

YEAR 12 TAST-STYLE
TAKE HOME ESSAY



AST STYLE TAKE-HOME RESPONDING TASK

Course:	EAL T
Unit:	Perspectives in Texts
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> - AST Style Take-home Responding Task - Individual task - Essay response - 600 - 700 words - 30% - Completed online through google classroom on a google doc - Submit planning scaffold and research notes - Bibliography and referencing required - Declaration of Academic Integrity
Prior learning:	<p>What are perspectives?</p> <ul style="list-style-type: none"> • Denotative meaning and the connotative meanings • Difference between 'Point of View' and 'Perspective' • Factors affecting perspectives in texts. • Difference between formal and informal writing styles • Specific language and form as required (use of tenses, sentence starters, etc.) <p>Interpreting and analysing perspectives in short texts and images</p> <ul style="list-style-type: none"> • Difference between description and interpretation of a text/ an image • Analysis of culturally specific language features (irony and sarcasm) • Interpretation and analysis of images and short texts • Practice of essential reading/ listening skills • Specific language styles needed in writing formal responses (sentence structures, active and passive voice, etc.) • Practice writing paragraphs in a suitable structure (TEXAS structure, etc.) <p>Writing essays:</p> <ul style="list-style-type: none"> • Argumentative essay structure (Introduction, Body Paragraphs, Conclusion) • Specific language/ techniques used in argumentative essays • Drafting, working with peers to provide feedback, teacher feedback on practice tasks, etc.

TASK SUMMARY:

This task is based on the stimulus studied and discussed in class and on your own research.

Students are required to write an argumentative essay discussing the major issue raised by the material studied. Students should develop a clear argument, agreeing or disagreeing with the main idea.

As a take-home assessment task, BSSS policy regarding lateness and plagiarism still applies. You will be required to sign a cover sheet indicating that this is your own work and that you are aware of these penalties.

There are two parts to this task.

Part 1: Demonstrating understanding of the stimulus

Step 1:

- Read/ listen to the material provided and your own research material

- Take notes on the issues discussed in response to each of the stimulus material and take notes on your own research
- Summarise the main ideas.

Step 2:

- Determine significant issues that might be discussed

Step 3:

- Select an aspect of the issue to write about.

Part 2: Responding to stimuli

Step 4:

- Planning the argumentative essay
- Determining supporting points/ arguments, counter arguments, refuting of counter arguments
- Choose a possible title for the piece of writing

Step 5:

- Write an argumentative essay
- Finalise the title

Write your argumentative essay with:

- An introduction: A hook, a clear thesis statement, main points
- Body paragraphs: argument, counter arguments and refute with appropriate examples
- A conclusion: Restate your thesis statement, summarise your arguments, prediction for future

Word requirements:

- 400-600 words (Year 11T students)
- 500 - 800 words (Year 12T Students)

Submission Requirements

- Submit planning scaffold and research notes
- Bibliography and referencing required

LINKS TO BSSS EAL COURSE

Unit: Perspectives in Texts

Content Descriptions	Elaborations
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding (ESLT01) • understanding common cultural references, conceptual metaphors and connotations (EALT04) • listening, reading and viewing for specific purposes and content. (EALT07) <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • describing linguistic and structural features of a range of more complex text types including literary and transactional texts (ESLT08) 	<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in using Standard Australian English, home language or dialect to clarify understanding • identifying Australian specific use of language, its connotations, and conceptual metaphors • recognising some irony and how humour is created • using reading, writing, speaking and listening in communication • identifying main issues/ ideas of stimuli provided • interpreting implied meanings in stimuli provided <p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • describing the purpose of varied use of semantics and syntax • explaining overt and implicit assumptions made in stimuli

