.	• Memorise an essay and hope it will 'fit' the question in the exam. • Retell the story. • Just write out everything you can think of about a text in your essay. (Relevance is one of the criteria for assessment.)

SECTION B

Section C – Argument and persuasive language

The suggested time allocation for Section C is 70 minutes (35 minutes for each question).

Sample responses

Question 1a.

1. Animal agriculture is a major cause of greenhouse gas emissions (15%). This is the equivalent of all exhaust emissions from vehicles.
2. If nothing is done about the problem, global temperatures will continue to rise to a dangerous level.

Question 1b.

1. Eat less red meat.
2. Reduce dairy consumption.
3. Eat locally produced food that does not require excessive transportation and packaging.

Question 1c.

The biggest change Australians need to make is to eat less red meat. This is because Australians currently have the highest consumption of red meat in the world.

Note: Another possible example from the text is that 50% of greenhouse gas emissions in Australia come from livestock agriculture.

Question 1d.

Young people aged 18 to 34. 85% of them are concerned with the issue of climate change, compared to 75% of Australians overall.

Question 1e.

1. Vegetarian food
2. Soy or almond milk

SECTION C

Question 2

Suggestions for approaching the analysis of the ways in which argument and written and visual language are used to persuade

This task cannot be reduced merely to identifying and labelling various argumentative and persuasive techniques. Students who rely solely on spotting techniques sometimes end up either failing to discuss uses of language they know perfectly well simply because they cannot label the technique, or focusing too much on how the technique works generically but failing to explain how the writer uses it in an attempt to persuade the audience in this context. Language must be analysed in terms of how it is used to support the argument being presented, so it is important to have a clear understanding of the point of view the writer is expressing and the reasons given for their opinion.

Below is a list of argument strategies and language techniques used in the task material that could be included in your analysis. Please note that this list is not exhaustive.

- **Premises** – Climate change is a reality and a serious threat; livestock agriculture contributes significantly to climate change
- **Conclusion** – a change of diet is necessary to combat climate change
- **Questions** – 'How easy is that?'
- **Words/phrases with negative connotations** – 'threat', 'alarming', 'dangerous level'
- **Words/phrases with positive connotations** – 'save the planet', 'the right direction'
- **Authority** – Chatham House (depicted as unbiased and objective), CSIRO
- **Tone** – concerned at first; shifts to encouraging
- **Inclusive language** – 'we' is used frequently throughout the article, as the writer presumes readers share her concerns about climate change and she wants them to participate in the climatarian challenge
- **Direct appeal to the readers** – use of 'you' and direct questions, e.g. 'How hard is it to buy locally produced products?'
- **Statistics** – 'accounting for 15% of global carbon emissions'; 'over 75% of Australians are concerned about climate change, and this figure jumped to 85% among those aged 18 to 34'
- **Precedents** – 'like generations before us and many other cultures around the world'
- **Examples/statements of fact** – 'consumption of red meat should be limited to 65 grams or less per person per week', 'with so many alternatives … readily available in many local supermarkets'
- **Cliché** – 'put your money where your mouth is', 'doing your part'
- **Appeal to patriotism** – 'Only an un-Australian person would refuse to participate ...'
- **Visual material**
    - **Climatarian challenge banner image** – advertises the challenge and the app; meant to encourage readers to participate, as the challenge uses digital technology (which young people in particular are familiar with).
    - **Food pyramid vs environmental pyramid diagram** – the foods that should be eaten abundantly, such as vegetables, are shown to have little impact on the environment; however, those that should be eaten in small portions, such as cheese and red meat, are shown to have the greatest environmental impact. The central message is that a climatarian diet is the healthiest diet both for humans and the planet. Readers are meant to have confidence in the climatarian diet not only because it benefits the environment but also because there is a personal benefit in terms of their own health.

