 On the Road – Resource 2

Marking Guidelines for Diagnostic

Section 1

Tests ES12-5 in regards to students’ command of grammar and punctuation. The student is demonstrating skills in relation to identification of accurate sentence construction.

The answers are:

| Question | Answer | Reason |
| --- | --- | --- |
| 1 | Incorrect | ‘Animal’ should be pluralised in accordance with subject-verb agreement. |
| 2 | Correct | Sentence maintains all appropriate rules. |
| 3 | Incorrect | First clause is in present tense whereas second clause changes to past tense. |
| 4 | Incorrect | Sentence lacks commas between the fruit. |
| 5 | Correct | Sentence maintains all appropriate rules. |
| 6 | Correct | Sentence uses colon appropriately. |
| 7 | Incorrect | ‘jasmine’ should be capitalised as it is a proper noun. |
| 8 | Incorrect | ‘would of’ should be ‘would have’. |
| 9 | Correct | Sentence uses commas to show an embedded clause. |
| 10 | Incorrect | ‘Great’ should have quotation marks around it to denote speech, as well as a comma before ‘said Jasmine’. |

Marks:      /10

Section 2

Tests ES12-6 in connection to the choice of vocabulary and language style for different mediums of communication.

The answers are:

* I couldn’t give a stuff, mate (Conversation)
* OMG wat r u doin (Text Message)
* Place the carrots into the blender and set it to ‘pulse’ for 1 minute (Recipe)
* Welcome to another episode of ‘Travel Australia’ (Television)
* This is the best you’ll ever see #blessed #nofilter #perfectpics (Instagram)

Marks:      /5

Section 3

Tests ES12-5 in relation to persuasive language, with the student using a word bank to identify a range of devices used to persuade audiences.

The answers are:

1. Logos
2. Simile
3. High modality
4. Rhetorical question
5. Adjective
6. Ethos
7. Repetition
8. Pathos

Marks:      /8

Section 4

Tests ES12-10 in relation to their ability to analyse a piece of writing in order to identify problems in its construction and effectiveness. Students then provide an evaluation, demonstrating their ability to reflect upon and summarise the issues of the piece.

Rank the students’ ability accordingly:

| Criteria | Limited | Basic | Satisfactory | Thorough | Sophisticated |
| --- | --- | --- | --- | --- | --- |
| Identify areas of weakness in text on text | 1 | 2 | 3 | 4 | 5 |
| Clarify areas for improvement in feedback | 1 | 2 | 3 | 4 | 5 |
| Provide a summary in feedback that adheres to language conventions | 1 | 2 | 3 | 4 | 5 |

Marks:      /15