

Apex Exam Guidebook

Essential English
Year 12 QCE
Queensland Curriculum

2026 Edition

Suellen Mikhail

Apex Exam Guidebook

Essential English

Year 12 QCE

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Acknowledgements

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Contents

Paper 1 Section 1	4
Instructions	4
2024 Phase 1 Paper 1 Section 1	4
2024 Marking Guide - Phase 1 Paper 1 Section 1	8
2024 Phase 2 Paper 1 Section 1	10
2024 Marking Guide - Phase 2 Paper 1 Section 1	14
2024 Phase 3 Paper 1 Section 1	17
2024 Marking Guide - Phase 3 Paper 1 Section 1	21
2023 Phase 1 Paper 1 Section 1	23
2023 Marking Guide – Phase 1 Paper 1 Section 1	28
2023 Phase 2 Paper 1 Section 1	31
2023 Marking Guide – Phase 2 Paper 1 Section 1	35
2023 Phase 3 Paper 1 Section 1	38
2023 Marking Guide – Phase 3 Paper 1 Section 1	43
2023 Phase 4 Paper 1 Section 1	46
2023 Marking Guide – Phase 4 Paper 1 Section 1	51
2022 Paper 1 Section 1	54
2022 Marking Guide – Paper 1 Section 1	58
2021 Paper 1 Section 1	61
2021 Marking Guide – Paper 1 Section 1	64
2020 Paper 1 Section 1	68
2020 Marking Guide – Paper 1 Section 1	71
Paper 1 Section 2	74
2024 Phase 1 Paper 1 Section 2	74
2024 Marking Guide – Phase 1 Paper 1 Section 2	77
2024 Phase 2 Paper 1 Section 2	80
2024 Marking Guide - Phase 2 Paper 1 Section 2	83
2024 Phase 3 Paper 1 Section 2	86
2024 Marking Guide - Phase 3 Paper 1 Section 2	89
2023 Phase 1 Paper 1 Section 2	92
2023 Marking Guide –Phase 1 Paper 1 Section 2	95
2023 Phase 2 Paper 1 Section 2	98
2023 Marking Guide – Phase 2 Paper 1 Section 2	101
2023 Phase 3 Paper 1 Section 2	104
2023 Marking Guide – Phase 3 Paper 1 Section 2	107
2023 Phase 4 Paper 1 Section 2	110
2023 Marking Guide – Phase 4 Paper 1 Section 2	113
2022 Paper 1 Section 2	116
2022 Marking Guide – Paper 1 Section 2	120
2021 Paper 1 Section 2	123
2021 Marking Guide – Paper 1 Section 2	127
2020 Paper 1 Section 2	131
2020 Marking Guide – Paper 1 Section 2	134

Note	From 2020 to 2022 QCAA only released only one sample external assessments to the public. From 2023 there has been a change where QCAA will release all of the phases of each given year.
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Paper 1 Section 1

Instructions

Instructions

- If you need more space for a response, use the additional pages at the back of this book.
- On the additional pages, write the question number you are responding to.
- Cancel any incorrect response by ruling a single diagonal line through your work.
- Write the page number of your alternative/additional response, i.e. See page ...
- If you do not do this, your original response will be marked.
- This section has one question.

2024 Phase 1 Paper 1 Section 1

2024 Phase 1 Section 1 Question 1

Explain how the thread excerpt in Stimulus 1 in the stimulus book creates two representations of gaming. In your response, explain how a value, a language feature and a text structure contribute to creating each representation.

Stimulus 1

Context

This is an excerpt from a thread on an online forum.

What's the role of gaming in the 21st century?



Charlie, Student | [Follow](#)

The first game I ever played was *Alien Spies*. I was five years old and it's just as vivid to me now as it was then. Fifteen years on, it's still solid entertainment. I've even kept my original console. People might think that's foolish or childish, but the game was revolutionary for its era. Plus the intro music draws me in every time!!

Finding great games is like a scavenger hunt because they range from glitchy to boring to inappropriate, but when you find an incredibly innovative game, you get obsessed. I certainly do, especially when I'm on a high level and can't beat the boss. And that's when a game's cutscenes often become frustrating replays of the same old, same old.



Hana, Student | [Follow](#)

My parents believed gaming was a waste of time, so I had to wait until I got a part-time job to buy my first game and console. It was worth it. There's so much adrenaline-fuelled fun and a ton of variety. You can become anyone you want to be. You can explore any world. You can problem solve anything! There are aliens, spaceships, mysteries and quests. You get lost in characters and stories, and compete with other players. Amaaaaaazing!

Every new game feels like a fresh start, or a reboot, a chance to begin again. It doesn't matter if I make a mistake or lose a round. In gaming worlds, anyone can be the champion. Anyone can be the hero. Anyone can save the helpless and the lost.

Where else can you find that level of power?



Quan, Sports coach | [Follow](#)

Apart from building brain function and harnessing hand-eye coordination, playing games is escapism number one. If you want to live in a city under the ocean, you can! If you want to live in a castle in the sky, you can! There's a game for every universe imaginable. Not to mention heart-stopping graphics! #epic

Multiplayer games are especially awesome. My team has:

- @GreenStar68 from Paris
- @SamBeauty99 from Cairns
- @SolomonTwirl111 from Tokyo (who stops our team from getting smashed all the time).

We've got powers like animal whispering, mind control and shapeshifting, so we're a strong team. And dominating. What's not to love about that?



Gene, Educator | [Follow](#)

Although animal whispering and shapeshifting might be riveting in your make-believe worlds, fighting aliens in faraway galaxies isn't exactly a daily reality, or a necessary life skill. You could be socialising, reading books or enjoying the outdoors, all activities that have been *proven* to be good for our mental and emotional wellbeing.

Research also shows that happy people are organised and productive. They interact face-to-face and use their time purposefully.

Sounds as if you might be addicted... perhaps your mind control powers could be used to address that by spending more time in the real world.



Julia, Professor | [Follow](#)

Using powers such as animal whispering and shapeshifting *are* riveting tools, even if they are in make-believe worlds. Games broaden minds, enrich imaginations and help us find solutions to difficult obstacles in daily life.

As for reading? Video games aren't just pretty graphics! Gaming requires extensive amounts of reading *and* data analysis — it's Maths and English combined. So perhaps your mind control powers could be put to better use by conducting some academic research and wait for it... play a game, or two.



Tomasi, Doctor | [Follow](#)

My life is incredibly busy, so gaming is a stress release for me when I need a break from the rush, rush, rush. I also game with my partner, which is a laugh-fest when we play against each other.

like reply send share

Blank writing area with horizontal lines for notes.

<p>2024 Phase 1 Section 1 Question 1</p>	<p>Explain how the thread excerpt in Stimulus 1 in the stimulus book creates two representations of gaming. In your response, explain how a value, a language feature and a text structure contribute to creating each representation.</p>			
	<p>Question 1</p>			
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**2024
Phase 2
Section 1
Question 1**

Explain how the blog post in Stimulus 1 in the stimulus book constructs two representations of gaming. In your response, explain how a value, a language feature and a text structure contribute to each representation.

Stimulus 1

Context

This is a blog post by a blogger who uploads content regularly about their life experiences.

Challenge accepted

[About](#) • [Blog](#) • [Gaming](#) • [Contact](#)

Max's Blog

5 January 2024

Towards the end of last year, friends challenged me to game for a week. An entire week! I would've preferred to write the dictionary out a thousand times! Words are at least useful. Gaming's a time-wasting frivolity.

As you know, readers, I'm not the keenest gamer around. I'm pretty much uninformed about all things consoley, non-playable characters (NPC) and 'levelling up'. I'm more of a ... yes, a real-world person. Virtual worlds? Pffff!

My friends who have gamed ever since they found their way to a screen are constantly raving about gaming being 'the best ever ... like obviously'. They even dress up as their favourite characters at annual conventions. Obsessed, much?

But being open-minded and game (see what I did there?), I agreed to their ridiculous challenge. The deal was to play a recently released game on my own for three hours every day for one week.

Day 1

With some degree of resistance, but knowing that gaming was the number one recreational activity for teenagers, I clicked 'start' and tapped buttons.

By the end of the first day, after sitting hunched in the same position in front of the screen for three hours, my neck felt like a twisted band of steel and my hands ached. I'd prefer writing out the dictionary any day of the week.

Later, and only to myself, I did admit that I'd had moments where I'd briefly lost myself in the game's multiple galaxies. My imagination had somehow locked onto my character and I'd momentarily believed the quest actually mattered. #surprising

Day 2

Three hours flashed by at Formula One speed and it should've been game over right then, but the urge to level up by getting the spaceship to the next planet was too strong. Another hour passed without me even realising it. #shocking

<p>2024 Phase 2 Section 1 Question 1</p>	<p>Explain how the blog post in Stimulus 1 in the stimulus book constructs two representations of gaming. In your response, explain how a value, a language feature and a text structure contribute to each representation.</p> <p>Question 1</p>			
	<p>The response, in Knowledge application</p>	<p>The response, in Organisation and development</p>	<p>The response, in Textual features</p>	<p>Grade</p>
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about gaming identified in the blog post • provides a detailed explanation of another representation about gaming identified in the blog post • provides a detailed explanation of how one value identified in the blog post influences meaning about gaming • provides a detailed explanation of how another value identified in the blog post influences meaning about gaming • provides a detailed explanation of how one language feature identified in the blog post shapes perspectives about gaming and invites particular responses • provides a detailed explanation of how another language feature identified in the blog post shapes perspectives about gaming and invites particular responses • provides a detailed explanation of how one text structure identified in the blog post shapes perspectives about gaming and invites particular responses • provides a detailed explanation of how another text structure identified in the blog post shapes perspectives about gaming and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the blog post to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>A</p>
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2024
Phase 3
Section 1
Question 1

Explain **two** representations of sport evident in the testimonial page in Stimulus 1 in the stimulus book. In your response, explain how a value, a language feature and a text structure contribute to creating each representation.

