



Queensland Curriculum and Assessment Authority

English as an Additional Language 2019 v1.4

IA1: Sample assessment instrument

Examination — analytical 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

Exam date

Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	9	
Organisation and development	9	
Textual features	7	
Overall	25	

Conditions

Technique	Examination — analytical written response
Unit	Unit 3: Issues, ideas and attitudes
Time	2 hours in total over a series of lessons within five consecutive school days + 15 minutes planning
Word limit	800–1000 words
Other	<ul style="list-style-type: none">• students to be given the specific question or task one week prior to the assessment• no access to teacher advice, guidance or feedback once the task is distributed• 200 words of quotations from the studied text/s allowed; must be signed by the teacher• no notes allowed• the assessment is completed over more than one session; teachers collect all student work at the end of each session and return it at the beginning of the next supervised session

Instructions

Write your response in the exam booklet provided using black or blue pen.

Task

You have been studying the play *Black Diggers* by Tom Wright and the film *Hidden Figures*, directed by Theodore Melfi. Write an analytical essay about these texts under examination conditions, answering the seen task below.

Analyse the extent to which the play *Black Diggers* and the film *Hidden Figures* represent the idea that shared experiences build a sense of belonging.

Instrument-specific marking guide (IA1): Examination — analytical written response (25%)

Criterion: Knowledge application

Assessment objectives

3. analyse perspectives and representations of concepts, identities, times and places in two different 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 two different 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 • 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 underpin the texts • identification of some aesthetic features and stylistic devices 	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 the analytical genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationships with readers
6. select and synthesise subject matter to support perspectives in a written response
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a written response

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter, including the discerning use of cohesive devices to emphasise ideas and connect parts of the analytical text. 	8–9
<ul style="list-style-type: none"> • effective use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter, including the effective use of cohesive devices to emphasise ideas and connect parts of the analytical text. 	6–7
<ul style="list-style-type: none"> • suitable use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter, including the suitable use of cohesive devices to emphasise ideas and connect parts of the analytical text, including paragraphing. 	4–5
<ul style="list-style-type: none"> • inconsistent use of the patterns and conventions of the analytical genre to write a response, and the role of the writer established • narrow selection of subject matter to support ideas • inconsistent organisation and sequencing of subject matter, and some use of cohesive devices to connect parts of the text, including paragraphing. 	2–3
<ul style="list-style-type: none"> • fragmented use of the patterns and conventions of the analytical genre, and aspects of the role of the writer established • fragmented selection of subject matter • identifies 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 to achieve particular purposes

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning language choices for particular purposes in a specific context • 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 punctuation and conventional spelling, to achieve particular purposes. 	6–7
<ul style="list-style-type: none"> • effective language choices for particular purposes in a specific context • 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 punctuation and conventional spelling, to achieve particular purposes. 	4–5
<ul style="list-style-type: none"> • suitable language choices for particular purposes in a specific context • 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 punctuation and conventional spelling, to achieve purposes. 	3
<ul style="list-style-type: none"> • language choices that vary in suitability • uneven use of grammar and language structures • use of written features, including punctuation and conventional spelling, 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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