Supervised Assessment: Writing (School newspaper article)

This sample has been compiled by the 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 Greek 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 Greek-speaking friend has asked you to write an article for their 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 friends, 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 writers 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 reference 5.4) when choosing and discussing social issues on which they and their friends have opinions
- create a text that adheres to the conventions of a specified text type and the appropriate register (syllabus reference 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 reference 8.3.4).
## Instrument-specific criteria and standards

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<td></td>
<td>The student work has the following characteristics:</td>
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<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>- a range of familiar vocabulary and grammar is used, but errors are evident</td>
<td>- some familiar vocabulary and grammar is used, but frequent errors are made</td>
<td>- responses may be basic sentences using well-rehearsed words and phrases</td>
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<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>- some simple linking words are used, but the meaning as a whole is fragmented</td>
<td>- frequent errors are evident</td>
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<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>- errors in spelling, punctuation and word order hinder meaning</td>
<td>- frequent errors are evident</td>
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<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>- written communication may not always be appropriate to a school newspaper article</td>
<td>- some simple meanings are conveyed</td>
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<td>- written communication adheres consistently to the conventions of a school newspaper article</td>
<td>- the writer’s ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>- written communication may feature some aspects a school newspaper article</td>
<td>- some simple ideas are conveyed</td>
<td>- some simple meanings are conveyed</td>
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<td>- the writer’s ideas and purposes are conveyed effectively with flexibility and originality</td>
<td>- written text is organised and is generally coherent</td>
<td>- simple ideas are conveyed effectively</td>
<td>- organisation of the written text is basic and displays some coherence</td>
<td>- the writing shows little recognition of cultural contexts</td>
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<td>- written text is well-organised and displays a high level of coherence</td>
<td>- an understanding and response to cultural contexts may be evident in the writing.</td>
<td>- written text lacks coherence</td>
<td>- the writing shows some recognition of cultural contexts.</td>
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<td>- an understanding and response to cultural contexts is clearly evident in the writing.</td>
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