Queensland Curriculum and Assessment Authority

Essential English 2025 v1.2

IA1: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion
Overall grade

Conditions

Technique   Spoken response

Unit   Unit 3

Topic/s   Topic 1: Creating and shaping perspectives on community, local and global
                       issues in texts

Duration   4 weeks notification of task

Mode / length   Spoken (live or recorded): up to 6 minutes, or signed equivalent

Individual / group Individual

Context

In this unit, we have explored a range of student-selected community, local and global issues, providing us with a diverse range of relevant issues to research and debate before developing informed perspectives about them.

We have also experimented with two genres:

- reflective podcast where your voice is used to connect with the audience and encourage them to understand how you feel about your self-selected community, local or global issue

- pre-recorded persuasive speech (with visuals) to connect with the audience and persuade them to accept your position on your self-selected community, local or global issue.

Task

Create a reflective podcast or a pre-recorded persuasive speech for the online annual Australian youth conference on the 2025 theme, *Issues that matter to US*. Your response will appear on the conference website and snippets of your response will be posted on social media.

If you are creating a reflective podcast, select a community, local or global issue connected to a topic that matters to you, for example:

- 1–3 challenging situations and the key learning gained from them (connects to a community, local or global issue, depending on focus)

- how a healthy emotional outlook on body image can enrich our lives (connects to a community issue of health and well-being)

- how a holiday or travel experience (between 1–3) has affected you in some way (connects to a local issue).

If you are creating a pre-recorded persuasive speech, select a community, local or global issue connected to a topic that matters to you, for example:

- generative AI, volunteering opportunities (connects to a community, local or global issue, depending on focus)

- nuclear energy use (connects to a community, local or global issue, depending on focus)

- athletes' behaviour and/or responsibilities to their fan base of young people (connects to a local or community issue, depending on focus).

Seek permission from your teacher about your chosen issue and topic before starting work on your draft.

Checkpoints

☐   Consult teacher about chosen issue and topic

☐   Draft due:

- submit spoken response (reflective podcast or pre-recorded persuasive speech) for teacher feedback on spoken delivery

- submit draft transcript for teacher feedback on content and ideas

☐   Final due:

- submit spoken response (reflective podcast or recorded persuasive speech)

- submit final transcript.

Authentication strategies

- You will be provided class time for task completion.

- Your teacher will observe you completing work in class.

- You must acknowledge all sources.

- You must submit a declaration of authenticity.

Scaffolding

For both the reflective podcast and the pre-recorded persuasive speech:

- shape your topic and issue in ways that encourage audiences to view them the same way as you

- express your opinions in a reflective and/or persuasive way to connect with audiences and ignite empathy for you and your perspectives

- use the required genre for your chosen response and order your content logically so that audiences can follow your ideas

- use cohesive devices to bind your message and create a fluid, easy-to-listen-to response

- select ideas and information that are relevant to your issue and topic, and ones that add meaning

- choose language that is appropriate for the audience of youth at the online annual Australian youth conference and suitable for the 2025 theme, *Issues that matter to US*

- use your voice in a reflective and/or persuasive way to help your audience understand both you as an individual and your message.

If you are creating a reflective podcast, connect with your audience through spoken language features, e.g. tone (smiling at the same time you speak creates friendliness), pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence.

If you are creating a pre-recorded persuasive speech, connect with your audience through spoken language features (e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence), gestural elements (e.g. facial expressions) and visual images.

Instrument-specific standards (IA1): Spoken response

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• effective construction of representations of identities, places, events and/or concepts in a spoken response • effective use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• effective use of a persuasive, reflective or imaginative genre, integrating modes and media where appropriate • control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • purposeful selection and sequencing of relevant subject matter, using spoken cohesive devices to construct a coherent spoken response	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of mode-appropriate language features	**A**
• appropriate construction of representations of identities, places, events and/or concepts in a spoken response • appropriate use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• appropriate use of a persuasive, reflective or imaginative genre, combining modes and media where appropriate • some control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • appropriate selection and sequencing of relevant subject matter using spoken cohesive devices to construct a coherent spoken response	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of mode-appropriate language features	**B**
• uneven construction of representations of identities, places, events and/or concepts in a spoken response • uneven use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• use of a persuasive, reflective or imaginative genre, including modes and media where appropriate • use of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • in the main, relevant subject matter selected and sequenced using spoken cohesive devices to construct a coherent spoken response	• in the main, appropriate choice of language informed by an understanding of purpose, audience and context • in the main, use of mode-appropriate language features	**C**

Knowledge application	Organisation and development	Textual features	Grade
• use of ideas to shape narrow representations of identities, places, events and/or concepts in a spoken response • narrow use of opinions and/or ideas about a community, local or global issue.	• uneven use of a persuasive, reflective or imaginative genre • some establishment of a relationship with an audience • some relevant subject matter selected and unevenly sequenced using some cohesive devices.	• inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of mode-appropriate 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**