English as an Additional Language 2019 v1.4

IA2: Sample assessment instrument

Extended response — persuasive written response (25%)

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

Student number

Teacher

Issued

Due date

Marking summary

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

QCAA
Queensland Curriculum
& Assessment Authority

Queensland
Government

For all Queensland schools

220293

Conditions

Technique   Extended response — persuasive written response

Unit   Unit 3: Issues, ideas and attitudes

Duration   4 weeks notification and preparation

Mode/length   Written: 800–1200 words

Individual/group   Individual

Other   Open access to resources

Resources   Access to a range of media texts about contemporary issues and examples of persuasive texts studied in class

Context

Over the course of this unit, you have examined representations of contemporary social issues in a range of media texts, and the ways particular cultural assumptions, attitudes, values and beliefs underpin these representations.

You have also studied the strategies for persuasive argument used in examples of persuasive texts.

This assessment provides you with opportunities to draw on what you have learnt and create a perspective on a social issue in your own text, using reasoned argument to persuade an audience.

Task

Choose a contemporary social issue that has appeared in the media in the past two years, and decide on a particular perspective on that issue.

Create the script for a speech that aims to persuade your audience of fellow students to accept your ideas about this issue.

To complete this task, you must

- decide on a contemporary issue that you consider socially important; this issue needs to have appeared in the media in the past two years

- choose a topic related to this issue (e.g. gender, power, class, education, discrimination, sustainability) and decide what perspective on this topic you want to develop

- consider which cultural assumptions, attitudes, values and beliefs about this issue and topic you want to use in the script for your persuasive speech

- consult with your teacher about the suitability of the topic you have chosen and the ideas you want to focus on developing in your script for a persuasive speech

- plan, draft and write the script using the patterns and conventions of a persuasive text, relevant strategies for persuasive argument, and the key subject matter that supports the perspective you want to develop.

Checkpoints

☐ Consult with your teacher about your topic and perspective for the script of your persuasive speech.

☐ Hand in your plan for the script of your persuasive speech. Due date:

☐ Hand in the draft of your script to your teacher. Due date:

☐ Consult with your teacher to check your drafting progress. Due date:

☐ Submit your final script through plagiarism-detection software, and hand in a hard copy to your teacher. Due date:

Authentication strategies

- Students will provide documentation of their progress at indicated checkpoints.

- The teacher will collect copies of the student response and monitor at key junctures.

- The teacher will collect and annotate one draft.

- Students will use plagiarism-detection software at submission of the response.

Instrument-specific marking guide (IA2): Extended response — persuasive written response (25%)

Criterion: Knowledge application

Assessment objectives

3. create perspectives and representations of concepts, identities, times and places

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 persuasive purposes

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

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context

2. establish and maintain the role of the writer and relationships with audiences

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 persuasive text

The student work has the following characteristics:	Marks
• discerning use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • 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 writer, to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • 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.	5–6
• suitable use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • suitable selection and adequate synthesis of subject matter to support perspectives • 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.	3–4
• inconsistent use of the patterns and conventions of a persuasive text, and of the role of the writer established • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text.	2
• fragmented use of the patterns and conventions of a persuasive text, and aspects of the role of the writer established • fragmented selection of subject matter • some connections between parts of the text.	1
• does not satisfy any of the descriptors above.	0

Criterion: Textual features

Assessment objectives

9. make language choices for particular purposes and contexts

10. use grammar and language structures for particular purposes

11. use written features to achieve particular purposes

The student work has the following characteristics:	Marks
• discerning language choices for particular purposes in a specific context • discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes.	8–9
• effective language choices for particular purposes in a specific context • effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • effective use of written features, including conventional spelling and punctuation, to achieve particular purposes.	6–7
• suitable language choices for particular purposes in a specific context • suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • suitable use of written features, including conventional spelling and punctuation, to achieve purposes.	4–5
• language choices that vary in suitability • uneven use of grammar and language structures • use of written features, including conventional spelling and punctuation, that vary in suitability.	2–3
• inappropriate language choices • fragmented use of grammar and language structures • variable and inappropriate use of written features, including spelling and punctuation.	1
• does not satisfy any of the descriptors above.	0

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