

English & Literature Extension marking guide and response

External assessment 2021

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.

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

The response, for understanding of theoretical approaches:	M	The response, for applying theory to explore meaning:	M	The response, for analysis of literary texts:	M	The response, for understanding of literary texts:	M
<ul style="list-style-type: none"> provides a discriminating theorised interpretation of the stimulus text 	4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> examines how the writer's generic style, structure and textual features shape the text provides a discriminating interpretation of how the writer's generic style, structure or textual features shape the text 	6	<ul style="list-style-type: none"> provides discriminating understanding of the complexities of the chosen stimulus 	4
<ul style="list-style-type: none"> provides an effective theorised interpretation of the stimulus text 	3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> examines how the writer's generic style, structure and textual features shape the text provides an informed interpretation of how the writer's generic style, structure or textual features shape the text 	5	<ul style="list-style-type: none"> provides effective understanding of the complexities of the chosen stimulus 	3
<ul style="list-style-type: none"> provides a suitable theorised interpretation of the stimulus text 	2	<ul style="list-style-type: none"> uses appropriate application of aspects of text-centred and world-context-centred approaches to the stimulus uses relevant strategies for a theorised exploration 	2	<ul style="list-style-type: none"> examines how the writer's generic style, structure and textual features shape the text provides a suitable interpretation of how the writer's generic style, structure or textual features shape the text 	4	<ul style="list-style-type: none"> provides suitable understanding of the stimulus 	2
<ul style="list-style-type: none"> provides an uneven theorised interpretation of the stimulus text 	1	<ul style="list-style-type: none"> uses uneven application of aspects of text-centred and world-context-centred approaches to the stimulus uses strategies for exploration 	1	<ul style="list-style-type: none"> examines how the writer's generic style, structure and textual features shape the text provides a rudimentary summary of how the writer's generic style, structure or textual features shape the text 	3	<ul style="list-style-type: none"> provides a fragmented understanding of the stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> identifies the writer's generic style, structure or textual features 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
Notes:				<ul style="list-style-type: none"> identifies some ideas in the text 	1		
<i>Assessable element 1:</i> specifies the expectations of a theorised reading of the stimulus text				<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0		

The response, for understanding of theoretical approaches:	M	The response, for applying theory to explore meaning:	M	The response, for analysis of literary texts:	M	The response, for understanding of literary texts:	M
<p><i>Assessable element 2:</i> 'uneven' refers to when students apply aspects of one approach to the stimulus. They may apply some aspects, but it is not clear or distinct; not easy to understand, obscure</p>							

Criterion: Synthesis

The response, for development:	M	The response, for selection and synthesis:	M
<ul style="list-style-type: none"> provides a discerning thesis develops arguments to support the thesis across the reading provides defensible conclusions based on the arguments 	3	<ul style="list-style-type: none"> provides a discerning selection of evidence from the stimulus uses evidence explicitly to support the theorised reading 	4
<ul style="list-style-type: none"> provides an informed thesis develops arguments to support the thesis across the reading provides conclusions based on the arguments 	2	<ul style="list-style-type: none"> provides an effective selection of evidence from the stimulus uses evidence to support the theorised reading 	3
<ul style="list-style-type: none"> provides a thesis includes statements to support the thesis 	1	<ul style="list-style-type: none"> provides evidence from the stimulus uses evidence in connection with the theorised reading 	2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> includes some evidence from the stimulus 	1
<p>Notes: <i>Synthesis</i>: combining the different parts of the theorised interpretation (analysis of the text, application of aspects of theory, supporting evidence) into a whole in order to create new understanding.</p>		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Controlling textual features and conventions

The response, for grammar and sentence structure:	M	The response, for language choices:	M	The response, for punctuation:	M	The response, for spelling:	M
<ul style="list-style-type: none"> uses a range of grammatically accurate sentence structures to develop ideas 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas, including correct terminology uses register appropriate to a close theorised reading with discrimination 	3	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that are mostly spelt correctly 	2
<ul style="list-style-type: none"> uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to develop ideas, including correct terminology uses register appropriate to a close theorised reading 	2	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning 	1	<ul style="list-style-type: none"> uses vocabulary that may affect development of ideas, but meaning is still discernible 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0			<p>Note: 'Mostly' allows for occasional minor lapses.</p>	



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