acara AUSTRALIAN CURRICULUM
ASSESSMENT AND
REPORTING AUTHORITY

2011 National Assessment Program Literacy and Numeracy

Persuasive Writing Marking Guide

School release version

2011 National Assessment Program
Literacy and Numeracy
Persuasive Writing Marking Guide

Contents

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Overview

The NAPLAN writing task

The writing task for the 2011 Writing assessment will be a persuasive writing task. It will be the same task for all students in Years 3, 5, 7 and 9.

Before commencing the writing task, the students are given a full-colour stimulus sheet. The topic and the task instructions are read aloud to the students by the teacher.

A sample prompt is on the ACARA website at http://www.naplan.edu.au/writing_2011_-_domains.html

What is persuasive writing?

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 his or her 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, the writers may choose themes and subjects, and the details to develop their ideas. The task will not specify a preference for particular content on the given topic.

The marking guide

The marking guide consists of two components.

1. The marking rubric
The rubric contains ten marking criteria which describe the features of writing that are assessed. Underlying each criterion is a continuum of development described by the category descriptors. The category descriptors are coded numerically and these codes are used to score students' writing.

2. Sample scripts and annotations
The sample scripts exemplify the standard for the particular category scores assigned. The annotations for each sample script provide specific detail about how the marking criteria have been applied.

Together, the criteria and the sample scripts and their commentaries are the means by which consistent marker judgements are made. Both are equally important to the marking process.

Eight of the ten persuasive writing marking criteria are based on equivalent narrative writing marking criteria. Two Persuasive marking criteria are specific to the Persuasive form. These are Text structure and Persuasive devices.

The marking criteria and skill focuses

The writing task for the 2011 Writing assessment will be a persuasive writing task. It will be the same task for all students in Years 3, 5, 7 and 9.

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

The structure of the rubric

- The rubric consists of ten marking criteria. Each criterion is listed on a separate page. The skill focus at the top of each page defines the underlying skill that is assessed.

- The category descriptor is a broad statement describing the particular skill level. This is an overall statement that should be used to make the judgment.

- Category scores are shown to the left of the category descriptor. The range of category scores for each criterion is:

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

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

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

- Sample scripts which exemplify the standard for a particular score are listed. The number in brackets is the page reference. Sample scripts and annotations exemplifying the category scores follow the marking rubric.

Category descriptors and their scores

The progression represented by the various category descriptors is cumulative and hierarchical. That is, scripts cannot be awarded a Category 3 score for a criterion without also demonstrating achievement of the descriptors for a Category 2 score. Also note that there is a range of scripts within the boundaries of each category descriptor in all criteria. Thus, a script that falls close to category boundaries may be considered 'low' or 'high' depending on which boundary it is closest to.

Using the marking guide

To maximise reliability and validity of NAPLAN marking, markers in all Australian marking centres undertake extensive and rigorous training in the use of the marking guide. Ideally, teachers wishing to use the marking guide with the same reliability and validity should undertake training in its use.

It is strongly recommended that teachers intending to use the guide to mark their students' work without formal training thoroughly familiarise themselves with the rubric, the sample scripts and the commentaries. The wording in the marking guide is not open to individual interpretation. It should also be noted that each of the ten criteria is judged separately and independently of other criteria.

Teachers who wish to learn the use the marking guide are recommended to follow these steps:

1. Learn how to apply the criteria to your students' writing

- Read through the rubric and the sample scripts
- Have a go at applying a criterion score to the sample scripts
- Check your scoring against the annotations and adjust if necessary.

2. Mark a student's writing

- Use the sample scripts as a guide to mark a student's writing. For each criterion, assign a category score by judging:
  - What category best describes the writing?
  - Which sample script is the student's writing closest to?

Criteria

Audience

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

	Category descriptor	Additional information	Sample scripts
0	• symbols or drawings which have the intention of conveying meaning		**PletRi DoLiSal (20)**
1	• response to audience needs is limited • text contains simple written content	• text is very short **OR** • a longer text (more than 1 sentence) where meaning is difficult to access **OR** • copied stimulus material, including prompt topic	**Some anmals cou'd die (22)** **animals getting cewd (24)**
2	• shows basic awareness of audience expectations through attempting to orient 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 (26)** **animals will feel sad (30)** **any other animal (32)**
3	• orients 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 (34)** **they try to break out (38)** **I agree and don't agree (40)**
4	• supports reader understanding (more than assertions/opinions **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)	**My idea of a perfect zoo (42)** **All animals started off (46)** **Cages and Zoos (50)**
5	• supports, engages and persuades the reader through deliberate language choices and persuasive techniques	- reveal values and attitudes - persuade through control of tenor	**Under Certain Circumstances (54)** **The lion's glorious hair (58)**
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	- appeal to reason, emotions and/or cultural values - subvert expectations (challenge readers' values) - acknowledge wider audience	**If humans can have a voice why can't animals. (62)** **zoos can have useful purposes (66)**

Text structure

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

	Category descriptor	Additional information	Sample scripts
0	• no evidence of any structural components of a persuasive text	• symbols or drawings • inappropriate genre, e.g. narrative, description, recount, procedure	**PletRi DoLiSal (20)**
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	**Some anmals cou'd die (22)** **animals getting cewd (24)** **it cruel to keep animals (26)** **animals will feel sad (30)** **any other animal (32)** **They wont face danger (34)** **they try to break out (38)**
2	• text contains two clearly identifiable structural components **OR** • all components are present but weak	• introduction or conclusion are clearly differentiated from the body • often presents as a more developed body with underdeveloped introduction and conclusion	**I agree and don't agree (40)** **My idea of a perfect zoo (42)**
3	• text contains an introduction, a body and conclusion **OR** • detailed longer text with two developed components and one weaker component	• structural components are developed • body is developed with reasons and supporting evidence	**All animals started off (46)** **Under Certain Circumstances (54)**
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	**The lion's glorious hair (58)** **Cages and Zoos (50)** **If humans can have a voice why can't animals. (62)** **zoos can have useful purposes (66)**

