**Queensland Curriculum and Assessment Authority**

# English 2025 v1.2

## IA1: Sample assessment instrument

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

| | |
|---|---|
| **Student name** | sample only |
| **Student number** | sample only |
| **Teacher** | sample only |
| **Issued** | sample only |
| **Due date** | sample only |

## Marking summary

| Criterion | Marks allocated | Provisional marks |
|---|---|---|
| Knowledge application | 8 | |
| Organisation and development | 8 | |
| Textual features | 9 | |
| **Overall** | **25** | |

# Conditions

**Technique**          Extended response — spoken persuasive response

**Unit**          Unit 3: Textual connections

**Topic/s**          Topic 1: Conversations about issues in texts

**Duration**          Students receive 4 weeks notification of task

**Mode / length**          Spoken (live or recorded): up to 8 minutes, or signed equivalent

**Individual / group**          Individual

**Other**          Students:

- may use multimodal or digital components to support the development of the response
- only use editing when appropriate for their response context and audience.

**Resources**          Open access to resources

# Context

In this unit, you have explored contemporary public conversations playing out in media texts, and examined the ways different texts construct perspectives of the same issue to invite particular reactions in their audiences.

You have also focused on spoken persuasion strategies, including ways to persuade a specific audience through reasoned argument.

It is now time for you to respond to the conversation about a contemporary social issue by constructing your own persuasive argument that adds to the public dialogue about the issue.

As a member of the student body, you are called to apply to the *Young Voices Speak Out* vodcast or podcast to feature in an episode about issues that matter to students.

# Task

As a concerned student speaking on the *Young Voices Speak Out* **vodcast or podcast**, you have been asked to construct, script and deliver a spoken persuasive argument that adds to the current public dialogue about an issue of your choice.

To do this:

- choose a contemporary contentious issue that has appeared in the media recently. Issues of contemporary social relevance may be drawn from broader topics, e.g. gender, power, race, religion, age, class and sustainability

- present a contention or thesis in relation to the chosen issue

- generate your own argument that adds to the public dialogue about the issue (after prior critical engagement with media texts about the issue)

- decide whether you will present your spoken response in the form of a vodcast or podcast, and ensure you carefully select complementary features (such as images or sound effects) to suit your particular mode of response and audience

- employ rhetorical and persuasive strategies to position your audience to accept the perspective offered in your response.

# Checkpoints

☐  Term 1 Week 1: Check topic with teacher.

☐  Term 1 Week 4: Submit written draft component through Turnitin.

☐  Term 1 Week 4: 1 minute of spoken draft delivered in class time.

☐  Term 1 Week 5: Submit written draft to Turnitin and video file to teacher.

# Authentication strategies

- You will each produce a unique response by selecting a topic that is of personal interest to you and checked with your teacher.

- You will be provided class time for task completion.

- Your teacher will observe you completing work in class.

- Your teacher will collect copies of your response and monitor at key junctures.

- Your teacher will collect and annotate a written draft.

- You will deliver at least one minute of your draft in the spoken mode in class time.

- You must acknowledge all sources.

- Your teacher will ensure class cross-marking occurs.

- You will use Turnitin to submit the written component of your draft and final copy.

# Scaffolding

Your vodcast or podcast should show an understanding of the relationship between audience, purpose and context, and the power of a speaker to persuade through mode-appropriate features.

It should include:

- a clear contention or thesis on the issue

- a series of points to support the contention, employing logical reasoning and development

- evidence of engagement with the public conversation about the issue playing out across media texts

- awareness of the *Young Voices Speak Out* vodcast or podcast audience in the selection and synthesis of material, and the use of persuasion

- spoken and gestural features appropriate to your vodcast or podcast, including complementary features (such as digital components or sound if appropriate and relevant).

# Instrument-specific marking guide (IA1): Spoken persuasive response (25%)

| Knowledge application | Marks |
|---|---|
| The student response has the following characteristics: | |
| • discerning creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text<br>• discerning manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions<br>• discerning use of aesthetic features and/or stylistic devices to achieve persuasive purposes | 7–8 |
| • effective creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text<br>• effective manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions<br>• effective use of aesthetic features and/or stylistic devices to achieve persuasive purposes | 5–6 |
| • appropriate creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text<br>• appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions<br>• appropriate use of aesthetic features and/or stylistic devices to achieve persuasive purposes | 4 |
| • superficial creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text<br>• superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions<br>• use of aspects of aesthetic features and/or stylistic devices that vary in suitability | 2–3 |
| • creation of fragmented perspectives and representations of concepts, identities, times and/or places<br>• fragmented use of some ways ideas underpin texts<br>• fragmented use of persuasive language features | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |

| Organisation and development | Marks |
|---|---|
| The student response has the following characteristics: | |
| • discerning use of the patterns and conventions of a persuasive text, and of the role of the speaker/designer, to achieve a particular purpose<br>• discerning selection and synthesis of subject matter to support perspectives<br>• discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text | 7–8 |
| • effective use of the patterns and conventions of a persuasive text, and of the role of the speaker/designer, to achieve a particular purpose | 5–6 |

| Organisation and development | Marks |
|---|---|
| • effective selection and synthesis of subject matter to support perspectives<br>• effective organisation and sequencing of subject matter to achieve a particular purpose, including effective use of cohesive devices to emphasise ideas and connect parts of a persuasive text | |
| • suitable use of the patterns and conventions of a persuasive text, and of the role of the speaker/designer, to achieve a particular purpose<br>• suitable selection and adequate synthesis of subject matter to support perspectives<br>• suitable organisation and sequencing of subject matter to achieve a particular purpose, including suitable use of cohesive devices to emphasise ideas and connect parts of a persuasive text | 4 |
| • inconsistent use of the patterns and conventions of a persuasive text, and of the role of the speaker/designer<br>• narrow selection of subject matter to support perspectives<br>• disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text | 2–3 |
| • fragmented use of the patterns and conventions of a persuasive text<br>• fragmented selection of subject matter<br>• some connections between parts of the text. | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |


| Textual features | Marks |
|---|---|
| The student response has the following characteristics: | |
| • discerning language choices for particular purposes<br>• discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes<br>• discerning use of mode-appropriate features to achieve particular purposes | 7–8 |
| • effective language choices for particular purposes<br>• effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes<br>• effective use of mode-appropriate features to achieve particular purposes | 5–6 |
| • suitable language choices for particular purposes<br>• suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes<br>• suitable use of mode-appropriate features to achieve particular purposes | 4 |
| • inconsistent language choices<br>• inconsistent use of grammar and language structures<br>• use of mode-appropriate features that vary in suitability | 2–3 |
| • inappropriate language choices<br>• fragmented use of grammar and language structures<br>• fragmented use of mode-appropriate features. | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |