

English 2019 v1.5

IA3: Sample assessment instrument

Examination — imaginative written response (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

| Criterion | Marks allocated | Provisional marks |
|------------------------------|-----------------|-------------------|
| Knowledge application | 9 | |
| Organisation and development | 8 | |
| Textual features | 8 | |
| Overall | 25 | |

Conditions

| | |
|--------------------|---|
| Technique | Examination — imaginative written response |
| Unit | Unit 4: Close study of literary texts |
| Topic/s | Topic 1: Creative responses to literary texts |
| Time | 2 hours + 15 minutes planning time |
| Word limit | 800–1000 words |
| Seen/Unseen | Seen task |
| Other | Students to be given the specific task one week prior to the assessment No access to teacher advice, guidance or feedback once the task is distributed No notes allowed |

Instructions

- The short story is to be completed under supervised conditions, with no access to teacher advice, guidance or feedback once the task is distributed one week prior to the examination.
- To allow you to craft and refine an imaginative response, the assessment will be completed over three sessions within five school days.
- Your teacher will collect all of your work at the end of each session and return it at the beginning of the next supervised session.
- You are not permitted to access any notes in supervised sessions.
- At the end of the final session, you are to hand in:
 - your final response, written in the examination booklet
 - all drafting and planning materials.

Task

Genre: short story

Purpose: to create, represent and entertain

Audience: readers of the school magazine

In this unit, you have studied confessional poetry from a variety of times, places and contexts, including confessional-style poems from poets on the prescribed text list. You have examined and experimented with how textual and language features can be used in various literary styles, including short stories.

Create a short story that draws on the perspectives, concepts, identities, times or places represented in one of the poems you have studied this term by Ali Alizadeh, Ali Cobby Eckermann, Emily Dickinson, Robert Browning or Sylvia Plath. Your short story can be set in either the same or a different time and place as the poem. It should use ideas, attitudes, values or beliefs that underpin the original poem to influence your readers.

To complete this task, you must:

- choose a poem you have studied this term, from the poets listed above
- choose an aspect (or aspects) of that poem as a springboard for your short story, e.g. focus your writing on an idea, a perspective, attitude, value or belief that the poem addresses
- decide how you would like to position your reader in relation to this focus
- decide how you will use the patterns and conventions of a short story to prompt emotional and/or critical responses in your reader, e.g. in your use of plot structure, narrative viewpoint, characterisation, figurative language.

Instrument-specific marking guide (IA3): Examination — imaginative written response (25%)

Criterion: Knowledge application

Assessment objectives

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

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • subtle and complex creation of perspectives and representations of concepts, identities, times and places in an imaginative text • discerning manipulation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and stylistic devices to prompt emotional and critical audience responses. | 8–9 |
| <ul style="list-style-type: none"> • effective creation of perspectives and representations of concepts, identities, times and places in an imaginative text • effective manipulation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and stylistic devices to prompt emotional and critical audience responses. | 6–7 |
| <ul style="list-style-type: none"> • appropriate creation of perspectives and representations of concepts, identities, times and places in an imaginative text • appropriate use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and stylistic devices to prompt audience responses. | 4–5 |
| <ul style="list-style-type: none"> • superficial creation of perspectives and representations of concepts, identities, times and places in an imaginative text • superficial use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and stylistic devices that vary in suitability. | 2–3 |
| <ul style="list-style-type: none"> • creation of fragmented perspectives and representations of concepts, identities, times and places in an imaginative text • fragmented use of some ways ideas underpin texts • fragmented use of language features. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Organisation and development

Assessment 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 the writer and relationships with audiences
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

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • discerning use of the patterns and conventions of an imaginative text and the role of the writer to achieve particular purposes and relationships with audiences • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter to achieve particular purposes, including discerning use of cohesive devices to emphasise ideas and connect parts of an imaginative text. | 7–8 |
| <ul style="list-style-type: none"> • effective use of the patterns and conventions of an imaginative text and the role of the writer to achieve particular purposes and relationships with audiences • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter to achieve particular purposes, including effective use of cohesive devices to emphasise ideas and connect parts of an imaginative text. | 5–6 |
| <ul style="list-style-type: none"> • suitable use of the patterns and conventions of an imaginative text and the role of the writer to achieve particular purposes and relationships with audiences • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter to achieve particular purposes, including suitable use of cohesive devices to emphasise ideas and connect parts of an imaginative text. | 3–4 |
| <ul style="list-style-type: none"> • inconsistent use of the patterns and conventions of an imaginative text and the role of the writer established • narrow selection of subject matter to support perspectives • inconsistent organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of an imaginative text. | 2 |
| <ul style="list-style-type: none"> • fragmented use of patterns and conventions of an imaginative text and aspects of the role of the writer established • fragmented selection of subject matter • some connections between parts of the text. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Textual features

Assessment objectives

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

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none">• discerning language choices for particular purposes• discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes• discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes. | 7–8 |
| <ul style="list-style-type: none">• effective language choices for particular purposes• effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes• effective use of written features, including conventional spelling and punctuation, to achieve particular purposes. | 5–6 |
| <ul style="list-style-type: none">• suitable language choices for particular purposes• suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes• suitable use of written features, including conventional spelling and punctuation, to achieve particular purposes. | 3–4 |
| <ul style="list-style-type: none">• language choices that vary in suitability• inconsistent use of grammar and language structures• use of written features, including spelling and punctuation, that vary in suitability. | 2 |
| <ul style="list-style-type: none">• inappropriate language choices• fragmented use of grammar and language structures• variable and inappropriate use of written features, including spelling and punctuation. | 1 |
| <ul style="list-style-type: none">• does not satisfy any of the descriptors above. | 0 |



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