



Government of **Western Australia**
School Curriculum and Standards Authority

Online Literacy and Numeracy Assessment (OLNA) Writing Guide 2024



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Online Literacy and Numeracy Assessment

OLNA writing component structure and format

Students have 60 minutes to complete the writing test. There is no minimum word requirement, but students need to write enough to demonstrate the assessed skills.

Using this guide

The purpose of this document is to exemplify writing where the required writing skills have been demonstrated and where they have not. It is not intended to be used as a marking guide.

All scripts in this guide have been de-identified. That is, the names of all people and schools have been either deleted or changed.

Demonstrating the skills

The skills required are those regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These are described in Level 3 of the *Australian Core Skills Framework* (ACSF) found on the [Australian Core Skills Framework page \(https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework\)](https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework). The exemplar scripts in this guide are labelled as either **demonstrates ACSF Level 3 skills** or **does not demonstrate ACSF Level 3 skills**. It is recognised that all prompts may not be of equal difficulty. A scaling process takes place after each assessment window and the raw score required to demonstrate the ACSF Level 3 skills may be adjusted to ensure equivalence between prompts and testing windows.

To show proficiency in the writing component, students should be able to:

- demonstrate an understanding of audience by including information that orients and supports reader understanding and begins to engage the reader
- include the structural components of the specific genre and organise their writing to support reader understanding
- select precise vocabulary
- effectively link ideas across the text
- write grammatically correct sentences
- correctly punctuate most sentences and correctly use other punctuation when required
- correctly spell most of the words in their writing, including some words with difficult letter patterns.

The marking criteria

For the OLNA writing component, students' writing is assessed against seven criteria. The table below shows the criteria, the score range and the skill focus for each criterion.

Table 1. OLNA writing assessment marking criteria

Criteria	Score range	Skill focus
1. Audience	0–4	The writer's capacity to orient and engage the reader
2. Structure and organisation	1–3	The organisation of the appropriate components of the text into an effective structure
3. Vocabulary	1–4	The range and precision of contextually appropriate language choices
4. Cohesion	1–3	The control of multiple threads and relationships across the text
5. Sentence structure	1–4	The production of grammatically correct, structurally sound and meaningful sentences
6. Punctuation	1–4	The use of correct and appropriate punctuation to aid the reading of the text
7. Spelling	1–4	The accuracy of spelling and the difficulty of the words used

Marking criteria score descriptors

Audience

Table 2. Audience score descriptors

Skill focus: the writer's capacity to orient and engage the reader.

Score	Descriptor
0	<ul style="list-style-type: none">insufficient evidence (less than 25 words)
1	<ul style="list-style-type: none">text shows some awareness of audience expectationssome information to support reader understanding is provided
2	<ul style="list-style-type: none">text shows an understanding of audience expectationsadequate information to orient the reader is provided
3	<ul style="list-style-type: none">text supports reader understandingwriter begins to engage the reader
4	<ul style="list-style-type: none">writing shows a strong sense of audiencewriter engages the reader

Structure and organisation

Table 3. Structure and organisation score descriptors

Skill focus: the organisation of the appropriate components of the text into an effective structure.

Score	Descriptor
1	minimal evidence of text structure and organisation
2	writer shows a basic awareness of appropriate text structure and organisation
3	text is structured and organised appropriately

Vocabulary

Table 4. Vocabulary score descriptors

Skill focus: the range and precision of contextually appropriate language choices.

Score	Descriptor
1	text consists of mainly simple words
2	text has some precise words and phrases
3	consistent use of precise words and phrases
4	a range of precise and effective words and word groups that are used in a fluent and articulate manner

Cohesion

Table 5. Cohesion score descriptors

Skill focus: the control of multiple threads and relationships across the text.

Score	Descriptor
1	some correct links
2	most links are correct
3	links are correct and cohesive devices are varied

Sentence structure

Table 6. Sentence structure score descriptors

Skill focus: the production of grammatically correct, structurally sound and meaningful sentences.

Score	Descriptor
1	few or no correct sentences
2	some correct sentences
3	most sentences are correct
4	sentences are correct and controlled, and structures are varied

Punctuation

Table 7. Punctuation score descriptors

Skill focus: the use of correct and appropriate punctuation to aid the reading of the text.