SECTION C

Sample responses

High-range response (mark range: 8–10)

In her article 'In Favour of a "Climatarian" Diet', published on the 'Less Meat Less Heat' website, Hannah Lyong urges her readers, particularly young people interested in reducing carbon emissions that lead to climate change, to participate in the 'climatarian challenge' for 30 days – that is, to consume food that results in low carbon emissions when it is produced. **(1)**

Lyong grounds her promotion of a 'climatarian' diet on the premise that 'climate change is one of the greatest threats facing our planet'. By presenting this as a statement of fact, she assumes that her audience already accepts this proposition – that climate change is real and has negative consequences – and will not question it. This premise is linked to a second premise: that livestock agriculture contributes significantly to climate change. **(2)** This proposition is supported in the first section of the article by reference to various facts, such as '50% of our greenhouse gas emissions in Australia now come from livestock agriculture'. Such facts not only reinforce belief in climate change in the reader's mind but also position them to judge Lyong's assessment of the negative impacts of production of livestock as valid. **(3)** In addition, the research cited is supported by reputable bodies such as the CSIRO, as well as Chatham House. In the case of the latter, Lyong tells the readers that it is a 'non-profit, non-governmental organisation', implying that it is unbiased. This serves to reinforce readers' belief that Lyong's advocacy of the climatarian diet is objective. **(4)** Through the link established between climate change and food production, Lyong positions her readers to share her conclusion that the next step that needs to be taken to reduce climate change is a significant modification of their diets. **(5)** The banner image advertising the diet – presented in a familiar format, a phone app – is also meant to give young people the confidence to participate in the climatarian challenge. **(6)**

After outlining the reasons that readers should participate in the climatarian challenge, Lyong devotes much of her article to outlining the three strands of the climatarian diet, beginning with limiting the consumption of red meat. **(7)** Stating precise details such as 'consumption of red meat should be limited to 65 grams or less per person per week' positions readers to believe that this is achievable, since they can measure their food consumption against this advice. Lyong has previously noted that Australians are 'currently the biggest consumers of meat', positioning readers to feel a sense of guilt, since their behaviour is contributing to climate change. **(8)** By ending the paragraph with the statement 'It couldn't be easier', Lyong appeals to the reader's desire for convenience, but also intends to instil in them a sense of guilt should they hesitate to reduce their red meat consumption, as the implication is that this is not difficult. Lyong continues to emphasise convenience through the reference to alternatives to dairy products 'such as soy or almond milk' being available in many supermarkets, implying that these products are easily obtainable. **(9)** The overall impression she presents is that changing to a climatarian diet is very easy and yet provides great benefits.

The central message of the accompanying food chart diagram complements Lyong's argument, as it implies that for their health and wellbeing humans should eat small quantities of foods such as cheese and red meat, whose production has the greatest negative impact on the climate, whereas they should eat large quantities of vegetables, whose production has the least impact on climate change. Through this subtle appeal to their self-interest, readers are given an additional motive to participate in the climatarian challenge, since doing so will benefit their own health. **(10)**

SECTION C

Lyong ends her article by describing the climatarian challenge as a 'small step', thereby restating one of her central ideas, namely that participation in it is achievable. She ends by appealing to the reader's sense of patriotism – 'only an un-Australian person would refuse to participate'– to mock and therefore discredit a common belief mentioned earlier in the article that the refusal to consume red meat is un-Australian. It also aims to make Australian readers who fail to participate feel a sense of guilt, since failing to help the environment is unpatriotic.

By emphasising the urgent need to take further steps to minimise climate change, followed by the clear outlining of the major elements of the climatarian diet, Lyong hopes that young people who are seriously concerned about the environment will feel a sense of obligation to participate in the climatarian challenge, in the belief that their participation will have positive effects for the environment as well as for their health. However, she also tries to instil in them a sense of guilt if they fail to do so. By conveying the impression that trying the diet is easy, Lyong hopes that readers might try the 30-day challenge; however, she also has a subtly implied secondary intention – for people to adopt the climatarian diet permanently. **(11)**

SECTION C

Annotations

(1) In a short introductory paragraph, the student identifies the main elements of the context, for example the name of the text, the text type, the place of publication, the author, the writer's purpose, and the intended audience.