<ul style="list-style-type: none"> explaining ideas, issues and arguments presented in non-fiction texts (EALT10) interpreting cultural references and implied meanings in texts (EALT11) using strategies to reflect on and consolidate own learning. (ESLT13) <p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising (EALT15) explaining the effects of shifts in register, style and tone (EALT16) explaining the visual features of texts and interpreting graphic representations of data (EALT19) using language to express judgement of an object, a process, or a performance (EALT20) using metalanguage to express personal and critical responses to texts. (EALT21) <p>Create a range of texts:</p> <ul style="list-style-type: none"> using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language (EALT23) using a range of cohesive and structural devices (EALT024) using persuasive, descriptive and emotive language as appropriate (EALT25) <p>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (EALT28)</p>	<ul style="list-style-type: none"> identifying how different short types are used in communication for both inferential and implied meaning using note taking, summarising and paraphrasing to consolidate learning <p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> interpreting literal and implied meanings in visual and written stimuli provided communicating individual understanding of the short texts in the stimuli provided responding to stimulus using appropriate grammatical structures and language conventions using accurate spelling, punctuation and subject-specific vocabulary using Standard Australian English to communicate understanding direct and inferential and implied meanings of stimuli <p>Create a range of texts:</p> <ul style="list-style-type: none"> creating responses using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language producing effective paragraphs and essay forms in response to stimuli making use of appropriate persuasive and descriptive techniques in texts created use scaffolds and drafts in forming responses.
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> apply communication skills to analyse and compare attitudes and values in texts demonstrate literal and inferential comprehension of information, ideas and language used in texts understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts plan, create and refine written and multimodal texts appropriate to context, purposes and audiences
Cross-curriculum priorities:	Students will engage with broad ethical and policy questions in Australian society that encompass the experiences of First Nations Australians as well as the experiences of migrants from Asia to Australia.
General Capabilities:	<ul style="list-style-type: none"> Literacy, Numeracy, Information and communication technology (ICT)

- | | |
|--|---|
| | <ul style="list-style-type: none">• Critical and creative thinking• Personal and social, Intercultural understanding• Ethical Understanding |
|--|---|

Through interpreting texts and analysing verbal and numerical data to clarify their own positions, and communicating arguments that engage with ethical questions in an online environments, students will engage with the General Capabilities.

Name

Grade:

Score:

EAL ANALYTICAL TASK RUBRIC							
<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4

Comments:

SCAFFOLD

Stimulus Material 1 is a listening task. Listen during the class time allocated and note down the important points/ issues.

Stimulus Material 2 – 7: Read the material provided and/or your own research material and take notes on the issues discussed in each of the stimulus material and summarise the main idea.

Stimulus	Important Points	Main Idea
1 (Listening Task)		
2		
3		
4		
5		
6		
7		

Step 2:

What is the main issue discussed in the stimuli?

Step 3:

Select an aspect of the issue that you wish to write about. What will be a possible title for your piece of writing?

Step 4:

What are your supporting arguments and counter arguments?

	Supporting point/ arguments	Counter arguments	How are you going to refute the counter arguments?
1			
2			
3			

Step 5:

Write your argumentative essay. This will be marked on the rubric provided.

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
High	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Perspectives in Texts" unit indicating those that are most appropriate for this type of task. Students are focused on a range of perspectives on a topic and how language is used to present a perspective.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e., instructions and scaffold, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc.

3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

This item related to the suite as a whole, yet bias has been considered in this task. The task is well scaffolded to provide access to a range of students, and the support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students develop an inquiry and are asked to analyse and evaluate sources. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop a question that was initiated by class work. Students are supported to pursue their own interest in relation to the task. The explicit connection to the AST provides a context relevant to student concerns and needs. The topic selected is one in which students are immersed and have strong views.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward.

STUDENT NOTES

Stimulus One – “Another Brick in the Wall” by Pink Floyd

Important Points	Main Idea
Teachers make fun of students for writing a poem	Shows that the education system is strict and dry. Teachers violate student privacy and give them no respect.
Dark and shadowy background	Meaning a depression lives the students have to endure due to the hardship of education. Even in the teachers’ home, there is no happiness and he is haunted by his crime.
Teacher use violence to discipline students	An unacceptable way to educate children that is so gruesome. Pointing out the lack of respect for the students and the closed mind of the teachers thinking that pain would make children docile and submissive.
Dolls production	Due to the strict, closed and uncreative studying environment, the students are turning in dolls. Teachers aim to destroy uniqueness and diversity among the students by forcing them into molds.
‘Hey teachers! Leave the kids alone!’	A lyric from the song, interpreting a man who wants equality and fairness for the students. He demands the teachers to step back and let the kids do what they want.
Rebellion of the students	The students being encouraged by the lyrics realised how toxic their teachers are and that the education system they follow is no good. They decide to earn their freedom and destroy the prison-like school. Proving that the way teachers educate kids in the music video is wrong and will never work.

