



# English 2025 v1.2

## IA3: Sample assessment instrument 2

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Exam date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	9	
Organisation and development	8	
Textual features	8	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Examination — extended response
<b>Unit</b>	Unit 4: Close study of literary texts
<b>Topic/s</b>	Topic 1: Creative responses to literary texts
<b>Time</b>	2 hours + 15 minutes planning
<b>Seen / Unseen</b>	Seen
<b>Other</b>	<p>This examination will occur over two sessions. The teacher will collect all student work at the end of the first session and return it at the beginning of the next supervised session. It will all be collected at the end of the second session.</p> <p>Students are to have no more than 2 hours working time and 15 minutes planning time in total.</p> <p>The teacher must provide the task to students one week prior to the examination.</p> <p>No teacher advice, guidance or feedback once the task is distributed</p> <p>No access to the springboard text or notes in the examination</p>

# Instructions

- Write the final copy of your response in black pen in the examination booklet
- At the end of the session, you are to hand in
  - your final response — written in the examination booklet
  - all drafting and planning materials.

## Task

In this unit, you have studied Tim Winton's short stories, with a particular focus on his anthology, *Scission*. You have examined the art of short story writing to encourage critical and emotional responses in readers, and experimented with various literary styles.

Write a short story inspired by *Scission*. As in the anthology, the character/s in your story must experience some kind of separation or division, e.g. in relationships, culture, emotion or psychology.

To complete this task, you must:

- choose a short story from Tim Winton's *Scission* as inspiration for your story in some way
- choose an element of that short story to inspire your idea about separation/division for your story, e.g. a character, an aesthetic element such as narrative style, a setting, an underpinning idea, a representation
- focus your writing on an idea, a perspective, attitude, value or belief that you want to convey to your audience
- decide how you would like to position your reader in relation to this focus
- decide how you will use the patterns and conventions of your short story to prompt emotional and critical responses in your reader, e.g. in your use of plot structure, narrative viewpoint, characterisation, figurative language, symbolism, setting.

# Instrument-specific marking guide (IA3): Examination — extended response (25%)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• subtle and complex creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text</li> <li>• discerning manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• discerning use of aesthetic features and/or stylistic devices to prompt emotional and critical audience responses</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• effective creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text</li> <li>• effective manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• effective use of aesthetic features and/or stylistic devices to prompt emotional and critical audience responses</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• appropriate creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text</li> <li>• appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• appropriate use of aesthetic features and/or stylistic devices to prompt audience responses</li> </ul>	5
<ul style="list-style-type: none"> <li>• superficial creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text</li> <li>• superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• use of aspects of aesthetic features and/or stylistic devices that vary in suitability</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• creation of fragmented perspectives and representations of concepts, identities, times and/or places in an imaginative text</li> <li>• fragmented use of some ways ideas underpin texts</li> <li>• fragmented use of language features.</li> </ul>	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:	
<ul style="list-style-type: none"> <li>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</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>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</li> <li>effective selection and synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	5–6
<ul style="list-style-type: none"> <li>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</li> <li>suitable selection and adequate synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	4
<ul style="list-style-type: none"> <li>inconsistent use of the patterns and conventions of an imaginative text, and of the role of the writer</li> <li>narrow selection of subject matter to support perspectives</li> <li>disjointed organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of an imaginative text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>fragmented use of patterns and conventions of an imaginative text</li> <li>fragmented selection of subject matter</li> <li>some connections between parts of a text.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning language choices for particular purposes</li> <li>discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes</li> </ul>	7–8
<ul style="list-style-type: none"> <li>effective language choices for particular purposes</li> <li>effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>effective use of written features, including conventional spelling and punctuation, to achieve particular purposes</li> </ul>	5–6
<ul style="list-style-type: none"> <li>suitable language choices for particular purposes</li> </ul>	4

Textual features	Marks
<ul style="list-style-type: none"> <li>• suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>• suitable use of written features, including conventional spelling and punctuation, to achieve particular purposes</li> </ul>	
<ul style="list-style-type: none"> <li>• inconsistent language choices</li> <li>• inconsistent use of grammar and language structures</li> <li>• use of written features, including spelling and punctuation, that vary in suitability</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• inappropriate language choices</li> <li>• fragmented use of grammar and language structures</li> <li>• variable and inappropriate use of written features, including spelling and punctuation</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0



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