Ideas

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

	Category descriptor	Additional information	Sample scripts
0	• no evidence or insufficient evidence	• symbols or drawings	PletRi DoLiSal (20)
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 (22)
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 (24) it cruel to keep animals (26) animals will feel sad (30) any other animal (32)
3	• 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	• may also contain ineffective or unrelated ideas • may be assertions/opinions	they try to break out (38) They wont face danger (34) I agree and don't agree (40) My idea of a perfect zoo (42) All animals started off (46)

4	• ideas are elaborated and contribute effectively to the writer's position	• ideas may include
		  - benefits to the whole group (more than just personal)
		  - reflection on the wider world/ universal issues
		• ideas may be elaborated by, e.g.
			Cages and Zoos (50)
			
			Under Certain Circumstances (54)
			
			The lion's glorious hair (58)

5	• ideas are generated, selected and crafted to be highly persuasive	- a range of issues both for and against the stated position
		  - a refutation of other positions or opinions
		  - explaining cause and effect
			If humans can have a voice why can't animals. (62)
			
			zoos can have useful purposes (66)

Persuasive devices

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

	Category descriptor	Additional information	Sample scripts
0	• no evidence or insufficient evidence	• symbols or drawings • writes in wrong genre • copies topic only	**PletRi DoLiSal (20)** **Some anmals cou'd die (22)**
1	• uses a statement or statements of personal opinion **AND/OR** • uses one or two 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 (24)** **animals will feel sad (30)** **any other animal (32)** **They wont face danger (34)**
2	• uses three or more instances of persuasive devices that support the writer's position but do not persuade the reader (at least two types)	• may have more devices than required but these are not effective	**it cruel to keep animals (26)** **they try to break out (38)** **I agree and don't agree (40)** **My idea of a perfect zoo (42)**
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 style of argument and may appeal to one or more of the reader's reason, values or emotions	**All animals started off (46)** **Cages and Zoos (50)**
4	• sustained and effective use of persuasive devices		**Under Certain Circumstances (54)** **The lion's glorious hair (58)** **If humans can have a voice why can't animals. (62)** **zoos can have useful purposes (66)**

Vocabulary

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

	Category descriptor	Additional information	Sample scripts
0	• symbols or drawings		**PletRi DoLiSal (20)**
1	• very short script	• few content words	**Some anmals cou'd die (22)**

2	• mostly simple words
	
	• may include two or three precise words or word groups
		• single nouns
		  - *water, award, house, reason, news, people, world*
		• simple noun groups
		  - *a very helpful man, a tin cage, television programs*
		• single verbs
		  - *quick, like, run, look, need, think, played*
		• simple verb groups
		  - *did it the proper way, acted without a thought*
		• 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*
			animals getting cewd (24)
			
			it cruel to keep animals (26)
			
			animals will feel sad (30)
			
			any other animal (32)
			
			They wont face danger (34)
			
			they try to break out (38)
			
			I agree and don't agree (40)

3	• four or more precise words or word groups	• single precise words - *citizen, urge, budget, consider, solution, protect, supportive, research* • modal adjectives and adverbs	**My idea of a perfect zoo (42)** **All animals started off (46)** **The lion's glorious hair (58)**
4	• sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices)	- *ultimate, certain, extreme, possibly, definitely, rarely* • precise word groups - *duty of care, quick-minded person, a positive impact on society* • modal groups	**Cages and Zoos (50)** **Under Certain Circumstances (54)** **If humans can have a voice why can't animals. (62)**

5	• a range of precise and effective words and word groups used in a fluent and articulate manner
	
	language choice is well matched to style of argument
		- *it would seem that, it is unlikely that*
		• technical
		  - *habitat, life expectancy, politician, global warming, financial crisis*
		• nominalisations
		  - *probability, likelihood, shortsightedness*
		• figurative language, e.g. alliteration, metaphor, simile, personification
			zoos can have useful purposes (66)

NOTES

Words are generally classified into two classes:

Content words (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.

Grammatical word classes (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.

Cohesion

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

	Category descriptor	Additional information	Sample scripts
0	• symbols or drawings		**PletRi DoLiSal (20)**
1	• links are missing or incorrect • short script *often confusing for the reader*		**Some anmals cou'd die (22)** **animals getting cewd (24)** **animals will feel sad (30)**
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*	• 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* • ordinal adverbs *firstly, secondly*	**it cruel to keep animals (26)** **any other animal (32)** **They wont face danger (34)** **they try to break out (38)** **I agree and don't agree (40)**
3	• controlled use of cohesive devices support reader understanding *meaning is clear on first reading and text flows well in a sustained piece of writing*	• word associations to avoid repetition *safe haven/habitat / sanctuary /enclosure* • may use other connectives *however, although, therefore, additionally, instead, even though, finally, in saying this* • may have occasional lapses in referring words that track plural nouns, *e.g. animals… it*	**My idea of a perfect zoo (42)** **All animals started off (46)** **Cages and Zoos (50)** **Under Certain Circumstances (54)** **The lion's glorious hair (58)**
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. (62)** **zoos can have useful purposes (66)**

Paragraphing

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

	Category descriptor	Additional information	Sample scripts
0	• no correct use of paragraphing	• script is a block of text • random breaks • new line for every sentence	**PletRi DoLiSal (20)** **Some anmals cou'd die (22)** **animals getting cewd (24)** **it cruel to keep animals (26)** **animals will feel sad (30)** **any other animal (32)** **they try to break out (38)**
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 (may contain some unrelated ideas) • paragraphs may be used to separate the body from the introduction and/or conclusion (2 or 3 paragraphs)	**They wont face danger (34)** **I agree and don't agree (40)** **Under Certain Circumstances (54)**
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 correct but basic*	• not all topic sentences are successful • body needs at least two paragraphs • may use an extended one-sentence paragraph that contains an elaborated idea	**My idea of a perfect zoo (42)** **All animals started off (46)** **The lion's glorious hair (58)** **zoos can have useful purposes (66)**
3	• paragraphing supports argument *paragraphs are ordered and cumulatively build argument across text*	• paragraphs are deliberately structured to pace and direct the reader's attention • single sentence may be used as a final comment for emphasis	**Cages and Zoos (50)** **If humans can have a voice why can't animals. (62)**

NOTES

For the purposes of the task, intended paragraphs can be indicated by any of the following conventions:
- indentation of a new line
- space between blocks of text
- student annotations, e.g. P for paragraph or NP for new paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