Score	Descriptor
1	few or no sentences are punctuated correctly
2	some sentences are punctuated correctly
3	most sentences are punctuated correctly and some correct use of other punctuation
4	controlled use of sentence punctuation and mostly correct use of other punctuation

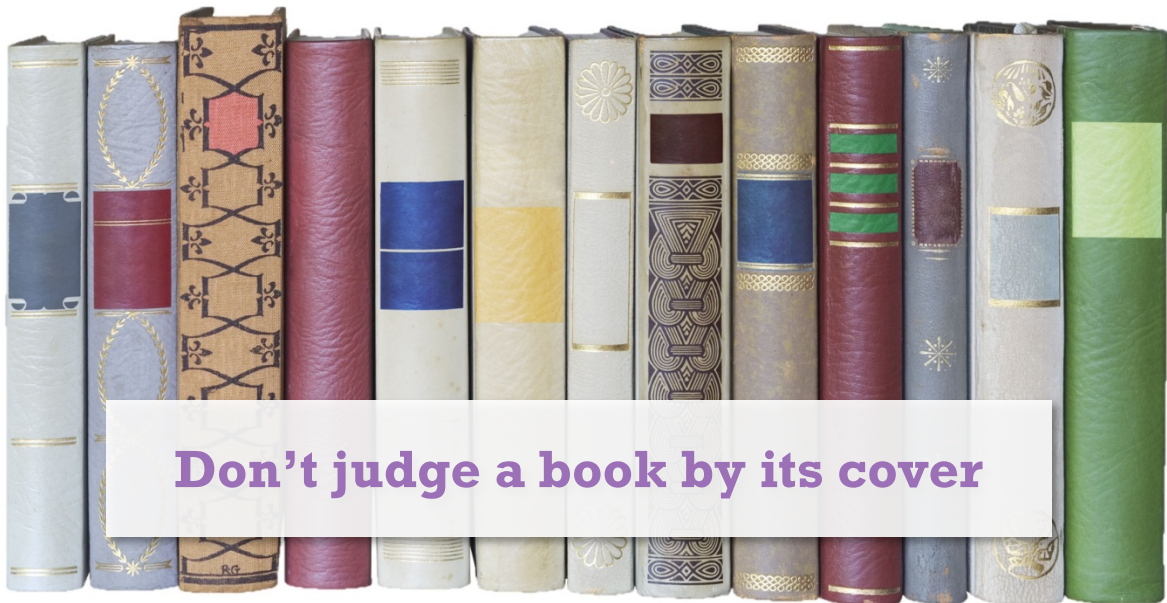
Spelling

Table 8. Spelling score descriptors

Skill focus: the accuracy of spelling and the difficulty of the words used.

Score	Descriptor
1	correctly spells some words with common letter patterns
2	correctly spells many words with common letter patterns
3	correctly spells many words with common letter patterns and correctly spells some words with difficult letter patterns
4	correctly spells many words with common letter patterns and correctly spells many words with difficult letter patterns

Prompt A



Don't judge a book by its cover

This well-known phrase implies that neither people nor objects should be judged by their outward appearance but by their actions or worth.

Think about what this saying means for you. Write about a situation that could be summarised by this saying. Your writing may take the form of an essay, a narrative, a letter or even a magazine article.

You have **60 minutes** to write. There is no minimum word requirement. You should plan your writing before you begin and leave yourself enough time to edit your work thoroughly.

You will be marked on the following:

- how well you engage your audience
- the structure and organisation of your writing
- the words and language you choose
- the cohesiveness of your writing
- your use of correct grammar, punctuation and spelling.

Prompt B



Television

Some people believe that watching television has negative effects on the viewer. Do you agree or disagree? Perhaps you can think of arguments for both sides of this topic.

Write to persuade a reader of your opinions. Give reasons and explanations.

You have **60 minutes** to write. There is no minimum word requirement. You should plan your writing before you begin and leave yourself enough time to edit your work thoroughly.

You will be marked on the following:

- how well you engage your audience
- the structure and organisation of your writing
- the words and language you choose
- the cohesiveness of your writing
- your use of correct grammar, punctuation and spelling.

Prompt C



Invitation

As a member of your school's student council, you have been asked to invite someone to address the graduating students at their final assembly.

Choose someone you think would be an appropriate guest speaker. Write to explain your reasons for selecting this person. Your writing may take the form of an essay or a letter.

You have **60 minutes** to write. There is no minimum word requirement. You should plan your writing before you begin and leave yourself enough time to edit your work thoroughly.

You will be marked on the following:

- how well you engage your audience
- the structure and organisation of your writing
- the words and language you choose
- the cohesiveness of your writing
- your use of correct grammar, punctuation and spelling.