Source studied in class- Accurately summarised discussion.

Most significant points noted

Stimulus Two- Chomsky, Noam., "Education in the Public Good", *The Atlantic*, Vol. 223, No. 6, 2010.

Important Points	Main Idea
Education is the most powerful weapon which you can use to change the world.	Nelson Mandela was South Africa's president in 1993 and also won the Nobel Prize for Peace in the same year. He was also a civil rights advocate who dedicated his life to fighting for equality and against racism. He demonstrated leadership qualities with a powerful presence that disarmed enemies with his smiles, forgiving and positive thinking. His saying mentioned in stimulus 2 was to motivate children to study and use their wisdom to make the world a better place. He believed that nothing is better than education in changing the world, not weapons, not war and not deaths.

Source studied and discussed in class. A key idea from the text has been identified and accurately summarised.

Stimulus 3: Brittain, Josh, “My Life in Education”, *The Conversation*, www.theconversation.org, 17 July, 2018.

Important Points	Main Idea
<p>Josh Brittain considered himself lucky as a child when he was in primary school.</p> <p>His sister was let down by the education system, damaging her mental and physical health.</p> <p>Kids do not feel like they are prepared for life after school.</p> <p>Children from lower socioeconomic backgrounds are less likely to have a good education compared to those who are wealthier.</p> <p>Make education a priority.</p>	<p>Overall, the main idea of this stimulus is that there is nothing more valuable than an education. He enjoyed his student life but also admitted that because he was lucky. His sister was disappointed by the education program that later in her life caused her many troubles. He implied that the fact that he benefited from Australia’s education system did not mean that Australia was doing a good job and meeting every kid’s needs, it was only because of his luck.</p> <p>Compared to him, the education program of Australia did not satisfy his sister, not the children from rural areas and ethnic minorities. The general educated children rate ranging from primary to college for Aboriginal and Torres Strait Islander kids did not go past 65%. Which he thought Australia could do better and should invest more in education in those rural areas.</p>

Source studied and discussed in class. Two key ideas from the text have been identified and accurately summarised. One lower value anecdotal evidence item included in summary, but not integrated into the final text, showing discernment in evidence selection.

Stimulus Four: Australian Bureau of Statistics, *Report on an Analysis of Educational Outcomes*, Australian Bureau of Statistics, Commonwealth of Australia Printing Service, Canberra, 2018.

Important Points	Main Idea
<p>The difference between equality, equity, reality and liberation.</p>	<p>I think the message of stimulus 4 is to show the difference of the supports society uses to help kids. Many people say equality is being fair and that all kids need the same amount of help but it is not very right in real life.</p> <p>Many kids have the advantage of their family backgrounds, talent, appearance, etc. while others do not. Hence, the most ideal goal is to provide enough support for whoever needs it. Another better scenario is instead dealing with the kids, we should deal with whatever stops them from achieving their goal. Giving them freedom to explore and grow into their desired models.</p> <p>Unfortunately, reality is not pink and either equality, equality nor liberation exist.</p>

The result of own research. A highly complex source that shows engagement with a section in the discussion section of the report. Shows high level of discernment and understanding.

Stimulus 5: Raoul Enriquez, *Introduction to Economics for Secondary Schools*,
McTavish-Mount Joy, Juneau, 2017.

Important Points	Main Idea
<p>Free education</p> <p>Many students from different background join the course</p> <p>Some people find the information useful</p>	<p>Stimulus 5 focuses on how free education has a great impact on everyone. Since the course is free and available for everyone, without the standardized tests or grading. It ends up motivating a lot of people to come</p>

Student has used their Economics textbook. Discerning selection of evidence from other studies. A highly effective learning strategy.

Stimulus 7: De Bere, Hienrich., "Education and Careers for the 2020s" *Sydney Morning Herald*,
Sydney, Monday 6 June, 2020.

Important Points	Main Idea
<p>A mockery to our education system.</p> <p>The judge creates the same test for all animals and calls that fair.</p> <p>He forces a fish to swim.</p> <p>The monkey has a happy face because he knows he will win while other animals show attitude because they know they will lose.</p>	<p>Everyone aims for fairness and equality but it does not mean making every one do one same standardized test will result in a fair judgement. Everyone is different with their own talents and skills, forcing a fish to climb is the same as making a monkey to win a swimming contest. There are many things that are so different that they simply cannot be compared. Before giving any test, the judge should establish and thoroughly consider everyone's differences.</p>

Students studied source in class. A useful source. Conceptually difficult and shows engagement with idiomatic language, visual language, and rhetoric.