Sentence structure

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

	Category descriptor	Additional information	Sample scripts
0	• no evidence of sentences	• drawings, symbols, a list of words, text fragments	**PletRi DoLiSal (20)**
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 (22)** **it cruel to keep animals (26)**
2	• correct sentences are mostly simple and/or compound sentences *meaning is predominantly clear*	• a short script that consists only of correct complex sentences (where there are no simple sentences) • text may include complex sentences that use one basic structure (two, if one is a projected clause) • 2 or more correct sentences required	**animals getting cewd (24)** **animals will feel sad (30)** **any other animal (32)** **They wont face danger (34)**
3	• most simple and compound sentences are correct **AND** • some complex sentences are correct *meaning is predominantly clear*	• simple sentences may show some extension • experiments with basic structures in complex sentences - requires two or more types (three or more, if one is a projected clause) • 4 or more correct sentences required	**they try to break out (38)** **I agree and don't agree (40)** **My idea of a perfect zoo (42)** **Cages and Zoos (50)**
4	• most 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 • allow for an occasional minor error • usually requires a sustained piece of writing	**All animals started off (46)** **Under Certain Circumstances (54)** **If humans can have a voice why can't animals. (62)**
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	**The lion's glorious hair (58)** **zoos can have useful purposes (66)**
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*	• dependent clause position • length and rhythm • increased elaboration and extension • stylistically appropriate choices	

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

EXAMPLES OF SENTENCE TYPES (with main clauses underlined)

BASIC STRUCTURES

Basic simple sentence
Animals are very important.

Basic simple sentence with projected clause
I think 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 complex sentence with projected clause and dependent clause following main clause
I think it is cruel because the animals don't have freedom.

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

Extended simple sentence
Like all living things, animals have personalities too.

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 clause 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 with dependent clause preceding main clause
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 sentence with two dependent clauses – one preceding and one following the main clause
If animals are kept in cages or zoos all their lives, they have no chance if or when they are let out into the wild.

Extended complex sentence with extended (compound) non-finite dependent clause following the main clause
Zoo keepers may argue that being kept in a cage increases the chance of survival and allows reproduction to continue.

Extended complex sentence containing two non-finite dependent clauses embedded in an extended main clause
This is why keeping animals in cages, disregarding their need for open spaces, is a terrible act of cruelty and mistreatment.

Punctuation

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

	Category descriptor	Additional information	Sample scripts
0	• no evidence of correct sentence punctuation	**SENTENCE PUNCTUATION INCLUDES**	**PletRi DoLiSal (20)** **it cruel to keep animals (26)**
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*	• capital letters to begin sentences • full stops, question marks and exclamation marks to end sentences	**Some animals cou'd die (22)** **animals getting cewd (24)** **animals will feel sad (30)**
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 lists in additional information) *provides some markers to assist reading*	**OTHER PUNCTUATION INCLUDES** • apostrophes for contractions • commas in lists • commas to mark clauses and phrases • 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)	**They wont face danger (34)** **My idea of a perfect zoo (42)** **All animals started off (46)**
3	• sentence level punctuation mostly correct (minimum of 80% of 5 sentences punctuated correctly) AND some other correct punctuation (two or more examples of different types 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*	• brackets and dashes • colons and semicolons • points of ellipsis **NOUN CAPITALISATION INCLUDES** • first names and surnames • titles: *Mr, Mrs, Miss, Ms*	**any other animal (32)** **they try to break out (38)** **I agree and don't agree (40)** **Cages and Zoos (50)** **Under Certain Circumstances (54)**
4	• all sentence punctuation correct • mostly correct use of other punctuation, including noun capitalisation *provides accurate markers to enable smooth and efficient reading*	• place names: *Paris, Italy* • institution names: *Valley High* • days of week, months of year • street names: *Ord St*	**The lion's glorious hair (58)** **If humans can have a voice why can't animals. (62)**
5	• writing contains accurate use of all applicable punctuation *provides precise markers to pace and control reading of the text*	• book and film titles • holidays: *Easter, Ramadan* • historic events: *World War II*	**zoos can have useful purposes (66)**

NOTES

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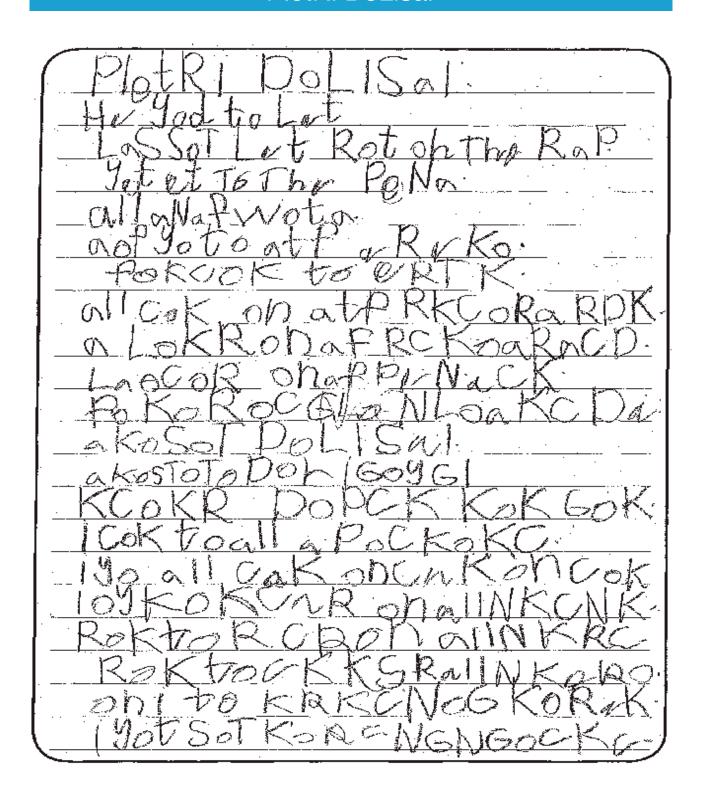 - all letters capitalised (IT IS CRUEL TO KEEP ANIMALS IN CAGES OR ZOOS)

Spelling

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

	Category descriptor	Additional information	Sample scripts

0	• no conventional spelling	**SIMPLE WORDS**
		• single-syllable words with
		  - short vowel (*cat, men, fit, not, fun*)
		  - consonant digraphs (*shop, thin, much, chips*)
			PletRi DoLiSal (20)