Prompts A, B and C exemplars – Overview

Table 9. Overview of sample scripts and scores for prompts A, B and C

	Score 1	Score 2	Score 3	Score 4
Audience	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) 	<ul style="list-style-type: none"> • Effect people social life (B p 13) • Barack Obama (C p 14) • Agree and Disagree (B p 15) 	<ul style="list-style-type: none"> • Negatives and positives on television (B p 16) • Lizzy Hale (C p 17) • Many different opinions (B p 18) • Little Sammy (A p 19) 	<ul style="list-style-type: none"> • Playing a bigger part in society (B p 20) • Dear Diary (A p 21) • When meeting new people (A p 22)
Structure and organisation	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Effect people social life (B p 13) • Agree and Disagree (B p 15) 	<ul style="list-style-type: none"> • Barack Obama (C p 14) • Negatives and positives on television (B p 16) • Many different opinions (B p 18) 	<ul style="list-style-type: none"> • Lizzy Hale (C p 17) • Little Sammy (A p 19) • Playing a bigger part in society (B p 20) • Dear Diary (A p 21) • When meeting new people (A p 22) 	
Vocabulary	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Effect people social life (B p 13) 	<ul style="list-style-type: none"> • Barack Obama (C p 14) • Agree and Disagree (B p 15) • Negatives and positives on television (B p 16) • Lizzy Hale (C p 17) • Little Sammy (A p 19) 	<ul style="list-style-type: none"> • Many different opinions (B p 18) 	<ul style="list-style-type: none"> • Playing a bigger part in society (B p 20) • Dear Diary (A p 21) • When meeting new people (A p 22)
Cohesion	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Effect people social life (B p 13) 	<ul style="list-style-type: none"> • Barack Obama (C p 14) • Agree and Disagree (B p 15) • Negatives and positives on television (B p 16) • Lizzy Hale (C p 17) 	<ul style="list-style-type: none"> • Many different opinions (B p 18) • Little Sammy (A p 19) • Playing a bigger part in society (B p 20) • Dear Diary (A p 21) • When meeting new people (A p 22) 	
Sentence structure	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Effect people social life (B p 13) • Barack Obama (C p 14) 	<ul style="list-style-type: none"> • Agree and Disagree (B p 15) 	<ul style="list-style-type: none"> • Negatives and positives on television (B p 16) • Lizzy Hale (C p 17) • Many different opinions (B p 18) • Little Sammy (A p 19) • Playing a bigger part in society (B p 20) 	<ul style="list-style-type: none"> • Dear Diary (A p 21) • When meeting new people (A p 22)
Punctuation	<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Barack Obama (C p 14) 	<ul style="list-style-type: none"> • Effect people social life (B p 13) • Agree and Disagree (B p 15) • Negatives and positives on television (B p 16) 	<ul style="list-style-type: none"> • Lizzy Hale (C p 17) • Many different opinions (B p 18) • Little Sammy (A p 19) • Playing a bigger part in society (B p 20) • Dear Diary (A p 21) 	<ul style="list-style-type: none"> • When meeting new people (A p 22)
Spelling		<ul style="list-style-type: none"> • Can sometimes mess up your brain (B p 11) • Cleaners (C p 12) • Effect people social life (B p 13) 	<ul style="list-style-type: none"> • Barack Obama (C p 14) • Negatives and positives on television (B p 16) • Lizzy Hale (C p 17) • Many different opinions (B p 18) • Little Sammy (A p 19) • Playing a bigger part in society (B p 20) 	<ul style="list-style-type: none"> • Agree and Disagree (B p 15) • Dear Diary (A p 21) • When meeting new people (A p 22)

Note: samples are verbatim responses from student scripts and retain any errors in spelling and expression.

Sample script one: Can sometimes mess up your brain

(does not demonstrate the ACSF Level 3 skills)

watching televevision can same times mess up your brain a bit like if you watch something you have a feeling you wont to do so you do stuff that you see on television and same times you get hurt but it will be funny

it can be same times be chilled out and have a good time put same music on the telly

it does not matter how you look or view the tv we all have a differnt may of viewing a television

i think television is good because you just chill out with mates and just watch music vidioes have a good time but you can have bad times like if you cant find a good movie or show cant find something on the television every person has there own may of television

Table 10. Score breakdown for sample script one

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
1	1	1	1	1	1	2	8

Sample script two: Cleaners (does not demonstrate ACSF Level 3 skills)

you should invite the cleans to this last assembly to show you and tell you how much the student and you help the school by putting rubbish in the bin not on the floor (ground). the cleans try so hard to keep the floor clean so it the school look good for the important guest.

the cleans have been in this school longer than the students and the principals and the teachers some of them, so they should have the last speech to tell the school about the thing the students and teachers help them with by putting rubbish in the bin or put the paper in the recycle bin and not on the floor.

so let the cleans do the speech to show and tell the good thing. i think the cleans would like to say thank you to the student and the teachers by cleaning the school for them to make it easy for them to clean to and they might want to say to not to throw chewys on the floor.

