

Essential English 2019 v1.1

Unit 2 sample assessment instrument

October 2021

Extended response — written response

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 an email to position audiences about human experiences
2. use appropriate roles and relationships with audiences
3. construct representations of identities, places, events and/or concepts about human experiences
4. make use of the ways cultural assumptions, attitudes, values and beliefs about human experiences underpin texts
6. select and use subject matter to support perspectives about human experiences
7. sequence subject matter and use mode-appropriate cohesive devices to construct a coherent email
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use written 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 influence meaning and effectively shape representations of human experiences in an email 	<ul style="list-style-type: none"> • effective use of the email genre, integrating media where appropriate • control of the role of the writer to influence audiences to accept perspectives on human experiences • purposeful selection and sequencing of relevant subject matter, using written cohesive devices to construct a coherent email 	<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 influence meaning and effectively shape representations of human experiences in an email 	<ul style="list-style-type: none"> • appropriate use of the email genre, using media where appropriate • some control of the role of the writer to influence audiences to accept perspectives on human experiences • appropriate selection and sequencing of relevant subject matter using written cohesive devices to construct a coherent email 	<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 influence meaning and unevenly shape representations of human experiences in an email 	<ul style="list-style-type: none"> • use of the email genre, including media where appropriate • use of the role of the writer to influence audiences to accept perspectives on human experiences • in the main, relevant subject matter selected and sequenced using written cohesive devices to construct a coherent email 	<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 human experiences in an email 	<ul style="list-style-type: none"> • uneven use of the email 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 human experiences in an email 	<ul style="list-style-type: none"> • uneven construction of an email/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

Subject	Essential English		
Technique	Extended response — written response		
Unit	Unit 2: Texts and human experiences		
Conditions			
Duration	Four weeks' preparation		
Mode	Written	Length	500–800 words
Individual/ group	Individual	Other	—
Resources available	Open access to resources		
Context			
<p>In this unit, the focus has been on human experiences and how they bind us together as people by creating empathy and helping us understand each other. We have studied <i>Cleverman</i> and shared ideas about difference, belonging and family.</p> <p>We have also experimented with email as a form of writing to another person for a purpose, in this case, to reveal important personal information about ourselves and our relationships.</p>			
Task			
<p>Genre: Email Purpose: To share thoughts, feelings and ideas Audience: The network streaming <i>Cleverman</i></p> <p>Write an email to the network streaming <i>Cleverman</i> to express your opinion about their decision to stream this TV series.</p> <p>In your email, describe:</p> <ul style="list-style-type: none"> • how a character's behaviour showcases the human experience • the TV series' impact on you, personally. 			
To complete this task, you must:			
<p>In your email:</p> <ul style="list-style-type: none"> • shape representations of the human experience by discussing your chosen character's behaviour and consequences of this behaviour • shape representations of your chosen character and invite audiences to accept your perspectives about the network company's decision to stream <i>Cleverman</i> • use your own cultural assumptions, attitudes, values and/or beliefs to express how <i>Cleverman</i> has impacted you • use language features to reveal important details about your experience of watching <i>Cleverman</i> • use the text structures of an email. 			
Stimulus			
—			

Checkpoints	
<input type="checkbox"/> Week 6: Consult with your teacher about ideas for your email.	
<input type="checkbox"/> Week 8: Submit a draft of your email to your teacher for feedback.	
<input type="checkbox"/> Week 10: Submit your final email to your teacher.	
Criterion	Grade
Knowledge application Assessment objectives 3, 4	
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. 	
<ul style="list-style-type: none"> • Students must acknowledge all sources. 	
Scaffolding	
<ul style="list-style-type: none"> • Draft, revise, edit and proofread your email. • Use ideas and information from <i>Cleverman</i> in your email to shape your perspectives. 	