Queensland Government | **QCAA** Queensland Curriculum & Assessment Authority

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English as an Additional Language 2025 v1.2

IA2: 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   Persuasive response

Unit   Unit 3: Issues, ideas and attitudes

Duration   4 weeks

Mode / length   Written: up to 1200 words

Individual / group Individual

Other   Students can develop their responses in class time and their own time.

Resources   Open access

Context

Over the course of this unit, you have examined representations of contemporary social issues in a range of media texts, and the ways that 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 issue (or a perspective about a social issue) that has appeared in the local, national or international media and decide on a particular perspective on that topic.

Create the written script for a speech that aims to persuade your audience of fellow Year 12 students to accept your point of view about this contentious social issue.

Topics may include:

- social media and influencers

- gaming addiction and/or technology

- artificial intelligence used in high schools

- mental health and wellbeing of young people

- the rising cost of living

- environmental sustainability (natural disasters in Australia, renewable energy, preserving ecosystems)

- student choice in consultation with your teacher.

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

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

- develop an argument that reflects a particular perspective and makes use of the ways cultural assumptions, attitudes, values and beliefs underpin perspectives and representations about this issue

- 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

☐ Week 1: Consult with your teacher about your topic and perspective for the script of your persuasive speech.

☐ Week 2: Submit your plan for the script of your persuasive speech.

☐ Week 3: Submit the draft of your script to your teacher.

☐ Week 4: Submit your final script through plagiarism-detection software, and submit a hardcopy to your teacher.

Authentication strategies

- You will be provided class time for task completion.

- Your teacher will observe you completing work in class.

- Your teacher will collect and annotate a draft.

- You must acknowledge all sources.

- You must submit a declaration of authenticity.

Instrument-specific marking guide (IA2): 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 • discerning use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • 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 • effective use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • 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 • appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • 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 • superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • 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 • fragmented use of some ways ideas underpin texts • 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 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	4
• inconsistent use of the patterns and conventions of a persuasive text and of the role of the writer • 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	2–3
• fragmented use of the patterns and conventions of a persuasive text • fragmented selection of subject matter • some connections between parts of a 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 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	5
• inconsistent language choices • inconsistent use of grammar and language structures • use of written features, including conventional spelling and punctuation, that vary in suitability	3–4
• inappropriate language choices • fragmented use of grammar and language structures • fragmented use of written features, including spelling and punctuation.	1–2
The student response does not satisfy any of the descriptors above.	0