Axolotls

Axolotls are not Fish but a type of Salamander.
Appearance: Axolotls are dark brown yellow and white. Axolotls grow to about 25 cm. The most Axolotls are dark brown.

Habitat
Axolotls live in the water because they breath through gills. Axolotls live in Fresh Water

Behaviour
Axolotls are swimming in the water. Axolotls release sperm into the water and the females take it into their bodies to fertilise eggs.

Diet & food
Axolotls are carnivores, and can be fed earthworms or small pieces of meat every two days or so. Fantastic 😊

Report 1.8.2000

Year Level: Year 7
## Evidence for Scaling

### HELMUT: WRITTEN DESCRIPTIVE INFORMATION REPORT

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| **Genre:**  
Language for achieving different purposes  
level of scaffolding | schematic structure | organisation of the text:  
- rhetorical questions: And what is the main factor in global warming?  
- conjunctions: First, Next, Finally, In addition  
- noun groups in place of conjunctions: Another reason, One of the main arguments, The principle cause of the increase  
- phrases and dependent clauses of cause: As a result of the rain, Struggling to survive, Despite his poor health  
- phrases and dependent clauses of time, place, manner: Born in 1898, When we had finished, With great care  
- topic words: Antarctica, Pollution  
- action verbs (in procedures): Slice, Boil  
- existential subject to introduce new information: There  
- layout: subheadings, diagrams, pictures | independently written from keywords brainstormed as a class activity  
- title, classification, information organised under subheadings  
- topic words: Axolotls  
- layout: uses subheadings to organise information | 5 / 6 |

builds cohesion:  
- reference items: my, it, they, him, the, this, these, all of the above  
- vocabulary patterns  
  - synonyms / antonyms  
  - words that go together: make complaint  
  - classification: teeth - canines, molars, premolars, incisors  
  - composition (whole-part): tooth - enamel, dentine, pulp, nerve  
- conjunctions to join sentences: Next, So, However, Therefore, Hence  
- linking conjunctions: and, or, so, and then  
- binding conjunctions: because, if, since, when, so / so that, whenever, though  
- relative clauses: The Suez Canal, which was completed in 1869, ...  
- non-finite clauses: The team, having seen the results, felt, ..., Having seen the results, the team, ..., To improve the final product, ...  
- projections: Scientists believe that exercise prevents disease. |  |  

|  |  |  |  |
**ESL Scope and Scales Moderated Evidence: Middle Years Band**

**Evidence for Scaling**

**HELMUT: WRITTEN DESCRIPTIVE INFORMATION REPORT**

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field:</strong> Language for expressing ideas and experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noun groups:</td>
<td>• numbers, describers, classifiers, qualifiers: television, a book, the pencil, all day, the children in the water, the children living in the city, the medical discovery that has had the most impact</td>
<td>• a type of Salamander, The most Axolotls (Most Axolotls), fresh water, their bodies, small pieces of meat, every two days</td>
<td>7 / 8</td>
</tr>
<tr>
<td>comparatives:</td>
<td>• funnier, slower, more beautiful, best</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nominalisations:</td>
<td>• likelihood, growth, development, beauty, risk, government, capability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbs:</td>
<td>• action: subtract, peered, scanned, demolish</td>
<td>• Appearance (Appearance), Habitat, Diet, Behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• mental (sensing): knew, believe, understood, enjoyed, hated</td>
<td>• action: grow, live, breath (breathe), swimming, release, take, fertilise, fed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• saying: said, laughed, shouted, stated, asserted</td>
<td>• relational: are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• relational: are, became, has, consists of, represents, means</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• verbal groups: wanted to improve, tried estimating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• phrasal verbs: fell in with the wrong crowd, look it up, put up with, put off, put out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>causal relations:</td>
<td>• verbs: led to, brought on</td>
<td>• dependent clauses: because they breath (breathe) through gills, to fertilise eggs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• nouns: the result of the floods, the cause of the injury</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• phrases: because of the heat, in spite of the rain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dependent clauses: because the weather was bad, in order to end the suffering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>circumstances and clauses:</td>
<td>• when: in 1614, when he arrived</td>
<td>• when: every two days or so</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• where: at the sign, standing on stage</td>
<td>• where: in the water, in fresh water, into the water, into their bodies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how: carefully, with a fine brush, like a leopard</td>
<td>• how: through gills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• with whom / what: with his friend, with their belongings</td>
<td>• extent: to about 25 cm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• axolotls, appearance, habitat, gills, behaviour, release sperm, female, fertilise, diet, carnivours (carnivores)</td>
<td></td>
</tr>
</tbody>
</table>
# Evidence for Scaling

## HELMUT: WRITTEN DESCRIPTIVE INFORMATION REPORT

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands | series of statements in mostly accurate simple, compound and complex sentences | 7 |
| | subjectivity / objectivity:  
- subjective: *In my opinion*  
- objective: *The response of the army* | | |
| | modality:  
- certainty: possibly, it suggests, tend to, might be able to, I am sure, will  
- obligation: necessarily, must, demand, they forced  
- frequency: tendency, typical, always  
- inclination: like, willing, preference | certainty: *can be*  
frequency: *every two days or so* | |
| | interpersonal meaning:  
- feelings, attitudes: *It’s beautiful, very, rude, just, only, luckily, unfortunately, important, amazing*  
- idioms, colloquialisms, humour  
- culturally specific references: *dressed in black*  
- names to refer to people | generalised factual statements position the writer as ‘expert’ | |
| | appropriateness of tenor | | |
## Evidence for Scaling

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| **Mode:** Language for creating spoken and written texts | **Tenses:**  
- primary: past, present, future  
- secondary: other tenses e.g. was sleeping, wanted to go, haven’t played, was going to have to play  

**Passive voice:**  
- active: The heavy rainfall led to some minor flooding.  
- passive: Minor flooding was caused by the heavy rain.  

**Foregrounding:**  
- abstract elements: The destruction of the habitat  
- conjunctions including those in second place: Success, on the other hand, …  
- phrases and dependent clauses of time, place, manner including consecutive phrases of time, place: In Canberra in 1975  
- non-finite clauses  
- non-human elements: The lathe, Koalas  
- human elements: specific We, general People  
- action verbs: Draw  
- existential subject to introduce new information  
- interpersonal elements: In my opinion, Clearly  

**Appropriateness of foregrounding**  

**Coherence:**  
- introduction, topic sentences and conclusion, and the links between them  

**Print conventions:**  
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes  
- punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation  
- abbreviations: cm, 2nd, eg  

**Multimedia / multimodal:**  
- links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text  |  
- primary  
- present: are, live, breathe, take, fertilise  
- continuous instead of simple form: are swimming  

- non-human: Axolotls, The most Axolotls (Most Axolotls...)  

- foregrounding of topic appropriate for a report but used repetitively  

- use of heading, sub-headings and foregrounding of topic provide coherence  

- handwriting: legible, consistent spacing between words  

- spelling: mostly accurate except for carnivours (carnivores)  

- punctuation: consistently uses capitals for beginning of sentences but also inappropriately in mid-sentence, fullstops correct, uses colon inappropriately in classification  | 7 / 8 |