Supervised assessment: Writing (School newspaper article)

This sample has been compiled by the Queensland Studies Authority (QSA) to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criteria:

Conveying meaning: Writing

Assessment instrument

Comments:
Students are required to:
• know and use features of the French language
• create a written text set in an authentic social context for a specific audience, with a realistic purpose, and using the appropriate conventions of the text type.

Syllabus references:
• Section 3
• Section 5.4
• Section 8.3.4
• Section 8.4.2

Task:
An overseas French-speaking friend has asked you to write an article to place in his/her school newspaper. The readers are interested in knowing what social issues concern Australian teenagers. Write about a number of issues, giving your opinions and those of your peers, and comment on how you think governments and/or society react to these issues.

Write approximately 200 words.

Dictionaries may be used.

Conditions for writing tasks include:
• the task for assessment not being given in advance
• the use of dictionaries that enable students to edit and correct their work
• an extended passage of writing of approximately 200 words by the end of Year 12.

The assessment task provides opportunities for the writer to:
• demonstrate a wide range of vocabulary and grammar as they write about different social issues from a variety of perspectives
• express information, ideas and opinions on topics of relevance to them (syllabus 5.4) when choosing and discussing social issues on which they and their peers have opinions
• create a text that adheres to the conventions of a specified text type and uses the appropriate register (syllabus 8.4.2) when writing a school newspaper article
• write with flexibility and originality by drawing together language from a variety of learning experiences and transferring this language, learnt in a familiar context, to an unrehearsed context (syllabus 8.3.4).
### Conveying meaning: Writing

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student work has the following characteristics:</td>
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<tr>
<td>- a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning</td>
<td>- a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>- some familiar vocabulary and grammar is used, but errors are evident</td>
<td>- responses may be basic sentences using well-rehearsed words and phrases</td>
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<tr>
<td>- a range of cohesive devices is used to link aspects of the text</td>
<td>- selected cohesive devices are used to link aspects of the text</td>
<td>- basic cohesive devices are used to connect simple ideas</td>
<td>- frequent errors are evident</td>
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<tr>
<td>- register is appropriate to a school newspaper article</td>
<td>- register is usually appropriate to a school newspaper article</td>
<td>- register used is generally consistent</td>
<td></td>
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<tr>
<td>- spelling, punctuation and word order display a high degree of accuracy</td>
<td>- spelling, punctuation and word order display a reasonable degree of accuracy</td>
<td>- spelling, punctuation and word order contain inaccuracies</td>
<td>- errors in spelling, punctuation and word order hinder meaning</td>
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<tr>
<td>- written communication adheres consistently to the conventions of a school newspaper article</td>
<td>- written communication may feature some aspects a school newspaper article</td>
<td>- written communication may not always be appropriate to a school newspaper article</td>
<td>- written communication may not always be appropriate to a school newspaper article</td>
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<tr>
<td>- the writer’s ideas and purposes are conveyed effectively with flexibility and originality</td>
<td>- the writer’s ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>- simple ideas are conveyed effectively</td>
<td>- some simple meanings are conveyed</td>
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<tr>
<td>- written text is well organised and displays a high level of coherence</td>
<td>- written text is organised and is generally coherent</td>
<td>- organisation of the written text is basic and displays some coherence</td>
<td>- some simple ideas are conveyed</td>
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<tr>
<td>- an understanding and response to cultural contexts is clearly evident in the writing.</td>
<td>- an understanding and response to cultural contexts may be evident in the writing.</td>
<td>- the writing shows some recognition of cultural contexts.</td>
<td>- the writing shows little recognition of cultural contexts.</td>
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</tbody>
</table>