

Essential English 2019 v1.1

Unit 1 sample assessment instrument

January 2020

Extended response — spoken/signed

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

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

1. use patterns and conventions of a persuasive speech to suit work-related purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct representations of identities, places, events and concepts in work-related texts
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning
6. select and use subject matter from work-related texts to support perspectives
7. sequence subject matter and use mode-appropriate cohesive devices to construct a coherent multimodal text
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

Note: Objective 5 is not assessed in this instrument.

Subject	Essential English		
Technique	Extended response — spoken/signed		
Unit	Unit 1: Language that works		
Conditions			
Duration	Four weeks preparation		
Mode	Spoken/signed	Length	4–6 minutes per student
Individual/ group	Individual, pair or group	Other	To be supported by visual aids, but the focus of this assignment is the spoken/signed element (the delivery of your presentation in class will be recorded by your teacher)
Resources available	Open access to resources		
Context			
Your local community is holding a careers and employment expo. The event aims to connect jobseekers and those who are looking for career changes with organisations who provide guidance, clarity and opportunities in relation to career options.			
Task			
<p>Genre: Persuasive speech (supported by visual aids, e.g. slideshow slides)</p> <p>Purpose: To inform and promote</p> <p>Audience: Jobseekers at a careers expo</p> <p>Create and deliver a persuasive speech for the upcoming careers and employment expo. Your purpose is to promote your family's expanding company and two or three different types of employee roles currently available.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • use language features to position your audience to view your family's company positively • use persuasive language and cohesive devices • select and sequence subject matter to emphasise the benefits of employment in this workplace by using images of workspaces and other key aspects of working life at your company. 			
Stimulus			
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Checkpoints	
<input type="checkbox"/>	dd/mm/yy: Consult with your teacher about ideas for your speech.
<input type="checkbox"/>	dd/mm/yy: Complete your written script for your speech.
<input type="checkbox"/>	dd/mm/yy: Present your speech to your teacher for feedback on your spoken delivery — in addition, submit your written script and a copy of your slideshow.
<input type="checkbox"/>	dd/mm/yy: Submit your final written script with a handout of your slideshow to your teacher and deliver your speech.
Criterion	Grade
Knowledge application Assessment objectives 3, 4, 5	
Organisation and development Assessment objectives 1, 2, 6, 7	
Textual features Assessment objectives 8, 9	
Feedback	
Authentication strategies	
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. • Students must acknowledge all sources. 	
Scaffolding	
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