

Incorporating evidence in grammatically correct ways

In structuring your body paragraphs, consider incorporating one 'standout' piece of textual evidence; this example may be slightly longer, or contain several features for you to discuss. You can then support this with shorter, 'clipped' quotes that will further showcase your knowledge. The examples below feature quotes from Craig Silvey's novel *Jasper Jones*:

Through his first-person narration, Charlie critiques the hypocrisy of Corrigan, noting that when Jasper plays football, "the town barrack[s] for him...[yet] are the same ones who might cut their eyes at him should he walk their way a few hours after the game." Based on his innocent perspective and value of tolerance, Charlie despairs at Jasper's unfair typecasting as "a Thief, a Liar, a Thug and a truant."

As the tense of the original quote used in the example above did not grammatically fit the paragraph, small edits were made. It is important that you honour the original quote and use it accurately. If you must make changes to ensure the fluency of your expression, use square brackets (parentheses) to indicate this. Similarly, you can use an ellipsis (...) to shorten an overly lengthy quote to retain the parts that are most relevant to your argument.

Too often, teachers read responses where students have placed a quote in an isolated sentence, without adequate punctuation or explanation. For example:

Charlie characterises himself as a fearful and cowardly character. "See I think it's harder for me to be brave." This quote shows Charlie is not brave and does not have much experience of the world.

The sentences above illustrate the ineffective use of textual evidence. The candidate has placed a quote by itself, without highlighting its significance, in a series of repetitive sentences. The use of the phrase 'this quote shows' is also limiting, as textual evidence more accurately reveals, suggests, demonstrates or communicates ideas. It is more effective to incorporate short phrases or pertinent words from your chosen text into your own sentences. For example:

Silvey communicates Charlie's inner turmoil following his decision to help Jasper "down the dead." He uses grim descriptive language as Charlie asks himself complex questions, wondering "what sort of lousy world is this?"

You can also blend longer quotes or phrases into your own sentences using relative clauses. For example:

As the novel progresses, Charlie transforms and develops a more mature understanding of the corruption and injustice that pervades society, "It's awful, it's mystifying and it's tragic...Her father started it, Laura ended it and now Eliza is fielding the blame."

Considering Question 4

Show how at least one text reveals that the values of individuals are shaped by their circumstances.

Interpreting the question

To successfully address this question, candidates were required to acknowledge the connection between the circumstances or experiences of an individual and their values. The notion of 'values' refers to moral standards of behaviour or understandings of what is important in life. Often identified as abstract nouns (such as freedom, loyalty or honesty), values can be individual, societal or collective. The values of mateship and egalitarianism, for instance, are often attributed to Australian society. As this question required a focus on the values specifically held by individuals, you could consider how their unique values place them at odds with dominant society or reinforce deeply entrenched ways of thinking. It is important to distinguish values from attitudes: these words are often incorrectly used together as a catchall phrase, but do not have the same meaning. Our attitudes are what we think, say and do, and are evidence of our values – the ideals we hold dear or consider crucial.

The phrase 'shaped by their circumstances' is an important discriminator in this question and was an indirect invitation for candidates to consider specific contextual factors. You could consider the personal, social or cultural context of individual characters as well as the time and place a text is set. For example, a soldier fighting in World War II may value bravery and honour as a direct result of their circumstances as a young man in a cultural context that promoted patriotism and the value of fighting for one's country.

Your response is not limited to a discussion of fictional characters in imaginative texts; you could also comment on the values of individuals or groups of 'real-life' people represented in persuasive or interpretive texts, or even the circumstances of the creator of the text itself. Regardless of the approach you take, your response must connect the specific values of individuals to the cultural, social or situational circumstances that helped form them.

