

YEAR 12 *Trial Exam Paper*

2018

**ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)**

Written examination

***Sample responses and suggestions for
approaching the examination***

This book presents:

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

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SECTION A – Listening to texts

The suggested time allocation for Section A is 40 minutes.

TEXT 1 – The migrant experience

Script

Mai: Good morning, students. As the principal of Deep Valley Secondary College, I would like to welcome our three guests: Gus, Trinh and Maria. As you know, Australia is a nation of immigrants. Approximately 40 per cent of people in our suburb were born overseas, including me. As part of International Student Week, our three guests are here to tell us about when and why their families came to Australia. Trinh, perhaps we could begin with you.

Trinh: Thanks, Mai. My father and mother were refugees from Vietnam. When the Vietnam War ended, many people wanted to leave the country, but the government tried to stop them from going. My family escaped in a fishing boat and were on the sea for five days before they arrived in Malaysia. They were then accepted as refugees by Australia and arrived in Melbourne in July 1980. My parents thought they would never survive. Vietnam is a tropical country, and they had never experienced cold weather. My father had been a high-school teacher. However, because his English was not good, in Australia he took a job in a factory. Now, my parents are retired. Their English is okay, but they mainly speak Vietnamese at home. They love Australia but still don't like cold weather.

Mai: Maria, what about your family?

Maria: My grandparents were born in Calabria, which is in Italy. The village they came from was very poor. Many families often did not have enough food to eat, and many of my grandparents' relatives had migrated to the United States of America. Things got worse during World War Two. In 1954, my grandfather heard that Australia wanted more workers. He travelled to Australia and found a job in a soup factory two weeks after arriving. Two years later, my grandmother travelled to Australia. In those days, travel to Australia was by boat. It took four weeks for the ship to reach Australia. My grandfather eventually opened a shop in Deep Valley, selling groceries mainly to other migrant families. His English was fairly good because some of his customers spoke only English.

Mai: Thanks, Maria. Gus, what about your family?

Gus: My family came to this land in the nineteenth century. Most migrants to Victoria in the 1850s were from England, Scotland, Wales or Ireland, like many of the students at this school. But my great-great grandfather was from China.

Mai: How did someone from China come to Australia at that time?

Gus: That's an interesting question. A huge number of people came to Victoria in the 1850s after gold was discovered, including thousands of men from the southern provinces of China. While most of them returned to China after finding gold, approximately ten thousand of these Chinese men – including my great-great grandfather – remained. He eventually settled in Coburg, which was then an outer suburb of Melbourne. He ran a market garden, making money by growing vegetables.

Mai: Can you speak any Chinese?

Gus: Although my family name – which is Cheong – is Chinese, I can't speak any Chinese. My great-grandfather was semi-fluent, but my grandfather knew only a few words.

Mai: Gus, did people treat your family badly?

Gus: Unfortunately, they did. My grandfather told me his father often suffered from being called hurtful nicknames. This was a period in Australia's history when people from Asia were not allowed to migrate to Australia.

Mai: Thanks very much to all our guests for coming in. Trinh, Maria and Gus remind us how multicultural and diverse Australia is. I have learned so much about Australian history from listening to our three guests.

End of Script 1

Sample responses

Question 1a.

Students at Deep Valley Secondary College

Note: ‘Students’ is too vague; however, an answer such as ‘members of Deep Valley Secondary College’ is acceptable.

Question 1b.

The correct answer is B – Ireland.

Note: Maria’s family came from Italy, Gus’ family came from China and Tranh’s family came from Vietnam.

Question 1c.

	Tranh	Maria
Country of origin	Vietnam	Italy
Reason for migrating	Refugees	Poverty and unemployment in Italy Work opportunities in Australia

Question 1d.

1850s searching for gold/because gold was discovered

Note: One mark per correct detail. If students only write ‘gold’ for the second detail, the answer does not contain sufficient information. Answers such as ‘looking for gold’ or ‘finding gold’ would be acceptable.

Question 1e.

