# 2018 Essential English Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Responding to Texts (30%)

Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form. For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* communication
* comprehension
* analysis.

*The more successful responses commonly:*

* were in response to texts that were appropriate for the student’s level of ability
* were in response to texts that provided opportunities for rich analysis of the ways in which creators conveyed information, ideas, and perspectives (Analysis 1)
* included supporting annotations that provided further evidence of the student’s comprehension and analysis skills
* specifically explored the elements of cultural, social and/or technical language (Analysis 2)
* allowed students to demonstrate achievement against a limited number of selected performance standards
* relied on texts like videos, songs, or articles that allowed the student to highlight a contemporary issue which could be discussed from their local or community perspective (Comprehension and Analysis)
* answered targeted prompt questions that focused on Comprehension and Analysis of a specific text.

*The less successful responses commonly:*

* were in response to guiding questions that elicited a recount of the text rather than analysis or thorough comprehension
* recounted and described the text being analysed
* were assessed against too many performance standards
* were in some circumstances assessed against the Application standards which are more appropriate in Creating Texts than Responding to Texts
* did not provide sufficient evidence of Analysis 2 within the assessment type
* included responses where students struggled to identify and understand language and stylistic features.

Assessment Type 2: Creating Texts (40%)

Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

Students create:

* one advocacy text
* two additional texts.

The two additional texts should be different from each other and from the advocacy text in purpose, audience, and/or context.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* communication
* application.

Creating texts are primarily assessed against the Communication and Application assessment design criteria. Some assessment plans assessed student work against the Analysis and/or Comprehension criteria which did not enable the students to successfully demonstrate either criteria. Designing tasks that enable students to create specified texts enables more accurate application of the Communication and Application assessment design criteria.

*The more successful responses commonly:*

* had a clear audience and purpose which provided a structure for the text
* were advocacy texts that focused on a local context that students could connect with
* included oral presentations that played to student strengths (e.g. cooking and make-up tutorials)
* demonstrated appropriate textual conventions
* had been scaffolded to develop student understanding of their target audience and the purpose of the text
* demonstrated a wide range of language and stylistic features appropriate to the genre.

*The less successful responses commonly:*

* included writer’s statement which did not full allow students to demonstrate the creative components within the Application criteria. Analysing their own work takes up too much of the 800 word count and generally does not meet the Application performance standards
* were assessed against too many performance standards for individual tasks.
* used language that did not suit the audience or purpose of the text
* were multimodal or oral presentations that did not provide sufficient evidence of the student’s communicative ability.

# External Assessment

## Assessment Type 3: Language Study

The Language Study requires students to select a context in which language is used for a purpose with a particular audience. Students focus the study with a question or hypothesis. Students use at least two different language resources as the focus for the study. Students are required to analyse how the language used in the resources can answer the question or prove or disprove the hypothesis.

Students are required to communicate in clear and coherent writing or speaking. They must use the textual conventions of the style of study they complete. They must choose a format which is appropriate for the context and purpose of their study. They must demonstrate an understanding of the ways in which language features are used in a variety of texts for a specific purpose. They must analyse ways in which the creators of texts convey information, ideas and perspectives. They must analyse the use of cultural, social or technical language in the given context. They must select and use a range of language and stylistic features in the study to convey the information that answers the question.

Successful questions included:

* How do two car advertisements, one for a luxury brand and the other a mid-range car brand, combine language and imagery to appeal to a particular audience? This question allowed students to discuss social language (the different motivations for owning a particular brand of car) and technical language (about the features of the car).
* How is language used in Episode 4 and 5 of The Block to appeal to a TV audience?
* How do acne creams for teenagers and anti-ageing products for mature women, combine language and imagery to appeal to a female target audience?
* How was language used by Oprah Winfrey in her Golden Globes speech and Emma Watson in her UN speech to advocate for women?
* How does World Vision (Salvation Army) use language on its website and on Facebook in order to persuade people to donate to their cause?
* How does The Sun and The Daily Mail use language to influence their audiences by commenting on the success of the Royal Wedding in positive and negative ways?
* How is language used to promote audience interest in a particular product, and that used by an online reviewer of the same product?
* Compare how the Behind The News website (designed for children) and the ABC News website (designed primarily for adults) use language to deliver a specific new item to their target audiences.
* How is both written and oral language used in my workplace to communicate successfully with a broad range of people?
* How is language used in the films, ‘The Lord of the Rings: The Fellowship of the Ring’ and ‘Star Wars: A New Hope’ to express the mission of allied forces in their fight against evil in ways that are entertaining to their audiences?
* How is language used in two Australian drink-driving resources to deter people from drinking and driving?
* How do Emirates and Jetstar use language and stylistic features to appeal to their target audiences?
* How do the texts ‘The Kangaroos Who want to be People’ and ‘The Lighthouse Girl’ use different illustrations and language features to tell an appealing story?
* How does my local ALDI supermarket use a range of language features to attract customers to shop at ALDI?
* How does a stall at the Central Market use a wide range of language resources to appeal to potential customers?

The more successful responses commonly:

* demonstrated a clear understanding of purpose and audience
* used a specific and explicit focus question
* used two language resources and identified them in the question
* used language resources which enabled them to analyse at the highest level
* provided textual evidence in the form of quotations or specific examples
* used relevant metalanguage to inform their analysis
* exhibited control over grammar, spelling and punctuation conventions
* planned, drafted and edited their work and adhered to word count or time restrictions
* explored a context of personal interest
* analysed the use of social, cultural or technical elements of language
* structured the study by adhering to the textual conventions of the study format chosen whether report style, multimodal or oral response
* completed an oral response which communicated with the audience using clear and coherent speaking rather than just reading to them.

The less successful responses commonly:

* provided only a recount of what the student did
* provided a plot recount of texts
* described the language use rather than analysed it
* used only one language resource
* communicated generally about language without referring to specific resources
* provided lists or tables of terms without analysis of their use in context
* posed a question which did not support language analysis
* did not refer to the social, cultural or technical uses of language
* compiled a literature review of a particular type of language use without personal analysis of language
* conducted an unnecessary survey or interview
* completed a task from the old ESL subject namely an interview analysis
* submitted a task they had completed for Responding to Texts
* did not use the Essential English subject outline information for the Language Study.