Advice from teachers

- It is important to appropriately address the directive 'show' in this question. Avoid simply retelling the plot or identifying the situations characters experience. Consider the language and structural features used to reveal the values of individuals.
- Be thoughtful and considered in your discussion of specific values, keeping in mind that they should be kept separate (to an extent) from attitudes. Avoid blurring these concepts. For instance, it would be incorrect to identify 'racism' as a value upheld by a character, as this is more accurately defined as an attitude: the expression of deeply rooted values.
- This question is an excellent example of the way crucial syllabus concepts, such as context, can be raised in more subtle ways. The phrase 'shaped by their circumstances' could be read as a synonym for context.

Question 4: Sample response one

This is a successful response due to the candidate's thoughtful and measured approach to the key components of the question. They clearly identify the values of individuals, referring specifically to how the values of refugees are shaped by the dangerous circumstances they face. The candidate picks up on the significance of the phrase '*shaped by their circumstances*', referring to contextual factors in each body paragraph. It is also pleasing to note how the candidate approaches a multimodal text and acknowledges its use of varied language features and conventions. While this response certainly addresses all parts of the question, it does become repetitive and uncertain in parts, suggesting its clarity could be further enhanced by attention to structure and expression.

The refugee crisis has been considered an issue in Australia for decades with the stand against those seeking asylum in the country becoming all the more evident. From Tony Abbot's "We will stop the Boats" campaign to Malcom Turnbull's "Turn Back the Boats", or more recently Fraser Annings' "Anti-Immigration" speech, it is clear that not only are there hostile dominant attitudes about refugees entrenched in society, but there is perhaps limited knowledge about the true connection Australians have to these people who risk their lives in search of safety. Opposing popular opinion in Australian society, these people are not fleeing for a better life, they are fleeing for their life, in desperate attempts to escape the destruction they called home. It is these circumstances that shape the values of these people, and with the help of the conventions of a multimodal text like *The Boat*, the values that these people hold are made all the more evident. In 2015, SBS published the interactive graphic novel *The Boat*, originally by Nam Le and adopted by Matt Huynh. The text follows the narrative of Mai, a Vietnamese refugee, and her search for safety upon "the boat"; shaping and revealing her values of family, safety and dignity throughout. It is with the use of a number of multimodal conventions that the audience is able to see these values Mai holds, and the way her travels to reach safety have shaped them.

This response begins with a thought-provoking and eloquent statement about Australian politics, placing the text within a clear socio-cultural context. The candidate outlines some of the 'dominant' and 'entrenched' attitudes that shape the circumstances of refugees in Australia.

The candidate overuses the pronoun 'these' here, detracting from the sophistication of their expression. Instead of 'these people', the term 'refugee' would have been more appropriate.

Clarity in expression is regained here, offering a concise, yet effective, overview of the text. They develop a clear thesis statement, identifying specific values held by the protagonist of the text, such as 'family, safety and dignity'.

To establish an effective thesis, the candidate engages with the directive term 'how', acknowledging that the text draws on a range of multimodal conventions to reveal the connection between the values of individuals and their

Most people value family, yet often families are torn apart due to destruction and war in countries where times are already tough. Mai's search for safety upon fleeing this difficult life in Vietnam shows how important family is for her and thus, the way that she values family. Huynh first exposes this where Mai states that, "the road, like a wound, closed where [her mother] had been" when she was leaving her mother. Use of language features, specifically the personification of the road, encourages the audience to see the pain Mai felt when leaving her mother, also encouraged through the use of a simile where the road is likened to a wound, something that connotes pain. It is from this that the audience can see that her circumstances, in this case leaving her mother, have shaped her value of family. Through Mai's travels on board the boat she becomes fairly attached to another family, again demonstrating how her troublesome experiences have lead her to value the family and the close connections that come with it. Huynh allows the audience to see and feel this similar pain where the text melds from first person narrative point of view to second, placing the audience in the shoes of a refugee. It is then that the audience's value of family can be related to the value of family that someone seeking asylum has, exposing that despite the different circumstances of the audience and the refugee, the refugee still values family. Through the main character of Mai, Matt Huynh has demonstrated not only that the value of family held by refugees is shaped by their painful circumstances, but that their separation from loved ones makes this value so much more prominent and important.

