

Literacy 2018 v1.0

IA1A sample assessment instrument

May 2018

Extended response — written

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

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

3. communicate relationships between ideas and information in a style appropriate to audience and purpose in personal, social and learning situations
4. select vocabulary, grammatical structures and conventions appropriate to the text in personal, social and learning situations.

Note: Objectives 1, 2, 5, 6, 7 and 8 are not assessed in this instrument.

Subject	Literacy	Instrument no.	IA1A
Technique	Extended response — written		
Topic	Topic 1: Personal identity and education		

Summative internal assessment

Conditions

Duration Three weeks notification and preparation (in class and out-of-class time)

Mode Written **Length** 500–800 words

Individual/group Individual **Other** —

Resources available Open access to resources

Context

In this topic, you have explored the impact of social issues on the development of personal identity in young people. You have accessed a variety of texts, such as reputable websites, media texts and blogs, and discussed how they can be used to express concerns about particular social issues in the community.

Task

Explain a social issue and its impact on the personal identity of teenagers in a blog for a reputable website, such as *ConnectedSpace* or *ReachOut*. Select your social issue in consultation with your teacher.

To complete this task, you must:

- explain ideas and information from familiar and unfamiliar texts; familiar texts in this topic are
 - *ConnectedSpace*, <http://connectedspace.com.au>
 - *Office of the eSafety Commissioner*, www.esafety.gov.au
- explain your chosen social issue and its impact on personal identity in teenagers
- select vocabulary, grammatical structures and conventions appropriate for a blog.

Stimulus

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Checkpoints

- Consult with your teacher about the appropriateness of the chosen social issue.
- Identify the ideas and information about the social issue contained in a variety of texts.
- Analyse and evaluate your data and draft your blog.
- Submit a draft to your teacher for feedback.
- Submit final response.

Summative internal assessment	
Criterion	Result
Writing Assessment objectives 3 and 4	
Authentication strategies	
<ul style="list-style-type: none"> • The teacher will collect and annotate drafts. 	
<ul style="list-style-type: none"> • Students must acknowledge all sources. 	
<ul style="list-style-type: none"> • The teacher may conduct a question and answer session (teacher and/or class members) after the extended response has been submitted to provide information about your learning and engagement with the task. 	

Instrument-specific standards

Writing	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> thorough explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations effective selection and use of specialised vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations. 	A
<ul style="list-style-type: none"> relevant explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations appropriate selection and use of specialised vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, including some complex texts, in personal, social and learning situations. 	B
<ul style="list-style-type: none"> explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations. 	C
<ul style="list-style-type: none"> descriptions of obvious relationships between ideas and information sourced from familiar texts in personal, social and learning situations uneven selection and use of simple vocabulary, grammatical structures and conventions in familiar texts and contexts, in personal, social and learning situations. 	D
<ul style="list-style-type: none"> statements of ideas and information sourced from familiar texts in personal, social and learning situations uneven use of simple vocabulary and grammatical structures in personal, social and learning situations. 	E