1	• few examples of conventional spelling		**Some anmals cou'd die (22) animals getting cewd (24)**

2	• correct spelling of
	  - most simple words
	  - some common words (at least two)
	
	errors evident in common words
		- consonant blends (*clap, drop, grab, bring, just*)
		  - double final consonants (*egg, will, less*)
		  - high frequency long vowel single-syllable words (*day, name, feet, like, food, you*)
		  - other high frequency single-syllable words with long sounds (*park, new, bird, her, good, for, how, our*)
			it cruel to keep animals (26)
			
			animals will feel sad (30)

3	• correct spelling of
	  - most simple words
	  - most common words (at least 20)
		• high frequency short two-syllable words
		  - *into, even, undo, going*
		COMMON WORDS
		• single-syllable words with
		  - harder two consonant blends (*crack, square*)
		  - three consonant blends (*stretch, catch*)
			any other animal (32)
			They wont face danger (34)
			they try to break out (38)
			I agree and don't agree (40)

4	• correct spelling of
	  - simple words
	  - most common words
	  - some difficult words (at least two)
	
	incorrect difficult words do not outnumber correct difficult words
		• common long vowels (*sail, again, away, mean, light, fly, shiny, broke, only, close, hurt, use*)
		• multi-syllabic words with even stress patterns (*litter, plastic, between, hospital*)
		• compound words (*sometimes, downstairs, bedroom*)
		• common homophones (*too/two, there/their, write/right, hear/here, brake/break*)
		• suffixes that don't change the base word (*jumped, sadly, adults, happening*)
		• common words with silent letters (*know, wrong, comb*)
			My idea of a perfect zoo (42)

5	• correct spelling of
	  - simple words
	  - most common words
	  - at least 10 difficult words
	
	incorrect difficult words do not outnumber correct difficult words
		• single-syllable words ending in ould, ey, ough
		• most rule-driven words: drop e, double letter, change y to i (*having, spitting, heavier*)
		DIFFICULT WORDS
		• uneven stress patterns in multi-syllabic words (*chocolate, mineral*)
		• uncommon vowel patterns (*drought, hygiene*)
		• difficult subject-specific content words (*disease, habitat, predator*)
		• difficult homophones (*practice/practise*)
		• suffixes where base word changes
		• (*prefer/preferred, compete/competition*)
		• consonant alteration patterns (*confident/confidence*)
			All animals started off (46)
			Cages and Zoos (50)
			Under Certain Circumstances (54)
			The lion's glorious hair (58)
			If humans can have a voice why can't animals. (62)
			zoos can have useful purposes (66)

6	• 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 *allow for a very occasional minor slip (one or two)*	• many three- and four-syllable words (*invisible, organise, community*) • multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el, al, gle (*hovel, brutal, ogle*) **CHALLENGING WORDS** • unusual consonant patterns (*guarantee*) • longer words with unstressed syllables (*responsibility*) • vowel alteration patterns (*brief to brevity, propose to proposition*) • suffixes to words ending in e, c or l (*physically, changeable, plasticity*) • foreign words (*lieutenant, nonchalant*)	

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PletRi DoLisal

PletRI DoLISal
Hv Yad tio Lot
LaSSoT Lot Rot oh tha RaP
Yot et To Thr PeNa
allaWaPwota
aoPYoto atP aRvKo
PoKooK to'e RTK
all coK on atPRKCoRa RPK
a LoKRoh aFRCKoaRnCD
LaeCoR ohaPPrNaCK
PoKoRocalaNLoaKCDa
akaSoT DoLISal
akoSToToDoh 1Goyg1
KCoKR DoPCK KaKGoK
ICoktoall aPoCKoKC
Iya all caK ohcnKoncok
loJKoKcnR ohallNKCNK
RoKtoRCpohallNKRC
RaKtocKKSRallNKaha
ohi to KlaKCNaGKoRaK
IYot SoTKoa NGNGocKc

PletRi DoLisal

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

becauseif 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 orient the reader.
2. Text structure	**1**	Minimal evidence of persuasive structure. Text consists of a reason only.
3. Ideas	**1**	One idea which answers a question posed by the prompt.
4. Persuasive devices	**0**	Insufficient evidence. Conditional mood (*if*) and modal verb (cou'd) are present but not used as persuasive devices as there is no opinion to be persuaded to.
5. Vocabulary	**1**	Very short script with few content words (*anmals, 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 anmals cou'd 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**	Few examples of conventional spelling.

Wen I was going hoem and Me and My MuM sov a Dedh cagave it was sad. Bovg get sot evre tim, aniMals ave vay e In potet fov aw oref. aNIMAIS get cewd fov Nafing. aNiMals resat awi hons, Wi Dt we resat 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 vare inpotet for aw oref*).
3. Ideas	**2**	One idea which answers a question posed by the prompt.
4. Persuasive devices	**1**	Two instances of persuasive devices used: statement of authority (*animals are vare inpotet for aw oref*) and appeal to reader (*wi dt we respt theer homs*).
5. Vocabulary	**2**	Mostly simple content words. Some precise use (*inpotet … oref, respt*).
6. Cohesion	**1**	A short script. Although there are some links (<u>*it was sad*</u>, <u>*theer*</u> *homs*, <u>*aw*</u> *oref*, *wi dt* <u>*we*</u> *respt*) across sentences, there is insufficient evidence for Category 2.
7. Paragraphing	**0**	No evidence of paragraphing.
8. Sentence structure	**2**	Most simple sentences are correct. Enough evidence for Category 2.
9. Punctuation	**1**	Full stop and capital letter after sad are the only clear instances of correct sentence punctuation.
10. Spelling	**1**	Text contains some correct simple words but has many errors (e.g. *hoem/homs, sor, dedth, cagaro, borg, sot, ever, tim, vare*, etc.). <u>Simple words correct</u>: *I, was, going, and, me, my, mum, it, sad, get, are, for, we.* <u>Common word correct</u>: animals.

