



Queensland Curriculum and Assessment Authority

Essential English 2019 v1.1

IA4: Sample assessment instrument

Extended response — written response 1

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 — written response
Unit	Unit 4: Representations and popular culture texts
Topic/s	Topic 2: Creating representations of Australian identities, places, events and concepts
Duration	4 weeks notice of task
Mode/length	Written: 500–800 words
Individual/group	Individual
Resources	Open access to resources

Context

In this unit, we have engaged with Keith Fennell's autobiography, *Warrior Brothers*. 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

Genre: Personal reflective journal

Purpose: To share personal perspectives

Audience: Readers of the *Aussie Reviews* website

Write a personal reflection in the form of a journal for the *Aussie Reviews* website.

Reflect on how the story of Keith Fennell, author of *Warrior Brothers*, has affected your ideas, values and/or perspectives. Has this person's journey inspired you or challenged you in some way?

In your personal reflective journal:

- shape a representation of an Australian social group to influence audiences to accept your perspectives about this group
- tell readers what 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.

Checkpoints

- Week ___: Consult with your teacher about ideas for your personal reflective journal.
- Week ___: Complete a draft of your personal reflective journal.
- Week ___: Submit your draft to your teacher for feedback.
- Week ___: Submit your final personal reflective journal to your teacher.

Authentication strategies

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

Scaffolding

- Use appropriate language features in your personal reflective journal, including conventional spelling and punctuation.
- Use the patterns and conventions of a personal reflective journal, including
 - appropriate selection and sequencing of your thoughts, opinions and ideas
 - cohesive devices to connect your thoughts, opinions and ideas.
- Use language choices to prompt emotional responses in readers, e.g. symbolism, imagery, figurative devices, and control of sentence length and form.

Instrument-specific standards: (IA4): Extended response — written response

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 	<ul style="list-style-type: none"> • inconsistent choice of language with some demonstration of understanding of purpose, audience and context 	D

	<ul style="list-style-type: none"> • some relevant subject matter selected and unevenly sequenced using some cohesive devices 	<ul style="list-style-type: none"> • some use of written language features, with frequent lapses 	
<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



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