

English & Literature Extension marking guide and response

External assessment 2023

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

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 	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 	5	<ul style="list-style-type: none"> examines with authority how the writer's generic style, structure or textual features shape the text provides a discriminating interpretation of how the writer's generic style, structure or textual features shape the text 	5	<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 	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 	4	<ul style="list-style-type: none"> examines purposefully how the writer's generic style, structure or textual features shape the text provides an informed interpretation of how the writer's generic style, structure or textual features shape the text 	4	<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 	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 	3	<ul style="list-style-type: none"> examines how the writer's generic style, structure or textual features shape the text provides a suitable interpretation of how the writer's generic style, structure or textual features shape the text 	3	<ul style="list-style-type: none"> provides suitable ways of reading the stimulus 	2
<ul style="list-style-type: none"> provides an uneven theorised interpretation of the stimulus 	1	<ul style="list-style-type: none"> uses superficial application of aspects of text-centred and world-context-centred approaches to the stimulus uses strategies for a theorised exploration 	2	<ul style="list-style-type: none"> examines how the writer's generic style, structure or textual features shape the text provides a rudimentary summary of how the writer's generic style, structure or textual features shape the text 	2	<ul style="list-style-type: none"> provides a fragmented reading of the stimulus 	1

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"> • does not satisfy any of the descriptors above. 	0	<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"> • identifies the writer's generic style, structure or textual features 	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		

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 strengthen the thesis across the reading provides defensible conclusions based on the arguments 	4	<ul style="list-style-type: none"> provides a discerning selection of evidence from the stimulus uses evidence explicitly to support the theorised reading 	5
<ul style="list-style-type: none"> provides an informed thesis develops arguments to strengthen the thesis across the reading provides conclusions based on the arguments 	3	<ul style="list-style-type: none"> provides an effective selection of evidence from the stimulus uses evidence to support the theorised reading 	4
<ul style="list-style-type: none"> provides an adequate thesis develops ideas to support the thesis across the reading 	2	<ul style="list-style-type: none"> provides relevant evidence from the stimulus uses evidence in connection with the theorised reading 	3
<ul style="list-style-type: none"> provides an uneven thesis includes statements to support ideas 	1	<ul style="list-style-type: none"> provides some evidence from the stimulus connects to some parts of 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 fragmented evidence from the stimulus 	1
		<ul style="list-style-type: none"> 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 and spelling:	M
<ul style="list-style-type: none"> uses a range of grammatically accurate sentence structures to effectively develop ideas 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas, including correct terminology uses register appropriate for a close theorised reading with discrimination 	3	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 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 uses register appropriate for a close theorised reading 	2	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible uses 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		

