

# Years 9–10 assessment techniques and conditions

## English

In the Australian Curriculum: English, texts can be classified as belonging to one of three text types: imaginative, analytical or persuasive, although it is acknowledged that particular texts can belong to more than one category. Students should be provided with opportunities to comprehend, create and respond to a range of imaginative, analytical and persuasive texts. Responses can take the form of an extended response or an examination.

| Imaginative  | Analytical   | Persuasive   |
|--|--|--|
| <p>An imaginative text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>• shape representations and perspectives to convey meaning</li> <li>• address concepts, identities, times and places</li> <li>• entertain readers.</li> </ul> | <p>An analytical text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>• describe and explain objects, events or processes in an objective manner</li> <li>• select and synthesise evidence to support contentions</li> <li>• interpret, explain, analyse and evaluate</li> <li>• present a cohesive and logical argument.</li> </ul> | <p>A persuasive text assesses students' abilities to:</p> <ul style="list-style-type: none"> <li>• argue and persuade</li> <li>• appeal to an audience</li> <li>• select and synthesise evidence to support contentions</li> <li>• employ rhetorical and persuasive strategies to encourage audiences to accept a particular point of view.</li> </ul> |

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

| Techniques  | Extended response   | Examination  |
|-------------|---|--|
| Description | An extended response assesses students' abilities to adopt roles as writers or speakers/signers, develop relationships with their audience/s, and create imaginative, analytical and persuasive texts. An extended response should reflect students' understanding and skills within one of the three text types (imaginative, analytical or persuasive).   | An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.  |
|             | <p>An extended response requires students to create imaginative, analytical and persuasive texts that assess students' abilities to:</p> <ul style="list-style-type: none"> <li>• respond to or draw upon texts read</li> <li>• develop new ideas</li> <li>• write a response that arrives at a conclusion based on their specific knowledge of a topic</li> <li>• use language in aesthetic and engaging ways</li> </ul> | <p>An examination requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.</p> <p>Stimulus material may be seen or unseen.</p> |



| Techniques                        | Extended response  |  |  | Examination  |
|-----------------------------------|--|--|--|--|
|                                   | <ul style="list-style-type: none"> <li>develop and support a point of view</li> <li>engage familiar and unfamiliar audiences.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>Seen stimulus should be provided with sufficient time for students to adequately engage with the materials.</li> <li>Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul> |
| <b>Formats</b><br>(examples only) | Imaginative formats include: <ul style="list-style-type: none"> <li>written               <ul style="list-style-type: none"> <li>short story</li> <li>narrative intervention</li> <li>transformation of texts or sections of texts</li> <li>series of diary/journal entries</li> <li>memoir</li> <li>diary entry</li> <li>drama or TV script</li> <li>multi-text narrative</li> <li>digital story</li> </ul> </li> <li>spoken/signed or multimodal               <ul style="list-style-type: none"> <li>monologue</li> <li>director’s commentary</li> <li>vlog</li> <li>vodcast/podcast</li> <li>interactive stories.</li> </ul> </li> </ul> | Analytical formats include: <ul style="list-style-type: none"> <li>written               <ul style="list-style-type: none"> <li>essay</li> <li>comparative essay</li> <li>academic journal article</li> <li>preface to a poetry anthology</li> <li>blog</li> </ul> </li> <li>spoken/signed or multimodal               <ul style="list-style-type: none"> <li>director’s commentary</li> <li>website</li> <li>contribution to a digital interactive magazine.</li> </ul> </li> </ul> | Persuasive formats include: <ul style="list-style-type: none"> <li>written               <ul style="list-style-type: none"> <li>feature article, column, editorial</li> <li>review</li> <li>travel writing</li> <li>essay</li> <li>blog</li> </ul> </li> <li>spoken/signed or multimodal               <ul style="list-style-type: none"> <li>speech</li> <li>seminar</li> <li>pitch or campaign</li> <li>vlog</li> <li>vodcast/podcast</li> <li>website</li> <li>contribution to a digital interactive magazine.</li> </ul> </li> </ul> | Formats include: <ul style="list-style-type: none"> <li>short response items</li> <li>extended response items               <ul style="list-style-type: none"> <li>essay</li> <li>explanation</li> </ul> </li> <li>response to stimulus.</li> </ul>  |
| <b>Conditions</b>                 | Suggested length:* <ul style="list-style-type: none"> <li>written responses 600–800 words</li> <li>spoken/signed responses 3–5 minutes</li> <li>multimodal responses 4–6 minutes.</li> </ul>   |  |  | Suggested time: <ul style="list-style-type: none"> <li>up to 90 minutes, plus 10 minutes perusal</li> </ul> Suggested length* <ul style="list-style-type: none"> <li>extended response 600–800 words per item</li> <li>short response 100–300 words per item.</li> </ul>   |

## Notes

Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.

\*Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.



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