‘Unfortunately’, ‘they did’, ‘Unfortunately, they did’, ‘called hurtful nicknames’, ‘suffered from being called hurtful nicknames.’

Question 1f.

Possible answers include:

- Their ancestors came to Australia to seek a better life.
- Their ancestors remained in Australia.
- Their ancestors had to learn to speak English.

Note: This question requires students to identify common elements and make inferences.

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TEXT 2 – Street library*Script*

Stewart: (panting) Hi Lian, I'm terribly sorry I'm late.

Lian: Stewart, are you okay? I was really worried about you because you're hardly ever late.

Stewart: (not panting as much) Yeah, I'm fine. I completely lost track of the time.

Lian: That's not like you. What happened?

Stewart: I discovered a street library.

Lian: Now I know why you're late. You can't say no to books. But what's a street library?

Stewart: A street library, as its name suggests, is a library that is on a street. What people do is buy a special box and put it in their front yard. It's about as big as a doll's house. The door of the box has a large glass window so that you can look at the titles of the books inside. The idea is that you borrow a book, and when you've finished reading it, you return it to the street library you borrowed it from or to another street library. You can also donate books to any street library.

Lian: That's very interesting. So, have you only just discovered street libraries?

Stewart: No, I've known about them for a few months. However, I've just discovered a street library in Phillip Street, around the corner from the café. I've never noticed it before, so it must be new.

Lian: Okay, so what book got your attention?

Stewart: Well, many of the books they have in these libraries are rubbish. However, there are some really great ones, such as the book I've just borrowed. It's called *John Inglesant*. I read it many years ago, when I was at university, and I've always wanted to read it again.

Lian: I've never heard of it. What's it about?

Stewart: It's about a man called John Inglesant who lived in England during the 1600s. During that time there was a civil war in England between the king and the parliament. Inglesant supported the king, but he lost the war. When the parliament won, Inglesant left

England and eventually went to Italy because he was trying to find the man who had killed his brother. Finally, Inglesant returned to England.

Lian: That sounds like a fascinating story. Is it easy to read?

Stewart: Well, hmm, probably not for a lot of modern readers. A lot of the story is about Inglesant's beliefs and how they changed over time.

Lian: Not my sort of book by the sound of things. Have you discovered anything more *interesting*, you know, the sort of thing *most* people would like to read?

Stewart: Two weeks ago I borrowed a recently published book from a street library in Bond Street.

Lian: What's the book's title?

Stewart: It's called *Black Roses*. I was really excited because I wanted to read this book. However, all the copies in our local library were out. After starting to read it, I'm not sure if it's my type of book. (*uncertain tone of voice*)

Lian: What's it about?

Stewart: It's about an Englishwoman who moves to Germany to pursue her acting career. There, she meets an Englishman who becomes her boyfriend and who encourages her to spy for the British government.

Lian: Don't tell me the ending! I love romance novels. I read at least one romance novel every week. Sometimes I can even finish a whole romance novel in one day.

Stewart: Wow, that is very impressive. You must really love romance novels. What is it about the genre that you love so much?

Lian: Well, there are just so many reasons to choose from. First of all, romance novels usually have very interesting plots. You get caught up in the lives of the characters and want to know what happens next. I like the fact that the characters have to overcome difficulties to be with the one they love. It's truly magical!

Stewart: You make romance novels sound like fairytales.

Lian: Well yes, they are a bit like fairytales. Except the only magic you find in romance novels is love.

Stewart: If that is what interests you, I think you will really like *Black Roses*.

Lian: Yes, I think so too. Which street library did you return this book to?

Stewart: Well, um, well, actually, it's still on my desk at home.

Lian: Right. Once you pay for the coffees, we are going straight round to your place.

Stewart: Okay, but I haven't finished my coffee yet.

Lian: Well, hurry up and drink quickly because I *really must* have this book.

End of Script 2

Sample responses

Question 2a.

A small box containing books placed on the street

Note: For this question, reward answers that show a clear understanding of what a street library is. For example, ‘a library on the street’ does not convey comprehension of the idea.

