*This is a Post Enrolment Language Assessment task (PELA). The purpose of the assessment is to check students’ use of written English, and to then identify students who may need further support with their English skills.*

**The two extracts are from online articles published in *The New York Times Upfront* and *The Guardian*. Read the extracts and then answer the question that follows. You have 40 minutes to complete the task.**

**Extract 1: Gabriel (2010)**

*Digital technology makes cheating easier – whether it’s texting exam answers to friends, sharing homework online, or downloading ready-made term papers from the Internet. But it may also be redefining how students, who are used to music file-sharing and Wikipedia, understand the concepts of authorship and plagiarism.*

*Teresa Fishman, the director of the Center for Academic Integrity at Clemson University in South Carolina, concludes that “We have a whole generation of students who’ve grown up with information that just seems to be hanging out there in cyberspace and doesn’t seem to have an author,” she says. “It’s possible to believe this information is just out there for anyone to take.”*

*Sarah Brookover, a senior at Rutgers, has observed many of her classmates liberally copying and pasting without attribution. She works at the campus library and has pondered the differences between researching the stacks versus online.*

**Extract 2: Young-Powell (2017)**

*Reports suggest plagiarism is rife in universities. The internet has provided a “wealth of information that can be plagiarised”, says Wendy Sutherland-Smith, an expert in plagiarism from Deakin University. As a result, a Times investigation two years ago found almost 50,000 students were caught cheating in the previous three years, amounting to a so-called “plagiarism epidemic”. As more resources have been made available online, it has become easier to plagiarise – unwittingly or not. “There’s more option to cut and paste,” Sunderland-Smith says.*

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| Date: |  |  | Unit Code: |  |
| Name: |  |  | Student ID: |  |

***Task:***

***Do you agree that information on the internet can be freely used by anyone?***

You should write between 200 to 250 words in response to the question. You can provide evidence from the article where relevant.

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| Please type your response here: |

Your Score is based on the following assessment criteria:

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| **BAND** | **Task Response** | **Coherence and Cohesion** | **Lexical Resources** | **Grammatical Range and Accuracy** |
| **7.0 \*** | Confident response to the task | Clearly structured with some attention to effect and/or creativity | Very isolated errors | Grammatically correct in the most part |
| **6.5** | Addresses all parts of the task although some parts may be more fully covered than others. Presents a relevant position although the conclusions may become unclear or repetitive. Presents relevant main ideas but some may be inadequately developed/unclear. | Employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipses and parallelisms, and subordinates in a variety of ways. | Occasional noticeable minor errors in structure or word form that do not interfere with meaning. | Uses a mix of simple and complex sentence forms. Makes some errors in grammar and punctuation but they rarely reduce communication. |
| **6.0** | Arranges information and ideas coherently and there is a clear overall progression. Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical. Inappropriate use of pronouns when referring to previous content that has not been previously contextualised. | Uses an adequate range of vocabulary for the task. Attempts to use less common vocabulary but with some inaccuracy. Makes some errors in spelling and/or word formation, but they do not impede communication. | Errors of grammar are occasional including those in low frequency complex structures. Consistent control of compound and complex sentences. |
| **5.5** | Addresses the task only partially; the format may be inappropriate in places. Expresses a position but the development is not always clear and there may be no conclusions drawn. Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail | Organisation of information and ideas may suffer due to lack of variety in organisational patterns or in variety of cohesive devices. There is a satisfactory overall progression. | Uses a limited range of vocabulary, but this is minimally adequate for the task. Use of word choice that may result in lack of clarity and occasionally obscure meaning. | Control of grammar satisfactory with only sporadic errors in basic structures, occasional errors in the most complex frequent structures. May demonstrate inconsistent sentence formation. |
| **5.0** | Presents information with some organisation but there may be a lack of overall progression. May rely too heavily on given text without inclusion of original ideas. Makes inadequate, inaccurate or over-use of cohesive devices. May be repetitive because of lack of referencing and substitution. | May make noticeable errors in spelling and inappropriate choice of words or word forms that may cause some difficulty for the reader. | Uses only a limited range of structures. Attempts complex sentences but these tend to be less accurate than simple sentences. May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader. |
| **4.0 \*** | Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate. Presents a position but this is unclear. Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant, or not well supported | Presents information and ideas but these are not arranged coherently and there is no clear progression in the response. Uses some basic cohesive devices but these may be inaccurate or repetitive. | Uses only basic vocabulary which may be used repetitively, or which may be inappropriate for the task. Has limited control of word formation and/or spelling; errors may cause strain for the reader. | Uses only a very limited range of structures with only rare use of subordinate clauses. Some structures are accurate, but errors predominate, and punctuation is often faulty. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. |

This scoring rubric was created explicitly for Curtin College’s PELA process and should not be compared to any other language testing rubrics.

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| The following editing symbols (or similar) may be used to indicate errors: | |  |  | Band Indicators | |
| **ww** | wrong word (formation, choice) |  | **STAGE 1** | 4.0 – 5.0 | **Language support required** **(ESP Online)** |
| **sp** | spelling |  | 5.5 and above | Language development encouraged |
| **sva** | subject – verb – agreement |  | **STAGE 2** | 4.0 – 5.5 | **Language support required (ALEP)** |
| **s/s** | sentence structure |  | 6.0 and above | Language support NOT required |
| gr | grammar (range of errors) |  | APCOMS & FPHP only:  4.0 – 6.0 | **Language support required (ALEP)** |
| **⌃** | word missing |  | APCOMS & FPHP only  6.5 and above | Language support NOT required |
|  | |  | *Please note that your PELA results may be shared with our partner, Curtin University.* | | |
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