	Supporting point/arguments	Counter arguments	How are you going to refute the counter arguments?
1	<p>Free education improves our society. (Enriquez, R 2017)(ABS, 2018)</p> <p>Giving everyone easy access to education increases the number of educated people, who are capable of making the right decisions and critical thoughts independently.</p>	<p>Raising a child how to act and behave correctly is their parents job, not the government nor the teachers.</p> <p>Giving more opportunities by free education is unnecessary.</p>	<p>Free education aims to improve both student quantity and quality. Raising young children is the job of a whole community, especially teachers. What if a child has family problems and their parents are not able to teach them what they have to, but at the same time cannot afford schools? We should never give up on any child. Creating free schools encourages more people to enroll and learn about themselves and the society.</p>
2	<p>Free or cheap training increases workforce efficiency and lowers unemployment rate.</p> <p>(Xiao, L, 2021) (De Bere, H., 2019)</p>	<p>If an employee wishes to expertise their skills further than they should pay for it themselves.</p> <p>Higher and proficiency education is expensive for numerous reasons. It requires professors, equipment and in-depth contents.</p>	<p>The improvement of automatic technology helps many industries function faster and cheaper. However, at the same time threatening low-skill employees as what they do can be replaced by machines. Not giving people the chance to strengthen their skills will result in an increasing unemployment rate.</p> <p>Free higher education secure the employees' jobs while maintaining the workforce efficiency.</p>

There is a clear line of sight between notes and the essay planning which provides confidence in student's academic integrity.

3	<p>Costless universities encourage college students to enroll and study with a relaxed mind. No pressure of debt means more time to focus on studying and their interests. After graduating, they are able to find a good job with suitable pay and spend their money for the country's economy instead of saving up and paying for their tuition fee.</p> <p>(Chomsky, 2010) (Enriquez, R 2017)</p>	<p>University is not the only option for getting a good job. University is a place for researching and extending further study for those who wish.</p>	<p>University should not be critical but society prefers to think so. A degree holder is more likely to be employed than those who do not. In fact, people with higher education get higher pay. Which is understandable and reasonable since they have in- depth knowledge and are more capable. But how about those who do not have a degree? They may wish to go into a research field but it costs 20 thousands a year and end up working in a fast-food chain instead of pursuing their dreams. It also does not guarantee that whoever earns more will spend more while they still have a huge debt to pay.</p>
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STUDENT RESPONSE

There are no price tags on education

The opportunity to access an education program should be freely available to everyone. Making education free for everyone will be a big step towards the development of an individual and the growth of a society. A costless schooling system encourages more people to learn, providing higher critical thinking skills among the population and inclines them to participate in politics and improve their country.

Along with technological progressions causing a shift in many industries, low-skill workers with free access to technical training will secure their jobs and expand the workforce consequently.

Furthermore, debt-free universities stimulate the economy, as new graduates without loans are more likely to earn and spend, resulting in higher consumer spending.

Education plays an imperative role in the improvement of society. Societies with higher rates of degree completion and levels of education tend to be healthier and have greater equality. (ABS, 2018)

For instance, schools provide people with the considerable mental agility to make the right decisions, which are the tools for them to understand and resolve their problems independently. Making the educational resources free will increase decision-making capabilities among the population, benefiting both personal and societal needs.

Therefore, free education allows and enhances society to progress at a faster rate.

Clearly expressed thesis statement employing complex concepts. (R4-A; R5- A) Some language too informal. (C3- B).

