Stage S4 beginning

example 1

The student

Year Level: Year 10, 16 years old Background: Born in Vietnam Language: Vietnamese

**Schooling:** Age equivalent schooling in Vietnam where he also took English classes, two terms in

an English language centre in Victoria

## The task

Response to an issue (same task as for S2 Standard, example 2). 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:

has a clear understanding of audience and purpose

organises ideas into a structured text

includes structural elements consistent with the text type

uses simple, compound and complex sentences

uses a range of persuasive techniques e.g. rhetorical questions, quotes an authoritative source

10/11/08 Dear Editor I'm writing this letter to express my opinion about a great deal of a controversy in the media recently. This arguement has arisen over the issue of whether the death of the mountaineer - David Share was preventable. I'm not a callons person but I'm in favour dat he should have been left to die on Mount Everest for these following reasons. In my opinion, Vario Sharp really risked his life when he decided to the climb solo to the vool of the world. This is quite dangerous because he wouldn't be afole to get help from any one He do didn't have emongh reserved oxygen no proper glaves and things like that. Then, he had frost bite on his elbow and knee down, cot couldn't move and huddhed under a rock, I'm can make sure that David Sharp was definitely during when he had been in that various states of health. Also, he got help from no one at that time. Which leads to my next reason why David Sharp should have been left to die that is he might prefer dead than alive It's nearly impossible to save a man who was dying stowly and mable to move. To eavry him down would have taken 20 sherpas and he would have died while descending. Some studies proved that be so David could have been saved if they have enough oxygen. But supposing that if he could have been revived and the ductors must cut his four limbs because of frostbite. Would be like to continue his disabled life? So I think between life and death, Pavio would prefer die than alive I nonder was it possible to save Pavid Sharp at that time? I graque with what Sir Edunad Hillary said: "Humanlife is far more important than just get to the top of a monatain However, I sympathize with those 40 dimbers including Mark Inglish ho passed by left Dowld Sharp to die. Actually, I think They tried to saved him by all their effort. They gave him oxygen, sent out a vadio listress call and even when they abandoned him, they left a few cans of oxygen. At such an altitude all of them were weak, exhausted, having exceething difficulties and cold, so carry some one someone ilso is almost impossible. It's true that

includes a range of topic related vocabulary e.g. Sherpas, descended, ' roof of the world', frost bite

uses various cohesive devices, e.g. then, also, 'In my opinion', 'which leads to my next reason'

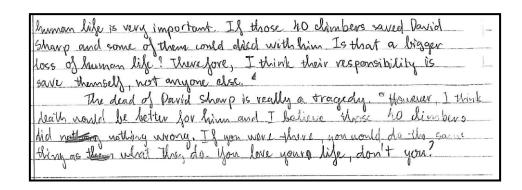
uses a wide range of modal verbs

shows control over tenses

includes some inappropriate choices e.g. 'David would prefer die than alive', 'he might prefer dead than alive'

Continued...

ESL Continuum Writing



This is an example of a student beginning to work towards the standard at S4 (S4.1). In preparation for the task, the student contributed to brainstorming activities, took notes and selected relevant information to provide supporting evidence for his arguments. The text is well structured and the student uses cohesive devises at the text and at the sentence level. Arguments are clearly defined and supported by evidence.