Most, if not* all people, value safety, yet it is commonly believed that, because refugees risk their lives in search of safety, they do not value safety. Matt Huynh explores this belief, exposing that it is perhaps wrong. The boat that the refugees are traveling on is depicted at one stage to be very small and

As a topic sentence, this statement is quite general and does not directly address the components of the question. More incorporation of its key words would be ideal.

The candidate incorporates evidence grammatically here, using parenthesis to make minor edits to the quote to maintain the clarity of their sentence.

The candidate offers an insightful analysis of the textual evidence, acknowledging the use of figurative language features such as metaphor and simile, as well as identifying the connotative meaning of the language.

It is pleasing to note that the candidate consistently returns to the values of individuals and the circumstances that shape them, suggesting that the pain the protagonist felt when she left her mother heightened her value of family love.

Again, the candidate's expression becomes a little unclear here due to their use of the word 'melds'. It may be unclear to a marker how the text manages to shift from first to second person point of view.

The candidate broadly refers to 'the audience' here to highlight the confronting circumstances of individuals in the text. It would be more effective to identify a specific audience, such as contemporary Australians, to add depth and detail.

The candidate concludes this paragraph by returning to the nature of the values held by individuals in the text, establishing a clear link to the question.

A valid point is made here, but the repetitive and circular nature of the sentence detracts from its significance.

that mise en scene and thus the juxtaposition of such a small object on the ocean that the vulnerability of those on board the boat is made evident, enhanced where the boat is a symbol of those on board it. As the audience, through second person narrative point of view, is made to feel like one of the refugees, they feel concern for their own safety as though they are on the vulnerable boat, thus they are able to see that the vulnerability caused by the intimidating ocean that refugees travel on leads them to a crave safety, thus showing that the circumstances of those seeking asylum, in this case aboard the boat, value safety as a result of the torment. Huynh further conveys this through the movement of ink and wash art panels and text that sways on the composition, implying strong wind. This strong wind is an instant threat to safety as it has the power to move elements of the composition. This is again furthered where Huynh uses the verb "screamed" to describe the wind "screaming through the cracks of the boat". By personifying the wind, again, a threat to safety is formed and thus, the audience, in place of the refugees, is made to see that due to the threatening circumstances asylum seekers deal with, they hold strong values of safety. Huynh has utilised multiple visual conventions, along with narrative point of view to expose to the audience that refugees value safety due to the dire circumstances they deal with.

Each and every person values their own dignity, yet when refugees face life threatening situations this dignity is often taken away from them. An example of this occurred in 2015 when a young refugee washed up on dead on a Turkish beach. With photos of the dead boy plastered across the media, it was clear that his dignity had been stripped from him. Huynh utilised visual conventions to show the lack of dignity refugees have when they have to face a matter of life or death in the hopes of survival by travelling on the vast ocean in a boat. Huynh depicts abstract ink and wash

This is an important visual feature of the text which requires further description and explanation using appropriate metalanguage, such as referring to the application of camera angles and lighting.

The candidate returns to earlier comments about the use of second person narrative point of view here, but further explanation of how this is established in a multimodal text is required.

The candidate describes a complex visual feature of the text with clarity and depth here, leading a marker to imagine how the text operates.

By using appropriate metalanguage, such as 'verb' and 'personifying', the candidate highlights their sound understanding of how the text communicates the connection between the values of individuals and their circumstances.

The candidate makes another insightful reference to elements of cultural context to highlight the severity of the circumstances faced by individuals in the text. Although the candidate explains the example, they don't take this a step further to connect it to the circumstances of the text.