Table 11. Score breakdown for sample script two

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
1	1	1	1	1	1	2	8

Sample script three: Effect people social life (does not demonstrate ACSF Level 3 skills)

The television effect people social life and what they do all day and night.

The shows that are on tv show people bad thing like drugs and ackhole but some shows are good and tell people whats going on in the word and are good entertament and the ads tell us whats new and instore, where to go if you need something or add that say when shows are on and events.

The stuff you can do with tv now is just to much like searching something or playing games watching movieis in 3D or HD and watching tv thought the internet.

You dont even have to leave your room to see whats going on at the other side of the world just turn on you tv and watch the news or a tv show on other countries.

But your tv can stop you from getting out of your room and going out side and playing sport or going for a walk, stops you from going out and having fun and seeing your mates and friends.

So i think the tv is good and bad it has good thing and bad to life, most people couldnt live with out it.

Table 12. Score breakdown for sample script three

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
2	1	1	1	1	2	2	10

Sample script four: Barack Obama (does not demonstrate ACSF Level 3 skills)

The person i am inviting is the president of the united states barack obama i think that he would be a good candidate because he won in the face of adversity of being the first black president of the united states and this has been an inspration for alot of people around the world.

Barack obama 5 years ago ran for president in the US and even with the challage of coming up against other white partys running for presidency but he persivered and kept going with some of America being racist toward the black population this made it harder for him comiing up against his opposition mick romney who also had alot of strong followers but he won the support of america and won.

But even after he was well into his presidency he receved death threats from racist individuals but this did not deter him and is still in power to this day.

Table 13. Score breakdown for sample script four

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
2	2	2	2	1	1	3	13

Sample script five: Agree and disagree (does not demonstrate ACSF Level 3 skills)

Television

Agree that Television is harmful

agree that television has negative effects on people. Television can be extremely harmful on people. Television can harm the brain and your eye sight. Not only is television harmful physically but it is also harmful mentally and emotionally and can change the way people think and act. This can change peoples whole personality. Because there is a lot of violent shows and movies being played on television. television has damaged a lot of people and they should find a way to make it less harmful. But there is also ways you can make it less harmful for yourself. Watch from further away, and have a break from the television, try and watch documentary shows and shows that are educational and interesting.

Disagree that television is harmful

I disagree because television brings people together and makes people happy and gives them something to do when theres nothing to do and can be very educational and people can learn while enjoying themselves unlike school. Television can be very entertaining and can even help people learn new language by watching shows with different languages and learn about how people live in different countries and there lifestyle. Television is also useful in learning life skills because some shows can show you how to build things and fix things and give you skills that can be very useful in general day to day life.

Table 14. Score breakdown for sample script five

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
2	1	2	2	2	2	4	15

Sample script six: Negatives and positives on television

(demonstrates ACSF Level 3 skills)

Negatives and Positives on television

Different people in the world have different outlooks on television although it can be good for some things it can also be negative for others. Television has been around for many years and have varied on the programs that are shown. Some people do not like television not because of what it is used for but the programs that are shown on the actual television.

Some negatives may consist of: Time wasting, View things that are not appropriate for some ages, Influence lazyness and also waste of electric.

Watching television can take up quite abit of time in your day the average time of a television program can last up to two hours, in that two hours alot could have been done for example you may have gone and done some exersise, shopping, socializing or chores around the house. Some shows that are put on television are not at all appropriate for young children it is so easy for a child to click the on button to the television and easily view things a young child should not be seeing. Some of these television shows influence teenage drinking, violence and sexual intercourse. Sitting down for more than up to two hours is okay but when it comes to getting addicted to shows is when lazyness is introduced. When people go out to the shops or even just down the road some people leave thier television on this is very dangerous and a waste of elecric. This is the negative outlook on television.

Some positives for having a television can be: Bring you closer to friends or family, The news pgrams, Wheather and Gives time for people to relax.

