



Essential English 2025 v1.2

IA4: 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	Written response
Unit	Unit 4: Representations and popular culture texts
Topic/s	Topic 2: Creating representations of Australian identities, places, events and/or concepts
Duration	4 weeks notification of task
Mode / length	Written: up to 800 words
Individual / group	Individual

Context

In this unit, we have explored how several class-studied Australian popular culture texts use settings for a particular purpose. Some of them catapult audiences into a diverse range of man-made and natural landscapes, e.g. bustling cities, pristine beaches, dense rainforest, sand dunes in the outback, rocky outcrops and red deserts.

We have also experimented with blogs and websites exploring Australian films.

Task

Write a blog post for *FilmInk* about the significance of 1–3 settings in Baz Luhrmann's 2008 film *Australia* (or an alternative class-studied text) that has impacted you in some way, for example:

- reminded you of a special place
- connected you to a trip to Australia's interior
- resonated with an aspect of your childhood
- connected you to a moment in time
- elicited an emotional response.

Your audience is readers of *FilmInk*. Your purpose is to use *Australia* (or an alternative class-studied text) as a springboard for exploring your own personal responses (thoughts and feelings) to your chosen 1–3 settings and describe why you might feel that way.

Checkpoints

- ☐ Consult with your teacher about your central idea for your blog post. Date:
- ☐ Submit your draft to your teacher for feedback. Date:
- ☐ Submit your final to your teacher. Date:

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 your blog post:

- use an attention-grabbing headline
- write an introduction stating your central perspective, so readers understand your personal responses (thoughts and feelings) about your chosen 1–3 settings in *Australia* or an alternative class-studied text
- create a through line to bind your personal thoughts and feelings into a cohesive response
- use body paragraphs to shape your chosen 1–3 settings in ways that encourage readers to understand your personal responses and to ignite empathy for you
- order your thoughts and reflections logically so audiences can easily follow your opinions and ideas about your chosen 1–3 settings
- use cohesive devices throughout to connect your ideas and create a fluid, easy-to-read blog post
- select pertinent information from your chosen 1–3 settings in *Australia* (or an alternative class-studied text) to help readers visualise the setting/s and understand why you feel that way
- choose language that is appropriate for the audience of *FilmInk*
- use language features (grammar, spelling, punctuation, figurative language, literacy devices) to help your audience understand you as an individual.

Instrument-specific standards (IA4): Written response

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• 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	• 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	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of written language features to achieve purpose/s	A
• 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	• 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	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of written language features to achieve purpose/s	B
• 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	• 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	• 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
• 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.	• uneven use of 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 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

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