A comparative link here – such as 'In a similar way' – would add relevance to the previous statement about the young refugee.

art panels of bodies that represent the refugees. As the panels progress they become darker and more abstract, further pressuring the audience to feel the loss of dignity felt by refugees and thus noticing how this shapes their value of dignity. Mai further describes the boat to be "filled with 200 people in a space meant for 15". Not only does her observation express that the circumstances have allowed her to value dignity as she sees what is occurring is wrong, it also dehumanises these people, putting a number to them instead of a name, thus stripping them of their dignity. Mai is constantly depicted as having tears in her eyes, seen in the ink and wash art which further enables the audience to see that due to the devastation she is witnessing in these circumstances she still feels human emotion and, like all humans, values her dignity. Huynh has revealed once again, through placing the audience in the shoes of a refugee and through the main character Mai, that due to the extreme, unforgiving and disturbing circumstances refugees deal with, they come to value their dignity more than ever.

Matt Huynh, in his adaptation of *The Boat*, has utilised multiple conventions as well as the melding of these conventions, specifically narrative point of view, language features and visual features. Through these conventions he has explored the extreme, hostile and dire situations dealt with by refugees to show how their circumstances have shaped their values of family, safety and dignity and when those seeking asylum are stripped of these things they become all the more valued.

This description of a scene from the text lacks the clarity of previous examples. It is not clear how the bodies 'represent the refugees'. An additional sentence of detail and description would work well here.

The candidate continues to articulate the values of individual characters in a thoughtful way, highlighting how Mai's values are heightened when they are denied or tested.

A brief description of the visual appeal of 'ink and wash art' would be useful here. It is a style of art that blends intricate illustrations with paint strokes, using ink. It has a delicate and intricate aesthetic.

With just two heavily fragmented and unclear sentences, this conclusion seems quite rushed, suggesting time management may have been a challenge.

The candidate uses an engaging variety of adjectives to summarise the circumstances of individuals in the text, revealing their constant attention to the question, even under time constraints.

Hint: Teach the syllabus

Research has shown that explaining a concept to someone increases the transference of knowledge from the surface level to what is known as 'deep learning'. Once you have revised a critical syllabus concept, try to explain it to a friend, teacher, family member or any captive audience you can find. Be sure to use diagrams and provide examples or model a response to a past question. Your ability to explain (and be understood) will give you an insight into your grasp of a concept and will help you retain the information in a valuable, long-term way.

Activity: Identifying the values of individuals

Candidates often find it difficult to identify the specific values of characters, falling into the trap of repeatedly referring to 'values and attitudes'. A successful response will take this a step further, using varied language to name and describe each value.

Carefully re-read the previous response. As you read, highlight the terms the candidate uses to identify the values of individuals. You may find it useful to make note of these terms in the margins of the pages. Consider the following questions as you read:

- How many times does the candidate refer to a specific value in each body paragraph?
- Do they identify a value in each topic sentence?
- Could their expression be varied, clarified or improved?

Next, use the table below as a guide for reflecting on the connection between the values of individuals in the text you have studied and their circumstances. You may find it useful to recreate this table for each text you have studied.

Text	Individual or character	Values	Circumstances which shape this value
<i>Jasper Jones</i> (novel)	Jasper Jones	Secrecy, loyalty and independence	<ul style="list-style-type: none"> • Jasper has been in a relationship with Laura, which is taboo in the context of the era in which the novel is set • Jasper has previously experienced prejudice, violence and discrimination from the police. And other townsfolk. • Jasper's mother died when he was young and his father is an alcoholic, circumstances which require him to look after himself.
<i>The Tall Man</i> (interpretive text)	Chloe Hooper (the author)	Justice and fairness	<ul style="list-style-type: none"> • As a white Australian living in a post-reconciliation society, Chloe Hooper is sensitive to the injustice and inequality Aboriginals face. • An investigative journalist, Chloe Hooper prides herself on fairness and accuracy which allows her to consider the evidence presented in Chris Hurley's trial as proof of his guilt.
<i>Restrepo</i> (documentary)	Sergeant Cortez (an interview subject)	The societal respect and care for soldiers following battle	<ul style="list-style-type: none"> • Cortez is a returned American soldier who served in the Korengal Valley, one of the most dangerous postings of the Afghanistan War. • He reveals how deeply traumatised he is by his circumstances and how he suffers from nightmares. He wishes there was more support and care for young war veterans.

