

**Stage S2 Standard example 2**

**The student**  
**Year Level:** Year 10  
**Background:** Born in China, less than one year in Australia  
**Language:** Chinese  
**Schooling:** Age equivalent schooling in China, two terms in an English language centre in Victoria before entering secondary school

**The task**  
 Response to an issue (same task as for S4 beginning, example 1). Students had reviewed newspaper articles on the issue. Oral discussion and debate followed information gathering. Information and essay grids were completed. A carefully scaffolded response was completed, although no model was provided. The topic was covered over a period of about four weeks.

**The text shows that the student:**

understands audience and purpose

writes an extended text, organised into paragraphs

uses topic sentences

uses connectives to sequence arguments, e.g. firstly, secondly, finally

uses emotive language

is able to build a sense of empathy

uses quotation marks for direct speech

6/11/2008

Dear Editor,

I'm writing to express my opinion on the recent controversy which has arisen over the issue of whether David Sharp should be saved or left to die on the mount Everest. If I was one of the 40 climbers who had just passed David Sharp and do nothing to help, I would give up climbing the near summit ~~but~~ to save him instead of left him alone and finally to die. Because compared with ~~the~~ a fresh human life which is at the gate of death, climbing to the summit of the world's highest ~~summit~~ mountain even if it is just 400 meters away is no long important. Your human sense should appear and decide what you should do at that time.

Firstly, as a people lived in this society, you should have some basic sense of human being. Including while ~~if~~ somebody are in trouble, whatever they are lost their ways or ~~the~~ lost their money, you should give a hand to them, ~~and~~ especially David Sharp is at the gate of death. If you do nothing to help and just said "we can do nothing, we don't have enough equipments.", and then pass him, that is ~~not~~ cruel, and you have lost your basic human sense, you can not be called a ~~real~~ human, you leave someone to die and do nothing, you are ~~not~~ even not better than an animal.

Secondly, think if ~~the~~ you exchange the roles between David sharp and me, if I was got some trouble while return from the ~~world~~ summit of the world ~~the~~ highest mountain, and I am alone. But at this time I can't move, even can't rise my arm. Just now, a group of climbers walked closed to me. At that time, I thought ~~it~~ they must ~~be~~ come to save me. But almost 40 people passed me and only few people stopped ~~me~~ and ~~try~~ to tried to save me. But all of them gave up. ~~at~~ Finally, I can't ~~see~~ see anyone. How did I feel at that time?

Finally, as a people live in this society, you can never say "I can't" ~~be~~ before you try ~~of~~ your best to do it. If everyone just say "I can't", "That's impossible" and ~~do~~ do nothing to help. At that time, this society, this world would ~~become~~ go over I think.

If I'm a ~~beable~~ Page 1 of 1 who is one of the 40 climbers that pass

attempts to write in complex sentences, but at times this impacts on clarity of meaning and is not sustained throughout the text

spells most words accurately

uses verb tense with varying accuracy

uses modals e.g., should, would

attempts to use idiomatic language but not always successfully e.g. fresh human life, human sense, gate of death

This text is an example of a student at S2 Standard (S2.3). The student clearly understands writing for a purpose and audience. He presents a series of arguments and elaborates on each, showing a coherent development of ideas. The student attempts to express some quite complex ideas, but these are not always supported by his level of language.