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

it cruel to Keep animals in cages because 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 different Family face away and people mite be very maen to the different tips of animals in the cantry and Mayby they are a Friendly animal and they want there Family to care for them and fied them when they are very hungry and the want same thing Confy 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 happnis if the cages Falls oF it mite die or get very scard and it Went out oF the cage and it got run oven by a car or a big track that had meddl in and one oF the medal peses wnen it thoe eyes

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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 (*miet, may be*), appeal to emotion (*taken away from there family*), address of reader (*What happens when …*), conditional mood (*if … could, if … mite*). Although there is a range of devices used, they are not successful.
5. Vocabulary	2	Mostly simple words with some precise use (*spiecel toy, samething that is prese*).
6. Cohesion	2	Referencing mostly correct. Some cohesion through simple word associations (*family/mum and dad/different family/people might be mean, canfy/sleep/rest, heart/scerd/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 (*e.g. they want there 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. Errors evident in common words. Common words 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.* Errors in common words: *same (some), there (they), miet, worred, fare (far), tips (types), cantry, mayby, fied, samething (something), stack (stuck), happins, heart (hurt), scerd, goose (goes), track (truck), medal (metal), peses, maen.*

I thiRe it is cruel because
the animals don have
feeiml. the animals Will feel
Sad. because t the animals Will
be veyl Lower. it Wot be
Looking because you have to
eta the Soeme food eavre
day.

animals will feel sad

Criterion	Score	Annotations
1. Audience	2	Gives some content to orient reader but gaps exist in information. (What is cruel? Why won't the animals have friends?)
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 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 …*)
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 words correct: *cruel, because, animals.* Errors in common words: *thike, don, feemd, veyl, loweu, wot, booring, eavre.*

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 beause 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.

P.s Makayla white

any other animal

Criterion	Score	Annotations
1. Audience	2	Shows basic awareness of audience expectations. Writer is attempting to orient the reader to the difference between cages and zoos but reader has to fill gaps in information to make sense of this difference.
2. Text structure	1	Minimal evidence of persuasive structure – structural components are not clearly identifiable. Text is a list of opinions with reasons.
3. Ideas	2	The few ideas are related but not elaborated.
4. Persuasive devices	1	Text contains personal opinions (*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, lion's, elephant's, kangaroo's*).
7. Paragraphing	0	First line of text is heading, followed by a new line for each sentence, none of which are elaborated and therefore are not considered as paragraphs.
8. Sentence structure	2	One simple, two compound and one complex sentence are correct. Two complex incorrect – in fourth section of text, statement switches to question form. Last section consists of one incorrect sentence and a fragment.
9. Punctuation	3	Sentence punctuation is correct. Other correct use includes commas in list and apostrophe for contraction. Incorrect use of apostrophes for plurals in zoo's, elephant's and kangaroo's and stray capital (Put) keep this from Category 4.
10. Spelling	3	Most simple and most common words correct. Common words correct: cruel, animals, cages, really, any, other, tigers, lions, inside, elephants, kangaroos, wild, think, they, won't, know, what, freedom, people. Because is also spelt correctly (and incorrectly) – just enough common words correct for Category 3.

I agree that animals should be in cages because:

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

That is why animals should be in cages :)

I 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 off

the person who looked after her/her
:?) That is why animals should be free :->

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They wont face danger

Criterion	Score	Annotations
1. Audience	3	There is enough information to orient the reader – writes a few points to support two clearly stated but opposing opinions.
2. Text structure	1	Minimal evidence of persuasive structure text consists of two sections, both of which are a list of ideas.
3. Ideas	3	Several unelaborated ideas that relate plausibly. Each section consists of fout or more unelaborated ideas.
4. Persuasive devices	1	Text contains a list of reasons that support two opposing positions.
5. Vocabulary	2	Mostly simple content words with two instances of precise use (*face danger, explore new places*).
6. Cohesion	2	Referring words are accurate. A small range of connectives (*because, if, and*) and word associations (e.g. *danger/fight/killed, free/explore new places*) are used. Tense used in bullet points is not consistent (*e.g. won't/won't/would/will*) and does not match stems.
7. Paragraphing	1	Text is chunked into two sections that contain like ideas.
8. Sentence structure	2	Both stems and their dot points form basic complex sentences of the same type. Text does not show the complexity necessary for a Category 3. Verb error in fourth dot point (*cames*).
9. Punctuation	2	Text contains at least two accurately punctuated sentences: capital to start stem and full stop after bullet point. However, there is some inconsistency with this style. Capitals to begin bullet points are used consistently and therefore not penalised. Uses two colons, comma for phrasing and slash for *he/her*. Misses contraction in *wont*.
10. Spelling	3	Correct spelling of most simple words and most common words. Common words correct: agree, animals, should, because, wont (letter order is correct for won't), *danger, fight, other, killed, another, saved, strong, water, every, why, disagree, allowed, anything, want, explore, places, eating, owner, person, looked, after*. Common words incorrect: *cames, what (want), vist.*

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 a 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 their 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 two statements of personal opinion (*I think … should not … because and animals should not …*) and two 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, text is too short to be considered a sustained piece of writing.
7. Paragraphing	**0**	No paragraphs.
8. Sentence structure	**3**	Sufficient evidence of correct complex sentences. Uses two types of dependent clauses(*… 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 Category 4.
10. Spelling	**3**	Correct spelling of most simple words and most common words. Common words correct: *think, should, animals, cages, because, they, would, want, wild, family, also, cruel, sometimes, try, break, hurt, small, move, around, there, hunters, tiny, where, bored, why.* Common words incorrect: *there (their), to (too), their (they're).* Difficult words correct: *habitat.*

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

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 shouldn't 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

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.

