English & Literature Extension

External assessment

Extended response (35 marks)

Assessment objectives

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

1. demonstrate understanding of one short literary text and ways of reading this text

2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches to explore the unseen short text and generate an interpretation

4. apply appropriate aspects of the text-centred and world-context-centred theoretical approaches to an unseen short literary text to explore the text and generate an interpretation

5. analyse how the genre, structure and textual features of the unseen text support an interpretation

6. use correct terminology and appropriate referencing conventions to create a theorised exploration

7. use textual features (including spelling, grammar and punctuation) to create a theorised exploration

10. synthesise analysis of a short unseen text, aspects of text-centred and world-context-centred theoretical approaches applied to this text, and the resultant interpretation with supporting evidence.

Note: Objectives 3, 8 and 9 are not assessed in this instrument.

Queensland Government

QCAA
Queensland Curriculum
& Assessment Authority

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- 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.

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.

External assessment marking guide (EAMG)

Criterion: Understanding and analysis of literary texts AND understanding and application of theories (18 marks)

Understanding of theoretical approaches	M	Applying theory to explore meaning	M	Analysis of literary texts	M	Understanding of literary texts	M
The response:							
• provides a discriminating interpretation of the stimulus text	4	• uses discerning application of aspects of text-centred and world-context-centred approaches to the stimulus • uses a complex range of relevant strategies for a theorised exploration	4	• examines how the writer's generic style, structure, and/or textual features shape the text • provides a defensible interpretation of how the writer's generic style, structure, and/or textual features shape the text	6	• provides discriminating ways of reading the complexities of the chosen stimulus	4
• provides an effective interpretation of the stimulus text	3	• uses effective application of aspects of text-centred and world-context-centred approaches to the stimulus • uses a range of relevant strategies for a theorised exploration	3	• examines how the writer's generic style, structure, and/or textual features shape the text • provides an informed interpretation of how the writer's generic style, structure, and/or textual features shape the text	5	• provides effective ways of reading the complexities of the chosen stimulus	3
• provides a suitable interpretation of the stimulus text	2	• uses appropriate application of aspects of text-centred and world-context-centred approaches to the stimulus • uses relevant strategies for a theorised exploration	2	• examines how the writer's generic style, structure, and/or textual features shape the text • provides a suitable interpretation of how the writer's generic style, structure, and/or textual features shape the text	4	• provides suitable ways of reading the stimulus	2
• provides an uneven interpretation of the stimulus text	1	• uses uneven application of aspects of text-centred and world-context-centred approaches to the stimulus • uses strategies for exploration	1	• examines how the writer's generic style, structure, and/or textual features shape the text	3	• provides a fragmented reading of the stimulus	1

Understanding of theoretical approaches	M	Applying theory to explore meaning	M	Analysis of literary texts	M	Understanding of literary texts	M
				• provides a rudimentary summary of how the writer's generic style, structure, and/or textual features shape the text			
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• identifies the writer's generic style, structure and/or textual features	2	• does not satisfy any of the descriptors above.	0
				• identifies some ideas in the text	1		
				• does not satisfy any of the descriptors above.	0		

Criterion: Synthesis (7 marks)

Development	M	Selection and synthesis	M
The response:			
• provides a discriminating thesis that is to be substantiated • develops arguments to support the thesis across the reading • provides defensible conclusions based on the arguments	3	• provides a well-considered selection of evidence from the stimulus • uses evidence explicitly to support arguments	4
• provides a credible thesis that is to be substantiated • develops arguments to support the thesis across the reading • provides conclusions based on the arguments	2	• provides a purposeful selection of evidence from the stimulus • uses evidence to support arguments	3
• provides a thesis that is to be substantiated • includes statements to support the thesis	1	• provides evidence from the stimulus • uses evidence in connection with arguments	2
• does not satisfy any of the descriptors above.	0	• includes some evidence from the stimulus	1
		• does not satisfy any of the descriptors above.	0

Criterion: Controlling textual features and conventions (10 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
• uses grammatically accurate sentence structures	3	• uses vocabulary with discrimination to develop ideas, including correct terminology • uses register appropriate to a literary analysis with discrimination	3	• uses punctuation accurately and purposefully	2	• uses simple and complex words that can be understood in context	2
• uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	2	• uses suitable vocabulary to develop ideas, including correct terminology • uses register appropriate to a literary analysis	2	• 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 grammar and sentence structures that may have lapses that impede meaning	1	• uses vocabulary that may affect development of ideas, but meaning is still discernible	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	• does not satisfy any of the descriptors above.	0				