Australian Curriculum Year 9 English Sample assessment | Teacher guidelines

Navigating celebrity: A guide

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| **Assessment description** | **Category** |
| Students create a feature article (a guide) on navigating celebrity for a self-selected magazine (print or online). They take a particular angle on the influence of celebrity culture, focusing on advice for other adolescents as potential consumers of the culture of celebrity. They design the guide with regard to the aesthetic of the selected magazine. | Written and multimodal |
| Technique |
| Persuasive text |
| Context for assessment | Alignment |
| An awareness of the role of evaluative language and rhetorical (persuasive) devices in positioning readers is an important skill for students to develop. Prior to this assessment, students examine and discuss a range of media texts in organised classroom activities, for example engaging in discussions and *reciprocal reading*, to learn about ways that evaluative language and persuasive devices encourage readers to take up particular viewpoints.  Students use this knowledge to create a feature article (guide) that outlines the potential positive and negative influences of aspects of celebrity on adolescents, and makes recommendations for how to navigate through it.  **Note:** Sections of *Navigating Celebrity: A guide* were originally developed as part of an Australian Association for the Teaching of English (AATE) project and are reproduced with permission. | *Australian Curriculum* [*v5.1*](http://www.australiancurriculum.edu.au/English/Curriculum/F-10),  Year 9 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 9 English standard elaborations  [www.qsa.qld.edu.au/downloads/p\_10/ac\_eng\_yr9\_se.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr9_se.pdf) |
| Connections |
| This assessment could be used with the QSA Australian Curriculum resource titled *Year 9 plan — English exemplar* available at: <http://www.qsa.qld.edu.au/downloads/p_10/ac_english_yr9_plan.doc> |
| Definitions |
| **Reciprocal reading\*:** a technique designed to improve reading comprehension through sharing roles in dialogues about segments of text. Students are taught four key reading strategies: summarising the main content, formulating questions, clarifying ambiguities, and predicting what might come next.  \*Source: Palinscar, AS & Brown, AL 1984, ‘Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities’, *Cognition and Instruction*, no. 2, pp. 117–175.  **Media text:** A text found in newspapers, magazines or on television, film, radio or the internet.  **Feature article:** A text to inform readers and comment on an issue, person or event, according to a particular point of view.  **Persuasive text:** A text to put forward a point of view and persuade a reader, listener or viewer. |
| In this assessment | |
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| Task-specific standards — matrix | |
| Assessment resource: Exploring celebrity classroom activities | |
| Assessment resource: Evaluative language | |

## Teacher guidelines

## Identify curriculum

| Content descriptions to be taught | | |
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| Language | Literature | Literacy |
| **Language for interaction**   * Understand that roles and relationships are developed and challenged through language and interpersonal skills [(ACELA1551)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1551) * Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor [(ACELA1552)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1552)   **Text structure and organisation**   * Understand that [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=author) innovate with [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text%20structure) and language for specific purposes and effects [(ACELA1553)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1553) * Compare and contrast the use of cohesive devices in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas [(ACELA1770)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1770) * Understand how punctuation is used along with [layout](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layout) and font variations in constructing [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) for different [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purposes [(ACELA1556)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1556)  Expressing and developing ideas  * Understand how certain abstract [nouns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun) can be used to summarise preceding or subsequent stretches of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELA1559)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1559) * Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning [(ACELA1560)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1560) * Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness [(ACELA1561)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1561) | Responding to literature   * Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELT1635)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1635) | **Texts in context**   * Analyse how the construction and interpretation of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), including [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media%20texts), can be influenced by cultural perspectives and other [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1739)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1739)  Interacting with others  * [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) to spoken [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) constructed for different purposes, for example to entertain and to persuade, and analyse how [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features) of these [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) position listeners to respond in particular ways [(ACELY1740)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1740) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for [aesthetic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=aesthetic) and playful purposes [(ACELY1741)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1741)  Interpreting, analysing, evaluating  * Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1742)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1742) * Apply an expanding vocabulary to [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) increasingly complex [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) with fluency and comprehension [(ACELY1743)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1743) * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension%20strategies) to interpret and analyse [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), comparing and evaluating representations of an event, issue, situation or character in different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1744)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1744) * Explore and explain the combinations of language and visual choices that [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=author) make to present information, opinions and perspectives in different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1745)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1745)  Creating texts  * [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) that present a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point%20of%20view) and advance or illustrate arguments, including [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) that integrate visual, print and/or audio features [(ACELY1746)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1746) * Review and edit students’ own and others’ [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) to improve clarity and control over content, organisation, paragraphing, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence) structure, vocabulary and audio/[visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual%20features) [(ACELY1747)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1747) * Use a range of software, including word processing programs, flexibly and imaginatively to publish [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1748)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1748) |