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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 more adult reader through language choices (*only certain animals, most zoos mimick, reduce the risk of being hunted*).
2. Text structure	2	Text contains two clearly identifiable structural components: introduction and a body. The last sentence is not strong enough to be considered a conclusion.
3. Ideas	3	Several ideas are elaborated with some 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, I agree; In my opinion ... should, my idea of ...; one of the main reasons that I disagree, overall I agree*. Several uses of modality (*... shouldn't be locked up*.) Overall, devices are not effective for Category 3.
5. Vocabulary	3	Some use of precise words and word groups: *only certain animals, similar to the one, mimick the animals natural habitat so well that, born into captivity, reduce the risk*. Not the sustained use needed for Category 4.
6. Cohesion	3	Meaning is clear on first reading. Referencing is correct (*I agree with it, lions, tigers and hippos – they, is one … 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. second paragraph. Second and fourth paragraphs have some brief supporting detail. An example of a weak Category 2 text.
8. Sentence structure	3	Most simple, compound and complex sentences are correct but there are not enough sophisticated structures for Category 4. Errors include repetition of *animals* in second paragraph, fragment in fourth paragraph and incorrect verb (keept).
9. Punctuation	2	Incorrect sentence punctuation in third, fouth and fifth paragraphs. 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. Not enough control for Category 3.
10. Spelling	4	<u>Difficult words correct</u>: *opinion, certain, history, similar, dangerous, natural, habitat, captivity, reduce.* <u>Difficult words incorrect</u>: *mimick, their (they're), seperate.*

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

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

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

Pets such as cats, dogs, fish and birds are fine to be kept in captivity as long as they are not neglected. Cats, birds and fish can take care of themselves the main thing for you to do is give them food and water.
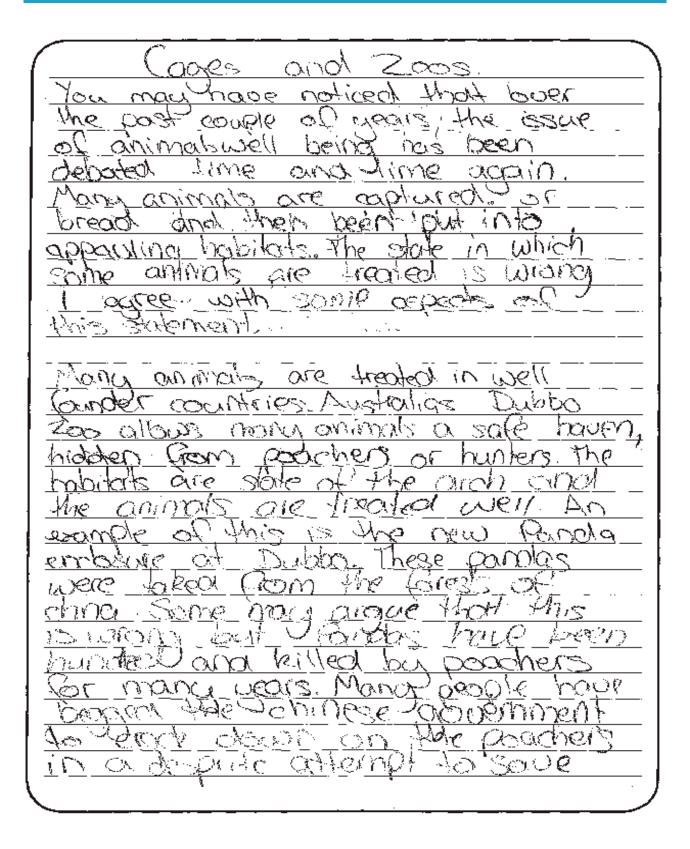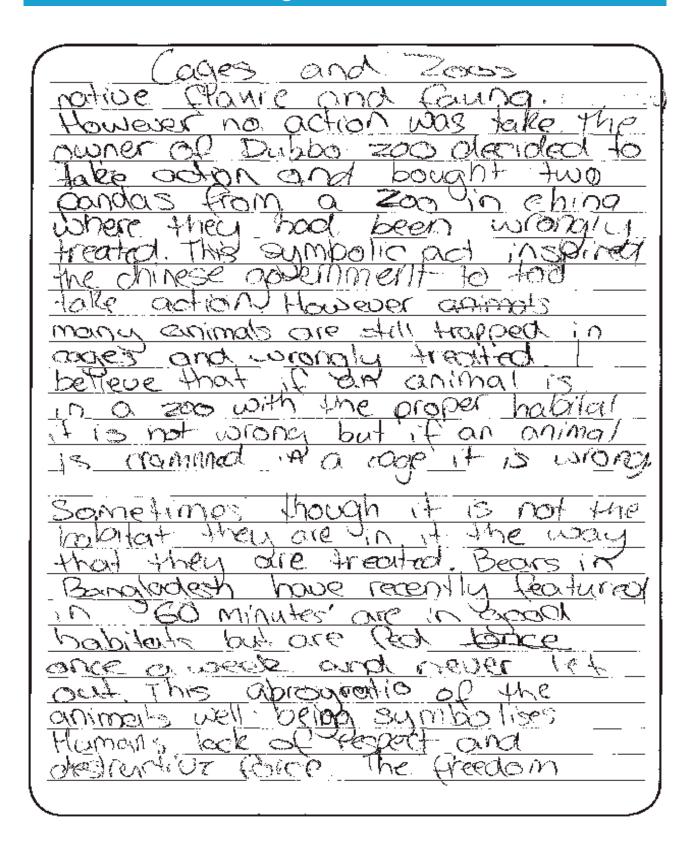
Animals such as Lizards, Snakes and other wilder animals are better off left in the wild.

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

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

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All animals started off

Criterion	Score	Annotations
1. Audience	4	Attempts to engage and persuade with reasoned argument. Detail provided reveals values.
2. Text structure	3	Three clearly identifiable parts that work together in service of argument Introduction sets up points of argument that follow, body is developed and conclusion gives a brief summary and restates position.
3. Ideas	3	Each idea has developed elaboration; however most is assertion or opinion (*dogs love human attention, cats, birds and fish can take care of themselves*). Not effective for Category 4.
4. Persuasive devices	3	Devices are effective through appeal to reader's logic, emotions and values (e.g. *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*) but this is not consistent enough for Category 4. Some inaccurate use that includes incorrect word forms (uncruel, wilder).
6. Cohesion	3	Meaning is clear and text flows well in a sustained piece of writing. Referencing is correct. Repetition of (*For animals such as*) to start paragraphs assists the smooth reading of this text. Text uses linking words and phrases (*Some of those reasons, depending on the reason, without them*). 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 …, to supply us …*) and shifting of clause position in first and third paras (*Depending on the reason ...*) but does not have the variety for Category 5.
9. Punctuation	2	Not enough sentence punctuation correct for Category 3, with spliced commas (second and fifth paragraphs) missing full stop (fourth paragraph) 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 words correct: *different, captivity, several, labour, supply, vegetarians, starvation, attention, neglected, exception, conservation, circumstances.* Difficult words incorrect: *generrally, recquired.*

Cages and Zoos.