Stimulus 1

Context

This is a testimonial page on a community sport centre's website.

About our sporting community...

Home News Schedule **Testimonials** Contact

 **Leslie, owner and manager**

I started this centre when there were no sporting clubs around here. The community needed a place to be active together, a place where everyone could play sport, a place where local people could get to know each other and feel they belonged, no matter their background. It's essential that sport is all about fun and the joy of movement. Most importantly, it's about having a space where a diverse society's strengths, differences and similarities are celebrated.

 **Mickey, table tennis and badminton player**

I'd always been reluctant to play sport: way too self-conscious. I'd also felt uncoordinated and unfit, but ever since a chance encounter with Leslie at the supermarket, I've had a complete change of mindset. Sport has turned out to be a pleasant surprise, a transformation of my daily routine. I now play at the community centre three times a week with team members who have become close friends. I've even started bringing my grandchildren to get them off the couch! Sport has ended up being the best medicine for keeping hearts and bones young, proving that you're never too young or too old.

 **Jessie, volleyball player**

My sport journey is typical, I imagine. I played sport as a kid as my parents thought it was important to be active, and also part of a community. As a teenager, that became even more important, as my sports friends were my pizza buddies and movie companions. We understood each other — after all, we had read each other's moves on the sportsfield! I have never let that connection to sport go, and I think that is how I found my way to a community sports centre. I go to the centre a couple of times a week. I am always up for trying a new game — because sport has taught me that it is not about being a champion, it is about positivity and just putting yourself out there.

There are no other words to describe how I feel about sport except to say I absolutely value it. I know that it is not everyone's 'bat and ball', but involvement in sport is mine. I love being active, I love attempting a challenge, I love the endorphin rush. It is more than that though — when the game ends, I embrace the laughter with teammates when we celebrate our 'ace' moves, and explore the 'could have beens'. It's very simple: my team and I all want the same thing — for everyone to come back next week.

<p>2024 Phase 3 Section 1 Question 1</p>	<p>Explain two representations of sport evident in the testimonial page in Stimulus 1 in the stimulus book. In your response, explain how a value, a language feature and a text structure contribute to creating each representation.</p>			
	<p>Question 1</p>			
	<p>The response, in Knowledge application</p>	<p>The response, in Organisation and development</p>	<p>The response, in Textual features</p>	<p>Grade</p>
<ul style="list-style-type: none"> • provides a detailed explanation of one representation about sport identified in the testimonial page • provides a detailed explanation of another representation about sport identified in the testimonial page • provides a detailed explanation of how one value identified in the testimonial page influences meaning about sport • provides a detailed explanation of how another value identified in the testimonial page influences meaning about sport • provides a detailed explanation of how one language feature identified in the testimonial page shapes perspectives about sport and invites particular responses • provides a detailed explanation of how another language feature identified in the testimonial page shapes perspectives about sport and invites particular responses • provides a detailed explanation of how one text structure identified in the testimonial page shapes perspectives about sport and invites particular responses • provides a detailed explanation of how another text structure identified in the testimonial page shapes perspectives about sport and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the testimonial page to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>A</p>	
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2023
Phase 1
Section 1
Question 1

Explain how the website post in Stimulus 1 in the stimulus book constructs two representations about the impact of science and technology. In your response, explain how a belief, a language feature and a text structure contribute to creating **each** representation.

Stimulus 1

Context

This is a post on a website where people share ideas and information.

The screenshot shows a website interface for 'Share Q&A'. At the top, there is a navigation bar with a logo and the text 'Share Q&A'. Below this, there are icons for editing, following, and a menu. The main heading of the post is 'How have science and technology affected everyday life?'. There are three user responses, each with a profile picture, name, role, and a 'Follow' link. Each response has a 'Reply' button below it.

Share Q&A

[edit](#) [follow](#) [user icon](#) [menu icon](#)

How have science and technology affected everyday life?

Taylor, University student ♦ [Follow](#)
 In every way possible! The fact you're using something other than pen and paper — a quill and parchment! — to ask this question shows how science and technology have supercharged society. Once we would've stood on a street corner handing out leaflets. Now, we're tapping on keyboards and sending ideas through cyberspace. Not so long ago, one computer filled an entire room; now, we've got 2-millimetre microchips operating as computer brains. We mightn't recognise the world in 20 years, let alone 40 years from now. 😊

[Reply](#)

Jamie, Research analyst ♦ [Follow](#)
 And that's exactly why science and technology need to be managed, rather than let loose on society. Change should be controlled, otherwise science and tech will control us. Seems to me that people tend to think of them as having ALL the answers to ALL our problems, but if we're not careful, 'advances' might rob us ALL of our individuality. That's why artificial intelligence — especially — needs to be watched.

[Reply](#)

Sam, Student ♦ [Follow](#)
 For me, science and tech are the triggers of imagination. They're a life force working together, making our lives better. They 'make the impossible possible'. Which is kind of cool, I think. Anyway, one day, I'm hoping we'll have:

- time travel (hello Ancient Greece, good to see you!)
- teleporting
- life spans of 180 years
- anti-gravity suits for personal flight (imagine being in air traffic control!?!?!?).

One day ...

[Reply](#)



Daney, Consultant ♦ Follow

That's a big question! Science and tech affect every aspect of life in many parts of the world, but as the benefits aren't in every country for everyone to enjoy, science and tech have more work to do. Dreaming about time travel and teleporting doesn't matter in places where your next meal is the priority.

Reply



Tommi, Professor ♦ Follow

You have to understand that all our progress requires lots of electricity. And producing electricity comes at an environmental cost.

I'm no fool, but the hands of science and technology make everything evolve too quickly, tossing us around like leaves in the wind. Is anyone else bothered by the fact that simple maths is now done using a calculator instead of our own brain? Or bothered by predictive text shaping our ability to communicate? Such 'advancements' actually short-circuit human intelligence.

There's also our heavy dependence on smartphones, smartwatches, tablets, laptops. People are almost surgically attached to their 'devices' these days. Please explain how that can be good.

Time to hit pause. Time to breathe ... independent of machines.

Reply



Jay, Engineer ♦ Follow

There are those who embrace change and those who prefer to keep their head in the sand like an ostrich.

Think about electricity! Think medicine! Think of everything science and technology have given us:

- a neverending web of information
- access to cultures across continents and oceans by trains and planes
- amazing communication tools
- remote controls for everything.

Bring on the future — pocket-sized DNA fingerprinting devices, vitamins we can take to increase our discipline, pillows with built-in alarm clocks, levitating desk lamps — I'm a fan!

Reply

2023 Marking Guide – Phase 1 Paper 1 Section 1

<p>2023 Phase 1 Section 1 Question 1</p>	<p>Explain how the website post in Stimulus 1 in the stimulus book constructs two representations about the impact of science and technology. In your response, explain how a belief, a language feature and a text structure contribute to creating each representation.</p>			
	The response, in Knowledge application:	The response, in Organisation and Development	The response, in Textual features	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about the impact of science and technology identified in the website post • provides a detailed explanation of another representation about the impact of science and technology identified in the website post • provides a detailed explanation of how one belief identified in the website post influences meaning about the impact of science and technology • provides a detailed explanation of how another belief identified in the website post influences meaning about the impact of science and technology • provides a detailed explanation of how one language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how one text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the website post to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>A</p>

	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about the impact of science and technology identified in the website post • provides an appropriate explanation of another representation about the impact of science and technology identified in the website post • provides an appropriate explanation of how one belief identified in the website post influences meaning about the impact of science and technology • provides an appropriate explanation of how another belief identified in the website post influences meaning about the impact of science and technology • provides an appropriate explanation of how one language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how another language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how one text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how another text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the website post to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
	<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about the impact of science and technology identified in the website post • in the main, provides an explanation of another representation about the impact of science and technology identified in the website post • in the main, provides an explanation of how one belief identified in the website post influences meaning about the impact of science and technology • in the main, provides an explanation of how another belief identified in the website post influences meaning about the impact of science and technology • in the main, provides an explanation of how one language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how another language feature identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how one text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how another text structure identified in the website post shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the website post to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C

	<ul style="list-style-type: none"> • describes some ideas about one representation about the impact of science and technology in the website post • describes some ideas about another representation about the impact of science and technology in the website post • describes some ideas about one belief about the impact of science and technology in the website post • describes some ideas about another belief about the impact of science and technology in the website post • describes some ideas about how one language feature shapes perspective/s about the impact of science and technology • describes some ideas about how another language feature shapes perspective/s about the impact of science and technology • describes some ideas about how one text structure shapes perspective/s about the impact of science and technology • describes some ideas about how another text structure shapes perspective/s about the impact of science and technology 	<ul style="list-style-type: none"> • selects some information from the website post to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D
	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about beliefs OR identifies a belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address another representation about the impact of science and technology OR does not address any representations • does not address another belief about the impact of science and technology OR does not address any beliefs • does not address another language feature about the impact of science and technology OR does not address any language features • does not address another text structure about the impact of science and technology OR does not address any text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E

**2023
Phase 2
Section 1
Question 1**

Explain how the speech transcript in Stimulus 1 in the stimulus book constructs **two** representations about human space exploration. For **each** representation, explain a belief, a language feature and a text structure to support your perspective.