Insightful ideas and complex concepts. Effectively employs stylistic features in the series of clear sentences that provide direction for the paragraphs to follow. (R4-A; R5- A) Effective use of generic style to weight expression with persuasive language choices, but should have used conditional mood. (C3- B)

With the provision of evidence, in-text reference, there is an attempt to analyse ideas through synthesis of information. Paragraph does not clearly engage with cause and effect and thus lacks coherence. Communicates confidently and clearly. (C1- B; C3-B; R4-B)

Incorrect transition signal. This is not an instance, but an explanation. Poor use of stylistic features. Usage and tense error in expression, but not to the extent that it interferes with meaning. (C1-C; C3- C; R5-D)

The development and adoption of digital technologies cause structural unemployment of low-skill workers in many industries. To escalate work efficiency without increasing the unemployment rate, higher education is required for better analytical and creative thinking. (Xiao, L, 2021, 2) Thus, costless proficiency vocational training guarantees workers' jobs and expands the workforce as the average employee's abilities are ameliorated. Concerning unemployment rates, degree holders have access to more jobs in which are the benefits of education. (De Bere, H., 2019, 4) Hence, lowering the cost of study programs will increase the chance of an unemployed person to emerge with a suitable job. Plausibly, the workforce will be more agile as more people could learn and gear their knowledge towards blooming industries. The workers will be more equipped and prepared to cope with economic changes.

A clear construction of an argument that develops a complex concept. (R4-A; R5- A) Coherent expression with control of register and style. Usage infelicities, e.g. lack of transitional signals, but do not interfere with meaning. High level vocab. Needs conditional. (C1-A; C3-B)

Free university tuition boosts economic productivity by motivating university enrolment, lowering dependence on student debt, and enhancing completion rates. According to Raoul Enriquez, those with higher education tend to have higher salaries, but with student loans, they cannot spend the money on other interests. (2017, p. 223) Feasibly, free bachelor programs or higher will help to stimulate the economy by growing consumer spending. Higher demands also relate back to a higher workforce, creating more employment opportunities, forming a positive cycle of economic activity. (Chomsky, N. 2010) In short, when an entire community can access costless universities, productivity

Complex information has been synthesised to construct an argument on a complex concept. The ideas have been sequenced logically to indicate clearly the chain of cause and effect. (C1-A; C3- A, R4-A; R5- A)

and average income increase. Leading to economic growth and stability of society as a whole. Unfortunately, despite the advantages of free education, there are many concerns about whether the money for cheaper schools will have to come from somewhere. (Enriquez, Raoul, 2017, 245) Under political considerations, the cost of supporting students may end up raising the taxes or decreasing military spending. However, free schooling is not just a dream. Many countries in the world acknowledge how debt-free education results in beneficial outcomes and are already making the free university a reality.

Two incomplete sentences. (C3-D)

Student has not connected increased productivity and wealth from free education as the means of paying for free education. Indicative of a misunderstanding of own research and the ideas in the research sufficient to mount a persuasive counterargument, and not fully reconciling diverse viewpoints. Needs examples. (R5-C; R5- C)

Proving that the tuition-free education system is indispensable.

Rhetorical flourish is persuasive, if empty of content. Generically sound, confident and with clear control of register. (C3- B)

Success is a result of doing the right things continuously. Student loans should not be in the way of students achieving their goal dreams. It is unfair for capable students from poor families to terminate their studies because of the expensive tuition fee.

New ideas not raised in the body of the essay. (R5-D)

Education that is open for all and free, not just for the economy but also for the sake of equality. Low-cost schooling guarantees that the overview of all children's lives will be the same.

Confident and clear summation of the argument in the essay, if overstated. New material in previous sentences means it is not coherent. (C1-B; C3- B)

Thereupon, the future of modern society with no poverty, a higher sense of unity and life quality starts with free education.

Bibliography

Consistent use of referencing and clear application of academic integrity principles. Use reliable sources. Synthesises diverse viewpoints. (R4- A)

Australian Bureau of Statistics, *Report on an Analysis of Educational Outcomes*, Australian Bureau of Statistics, Commonwealth of Australia Printing Service, Canberra, 2018.

Brittain, Josh, "My Life in Education", *The Conversation*, www.theconversation.org, 17 July, 2018,

Chomsky, Noam., "Education in the Public Good", *The Atlantic*, Vol. 223, No. 6, 2010.

De Bere, Hienrich., "Education and Careers for the 2020s" *Sydney Morning Herald*, Sydney, Monday 6 June, 2020.

Raoul Enriquez, *Introduction to Economics for Secondary Schools*, McTavish-Mount Joy, Juneau, 2017.

Xiao, Lu, "Productivity in the Economy", *The Economist*, Vol. 56, No. 7, 2021.