Question 4: Sample response two

This response is successful due to its insightful textual knowledge coupled with a sophisticated understanding of how the text reveals the values of individuals. The candidate has a clear understanding of narrative structure, articulating how the values of individuals are shaped, challenged or reformed over the course of the text. This response is also written with a deeply passionate and empathetic voice – established through the candidate's use of varied and nuanced vocabulary – making it engaging to read. While this is certainly a well-developed response, errors in the incorporation of textual evidence and sentence structure detract from its clarity. Embedding quotes and evidence grammatically would raise the sophistication of this response.

The 1978 short story, "Stolen Car", by indigenous author Archie Weller manipulates characterisation, symbolism, and structure to reveal how the values of the young Aboriginal protagonist, Johnny Moydar, are influenced by circumstantial situations. Weller's detailed use of language features accentuates his own personal rejection of the white Australian society of the city amidst the heated racial contentions of the 1970s. He uses his protagonist to display his own personal attitudes and ideas on the corrupt law enforcers and inequality of the time, and uses adversity to influence his character's change of values, which can be read as a metonym for indigenous Australians and the hardships they faced.

The protagonist, Johnny, is constructed within the exposition as a character whom readers accept and recognise as an innocent well-valued figure. However, Weller then uses his demise to reflect the corruption that racial discrimination can have on marginalised indigenous Australian and appeal to the distaste that egalitarian Australians would have to such unjust circumstances. "He was only 18...eyes that shone...spirit of restless searching" describes the naïve country adolescent Jonny Moydar, who has embarked on this journey to the city of Perth to begin his tradition to manhood. Johnny is characterised as a lovable young man, one that readers endorse the values of and accept as a 'good' person. Weller manipulates his protagonist to appeal to the values of

This response begins with a clear and direct sentence which addresses all parts of the question.

The candidate demonstrates their insightful application of the term 'individuals' here by acknowledging the circumstances that shaped the values of the author, in addition to the values of individual characters.

An interesting argument has been established, but the candidate mentions a 'change in values' without identifying the initial values of the character. A brief overview of the text – and the individual character – would be useful to provide markers with important contextual information.

This body paragraph begins with a logical topic sentence, but it is not clear what is meant by 'well-valued'. Articulating a specific value, such as 'kindness' or 'goodness' may have been more effective here.

Although this is a valuable and relevant piece of textual evidence, it is awkwardly incorporated into this sentence. Instead, it may be more effective to 'chop' this quote into smaller segments (e.g. the narrator describes Johnny as having 'eyes that shone' with the 'spirit of restless searching').

The candidate refers to Jonny's values, but does not take the required step further to actually identify them.

our contemporary society; the recognition of youth as our leaders of the future. We are introduced, with a sense of hope, to an innocent character who we believe embodies the values of a good person. The innocence and sanitary upbringing of this character in the country has grown him into a young man who embodies the values that we encourage in Australian society, reflecting the idea that values of individuals are shaped by their circumstances.

Despite the initial innocence of Johnny's character, Weller soon exposes the youth to harsh realities of the city by manipulating the structure of his narrative, communicating the effect of experience and treatment of individuals on their personal values and attitudes to the audience. As described before, Johnny arrives in the city as an inexperienced adolescent who is beginning this journey to manhood. Not previously exposed to police brutality or the violent behaviour of the corrupt authority, Johnny soon finds himself in a situation of distress. The sinister nature of the law enforcement system is described by Weller as Johnny is wrongly convicted and attacked not because of the conviction, but due to the colour of his skin. The police "move in like a pack of hungry dogs" describes the everyday events of the 'downtown' city that the Aboriginal people inhabit, the place where Johnny is first exposed to the unjust system of the urban law and the dehumanised nature of the police, through the use of simile. The institutionalised racism of the environment is something that innocent Johnny has never experienced, and the naivety of the protagonist is reinforced as he helplessly pleads to the policeman; "please Boss, it wasn't me." Johnny is continuously exposed to violence at the hands of the police, and this abuse, both physical and mental, causes a shift in the nature of the boy. No longer does Johnny have a "spirit of restless youth and searching." Instead, at the climax of the story, "something deep down in Johnny's tortured heart breaks." The adjectival inclusion of "tortured" emphasises the hardship and difference of

It is pleasing to see the candidate striving to engage with the key words of the question, but their articulation of specific values requires further development. There is some confusion between the collective values of Australian society and the values of individual characters.