Question 2b.

Possible details include the following.

- It is set in the 1600s.
- There is a war between the king and the parliament.
- Inglesant fights for the king in the civil war between the king and the parliament.
- Inglesant goes to Italy to look for his brother’s killer.
- Inglesant eventually returns to England.
- The novel focuses on Inglesant’s changing beliefs.
- Many modern readers would find this book hard to read.

Note: Reward any three details – one mark per correct detail.

Question 2c.

Lian initially seems enthusiastic about and fascinated by the book.

She changes her mind when she learns that the book:

- could be difficult to read
- focuses on Inglesant’s beliefs.

Note: For the second part of the question, either detail is correct.

Question 2d.

Stewart seems to prefer:

- historical books
- books that focus on ideas/beliefs.

Note: Reward either answer.

Question 2e.

How:

- She is insistent that they go and get the book immediately.

Choices of language include:

- ‘Really must have this book’
- ‘Hurry up and drink quickly’ – her word choices convey a sense of urgency.

Examples of delivery include:

- a demanding/excited tone of voice
- an emphasis on ‘*really must*’.

Note: In answering this question, students are given one mark for indicating how Lian shows her eagerness, one mark for identifying language choice and one mark for selecting examples of delivery. In identifying how Lian shows her eagerness, students should consider her overall manner.

SECTION B – Analytical interpretation of a text

The suggested time allocation for Section B is 70 minutes.

Suggestions for approaching the text response task

Here are a few suggestions for approaching the text response section of the examination. For further details and more ideas, check the VCAA EAL Examination Reports.

You can also consult the books published by Insight on the Year 12 EAL course (*EAL Year 12* and *EAL Exam Guides*).

1. Use the reading time.

- During the reading time, read the topics on your text(s) for Section B carefully during the reading time and think about which you would prefer to write on. However, do not spend too long on this task. You should spend most of the reading time on the Section A and the Section C materials.

2. Analyse the question you have chosen carefully.

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

3. Plan your essay. Use the TEEL model.

- **Topic sentence** Write a topic sentence for each paragraph in your essay. Each topic sentence should make a point that you will develop in the rest of the paragraph.
- **Evidence** Use a quotation, an example of an event in the narrative etc. to support the topic sentence.
- **Elaboration** Discuss the evidence and connect it to the topic sentence.
- **Link** Connect your discussion back to the topic.

4. Write your essay.

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

5. Check your work.

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

6. Do's and Don'ts

Do

- use short, relevant quotations
- write a plan before you start writing the essay
- use paragraphs and make it clear where one ends and another begins (i.e. leave a line space between each paragraph)
- answer the question.

Don't

- memorise an essay and hope it will 'fit' the question in the exam
- retell the story
- just write out everything you can think of about a text in your essay (relevance is one of the criteria for assessment).

Section C – Argument and persuasive language

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

Sample responses

Question 1a.

- Both are unique to each individual.
- Both are biometrics.

Question 1b.

- Fingerprints cannot be changed, whereas facial identity can.
- Consent is given to use fingerprints.
- Fingerprints are not tied to our sense of identity in the way that faces are.

Question 1c.

- It challenges the belief that people can modify/alter their facial appearance.
- It may lead to identity theft (particularly by terrorists and criminals).
- With CCTV cameras, a person's image can be obtained and used without their knowledge and/or consent.
- As facial recognition technology is not entirely accurate, a person could be mistaken for a criminal or terrorist.
- There may be additional problems if personal information is hacked: we can change a password but we can't change our face.

Question 1d.

- Unlike the human eye, facial recognition technology can scan many faces quickly.
- Facial recognition technology could solve cold cases.
- Facial recognition is far more convenient than PINs.

Question 1e.

Possible answers include the following:

- This technology has been introduced by a private company (Apple) without widespread public debate or consideration of negative effects. As Apple is very popular, the spread of this technology is likely to be swift.
- There has not been sufficient consideration of the limits that should be imposed on the use of this technology.
- Potential problems Collis has listed have not been considered in sufficient detail.
- Textual evidence: 'Currently there has been little discussion of the implications of facial recognition or of what limits might need to be placed on its use.'