SUMMATIVE COMMENT

Student evaluates a policy proposal. Student considers a wide range of social, political and economic implications supported by well-referenced, reliable evidence. Due to the nature of the task, good use has been made of the opportunity to research and craft the piece. The ideas are well-founded standard arguments in this debate. It engages with social commentary in this area and shows broad knowledge of context and audience.

Student's language is mostly accurate and shows a clear capacity to edit, and polish in a take-home piece. A few errors of usage are evident, perhaps some errors of translation, yet these do not substantially interfere with meaning or message. The student could have used the conditional mood for more grammatical precision. The student uses persuasive language features of the argumentative essay genre to enhance message and meaning, such as selection of coloured verbs and nouns, the use of rhetorical devices in the conclusion, and the use of pathos, as well as logical structuring of argument.

EAL ANALYTICAL TASK RUBRIC

<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4

D GRADE ANNOTATED

NOTES

Important Points	Important Points
Stimulus One- Another Brick in the Wall” by Pink Floyd	
We don't need education We don't need no thought control No dark sarcasm in the classroom Teachers leave them kids alone All in all it's just another brick in the wall	The song criticises the education system and Instead of assisting young people in discovering their own strengths and interests, it frequently suffocates their creativity by imposing prescriptive lessons that risk postponing the development of a critical and personal perspective. When you hit puberty and become more stubborn it's a good thing to have an adult want to talk about it with rather than be quite
Stimulus Two - Brittain, Josh, “My Life in Education”, <i>The Conversation</i> , www.theconversation.org , 17 July, 2018.	
Education is a very powerful weapon You can change the world with education	No one can disagree that education is a powerful tool. Education has the ability to transform your life. Education allows us to gain a better understanding of the world we live in. We have become more aware of our surroundings as a result of our schooling, And in order to be successful you need education
Stimulus Three- Chomsky, Noam., “Education in the Public Good”, <i>The Atlantic</i> , Vol. 223, No. 6, 2010.	
Equality, equity, reality and liberation in a physical form	Equality- Ensures everyone has the same rights as one another and everyone gets the same treatment Equity- Everyone is treated fairly and equally Reality- What things really are like rather than imagined to be Liberation- When a person or thing is delivered as well as made to be free
Stimulus Four- De Bere, Hienrich., “Education and Careers for the 2020s” <i>Sydney Morning Herald</i> , Sydney, Monday 6 June, 2020.	
Each city in each state has a lower unemployment rate than anywhere else in the rest of the states In other for a selection to be fair everyone has to take the same exam	You have less job opportunities in the bigger cities than you would in rural areas because there is a lot more people Everybody is smart in their own way but if judge someone or something for it's ability to be able to do something it will go it's whole life thinking it's dumb (something it is not)

Uses only sources studied in class. Makes good assessments of sources.

Source Studied in class- Accurately summarised discussion.

Source studied and discussed in class. Key ideas from the text have been identified and accurately summarised. Needed to extract more specific evidence.

Source studied and discussed in class. Key ideas from the text have been identified and accurately summarised. Could have extracted specific evidence.

Students studied in class. A useful source. Conceptually difficult and uses idiomatic language and rhetoric. Notes focused on more factual aspects showing understanding of more straightforward ideas.

PLANNING

	Supporting point/arguments	Counter arguments	How are you going to refute the counter arguments?
1	Improves social cohesion	less difference	Building shared qualities and networks of translation, limiting riches and financial differences, and by and large empowering people to feel that they are important for a typical endeavor, defying normal issues, and that they are individuals from a similar local area are all essential for social cohesiveness.
2	Can encourage economic growth	less saving	Value improving approaches, particularly interests in human resources like instruction, can upgrade financial development over the long haul, which has been demonstrated to lessen destitution. Large numbers of the present strategies will affect people in the future's prosperity, suggesting the conversation starter of intergenerational uniformity.
3	Reduced risk of conflict	no one will resort to violence	Expanded consciousness of oppression specific gatherings dependent on their sex, shading, or ethnic beginning has caused to notice the need to ensure that these gatherings have legitimate admittance to taxpayer supported organizations and are dealt with genuinely in the work market.

Less transparency in line of sight between notes and these ideas. Notes have only broad thematic relevance. Clear evidence of first language interference in composition.

