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|  | Australian Curriculum Year 5 English sample assessment ׀ Task-specific standards — continua  Exploring points of view | Name |

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**Purpose of assessment:** To create a written informative response that explains the points of view of two characters involved in a difficult situation/ethical dilemma.

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| Understanding and Skills | | | |  |
| Receptive modes | | Productive modes | |  |
| Description of characters and the difficult situation represented in the chosen text; explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text. | | Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; use of paragraph structures to develop an explanation; use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; use of editing strategies to improve meaning and structure, including use of accurate spelling and punctuation. | |  |
| * Considered description of characters and the difficult situation represented in the chosen text and considered explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text |  | * Considered selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; considered use of paragraph structures to develop an explanation; considered use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; considered use of editing strategies to improve meaning and structure, and includes accurate spelling, punctuation and selection of language features |  | A |
|  |  |  |  |
|  |  |  |  | B |
|  |  |  |  |
| * Description of characters and the difficult situation represented in the chosen text and explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text |  | * Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view; use of paragraph structures to develop an explanation; use of a variety of grammatical structures and vocabulary to create a written explanation of points of view; use of editing strategies to improve meaning and structure, and includes accurate spelling, punctuation and selection of language features |  | C |
|  |  |  |  |
|  |  |  |  | D |
| * Identification of aspects of characters and a situation in the chosen text and identification of own response to the characters and situation |  | * Use of ideas and information to state opinions, use of aspects of paragraph structures, and use of language features that impede meaning, for example, grammatical structures, vocabulary, spelling and punctuation |  |
|  |  |  |  | E |