Stimulus 1

Context

This speech transcript was delivered at a youth convention titled *Future thinking*.

Human space exploration: A need or want?

We live in an amazing time in history ... a time when human space exploration no longer occupies only our imagination but is here. Space stations. Astronauts living *out there* for months. Countries collaborating in space. Cosmic travel is no longer a dream but a reality. Soon, we're told, the average person will book seats on commercial spacecraft and take trips around Earth.

All of which raises an important question as we consider our future: Is human space exploration:

- a want
- or a need?

Definitely, *a want*.

Do we need laws that limit our rights to outer space? Probably, but better still, let's just leave it alone! Given that space is a unique environment that is not owned by anyone, we mustn't let our curiosity turn it into another junkyard. But like the wolf whose hunger is never satisfied, we're set on colonising the cosmos and draining our funds to do it, instead of focusing on our real needs, e.g. working out how to live *here* for the next few centuries.

Leaders of tomorrow, forget about settling on Mars. Our first — only — priority is to focus on our own planet. Our home. Let's deal with the here and now, not on unnecessary, futuristic wants. Let's stop the funding that's floating out into space exploration and ground it. Imagine that, instead of allowing all that money to orbit around 'what ifs', we channelled dollars into real issues, Earth issues!

Let's talk about feeding a planet of billions. You may think life is a jungle and only the strong survive and that all successful people are self-motivated types, and if they're not, bad luck. Well, maybe challenging that and reflecting on **who we are** is the greater need ... maybe we need to look at the billions of dollars thrust into human space exploration and ask — why? In the hope that we find an interesting rock on Mars? An extra ring around Saturn? This, instead of investing in sharing medical advancements with everyone. This, instead of funding research on how to better share our world's resources. Needs, people. Not wants. I mean, I *want* colour-changing clothes, but ...

In the interest of fairness, I'll admit that human space exploration has taught us things, such as understanding weather systems, but imagine if we used this knowledge to end droughts instead of chasing ways to develop a smoother rocket launch, or to predict the speed of a spaceship's descent. Then we'd be real stars!

Earlier, I asked whether human space exploration is a want or a need. It's most definitely a want, a desire for more shiny toys to play with rather than recognising that space exploration is a black hole, sucking attention away from what matters. Leaders of tomorrow, let's be agents of change. Let's trade our exclusive window seats on Earth-orbiting rockets for seats around a table generating solutions to make life better down here. Our world doesn't need us venturing out among the stars. It needs us focused here on Earth — our home.

<p>2023 Phase 2 Section 1 Question 1</p>	<p>Explain how the speech transcript in Stimulus 1 in the stimulus book constructs two representations about human space exploration. For each representation, explain a belief, a language feature and a text structure to support your perspective.</p>			
	The response, in Knowledge application:	The response, in Organisation and Development	The response, in Textual features	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about human space exploration identified in the speech transcript • provides a detailed explanation of another representation about human space exploration identified in the speech transcript • provides a detailed explanation of how one belief identified in the speech transcript influences meaning about human space exploration • provides a detailed explanation of how another belief identified in the speech transcript influences meaning about human space exploration • provides a detailed explanation of how one language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how another language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how one text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how another text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the speech transcript to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about human space exploration identified in the speech transcript • provides an appropriate explanation of another representation about human space exploration identified in the speech transcript • provides an appropriate explanation of how one belief identified in the speech transcript influences meaning about human space exploration • provides an appropriate explanation of how another belief identified in the speech transcript influences meaning about human space exploration • provides an appropriate explanation of how one language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how another language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how one text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how another text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the speech transcript to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
	<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about human space exploration identified in the speech transcript • in the main, provides an explanation of another representation about human space exploration identified in the speech transcript • in the main, provides an explanation of how one belief identified in the speech transcript influences meaning about human space exploration • in the main, provides an explanation of how another belief identified in the speech transcript influences meaning about human space exploration • in the main, provides an explanation of how one language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how another language feature identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how one text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how another text structure identified in the speech transcript shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the speech transcript to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C

	<ul style="list-style-type: none"> • describes some ideas about one representation about human space exploration in the speech transcript • describes some ideas about another representation about human space exploration in the speech transcript • describes some ideas about one belief about human space exploration in the speech transcript • describes some ideas about another belief about human space exploration in the speech transcript • describes some ideas about how one language feature shapes perspective/s about human space exploration • describes some ideas about how another language feature shapes perspective/s about human space exploration • describes some ideas about how one text structure shapes perspective/s about human space exploration • describes some ideas about how another text structure shapes perspective/s about human space exploration 	<ul style="list-style-type: none"> • selects some information from the speech transcript to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D
	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about beliefs OR identifies a belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address another representation about human space exploration OR does not address any representations • does not address another belief about human space exploration OR does not address any beliefs • does not address another language feature about human space exploration OR does not address any language features • does not address another text structure about human space exploration OR does not address any text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E

2023
Phase 3
Section 1
Question 1

Explain how the writer of the article in Stimulus 1 in the stimulus book constructs two representations about human space exploration. In your response, explain how a belief, a language feature and a text structure contribute to each representation.

Stimulus 1

Context

This article was published on the *Star Gazing* website.

The screenshot shows a website article with a dark blue header and a light blue navigation bar. The article title is 'Human space exploration: Our fascination' and the author is 'by A Visser'. The article text discusses human fascination with space exploration, mentioning ancient stories, modern space exploration, and the search for life on other planets.

**Human space exploration:
Our fascination**

Home About News Events History Shop Contact

by A Visser
6:45am, 21 February 2023

For as long as humans have inhabited Earth, we've gazed up at the stars. Whether it's through ancient stories, or songs from the past, our fascination with worlds beyond ours has rolled across generations. How can it not? Space is our constant companion — it makes sense to look upwards for guidance, knowledge and navigation. Above us, billions of stars float in a silky blackness, the moon illuminating nights and the sun warming days. It's only natural to seek meaning from their company.

An important playground

Since the beginning of time, humans have been curious about the vastness of our solar system. Once, space was an untouchable realm we observed *only* from Earth. Now, we're able to explore it, floating like confetti among stars and looking down at Earth's blue sphere. We send satellites into space, people to the moon and probes to Mars while solar flares ricochet light across our galaxy, igniting interest in heat and energy.

Asking questions is a natural and important part of this story, just as uncovering these mysteries is part of our journey. It's what makes us, us.

So far, we've learnt about the:

- sun's slow movement away from Earth each year
- moon's influence on tides
- implosion of stars and dark matter.

Then there are intriguing questions about whether other planets can support life, questions that drive us in our search for further knowledge of the cosmos. And of course, puns: When we explore it, we need to planet, not moon around or fall into a black hole.

<p>2023 Phase 3 Section 1 Question 1</p>	<p>Explain how the writer of the article in Stimulus 1 in the stimulus book constructs two representations about human space exploration. In your response, explain how a belief, a language feature and a text structure contribute to each representation.</p>			
	The response, in Knowledge application:	The response, in Organisation and Development	The response, in Textual features	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about human space exploration identified in the article • provides a detailed explanation of another representation about human space exploration identified in the article • provides a detailed explanation of how one belief identified in the article influences meaning about human space exploration • provides a detailed explanation of how another belief identified in the article influences meaning about human space exploration • provides a detailed explanation of how one language feature identified in the article shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how another language feature identified in the article shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how one text structure identified in the article shapes perspectives about human space exploration and invites particular responses • provides a detailed explanation of how another text structure identified in the article shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the article to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about human space exploration identified in the article • provides an appropriate explanation of another representation about human space exploration identified in the article • provides an appropriate explanation of how one belief identified in the article influences meaning about human space exploration • provides an appropriate explanation of how another belief identified in the article influences meaning about human space exploration • provides an appropriate explanation of how one language feature identified in the article shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how another language feature identified in the article shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how one text structure identified in the article shapes perspectives about human space exploration and invites particular responses • provides an appropriate explanation of how another text structure identified in the article shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the article to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
	<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about human space exploration identified in the article • in the main, provides an explanation of another representation about human space exploration identified in the article • in the main, provides an explanation of how one belief identified in the article influences meaning about human space exploration • in the main, provides an explanation of how another belief identified in the article influences meaning about human space exploration • in the main, provides an explanation of how one language feature identified in the article shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how another language feature identified in the article shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how one text structure identified in the article shapes perspectives about human space exploration and invites particular responses • in the main, provides an explanation of how another text structure identified in the article shapes perspectives about human space exploration and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the article to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C

	<ul style="list-style-type: none"> • describes some ideas about one representation about human space exploration in the article • describes some ideas about another representation about human space exploration in the article • describes some ideas about one belief about human space exploration in the article • describes some ideas about another belief about human space exploration in the article • describes some ideas about how one language feature shapes perspective/s about human space exploration • describes some ideas about how another language feature shapes perspective/s about human space exploration • describes some ideas about how one text structure shapes perspective/s about human space exploration • describes some ideas about how another text structure shapes perspective/s about human space exploration 	<ul style="list-style-type: none"> • selects some information from the article to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D
	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about beliefs OR identifies a belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address another representation about human space exploration OR does not address any representations • does not address another belief about human space exploration OR does not address any beliefs • does not address another language feature about human space exploration OR does not address any language features • does not address another text structure about human space exploration OR does not address any text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E

2023
Phase 4
Section 1
Question 1

Explain **two** representations in the blog about the impact of science and technology evident in Stimulus 1 in the stimulus book. In your response, explain how a belief, a language feature and a text structure contribute to creating **each** representation.

