

Literacy: Writing (32405) Assessment Guidance

Used to find evidence for Outcome 1: Write meaningful texts for different purposes and audiences

	The standard	Below the standard	At the standard	Above the standard
1.1	<p>Select and use content that is appropriate to purpose and audience.</p> <p>Content: the relevance, quantity, quality, selection and elaboration of ideas for the topic.</p>	<ul style="list-style-type: none"> • Purpose and main idea may be unclear and/or cluttered by irrelevant detail. • May be unclear because writing has competing ideas. • Main idea may be unclear because supporting detail is too general or even off-topic. 	<ul style="list-style-type: none"> • Main idea is evident, with some elaboration, which may be general or limited. • Relevant ideas with some elaboration. • Mostly simple ideas - related to the personal, immediate world of the writer (concrete, predictable, familiar, personal and/or close to writer's experience). • Some more complex ideas evident. 	<ul style="list-style-type: none"> • A main idea or topic is clear, focused and interesting, with appropriate detail. • The deliberate choice of relevant ideas or subject matter to engage and influence the reader. • Elaboration should be relevant and may include background information, factual detail, evidence, description, explanation, analysis or evaluation.
1.2	<p>Use text structures in ways that are appropriate to purpose, audience and text type.</p> <p>Structure / organisation: the presence and development of structural features appropriate to the specified purpose; the organisation of ideas into a coherent text.</p>	<ul style="list-style-type: none"> • Attempts at organisation; may be a "list" of items. • Beginning and ending not clear. • Ideas not clearly linked into a coherent 'whole'. • May contain some of the component parts that are typically associated with a text written for a particular purpose. 	<ul style="list-style-type: none"> • Organisation is appropriate, but conventional. • Attempt at introduction and conclusion. • The way ideas are linked to each other and to the broader context of the writing and/or the wider world results in a text that is meaningful to the reader. • Contains the component parts that are typically associated with a text written for a particular purpose. 	<ul style="list-style-type: none"> • Effective structure and sequencing. • Inviting introduction and satisfying closure. • The relationships between ideas, or ideas and detail/s, are clear and the writing 'flows' with clear text connectives, consistency of verb tense, and accuracy of referring words (e.g., pronouns) across the text as a whole.

1.3	<p>Make language choices that are appropriate to purpose and audience.</p> <p>Language choices: the presence and development of language features and vocabulary appropriate to the specified purpose and audience.</p>	<ul style="list-style-type: none"> • Words may be correct but mundane. • Common words chosen, limited evidence of appropriate language selection. • Monotonous, often repetitious, sometimes inappropriate for purpose/audience. 	<ul style="list-style-type: none"> • Language is functional and uses many everyday words: words that are related to the personal world of the writer; words that are used frequently. Some precise words used. • Descriptions may be overdone at times. • Register and tone are appropriate to purpose and audience. • There is some variation in sentence type and length. 	<ul style="list-style-type: none"> • Vocabulary: broad range of words, word choice energizes writing. Precise, carefully chosen words that are descriptive, expressive, academic, technical or abstract, as required by the text type. Strong, fresh, vivid images. • Sentences have an easy flow and rhythm; effective variety in length and structure. • Language choices (e.g., figurative language, narrative perspective, tense) suggest careful selection for appropriate register and tone.
1.4	<p>Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.</p> <p>Technical accuracy: the quality, effectiveness and correctness of sentences.</p>	<ul style="list-style-type: none"> • Limited evidence of control of conventions. • Some awkward sentence constructions. • Common simple patterns used; several sentences begin the same way. 	<ul style="list-style-type: none"> • Control of most writing conventions. • Errors reflect risks with unusual or sophisticated structures. • Sentences generally well controlled; may lack variety in length and structure. 	<ul style="list-style-type: none"> • Strong control of conventions. • Errors are few and minor.

The writing assessment required students to complete three tasks – two pieces of writing and a combination of short answer tasks and multi choice questions. Students were required to complete all three tasks. All three tasks provided evidence that contributed to the final assessment decision.

The following are examples of student writing with marker commentary.

