

English 2019 v1.5

Unit 2 sample assessment instrument

September 2018

Extended response — imaginative written response

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 short story to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with audiences
3. create perspectives and representations of concepts, identities, times and places in a short story
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve purposes
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 short story
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes.

Subject	English		
Technique	Extended response — imaginative written response		
Unit	Unit 2: Texts and culture		
Conditions			
Duration	5 weeks preparation (in-class and out-of-class time)		
Mode	Written	Length	800–1000 words
Individual/group	Individual	Other	This sample assessment relates to the topic <i>The post-apocalyptic experience</i> . Genre: Short story Purpose: To entertain, to prompt emotional and critical reactions in readers Audience: Readers of <i>Voiceworks</i> (avid readers interested in up-and-coming writers)
Resources available	Open access to resources		
Context			
<p><i>Voiceworks</i> is a national quarterly magazine that offers a unique opportunity for Australians under 25 to represent themselves through quality literary and artistic texts. An important aim of <i>Voiceworks</i> is to empower young writers and readers as equal creators and participants within the larger arts community. An upcoming issue of the magazine will be devoted exclusively to ‘the post-apocalyptic experience’. Having studied textual representations of the post-apocalypse from a variety of cultural contexts, you are well suited to contribute to this issue.</p>			
Task			
<p>Write a short story appropriate for inclusion in the upcoming issue of <i>Voiceworks</i>, which is devoted to ‘the post-apocalyptic experience’.</p> <p>Your short story must reinforce or challenge a contemporary cultural assumption, attitude, value or belief that you have encountered in one of the texts examined across the unit. The cultural assumption, attitude, value or belief at the focus of the story should be related to one of the following topics:</p> <ul style="list-style-type: none"> • cultural identity • gender • family/community • age • authority/power • another topic negotiated with your teacher. 			
Stimulus			
The stimulus for the story will be one of the texts encountered in class across the unit.			

Checkpoints

- Week 1: Consult with teacher about idea for short story.
- Week 2: Submit plan for short story.
- Week 3: Consult with teacher about writing journal to check drafting process.
- Week 4: Hand in draft.
- Week 5: Submit final short story using school's authentication software, and submit hard copy to teacher.

Feedback

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress by completing a writing journal.
- The teacher will collect and annotate drafts.
- Students will use plagiarism-detection software at submission of the response.
- The teacher will ensure class cross-marking occurs.

Scaffolding

- Experiment with and decide on how the story will challenge or reinforce the cultural assumption, attitude, value or belief through your use of genre conventions of a short story, e.g. narrative structure and viewpoint, characterisation, symbolism, imagery, figurative devices, language choices and control of sentence length and form.
- Create a writing journal to document the creative writing process and the evolution of your story. You will use the writing journal over four weeks to
 - document ideas for the story
 - make observations, e.g. of people who may influence characterisation
 - experiment with language, form, aesthetic features and style
 - experiment with story openings, narrative perspective, syntax, etc.
 - record vocabulary, and ways of using it, from various texts encountered both in and out of class
 - reflect on directions taken in the draft, especially after consultation with your teacher at various checkpoints
 - record editing notes.