Note: The answer and the evidence must be distinctly different and not repeat each other. One mark is allocated to the answer, and one mark for the evidence from the text.

Question 2

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

This task cannot be reduced merely to identifying and labelling various argumentative and persuasive techniques. Students who rely solely on spotting techniques can overlook other key details. For example, sometimes they fail to discuss uses of language they know perfectly well simply because they cannot label the technique, and at other times they focus too much on how the technique works generically but do not explain how the writer uses it to persuade the audience. Language must be analysed in terms of how it is used to support the argument being presented, so it is important to have a clear understanding of the point of view the writer is expressing and the reasons given for their opinion.

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

- **Premise** – the human face is an essential aspect of identity.
- **Conclusion** – there should be more public discussion about the use of facial recognition technology before its use becomes widespread.
- **Questions** – ‘How easily can databases of faces and other personal information be hacked into?’; ‘When identify theft includes the image of a person’s face, what protections are in place?’; ‘What could terrorists or criminals do with a person’s image?’
- **Words/phrases with negative connotations** – ‘sinister’; ‘terrorists’; ‘criminals’
- **Words/phrases with positive connotations** – ‘convenient’; ‘solve cold cases’
- **Tone** – Collis predominantly uses a concerned tone.
- **Inclusive language** – ‘We’ is used frequently throughout the article, as the writer assumes that readers share her concerns about widespread use of facial recognition technology.
- **Statistics** – ‘All the latest tests suggest it is *very* accurate – better than 97 per cent, according to Facebook. But what about the other 3 per cent?’
- **Appeal to tradition** – ‘The idea of the human face as an essential aspect of identity is centuries old.’
- **Examples/statements of fact** – ‘Photographs of our faces are used for ID, and we post them on social media to convey something essential about ourselves.’; ‘The human eye can’t scan hundreds or thousands of faces in a few milliseconds and identify wanted criminals or would-be terrorists.’
- **Visual material** – the image depicts a bland and generic face that lacks unique physical features. It is overlaid with the dot points and lines that symbolise the data recognition in facial recognition technology. This suggests that human beings will lose their identity as a consequence of this technology.

Sample responses

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

Apple's release of an iPhone that enables owners to use facial recognition technology to unlock their phones has initiated debate about the extent to which such technology should be used and concerns about its misuse. In an opinion piece entitled 'Facing the future', published in *SocialTech Futures*, science journalist Eva Collis addresses primarily a readership interested in technology. In a concerned tone, she contends that society needs to consider the use of such technology more carefully. In an online comment, Ken Loung challenges Collis. He argues that fears about misuse are overstated. (1)

Collis begins by establishing her premise that the human face is 'an essential aspect of identity'. (2) Appealing to people's desire to exercise autonomy, she argues that 'We think of ourselves as unique, and of our faces as reflecting this uniqueness.' Listing a range of ways in which people shape their facial identity, Collis hopes to establish a rapport with her readers, since, like her, they believe that they should be able to express themselves through aspects of their appearance such as 'hairstyles, make-up and cosmetic procedures'. (3) Collis then states that as a consequence of facial recognition technology 'this idea of our appearance being something that we own and control is suddenly challenged' to elicit a sense of concern in her readers. Furthermore, by stating that with the release of Apple's iPhone X such technology is now 'with us in a mainstream, everyday way', Collis suggests that her readers should feel worried that the normalisation of this technology in devices they are likely to use such as the iPhone X will result in a loss of personal identity. (4) The image accompanying the article shows a blank face with a series of lines and data points, and is designed to reinforce readers' concern. The blank face suggests that individuals lack an identity except for the data points. This reinforces the idea that facial recognition technology will obliterate individuals' sense of personal identity and redefine their identity as a 'set of data points'. (5)

