I don’t think that the Reformation occurred if Luther had not dedicated himself for the Reformation with a personality of being unable to ignore something wrong in his times.

There were so many other monks in his time not even in German and other countries that follow the Church of Rome. He is the only one who thinks differently from others. People and even the other monks and bishops didn’t bother keeping the church of Rome practices which caused from corruption of Church even though they did know things were going quite wrong. Martin Luther had a very upright personality and couldn’t accept such wrong practices as selling indulgences, which was used for paying personal debts.

He also dedicated himself to fighting for the poor in Germany distributing his Ninety-Five Theses to the poor of a Wittenberg churches with the methods of printing press. Also it would be quite a big job translating the New Testament in German for his people. Even though he was at the stake of being burnt by the Rome Church he had such a brave mind and must have very strong faith in God. Due to both the support of people and divine help from God, he did survive.

Year Level: ISEC
# Evidence for Scaling

## JAHMOUD: WRITTEN ANALYTICAL ARGUMENT

### Genre:
- **Language for achieving different purposes**

### Key features and examples
- **Level of Scaffolding**
  - Schematic structure

### Organises the text:
- Rhetorical questions: *What are the best strategies?*
- Conjunctions: *First, Next, Finally, In addition*
- Noun group 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*
- Non-finite clauses: *Selecting a topic*
- Topic words: *Antarctica, Pollution*
- Action verbs (in procedures): *Slice, Boil*
- Existential subject to introduce new information: *There*
- Interpersonal elements: *Personally, Obviously, In fact, It is apparent*
- Layout: *Subheadings, diagrams, pictures*

### Builds cohesion:
- Reference items: *my, it, they, him, the, this, these, all of the above, such examples*
- Vocabulary patterns
  - Synonyms/antonyms: *wrong/upright, brave mind/strong faith, support/help*
  - Words that go together: *lodge complaint*
  - Word sets: *gene, inherit, hereditary, dominant, recessive*
  - Classification: *teeth - canines, molars, premolars, incisors*
  - Composition (whole-part): *tooth - enamel, dentine, pulp, nerve*
- Conjunctions to join sentences: *Next, So, Therefore, Hence, Conversely*

### Joins clauses to expand information:
- Linking conjunctions: *and, or, so, and then*
- Binding conjunctions: *because, if, since, when, so/so that, wherever, 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 claim that exercise prolongs life.*

### Examples of evidence demonstrated by student
- Independently written following class discussion and background information provided by teacher
- Thesis statement, arguments, no conclusion
- Topic words: *He (Martin Luther)*
- Existential: *There*
- Interpersonal: *I don’t think*

### Scale
- *Reference: I, himself, There, He, one, they, it*
- Vocabulary patterns
  - Synonyms/antonyms: *wrong/upright, brave mind/strong faith, support/help*
  - Words that go together: *paying debts, faith in God*
  - Word sets: *Reformation, Luther, monks, Germany, Church of Rome, bishops, indulgences, New Testament, faith in God, divine help*
- Conjunctions: *also, Also*
- Linking: *and*
- Binding: *if, even though*
- Relative clauses: *People and even the other monks and bishops didn’t bother keeping the church (Church) of Rome practices which caused from (the) corruption of (the) Church…; Martin Luther had a very upright personality and couldn’t accept such wrong practices as selling indulgences, which was used for paying personal debts.***
- Non-finite clauses: *…if Luther had not dedicated himself for the Reformation with a personality of being unable to ignore something wrong in his times. Martin Luther had a very upright personality and couldn’t accept such wrong practices as selling indulgences, which was used for paying personal debts. He also dedicated himself to fighting for the poor in Germany, distributing his Ninety-Five Theses to the poor of Wittenberg Churches… Also it would be quite a big job translating the new Testament in (into) German for his people. Even though he was at the stake, of being burnt (threatened with being burnt at the stake) by the Rome Church…*
- Projections: *I don’t think that the Reformation (would have) occurred if Luther had not dedicated himself…*
**Language**

<table>
<thead>
<tr>
<th>Field: Language for expressing ideas and experiences</th>
<th>noun groups:</th>
<th>comparatives:</th>
<th>nominalisations:</th>
<th>verbs:</th>
<th>causal relations:</th>
<th>circumstances and clauses:</th>
<th>metaphors:</th>
<th>technical vocabulary:</th>
<th>quoting and referencing:</th>
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</thead>
<tbody>
<tr>
<td></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>funnier, slower, more beautiful, best</td>
<td>likelihood, growth, development, beauty, risk, government, capability, potential</td>
<td>action: subtract, peered, scanned, demolish</td>
<td>verbs: led to, brought on</td>
<td>when: in 1614, when he arrived</td>
<td>get it off your chest</td>
<td>digest, high sugar levels, niacin</td>
<td>direct speech: The police officer said, “There were no injuries.”</td>
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<td>mental (sensing): knew, believe, understood, enjoyed, hated</td>
<td>nouns: the result of the floods, the cause of the injury</td>
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<td>reported speech: The manager of the team said that they were…</td>
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<td>saying: said, laughed, shouted, stated, asserted</td>
<td>phrases: because of the heat, in spite of the rain</td>
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<td>referencing: Scientists believe that…. According to the weather bureau…, Studies have shown…</td>
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<td>relational: are, became, has, consists of, represents, means</td>
<td>dependent clauses: because the weather was bad, owing to the cyclone threat, if the cyclone hits, in order to end the suffering</td>
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<td>verbal groups: wanted to improve, tried estimating</td>
<td>phrasal verbs: fell in with the wrong crowd, look it up, put up with, put off, put out</td>
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**Examples of evidence demonstrated by student**