The term 'manipulate' implies that the author intentionally changes, experiments with or subverts the structure of the text. An explanation of how the author achieves this is required.

The candidate demonstrates their understanding of the question here through their use of synonymous language in describing the protagonist's circumstances as a 'situation of distress'.

The candidate continues to incorporate textual evidence ungrammatically. It would be more effective to rearrange this sentence (e.g. the narrator describes how the police 'move in like a pack of hungry dogs').

This response contains some eloquent and sophisticated phrases and expressions, adding to the unique sense of voice established.

The incorporation of quotes becomes clearer and more sophisticated here; the candidate incorporates 'clipped' fragments of textual evidence into their own sentences, creating a sense of fluency and cohesion.

poor Johnny due to adversity and corruption. Johnny, who would never have dreamed of stealing a car upon arriving to the "urban sprawl", lost all of his innocent, well-intended values and hijacks the blue sports car of a privileged upper-class white man. This shift in Johnny's values from the exposition to the climax of the narrative accentuates the effect that unfair racial prejudices can have on the vulnerable innocence of marginalised adolescents. Johnny can be read as a metonym for all young indigenous men, which further likens this change in values to the instability of the treatment of minority groups in society, and the massive influence of circumstance on the values of the individual. The motif of the protagonist's eyes in "Stolen Car" advances the effects of harsh treatment and unjust treatment on the individual, an issue that is seen as disgraceful to contemporary egalitarian Australians. Within the exposition, "The Golden laughter of the sun shone from [Johnny's] yellow eyes", capturing the hope and wealth of Johnny's potential, accompanying his kind-hearted nature and innocent spirit through the symbol of his eyes. However, soon after Johnny's brutal encounters with the police his eyes are burdened by the torture of the violence and misconduct. "He looked up with his new, dead eyes" suggests the death of Johnny's spirit, his symbolic eyes reflecting his inner self and the lifelessness of his spirit. The downward spiral of the protagonist's life, the unjust beatings and violence he receives, along with the symbolic loss of life in his eyes, displays the diminishing values and hopes of young Johnny, and accentuates how the experience of an individual can have such a massive impact of their core values.

The denouement of "Stolen Car" is manipulated by Weller to leave a strong impression on the reader about the idea of changing values, by his use of rhetorical question. "And who remembers the wind?" is the last comment of the tragic narrative, implying that "the wind" is the same as life. We generally ignore the

This would be a good point to link back to the values of individual characters, identifying how Johnny's naïve values are in direct contrast with his circumstances.

The candidate acknowledges that Johnny's values 'shift', but it is important to identify the specific change in values. Perhaps Johnny shifts from valuing innocence and goodness to instead valuing self-preservation and survival?

The candidate makes a complex and insightful point here, acknowledging how Johnny's experience reflects that of many Aboriginal young men due to circumstantial factors.

By mentioning the protagonist's eyes, the candidate offers a discussion of a textual motif with clarity.

This sentence accentuates the tragic circumstances the protagonist experiences, but further attention to identifying the specific values that form as a result is needed. Rather than stating individuals have 'core values', it is important to identify each value.