Continuing to underscore the threat to personal identity, Collis contrasts facial recognition technology with fingerprints to rebut the notion that facial recognition is merely another biometric. (6) She states that our fingerprint 'is not tied to our sense of who we are'. Collis hopes that readers will recognise the distinction she makes between fingerprints and facial recognition, and resist accepting facial recognition technology on the basis that it is merely another biometric. Collis then seeks to alarm her readers by mentioning the volume of digital images and their potential misuse. By employing a concerned tone when stating that 'we don't really know who might be able to access them' as a fact, Collis prompts readers to feel worried about who may be able to obtain and then misuse the images. (7) Collis infers that 'this invisibility' is what makes facial recognition technology 'a sinister development'. The word 'sinister', with its negative connotation, implies that this largely unnoticed development is evil. (8)

A series of questions, such as 'How easily can databases of faces and other personal information be hacked into?', appeal to readers' 'serious concerns' about security. Collis implies that it may be relatively easy for 'terrorists or criminals' – two categories of persons average readers fear on account of their unscrupulous and evil behaviour – to obtain and misuse images of them. (9) Collis rebuts the proposition that facial recognition is essentially accurate. Citing the fact that it is 97 per cent accurate, Collis then asks, 'But what about the other 3 per cent?'. Readers are meant to question the reliability of this technology, implying that this level of inaccuracy is too high. Collis attempts to provoke concern and fear in her readers so that they will share her conclusion that there needs to be more careful consideration of how facial recognition technology should be used. (10)

By contrast, Ken Loung endorses facial recognition technology. Rebutting Collis, he argues that ‘There’s nothing special about the data that captures a human face, any more than a fingerprint’. **(11)** By stating, ‘it’s just more data’, he asserts that Collis exaggerates the uniqueness of the face, and that the distinction between facial recognition and fingerprints is false. Loung then lists some benefits of facial recognition. He appeals to readers’ desire for justice, and the maintenance of law and order, by stating that facial recognition technology has the ‘potential to solve cold cases’. He implies that readers should embrace this technology, since they want crimes to be solved and criminals punished. Similarly, by ending his comment with the statement that a face is ‘far more convenient than PINs’, Loung reinforces readers’ confidence in this technology. He assumes that most people would regard face recognition as far more convenient than remembering PINs. **(12)**

Annotations

- (1) In a short introductory paragraph, the student identifies the main elements of the context; for example, the name of the text, text type, place of publication, the author, the writer's purpose, and the intended readers, as well as the comment written in response to the main text.
- (2) The student begins the first body paragraph by identifying the author's premise. This is a crucial element in the argumentative structure that underpins the first part of the article. Contrast this observation with the mid-range response.
- (3) The student then identifies a series of examples that support the premise. Note how they explain how these examples may work to establish a rapport between the writer and her readers.
- (4) The student clearly demonstrates how the argument and the language may influence the target readership of the text – namely those interested in technology. Owing to their interest in technology, they may be planning to purchase an iPhone X. Contrast this with the mid-range response, which does not clearly link the author's language and argument to the intended readership.
- (5) The task requires students to identify and explain links between language use and visual items. For this reason, where possible, visuals should be analysed within a body paragraph and not in a separate paragraph.
- (6) The student identifies a new point introduced by Collis. In doing so, they show how it links to the previous point in Collis' argument, and thus how it contributes to the overall structure of her argument.
- (7) The student continues to analyse the text, identifying the intended effect. Note how the analysis of the argument and the analysis of the language are interwoven. There are references to Collis' tone of voice, an illustration of how it is used in the text and an explanation of its intended effect.
- (8) The last section of this paragraph gives particular focus to the language, with an analysis of the word 'sinister' and how it positions readers.
- (9) The student does not attempt to analyse all the questions. Rather, the analysis focuses on a single question explaining clearly how the writer attempts to influence the readers.
- (10) The student concisely identifies how Collis' overall argument and language use encourages her readers to accept her conclusion.
- (11) The student chooses to analyse the comment written in response separately. Some students may choose to compare and contrast the two texts throughout their analysis but there is no requirement for them to do so.
- (12) The student notes how Loung rebuts Collis by demonstrating how Loung appeals to readers' desire for law and order, and convenience.