ESSAY

Equity is more important than equality

Social balance is a situation where all people inside a particular society have equivalent rights, freedoms, and status, including social liberties, opportunity of articulation, independence, and equivalent admittance to certain public merchandise and social administrations

(Chomsky 2010). Balance is tied in with treating everyone with a similar measure of treatment regardless of whether the individuals require an alternate sort of treatment because of stature, age, physical, and so on.

This is acceptable now and again; however, as a rule it isn't too acceptable, on the grounds that despite the fact that you are giving everyone exactly the same things to succeed certain individuals with those things can not prevail with them for instance on the off chance that you give three individuals a similar bicycle yet one individual is on a wheelchair and can't ride the bicycle since they require an alternate kind of bicycle to meet their requirements. One individual is a little younger and can't get onto the bicycle since it is too enormous, and the one individual can ride the bicycle impeccably.

You gave them overall a similar bicycle yet it's not really equivalent.

Uses academic Integrity principles. Uses features of academic essay by beginning with a formal definition of terms. In summarizing definition show a capacity to explain meaning of information from research. (R4-C; R5-C; C1- C)

Uses casual language so not in control of register, e.g. 'so on', 'is tied in', 'isn't to acceptable. (C3- D)

This is the central thesis of the essay but the expression lacks clarity and precision and lying in the centre of the introduction lacks structural purpose and does not provide structural clues for audience as expected in the genre and register. (C1-E; C3-E; R5- E)

Inclusion of this analogy is too detailed for the introduction. Ideas need to be explained in a structured manner. (C1-D; C3- D; R5- D)

Social value is worried about equity and reasonableness of social arrangement (Chomsky 2010). Since the 1960s, the idea of social value has been utilized in an assortment of institutional settings, including instruction and policy management. Value resembles balance as similarly however it is in reality reasonable, everyone gets need they need for it to be reasonable not exactly the same thing as others, this is far more compelling than uniformity since everybody has similar freedoms to be fruitful not just in one solitary region.

The function of this paragraph and its data in the argument is not clear. Student should employ structural links to the overall argument. Describes meaning from research with referencing. (C1-D; C-3-D; R5- D)

Building shared qualities and networks of translation, limiting abundance and monetary aberrations, and by and large empowering people to feel that they are important for a typical undertaking, standing up to normal issues, and that they are individuals from a similar local area are all essential for social cohesiveness. Value improving approaches, particularly interests in human resources like training, can upgrade monetary development over the long haul, which has been demonstrated to decrease neediness. Large numbers of the present arrangements will affect people in the future's prosperity, suggesting the conversation starter of intergenerational equity (Brittain 2018).

An argumentative proposition that relates in topic to the preceding paragraphs. The link is needs to be made explicitly. Complex ideas communicated accurately, though the overly elaborate language is not a good choice for clarity to audience. (C1-C; C3-C; R5- C)

Presents an idea with some evidence. (R5-D; C3- D)

Expanded familiarity with victimization specific gatherings dependent on their sexual orientation, shading, or ethnic beginning has caused to notice the need to ensure that these gatherings have legitimate admittance to taxpayer supported organizations and are dealt with genuinely in the work market.

Shifted developments have various thoughts regarding what establishes reasonableness, and these social and social standards impact the strategies that are carried out to accomplish equality. Despite the fact that there is arrangement that outrageous pay, riches, or opportunity imbalance is unjustifiable and that endeavors ought to be made to raise the wages of the most unfortunate citizenry, there is little concession to whether more prominent pay correspondence is attractive all by itself or on what establishes a reasonable dissemination of pay.¹ Value issues are particularly knotty in light of the fact that they are inseparably interwoven with social qualities. In any case, financial policymakers are dedicating more noteworthy consideration regarding them for various reasons. A couple of social orders consider worth to be

Presents an idea without evidence or substantial explanation. The discussion of the idea needs more structural elements to make reasoning clear, e.g. transition signals. (R5-D; C3- D)

Common words replaced with synonyms in an attempt to raise register; however, emergent understanding of connotation undermines the use of complex and/or polysyllabic words. (C3-D)

Lack of analysis of key ideas in attempting to structure an argument. (C1-C; C3-D)

Informal register. (C3- D)

¹ De Bere

an estimable target without anyone else because of its moral implications and its nearby association with sensibility and social justice.

