

Essential English 2019 v1.1

IA4 A-standard annotated sample response

October 2021

Extended response — written response

This sample has been compiled by the QCAA to assist teachers in developing assessment and matching evidence in student responses to the characteristics described in the instrument-specific standards.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of written texts to position audiences to accept or reject representations of an Australian social group
2. use appropriate roles and relationships with audiences
3. construct representations of identities, places, events and concepts to position audiences to accept or reject representations of an Australian social group
4. make use of the ways cultural assumptions, attitudes, values and beliefs about Australian social groups underpin texts
6. select and use subject matter about an Australian social group to support perspectives
7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent written texts
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use mode-appropriate language features to achieve particular purposes.

Note: Objective 5 is not assessed in this instrument.

Instrument-specific standards (ISS)

Knowledge application	Organisation and development	Textual features	Grade
The student work has the following characteristics:			
<ul style="list-style-type: none"> • use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to effectively shape representations of Australian identities, places, events and/or concepts and influence meaning in a written text 	<ul style="list-style-type: none"> • effective use of genre, integrating media where appropriate • control of the role of the writer to influence audiences to accept perspectives on an Australian social group • purposeful selection and sequencing of relevant subject matter, using written cohesive devices to construct a coherent text 	<ul style="list-style-type: none"> • controlled choice of language informed by an understanding of purpose, audience and context • consistent use of written language features 	A
<ul style="list-style-type: none"> • use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to shape representations of Australian identities, places, events and/or concepts and influence meaning in a written text 	<ul style="list-style-type: none"> • appropriate use of genre, using media where appropriate • some control of the role of the writer to influence audiences to accept perspectives on an Australian social group • appropriate selection and sequencing of relevant subject matter using written cohesive devices to construct a coherent text 	<ul style="list-style-type: none"> • appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of written 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 Australian identities, places, events and/or concepts and influence meaning in a written text 	<ul style="list-style-type: none"> • use of genre, including media where appropriate • use of the role of the writer to influence audiences to accept perspectives on an Australian social group • in the main, relevant subject matter selected and sequenced using written cohesive devices to construct a coherent text 	<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 written language features 	C
<ul style="list-style-type: none"> • use of ideas to shape narrow representations of Australian identities, places, events and/or concepts in a written 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 written language features, with frequent lapses 	D
<ul style="list-style-type: none"> • use of ideas to occasionally shape narrow representations of Australian identities, places, events and/or concepts in a written text 	<ul style="list-style-type: none"> • uneven construction of a text including some perspectives that are occasionally supported by basic subject matter, which is unevenly sequenced 	<ul style="list-style-type: none"> • narrow choice of language • narrow use of written language features that impede understanding 	E

Task

Context
In this unit, we have engaged with Keith Fennell's autobiography, <i>Warrior Brothers</i> . We have also explored the stories of others — Australian servicemen, rural Australians and Australian youth — and used the personal reflective journal in a meaningful way to communicate our values and beliefs.
Task
<p>Genre: Personal reflective journal Purpose: To share personal perspectives Audience: Readers of the <i>Aussie Reviews</i> website</p> <p>Write a personal reflection in the form of a journal for the <i>Aussie Reviews</i> website. Reflect on how the story of Keith Fennell, author of <i>Warrior Brothers</i>, has affected your ideas, values and/or perspectives. Has this person's journey inspired you or challenged you in some way?</p> <p>In your personal reflective journal:</p> <ul style="list-style-type: none"> • shape a representation of an Australian social group to influence audiences to accept your perspectives about this group • tell readers about the lessons you have learnt by describing how one or two of the events that occurred, and/or decisions Keith made, have affected your thinking • use language features and text structures to shape your perspectives and position audiences to see your point of view.

Sample response

Criterion	Result
Knowledge application Assessment objective/s 3, 4	A
Organisation and development Assessment objective/s 1, 2, 6, 7	
Textual features Assessment objective/s 8, 9	

The annotations show the match to the instrument-specific standards.

Organisation and development

Control of the role of the writer to influence audiences to accept perspectives on an Australian social group

Textual features

Controlled choice of language

Organisation and development

Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal

Knowledge application

Use of cultural assumptions, attitudes, values and beliefs to shape representations of an Australian social group

Organisation and development

Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal

Effective use of genre

Textual features

Consistent use of written language features

Knowledge application

Use of cultural assumptions, attitudes, values and beliefs to shape representations of an Australian social group

Learning from others

What has Keith's story taught me?

On my 17th birthday, my older sister bought me *Warrior Brothers* because she wanted me to read a story about duty and courage. I've never been a big reader, but his life was so different that I couldn't help but be interested. Keith was so humble and dedicated that I was affected by his story, which in turn, has changed the way I think about some things. The way he and his fellow servicemen show discipline, courage and service to others makes the world a better place for all of us. Their exciting stories of bravery have actually inspired me, made me think about the person I want to be and the codes I want to live by, including life after school. At the moment, people are constantly asking me what I want to do after finishing school, and I'm still working that out, but after reading Keith's book, I've realised that if I work long enough and hard enough at something, there's a good chance I'll achieve it. I just hope this feeling lasts.

Like all my friends, I want to be independent, to make my own rules and do my own thing, but Keith's story about servicemen showed me that rules exist for a reason (to protect us), so while I don't always like it, if they (servicemen) can accept the rules and use them for good, I probably should try to as well, and that means understanding the rules before rebelling or reacting (not easy!). Keith talks about how life is full of challenges and how this never ends, which can be tiring and confusing, especially when you make mistakes, but he also reiterates how mistake-making is a normal part of learning and growing, that it's not something to be ashamed of. They respect the people around them and get the job done within the rules. I'm not sure that I always get the job done and I probably need to work on being more accepting of rules, but I'm learning. Their sense of responsibility and respect for family really showed honour and the importance of defending justice. All these things make me think about my own choices about life beyond school. In fact, I think his story has taught me more than a dozen lectures from other people.

I particularly like the way Keith explains how important discipline is, which makes me think about the type of person I want to be. He talks openly about how despite being fit, he had to build his endurance through fierce training (they all did). That 15-day training course sounded intense, especially when he talked about his fatigue being so bad that he collapsed from hypoglycaemia, but he said it just made him tougher. It's that determination to become better and to be better that amazes me, especially the way he refused to surrender and instead, focused on increasing his motivation and discipline to succeed. Despite his many hardships, his endurance did improve, all because he refused to quit. All that has made me wonder what I should be doing and where I should be more disciplined (probably schoolwork!).

The chapter that moved me the most was the recovery work they did in Banda Aceh in 2004. It was the one that really made me think about the codes I want to live by. Reading about the work post-tsunami on the streets of Banda was phenomenal. He talked about all their hard work in clearing away the debris and providing fresh water, and it made me wonder what I would do in the same circumstances. There was so much bravery and kindness that I again started thinking about my own codes to live by — helping others in real ways, having integrity and refusing to quit even though circumstances might get tough.

Textual features

Controlled choice of language informed by purpose

Organisation and development

Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal

Anyway, his story humbled me and empowered me as well as challenged me to do better and to do more for others. After all, it is service to others that either makes you a giver or a taker in this life. His story shows what a giver can do, and I want to be a giver. He looks for the good in people and reminds us that there is a moral code to live by, and that ultimately, we live with the choices we make. He taught me how important it is to live a happy life, but not one solely for ourselves. It's about contributing to the lives of others that makes the difference for all of us.