When it gets to a time of day when there is a program on that all your family enjoys and you all come round to watch it, it brings the family together alos if your friends watch this program it also brings your friends closer. The news gives us our daily update on what is going on in the world with out us getting a view of the world we would be oblivious as to what is going on also you would not know what the wheather is going to be like in the week this is important as if there was a big storm you would have to know to prepare also if its raining for example you wouldnt no when to put your washing out and if it was going to be sunny instead of going to the movies you could go down to the beach. Television also gets you to have time to relax and sit down in your day it also keeps you intertained there for you will not get bored. This is the positive out look on television.

As you can hopefully now see there is not just a negative out look on television but both negative and positive out looks on television.

Table 15. Score breakdown for sample script six

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
3	2	2	2	3	2	3	17

Sample script seven: Lizzy Hale (demonstrates ACSF Level 3 skills)

Dear Lizzy Hale,

Hi my name is Sarah and I would very much appreciate it if you could come and adress our graduation ceremony. I've looked up to you ever since I found out about you last year. Your band Halestorm are amazing and gets me so excited and pumped up for various events. Your music inspires me to put all of my effort into anything I do.

As there are a lot of music students in our school, seeing someone successful in the field could hopefully inspire them to do better and push harder for their goals. Even the people who don't do music can still be inspired by your words. The people who don't, don't really have any drive to acheive anyway so that doesn't really matter too much. Maybe you could be able to teach these people a thing or two about respecting themselves, as you are one of the most clean famous musicians out there.

So please, if you can, would you kindly come and speak at our graduation. I would be ever so grateful.

Sincerely,

Sarah

Table 16. Score breakdown for sample script seven

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
3	3	2	2	3	3	3	19

Sample script eight: Many different opinions

(demonstrates ACSF Level 3 skills)

There are many different opinions when it comes to agreeing or disagreeing to the idea that watching television has negative effects on the viewer. I disagree but it is also obvious why some people have a different opinion. It all depends really on how many hours a day you would be watching television and what kind of channels your viewing. Excessive viewing of television obviously isnt healthy and watching continously violent movies or tv shows has the potential of doing harm to the viewers. However if you are watching t.v. for a limited amount of time each day and everytime you do watch it, you are viewing responsible shows for your age then i dont see the harm. As a younger person i dont believe that kids should be sat in front of the couch all day and instead they should go out and do fun games that involve excersise, however sometimes to have a relaxing day inside when the weather isnt good television is always a good distraction.

Everyone always has a different opinion when it comes to the question of whether or not watching television has a neggative effect but most people can also see both sides of the arguement. Parents often make a decision together on how much television your subjected to as a baby but as you grow up its entirely your desicion. I don't think it has any negative side effects if you monitor the amount of time spent watching shows and the ratings. You even have access to documentary channels that give the reader information and often teachers even use these shows as a way of getting their students to learn in a more interesting way. Thus i don't believe that watching television is a necesarily bad thing and can actually help to make kids smarter and more aware.

Table 17. Score breakdown for sample script eight

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
3	2	3	3	3	3	3	20

Sample script nine: Little Sammy (demonstrates ACSF Level 3 skills)

It was the first day of school for little Sammy, he was so excited. He woke up early to make sure he had enough time to make his lunch and get dressed. At the same time a little girl Sarah was preparing for her first day at school as well. She woke up early though not because she was excited, she couldn't sleep because she was so worried. She was so afraid that the other children wouldn't like her because she was missing an arm and she had burns all over her face which made her look different.

It was 9am and Sammy was sitting in the classroom with lots of other excited children who were eager to begin their first day. The classroom door opened and everyone stared and then began to laugh at the little girl who walked in. She went bright red in the face and started to cry. Her teacher asked her what her name was she replied with a trembly voice "Sa-Sa-Sarah" her teacher told her to go and sit down and not to be worried. She went and sat down next to Sammy. Still crying Sammy asked her what her favourite colour was she replied slightly happily "Yellow!" Sammy then told her that was his favourite colour as well and said that must mean they are best friends.

At morning tea the other children laughed at Sarah and teased her because she only had one arm and so she couldn't go on the monkey bars. They also teased her because her face looked all funny because she had been burnt. Unlike those children Sammy was kind to Sarah and played with her and didn't care about what she looked like, she was nice and none of the other children were because they were bullies.

Every lunch and morning tea Sarah and Sammy would play together, they would see each other after school and on the weekends. They were truly best friends. The rest of the children in the year kept teasing Sarah and saying horrible things to her, at first she used to cry however she learnt that Sammy liked her and so just because she looked different it didn't mean she was weird or mean.