Policies that advance worth can help, directly and indirectly, to reduce desperation. Right when occupations are for the most part the more even handedly appropriated, less individuals fall under the poverty line. Worth overhauling approaches, particularly such interest in HR as guidance, can, as time goes on, support monetary turn of events, which, in this way, has been shown to ease destitution. Heightened familiarity with the separation endured by specific gatherings due to their sex, race, or ethnic beginning has zeroed in consideration on the need to guarantee that these gatherings have satisfactory admittance to taxpayer driven organizations and get reasonable treatment in the work market (De Bere 2020 page 2). Many of the present arrangements will influence the government assistance of people in the future, which raises the issue of intergenerational value. For example, the arrangement of exceptionally liberal annuity advantages to the present retired folks could be to the detriment of the upcoming retired people - a significant

This paragraph constructs a more fully developed argument with evidence, examples and discussion. B Standard due to lack of focus on equity. Choice of too elaborate language, possibly stemming from poor translation or overreliance on source material, undermines clarity and indicates difficulty with control of register. (R4-C; R5-C; C1-C)

The language and concept of equity would refine these ideas more effectively. (R4- C)

issue in many progress and mechanical countries.

Policies that advance value can help social union and diminish political struggle. To be powerful, most approaches need wide political help, which is bound to be impending when the appropriation of pay is viewed as reasonable.

Notwithstanding, macroeconomic change that involves development upgrading underlying changes, for example, privatization, might expand joblessness and demolish imbalance in the short run. In such conditions, very much designated social security nets to protect the utilization levels of the poor are basically significant.

Conclusion summarizes the argument about equity. The complex language, though accurate in grammar and spelling, obscures meaning. (C1-C; C3- C)

Bibliography

Another Brick in the Wall” by Pink Floyd

Brittain, Josh, “My Life in Education”, The Conversation, www.theconversation.org, 17 July, 2018.

Chomsky, Noam., “Education in the Public Good”, The Atlantic, Vol. 223, No. 6, 2010.

De Bere, Hienrich., “Education and Careers for the 2020s” Sydney Morning Herald, Sydney, Monday 6 June, 2020.

Consistent use of referencing and clear application of academic integrity principles. Use reliable sources. Synthesises diverse viewpoints. (R4- A)

SUMMATIVE COMMENTS

The student has struggled with targeted vocabulary and possibly accurate thesaurus use, in comprehending and summarizing sources and in composing the text and expressing ideas. This has resulted in some tangled syntax and over-elaborate expression that clouds meaning.

There is assertion of views without links to evidence and argumentation. A limited reference to the different perspectives in the source material. Though there is

understanding of the basic issues in the material and an acknowledgement of different views on the topic.

There is an attempt to explain and engage with complex economic ideas relevant to the chosen topic.

EAL ANALYTICAL TASK RUBRIC

<u>T12</u>		A Grade	B Grade	C Grade	D Grade	E Grade	
Responding	ARGUMENT	evaluates, interprets and critically analyses viewpoints in the stimulus material to formulate and construct an argument	analyses and interprets viewpoints in the stimulus material to construct an argument	explains information and viewpoints in the stimulus material to construct an argument	describes some information the stimulus material to present an argument	Identifies straightforward ideas in the stimulus material to present information	R5
	USE OF EVIDENCE	justifies ideas and argument using a discerning selection of pertinent evidence from the stimulus material	substantiates ideas using a discerning selection of pertinent evidence from the stimulus material	selects relevant evidence from the stimulus material to support argument	uses some evidence from the stimulus material that connects to argument	minimal use of evidence from the stimulus material	R4
Creating	COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and formal language for an argumentative essay.	communicates ideas clearly through accurate and appropriate vocabulary and formal language for an argumentative essay.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an argumentative essay.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an argumentative essay.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C3
		communicates insightful ideas, complex concepts and considered perspectives for a specific audience	communicates thoughtful ideas, and considered perspectives for a specific audience	communicates ideas and perspectives for a specific audience	communicates perspectives for an audience	communicates fragmented ideas for an audience	C1
		applies accurately the principles of academic integrity using one system from the full range of available sources	applies accurately the principles of academic integrity using one system from a range of the available sources	applies the principles of academic integrity using one system consistently but inaccurately	applies the principles of academic integrity using one system inconsistently and inaccurately	uses sufficient principles of academic integrity to indicate that some ideas belong to another but not in a coherent or standardized system.	R4