(2) The student begins the first body paragraph by identifying a crucial element in the argumentative structure that underpins the first part of the article, namely the two premises upon which the argument is built. Contrast these observations with those made in the mid-range response.

(3) The student outlines how the premises are supported by various facts, and quotes from the text. They then explain how these facts aim to position the reader.

(4) The student links how the writer uses the authority figures cited (the CSIRO and Chatham House) to validate her argument. Again, the explanation is linked to the specific context of this text, and is not a generic explanation.

(5) The student analyses a central facet of Lyong's construction of her argument, namely the conclusion (humans need to modify their diets), which Lyong links to her two premises.

(6) The student ends this paragraph by making a link between the text and one of the images that accompanies it.

(7) The student identifies how the writer then shifts from arguing why people should adopt the climatarian diet to outlining its major elements.

(8) The student analyses an earlier part of the text at this point. However, they identify how the recommendation of 65 grams of red meat flows from the observation that Australians are the biggest consumers of red meat.

(9) The student does not attempt to analyse every relevant use of persuasive language, nor every step of the climatarian diet outlined. Instead, they are selective. Given the fact that they have approximately 35 minutes in which to complete this task, students need to think carefully about how best to analyse the argument, and which elements of the language they will analyse.

(10) The student analyses the second visual item – the diagram – in a separate paragraph. Whether visual material is discussed in the same paragraph as an aspect of argument or language, or whether it is analysed in a separate paragraph, its message should always be related to the message of the written text. In this instance, analysing the diagram in a separate paragraph is appropriate, since its message complements, but is not explicitly referred to, in the text.

(11) In the concluding paragraph, the student draws together the main elements of their analysis. They also identify a subtler aspect of the writer's purpose – that people will permanently adopt the diet after having participated in the challenge for 30 days. Another appropriate way of ending the conclusion can be to identify a possible next step in the development of an issue.

SECTION C

Assessor comments

In their analysis, the student has recognised the significance of the particular context of this text and has related the analysis back to it. This student has obviously not only read the text carefully but also the background information, identifying critical elements such as the fact that the intended audience consists primarily of young people. Failure to read the background information can negatively impact on an analysis, as important details about the context will be missed. Weaker responses tend either not to acknowledge key details of the context or make only passing reference to it.

This student has a very good knowledge of argument strategies and persuasive language techniques. In their analysis, they discuss the relationship between argument and language, and there is a clear sense that the student understands how the language use supports Lyong's line of argument. However, the focus is on explaining the intended effects on the audience in this context, rather than on identifying and labelling techniques. The student has also avoided the trap of writing generic explanations for the use of language techniques, such as 'The writer cites an authority figure to gain the readers' confidence.' They have also correctly interpreted the use of particular language techniques. This can be contrasted with the low-range response, which misinterprets the use of 'we' in the article.

This student may have learned some sentence stems, e.g. 'By using *technique X* the author hopes to provoke *feeling A* in the reader'; 'This positions the reader to feel *emotion Y*.' However, the student has been able to adapt them when analysing. While it is useful to learn such stems, weaker students often have difficulty in adapting the stem.

The student has also not tried to analyse every argument or every use of persuasive language. Instead, they have focused the analysis on points of argument in the text for which there is adequate language use to comment on.

At approximately 820 words, this is a lengthy piece. Most students – including most high-range students – will not be able to write a piece of this length.

