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| Literacy 2025 v1.1  Topic 1: Personal identity  Internal assessment A Written response This template is supplied by the QCAA to assist and support teachers in planning and developing assessment instruments for Literacy for individual school settings.  Schools develop extended response internal assessments based on the learning described in Topics 1 and 2 of theLiteracy Short Coursesyllabus.  [Title: Copyright indicator - Description: Creative Commons (CC) icons](https://www.qcaa.qld.edu.au/copyright) This template is © State of Queensland (QCAA) 2025  **Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **|  Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright). |

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|  | [Insert school name here] | |
| Student name: [Student name] | Student number: [Student number] |
| Teacher name: [Teacher names] | |
| Date handed out: [Date handed out] | Date due: [Date due] |

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| Subject | Literacy |
| Technique | Written response |
| Topic | 1: Personal identity |

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| Conditions | | | |
| Genre | Page of a website (webpage) | Length | Up to 600 words |
| Audience | Readers accessing a website focused on health and wellbeing — either a student-selected website or a teacher-provided website. | | |
| Resources available | * Webpage creator * Class-studied resources * Laptops. | | |
| Context | | | |
| In this topic, we have explored how webpages make ideas and information meaningful to readers.  We have also explored lots of different ways to structure these ideas and information, i.e. the use of written words (e.g. paragraphs, headings, hyperlinks) and visuals (e.g. images, graphs) to make the webpage both appealing and easy to understand.  We have focused on the relationship between hobbies, health and wellbeing. | | | |
| Task | | | |
| Create a webpage for readers of your website about the hobby you are focusing on in your response.  On your webpage:   * structure your ideas into 1–2 blogs * include one visual for each blog, e.g. image, graph * describe the role of hobbies in contemporary society * describe 1–2 hobbies, e.g. required skills; who these hobbies are most suited to; relevance to modern life * describe benefits and/or challenges of the selected 1–2 hobbies * refer to 1–2 key points from each required familiar and unfamiliar text. | | | |
| To complete this task, you must: | | | |
| * use the class-provided webpage creator to produce your own unique webpage about your chosen 1–2 hobbies * edit your work to ensure accurate written expression, i.e. vocabulary, spelling, grammar, punctuation * select visuals with care, ones that help your readers understand the points you are making. | | | |
| Familiar and unfamiliar texts | | | |
| On your webpage, refer to the following texts to show your knowledge of hobbies and to validate your claims:   * familiar text — class-studied text about the role of hobbies * unfamiliar text — one text about your chosen hobby from the teacher-provided list. | | | |
| Draft due\_\_\_/\_\_\_/\_\_\_ | | | |
| Final due\_\_\_/\_\_\_/\_\_\_ | | | |
| Authentication strategies | | | |
| * The teacher will provide class time for task completion. | | | |
| * Students will produce sections of the final response under supervised conditions. | | | |
| * The teacher will collect copies of your response and monitor at key junctures. | | | |
| * The teacher will collect and annotate a draft. | | | |
| * Students must acknowledge all sources. | | | |
| * Students must submit a declaration of authenticity. | | | |

## Instrument-specific standards

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| **Writing** | |
| The student work has the following characteristics: | Grade |

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| * effective use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive * effective use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes | **A** |
| * appropriate use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive * appropriate use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes | **B** |
| * use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive * use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes | **C** |
| * superficial use of ideas and information about personal identity or workplace contexts, sourced from familiar texts * uneven use of simple vocabulary, grammar, spelling and punctuation about personal identity or the workplace. | **D** |
| The student response does not match any of the descriptors above. | **E** |