One school morning Sarah woke up extra early though not because she was scared, because she was excited, it was her birthday and Sammy had told her he had a really, really good present and she couldn't wait to go to school and find out what it was. Though just as Sammy ran over to Sarah and they sat down to open up the present, a girl named Tilly came up to Sammy and asked him why he was friends with such an ugly weirdo with only one arm. Sarah burst into tears. Sammy stood up with great power and said back to Tilly "You're the mean weirdo, just because somebody looks different doesn't mean they're weird or mean! Sarah is very nice and we are best friends no matter what!". He then told Tilly that his mum told him not to judge a book by its cover and that means you should judge people on their personality not how they look.

Table 18. Score breakdown for sample script nine

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
3	3	2	3	3	3	3	20

Sample script ten: Playing a bigger part in society

(demonstrates ACSF Level 3 skills)

Television is playing a bigger part in today's society than ever. Some people believe it can affect the viewers and it is bad and others are all for it. I personally believe that television is a good thing, it can entertain, enhance learning and have a positive effect on the viewer.

Through the use of television people can learn many things. Programs such as documentaries allow the viewer to listen and watch what is being shown and taught. This is an engaging way of learning so the viewer is kept interested and doesn't even realize how much they are learning. Other shows like fishing and cooking shows can also teach a viewer. On these kinds of shows the viewer is physically shown what to do and how to do it. Visual learning can often benefit people so they are put in the person's position. A good example of this is how to tie a knot, it is hard to learn how to tie a knot in a book but if you are physically shown it makes it so much easier because you can see another person's hands tying it. Television can be used as a good resource for viewers with such programs to show and teach something.

In today's society crimes and bad behaviour is everpresent. People are going out and terrorizing the neighbourhoods and streets. Television can persuade the viewer to not do these actions. With the help of celebrities showing good actions the viewer is more inclined to do right actions because someone they may look up to is doing the right thing. Also instead of people getting angry and frustrated they can go in their room or living room and cool off by watching their TV show. This TV show can make them feel good and in turn they will have a good effect on the people around them as well. With the inclination of crimes and bad behaviour television can influence a viewer to understand their actions and persuade them to do the right thing, for the good of the community.

Television is not just for the shows, advertising is a major factor in the TV system. Products, businesses, services and places are all examples of the wide spectrum of advertising shown across television worldwide. The advertising of good food and exercise can have a major effect on reducing the size of growing obesity rates. With all of the pollution from the major fast food outlets a strong message for healthy products could change the country for the better. Advertising can also affect the environment. The new eco electric cars with no fuel consumption is not only cheaper to run but is toxin free for the world. In turn this sustains the ecosystem for generations to come.

The way television is influencing society is becoming everpresent. People believe it is bad by my opinion is the opposite it can open up the world for people. They may discover and learn so many new things by being able to be physically engaged in what they are watching. Television has truly revolutionised the country and it has a good effect on society.

Table 19. Score breakdown for sample script ten

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
4	3	4	3	3	3	3	23

Sample script eleven: Dear diary (demonstrates ACSF Level 3 skills)

Dear diary,

A cold gush of air hit me as i left the restraint and entered the empty streets of Manhattan, the cool air bit at the exposed skin on my face. I started to regret letting my friend sign me up for an online dating program the moment it hit 8pm and I was meant to meet my match 'Claudine' at 7pm. The idea of dating always frightened me, to be honest girls in general frightened me. But as I sat there staring blankly into the empty seat in front of me, it wasn't fear that overwhelmed me, it was loneliness. I never thought I would be stood up, maybe once or twice I had pondered on the dreadful idea of it, but never had I experienced it firsthand. I'm not referred to as an attractive person, but I wish I could be seen as attractive for my intelligence. Maybe Claudine was held up, maybe her cat had died (she strikes me at the type of person whom would own a cat), but the idea that she saw me through that perfectly polished restraint window and decided to make a dash for it. No words can explain my embarrassment. I wish people didn't judge a book by it's cover.

Should I give up on girls? Maybe I should purchase a cat.

Yours Sincerely,

Miles, the grown man who still writes in his diary.