SECTION C

Mid-range response (mark range: 5–7)

In an article for the internet, Hannah Lyong want us to participate in the climatarian challenge to stop the global warming. She use many persuasive technique and argumentative technique. This article is write for the young people. **(1)**

Hannah begin her article with the banner for the challenge. Young people see this image and want to participate because poster catches their attention. **(2)** She then state that climate change is a serious issue. She describe it as a 'threat' which makes the readers feel worried because a threat is scary. Lyong also mention research from Chatham House. This make the reader believe her because everybody knows this organisation. She also include a statistic – 'animal agriculture (in particular the production of red meat) is a major driver of climate change, accounting for 15% of global carbon emissions'. This make reader worry about eating red meat. This also make reader feel worry and have a feeling of guilty, because they eat red meat. **(3)** Lyong thus convince reader to participate in the climatarian challenge. **(4)**

Lyong then gives the steps for the climatarian challenge. **(5)** She focus on limiting eating red meat, because the animal agriculture is the major cause of climate change. Lyong give very clear advice about what to do, such as 'consumption of red meat should be limited to 65 grams or less per person per week' and drink almond and soy milk instead of dairy products. The clear advice will make reader believe that this diet is easy to do. **(6)** Lyong also recommend we eat local food, because of the package and the fridge. If we eat the food from far away, we will feel guilty because they 'have a greater carbon emission than a serve of beef or lamb'. She also ask, 'How hard is it to buy locally produced products?' Reader is position to think it not difficult, and they feel guilty when they buy oversea or interstate product, so they think they will buy the local product. **(7)** Writer end by stating that 'climatarianism is a strong step in the right direction'. Reader meant to feel this is good because it is a 'strong step' which mean it have real effect. **(8)**

The writer also include two food chart. The second chart is the upside down version of the first chart. This chart is a pyramid. This chart tell us we should eat lots of vegetables, but not much red meat. The chart prove Lyong's point, because it is the scientific evidence. **(9)**

Lyong use many argumentative techniques and persuasive strategy to convince the young people to adopt the climatarian diet. They also want to do so because they feel good about themselves when they save the planet and they get to use another phone app. **(10)**

SECTION C

Annotations

(1) The student identifies many of the main elements of the context, such as the author, the text type, the purpose and the audience. The statement 'She use many persuasive technique and argumentative technique' is unnecessary. While the intended readers – young people – are correctly identified in the introduction, the student does not refer to them specifically in the body of the analysis, nor is there any analysis of how Lyong's argument and language choices aim to position this particular audience.

(2) The student attempts to analyse the first visual item. While they have correctly identified the type of visual item, the explanation of the intended effect is generic. Contrast this explanation with the high-range one, which explains how the image aims to catch the reader's attention and to engage them.

(3) A series of argument and language strategies are analysed, and the student shows some awareness of how the language is being used in the context presented. However, there is a sense that the student may be relying heavily on knowledge about how various language and argumentative strategies work in a general way. The student also states that everyone knows about Chatham House. This is incorrect, and students should avoid making such assertions. (The fact that Lyong explains what the organisation is suggests that she believes many readers might not have heard of it.)

(4) The final sentence of the paragraph suggests that the student is evaluating the effectiveness of the text, which is not part of this task. Furthermore, while the writer's purpose is identified, a link between the language analysed within the paragraph and this purpose is not clearly established.

(5) The student has recognised that Lyong shifts to outlining the key elements of the climatarian diet.

(6) As with the high-range response, this response identifies the way in which Lyong gives advice, and its intended effect.

(7) Some sound observations about the intended effect of various examples of language use are identified. However, these explanations lack the polish and depth of the explanations given in the high-range response.

(8) While the student has identified the intended effect of the language quoted, their explanation as to why the reader should believe it is 'good' lacks precision.

(9) The student attempts an analysis of the second visual item. However, the student fails to understand the central message of the chart. Contrast the explanation with that in the high-range response.

(10) The first sentence of the concluding paragraph, like the second sentence of the introduction, is generic: it states the obvious. However, in the second sentence, the student does identify the overall intended effect, namely that those who participate in the challenge should feel positive about themselves.

