English SEE marking and response guide

External assessment 2022

SEE 2 Paper 1: Imaginative response (45 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of an imaginative genre to achieve particular purposes in a specific context
2. establish and maintain the role of writer and relationships with audiences
3. create perspectives and representations of concepts, identities, times and places in an imaginative text
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve purposes
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an imaginative text
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of ‘0’ will be recorded.

Where no response to a question has been made, a mark of ‘N’ will be recorded.

Marking guide

Criterion: Knowledge application

The response, for creation of perspectives and representations:	M	The response, for use of the ways ideas underpin the literary text:	M	The response, for use of the writer's choices:	M
• demonstrates astute creation of perspectives or representations	6	• demonstrates astute use of cultural assumptions, attitudes, values or beliefs to position audiences	6	• demonstrates astute use of stylistic or aesthetic choices to shape an imaginative text	6
• demonstrates purposeful creation of perspectives or representations	5	• demonstrates purposeful use of cultural assumptions, attitudes, values or beliefs to position audiences	5	• demonstrates purposeful use of stylistic or aesthetic choices to shape an imaginative text	5
• demonstrates suitable creation of perspectives or representations	4	• demonstrates suitable use of cultural assumptions, attitudes, values or beliefs to position audiences	4	• demonstrates suitable use of stylistic or aesthetic choices to shape and imaginative text	4
• demonstrates creation of perspectives or representations, that may, at times, be superficial	3	• demonstrates use of cultural assumptions, attitudes, values or beliefs that may, at times, be superficial	3	• demonstrates use of stylistic or aesthetic choices that may, at time, be superficial	3
• identifies perspectives or representations	2	• identifies cultural assumptions, attitudes, values or beliefs	2	• demonstrates use of stylistic or aesthetic choices that may, at times, be inappropriate	2
• identifies some aspects of perspectives or representations	1	• identifies some aspects of cultural assumptions, attitudes, values or beliefs		• demonstrates some aspects of stylistic or aesthetic choices	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Organisation and development

The response, for development:	M	The response, for selection and synthesis:	M	The response, for sequencing and organisation:	M	The response, for cohesion:	M
• provides a nuanced short story for a storytelling podcast that is developed across the response	5	• provides well-considered selection of ideas in response to the poem and concept • uses these subtly to develop the short story for a storytelling podcast	5	• Demonstrates fluent and discriminating sequencing of ideas within and between paragraphs	3	• Uses connective devices to develop, emphasise and transition between ideas within paragraphs and across the response	3
• provides a purposeful short story for a storytelling podcast that responds to the item and is developed across the response	4	• provides well-considered selection of ideas in response to the poem and concept • uses these to develop the short story for a storytelling podcast	4	• demonstrates sequencing of information and ideas within and between paragraphs	2	• uses connective devices to emphasise and develop ideas	2
• provides a short story for a storytelling podcast that responds to the item	3	• provides ideas in response to the poem and/or concept • uses these to frame the short story for a storytelling podcast	3	• demonstrates sequencing of information and ideas	1	• uses some connecting phrases or words to link ideas	1
• provides a short story for a storytelling podcast that responds to aspects of the item	2	• provides ideas • uses these to frame aspects of the short story for a storytelling podcast	2	• does not satisfy any of the descriptors above.	0	• uses connective devices to emphasise and develop ideas.	0
• provides some statements in response to the item	1	• provides statements	1				
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0				

Criterion: Textual features

The response, for grammar and sentence structure:	M	The response, for language choices:	M	The response, for punctuation:	M	The response, for spelling:	M
• uses grammatical structures with purpose	3	• uses language fluently to develop the role of the storyteller	4	• uses punctuation accurately and purposefully	2	• uses simple and complex words that can be understood in context	2
• uses grammatical structures that may affect fluency, but meaning is still discernible	2	• uses language appropriately to develop the role of the storyteller	3	• uses punctuation with lapses that may affect fluency, but meaning is still discernible	1	• uses simple words in a way that fluency may be affected, but meaning is still discernible	1
• uses grammatical structures that may have lapses that impede meaning	1	• uses vocabulary that may affect the development of ideas, but meaning is still discernible	2	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
• does not satisfy any of the descriptors above.	0	• uses vocabulary that may have lapses that impede meaning	1				
		• does not satisfy any of the descriptors above.	0				

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