Table 20. Score breakdown for sample script eleven

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
4	3	4	3	4	3	4	25

Sample script twelve: When meeting new people

(demonstrates ACSF Level 3 skills)

When meeting new people, it's very important that you be open-minded and accepting of others, and remember to not judge a book by its cover. That's what my dad told me on the morning of my first day of school. At the time, I may have rolled my eyes and acted like I knew everything already, but my dad was right. I had a habit of judging people by the way they looked or acted around others and this made me reluctant to want to get to know them, thinking that I had already figured out what their personalities were like. I guess it was a kind of defense mechanism. When there are so many new people around you to make friends with and get to know I got tired and instead of opening up to people, I judged people. I know it's a terrible habit and I tried to break it by thinking positively and telling myself to be open-minded. I did break the habit, eventually, and all it took was the unexpected kindness of a girl who I had hugely misjudged.

It was lunchtime on my third day at my new school. Everyone else had gone outside to eat lunch and chat with their friends which left me, all alone, sitting in the corner of the locker room, trying not to burst into tears. I could hear girls laughing and talking outside, which did not help me with keeping back the tears. All I could think about was how much I missed my friends at my old school and how much I wanted to be with them right now. I heard the door open and in walked a girl who I had seen around school. I, of course, had judged her and saw her as an annoying bimbo who I could never be friends with. I put my head down and hoped that she wouldn't see me sulking in the corner because I didn't want to be known as the sad girl who sits in the locker room by herself at lunch. Then, something very unexpected happened. She walked over to me, sat down next to me and asked me what was wrong. I knew that if I spoke a word I would burst out crying so I just shook my head slowly in response. I think she knew what I meant by this because she grabbed my arm and pulled me up so I was standing facing her. Then, out of the blue, she hugged me and said I was welcome to sit with her and her friends whenever I liked and if I ever needed anything I should come to her. I was a bit speechless so I just nodded and smiled. I did go and sit with her and her friends, and I discovered how nice she was and how wrongly I had judged her. Her kindness helped me when I was most in need and changed my perception of her completely.

I learnt a huge lesson that day. All I needed was an experience to change my habit and open my mind to people and possibilities.

Table 21. Score breakdown for sample script twelve

Audience	Structure	Vocab	Cohesion	Sentences	Punctuation	Spelling	Total
4	3	4	3	4	4	4	26

Cohesion – notes

Definition of cohesion: the linking within a text or sentence that holds a text together and gives it meaning.

It is the writer's responsibility to make the connections across the text clear to the reader. Every text has a structure. It is not just a random collection of sentences. For a reader to follow the text, the parts must be related to each other in a meaningful way. To make these relationships in the text clear, it is necessary to show how the sentences are related.

According to Halliday and Hasan (1976) cohesion is divided into two broad areas: grammatical cohesion (reference, substitution, ellipsis and conjunction) and lexical cohesion (reiteration and collocation).

Grammatical cohesion

Reference

Reference occurs when one item in a text relies on another element for its interpretation.

Reference items (pronouns) can be classified as personal, demonstrative or comparative.

- **Personal** – I, you, she, they (subject pronouns); him, her, us (object pronoun); my, your (possessive pronoun); ours, theirs, hers (reflexive pronoun)
- **Demonstrative** – here, there, this, that, these ...
- **Comparatives** – bigger, finer, more committed ...

The point of reference can be within the text or beyond the text, i.e. reliant on the reader drawing on their own experiences.

Ellipsis and substitution

Ellipsis is the omission of the item; substitution is the replacement of one item by another. If writers wish to avoid repeating a word, they can use these cohesive devices.

Ellipsis:

This can only work for the reader when the omitted information is understood.

Example: After a long day in the field, John must have been hungry, but he was not (hungry).

Substitution:

I love all my dresses, including this one (dress).

Connectives/conjunctions

Originally referred to as conjunctions by Halliday and Hasan (1976), Derewianka (2011) differentiates conjunctions from text connectives. According to Derewianka, conjunctions join two clauses and only operate within a sentence. Text connectives form links between sentences and across a text.

For example, if the writer wants to show that a summary of information is coming up, a phrase, such as 'in short' could be used.

Table 22. Commonly used connectives/conjunctions

Temporal (time)	Additive (more information)	Causal (reason)	Adversative (contrast)
then	also	although	alternatively
afterwards	as well as	therefore	but
finally	in addition	consequently	except
at the same time	including	as a result	however
next	similarly	because	in contrast
meanwhile	in particular	despite	instead of
previously	for example	though	on the other hand
later	apart from	unless	whereas

Lexical cohesion

Also known as word association, lexical cohesion is the cohesion achieved by the selection of vocabulary. This is achieved through reiteration (repetition, synonyms/near synonyms, superordinates and general words) and collocation.