The candidate's use of the word "denouement" reveals their detailed understanding of narrative structure.

wind, just as Johnny's life is overlooked. Had he been an influential young man, had he been a white man, had he not been a corrupt Aboriginal man who stole a car, Johnny would have been remembered. His life would have been valued. But, just as Johnny's own personal values changed, so did his value to society. By the time of his death, he was no longer any more significant than the wind. Weller targets the readers specifically, asking them the question, to evoke a deep feeling of guilt and dismay at the devaluing of indigenous people and their culture. The changes of society's value of Johnny's life is apparent through the transitions of Johnny's character himself, and readers are encouraged to see the effects of circumstances on the changing of values.

The short story, "Stolen Car", is constructed to appeal to the values of our white contemporary Australian society and urges us to notice the damaging effects that unjust treatment and discrimination can have on individuals. By introducing us to a likeable naïve young Aboriginal man, encouraging us to create a sense of hope for the protagonist, and then structuring the narrative to portray this downward spiral to a fatal end, Weller communicates his resentment for the brutal and unnecessary discrimination institutionalised in the 1970 urban society. The characterisation, symbols and structure of "Stolen Car" all equate to an effective, emotional and non-sanitized exposure of the damning treatment of marginalised Aboriginal Australians, and shows the effects such circumstances can have on the individual.

This is a very expressive and eloquently structured sentence, further evidence of the candidate's engaging analytical voice.

Here, the candidate mentions that Johnny's values changed, but further identification and analysis is required. What does he value at the point of the text's resolution?

A summary of how Johnny transforms as a character would strengthen this point (e.g. Johnny transforms from an innocent and bright-eyed boy to a bitter and angry criminal, revealing how his value of hope and goodness is crushed by the prejudices of those he encounters).

The candidate offers an eloquent conclusion here, but it veers away from the intent of the question and the argument raised in the previous paragraphs. Here, they broadly discuss the values of society, rather than the values of individuals.

The candidate acknowledges the author's 'resentment' towards 'brutal and unnecessary discrimination'. It would be effective to link this to the author's values, such equality, justice and fairness.

This response is certainly eloquent and clear in its expression, however, a return to the values of individual characters in this final sentence would ensure it remains entirely focused on the key words of the question throughout.

Hint: Vocabulary and expression matter!

A common feature of successful responses is the use of varied and expressive vocabulary. As you study texts, make a synonym and antonym glossary for important words you come across. Refer to the example above for proof of the value of engaging expression.

Activity: Incorporating textual evidence

The previous response is written with a lively sense of personal voice, making it interesting to read. However, errors in the incorporation of evidence detract from its precision and sophistication. This activity requires you to reflect on the ways evidence has been incorporated into each paragraph, focusing on the grammatical use of quotes.

Re-read the body paragraphs of the response above. As you read, make note of any inclusions of textual evidence. Consider the following questions:

- How many pieces of textual evidence are included in each paragraph?
- Can you identify any patterns in the ways evidence is incorporated? (E.g. Does each paragraph feature a 'standout' piece of evidence followed by a 'clipped' quote?)
- Does the candidate follow each quote with an explanation of the language features and conventions being used?
- Can you detect any prominent or reoccurring errors in punctuation relating to the incorporation of quotes?

The following table contains sentences from the previous response that contain errors in the incorporation of textual evidence. Closely analyse each one and re-write them, paying close attention to how their grammatical accuracy and fluency could be improved.

Paragraph	Incorporation of evidence	Re-write
Body paragraph one	"He was only 18...eyes that shone...spirit of restless searching" describes the naïve country adolescent Jonny Moydar, who has embarked on this journey to the city of Perth to begin his tradition to manhood.	The narrator describes Jonny Moydar as being 'only 18', with a naïve demeanour, '[shining] eyes', and an optimistic 'spirit of restless searching' that has yet to be corrupted by Perth - the big city.
Body paragraph two	The police "move in like a pack of hungry dogs" describes the everyday events of the 'downtown' city that the Aboriginal people inhabit, the place where Johnny is first exposed to the unjust system of the urban law and the dehumanised nature of the police, through the use of simile.	
Body paragraph two	"He looked up with his new, dead eyes" is the death of Johnny's spirit, his symbolic eyes reflecting his inner self and the lifelessness of his spirit.	