

English as a Second Language (ESL)

Written examination – End of year

Examination criteria

The examination will address all of the criteria. All student responses will be examined against each criterion.

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the task
- development in the writing of a coherent and effective structure in response to the task
- control in the use of expressive and effective language appropriate to the task

Section B – Writing in *Context* (Creating and presenting)

- understanding of the ideas and/or arguments relevant to the prompt/stimulus material
- effective use of detail from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, and appropriate to the purpose, form, and audience
- control in the use of language appropriate to the purpose, form and audience

Section C – Analysis of language use (Using language to persuade)

- understanding of the ideas and points of view in the material presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- control of the mechanics of the English language to support meaning

Except for the note-taking task, assessment is holistic, using the published criteria. The process requires assessors to relate student performance directly to these criteria. These judgments are assisted by the use of a set of descriptors. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during intensive assessor training before and during the marking process.

English as a Second Language (ESL)

Expected Qualities for the Mark Range – Section A

The extent to which the response:

- | | |
|------|--|
| 9–10 | <ul style="list-style-type: none">• Demonstrates a thorough knowledge of the text and thoughtful consideration of its concepts and construction.• Uses text knowledge selectively to respond to the implications of the topic in a well-structured and relevant response.• Presents an effective piece of writing which is well organised, fluent and sustained, with excellent control of the conventions of written English. |
| 8 | <ul style="list-style-type: none">• Demonstrates a careful reading of the text and consideration of its concepts and construction.• Demonstrates understanding of the implications of the topic in a structured and relevant response.• Presents a sustained piece of writing, which is fluent and organised, with good control of the conventions of written English. |

- 7
 - Demonstrates a good knowledge of the text, including some elements of its concepts and construction.
 - Demonstrates understanding of the topic in an organised and relevant response.
 - Presents an organised piece of writing with sound control of the conventions of written English.
- 6
 - Demonstrates an adequate knowledge of the text.
 - Develops a response to the topic, supported appropriately by some elements of the text.
 - Presents ideas in a coherent response which demonstrates control of the conventions of written English.
- 5
 - Demonstrates basic knowledge of the text.
 - Demonstrates some understanding of the topic and refers to some appropriate elements of the text.
 - Presents a response with some organisation and some control of the conventions of written English.
- 4
 - Demonstrates some knowledge of the text.
 - Presents a response which shows some understanding of the topic and uses some elements of the text to support it.
 - Demonstrates some control of the conventions of written English.
- 3
 - Demonstrates a limited knowledge of the text.
 - Presents a response which shows a limited awareness of the topic.
 - Demonstrates limited control of the conventions of written English.
- 1–2
 - Demonstrates a very limited knowledge of the text.
 - Presents a response which shows a very limited awareness of the topic.
 - Demonstrates very limited control of written English.
- 0
 - Shows no knowledge of the text and/or no attempt to respond to the topic and/or only minimal control of language.

Expected Qualities for the Mark Range – Section B

The extent to which the response:

- 9–10
 - Demonstrates a thorough and thoughtful understanding of the implications of the prompt/stimulus material and develops an appropriate strategy for responding.
 - Achieves a well-structured and effective piece of writing with successful integration of ideas from the selected text.
 - Makes fluent, expressive and effective use of language.
- 8
 - Demonstrates a thorough understanding of the implications of the prompt/stimulus material and develops an appropriate strategy for responding.
 - Achieves a sustained and organised piece of writing, effectively using ideas from the selected text.
 - Makes fluent and confident use of language.
- 7
 - Demonstrates a clear understanding of the implications of the prompt/stimulus material and attempts an appropriate strategy for responding.
 - Achieves a well-organised piece of writing, making some use of ideas from the selected text.
 - Uses language accurately and appropriately.
- 6
 - Demonstrates an understanding of the prompt/stimulus material and works with some of its ideas.
 - Presents a generally organised piece of writing, using some ideas from the selected text.
 - Uses language adequately and appropriately.
- 5
 - Demonstrates some understanding of the prompt/stimulus material and is able to explain what it means.
 - Presents a piece of writing with some organisation and demonstrating some understanding of ideas from the selected text.
 - Uses language adequately.

- 4
 - Demonstrates an understanding of the prompt/stimulus material and responds in a limited way.
 - Presents a piece of writing with limited organisation and limited reference to ideas from the selected text.
 - Shows some language control.
- 3
 - Demonstrates a limited awareness of the prompt/stimulus material.
 - Presents a piece of writing with little organisation or reference to ideas from the selected text.
 - Shows limited language control.
- 1–2
 - Demonstrates a very limited awareness of the prompt/stimulus material.
 - Presents a piece of writing with minimal reference to the selected text.
 - Shows little language control.
- 0
 - Shows no awareness of the prompt/stimulus material and/or no attempt to respond to the prompt/stimulus material and/or only minimal control of language.

Expected Qualities for the Mark Range – Section C

Part 1 – Clarity and accuracy in note taking

The following allocation of marks will be used as a guide:

- 5 marks for the main points
- 2 marks for the use of note-form
- 3 marks for the clarity and conciseness of the response

Part 2 – Analysis of the language use

The extent to which the response:

- 9–10
 - Shows a sophisticated understanding of a range of ways in which the written and visual language positions readers in the context presented.
 - Develops a detailed and well-substantiated analysis using fluent, precise and effective language and expression.
- 8
 - Shows a strong understanding of a range of ways in which the written and visual language positions readers in the context presented.
 - Develops a substantiated and coherent analysis using fluent and effective language and expression.
- 7
 - Shows understanding of some ways in which the written and visual material seeks to position readers in the context presented.
 - Achieves an organised and supported response with sound control of language and effective expression.
- 6
 - Shows some understanding of how written and visual language is used to persuade readers with some awareness of the context presented.
 - Achieves a generally organised and supported response with general control of language and expression.
- 5
 - Shows some understanding of how language is used to persuade, and some awareness of the context of the written and visual material presented.
 - Attempts a supported piece of writing using adequate language and expression

- 4
 - Shows limited understanding of how language is used to persuade and limited awareness of the context presented.
 - Attempts a piece of writing that offers some support for its points, and has some control of language and expression.
- 3
 - Shows limited knowledge of how language is used in written and visual texts.
 - Demonstrates limited control of language and expression.
- 1–2
 - Shows a very limited knowledge of how language is used.
 - Demonstrates very limited control of language and expression.
- 0
 - Shows no understanding of the requirements of the task.