

Essential English 2025 v1.3

IA4 A-standard annotated sample response

April 2026

Extended response — written response

This sample has been compiled by the QCAA to assist teachers in developing assessment and matching evidence in student responses to the characteristics described in the instrument-specific standards.

This response was developed by a student exiting Essential English in 2025. The instrument-specific standards have been updated to reflect the revised wording of objectives 1, 3, 4 and 6 in the 2025 syllabus.

Instrument-specific standards (ISS)

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> effective construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s effective use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s 	<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 about an aspect of an Australian popular culture text purposeful selection and sequencing of relevant subject matter, using written cohesive devices to construct a coherent response 	<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 to achieve purpose/s 	A
<ul style="list-style-type: none"> appropriate construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s appropriate use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s 	<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 about an aspect of an Australian popular culture text appropriate selection and sequencing of relevant subject matter using written cohesive devices to construct a coherent response 	<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 to achieve purpose/s 	B
<ul style="list-style-type: none"> uneven construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s uneven use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s 	<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 about an aspect of an Australian popular culture text in the main, relevant subject matter selected and sequenced using written cohesive devices to construct a coherent response 	<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 to achieve purpose/s 	C

Knowledge application	Organisation and development	Textual features	Grade
<ul style="list-style-type: none"> • narrow construction of representations of identities, places, events and/or concepts in a written response • narrow use of opinions and/or ideas in a written response. 	<ul style="list-style-type: none"> • uneven use of 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
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Context

In this unit, we explore a range of contemporary Australian popular culture texts, which include autobiographies and creative non-fiction.

Task

Write a series of diary entries (2–3) from the perspective of a character from *A Long Way Home* by Saroo Brierley.

In your 2–3 diary entries:

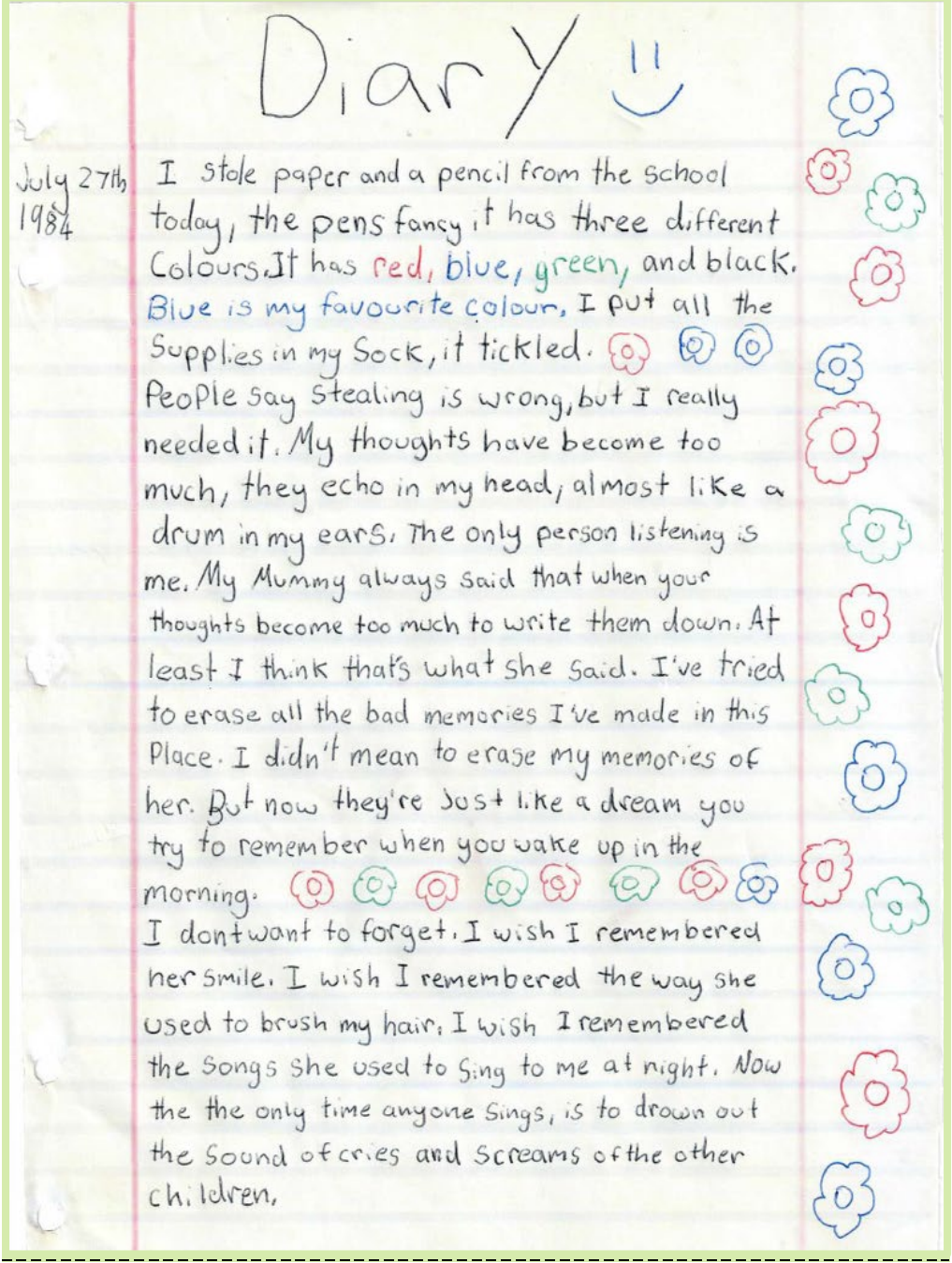
- reflect that person’s opinions and/or ideas, including your **own interpretation** of them
- select an event and/or place that resonated with you (this enables you to describe them authentically as you weave your own interpretations of this character into your diary entries)
- draw upon that person’s personal experiences.

