

English 2019 v1.5

Unit 1 sample assessment instrument

October 2018

Extended response — written response for a public audience

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of a literary article to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
3. analyse perspectives and representations of concepts, identities, times and places in a text
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin a text and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in a text
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a text for a public audience
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, and complementary features if appropriate, to achieve particular purposes.

Subject	English		
Technique	Extended response — written response for a public audience		
Unit	Unit 1: Perspectives and texts		
Conditions			
Duration	4 weeks preparation (in-class and out-of-class time)		
Mode	Written	Length	1000 words
Individual/group	Individual	Other	This sample assessment relates to the topic <i>The shaping of identity</i> . Genre: Literary article Purpose: To prompt reflection on the play through an analysis Audience: Readers of <i>The Guardian</i> (very familiar with the play, interested in culture and the arts)
Resources available	Open access to resources		
Context			
<p>In this unit, you have explored Oscar Wilde's <i>The Importance of Being Earnest</i> with a particular focus on how the concept of identity is represented through the generic conventions of the play, such as characterisation, plot, setting and stylistic devices. Additionally, you have experimented with Wilde's style by exploring features such as aestheticism, satire, pun, irony, wit and repartee. You have also considered the relevance of this play to contemporary audiences.</p> <p>To commemorate the 120th anniversary of the first performance of Wilde's play, you have been asked to contribute to the online culture pages of <i>The Guardian</i>.</p>			
Task			
<p>Write a literary article in response to the following guiding question: What is one perspective about the concept of identity offered by Oscar Wilde's <i>The Importance of Being Earnest</i>? In your response, analyse how the play conveys this perspective.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • support your perspective by analysing how the concept of identity is constructed in the play, for example, through the use of genre conventions, characterisation, aesthetic features and stylistic devices • use your analysis to prompt readers to consider the play's relevance within a contemporary context. 			
Stimulus			
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Checkpoints			
<input type="checkbox"/> Week 1: Consult with teacher about the central idea for your article.			
<input type="checkbox"/> Week 2: Consult with teacher to check drafting process.			
<input type="checkbox"/> Week 3: Hand in draft.			
<input type="checkbox"/> Week 4: Submit final article using school's authentication software, and submit hard copy to teacher.			

Criterion	Marks allocated	Result
Knowledge application Assessment objectives 3, 4, 5		
Organisation and development Assessment objectives 1, 2, 6, 7, 8		
Textual features Assessment objectives 9, 10, 11		
Total		
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will each produce a unique response by formulating their own thesis and argument in response to the task. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect and annotate drafts. 		
<ul style="list-style-type: none"> • The teacher will conduct interviews or consultations with each student as they develop the response. 		
<ul style="list-style-type: none"> • Students will use plagiarism-detection software at submission of the response. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
Scaffolding		
<ul style="list-style-type: none"> • Ensure your response, over a series of paragraphs, develops a coherent perspective on the way the concept of identity is represented in the play. • Use the patterns and conventions of a literary article, for example <ul style="list-style-type: none"> – an interesting introduction that hooks your reader – references to the text throughout to support the points you make – consideration of the relevance of the text to a contemporary audience – intellectual but chatty tone and a variety of language structures — you may like to incorporate Wilde's style throughout to engage your readers – digital elements, such as visuals and layout, appropriate to the site of publication. 		