Sample response

Close reading of Stimulus 2

<p>Understanding and analysis of literary texts</p> <p><u>Understanding of literary texts</u> provides discriminating understanding of the complexities of the chosen stimulus</p> <p><u>Analysis of literary texts</u> examines with authority how the writer's generic style, structure and textual features shape the text</p> <p>provides a discriminating interpretation of how the writer's generic style, structure or textual features shape the text</p>	<p>Understanding and application of theories</p> <p><u>Applying theory to explore meaning</u> uses discerning application of aspects of text-centred and world-context-centred approaches to the stimulus</p> <p>uses a complex range of relevant strategies for a theorised exploration</p> <p><u>Understanding of theoretical approaches</u> provides a discriminating theorised interpretation of the stimulus</p>	<p>The short dystopian narrative <i>The Next Loop</i> tells the story of a matriarchal society divided into an inner and outer edge. Set in the Outer Edge, the story follows the protagonist, Bobby 792, as he imagines a past and a future distinctly different from the life he lives. <u>The Next Loop speculates that if the current world does not overcome gender-based violence and inequity, a future of gender segregation is inevitable.</u> This would be a bleak future, as depicted in the story, and a close reading of the text shows that a matriarchal world would be as problematic as a patriarchal world. <u>As Hourihan says, 'The trouble with dualism is that if you simply turn it on its head it is still a dualism.'</u></p> <p><i>The Next Loop</i> draws on the conventions of a dystopian text to make its social commentary. <u>Dystopian texts follow protagonists who live in authoritarian worlds and experience alienation at the hand of the most powerful social group.</u> The Outer Edge inhabitants are depicted as workers in this text.</p> <p>The reference to a farming stop and a textiles stop on the monorail loop suggests that each stop serves a different function in the production of goods for the Inner Edge. The alienation that Bobby experiences is depicted in the <u>mono-naming</u> of all the males in the Outer Edge. Each man is called Bobby followed by a number; a practice that likens Bobby to a robot. As a number, he is not a human. <u>This dehumanisation is common in dystopian texts. It demonstrates a way the authoritarian control has asserted and maintained its dominance — stripping people of their individualism.</u></p> <p>The use of third person limited narration gives the reader access to Bobby's individual experiences and feelings. <u>Readers are introduced to Bobby's hope and resilience. Despite his bleak and lonely existence, Bobby hopes for a future in which he might smile regularly, as smiling is something that is foreign and rare in the Outer Edge.</u> Bobby hopes for this</p>	<p>Synthesis</p> <p><u>Development</u> provides a discerning thesis develops arguments to strengthen the thesis across the reading provides defensible conclusions based on the arguments</p> <p><u>Selection and synthesis</u> provides a discerning selection of evidence from the stimulus uses evidence explicitly to support the theorised reading</p>	<p>Textual features</p> <p><u>Language choices</u> uses vocabulary with discrimination to develop ideas, including correct terminology uses register appropriate for a close theorised reading with discrimination</p> <p><u>Punctuation and spelling</u> uses punctuation accurately and purposefully uses simple and complex words that are mostly spelt correctly</p> <p><u>Grammar and sentence structure</u> uses a range of grammatically accurate sentence structures to effectively develop ideas</p>
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		<p>future so much that he is even happy to work overtime to access the possibility of being called for duty at Stop 10, the only stop with direct access to the Inner Edge. While Bobby does not fully understand what happens at Stop 10, he did know that the men whose journey ended there were never seen again. In the dystopian world of <i>The Next Loop</i>, men are seen to function only pragmatically and this pragmatic work seldom creates happiness.</p> <p>The setting of <i>The Next Loop</i> is distinctly mechanical. The monorail is described as running 24/7, having 10 stops, with each stop one minute apart. A voice is heard on a loudspeaker, announcing each stop, and the transport system is automated. This type of faceless system is a trope in dystopian texts. The automation of systems is a practice that dehumanises a workforce and renders people obsolete. The loop of the monorail system is a symbol of the proletariat struggle for individualisation. Ever bound by the requirement to produce goods for others, men in the Outer Edge are inescapably stuck in the loop. Bobby dreams of escaping as he seems to intuitively understand that life is better in the Inner Edge. Despite this desire, Bobby does not rise up and agitate against the forces that keep him oppressed. Bobby is an example of the Marxist concept of reification, in which he has been conditioned by the superstructure to accept his place in the production chain.</p> <p>The Inner Edge is populated by women, and the segregation between the inner and outer edges has occurred post-revolution. A feminist reading of the text reveals the inherent flaws of a gender power imbalance. Feminism does not aim to revoke male power; rather, it seeks to dismantle the institutionalised patriarchal power that has historically rendered women powerless. By creating a matriarchal society that separates men from women and grants all power to women, <i>The Next Loop</i> depicts the problematic nature of unfettered gender power. A world that is exclusively patriarchal or matriarchal in its power structures is a world that dehumanises many for the benefit of a few.</p> <p>The use of the word 'cooperative' rather than 'government' is an example of the linguistic choices those in power make to construct the reality of the</p>		
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		<p>workers' experiences. <u>The use of 'cooperative' connotes a coexistence between the separate sexes, yet it is clear that this coexistence is not real.</u> <u>The women of the Inner Edge either do not see, or intentionally ignore, the contradiction between their rejection of 'government' as a power structure that enforces power from above and their use of the slogan 'Separated We Stand. Together We Fall', which suggests that cooperation spells the end of society itself.</u></p> <p>A feminist reading of the text highlights that absolute power has the potential to absolutely corrupt. <u>A matriarchal society is not a utopia for all; instead, it is an inversion of male institutional power that has historically kept women voiceless and powerless.</u> <u>The future that Bobby yearns for requires the blending of genders into a family. Despite his uncertainty about the particularities of a family, Bobby recognises that family has a unity and joyfulness that he is yet to experience.</u> <u>The bleakness of his future could be overcome if he gets to replicate the image he saw in the photo — a smiling family — together, not falling.</u></p>		
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