In your 2–3 diary entries, influence audiences to accept your views and help them understand why you feel the way you do.

Sample response

Criterion	Result
Knowledge application Assessment objective/s 3, 4	A
Organisation and development Assessment objective/s 1, 2, 6, 7	
Textual features Assessment objective/s 8, 9	

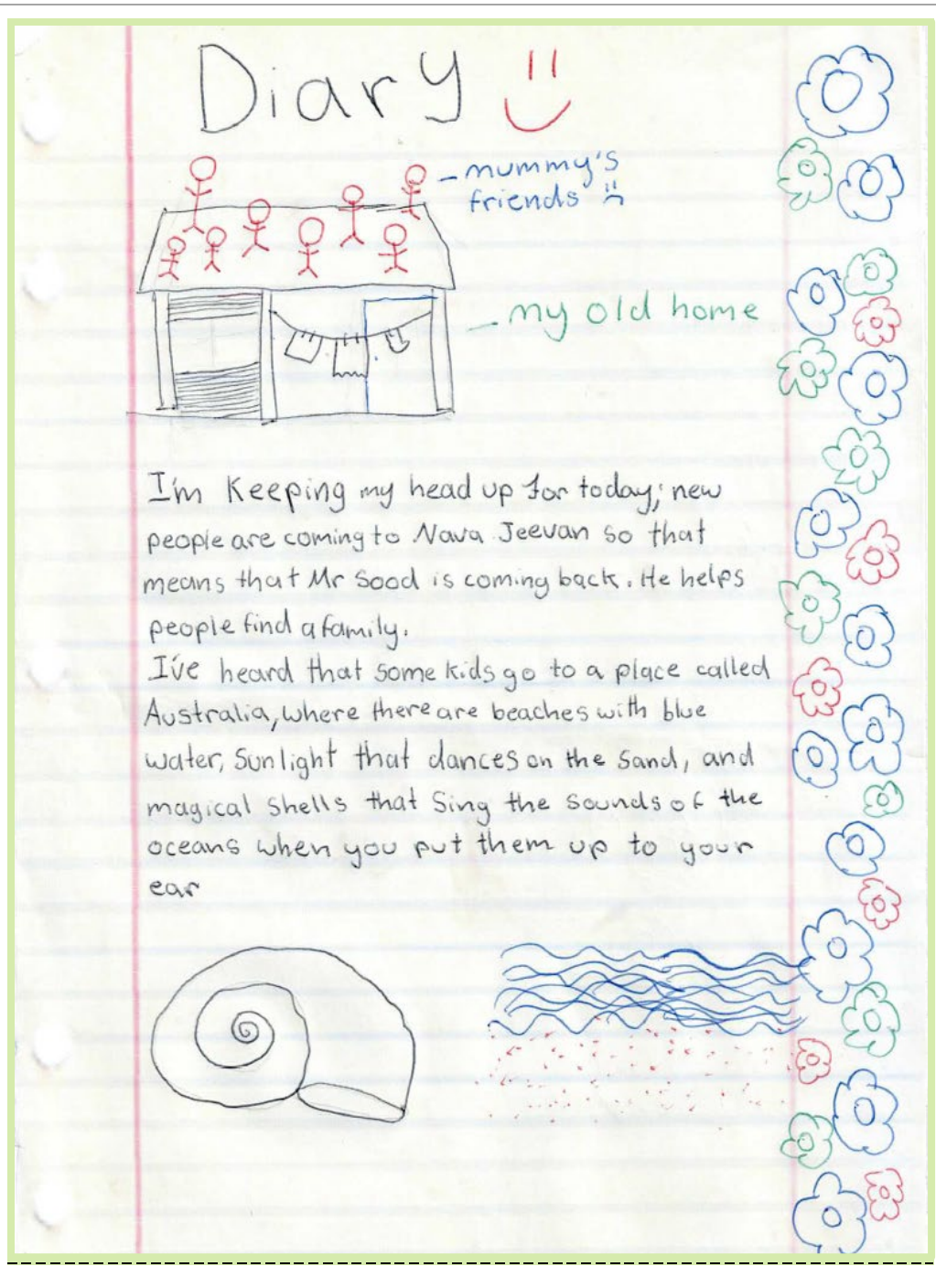
The annotations show the match to the instrument-specific standards.

