# 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 Text (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:*

* include texts that students could to respond to within their ability and provide opportunities for rich analysis of ways in which creators of texts convey information, ideas, and perspectives (Analysis 1)
* included supporting annotations that provided further evidence of the student’s comprehension and analysis skills
* made specific reference to the Analysis 2 standard and explored the cultural, social and/or technical language elements
* were clear with explicit focus on selected performance standards.
* used texts like videos, songs, or articles that allowed students to highlight a contemporary issue which can be discussed from a student’s local, community perspective were successful in demonstrating the Comprehension and Analysis standards.

*The less successful responses commonly:*

* assessed against too many performance standards and in some circumstances against the Application standards which are more appropriate in Creating Texts than Responding to Texts
* consisted of guide questions that did not elicit analysis or thorough comprehension but rather only a recount of the text
* involved An 2 being assessed across the assessment type but then not evidenced or ignored within each task which did not enable the student or work to demonstrate the performance standard
* included responses which were repetitive, overly-scaffolded and not focused on demonstrating a comprehension of ways in which the creators and readers of texts use a wide range of language features and stylistic features
* 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.

The subject outline specifies that students need to create one advocacy text and two additional texts and that the additional texts should be different from each other and from the advocacy text. Some tasks did not follow this component of the subject outline and subsequently students created two advocacy texts. Please be mindful of what is required within the subject outline.

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 clear evidence of persuasive techniques in their advocacy tasks and attempt to persuade the audience to take action
* achieved their purpose through targeting the audience with specific language choices that matched the context and writing genre.

The less successful responses commonly:

* include writer’s statements which do 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
* are assessed against too many performance standards for individual tasks.

## Assessment Type 3: Language Study (30%)

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 were:**

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 do the chefs, Gordon Ramsay and Jamie Oliver, use language features in their cooking shows, Ramsay’s Kitchen Nightmares and Jamie’s School Dinners, to appeal to their audiences?

How was language used by various social media and news forums to attack Yassmin Abdel for her comment on Facebook?

How does World Vision use language on its website and on Facebook in order to persuade people to donate to their cause?

How does Billboard and the Washington Post use language to influence their audiences by commenting on the success of Kanye West’s season 5 fashion show in positive and negative ways?

How does the language usage vary between Apple’s own promotional launch of their iPhone 8, and that used by an online reviewer of the same product?

How is a combination of visual images and language used to sell a three bedroom, 2-bathroom house valued over $ 1 million in the Eastern suburbs and a three bedroom, 2-bathroom house in the Southern suburbs of Adelaide?

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 two Australian drink-driving resources to deter people from drinking and driving?

What language techniques does an airport website use to help the tourism industry? How does the airport use language to connect with various communities? How do the printed materials displayed at the airport support the tourism industry?

What language and visual features are used in the three trailers to effectively promote the film franchise High School Musical?

How is language used by tennis trainers to motivate, instruct and prepare players prior to a match?

What communication techniques are used in two episodes of iFish to impart ideas and perspectives to its target audience?’

The more successful responses commonly:

* demonstrated a clear understanding of purpose and audience
* used a focus question
* 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
* explored a context of personal interest
* analysed the use of social, cultural or technical elements of language.

The less successful responses commonly:

* provided only a recount of what the student did
* used only one language resource
* provided lists or tables of terms without analysis
* posed a question which did not support language analysis
* did not refer to the social, cultural or technical uses of language.