Stimulus 1

Context

This blogger writes about topics related to science and technology.



Home News Articles Research Events World Contact

Science and technology: Where would we be without them?

3:30 pm, August 25, 2023 • 2 comments

Without water on tap. Without phones. Without the internet. Without efficient transport. #dull

Throughout past and present generations, science and technology have *worked together* as powerful drivers of change. They're the pursuers of progress, the collective compass pointing us towards an improved future.

They're also unstoppable. The past is testament to that. Not so long ago, the horse and cart was a means of transportation, antibiotics didn't exist, and silent films were the norm.

Fast forward to **1936**. Cars are manufactured *en masse* and planes travel at 333 km per hour at heights of over 4000 metres. Black-and-white televisions provide entertainment and by **1953**, heart-lung machines emerge for use during surgery.

Fast forward to **2022**. Planes travel at 925 km per hour up to a height of 11 000 metres. Robotic arms perform surgery, and black and white televisions are replaced with smart TVs with streaming services that are as rich and plentiful as a royal banquet.

Today, we watch digital stories on our phones/laptops/tablets whether we're at home or in transit (even on planes). We create our own videos and share them with the world with the touch of a button. #fun

Today, we look up into a once-quiet sky and see thrumming drones, the next tool changing our lives by:

- taking footage of waterfalls and migrating whales
- delivering pizzas to people in driveways
- delivering aid to those in need.

2023 Marking Guide – Phase 4 Paper 1 Section 1

<p>2023 Phase 4 Section 1 Question 1</p>	<p>Explain two representations in the blog about the impact of science and technology evident in Stimulus 1 in the stimulus book. In your response, explain how a belief, a language feature and a text structure contribute to creating each representation.</p>			
	The response, in Knowledge application:	The response, in Organisation and Development	The response, in Textual features	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about the impact of science and technology identified in the blog • provides a detailed explanation of another representation about the impact of science and technology identified in the blog • provides a detailed explanation of how one belief identified in the blog influences meaning about the impact of science and technology • provides a detailed explanation of how another belief identified in the blog influences meaning about the impact of science and technology • provides a detailed explanation of how one language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how one text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the blog to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about the impact of science and technology identified in the blog • provides an appropriate explanation of another representation about the impact of science and technology identified in the blog • provides an appropriate explanation of how one belief identified in the blog influences meaning about the impact of science and technology • provides an appropriate explanation of how another belief identified in the blog influences meaning about the impact of science and technology • provides an appropriate explanation of how one language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how another language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how one text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • provides an appropriate explanation of how another text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the blog to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
	<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about the impact of science and technology identified in the blog • in the main, provides an explanation of another representation about the impact of science and technology identified in the blog • in the main, provides an explanation of how one belief identified in the blog influences meaning about the impact of science and technology • in the main, provides an explanation of how another belief identified in the blog influences meaning about the impact of science and technology • in the main, provides an explanation of how one language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how another language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how one text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses • in the main, provides an explanation of how another text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the blog to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C

	<ul style="list-style-type: none"> • describes some ideas about one representation about the impact of science and technology in the blog • describes some ideas about another representation about the impact of science and technology in the blog • describes some ideas about one belief about the impact of science and technology in the blog • describes some ideas about another belief about the impact of science and technology in the blog • describes some ideas about how one language feature shapes perspective/s about the impact of science and technology • describes some ideas about how another language feature shapes perspective/s about the impact of science and technology • describes some ideas about how one text structure shapes perspective/s about the impact of science and technology • describes some ideas about how another text structure shapes perspective/s about the impact of science and technology 	<ul style="list-style-type: none"> • selects some information from the blog to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D
	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about beliefs OR identifies a belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address another representation about the impact of science and technology OR does not address any representations • does not address another belief about the impact of science and technology OR does not address any beliefs • does not address another language feature about the impact of science and technology OR does not address any language features • does not address another text structure about the impact of science and technology OR does not address any text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E

2022
Paper 1
Section 1
Question 1

Explain how two representations of travel have been constructed in Stimulus 1 in the stimulus book.

Stimulus 1

Context

This introduction was written for a book of travel stories.

Introduction

A traveller's declaration

Travel is a catalyst¹ for change.

I'm sure you'll agree. You are, after all, reading this book's introduction about travel tales. It's something that you and I, two strangers, who will likely never meet, have in common.

Travel. Even the sound of its vowels and consonants rings true, just like a whisper — it's a pledge, a bond, a promise of marvellous new experiences.

I guess that's one of the best things about travel: the promise of bringing 'newness' to us. It exposes us to new places, new people, new experiences, and encourages us to adopt new ways of thinking about the wide, wondrous world around us. This book's travel tales are that, a catalyst for the new, a changing of the mind.

They're tales of how travel stimulates our brain and sharpens our thinking as we respond to unfamiliar sights and breaks in our routine. Many inspire travelling beyond our comfortable, our familiar, our home. Writers reflect on the satisfying sensation of their minds opening and knowledge growing as they explore paintings at art galleries, historical archives at museums and precious gemstones at local gem shows. Excitement spikes, creating a sense of wellness.

Challenging situations like faulty transport, accidents and missed scheduled departures create drama, but in times of stress, we grow. When we get lost, it's almost as if our brain has to start working to solve the problem. One tale describes arriving at a city at midnight, leading to a three-hour trek through strange streets in pitch darkness, knocking on doors to find accommodation. The inability to speak the language means weird and wonderful gestures that are hilarious. Then there are the funny mis-steps that make you laugh, and sometimes, cry. Travel is a catalyst...

For me, the struggles I've had while travelling have encouraged independence, sparked curiosity in people around me and inspired self-reflection. The people I've met and the things I've seen have made life exciting, like adding spice to an egg omelette.

¹ an event, person or thing that provokes a strong response

2022 Paper 1 Section 1 Question 1	The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about travel identified in the book introduction • provides a detailed explanation of another representation about travel identified in the book introduction • provides a detailed explanation of how one attitude identified in the book introduction influences meaning about travel • provides a detailed explanation of how another attitude identified in the book introduction influences meaning about travel • provides a detailed explanation of how one language feature identified in the book introduction shapes perspectives about travel and invites particular responses • provides a detailed explanation of how another language feature identified in the book introduction shapes perspectives about travel and invites particular responses • provides a detailed explanation of how one text structure identified in the book introduction shapes perspectives about travel and invites particular responses • provides a detailed explanation of how another text structure identified in the book introduction shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the book introduction to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A
	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about travel identified in the book introduction • provides an appropriate explanation of another representation about travel identified in the book introduction • provides an appropriate explanation of how one attitude identified in the book introduction influences meaning about travel • provides an appropriate explanation of how another attitude identified in the book introduction influences meaning about travel • provides an appropriate explanation of how one language feature identified in the book introduction shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how another language feature identified in the book introduction shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how one text structure identified in the book introduction shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how another text structure identified in the book introduction shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the book introduction to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B

The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about travel identified in the book introduction • in the main, provides an explanation of another representation about travel identified in the book introduction • in the main, provides an explanation of how one attitude identified in the book introduction influences meaning about travel • in the main, provides an explanation of how another attitude identified in the book introduction influences meaning about travel • in the main, provides an explanation of how one language feature identified in the book introduction shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how another language feature identified in the book introduction shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how one text structure identified in the book introduction shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how another text structure identified in the book introduction shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the book introduction to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> • describes some ideas about one representation about travel in the book introduction • describes some ideas about another representation about travel in the book introduction • describes some ideas about one attitude about travel in the book introduction • describes some ideas about another attitude about travel in the book introduction • describes some ideas about how one language feature shapes perspective/s about travel • describes some ideas about how another language feature shapes perspective/s about travel • describes some ideas about how one text structure shapes perspective/s about travel • describes some ideas about how another text structure shapes perspective/s about travel 	<ul style="list-style-type: none"> • selects some information from the book introduction to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D

	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about attitudes OR identifies an attitude/s • describes some ideas about language features and/or text structures OR <ul style="list-style-type: none"> identifies a language feature/s or text structure/s OR <ul style="list-style-type: none"> • does not address another representation about travel • does not address another attitude about travel • does not address another language feature about travel • does not address another text structure about travel OR <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas OR <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded OR <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E
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**2021
Paper 1
Section 1
Question 1**

Explain how TurnerTyro has constructed **two** representations about the influence of social media in Stimulus 1 in the stimulus book. In your response, explain how a value, a language feature and a text structure contribute to creating **each** representation.

