

Sample 1 (Page 1 of 2)

Part 1	! General and AE				
Write about th	e most eco-friend	lly device that ye	ou have.		
Write a parag	raph containing	at least 40 word	ds.		
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Sample 1 (Page 2 of 2)

Write an article abo	ut the environment.				
You should include				•	
compare different environmental problems and their impacts suggest ways government reduce the problems examples of what is likely to happen if no action is taken.					
Write at least 150 v	vords.	no action is taken.			
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Sample 2 (Page 1 of 2)

Write a paragraph containing at least 40 words. The samfung is an eco friendly device you can save money and it was has best haltery it last for the days and it has big space for memory you change it very fast and I doen't take alot of electricity it save the electricity and it's not that expensive to buy and samsure you can use it for a long time without any problem.	rite a paragraph containing at least 40 words.	
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Sample 2 (Page 2 of 2)

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compare di suggest wa	fferent environmental p ys government reduce	robtoms and their imp	acts	10
write at least 150	to happe	on if no action is taken		V
at least 150	words.			
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Sample 3 (Page 1 of 2)

Sample Grade	12 General an	d AEP unified W	riting		
Part 1					46
Write about	the most eco-fr	iendly device tha	at you have.		
Write a para	graph containi	ng at least 40 w	ords.		
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Sample 3 (Page 2 of 2)

Part 2				
Write at	article about the environment.			
You sho	ild include:			
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	amples of what is likely to hap		aken	
Write at	ast 150 words.			1/3
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Marker 1: Marks and Discussion Notes

Sample 1:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

Sample 2:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

Sample 3:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

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Marker 2: Marks and Discussion Notes

Sample 1:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

Sample 2:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

Sample 3:

Task Completion	Vocabulary	Grammar	Organisation	Total
/5	/5	/5	/5	/ 20

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ADU Suggested Marks and Reasoning

Sample 1

Task Completion	Vocabulary	Grammar	Organisation	Total
5/5	5/5	5/5	5/5	20 / 20

Task Completion

- Both written responses meet the requirements of the task.
- Both responses are written in a tone suitable for the task, including personal feelings in Part 1 and opinions in Part 2 (*It is important not to just think* ...)

Vocabulary

- Topic specific vocabulary, that reflects the curriculum, is used appropriately in both parts. (Part 1: fuel, eco-system; Part 2: fossil fuels, toxic, urbanisation).
- Some technical terms confused (Part 1:electronic electric; Part 2: habits habitats), however this is only occasional and spelling is generally correct.

Grammar

• Throughout the two texts, complex structures ("by being exposed") and frequent use of subordination to make complex sentences are demonstrated consistently and accurately.

Organisation

- Part 2 organised into logical, adequately linked paragraphs.
- Though specific linking words are not used, all sentences flow coherently from one to the next.
- Punctuation is accurate throughout.



ADU Suggested Marks and Reasoning

Sample 2

Task Completion	Vocabulary	Grammar	Organisation	Total
4/5	4/5	4/5	3 /5	15 / 20

Task Completion

- Part 1 addresses the prompt.
- Prompts 1 and 2 are addressed but prompt 3 is not (Part 2).
- The style employed for Part 2 is generally informative in nature and suitable for the task.

Vocabulary

- Some use of topic-appropriate vocabulary is demonstrated throughout (reduce the impact, fossil fuels) and is clearly sufficient for the task; however, in Part 2 a degree of repetition shows that they do not have the range of topic-specific vocabulary to more comprehensively address this task.
- The few spelling errors in difficult words do not impact the understanding of the text.

Grammar

 There are examples of subordination and attempts at complex structures (...by throwing away trash that people....) through both texts and the grammar is largely accurate (though slips occur in both basic and complex structures), the repetition of verb forms – particularly in Part 1 – brings it just below the top mark.

Organisation

- Ability to organise writing into paragraphs demonstrated in Part 2.
- There is almost no punctuation in Part 1 creating a run-on sentence with repetition of linking with 'and'.
- Links and signposts are evident but not used sufficiently throughout. This makes some sentences difficult to understand at first read (Part 2: ...plastic, because it takes a long time to go away and kills animals; ...fossils fuels killing people more because people don't eat plastic by mistake but animals do)



ADU Suggested Marks and Reasoning

Sample 3

Task Completion	Vocabulary	Grammar	Organisation	Total
2/5	2/5	3/5	2/5	9 / 20

Task Completion

- Only tenuous understanding of either task shown.
- A lot of the content is irrelevant or only loosely relevant to the tasks.
- Little evidence of appropriate style, perhaps due to the lack of relevant vocabulary and grammar knowledge.

Vocabulary

- Limited awareness of relevant vocabulary.
- A number of spelling errors, even in basic words (coulur; becase, contry)

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Grammar

- Mostly basic structures used, though with attempts to use other structures (*If no change will be hot; we have to bring food*).
- Grammatical inaccuracies are frequent but generally do not impede understanding through the two tasks.

Organisation

- Some ability to form paragraphs demonstrated in Part 2.
- Some cohesive devices used to introduce paragraphs in Part 2.
- Little ability to structure paragraphs or link sentences within paragraphs. This results in the text in Part 1, for example, being a series of unconnected statements.
- · Conspicuous punctuation errors evident.