SECTION C

Assessor comments

This piece is approximately 450 words. Many students will struggle to write even this much. The student identifies many of the argument strategies and persuasive language techniques the writer uses, and has not simply summarised what the writer has said. Similarly, they have analysed both the language and the argument. However, many of the explanations of the intended effects are somewhat formulaic. Contrast these with the more precise explanations in the high-range response. Similarly, while there is some awareness of how the argument is structured – for example, the student notes that the reasons why readers should participate in the climatarian challenge are stated before the practical steps are outlined – this analysis lacks the sophistication of the analysis of argument that the high-range response demonstrates. For example, there is no reference to the premises established and the conclusions drawn by the writer.

SECTION C

Low-range response (mark range: 2–4)

Lyong Hannah write a persuasive piece have many argument and language technique. **(1)**

Hannah believe we should no eat red meat. I no agree, cause I like the Aussie BBQ. She say it is un-Australian not to do the climatarrian challenge, but I think no eat red meat = you no Aussie! **(2)**

Lyong have colourful photo show lot of food like fish, chicken and vegetable. Reader see this they feel like eating all these food. **(3)** She also include lot of persuasive language, for example mention 'we' a lot. It make the reader feel included. It a very powerful language technique, because you must agree with writter. **(4)**

Lyong also cite the authority figure, such as CSIRO and Chatham House (but I no know what this ones is). Make the reader believe what she say because 'non-governmental organisation' say so. I no trust government. **(5)**

Lyong tell us eating red meat cause climate change. Therefore, we must eat fewer red meats. Then, she tell us to eat almond milk and soy milk, and no use the food from oversea and with lots of the package. **(6)**

Lyong write many powerful statement. She will persuade people, because many peoples like eating healthy food and using the phone app. **(7)**

SECTION C

Annotations

(1) The student begins with a generic statement, and has also got the first and last names of the writer in the wrong order.

(2) The student refers to the writer by her first name. In the body of an analysis, authors should be referred to by their surnames. The student has also misinterpreted what Lyong is stating about consumption of red meat. Lyong argues that people should consume minimal amounts of red meat, not that they should remove it entirely from their diets. The student then gives their own opinion. This is outside the scope of the task.

(3) The student has misidentified the visual text by labelling it a photograph. They also show no awareness of the message of the chart – contrast this with the high-range analysis.

(4) The student shows a vague awareness of how language techniques are used; however, the explanation at this point in the analysis is essentially generic. There is also some evaluation of the language evident in the statement, 'It is a very powerful language technique.' Evaluation of the effectiveness of the use of argument and language is outside the scope of this task.

(5) While the student correctly identifies that the writer uses authority figures such as the CSIRO and Chatham House to validate her argument, they do not explain clearly the relevance of the quotation and its intended effect on the reader – that is, to depict Chatham House as unbiased and objective.

(6) In this paragraph, the student seems to understand some of the points Lyong makes. However, the student does little more than summarise what the writer says. A strong understanding of the argument is the basis of any analysis.

(7) In what appears to be a concluding paragraph, the student again attempts to evaluate the effectiveness of the text in persuading readers – 'She will persuade people.' There is also a vague reference to the first visual item, the banner image, and some recognition of why the writer includes it – 'because many peoples like … using the phone app'. This analysis should be incorporated within the body of the piece of writing.

SECTION C

Assessor comments

This piece is very short – approximately 200 words in length. Students have around 35 minutes in which to complete this task, and should aim to complete a piece of approximately 350–450 words. Very strong students might write more.

The response contains a number of grammatical errors typical of weaker students; however, the meaning is, for the most part, discernible.

This piece contains a number of mistakes students should avoid, namely: presenting their own point of view, incorrectly identifying language techniques, writing vague and/or generic explanations, and attempting to evaluate the effectiveness of the argument and use of language. They have also failed to identify the intended audience (younger people) and other elements of the context, such as the name of the text and the place of publication.

SECTION C

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