



English as an Additional Language 2025 v1.2

IA1: 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

Exam date sample only

Marking summary

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

Conditions

| | |
|----------------------|---|
| Technique | Examination — extended response |
| Unit | Unit 3: Issues, ideas and attitudes |
| Topic/s | — |
| Time | 120 minutes + 15 minutes planning |
| Seen / Unseen | The teacher provides the task to students one week before the examination. |
| Other | <p>Teachers:</p> <ul style="list-style-type: none">• may administer the examination over two sessions and within five consecutive school days. They must collect all student work at the end of each session and return it at the beginning of the next supervised session• must not provide advice, guidance or feedback <p>Students:</p> <ul style="list-style-type: none">• may bring 100 words of quotations from the studied text/s into the examination. The quotations must be signed by the teacher. |

Instructions

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

Task

You have been studying the play *Away* by Michael Gow and the film *Billy Elliot* directed by Stephen Daldry. Write an analytical essay about these texts under examination conditions, answering the seen question below.

Analyse how *Away* and *Billy Elliot* represent the impact of personal growth through adversity.

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

| Knowledge application | Marks |
|--|-------|
| The student response has the following characteristics: | |
| <ul style="list-style-type: none"> discerning analysis of perspectives and representations of concepts, identities, times and/or places in two different 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 two different texts | 8–9 |
| <ul style="list-style-type: none"> effective analysis of perspectives and representations of concepts, identities, times and/or places in two different 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 different two texts | 6–7 |
| <ul style="list-style-type: none"> adequate analysis of perspectives and representations of concepts, identities, times and/or places in two different 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 two different texts | 5 |
| <ul style="list-style-type: none"> 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 identification of aesthetic features and/or stylistic devices and some effects | 3–4 |
| <ul style="list-style-type: none"> 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 underpin 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: | |
| <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 | 5 |
| <ul style="list-style-type: none"> inconsistent use of the patterns and conventions of the analytical genre to write a response, and of the role of the writer narrow selection of subject matter to support ideas disjointed organisation and sequencing of subject matter, and some use of cohesive devices to connect parts of the text, including paragraphing | 3–4 |
| <ul style="list-style-type: none"> fragmented use of the patterns and conventions of the analytical genre fragmented selection of subject matter some connections between parts of the text. | 1–2 |
| 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"> 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"> inconsistent language choices inconsistent 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 fragmented use of written features, including spelling and punctuation. | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |

Stimulus

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