Frogs are amphibians. This means they can live on land and in the water. The life cycle of frogs begins in the water.

The life cycle begins with the egg which lives in water. After 6 days the egg will hatch to a baby tadpole which will grow a tail for swimming and gills for breathing in water. After 4 weeks the tadpole will become a young frog with front and back legs. It will be able to live in water and on land. After 2 weeks its tail will disappear and it will still live in water.

4 weeks later the tadpole will grow gills for breathing in water. Soon after 2 weeks it will grow its back legs. 3 weeks later it will be a young frog with front and back legs. Its tail will shrink and its gills will disappear and it will still live in water. After 9 weeks later it will soon grow into an adult frog. The tail will disappear and it also grows lungs for breathing air, it lives on land and water.

The frog will lay eggs and the life cycle will begin all over again.

Teacher’s comment: This task was completed under test conditions as part of the State Literacy Test.
### Evidence for Scaling

#### ANH: WRITTEN SEQUENTIAL EXPLANATION

<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>Genre:</strong> Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>• independently written for Primary Writing Assessment for State Literacy Test drawing on flow chart and table of information provided</td>
<td>8</td>
</tr>
<tr>
<td>schematic structure</td>
<td></td>
<td>• introduction, sequence of stages, a concluding, re-orientating statement</td>
<td></td>
</tr>
<tr>
<td>organises the text:</td>
<td></td>
<td>• time, place, manner: After 6 days, 4 weeks later, 9 weeks later</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conjunctions: First, Next, Finally, In addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dependent clauses: When I was four</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• phrases of time, place, manner: Yesterday, At church, With a knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• topic words: Snakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• action verbs (in procedures): Slice, Boil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• existential subject to introduce new information: There</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• layout: subheadings, diagrams, pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>builds cohesion:</td>
<td></td>
<td>• reference items: the, it, it’s (its)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• vocabulary patterns</td>
<td>• vocabulary patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- synonyms / antonyms</td>
<td>- synonyms/antonyms: a young frog/an adult frog</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- words that go together: change tyre</td>
<td>- words that go together: egg, hatch, lay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- classification: motor vehicles - sedans, hatchbacks, utilities</td>
<td>- classification: frog - egg, baby tadpole, tadpole, young frog, adult frog</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- composition (whole-part): motor vehicles - wheels, tyres, engine, seat belt</td>
<td>- composition: frogs - tail, gills, back legs, front and back legs, lungs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conjunctions to join sentences: Next, So, However, Therefore</td>
<td>• conjunctions: Soon</td>
<td></td>
</tr>
<tr>
<td>joins clauses to expand information:</td>
<td></td>
<td>• linking: and also, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• linking conjunctions: and, or, so, and then</td>
<td>• relative clauses: the egg, which lives in water; a baby tadpole, which will grow a tail for swimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• binding conjunctions: because, if, as, when, so / so that</td>
<td>• relative clauses: Perth, which is the capital, ...</td>
<td></td>
</tr>
</tbody>
</table>
## ANH: WRITTEN SEQUENTIAL EXPLANATION

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| Field: Language for expressing ideas and experiences | **noun groups:**  
- numbers, describers, classifiers, qualifiers: David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall, the children who live in the city  
- comparatives: funnier, slower, more beautiful, best  
- nominalisations: likelihood, growth, development, beauty, risk, government, ability  
- verbs: action: subtract, divide, peered, scanned  
- mental (sensing): knew, think, believe  
- relational: are, became, has  
- verbal groups: wants to play, tried pushing  
- phrasal verbs: look it up, put up with  
- circumstances and clauses: when: on Sunday, when we arrived  
- where: at the sign  
- how: carefully, with a fine brush, like a leopard  
- with whom / what: with my friend, with my dog  
- why: due to the rain, because it is late  
- technical vocabulary: consume, diet  
- direct and reported speech:  
  - direct: She said, “I am going home.”  
  - reported: She said she was going home.  | **the life cycle, a baby tadpole, its back legs, a young frog with front and back legs, a (an) adult frog**  
- action: begins, lives, grow, swimming, breathing, shrink, disappear, lays  
- relational: be  
- phrasal verbs: grow into, hatch to  
- when: After 6 days, all over again, soon  
- where: in the water, in water, on land and water  
- how: with the egg  
- why: for swimming, for breathing in the water, for breathing air  
- life cycle, tadpole, tail, gills, young frog, adult frog, lungs, breathing, air, hatch, shrink, disappear, lays | 7 / 8 |
| Tenor: Language for interacting with others | **speech functions:**  
- statements, questions, offers, commands  
- subjectivity / objectivity:  
  - subjective: I believe  
  - objective: It is possible  
- modality:  
  - certainty: reckon, think, perhaps, will, has to be  
  - obligation: could, should, must  
- interpersonal meaning:  
  - feelings, attitudes: it's beautiful, I like you, very, excellent, best, naughty, rude, well-behaved, just, only, luckily  
  - idioms, colloquialisms, humour  
  - names to refer to people  
- appropriateness of tenor | **series of statements in mostly accurate complex sentences**  
- certainty: will  
- feelings, attitudes: still  
- consistent level of technicality and other vocabulary choices appropriately position the writer as an 'expert' | 8 / 9 |
## Evidence for Scaling

### ANH: WRITTEN SEQUENTIAL EXPLANATION

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</table>
| **Mode:** Language for creating spoken and written texts | **tenses:**  
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go, have gone | **primary**  
- present: begins, lives, grows  
- future: will hatch, will grow, will be, will shrink, will disappear, will live, will lay, will begin | 7 / 8 |
| | passive voice:  
- active: The winds flamed the fire.  
- passive: The fire was flamed by the wind. | **uses correct verb forms but consistent use of simple present would have made meaning clearer** | |
| | **foregrounding:**  
- abstract elements: The habitat of the snakes  
- conjunctions  
- dependent clauses  
- phrases of time, place, manner  
- non-human elements: The lathe  
- human elements: specific We, general People  
- action verbs: Draw  
- existential subject to introduce new information: There  
- interpersonal elements: Dear, Thankyou, Well | **abstract elements: The life cycle**  
- time, place, manner: After 6 days, 4 weeks later, Soon after 2 weeks, 3 weeks later, 9 weeks later  
- non-human: The frog | |
| | **appropriateness of foregrounding** | **appropriate foregrounding of time and topic for the genre** | |
| | **coherence:**  
- introduction, topic sentences and the links between them | **starts with The life cycle and paragraphs are appropriately ordered by the stages of the life cycle** | |
| | **print conventions:**  
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns  
- punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, links to intonation  
- abbreviations: cm, 2nd | **handwriting:** correct letter formation, spacing and direction  
**spelling:** all words correct, though many provided on the prompt  
**punctuation:** uses commas instead of starting a new sentence in several places, unnecessary apostrophe in it’s  
**abbreviations:** numbers rather than words | |
| | **multimedia / multimodal:**  
- links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text | **able to read and use information provided in the flow chart and incorporate information in the table** | |