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| General capabilities (GCs) and cross‑curriculum priorities (CCPs) This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the English curriculum hub: [www.qsa.qld.edu.au/yr9-english-resources.html](http://www.qsa.qld.edu.au/yr9-english-resources.html) | |
| Description: gc_literacy **Literacy**  Description: gc_ict **ICT capability**  *Description: Description: gc_critical* **Critical and creative thinking**  Description: Description: gc_personal_social **Personal and social capability**  Description: gc_ethical **Ethical understanding**  Description: Description: gc_intercultural **Intercultural understanding** | **Aboriginal and Torres Strait Islander histories and cultures**  Description: Description: cc_asia **Asia and Australia’s engagement with Asia**  Description: cc_sust **Sustainability** |

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| Achievement standard This assessment provides opportunities for students to demonstrate the following highlighted aspects. |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes (speaking, writing and creating)**  Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. |
| Source: ACARA, The Australian Curriculum v4.1, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) |

**Sequence learning**

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| **Suggested learning experiences** |
| This assessment leads on from the learning experiences outlined in the QSA’s Year 9 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment.   * See unit overview — English exemplar (Language online) [www.qsa.qld.edu.au/downloads/p\_10/ac\_english\_yr9\_unit\_overview.doc](http://www.qsa.qld.edu.au/downloads/p_10/ac_english_yr9_unit_overview.doc). |
| Adjustments for needs of learners |
| The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.  To make adjustments, teachers refer to learning area content aligned to the student’s chronological age and personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students, and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect, are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Studies Authority materials for supporting students with diverse learning needs [www.qsa.qld.edu.au/10188.html](http://www.qsa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity [www.australiancurriculum.edu.au/StudentDiversity/Overview](http://www.australiancurriculum.edu.au/StudentDiversity/Overview) * *Melbourne Declaration* *on Educational Goals for Young Australians* [www.mceecdya.edu.au/mceecdya/melbourne\_declaration,25979.html](http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html) * *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au). |
| Resources |
| **Print and online**   * Turner, G 2010, *Ordinary People and the Media: The demotic turn* (Theory, Culture and Society series), Sage, London. * Turner, G 2010, ‘Approaching celebrity studies’, *Celebrity Studies*, 1:1, pp. 11–20 <http://dx.doi.org/10.1080/19392390903519024>. * Brooks, K 2013, *Trivia the new reality when Kim Kardashian and fellow celebrities set standard in shallow, vain world,* [www.couriermail.com.au/news/opinion/trivia-the-new-reality-when-kim-kardashian-and-fellow-celebrities-set-standard-in-shallow-vain-world/story-fnihsr9v-1226672209676.](http://www.couriermail.com.au/news/opinion/trivia-the-new-reality-when-kim-kardashian-and-fellow-celebrities-set-standard-in-shallow-vain-world/story-fnihsr9v-1226672209676) * Irving, JA 2008, *An Exploration of the Influence of the Media, Advertising, and Popular Culture on the Self Esteem, Identity, and Body Image in Adolescent Girls*, <https://dspace.smith.edu/bitstream/handle/11020/5901/Jennifer%20Irving%20Thesis%20PDF.pdf?sequence=1>. * Corbett, B 2012, ‘Star power’, *Australian Women’s Weekly*, Feb, pp. 54–60. |

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| **Resources** |
| **Online — celebrity and teenagers**   * *MediaSmarts: Canada’s Centre for Digital and Media Literacy*, [www.media-awareness.ca/english/teachers/index.cfm](http://www.media-awareness.ca/english/teachers/index.cfm). * *Celebrities in Advertising*, Frank Baker (media educator),[www.frankwbaker.com/celebrityads.htm](http://www.frankwbaker.com/celebrityads.htm). * *Celebrity Marketing*, Success.com, [www.success.com/article/celebrity-marketing](http://www.success.com/article/celebrity-marketing) * *Negative influences of celebrities on teens*, Teen Ink, [www.teenink.com/opinion/entertainment\_celebrities/article/82342/Celebrities-and-Their-Influence](http://www.teenink.com/opinion/entertainment_celebrities/article/82342/Celebrities-and-Their-Influence/). * *Teen Consumer Spending Habits*,Love to Know Teens: Advice you can trust, <http://teens.lovetoknow.com/Teen_Consumer_Spending_Habits>. * *Celebrity comes at a cost to teens*, Stimpson, E,‘Fame and Misfortune: Why Teens Thirst for Celebrity in Today’s Culture’, *Our Sunday Visitor, 11 January 2009*, republished on Crazyasian94 edublog, <http://crazyasian94.edublogs.org/celebrity-culture-harms-teens>. * *Packaged facts about teenagers*, Marketingcharts.com, Watershed Publishing, [www.marketingcharts.com/interactive/teen-market-to-surpass-200-billion-by-2011-despite-population-decline-817](http://www.marketingcharts.com/interactive/teen-market-to-surpass-200-billion-by-2011-despite-population-decline-817). * *Celebrity endorsement and testimonials* (laws governing), Reference for Business: Encyclopedia of small business, Advameg Inc., [www.referenceforbusiness.com/small/Di-Eq/Endorsements-and-Testimonials.html](http://www.referenceforbusiness.com/small/Di-Eq/Endorsements-and-Testimonials.html).   **Online — reciprocal reading strategy**   * *Building Reading Proficiency at the Secondary Level: A guide to resources*, Southwest, Educational Development Lab., Austin, Texas, 2001, available from Educational Research and Improvement (ERIC), <http://eric.ed.gov/?id=ED458562>. |

