

# Essential English 2025 v1.2

IA4 A-standard annotated sample response

December 2025

## 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.

# 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"> <li>• effective construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• effective use of genre, integrating media where appropriate</li> <li>• control of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text</li> <li>• purposeful selection and sequencing of relevant subject matter, using written cohesive devices to construct a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>• controlled choice of language informed by an understanding of purpose, audience and context</li> <li>• consistent use of written language features to achieve purpose/s</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>• appropriate construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate use of genre, using media where appropriate</li> <li>• some control of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text</li> <li>• appropriate selection and sequencing of relevant subject matter using written cohesive devices to construct a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate choice of language informed by an understanding of purpose, audience and context</li> <li>• appropriate use of written language features to achieve purpose/s</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>• uneven construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use of genre, including media where appropriate</li> <li>• use of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text</li> <li>• in the main, relevant subject matter selected and sequenced using written cohesive devices to construct a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>• in the main, appropriate choice of language informed by an understanding of purpose, audience and context</li> <li>• in the main, use of written language features to achieve purpose/s</li> </ul>	<b>C</b>

Knowledge application	Organisation and development	Textual features	Grade
<ul style="list-style-type: none"> <li>• narrow construction of representations of identities, places, events and/or concepts in a written response</li> <li>• narrow use of opinions and/or ideas in a written response.</li> </ul>	<ul style="list-style-type: none"> <li>• uneven use of genre</li> <li>• some establishment of a relationship with an audience</li> <li>• some relevant subject matter selected and unevenly sequenced using some cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• inconsistent choice of language with some demonstration of understanding of purpose, audience and context</li> <li>• some use of written language features, with frequent lapses.</li> </ul>	<b>D</b>
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.	<b>E</b>

## Context

In this unit, we have engaged with Keith Fennell's autobiography, *Warrior Brothers*. We have also explored the stories of others — Australian servicemen, rural Australians and Australian youth — and used the personal reflective journal in a meaningful way to communicate our values and beliefs.

## Task

Write a personal reflection in the form of a journal for the *Aussie Reviews* website.

Reflect on how the story of Keith Fennell, author of *Warrior Brothers*, has affected our ideas, values and/or perspectives. Has this person's journey inspired you or challenged you in some way?

In your personal reflective journal:

- influence audiences to accept your perspectives about Keith
- tell readers what you have learnt by describing how one or two of the events that occurred, and/or decisions Keith made, have affected your thinking
- use language features and text structures to shape your perspectives and position audiences to understand why you felt the way you do.

## Sample response

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

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

<p>Control of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text</p> <p>Controlled choice of language</p> <p>Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal</p> <p>Use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text</p> <p>Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal</p> <p>Effective use of genre</p> <p>Consistent use of written language features</p> <p>Use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text</p>	<p><b>Learning from others</b></p> <p><b>What has Keith's story taught me?</b></p> <p>On my 17th birthday, my older sister bought me <i>Warrior Brothers</i> because she wanted me to read a story about duty and courage. I've never been a big reader, but his life was so different that I couldn't help but be interested. Keith was so humble and dedicated that I was affected by his story, which in turn, has changed the way I think about some things. The way he and his fellow servicemen show discipline, courage and service to others makes the world a better place for all of us. Their exciting stories of bravery have actually inspired me, made me think about the person I want to be and the codes I want to live by, including life after school. At the moment, people are constantly asking me what I want to do after finishing school, and I'm still working that out, but after reading Keith's book, I've realised that if I work long enough and hard enough at something, there's a good chance I'll achieve it. I just hope this feeling lasts.</p> <p>Like all my friends, I want to be independent, to make my own rules and do my own thing, but Keith's story about servicemen showed me that rules exist for a reason (to protect us), so while I don't always like it, if they (servicemen) can accept the rules and use them for good, I probably should try to as well, and that means understanding the rules before rebelling or reacting (not easy!). Keith talks about how life is full of challenges and how this never ends, which can be tiring and confusing, especially when you make mistakes, but he also reiterates how mistake-making is a normal part of learning and growing, that it's not something to be ashamed of. They respect the people around them and get the job done within the rules. I'm not sure that I always get the job done and I probably need to work on being more accepting of rules, but I'm learning. Their sense of responsibility and respect for family really showed honour and the importance of defending justice. All these things make me think about my own choices about life beyond school. In fact, I think his story has taught me more than a dozen lectures from other people.</p> <p>I particularly like the way Keith explains how important discipline is, which makes me think about the type of person I want to be. He talks openly about how despite being fit, he had to build his endurance through fierce training (they all did). That 15-day training course sounded intense, especially when he talked about his fatigue being so bad that he collapsed from hypoglycaemia, but he said it just made him tougher. It's that determination to become better and to be better that amazes me, especially the way he refused to surrender and instead, focused on increasing his motivation and discipline to succeed. Despite his many hardships, his endurance did improve, all because he refused to quit. All that has made me wonder what I should be doing and where I should be more disciplined (probably schoolwork!).</p> <p>The chapter that moved me the most was the recovery work they did in Banda Aceh in 2004. It was the one that really made me think about the codes I want to live by. Reading about the work post-tsunami on the streets of Banda was phenomenal. He talked about all their hard work in</p>
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Controlled choice of language informed by purpose

Purposeful selection and sequencing of relevant subject matter to construct a coherent personal reflective journal

clearing away the debris and providing fresh water, and it made me wonder what I would do in the same circumstances. There was so much bravery and kindness that I again started thinking about my own codes to live by — helping others in real ways, having integrity and refusing to quit even though circumstances might get tough.

Anyway, his story humbled me and empowered me as well as challenged me to do better and to do more for others. After all, it is service to others that either makes you a giver or a taker in this life. His story shows what a giver can do, and I want to be a giver. He looks for the good in people and reminds us that there is a moral code to live by, and that ultimately, we live with the choices we make. He taught me how important it is to live a happy life, but not one solely for ourselves. It's about contributing to the lives of others that makes the difference for all of us.



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