

# English as an Additional Language 2019 v1.4

## Unit 1 sample assessment instrument

October 2018

### Examination — analytical 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 the analytical genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationships with readers
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 stylistic devices and aesthetic features in a text
6. select and synthesise subject matter to support perspectives in a written response
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a written response
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.

<b>Subject</b>	English as an Additional Language		
<b>Technique</b>	Examination		
<b>Unit</b>	Unit 1: Language, text and culture		
<b>Conditions</b>			
<b>Time</b>	2 hours	<b>Planning time</b>	15 minutes
<b>Word length</b>	800–1000 words	<b>Seen/unseen</b>	Seen (students to be given the specific statement one week prior to the assessment)
<b>Other</b>	<ul style="list-style-type: none"> <li>• Genre: analytical essay</li> <li>• Purpose: to interpret, argue and substantiate</li> <li>• Audience: informed readers of literary fiction</li> </ul>		
<b>Instructions</b>			
<p>Your response:</p> <ul style="list-style-type: none"> <li>• will be completed under supervised conditions, with no access to teacher advice, guidance or feedback once the task is distributed</li> <li>• may include 200 words of quotations from the studied text/s (must be signed by your teacher)</li> <li>• must be handwritten or produced with a word processor</li> <li>• will be completed over more than one session. Your teacher will collect all work at the end of each session and return it at the beginning of the next supervised session.</li> </ul>			
<b>Task</b>			
<p>You have been studying the novel <i>The Hunger Games</i> by Suzanne Collins. You are to write an analytical essay, responding to the following statement:          Analyse how <i>The Hunger Games</i> shows a world where the governing authority seeks to use its power and control to destroy personal identity.</p>			
<b>Stimulus</b>			
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<b>Feedback</b>			