Question	Answer	Notes on 1.1	Notes on 1.2	Notes on 1.3	Notes on 1.4
<p>This student selected the option to ‘write about a trip that you have been on’.</p>	<p>Last Night i Packed my bags and headed to the airport, me and my family went on a trip to hawai Thats where we are today, The Hotel we are in is tall and looks so expensive i wish my parents didnt spend to much mony on this, Also there was a Big pool right infront of this hotel, So i decided to get into my swim gear and go swimming. When i went out there the wind was so nice and warm, and when i got into the pool you wouldn’t believe how warm it felt! There was also a spa Beside the pool but ill go in there after i go swimming.</p> <p>After i got out of the pool i went to the spa and relaxed there for 30 minutes. Once i Got Back into my clothes i went back to my hotel room to watch some tv, Our hotel had 4 rooms, Had tv in all of them, Dang this hotel must have cost a fortune! My Mum asked if i wanted to go to have lunch somewhere and i said yeah i would love to, so My Mum took me to a lovely resturant where the food was the best! The end</p>	<ul style="list-style-type: none"> • Purpose and main idea are unclear: although the text is about the topic (a trip) a main idea/s about the trip needs to be evident. • The supporting detail is too general: some elaboration other than the generalised comments is required, such as “the wind was so nice and warm”, “Big pool right infront of this hotel” is required. 	<ul style="list-style-type: none"> • Although there is an attempt at organisation, the text consists mainly of a list of events (arriving at the hotel, having a swim, a spa, watching t.v. and then having a meal). • The content needs to be organised so that the various events are sufficiently linked in order to develop a more coherent ‘whole’. For example, details about the hotel’s cost (“so expensive” and later “must have cost a fortune”) and the spa “There was also a spa Beside the pool” and later “After i got out of the pool i went to the spa” 	<ul style="list-style-type: none"> • There is an attempt to engage the reader with the use of direct address (“you wouldn’t believe how warm it felt”) along with the use of first person (“ i wish my parents ”) but the effectiveness of this technique has been lost because of the limited evidence of appropriate language selection. • Words are generally correct but mundane, lacking specificity, e.g., “Hotel we are in is tall”, “Big pool”, “lovely restaurant”, “the food was the best”. • Language choice can be repetitious, e.g., “so nice and warm...how warm it was”; “looks so expensive...cost a fortune”. • Tense is used inappropriately, e.g., changes from past tense (“packed my bags... went to the airport”) to the present (“where we are today”, “ill go in there after i go swimming”) and back to past (“I got... I went”) does not appear to be purposeful. 	<ul style="list-style-type: none"> • There is limited evidence of control of conventions, particularly the inappropriate use of capital letters and the awkward sentence constructions.

Question	Answer	Notes on 1.1	Notes on 1.2	Notes on 1.3	Notes on 1.4
<p>This student selected the option to 'write a script for a video to introduce your Youtube channel to new subscribers'. Some ideas for the script were provided with the question.</p>	<p>I started my youtube channel because it has been my dream since I was a little kid to become famous. When youtube came around and I had seen so many people turn from no ones to some of the most well known people today I knew I had to try youtube for myself. Plus I wasn't good at anything else in life so why not make a youtube channel I guess.</p> <p>My channel is about trying to make people laugh and to make peoples day just a bit better than it was. Most of my videos target people who enjoy laughing at other people and just silly things some people do in life. I try not to make videos too sensitive as some people don't find my kind of videos funny. So I try to keep my videos family friendly.</p> <p>The type of videos I make are mostly reaction videos. In my reaction videos I mostly watch videos like top 10 biggest fails or the worst cooking of all time. The type of videos that people love to laugh at with their family and friends. Sometimes I do a few gaming videos with some of my mates as gaming is one of my most viewed videos on youtube these days.</p>	<ul style="list-style-type: none"> • The main idea is evident, (introducing the You tube channel) and there is some elaboration, which may be general or limited. • There are relevant ideas with some elaboration, e.g., why the You tube channel was started, the purpose of the channel, the tone of the channel and what the You tube channel will consist of. • Some of the elaboration is both general and limited, e.g., the purpose "to make people laugh", which is repeated several times with limited specificity. • Ideas are mostly simple - related to the personal, immediate world of the writer, e.g., personal ("my dream since I was a little kid"). • There are some more complex ideas evident, but they are not yet developed, e.g., "I had seen so many people turn from no ones to some of the most well known people today". 	<ul style="list-style-type: none"> • There is an attempt at introduction ("I started my Youtube channel"), but there is no significant conclusion. • The organisation is appropriate, but conventional, with the ideas in the text basically following the suggestions provided (why the channel was started, what it was about, and the type of video content). • The text contains the component parts that are typically associated with a text written for a particular purpose (introduction to You tube channel) and the way ideas are linked to each other and to the broader context of the writing results in a text that is meaningful to the reader. For example, the three paragraphs organise the content appropriately, with each paragraph being clearly linked to the main idea ("I started my youtube channel...", "My channel is about...", "The type of videos I make...".) 	<ul style="list-style-type: none"> • The language is functional and appropriate, consisting of everyday, commonly used words. • The descriptions are overdone at times, e.g., repetition of "trying to make people laugh", "family friendly" • Register and tone are appropriate to purpose and audience, e.g., personalisation of the introduction ("been my dream since I was a little kid", "Plus I wasn't good at anything else in life" and "some of my mates". • There is some variation in sentence type and length e.g., simple, compound and complex sentences are all used appropriately. 'Tag' sentences, such as "Plus I wasn't..." and "So I try..." are appropriate in this context. 	<ul style="list-style-type: none"> • There is control of most writing conventions.