Stimulus 1

Context

This email was sent from a ClipVidAce user to a social media influence. ClipVidAce is a social media platform for sharing videos.

7 March 2021 at 10:43 am



SUBJECT: Thank you!

<TurnerTyro@powercometmessages.com.au>
To: LifeGadgetTester4U@venturing.co.au

Dear LifeGadgetTester4U,

This is TurnerTyro. Hopefully you remember meeting me at the ClipVidAce convention last month. With all that went on, I never got the chance to tell you what your videos mean to me ... your humour highlights the world's quiriness, your belly laugh gives me the giggles and your videos make the world wackier in a cool way — less intimidating.

Not all ClipVidAce videos are positive, but I particularly like your ability to see the funny side of life and your commitment to using social media to help others. ClipVidAce can be great for that (if used properly). And it's something I want to do — we're kindred souls in that way, I guess. A bit like links in a chain. Even talking to you has inspired me to think about *what could be*.

Then

A few years ago, I was a completely different person. I was so afraid of being seen as foolish that I could never build up enough courage to try anything new in front of other people. Then I found your channel and it was like a light switching on in a corner of my brain.

I'm not sure if it was ever your intention, but seeing you try all those new gadgets week after week — and failing more often than not with hilarious consequences — gave me the courage to try new things too. My favourite episode was that minor mishap when you tried the electric scooter and went *splat* into a muddy ditch! You just shrugged, grinned and jumped back on the scooter so fast it was comical. I laughed so hard, I nearly coughed up a lung ... then I tried scootering too (no mishaps!) and loved it.

Now

Over the last year, I've been:

- getting involved in sport
- going to family get-togethers
- socialising more.

I feel like I now have several real friends. I don't need a thousand friends on social media. Unlike before, social media has become just recreation rather than a fixation.

Anyway, my world is a thousand times better and your channel has played a part in that, because you taught me not to take life too seriously and to ... drum roll ... even laugh at myself.

Looking forwards

Right now, the fear of failure no longer controls me. I'm even running my own channel! It's not big like yours and it may never be, but that's fine with me.

Anyway, I just wanted to thank you for your channel's lighthearted optimism. Thank you for being a shining star, for helping me cultivate my boldness and for the inner glow that comes from understanding a truth ... that trying something new is better than fearing my own shadow.

See you at the next ClipVidAce convention.

Forever grateful,
TurnerTyro

2021 Paper 1 Section 1 Question 1	The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation about the influence of social media identified in the email • provides a detailed explanation of another representation about the influence of social media identified in the email • provides a detailed explanation of how one value identified in the email influences meaning about social media’s influence • provides a detailed explanation of how another value identified in the email influences meaning about social media’s influence • provides a detailed explanation of how one language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how another language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how one text structure identified in the email shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how another text structure identified in the email shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the email to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one representation about the influence of social media identified in the email • provides an appropriate explanation of another representation about the influence of social media identified in the email • provides an appropriate explanation of how one value identified in the email influences meaning about social media’s influence • provides an appropriate explanation of how another value identified in the email influences meaning about social media’s influence • provides an appropriate explanation of how one language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how another language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how one text structure identified in the email shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how another text structure identified in the email shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the email to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
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The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one representation about the influence of social media identified in the email • in the main, provides an explanation of another representation about the influence of social media identified in the email • in the main, provides an explanation of how one value identified in the email influences meaning about social media’s influence • in the main, provides an explanation of how another value identified in the email influences meaning about social media’s influence • in the main, provides an explanation of how one language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how another language feature identified in the email shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how one text structure identified in the email shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how another text structure identified in the email shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the email to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> • describes some ideas about one representation about the influence of social media in the email • describes some ideas about another representation about the influence of social media in the email • describes some ideas about one value about the influence of social media in the email • describes some ideas about another value about the influence of social media in the email • describes some ideas about how one language feature shapes perspective/s about the influence of social media • describes some ideas about how another language feature shapes perspective/s about the influence of social media • describes some ideas about how one text structure shapes perspective/s about the influence of social media • describes some ideas about how another text structure shapes perspective/s about the influence of social media 	<ul style="list-style-type: none"> • selects some information from the email to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D

	<ul style="list-style-type: none"> • describes some ideas about representations OR identifies a representation/s • describes some ideas about values OR identifies a value/s • describes some ideas about language features and/or text structures OR identifies a language feature/s and/or text structure/s <p>OR</p> <ul style="list-style-type: none"> • does not address another representation • does not address another value • does not address another language feature • does not address another text structure <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E
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**2020
Paper 1
Section 1
Question 1**

Explain how the local council leader in Stimulus 1 creates **two** representations of group resilience in the transcript of his speech.

For **each** representation, explain a belief about group resilience and how a language feature and a text structure communicate this.

Stimulus 1

Context

This is a transcript of a speech delivered by a local council leader at a community meeting.

Group resilience: Coming together to restore hope

We come together today because we have suffered challenges as a community and we know that being together will help us heal.

At this time, what words are enough to help us believe in a better tomorrow? To restore our will to go on? To help us persevere when we feel like giving up and giving in?

Three words: 'hope' and 'group resilience'.

It would be easy to let a blanket of despair turn us inwards. To be silent and forever stooped under the weight of these challenges.

We are not that community. We are not people who become bitter and angry.

Today, I offer these words, simply and honestly. We will keep going because we have group resilience — we draw on each other's strengths.

More than two-thirds of people in our community have been affected, so right now, we are under pressure. It feels a little too deep, a little too dark, but our hope comes from our unity. Just like diamonds, hope and togetherness are unbreakable, rock solid.

We have hope. We have togetherness. We have carats* of determination.

Like diamonds, we'll emerge strong and bright. Solid. Sparkling.

Surrendering to despair is an option we will not choose. We are here for each other, and we will move forward.

It is in togetherness that we draw our strength and pull each other up instead of letting our despair drag us down. In fact, research has shown that if at least 70% of people in a community draw together in challenging situations, group renewal can be profound.

In unity, we stand. Together, we replenish our strength by jointly believing that when we commit to working hard and hoping for a better tomorrow, we will successfully rebuild. It's our responsibility. It's our hope for a better future, a bright light illuminating our path. Just as day follows night, darkness is only temporary.

We are coming together to restore hope. We are resilient — group resilient.

*carat: the quality of a diamond, which is determined by its weight

<p>2020 Paper 1 Section 1 Question 1</p>	<p>The response, in Knowledge application</p>	<p>The response, in Organisation and development</p>	<p>The response, in Textual features:</p>	<p>Grade</p>
	<ul style="list-style-type: none"> • provides a detailed explanation of one representation of personal resilience identified in the blog post • provides a detailed explanation of another representation of personal resilience identified in the blog post • provides a detailed explanation of how one belief identified in the blog post influences meaning about personal resilience • provides a detailed explanation of how another belief identified in the blog post influences meaning about personal resilience • provides a detailed explanation of how one language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how another language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how one text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how another text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the blog post to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary • uses appropriate punctuation • uses appropriate spelling 	<p>A</p>
<ul style="list-style-type: none"> • provides an appropriate explanation of one representation of personal resilience identified in the blog post • provides an appropriate explanation of another representation of personal resilience identified in the blog post • provides an appropriate explanation of how one belief identified in the blog post influences meaning about personal resilience • provides an appropriate explanation of how another belief identified in the blog post influences meaning about personal resilience • provides an appropriate explanation of how one language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how another language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how one text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how another text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the blog post to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>B</p>	

The response, in Knowledge application	The response, in Organisation and development	The response, in Textual features:	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one representation of personal resilience identified in the blog post • in the main, provides an explanation of another representation of personal resilience identified in the blog post • in the main, provides an explanation of how one belief identified in the blog post influences meaning about personal resilience • in the main, provides an explanation of how another belief identified in the blog post influences meaning about personal resilience • in the main, provides an explanation of how one language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how another language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how one text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how another text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the blog post to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> • describes some ideas about one representation of personal resilience in the blog post • describes some ideas about another representation of personal resilience in the blog post • describes some ideas about one belief about personal resilience in the blog post • describes some ideas about another belief about personal resilience in the blog post • describes some ideas about how one language feature shapes perspective/s on personal resilience • describes some ideas about how another language feature shapes perspective/s on personal resilience • describes some ideas about how one text structure shapes perspective/s on personal resilience • describes some ideas about how another text structure shapes perspective/s on personal resilience 	<ul style="list-style-type: none"> • selects some information from the blog post to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses conventional punctuation with frequent errors and meaning is sometimes clear • uses conventional spelling with frequent errors and meaning is sometimes clear 	D

	<ul style="list-style-type: none"> • describes some ideas about representations • describes some ideas about beliefs • describes some ideas about language features and/or text structures <p>OR</p> <ul style="list-style-type: none"> • does not address another representation • does not address another belief • does not address another language feature • does not address another text structure <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information from the blog post to show some ideas • uses some of this information to show some ideas <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses conventional punctuation with frequent errors and meaning is impeded • uses conventional spelling with frequent errors and meaning is impeded <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E
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Paper 1 Section 2

2024 Phase 1 Paper 1 Section 2

2024
Phase 1
Section 2
Question 2

How is gaming portrayed in the infographic in Stimulus 2 in the stimulus book? Support your response in parts a), b), c) and d) using evidence from the stimulus.

