



Queensland
Government

QCAA

Queensland Curriculum
& Assessment Authority

Queensland Curriculum and Assessment Authority

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 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 your 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 feel the way you do.

Checkpoints

- Consult with your teacher about your central idea for your personal reflective journal. 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 personal reflective journal:

- use appropriate language features, including conventional spelling and punctuation
- use the patterns and conventions of a personal reflective journal, including
 - appropriate selection and sequencing of your thoughts, opinions and ideas
 - cohesive devices to connect your thoughts, opinions and ideas
- use language choices to prompt emotional responses in readers, e.g. symbolism, imagery, figurative devices, and control of sentence length and form.

Instrument-specific standards (IA4): Written response

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



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