



Queensland Curriculum and Assessment Authority

Essential English 2019 v1.1

IA4: Sample assessment instrument

Extended response — written response 3

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

This unit explores representations of Australian identities, places, events and concepts across a variety of contemporary popular culture texts such as films, songs/lyrics, advertisements, novels, short stories and media texts.

Task

Genre: Short story

Purpose: To entertain

Audience: Judges of the *State Library of Queensland Young Writers Award*

Create a short story that positions audiences to accept or reject a representation of young Australians. Choose a representation you have encountered in one of the texts examined in class and use a theme appropriate to this year's short-story competition, *Perceptions of Australians*.

Checkpoints

- Consult with your teacher about ideas for your short story. Date:
- Complete a draft of your short story. Date:
- Submit your draft to your teacher for feedback. Date:
- Submit your final story to your teacher. Date:

Authentication strategies

- Students will use plagiarism-detection software at submission of the response.
- Students must submit a declaration of authenticity.

Scaffolding

- Use a central idea (cultural identity, gender, age, power/authority or a different idea negotiated with your teacher).
- Use cultural assumptions, attitudes, values and beliefs in your story to challenge or reinforce your chosen representation of young Australians.
- Use appropriate language features for the written mode, including conventional spelling and punctuation.
- Use the patterns and conventions of a short story, including
 - appropriate selection and sequencing of your subject matter, e.g. narrative structure, viewpoint and characterisation
 - cohesive devices to connect parts of your story.
- 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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