

Paper 1 Opinion Column/Editorial

2. Now write your own stimulus for an opinion column/editorial.

It can be about anything related to beauty and/or appearance (a trend that you think is harmful or great, something you'd like to see changed when it comes to cultural expectations surrounding appearance, something from another culture that you'd like to "import" into your culture, etc.)

3. Finally, write an opinion column that responds to your stimulus.

Write 450-600 words.

Your school has recently changed the dress code. Now the school requires all students, boys and girls, to have short hair. You don't think the students from your school are aware of the effects of this new dress code. Choose one of the text types from the box below to explain the new dress code, express your opinion about it, and what actions should be taken in response to it.

Opinion column/editorial	-	-
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My Hair Is Mine, Not Yours

By [Redacted]

Waves Student Newspaper

Our school's motto has the word "creativity" in it, but now they are forcing all of us to have short hair, no matter what we want, no matter who we are. How can we even develop creativity, if we are not allowed to express our individuality? As someone who has drafted many school dress codes before, I think what they are doing is ridiculous and we must get their hands off our hair, for our creativity and more.

If you are surprised and have not heard of the news, let me give you a quick summary. A week ago, our school announced its new dress code, which will be in place starting from next month. It requires all students, boys and girls, to have short hair. Girls' hair will not be allowed to be lower than their shoulders, while boys' hair should not be longer than 2 centimeters. If students fail to meet these requirements, they will have to either cut hair before being allowed to come to school again, or agree to get a haircut from the school's barber.

Why do I think this new rule is ridiculous? Unlike what the school says, putting effort in hairstyles is not a dangerous distraction from studying, but a way for us to relax and refresh ourselves while juggling around with all kinds of school work. Our hair is where we try out our creative ideas that are suppressed on regimented school days. Moreover, our appearance, including our hairstyles, can have an incredible psychological effect on us. The school claims

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that having no restrictions on hairstyles will create an unhealthy trend of students competing for fancier and fancier hair. However, no scientific evidence supports that. Instead, a study has shown that the more students are satisfied with their appearance, the more confident they are in studying and in everyday life. Our school already requires us to wear uniforms, which limits the control we have over our appearance, so our hair is the only place where we can express ourselves freely and gain confidence. Unfortunately, this is going to end soon. Our school wants to help us excel by eliminating the so-called distractions, but actually, this new dress code will only do harm to us. How ridiculous is that?

✓

Good modal verbs and I/you

If the new dress code will only do harm to us, we must take actions to oppose it right now. I urge you all to keep your hairstyle and I urge you to encourage everyone around you, who do not want the school to suppress their individuality, to do the same. None of us is going to conform to this ridiculous new dress code. Solidarity is the key. Meanwhile, I am working closely with the student council to draft a letter to the principal regarding this issue, expressing the same stance. Once we finish the draft next week, we highly encourage you to read the letter and sign it if you also want a change as we do, before we send it off. The more signatures we get, the more likely we will persuade the principal and change the dress code.

✓

✓

Clearly, the new dress code is only harmful but not helpful for our learning or mental health. Our school must change it and we will make the change happen. Our hair is ours, not the school's.

Good form ending

Paper 1 Assessment Type:

Name: [Redacted]

Date: 15/3/21

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4-6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7-9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10-12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Criterion A Mark: 12

Notes:

Strengths: Strong, varied, mostly correct

Areas for Improvement:

Name:

Date:

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.
4-6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.
7-9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.
10-12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

Criterion B Mark: 12

Notes:

Strengths:

- hits stimulus requirements
- well-organized

Areas for Improvement:

Name:

Date:

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3-4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5-6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Criterion C Mark:

Notes:

Strengths:

*Conventions, register, tone
are appropriate*

Areas for Improvement:

Overall Mark:

30/30