English 2019 v1.5

IA1: Sample assessment instrument

Extended response — written response for a public audience 1 (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   Extended response — written response for a public audience 1

Unit   Unit 3: Textual connections

Topic/s   Topic 1: Conversations about concepts in texts

Duration   5 weeks notification and preparation

Mode/length   Written: 1000–1500 words (may be accompanied by digital elements
                     appropriate to the type of publication)

Individual/group Individual

Other   Open access to resources

Resources   Mary Shelley's *Frankenstein*

                     James Cameron's *Terminator 2: Judgment Day*

Context

In this unit, you have studied Mary Shelley's *Frankenstein* and James Cameron's *Terminator 2: Judgment Day*. You have focused particularly on the nature of humanity and explored how these texts represent the concepts of 'humans' and 'monsters'.

Electric lit is an online publication that aims to expand 'the influence of literature in popular culture by fostering lively and innovative literary conversations' (http://electricliterature.com). An upcoming series of essays will celebrate *Frankenstein*.

You have been asked to write an online literary essay for *Electric lit* that considers the novel's enduring significance by exploring its connections to a more recent text.

Task

Genre: Online literary essay

Purpose: To analyse how a concept is represented in two different texts; to engage readers

Audience: Readers of *Electric lit* — a well-read audience, interested in discussing literary texts

Write an online literary essay, in a manner that engages readers, analysing the representation of a key concept across both Shelley's *Frankenstein* and Cameron's *Terminator 2: Judgment Day*.

Choose one of the following concepts to focus your analysis:

- science and technology
- 'creatures' or 'monsters' in literary texts
- parenthood and/or gender roles
- fate and the power of choice
- a concept of your choice (to be negotiated with your teacher).

Checkpoints

☐ Week 4: Consult with teacher about focus and thesis for the online literary essay.

☐ Week 6: Consult with teacher to check drafting progress.

☐ Week 7: Hand in draft.

☐ Week 9: Submit final response using school's authentication software and submit hard copy to teacher.

Authentication strategies

- The teacher will provide class time for task completion.

- Students will each produce a unique response by choosing a concept of interest; formulating a contention based on their own interpretation and analysis of the two texts; and selecting and synthesising material they believe is most relevant in supporting their contention.

- Students will provide documentation of their progress at indicated checkpoints.

- The teacher will collect and annotate one draft.

- Students will use plagiarism-detection software at submission of the response.

- The teacher will ensure class cross-marking occurs.

Scaffolding

Your online literary essay for *Electric lit* should have the following characteristics:

- a coherent thesis or contention that is developed in a series of paragraphs
- patterns and conventions such as
  - an engaging lead that reveals the focus of your essay, the texts to be examined, and your contention
  - an interesting introduction that hooks your readers and immediately positions them in relation to your contention
  - quotations and examples from the texts to illustrate your points and develop your contention
  - selection and synthesis of material and language choices that reveal how both texts construct particular perspectives and representations and how they are similar/different to one another in these constructions
  - digital elements, such as images, video clips, hyperlinks, and layout, as appropriate to the site of publication
  - a conclusion that relates back to the essay's contention and leaves a lasting impression on readers
- if necessary, some research to contextualise the essay, e.g. about the context and/or reception of these texts.

Instrument-specific marking guide (IA1): Extended response — written response for a public audience (25%)

Criterion: Knowledge application

Assessment objectives

3. analyse perspectives and representations of concepts, identities, times and places in two texts

4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions

5. analyse the effects of aesthetic features and stylistic devices in the two texts

The student work has the following characteristics:	Marks
• discerning analysis of perspectives and representations of concepts, identities, times and places in the texts • discerning analysis of the ways cultural assumptions, attitudes, values and beliefs underpin the texts and invite audiences to take up positions • discerning analysis of the effects of aesthetic features and stylistic devices in the texts.	8–9
• effective analysis of perspectives and representations of concepts, identities, times and places in the texts • effective analysis of the ways cultural assumptions, attitudes, values and beliefs underpin the texts and invite audiences to take up positions • effective analysis of the effects of aesthetic features and stylistic devices in the texts.	6–7
• adequate analysis of perspectives and representations of concepts, identities, times and places in the texts • adequate analysis of the ways cultural assumptions, attitudes, values and beliefs underpin the texts and invite audiences to take up positions • adequate analysis of the effects of aesthetic features and stylistic devices in the texts.	4–5
• superficial analysis of perspectives and representations of concepts, identities, times and places in the texts • superficial analysis of the ways cultural assumptions, attitudes, values and beliefs underpin the texts and invite audiences to take up positions • identification of aesthetic features and stylistic devices and some effects.	2–3
• identification of some perspectives and representations of concepts, identities, times and places in the texts • identification of some cultural assumptions, attitudes, values, and beliefs in texts • identification of some aesthetic features and stylistic devices.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of an article/column/blog/essay to achieve particular purposes in a specific context

2. establish and maintain the role of the writer and relationship with an identified public audience

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 a text

The student work has the following characteristics:	Marks
• discerning use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter, including discerning use of cohesive devices to emphasise ideas and connect parts of a text.	7–8
• effective use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter, including effective use of cohesive devices to emphasise ideas and connect parts of a text.	5–6
• suitable use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve a particular purpose • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter, including suitable use of cohesive devices to emphasise ideas and connect parts of a text.	3–4
• inconsistent use of the patterns and conventions of an article/column/blog/essay to achieve a particular purpose, and the role of the writer established • narrow selection of subject matter to support perspectives • inconsistent organisation and sequencing of subject matter and some use of cohesive devices to connect parts of a text.	2
• fragmented use of the patterns and conventions of an article/column/blog/essay and aspects of the role of the writer established • fragmented selection of subject matter • some connections between parts of a text.	1
• 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, and complementary features if appropriate, to achieve particular purposes

The student work has the following characteristics:	Marks
• 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, and complementary features, if appropriate, to achieve particular purposes.	7–8
• 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, and complementary features, if appropriate, to achieve particular purposes.	5–6
• 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, and complementary features, if appropriate, to achieve purposes.	3–4
• language choices that vary in suitability • inconsistent use of grammar and language structures • use of written features, including spelling and punctuation, and complementary features, if appropriate, that vary in suitability.	2
• inappropriate language choices • fragmented use of grammar and language structures • variable and inappropriate use of written features, including spelling and punctuation, and complementary features, if appropriate.	1
• does not satisfy any of the descriptors above.	0