You may have noticed that over the past couple of years, the issue of animal well being has been debated time and time again. Many animals are captured, or bread and then been put into appawling 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 founder 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 enclosure at Dubbo. These pandas were taken from the forest of china. Some may argue that this is wrong but Pandas have been hunted and killed by poachers for many years. Many people have beggen the chinese government to crack down on the poachers in a disperate attempt to save

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 too
take action However animals
many animals are still trapped in
cages and wrongly treated. I
believe that if an animal is
in a zoo with the proper habitat
it is not wrong but if an animal
is crammed in a cage it is wrong.

Sometimes though it is not the
habitat they are in it the way
that they are treated. Bears in
Bangladesh have recently featured
in '60 minutes' are in weak
habitats but are fed once
once a week and never let
out. This abreviatio of the
animals well being symbolises
Humans lack of respect and
destruction faine. The freedom

Cages and Zoos

of the bears is deeprially being supported by animal actions 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 aberagration of many animals well being as safty cannot be ignored. I believe that many animals are fine in good enclosures in zoos but the selfish acts of placing an animal in a poor enclosure and treated unfairly is wrong.

Cages and Zoos

Criterion	Score	Annotations
1. Audience	4	Creates an appropriate relationship with reader by using a respectful direct address in opening paragraph. Attempts 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 argument. Supports using examples and references (Dubbo Zoo, 60 minutes) by counter argument (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 (e.g. well founder countries, state of the arch, animals well being as safty).
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 (e.g. … is wrong at end of each paragraph, many animals in final paragraph). However, some referencing across text is a little clumsy, e.g. end of paragraph first – what statement is referred to? Not strong enough for Category 4.
7. Paragraphing	3	Paragraphs are ordered, cumulatively build argument across text, and have topic and summary sentences to pace and direct reader attention within paragraphs.
8. Sentence structure	3	Writing shows experimentation with more sophisticated sentence structures and language use. Shows control over most simple, compound and complex sentences but experimentation leads to errors such as incorrect word usage (*Many animals are treated in well founder countries*), verb errors (*e.g. <u>been</u> put, <u>Taked</u>*), and incorrect subject (*selfish <u>acts</u> of placing an animal*). Not the control needed for Category 4.
9. Punctuation	3	Sentence punctuation is mostly correct (two errors) and there is some correct use of commas for phrasing, quote marks ('*60 minutes*') and some correct noun capitalisation (*Dubbo, Bangladesh, RSPCA, Green Piece*; incorrect on *china, chinese*). Two possessive apostrophes are missing.
10. Spelling	5	All simple and most common words correct (errors *bread* (bred), *Piece, safty*). More than 10 difficult words correct. Errors prevent Category 6. Difficult words correct: *noticed, issue, captured, habitats, enclosure, government, attempt, fauna, decided, symbolic, recently, featured, symbolises, destructive, supported, activist, integrity.* Difficult words incorrect: *appauling, flaure, sanctuarys.* Challenging words incorrect: *desprite/despriately, abrogatio (typo - abrogation)*

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 Those animals are cared for, Then I Should See no point in how it may be cruel.

The blackmarket has a very large part to do with caged wildlife and mistreatment. Animals can be kept in small cages for weeks and Starved, forced to live upon Unethical conditions and Sold To other bad homes. allthough this market does exist, and plays a large ~~~~~~~~ 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 grica, and The grasslands of Taronga Zoo. The difference ofcourse being, in africa They have

To Work for dinner and in Torongsa They have to work for Visitors. Most Zoo's and captivity educate US about the Wild and about The certain Spieces. 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 three identifiable components, two of which are developed Introduction refines topic to situations of captivity of where cruelty depends on treatment, body elaborates with examples and less developed conclusion is a brief summary and reflection on human behaviour.
3. Ideas	4	Ideas are elaborated, contribute effectively to writer's position and reflect on wider-world issues.
4. Persuasive devices	4	Sustained and effective use of persuasive devices. A range of types are 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 (*majority, captivity, culture, blackmarket, mistreatment, forced, educate*) and word groups (*under certain circumstances, treated poorly, domesticated pets, wildlife care and research centres*) used consistently. 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 (*blackmarket, mistreatment, unethical conditions*), pronouns (*it, this, these, they*), connectives (*if, but, then, however*) and ellipsis (*The difference … being …*). Minor errors include redundant article (<u>*the*</u> *certain spieces*) and incorrect pronoun (<u>*The*</u> *allow us*). Not highly cohesive enough for Category 4.
7. Paragraphing	1	Body is separated from introduction and ending.
8. Sentence structure	4	Most simple, compound and complex sentences are correct. Error in an extended simple sentence in first paragraph. Uses some non-finite clauses (*forced to live, Animals living in zoos, keeping animals is only cruel …*). Does not have the variety for Category 5. Other 'errors' have been considered in cohesion or vocabulary.
9. Punctuation	3	Most sentences are correct. One missing capital to begin. Correct use of other punctuation includes apostrophe for contraction and commas for lists. Some correct commas for phrasing. Uses many random capitals, incorrect apostrophe in a plural (*zoo's*), and misses noun capitalisation for *africa and toronga*.
10. Spelling	5	All simple and common and 15 difficult words correct. Errors keep this from Category 6. <u>Difficult words correct</u>: *certain, circumstances, standard, majority, captivity, culture, research, unethical, conditions, exist, difference, educate, cruelly, decide, responsibility.* <u>Difficult words incorrect</u>: *demesticated, mistreatement, coarse, spieces.*

The lion's glorious hair moved with the breeze as he smelt today's breakfast. Slowly, he prowled towards the delicious smell, preparing to pounce on his prey. As he spots his food he lightly leaps off the ground, into the air, and swallows the air born 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.

