Queensland Curriculum and Assessment Authority

English 2025 v1.2

IA2: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

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

Unit   Unit 3: Textual connections

Topic/s   Topic 2: Conversations about concepts in texts

Duration   Students receive 5 weeks notification of task

Mode / length   Written: up to 1500 words

Individual / group Individual

Other   Students may support their responses with digital elements appropriate to the type of publication.

Resources   Open access to resources

Context

In this unit, you have studied Louis Nowra's play *Cosi* and the film *Little Miss Sunshine*, directed by Jonathan Dayton and Valerie Faris. You have focused particularly on the nature of human connection and explored how these texts represent the concept of happiness.

Textual Connections is an online publication that aims to expand the influence of literature among young adults and encourage their contributions to lively and critical conversations about representations in literary texts. The upcoming issue will celebrate Australian plays.

You have been asked to write an online literary essay for *Textual Connections* that considers the cultural significance of *Cosi* by exploring its connections to another text.

Task

Write an online literary essay that analyses the representation of a key concept across both the play *Cosi* and the film *Little Miss Sunshine*. Your essay should engage your online, well-read, young adult audience of *Textual Connections.*

Choose one of the following concepts to focus your essay:

- happiness
- mental health
- human connection/belonging
- individuality
- personal growth
- a concept of your choice (in negotiation with your teacher).

Stimulus

Cosi by Louis Nowra (play)

Little Miss Sunshine directed by Jonathan Dayton and Valerie Faris (film)

Checkpoints

☐ Term 2 Week 1: Consultation with teacher regarding focus and direction of essay and thesis.

☐ Term 2 Week 5: Written draft submitted via the plagiarism detection platform.

☐ Term 2 Week 7: Final submitted via the plagiarism detection platform.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.

- You must submit a declaration of authenticity.

- Your teacher will ensure class cross-marking occurs.

- You will each produce a unique response by choosing your own focus to explore in the article as relevant to your own interests and employing your own writing style.

- You will use Turnitin to submit your response.

Scaffolding

Your online literary essay for *Textual Connections* should have:

- a coherent perspective/overall contention that explores a cultural, philosophical, personal, political or cultural focus in relation to the chosen key concept's representation across the two texts (this should be checked with your teacher before drafting)

- patterns and conventions such as

    - an engaging lead that reveals the focus of your essay, 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 or different from one another in these constructions

    - digital elements, such as images, video clips, hyperlinks, and layout appropriate to the publication site

    - a conclusion that relates back to the article's focus and leaves a lasting impression on your readers.

Instrument-specific marking guide (IA2): Extended response — written response for a public audience response (25%)

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

Organisation and development	Marks
The student response has the following characteristics:	
• discerning use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve the purpose of engaging a public audience • 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 the text	7–8
• effective use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve the purpose of engaging a public audience	5–6

Organisation and development	Marks
• 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 the text	
• suitable use of the patterns and conventions of an article/column/blog/essay and the role of the writer to achieve the purpose of engaging a public audience • 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 the text	4
• inconsistent use of the patterns and conventions of an article/column/blog/essay to achieve the purpose of engaging a public audience, and of the role of the writer • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter and some use of cohesive devices to connect parts of the text	2–3
• fragmented use of the patterns and conventions of an article/column/blog/essay • fragmented selection of subject matter • some connections between parts of the text.	1
The student response does not satisfy any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
• discerning language choices for particular purposes • discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes • discerning use of mode-appropriate features to achieve particular purposes	7–8
• effective language choices for particular purposes • effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes • effective use of mode-appropriate features to achieve particular purposes	5–6
• suitable language choices for particular purposes • suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes • suitable use of mode-appropriate features to achieve particular purposes	4
• inconsistent language choices • inconsistent use of grammar and language structures • use of mode-appropriate features that vary in suitability	2–3
• inappropriate language choices • fragmented use of grammar and language structures • fragmented use of mode-appropriate features.	1
The student response does not satisfy any of the descriptors above.	0