- a personality of being unable to ignore something wrong in his times, German (Germany) and other countries that follow (followed) the Church of Rome, so many other monks in his time, the only one who thinks differently from others, People and even other monks and bishops, the church (Church) of Rome (Rome’s) practices, (the) corruption of (the) Church, (a) very upright personality, such wrong practices as selling indulgences, personal debts, his Ninety-Five Theses, the poor of a (the) Wittenberg churches, very strong faith in God, both support of people and divine help from God

- Reformation, practices, indulgences, corruption, the poor

- action: occurred, dedicated, followed, keeping, used, accept, selling, paying, fighting, distributing, translating, survive

- mental: think, ignore, bother, know,

- relational: being, were, going, had, was

- verbal groups: bother keeping

- verbs: caused

- phrases: for the Reformation, for his people, Due to both the support of people and divine help from God

- dependent clauses: if Luther had not dedicated himself for the Reformation…even though they did know things were going quite wrong. Even though he was at the stake, of being burnt (threatened with being burnt at the stake) by the Rome Church…

- where: in German (Germany) and other countries that follow (followed) the Church of Rome, at the stake

- how: differently from others, quite wrong, for paying personal debts, with the methods of (the) printing press, in (into) German

- with whom/what: with a personality of being unable to ignore something wrong in his times

- to whom/what: to fighting for the poor in Germany, to the poor of a (the) Wittenberg churches

- Reformation, upright personality, monks, Church of Rome, bishops, practices, indulgences
<table>
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<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 | • a series of statements in mostly accurate simple, compound and complex sentences with some run on sentences | 6 / 9 |
| | **subjectivity / objectivity:**  
- subjective: In my opinion  
- objective: The response of the prime minister | • subjective: I don’t think that the Reformation (would have) occurred if Luther had not dedicated himself for the Reformation…  
• objective: Martin Luther had (a) very upright personality and couldn’t accept such wrong practises as selling indulgences… | |
| | **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: I don’t think, did know, would, must, did | |
| | **interpersonal meaning:**  
- feelings, attitudes: It’s beautiful, very, rude, just, only, luckily, unfortunately, importance, outstanding  
- idioms, colloquialisms, euphemisms, humour  
- culturally specific references: dressed in black  
- names to refer to people | • feelings, attitudes: dedicated, unable to ignore something wrong, so, even, only one, didn’t bother, corruption, quite, upright, fighting for the poor, for his people, such a brave mind, very strong, survive  
• idioms, colloquialisms, euphemisms, humour: didn’t bother keeping  
• culturally specific: selling indulgences, at the stake  
• names: Luther, Martin Luther | |
<p>| | <strong>appropriateness of tenor</strong> | • language choices are appropriate to an informal, personal hortatory argument; at this level of schooling the text could be improved by language choices which create a more impersonal, formal and analytical tenor | |</p>
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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, haven't played, was going to have to play  | • primary  
- past: were, caused, was, had  
- present instead of past: follow, is, thinks  | 8 / 10 |
| | **passive voice:**  
• active: The heavy rainfall led to some minor flooding.  
• passive: Minor flooding was caused by the heavy rain.  | • passive: was used, being burnt  | |
| | **foregrounding:**  
• referencing: According to the statistics, As shown in the data  
• abstract elements: The destruction of the habitat  
• conjunctions including those in second place: Success, on the other hand, …  
• phrases and dependent clauses of cause  
• 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  | • conjunctions: Also, Even though  
• cause: Due to both the support of people and divine help from God  
• human: I, He, People, Martin Luther  
• existential: There  | |
| | **appropriateness of foregrounding**  | • foregrounding of conjunctions and cause is appropriate to a Senior Years argument whereas foregrounding human elements is not; text could be improved by replacing these with abstract elements  | |
| | **coherence:**  
• introduction, topic sentences and conclusion, and the links between them  | • brief introduction does little to set a context but does provide a thesis which predicts the arguments in the following paragraphs; the arguments are not entirely clear through a lack of topic sentences; no conclusion is provided to tie the text together  | |
| | **print conventions and layout:**  
• 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  | • spelling: all correct  
• punctuation: uses correct sentence punctuation, inconsistent use of capitals for Church, some use of commas to separate clauses, omits apostrophes for contractions.  | |
| | **multimedia / multimodal:**  
• links between gestures, visual images, sound, light, layout, tables, spoken text and print text  | | |