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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The lion's glorious hair

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 text.
2. Text structure	4	Coherent, controlled and complete argument with all parts well developed. Text has strong introduction that uses narrative to set context. Writer's position is stated in paragraph 2. Body elaborates the writer's opinions and conclusion summarises writer's position and instructs reader.
3. Ideas	4	Ideas are elaborated and contribute to the writer's position. Opening is highly effective. Body and conclusion do not have the crafting for Cat. 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 entertaing, 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 text does not have the range of cohesive devices for Cat. 4. Uses correct referencing, connectives and word associations.
7. Paragraphing	2	Paragraphs are logically constructed and contain a topic sentence and supporting detail. Paragraphs are ordered but not used 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… _as he meets the ground and an a excited…_
9. Punctuation	4	Controls sentence punctuation and correctly uses apostrophes for possession (_lion's, today's_) and contraction and quote marks or specific use (_'the real world'_). Mostly correct use of commas for phrasing (some overuse) and experiments with quotes to introduce counter argument. Not the precise use required for Cat. 5.
10. Spelling	5	All simple and most common correct. Although there are more than 15 difficult words correct, errors prevent Cat. 6. Difficult words correct: _glorious, delicious, preparing/prepared, prey, excited, applause, audience, captivity, actually, habitat, healthy, experiencing, promote, normally, natural, environment, extremely_. Common words incorrect: _peice_. Difficult words incorrect: _air born, arrupts, entertaing_.

"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

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 are cruel.

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

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If humans can have a voice why can't animals

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 two points of argument that are elaborated and the conclusion reiterates position and makes a general statement that succinctly summarises this position.
3. Ideas	5	Text advocates for animal rights and freedom in the wild. These ideas are elaborated and contribute effectively to writer's position. Also develops position by refutation and making recommendations (*humans could help by*).
4. Persuasive devices	4	Devices suit style 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 emphasis (<u>*should*</u>).
5. Vocabulary	4	Consistent use of precise words and word groups with some imprecision (*amount of deaths, skills of fastness and attacking methods*).
6. Cohesion	4	A range of cohesive devices enhance reading and support underlying relationship. 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 (*e.g. 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 are used. Errors keep this from Category 5: verb error in line 3 (<u>being</u> kept), missing verb in last sentence of 1st paragraph, and agreement error in 2nd paragraph (*all of their life*).
9. Punctuation	4	Sentence level punctuation is correct. One missing? in first paragraph (two used successfully over the text), mostly successful use of commas for phrasing and in lists, use of underlining , and an apostrophe for plural possession (*animals'*). Strong Category 4.
10. Spelling	5	All simple and most common words correct. Although there are more than 15 difficult words correct, errors prevent Category 6. <u>Difficult words correct</u>: *surrounding, peering, natural, habitat, suggesting, accurate, destructive, technology, provide, prisoners, enclosures, develop, increases, survival, reproduction, continue, environment, certainly, personalities, conveys, conclusion.* <u>Difficult words incorrect</u>: *predetors, inclosure.* <u>Common words incorrect</u>: *romed.*

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.
To keep animals trapped in an

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 prevent. If animals need to be kept in captivity to survive, they can be moved to proper, open sanctuaries with their own kind in their natural habitat.

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

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

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. Defines topic and states position in introduction, detailed longer body develops position and conclusion strongly reiterates position.
3. Ideas	5	Ideas are generated, selected and crafted to be highly persuasive. Argues against the violation of animal welfare by contrasting space provided for and treatment of animals, subtly expressed recommendations and supports points of argument with examples.
4. Persuasive devices	4	Within a reasoned argument, effectively uses a range of devices with sophistication, e.g. statements of varying intensity are juxtaposed effectively to support position (*e.g. zoos <u>can</u> have useful purposes … to keep animals locked in cages <u>is</u> a cruelty and injustice*). Also effectively uses modal verbs, conditional tense and deliberately understated use of 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, development of idea and summary statements. However, first body paragraph contains two correct and complete undemarcated paragraphs – missing break at *However*,) This prevents Category3. This is a very high Category 2 script.
8. Sentence structure	5	Uses a range of stylistically appropriate constructions that show variety. Some errors - missing subject and verb *they are* (p.2 line 5), and awkward phrasing in conclusion. Sufficient evidence for Category 5.
9. Punctuation	5	Sentence punctuation correct. Commas are used in a range of ways lists, parentheses and phrasing to pace and control reading of text. One missing possessive apostrophe (*animals life expectancy*) allowed at this level in extended first draft writing.
10. Spelling	5	Correct spelling of all simple words, most common words and many difficult words. Errors prevent Category 6. Common words incorrect: *then* (than), *provent*. Difficult words correct: *purposes, research, survive, cruelty, injustice, advantages, captivity, endangered, provide, protection, ensure, survival, established, facilities, health, medical, terrible, damage, repaired, conditions, environment, entertainment, mistreatment, expectancy, decreased, disregarding, protection, natural, habitat, conclusion, achieved, violation, welfare.* Challenging words correct: *sanctuaries.* Difficult words incorrect: *soul* (sole), *shorterned.*

Sample script summary table

Page	Sample script	Audience 0-6	Text Structure 0-4	Ideas 0-5	Pers. Devices 0-4	Vocab. 0-5	Cohesion 0-4	Para. 0-3	Sentence Structure 0-6	Punct. 0-5	Spelling 0-6	Total 48
20	PletRi DoLiSal	0	0	0	0	0	0	0	0	0	0	0
22	Some anmals cou'd die	1	1	1	0	1	1	0	1	1	1	8
24	animals getting cewd	1	1	2	1	2	1	0	2	1	1	12
26	it cruel to keep animals	2	1	2	2	2	2	0	1	0	2	14
30	animals will feel sad	2	1	2	1	2	1	0	2	1	2	14
32	any other animal	2	1	2	1	2	2	0	2	3	3	18
34	They wont face danger	3	1	3	1	2	2	1	2	2	3	20
38	they try to break out	3	1	3	2	2	2	0	3	3	3	22
40	I agree and don't agree	3	2	3	2	2	2	1	3	3	3	24
42	My idea of a perfect zoo	4	2	3	2	3	3	2	3	2	4	28
46	All animals started off	4	3	3	3	3	3	2	4	2	5	32
50	Cages and Zoos	4	4	4	3	4	3	3	3	3	5	36
54	Under Certain Circumstances	5	3	4	4	4	3	1	4	3	5	36
58	The lion's glorious hair	5	4	4	4	3	3	2	5	4	5	39
62	If humans can have a voice why can't animals.	6	4	5	4	4	4	3	4	4	5	43
66	zoos can have useful purposes	6	4	5	4	5	4	2	5	5	5	45