<p>Effective construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s</p>	 <p>Diary ☺</p> <p>July 27th 1984</p> <p>I stole paper and a pencil from the school today, the pens fancy it has three different Colours. It has red, blue, green, and black. Blue is my favourite colour, I put all the Supplies in my Sock, it tickled. ☺ ☺ ☺ People say Stealing is wrong, but I really needed it. My thoughts have become too much, they echo in my head, almost like a drum in my ears. The only person listening is me. My Mummy always said that when your thoughts become too much to write them down. At least I think that's what she said. I've tried to erase all the bad memories I've made in this Place. I didn't mean to erase my memories of her. But now they're just like a dream you try to remember when you wake up in the morning. ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ I don't want to forget. I wish I remembered her smile. I wish I remembered the way she used to brush my hair. I wish I remembered the songs she used to sing to me at night. Now the the only time anyone sings, is to drown out the sound of cries and screams of the other children.</p>
<p>Effective use of opinions and/or ideas to influence meaning</p>	
<p>Effective use of genre</p>	
<p>Control of the role of the writer to influence audiences to accept perspectives of an aspect of an Australian popular culture text</p>	
<p>Purposeful selection and sequencing of relevant subject matter to construct a coherent series of diary entries</p>	
<p>Controlled choice of language informed by purpose, audience and context</p>	
<p>Consistent use of written language features</p>	

Diary ☺

July 27th 1984 Although it doesn't always help, that sound is engraved into everybody's head. Coming back at the same time every night, like a ghost it haunts me. I think once I get out of here all the good memories will come back, and the bad ones will go. But for now, I think its best I don't try to remember anything. Apart from which people give you extra scoops of porage at breakfast. I haven't made any friends yet, although me and the kid next to me take turns on who gets the bed and who sleeps on the floor. There's not much of a difference, other than the fact up here you're safe from the rats. They don't scare me though; I had them at home, and I'm not sad about not having friends. Mummy's friends are the reason im here. I don't like her friends. Sometimes it felt like they were her imaginary friends, but I know adults don't have those. But she talked to them all the time. She talked to them more than me. I don't understand why, I mean they were strange, mummy said that one time they were on the roof. I'm not mad at mummy though, I don't think I was any good for her.





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