Assessor comments

The candidate recognises the significance of the particular context of this text and relates the analysis back to it. Evidently this student has read the text and background information carefully, and has identified critical elements such as the fact that the intended readers are people interested in technology. Failure to read the background information can have significant negative ramifications, as important details about the context are often identified in it. Weaker responses tend either not to acknowledge key details of the context or to make only passing reference to it.

This candidate has a very good knowledge of argumentative strategies and language devices. In the analysis, they discuss the interplay between argument and language. There is the clear sense that the student understands how the language usage supports Collis' and Loung's lines of argument. The focus, however, is on explaining the intended effect on the audience in this context, rather than identifying and labelling techniques. The candidate also avoids the trap of giving generic explanations for the use of language devices, such as 'The writer uses inclusive language to make the readers feel included.'

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

The candidate does not try to analyse every argument or every use of language. For example, they do not discuss the example of KFC in China using facial recognition technology. Instead, the analysis focuses on points of argument in the text for which there is adequate language use to discuss.

At just under 800 words, this is an extremely lengthy analysis. Most candidates (even high-range ones) will not be able to write a piece of this length.

Mid-range response (mark range: 5–7)

In an article for the internet Eva Collis want the audience to be concerned about facial recognition technology. She use many persuasive devices and an angry tone. Ken Loung disagree with her. (1)

Collis begin her article by telling us human face is ‘an essential aspect of identity.’ This make reader agree with her, because face is important for their identity. She then show picture of a human face with dot points join together so it look like a spider web. Reader would have a feeling of worry, because they think that their face should be unique and special and not reduced to a set of dot point. (2) Collis then say that ‘this idea of our appearance being something that we own and control is suddenly challenged’ position readers to be concerned, because they believe that facial recognition technology mean that they cannot shape and control their face. By saying it is ‘mainstream’, reader is meant to feel worried, because it is everywhere, not just in the airport. (3)

Collis also say that facial recognition is different to fingerprint, because fingerprint is widely accepted. The reader would agree with this statement. (4) She then says that there are image of our face on databases. This make reader feel fear, because they are worried about who may have their face. She describe this as ‘sinister.’ Sinister mean evil, so reader would be worry. Collis also question how secure database are. She suggest that there are ‘serious concern around privacy and personal freedom.’ This position readers to feel worried, because they do not want to lose their privacy and personal freedom. By asking ‘What would terrorist or criminals do with your image?’ Eva position reader to be frightened because these two group are groups of very evil people. She also question the accuracy of the facial recognition technology. This make the reader worried because they are afraid that they could be mistaken as a criminal or terrorist because their face is the same as that of a criminal or terrorist. (5)

Ken disagree with Eva. He argue that facial recognition technology is OK. He says ‘but really, there’s nothing to be feared in this science’ to make the reader not feel fear. He also say that human mind cannot scan hundreds or thousands of faces in a few milliseconds to identify criminals or terrorists. However, the facial recognition technology can, so reader think that it is really good, because the facial recognition technology can find the criminal and terrorists. Ken also say that facial recognition technology can solve ‘cold cases.’ This make reader feel happy because they do not want criminal to do a crime and get away with it. Maybe with this technology, criminal get caught after 30 years. It is good also, and this make reader very happy. Reader also think that this technology more convenient than having many PINs, so they would support Ken. (6)

Both writer use many argumentative devices and persuasive strategy to convince the reader about the facial recognition technology. (7)

