



Queensland Curriculum and Assessment Authority

Essential English 2019 v1.1

IA1: Sample assessment instrument

Extended response — spoken/signed response

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	Grade
Knowledge application	
Organisation and development	
Textual features	

Conditions

Technique	Extended response — spoken/signed response
Unit	Unit 3: Language that influences
Topic/s	Topic 1: Creating and shaping perspectives on community, local and global issues in texts
Duration	3 weeks notice of task
Mode/length	Spoken/signed: 4–6 minutes
Individual/group	Individual
Resources	Open access to resources

Context

This unit focuses on the media and exploring issues in society, as well as the use of persuasive language as a vehicle for change.

Task

Genre: Persuasive speech (supported by visual aids, e.g. slideshow slides)

Purpose: To persuade

Audience: Peers

Create and present a persuasive speech suitable for a TED talk–style presentation for your school’s Take Action Day. Speak about a particular community, local or global issue that is important to you.

Include a call to action to encourage your peers to become involved.

Checkpoints

- Consult with your teacher about ideas for your speech. Date:
- Complete your written script for your speech. Date:
- Present your draft speech to your teacher for feedback on your spoken delivery. Submit your written script and a copy of your slideshow. Date:
- Submit your final written script with a handout of your slideshow slides to your teacher. Deliver your speech. Date:

Authentication strategies

- Students will provide documentation of their progress at indicated checkpoints.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.

Scaffolding

- Use visual aids to support your speech, but the focus of this assessment is the spoken/signed element (the delivery of your presentation in class will be recorded by your teacher).
- Use appropriate language features specific to the mode (spoken/signed)
 - pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence
 - nonverbal, e.g. facial expressions, gestures, proximity, stance, movement
 - complementary features including visual features, e.g. graphics and images.
- Use the patterns and conventions of a persuasive speech by representing your issue in a way that is convincing to your peers.
 - State your position on your chosen issue and maintain this perspective throughout your speech.
 - Select and sequence your subject matter appropriately.
 - Connect your ideas with cohesive devices.
 - Use language choices to persuade audiences and convince them about the importance of taking action, e.g. rhetorical questions, evocative and inclusive language, personal pronouns, figurative language, appeals, statistics and referencing expert opinions.

Instrument-specific standards: (IA1): Extended response — spoken/signed response

Knowledge application	Organisation and development	Textual features	Grade
<ul style="list-style-type: none"> • use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to effectively shape representations of identities, places, events and/or concepts in a spoken text 	<ul style="list-style-type: none"> • effective use of genre, integrating modes and media where appropriate • control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • purposeful selection and sequencing of relevant subject matter, using spoken cohesive devices to construct a coherent speech 	<ul style="list-style-type: none"> • controlled choice of language informed by an understanding of purpose, audience and context • consistent use of spoken and non-verbal language features 	A
<ul style="list-style-type: none"> • use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to appropriately shape representations of identities, places, events and/or concepts in a spoken text 	<ul style="list-style-type: none"> • appropriate use of genre, combining modes and media where appropriate • some control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • appropriate selection and sequencing of relevant subject matter using spoken cohesive devices to construct a coherent speech 	<ul style="list-style-type: none"> • appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of spoken and nonverbal language features 	B
<ul style="list-style-type: none"> • use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to unevenly shape representations of identities, places, events and/or concepts in a spoken text 	<ul style="list-style-type: none"> • use of genre including modes and media where appropriate • use of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • in the main, relevant subject matter selected and sequenced using spoken cohesive devices to construct a coherent speech 	<ul style="list-style-type: none"> • in the main, appropriate choice of language informed by an understanding of purpose, audience and context • in the main, use of spoken and nonverbal language features 	C
<ul style="list-style-type: none"> • use of ideas to shape narrow representations of identities, places, events and/or concepts in a spoken text 	<ul style="list-style-type: none"> • uneven use of genre • some establishment of a relationship with an audience • some relevant subject matter selected and unevenly sequenced using some cohesive devices 	<ul style="list-style-type: none"> • inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of spoken and non-verbal language features, with frequent lapses 	D

<ul style="list-style-type: none"> • use of ideas to occasionally shape narrow representations of identities, places, events and/or concepts in a spoken text 	<ul style="list-style-type: none"> • uneven construction of a text, including some perspectives that are occasionally supported by basic subject matter that is unevenly sequenced 	<ul style="list-style-type: none"> • narrow choice of language • narrow use of spoken and non-verbal language features that impede understanding 	E
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