**Develop assessment**

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| **Preparing for the assessment** |
| **Reviewing and consolidating key learning**   * Re-read the *Student booklet* task description with students to ensure that they understand the nature of the feature article they are required to write (a guide). * Review and discuss the meaning of the term celebrity and identify celebrities relevant to students’ chosen contexts across international, national and local levels. * Explore the nature of magazine contexts in which the article might be featured — it is expected students might choose magazines in areas of special interest, which would then lead to the tailoring of content. * Consider a profile of the Australian adolescent as a member of a peer group and consumer of celebrity culture. * Discuss ways in which adolescents in society might be affected by the ways celebrities behave and are marketed. * Review the nature of gender, race, ethnicity, and generational differences and how they might be affected positively and negatively by celebrity influence. * Conduct a classroom survey on what celebrity means to class members and review the results. * Review information gathered during ongoing debates and discussions and accumulated resources on various topics relating generally to the positive and negative influences of celebrity culture.   **Analysing information and texts**   * Review how the various real-life spoken, print, visual and multimodal texts and digital technologies are essential in negotiating the world of celebrity culture and marketing. * Analyse how communications and social media play a major role in the promotion and proliferation of celebrity culture. * Revise the creative and critical skills students have developed to analyse information and language used in texts representing celebrities. * Reconsider the significance of the ethics of people such as journalists, gossip columnists/ entertainment reporters and promotions managers involved in the marketing of celebrity. * Revisit the recent phenomenon of ordinary people who have emerged as celebrities in reality TV. * Organise a reciprocal reading of a feature article on celebrity such as *Trivia the new reality when Kim Kardashian and fellow celebrities set standard in shallow, vain world*, with students taking the roles of Boss, Predictor, Questioner, Clarifier and Summariser, in turn.   **Creating texts**   * Analyse the processes involved in the drafting, editing and publishing of a multimodal feature article. * Revisit and help students organise notes relevant to the drafting of a feature article made in response to class debates. * Set up spaces, procedures and resources to assist students in drafting, editing and proofreading. * Initiate teacher and peer feedback on students’ own responses in relation to Section 3 of the *Student booklet* and the task-specific standards. |

| **Implementing** | |
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| Section 1. Planning a guide | |
| **Student role**   * Examine the notes you have made from classroom discussion and debate. These notes will provide ideas on what to advise and recommend to teenagers about navigating the culture of celebrity. * Re-examine the role of evaluative language and rhetorical (persuasive) devices in positioning readers. (You will be able to make use of these in your own feature article.) * Examine possible print/online magazine contexts for your feature article guide that should enable you to reach a wide teenage readership. * Consolidate understanding of the magazine context for your article and the requirements of a teenage guide by discussing and annotating the sample feature articles provided by your teacher. | **Teacher role**   * Explain in detail to students how the discussion activities they have participated in have provided the kind of information they will need to draft their feature article. See *Assessment resource: Exploring celebrity.* * Assist students in recalling and understanding the full implications of a ‘Text analyst’ role, namely to know about and be able to detect the use of evaluative language and persuasive devices to encourage readers to take up particular viewpoints. See *Assessment resource: Evaluative language.* * Ensure that students understand the magazine context for their article and that the depth of this understanding will play a major role in reaching a wide teenage readership. * Provide a range of appropriate feature articles for whole class discussion and annotation, using the questions outlined in the *Student booklet* Section 3 checklist. |
| Section 2: Drafting a guide | |
| **Student role**   * Complete planning sheet. * Draft your guide, taking care to strike a balance between your written and visual language features. | **Teacher role**   * Assist students to select and organise their information using the planning sheet in Section 2 of the *Student booklet*. * Assist students to organise ideas and information logically into an Introduction (hook), Body (arguments), Conclusion (recommendations). * Allocate time and resources for students to create their guide, reminding them of the importance of appropriate balance among textual (print, visual) features in a multimodal text. |
| Section 3: Editing, proofreading and publishing your guide | |
| **Student role**   * Apply the checklist in the *Student booklet* to your draft. * Exchange guides with a classmate, identifying two aspects that work well and one aspect that could be improved. | **Teacher role**   * Assist students in working through the checklist in the *Student booklet*. * Put in place procedures for teacher and peer feedback in relation to Section 3 of the *Student booklet* and the task-specific standards. |

## Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 9 standard elaborations. See [www.qsa.qld.edu.au/yr9-english-resources.html](http://www.qsa.qld.edu.au/yr9-english-resources.html).