Repetition

Used skilfully and selectively, this technique can hold sentences together and focus the reader's attention on a central idea. It is only effective if the text does not become monotonous.

Example: The weather was **hot**. It had been **hot** all week and it was forecast to be **hot** again on the weekend.

Synonyms/near synonyms

This is the use of similar meaning words that avoid repetition, but reinforce the writer's point.

Example: The weather was **hot**. It had been **boiling** all week and it was forecast to be **scorching** again on the weekend.

Superordinates

These represent a superior order within a system.

Example: Dad finally had the money to buy a **Porsche**. He's always dreamed of owning a **sports car**.

Example: The **RMS Titanic** sunk on the 15 April 1912. The **liner** collided with an iceberg on her maiden voyage.

Collocation

This is a familiar grouping of words, especially words that typically go together and convey meaning by association, making the text predictable.

Example: **melted** butter and **molten** lead. Although melted and molten have the same meaning, they are not interchangeable in this instance.

Spelling – classifications

Simple words

Features	Examples
Single syllable words with:	
two letters	an, be, it, on
one consonant digraph	shop, chin, this, fish, duck, cash,
c-v-c pattern	hop, dig, man, get
one consonant blend	drop, plan, jump, spin, band, glad, self, trip, flag, test,
double final consonants	fell, egg, miss,
high frequency	play, bird, how, was, our, out, you, are, thing, here, have, who, now, one, put, saw, with, good, car, book, off, are

Common words

Features	Examples
Words with:	
two digraphs, two blends or a digraph and a blend	crack, slept, spring, broom, creek, shift, think, free,
three consonant blends	match, shrink, squid, three, scrap, splash,
common long vowel digraphs	ai (sail), a-e (make), ey (they), ea (break), eigh (eight) ey (key), ea (read), ie (field) igh (light), ie (tie), i-e (bike), y (sky), i (sign), uy (buy), ye (dye) o-e (poke), oa (boat), ow (slow), oe (toe), ew (sew), ew (new), ue (blue), ui (juice), u-e (flute), u (music) ur (burn), ir (first), er (term), ear (earth), or (worse) oi (boil) oa (broad), au (haul), a (water), ar (war) au (aunt), a (calf), a (bath) ure (sure), oar (roar), our (four), ough (thought), oor (floor) ough (through) ear (learn) ear (fear) air (chair), are (fare), ear (bear), eir (their), ere (where) oul (should) ie (friend), ai (said), ea (head), ay (says), a (any) e (pretty), i-e (give) ough (cough), au (because) o (son), o-e (love), ou (couple), oo (flood) oe (does) k (know), w (wrong), b (thumb), g (sign), s (island), l (palm), t (often), w (sword) s (chairs), ed (jumped), ing (thinking), ly (safely), er (teacher), dis (dislike), re (rewrite), un (unlikely), mis (mislead) drop e (giving) double the last letter (stopping) change y to i (heaviest)
common long vowel patterns	
common short vowel digraphs	
common silent letters	
common suffixes and prefixes	
rule-driven endings	

(no change to the base word)

regular endings

garden, sister, table, label, monkey, solid, button, tense, sneeze, serve, dollar, since,

contractions

don't, shouldn't, you've, o'clock, she'll, let's

Difficult words

Features

Examples

Words with:

multiple syllables

schwa patterns (unstressed)

mountain, system, comfort, famous, problem, dinosaur, disease, habitat

elided syllables (omitted)

chocolate, battery, favourite, opera, comfortable, several, vegetable, laboratory, aspirin, basically,

ending in:

-tion

concentration

-sion

supervision

-ible

invisible

-able

approachable

-ise

advertise

-ence

confidence

-icle

vehicle

-ege

knowledge

-age

language

etc

Multi-syllable words with:

exceptions to rules

retain e (changeable), medial letter from base word dropped (humorous)

-ally endings

basically

foreign origins

lieutenant, nonchalant, restaurateur, meringue, suite, guillotine

unusual letter patterns

bureaucracy, jeopardy, fulfil, euphoric, exhilarate, discipline, separate, dependent, guerrilla, narcissist, mediaeval

Homophones (and near homophones)

common

difficult

hear/here

practice/practise

pair/pear

principle/principal

two/to/too

border/boarder

write/right

bowled/bold

brake/break

serial/cereal

ate/eight

coarse/course

bean/been

weather/whether

die/dye

praise/preys/prays

buy/bye/by

taught/taut

your/you're

bored/board

witch/which

sauce/source

there/their/they're

feint/faint

descent/dissent

pallet/palette/palate

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