

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 a letter 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 letter
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 a letter 	<ul style="list-style-type: none"> • effective use of the letter 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 letter 	<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 a letter 	<ul style="list-style-type: none"> • appropriate use of the letter 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 letter 	<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 a letter 	<ul style="list-style-type: none"> • use of the letter 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 letter 	<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 a letter 	<ul style="list-style-type: none"> • uneven use of the letter 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 a letter 	<ul style="list-style-type: none"> • uneven construction of a letter/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, we have studied human experiences and the way life shapes our characters and our relationships.</p> <p>We have studied <i>The Happiest Refugee</i>, discussed the migrant experience, shared ideas about belonging and explored personal communication in the form of a letter to reveal important personal information about ourselves.</p>			
Task			
<p>Genre: Letter Purpose: To share thoughts, feelings and ideas Audience: Another character of your choice in <i>The Happiest Refugee</i></p> <p>In role as one of the characters from <i>The Happiest Refugee</i>, write a letter to another character in the autobiography describing your character's experiences by focusing on the significance of the following:</p> <ul style="list-style-type: none"> • another character/s (one to three) • an event/s (one to three). 			
To complete this task, you must:			
<p>In your letter:</p> <ul style="list-style-type: none"> • add new insight into your chosen character and event/s by communicating your chosen character's inner thoughts and feelings • shape representations of your chosen character that align with those in <i>The Happiest Refugee</i> • shape representations of your chosen character and influence audiences to accept these perspectives • use cultural assumptions, attitudes, values and/or beliefs of your chosen character • use language features to reveal important information about your chosen character • use the text structures of a letter. 			
Stimulus			
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Checkpoints	
<input type="checkbox"/> Week 6: Consult with your teacher about ideas for your letter.	
<input type="checkbox"/> Week 8: Submit a draft of your letter to your teacher for feedback.	
<input type="checkbox"/> Week 10: Submit your final letter 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. • Students must acknowledge all sources. 	
Scaffolding	
<ul style="list-style-type: none"> • Draft, revise, edit and proofread your letter. • Use ideas and information from <i>The Happiest Refugee</i> in your letter to shape your character in a way that is consistent with the autobiography and adds new insight. 	