### The Queensland standard elaborations for English

The Queensland Year 9 standard elaborations for English is a resource to assist teachers to make consistent and comparable evidence-based A to E (or equivalent) judgments. Standard elaboration for English should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland English standard elaborations. Understanding and skills in English are organised as Receptive modes and Productive modes.

The valued features of English drawn from the achievement standard and the content descriptions for English are organised as:

* Ideas and information in texts
* Text structures
* Language features

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the student response to the standards
* a focal point for discussing student responses
* a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

* highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
* specifies particular *targeted aspects* of the curriculum content and achievement standard
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the early years equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

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| Australian Curriculum achievement standard dimensions | Australian Curriculum achievement standard | Queensland standard elaborations valued features | Task-specific valued features |
| Understanding and Skills | **Receptive**  Evidence of listening reading and viewing | * Ideas and information in texts * Text structures * Language features | Analysis and evaluation of the ways that [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and evaluative language and rhetorical (persuasive) devices in texts about celebrities can be manipulated for effect and used to influence and position an audience |
| **Productive**  Evidence of speaking writing and creating | * Ideas and information in texts * Language features | Selection, organisation and synthesis of relevant subject matter about celebrities to inform and persuade other adolescents about ways to navigate the culture of celebrity and its potential impact on their lives, and use of a range of grammatical structures and vocabulary (evaluative and rhetorical), and written and visual features, to contribute to the persuasive effect of a feature article (guide) |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

* a matrix
* a continuum.

#### Matrix and Continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E or equivalent
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about student achievement
* assist teachers to make consistent and comparable evidence-based A to E or equivalent judgments.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A-E continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the students’ responses to make an on-balance judgment about student achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E. The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or equivalent) cell of the matrix that best matches the evidence in the students’ responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

## Use feedback

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| Feedback to students | **Feedback**  The classroom environment described below is conducive to effective teacher feedback and improved student learning. Students are given clear directions about the nature of their summative task. The task is to create a guide for adolescents to navigate their way through celebrity culture, using the task-specific understanding and skills drawn from the *Australian Curriculum: English Year 9 achievement standard*, and the necessary information and advice about the task-specific standards.  This task encourages students to use a variety of strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring. The overall aim is to work to improve personal motivation and effort, based on the four levels of feedback (Hattie & Timperley, 2007).   * Allow for student negotiation of learning activities and selected tasks. * Inform students they will need to carry out extensive research into the many issues arising from celebrity culture. * Show students how to record their ongoing findings in a research journal designed to monitor their developing understanding of celebrity culture and to help them diagnose and solve problems in discussions with others, the teacher, classmates, friends. * Tell them that through ongoing informal class debating and discussion, they will consider pros and cons of arguments relating to celebrity culture. * Inform them they will also be involved in informal activities such as responding to a questionnaire, imaginative role playing and interviewing, as well as more formal activities including an analysis of celebrity-endorsed advertisements and other relevant material. * Explain to students that they will be required to show initiative and contribute to a collection of relevant class resources about celebrities for display and use by other students. * Explain how the whole room environment is designed to have information and advice constantly at hand both to themselves and other classmates to improve learning and the quality of their teenage guides. * Explain that they will need to be actively engaged in seeking peer and teacher feedback (informal and arranged) on how to change research behaviours and to improve the quality of their work. * Encourage students to continually reflect on, assess what they have learnt and to assume autonomy and control of their learning.   **Strategies for teachers to use as part of ongoing assessment:**   * Monitor and use previous and emerging information about student progress, their current knowledge and skills, their strengths and interests, and future learning needs and goals. * Respond flexibly and constructively to what the evidence is saying about areas to be improved. * Share learning intentions and achievement goals with students and support them in using feedback to plan the next steps of their learning. * Use the task-specific standards, developed from the achievement standard and the standard elaborations, as a basis for providing feedback to students on the quality of their work. |

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| Resources | For guidance on providing feedback, see the professional development packages titled:   * *About feedback* [www.qsa.qld.edu.au/downloads/p\_10/as\_feedback\_about.doc](http://www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc) * *Seeking and providing feedback* [www.qsa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.doc](http://www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc) * *The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch, Education Queensland, 2011,* <http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf>*.* |