Stimulus 2

Context

This infographic is an electronic image on a school intranet.

Be EDUCATED about gaming

Collaboration
Choose collaborative games to share experiences with others and develop friendships

Isolation
Seek face-to-face company rather than constant game time

Creativity
Choose games that enhance thinking and learning

Impact
Focus on learning to stay engaged

Communication
Create lots of different stories and share them

Inactivity
Balance gaming with other activities to broaden interests

You're in control

MANAGE your play!

a) Explain two points of view about gaming.

b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming.

c) Explain how **two** language features have been used to portray gaming.

d) Explain how two text structures have been used to portray gaming.

<p>2024 Phase 1 Section 2 Question 2</p>	<p>How is gaming portrayed in the infographic in Stimulus 2 in the stimulus book? Support your response in parts a), b), c) and d) using evidence from the stimulus.</p> <p>a) Explain two points of view about gaming.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming.</p> <p>c) Explain how two language features have been used to portray gaming.</p> <p>d) Explain how two text structures have been used to portray gaming.</p>										
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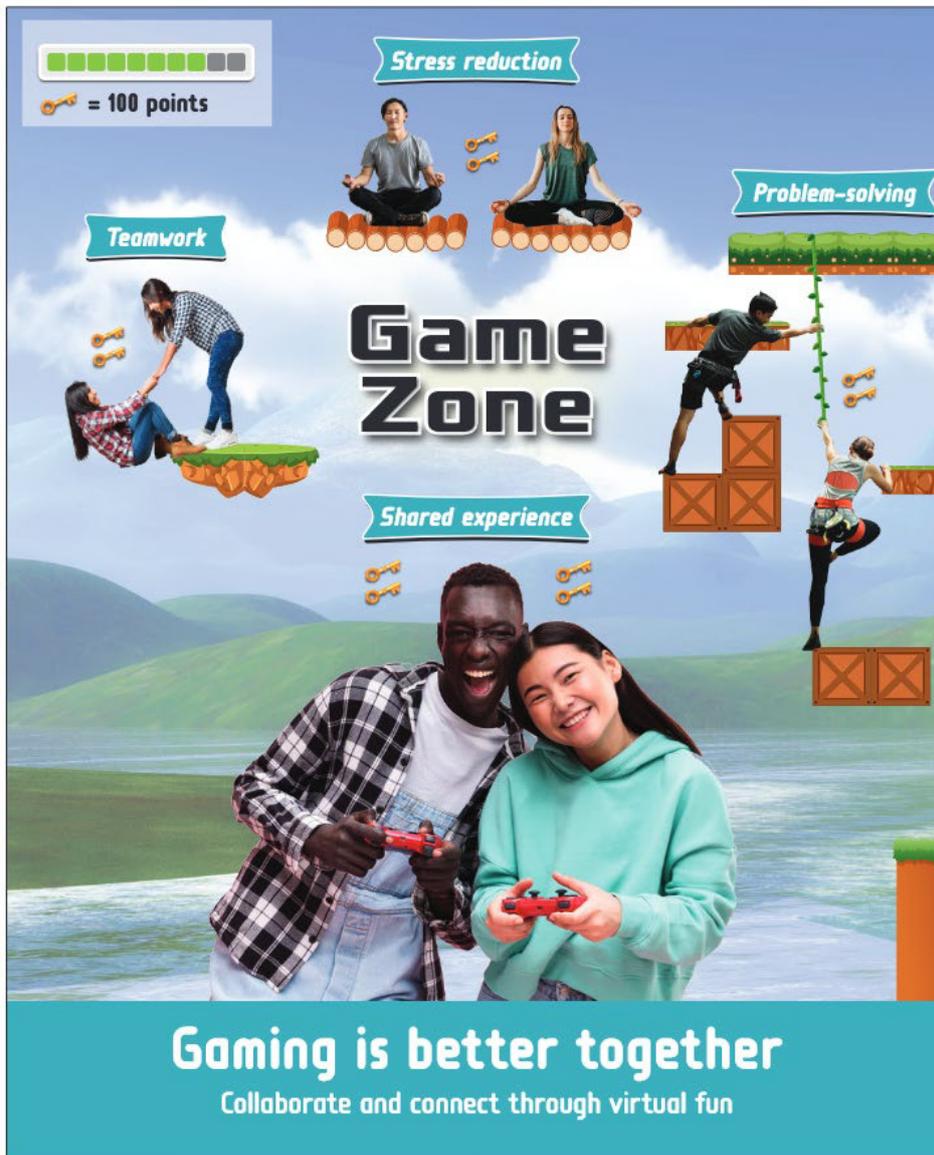
2024
Phase 2
Section 1
Question 2

How does the poster in Stimulus 2 in the stimulus book position audiences to regard gaming? Support your response in parts a), b), c) and d) using evidence from the stimulus.

Stimulus 2

Context

This poster is displayed on a wall at a public library in the young adult section.



a) Explain two points of view about gaming.

b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming

c) Explain how two language features have been used to portray gaming

d) Explain how **two** text structures have been used to portray gaming.

<p>2024 Phase 2 Section 1 Question 2</p>	<p>How does the poster in Stimulus 2 in the stimulus book position audiences to regard gaming? Support your response in parts a), b), c) and d) using evidence from the stimulus.</p> <p>a) Explain two points of view about gaming.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming</p> <p>c) Explain how two language features have been used to portray gaming</p> <p>d) Explain how two text structures have been used to portray gaming.</p> <p>Question 2</p>			
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2024
Phase 3
Section 1
Question 2

How does the magazine cover in Stimulus 2 in the stimulus book position readers to consider sport? Support your response in parts a), b), c) and d) using evidence from the stimulus.

Stimulus 2

Context

This is a magazine cover for *The Sporting Mind*.



a) Explain **two** points of view about sport.

b) Explain **two** cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about sport.

<p>2024 Phase 3 Section 1 Question 2</p>	<p>How does the magazine cover in Stimulus 2 in the stimulus book position readers to consider sport? Support your response in parts a), b), c) and d) using evidence from the stimulus.</p> <p>a) Explain two points of view about sport.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about sport.</p> <p>c) Explain how two language features have been used to portray sport.</p> <p>d) Explain how two text structures have been used to portray sport.</p>										
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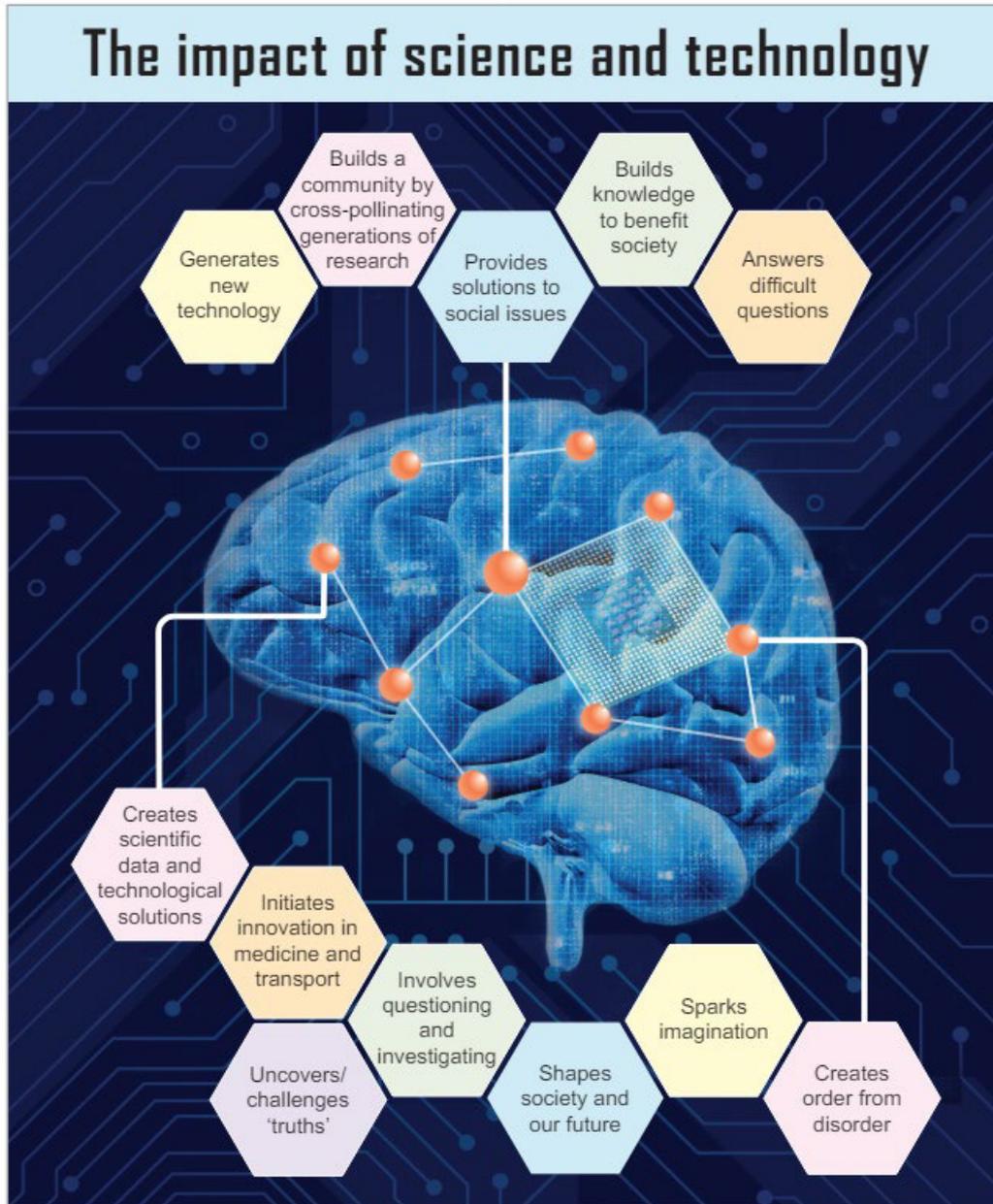
2023
Phase 1
Section 2
Question 2

How does the infographic in Stimulus 2 in the stimulus book portray the impact of science and technology? Support your response in parts a), b), c) and d) using evidence from the stimulus.