Annotations

- (1) The student identifies many of the main elements of the context. The statement ‘she use [*sic*] many persuasive devices’ is irrelevant. The student refers to Collis’ tone of voice; however, the identification is incorrect. Furthermore, in the body of the analysis, the student does not analyse how the tone of voice is used.
- (2) The student analyses the visual item. Although some valid observations are made, the analysis lacks the depth and precision of the high-range response.
- (3) The student analyses the text. Note that clear links between the text and the visual, and how they work together to persuade the reader, are not made. Contrast this with the high-range response.
- (4) The student attempts to analyse the next argument and states that ‘the reader would agree with this statement’ but does not explain *why* the reader would agree with Collis.
- (5) Although the student makes some valid observations about Collis’ language and argument, the explanations lack the depth of the high-range response. The student does not analyse Collis’ conclusion or how it positions readers.
- (6) Like the high-range response, this student analyses the second text in a separate paragraph. Unlike the high-range response, however, the candidate does not identify the specific strategies Loung utilises to rebut Collis.
- (7) There is no requirement for students to write a concluding paragraph – see the high-range response, for example. This student’s conclusion is generic and adds nothing to the overall analysis. Stating obvious details in a simplistic manner detracts from the quality of the analysis.

Assessor comments

This piece is approximately 500 words. Many students will struggle to write even this much. The candidate identifies many of the argumentative strategies and persuasive techniques the writers use, and has not simply summarised what they have said. Similarly, they have analysed both the language and the argument. However, many of the explanations of the intended effect are somewhat formulaic. Contrast these with the explanations given in the high-range response. While the candidate displays some awareness of how Collis’ and Loung’s arguments are structured, the analysis lacks the sophistication of the high-range sample. For example, there is no reference to Collis’ premises and conclusion.

Low-range response (mark range: 2–4)

In the article by Eve Collis have much persuasive language device. (1)

Collis believe facial recognition technology bad. She say we no longer have unique face. She mention ‘we’ a lot in this article. It is inclusive language and it is used to make the reader feel included. (2)

She also show cartoon of face with dot and line on it. Photo remind me of when I was little boy, and I join dot with number to get picture. Maybe this fun activity for little children. Facial recognition technology like this. Only is done by computer quickly. It is very good to help catch the bad person like the terrorist or criminal. So I agree with Loung and no agree with Collis. (3)

Collis also say that Facebook can be 3 per cent inaccurate. She say this to make me scared. However, I no scared, because I use the face recognise technological to open up my new iPhone X. It recognise my face, so criminal or terrorist cannot use phone. (4)

Ken disagree with the Eva. He say facial recognise technology convenient. People like thing that are convenient. Convenient is a very powerfull persuasive word. (5)

Annotations

- (1) The student begins with a generic statement and misspells the writer’s name.
- (2) The opening sentence shows only a vague awareness of Collis’ contention, which is far more nuanced. By contrast, the high-range response identifies correctly the writer’s contention and notes the subtle distinctions she makes. The student identifies the use of inclusive language in the article but provides a simplistic and generic explanation of it.
- (3) The student misidentifies the picture as a cartoon. Much of the explanation – particularly the details about the childhood join-the-dots puzzle – is irrelevant. Furthermore, the student offers their opinion about facial recognition technology, which is not what is asked.
- (4) The student seems to have some understanding of the author’s analysis of the statistic cited on Facebook about the accuracy of facial recognition technology. The student then offers an opinion about the use of this technology on the iPhone X, which is beyond the scope of this task.
- (5) The student shows an awareness of the appeal to convenience at the end of the analysis, but the explanation lacks depth. Furthermore, the statement that ‘convenient’ is ‘a very powerfull [sic] persuasive word’ is an attempt at evaluation, which is outside the scope of this task.

Assessor comments

This piece is approximately 200 words in length and, as such, is very short. Candidates have approximately 35 minutes in which to complete this task. They should aim to complete a piece of approximately 350–450 words. The language contains a number of errors typical of weaker students; for the most part, however, the meaning is discernible. The candidate does not identify the intended readers. In this piece, the candidate presents their own point of view, gives vague and/or generic explanations and attempts to evaluate the effectiveness of the language use. Candidates should avoid these things. The candidate does not seem to comprehend the subtlety of Collis' line of argument and this limits their ability to analyse the intended effect of the argument and the persuasive language. Contrast this with the medium- and high-range responses.

END OF SAMPLE RESPONSES