Question	Answer	Notes on requirement 1.1	Notes on requirement 1.2	Notes on requirement 1.3	Notes on requirement 1.4
<p>This student selected the option to ‘write about life in 2020 for a time capsule. The time capsule will be buried so it can be dug up by people in the future’. Some ideas for the time capsule were provided with the question.</p>	<p>2020. A year of dismay, heartbreak and international disruption. To give the people of the future some insight into what life was really like for us folks in 2020, our community has decided to create a time capsule and get everyone in town to write about their experiences.</p> <p>Personally, 2020 was a mixed bag. The confusion during the first lockdown only fuelled my mind’s taste for anxiety, as it desperately attempted to tackle the tsunami of tasks brought about by the schooling curriculum. Many mornings in lockdown were spent sighing extensively and making incoherent noises directed at the workload. Fortunately, as lockdown progressed, the storm seemed to recede as teachers gave out less frequent work and I learned to overcome the torrential assignments.</p> <p>This was not the only difference in lockdown however It felt so alien not to be interacting with others besides my immediate family. When lockdown ended, it was time to wake up. Time to go back to school, time to start playing sports, and everything else that goes with interacting with humans in the day-to-day.</p> <p>So that’s what I’ll tell the people of the future. I’ll make them understand the tremendous hardships, the tortuous boredom and the monotonous schoolwork which made up a good portion of my year. But despite how I’ve described it, 2020 was also full of new</p>	<ul style="list-style-type: none"> • A main idea or topic is clear, focused and interesting, with appropriate detail: all details are relevant to the topic (2020). The details provide an explanation for the writer’s description of the year as being a “mixed bag”, as stated in the introduction. • There is evidence of the deliberate choice of relevant ideas and subject matter to engage and influence the reader, e.g., the details about the consequence of lockdown will be familiar to readers. • Elaboration, such as the details, description, explanation and evaluation, is relevant, e.g., description of “anxiety” over “workload”; explanation of eventually “[learning] to overcome the torrential assignments”; evaluation that despite the hardships “2020 was also full of new challenges and experiences”. 	<ul style="list-style-type: none"> • The text has an inviting introduction, clearly setting out the purpose of the text: “To give the people of the future some insight..”, “everyone in the town to write about their experiences” and a satisfying closure, which summarises the content “the tremendous hardships, the tortuous boredom and the monotonous schoolwork” as well as reminding the reader of the text’s specific purpose “tell the people of the future”. • There is evidence of effective structure and sequencing of the body of the text, as the second and third paragraphs detail the experiences for this writer, e.g., the “mixed bag” of “curriculum”, “lockdown” and lack of “interaction”. • The relationships between ideas, or ideas and detail/s, are clear and the writing ‘flows’ with clear text connectives, e.g., “as lockdown progressed...”, “This was not the only difference in lockdown 	<ul style="list-style-type: none"> • There is a broad range of words, and word choice energizes writing. Precise, carefully chosen words that are descriptive (e.g., “heartbreak and international disruption”) expressive (e.g., “fuelled my mind’s taste for anxiety”) and abstract expressions, including the use of an extended metaphor (e.g., “tsunami of tasks”, “the storm seemed to recede”, “torrential assignments”) • The use of strong, fresh, vivid images, such as “sighing extensively and making incoherent noises directed at the workload” and “It felt so alien not to be interacting with others besides my immediate family” help to engage the reader. • Sentences have an easy flow and rhythm, particularly with the use of three-part structures, e.g. “it was time to wake up. Time to go back to school, time to start playing sports”; “tremendous hardships, the tortuous boredom and the monotonous schoolwork”. • There is an effective variety in length and structure of sentences. For example, the text begins with a one-word sentence (2020) for impact, followed by a carefully constructed sentence 	<ul style="list-style-type: none"> • Strong control of conventions.

	<p>challenges and experiences. Hopefully the people of the future will be more outgoing now that they know how easily your daily activities can be taken away.</p>		<p>however”, “But despite how I’ve described it...”.</p> <ul style="list-style-type: none"> • There is consistency of verb tense (simple past tense) and accuracy of referring words (e.g., pronouns, such as “everyone in town... their experiences...”, “in lockdown... It...”) across the text as a whole. 	<p>fragment, “A year of dismay, heartbreak and international disruption”. The text contains examples of simple, compound, compound/complex sentences, of varying lengths.</p> <ul style="list-style-type: none"> • Language choices (e.g., figurative language suggest careful selection for appropriate register and tone (tsunami metaphor), narrative perspective (first person, with consistent references to this as being a personal reflection of the experience of this writer), tense (simple past, with a concluding reference to the future, as appropriate for a time capsule). 	
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A series of questions/tasks including multi choice, proofreading, re writing was used to find evidence for Outcome 2: Use written language conventions to support communication, for example:

Rewrite these two statements as one sentence using the word 'because':

- I made a mistake
- I need a new piece of paper

Choose the correct sentence:

- Amyra and Cody is coming over tonight.
- Amyra and Cody like pizza.
- Amyra and Cody hates anchovies on pizza.
- Amyra and Cody enjoys watching movies.

Rewrite this sentence so it is clear that you sold the car, not the stereo:

- I removed the stereo from my car and sold it.

Your cousin, Ella, accidently breaks a neighbour's window with her rugby ball. She writes an apology note and asks you to check it.

sorry I break your window with my rugby ball it was a accident i will pay to have it repaired

Correct the mistakes by rewriting the note.