Stimulus 2

Context

This infographic is on a poster in a school classroom.



a) Explain **two** points of view about the impact of science and technology

b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about the impact of science and technology

c) Explain how two language features have been used to portray the impact of science and technology

d) Explain how two text structures have been used to portray the impact of science and technology.

<p>2023 Phase 1 Section 2 Question 2</p>	<p>How does the infographic in Stimulus 2 in the stimulus book portray the impact of science and technology? Support your response in parts a), b), c) and d) using evidence from the stimulus.</p> <p>a) Explain two points of view about the impact of science and technology</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about the impact of science and technology</p> <p>c) Explain how two language features have been used to portray the impact of science and technology</p> <p>d) Explain how two text structures have been used to portray the impact of science and technology.</p>			
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2023
Phase 2
Section 2
Question 2

Explain how the online advertisement in Stimulus 2 in the stimulus book invites the audience to view human space exploration. Support your response in parts a), b), c) and d) with evidence from the stimulus

Stimulus 2

Context

This is an online advertisement for a conference about human space exploration.

The advertisement features a dark blue space background with a large eye in the center, where the iris is replaced by the Earth. To the right, a white rocket with three boosters is shown ascending, with white smoke trails. The text is arranged as follows:

- Top: **Human space exploration** in large white font.
- Below: **Expands potential | Examines perceptions | Exploits possibilities** in orange font.
- Below that: **2025 National Space Conference** in white font.
- Below the eye: **Explore space with us by** in white font.
- Large central text: **looking beyond** in white font.
- Bottom left: **Come and talk to a constellation of stars about recent developments in engineering, industry and research.** in white and orange font.
- Below that: **'Curiosity is the essence of our existence.'** in orange font, followed by *— Gene Cernan, last human to walk on the moon* in small white font.
- Bottom left: www.lookingbeyond2025.com in white font.
- Bottom right: An orange cloud shape containing the text **Blast off 4-6 July** in white font.

<p>2023 Phase 2 Section 2 Question 2</p>	<p>Explain how the online advertisement in Stimulus 2 in the stimulus book invites the audience to view human space exploration. Support your response in parts a), b), c) and d) with evidence from the stimulus</p> <p>a) Explain two points of view about human space exploration.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about human space exploration.</p> <p>c) Explain how two language features have been used to portray human space exploration.</p> <p>d) Explain how two text structures have been used to portray human space exploration.</p>			
	<p>The response, in Knowledge application:</p>	<p>The response, in Organisation and Development</p>	<p>The response, in Textual features</p>	<p>Grade</p>
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2023
Phase 3
Section 2
Question 2

Explain how the magazine cover in Stimulus 2 in the stimulus book positions the audience to understand human space exploration. Support your response in parts a), b), c) and d) with evidence from the stimulus.

Stimulus 2

Context

This is a magazine cover for *Today's Issues*.



<p>2023 Phase 3 Section 2 Question 2</p>	<p>Explain how the magazine cover in Stimulus 2 in the stimulus book positions the audience to understand human space exploration. Support your response in parts a), b), c) and d) with evidence from the stimulus.</p> <p>a) Explain two points of view about human space exploration.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about human space exploration.</p> <p>c) Explain how two language features have been used to portray human space exploration.</p> <p>d) Explain how two text structures have been used to portray human space exploration.</p>			
	<p>The response, in Knowledge application:</p>	<p>The response, in Organisation and Development</p>	<p>The response, in Textual features</p>	<p>Grade</p>
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2023
Phase 4
Section 2
Question 2

How has the advertisement in Stimulus 2 in the stimulus book positioned readers to consider the impact of science and technology? Support your response in parts a), b), c) and d) with evidence from the stimulus.

Stimulus 2

Context

This advertisement is on the website, Science and Technology Careers.

Are you programmed for
Science and Technology?

think today

discover design achieve
develop ascend
navigate network know aspire

touch tomorrow

Have an impact on the world.
Choose a career in science and technology.

Email us at: jo.harris@scienceandtechnologycareers.org
for career advice about this exciting field.

<p>2023 Phase 4 Section 2 Question 2</p>	<p>How has the advertisement in Stimulus 2 in the stimulus book positioned readers to consider the impact of science and technology? Support your response in parts a), b), c) and d) with evidence from the stimulus.</p> <p>a) Explain two points of view about the impact of science and technology.</p> <p>b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about the impact of science and technology.</p> <p>c) Explain how two language features have been used to portray the impact of science and technology.</p> <p>d) Explain how two text structures have been used to portray the impact of science and technology</p>			
	<p>The response, in Knowledge application:</p>	<p>The response, in Organisation and Development</p>	<p>The response, in Textual features</p>	<p>Grade</p>
	<ul style="list-style-type: none"> • provides a detailed explanation of one point of view about the impact of science and technology identified in the visual stimulus • provides a detailed explanation of another point of view about the impact of science and technology identified in the visual stimulus • provides a detailed explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology • provides a detailed explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology • provides a detailed explanation of how one language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how one text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses • provides a detailed explanation of how another text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the visual stimulus to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>A</p>

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2022
Paper 1
Section 2
Question 2

Instruction

- This section has one question.

How does the journal in Stimulus 2 in the stimulus book position audiences to view travel? Develop your response in a), b), c) and d) using evidence from the stimulus.

Stimulus 2

Context

These pages are from a journal containing personal reflections about travel.





a) Explain **two** points of view about travel.

<p>2022 Paper 1 Section 2 Question 2</p>	<p>The response, in Knowledge application:</p>	<p>The response, in Organisation and development:</p>	<p>The response, in Textual features:</p>	<p>Grade</p>
	<ul style="list-style-type: none"> • provides a detailed explanation of one point of view about travel identified in the visual stimulus • provides a detailed explanation of another point of view about travel identified in the visual stimulus • provides a detailed explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • provides a detailed explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • provides a detailed explanation of how one language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides a detailed explanation of how another language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides a detailed explanation of how one text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides a detailed explanation of how another text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the visual stimulus to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	<p>A</p>
<ul style="list-style-type: none"> • provides an appropriate explanation of one point of view about travel identified in the visual stimulus • provides an appropriate explanation of another point of view about travel identified in the visual stimulus • provides an appropriate explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • provides an appropriate explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • provides an appropriate explanation of how one language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how another language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how one text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses • provides an appropriate explanation of how another text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the visual stimulus to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	<p>B</p>	

The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one point of view about travel identified in the visual stimulus • in the main, provides an explanation of another point of view about travel identified in the visual stimulus • in the main, provides an explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • in the main, provides an explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about travel • in the main, provides an explanation of how one language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how another language feature identified in the visual stimulus shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how one text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses • in the main, provides an explanation of how another text structure identified in the visual stimulus shapes perspectives about travel and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the visual stimulus to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> • describes some ideas about one point of view about travel in the visual stimulus • describes some ideas about another point of view about travel in the visual stimulus • describes some ideas about one cultural assumption, attitude, value and/or belief about travel in the visual stimulus • describes some ideas about another cultural assumption, attitude, value and/or belief about travel in the visual stimulus • describes some ideas about how one language feature shapes perspective/s about travel • describes some ideas about how another language feature shapes perspective/s about travel • describes some ideas about how one text structure shapes perspective/s about travel • describes some ideas about how another text structure shapes perspective/s about travel 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D

	<ul style="list-style-type: none"> • describes some ideas about points of view OR identifies points of view • describes some ideas about cultural assumptions, attitudes, values and/or beliefs OR identifies a cultural assumption/s, attitude/s, value/s and/or belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s <p>OR</p> <ul style="list-style-type: none"> • does not address another point of view about travel • does not address another cultural assumption, attitude, value and/or belief about travel • does not address another language feature about travel • does not address another text structure about travel <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E
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2021
Paper 1
Section 2
Question 2

Instructions

- Select **either** Stimulus 2 or Stimulus 3 from the stimulus book.
- Indicate the stimulus you have selected by filling in the bubble on the next page completely.
- If you change your mind or make a mistake draw a cross through the bubble you wish to change and fill in the new bubble completely.

Example:



The section has one question.

Fill in the bubble to indicate which stimulus you have selected.



