

English 2019 v1.5

IA1: Sample assessment instrument

Extended response— written response for a public audience 2 (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 2
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	George Orwell's <i>Nineteen Eighty-Four</i>

Context

A defining characteristic of dystopian societies represented in films and novels is that individual identities, actions and choices are strictly limited, shaped and controlled by powerful institutions or groups. In this unit, you have explored dystopian literature with a focus on representations of concepts such as government control, surveillance, individuality, freedom and the nature of humanity in George Orwell's *Nineteen Eighty-Four*.

You have been asked to contribute a journal article about the function of dystopian fiction, using two dystopian texts to illustrate your perspective.

Task

Genre: Journal article

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

Audience: Readers of *The CEA Critic*; an academic audience interested in English studies

By analysing *Nineteen Eighty-Four* with another dystopian text of your choice (must be a different text type, e.g. film, poetry), examine the ways power and control are established and maintained in dystopian fiction, and their relevance to contemporary readers.

Choose one of the following questions to focus your analysis:

- How is femininity represented in the two texts and for what purpose?
- Why is the individual represented as being an enemy to the state's establishment of power and control in both dystopian texts?
- What do both texts reveal about the relationship between sexuality and political power?
- How is the connection between natural and urban environments represented in both texts, and why?
- How, and for what purpose, is religion used as a tool of the state in both dystopian texts?
- What is the relationship between the human being and machinery in both dystopian texts?

Checkpoints.

- Week 1: Consult with teacher about the focus and contention of your journal article.
- Week 3: Consult with teacher to check drafting progress.
- Week 4: Hand in draft.
- Week 5: 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 question of interest, formulating 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 journal article for *The CEA Critic* should have the following characteristics:

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

Instrument-specific marking guide (IA1): Extended response — written response for a public audience 2 (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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<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 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<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, and complementary features if appropriate, 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, and complementary features, if appropriate, 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, and complementary features, if appropriate, 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, and complementary features, if appropriate, to achieve 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 conventional spelling and punctuation, and complementary features, if appropriate, 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, and complementary features, if appropriate. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0



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