Stimulus 2

Context

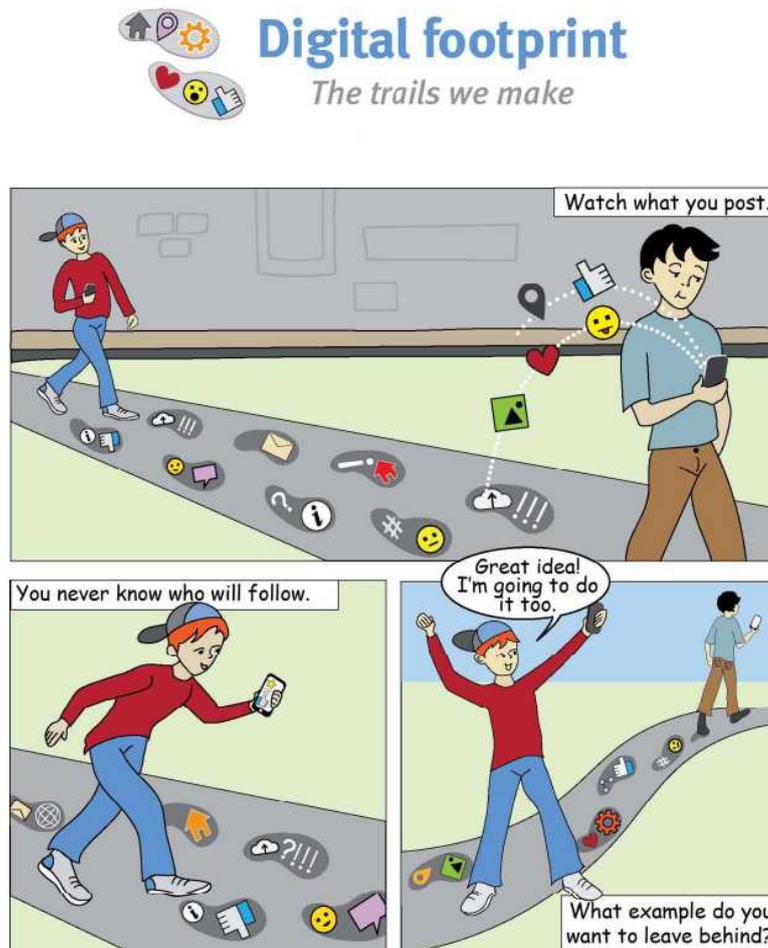
This infographic appeared in an online articles called ‘All you need to know about social media’.

Note: Stimulus 2 has been redacted.

Stimulus 3

Context

This comic strip was published in a school textbook, *Being Your Best, Lessons for life*.



2021 Paper 1 Section 2 Question 2	The response, in Knowledge application:	The response, in Organisation and development:	The response, in Textual features:	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one point of view about the influence of social media identified in the visual stimulus • provides a detailed explanation of another point of view about the influence of social media identified in the visual stimulus • provides a detailed explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media’s influence • provides a detailed explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media’s influence • provides a detailed explanation of how one language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how another language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how one text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides a detailed explanation of how another text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the visual stimulus to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one point of view about the influence of social media identified in the visual stimulus • provides an appropriate explanation of another point of view about the influence of social media identified in the visual stimulus • provides an appropriate explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media’s influence • provides an appropriate explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media’s influence • provides an appropriate explanation of how one language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how another language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how one text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • provides an appropriate explanation of how another text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the visual stimulus to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
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	<ul style="list-style-type: none"> • in the main, provides an explanation of one point of view about the influence of social media identified in the visual stimulus • in the main, provides an explanation of another point of view about the influence of social media identified in the visual stimulus • in the main, provides an explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media's influence • in the main, provides an explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about social media's influence • in the main, provides an explanation of how one language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how another language feature identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how one text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses • in the main, provides an explanation of how another text structure identified in the visual stimulus shapes perspectives about the influence of social media and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the visual stimulus to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear • in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
	<ul style="list-style-type: none"> • describes some ideas about one point of view about the influence of social media in the visual stimulus • describes some ideas about another point of view about the influence of social media in the visual stimulus • describes some ideas about one cultural assumption, attitude, value and/or belief about the influence of social media in the visual stimulus • describes some ideas about another cultural assumption, attitude, value and/or belief about the influence of social media in the visual stimulus • describes some ideas about how one language feature shapes perspective/s about the influence of social media • describes some ideas about how another language feature shapes perspective/s about the influence of social media • describes some ideas about how one text structure shapes perspective/s about the influence of social media • describes some ideas about how another text structure shapes perspective/s about the influence of social media 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses punctuation with frequent errors and meaning is sometimes clear • uses spelling with frequent errors and meaning is sometimes clear 	D

	<ul style="list-style-type: none"> • describes some ideas about points of view OR identifies a point of view/s • describes some ideas about cultural assumptions, attitudes, values and/or beliefs OR identifies a cultural assumption/s, attitude/s, value/s and/or belief/s • describes some ideas about language features and/or text structures OR identifies a language feature/s and/or text structure/s <p>OR</p> <ul style="list-style-type: none"> • does not address another point of view • does not address another cultural assumption, attitude, value and/or belief • does not address another language feature • does not address another text structure <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information to show some ideas • uses some of this information to show some ideas <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses punctuation with frequent errors and meaning is impeded • uses spelling with frequent errors and meaning is impeded <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E
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**2020
Paper 1
Section 2
Question 2**

Instructions

- Select either Stimulus 2 or Stimulus 3 from the stimulus book.
- Indicate the stimulus you have selected by filling in the bubble on the next page completely.
- If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely.

Example:

Stimulus 2 <input checked="" type="radio"/>	Stimulus 3 <input checked="" type="checkbox"/>
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- This section has one question.

Fill in the bubble to indicate the stimulus you have selected.

Stimulus 2 <input type="radio"/>	Stimulus 3 <input type="radio"/>
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Stimulus 2

Context

This image is located on the second page of student’s school diaries.

Stimulus 2 has been redacted.

Stimulus 3

Context

This poster was displayed in a company’s lunchroom to promote group resilience.



How are audiences positioned to view the concept of group resilience in your chosen stimulus?

Support **each** response below with evidence from the stimulus.

a) Explain **two** points of view about group resilience.

b) Explain **two** cultural assumptions, attitudes, values or beliefs (choose two in any combination).

c) Explain **two** language features.

d) Explain **two** text structures.

2020 Paper 1 Section 2 Question 2	The response, in Knowledge application	The response, in Organisation and development	The response, in Textual features:	Grade
	<ul style="list-style-type: none"> • provides a detailed explanation of one point of view about personal resilience identified in the visual stimulus • provides a detailed explanation of another point of view about personal resilience identified in the visual stimulus • provides a detailed explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • provides a detailed explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • provides a detailed explanation of how one language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how another language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how one text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides a detailed explanation of how another text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the visual stimulus to support perspectives • purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary • uses appropriate punctuation • uses appropriate spelling 	A

	<ul style="list-style-type: none"> • provides an appropriate explanation of one point of view about personal resilience identified in the visual stimulus • provides an appropriate explanation of another point of view about personal resilience identified in the visual stimulus • provides an appropriate explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • provides an appropriate explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • provides an appropriate explanation of how one language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how another language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how one text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • provides an appropriate explanation of how another text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the visual stimulus to support perspectives • appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear • uses appropriate punctuation, which may contain errors, but meaning is clear • uses appropriate spelling, which may contain errors, but meaning is clear 	B
	<ul style="list-style-type: none"> • in the main, provides an explanation of one point of view about personal resilience identified in the visual stimulus • in the main, provides an explanation of another point of view about personal resilience identified in the visual stimulus • in the main, provides an explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • in the main, provides an explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience • in the main, provides an explanation of how one language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how another language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how one text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses • in the main, provides an explanation of how another text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses 	<ul style="list-style-type: none"> • in the main, selects information from the visual stimulus to support perspectives • in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear • uses appropriate punctuation, which may contain errors, but meaning is mostly clear • uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C

	<ul style="list-style-type: none"> • describes some ideas about one point of view about personal resilience in the visual stimulus • describes some ideas about another point of view about personal resilience in the visual stimulus • describes some ideas about one cultural assumption, attitude, value and/or belief about personal resilience in the visual stimulus • describes some ideas about another cultural assumption, attitude, value and/or belief about personal resilience in the visual stimulus • describes some ideas about how one language feature shapes perspective/s on personal resilience • describes some ideas about how another language feature shapes perspective/s on personal resilience • describes some ideas about how one text structure shapes perspective/s on personal resilience • describes some ideas about how another text structure shapes perspective/s on personal resilience 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to support some perspectives • uses some of this information to support some perspectives 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is sometimes clear • uses conventional punctuation with frequent errors and meaning is sometimes clear • uses conventional spelling with frequent errors and meaning is sometimes clear 	D
	<ul style="list-style-type: none"> • describes some ideas about points of view • describes some ideas about cultural assumptions, attitudes, values and/or beliefs • describes some ideas about language features and/or text structures <p>OR</p> <ul style="list-style-type: none"> • does not address another point of view • does not address another cultural assumption, attitude, value and/or belief • does not address another language feature • does not address another text structure <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to show some ideas • uses some of this information to show some ideas <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> • uses grammar and vocabulary with frequent errors and meaning is impeded • uses conventional punctuation with frequent errors and meaning is impeded • uses conventional spelling with frequent errors and meaning is impeded <p>OR</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	E