

# English as an Additional Language General Senior Syllabus 2019 v1.4

Subject report 2020

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# Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

# Background

## Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

## Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

## Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

# Subject data summary

## Subject enrolments

- Number of schools offering the subject: 56.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	629	674	662

\*Units 3 and 4 figure includes students who were not rated.

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	561	60	8
Unit 2	634	39	1

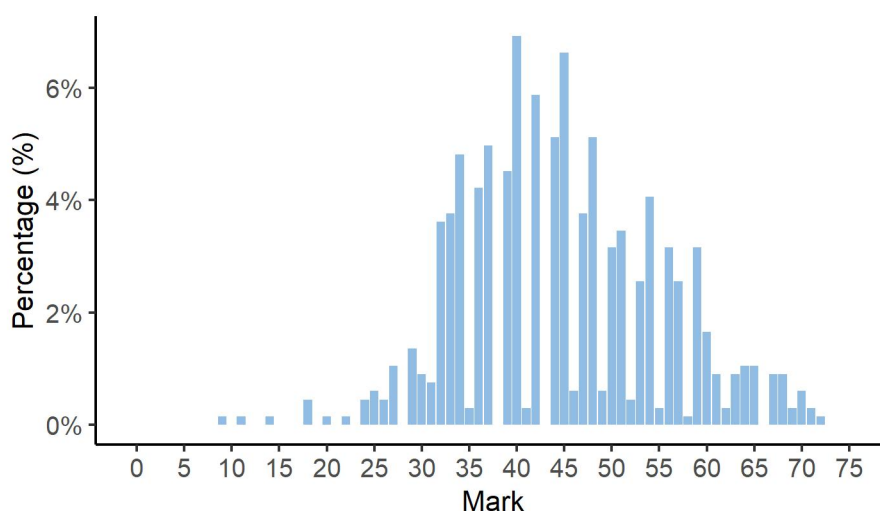
## Units 3 and 4 internal assessment results

### 2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

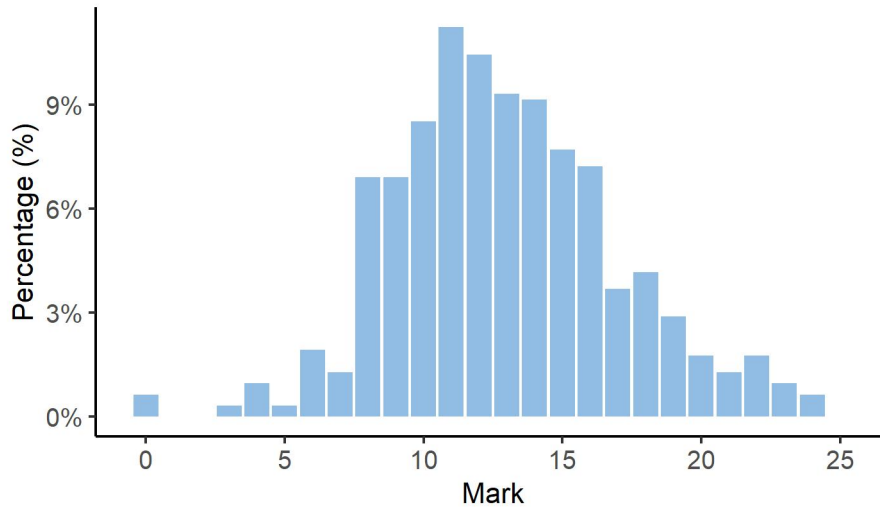
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

## Total results for internal assessment

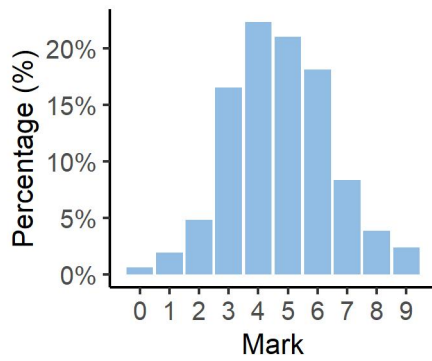


# IA1 results

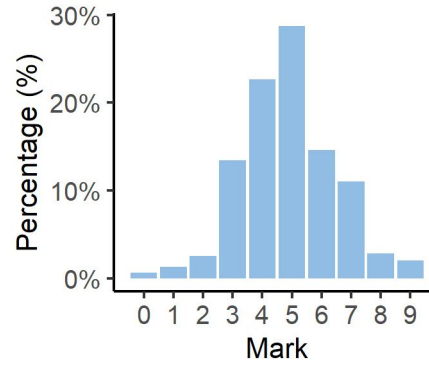
## IA1 total



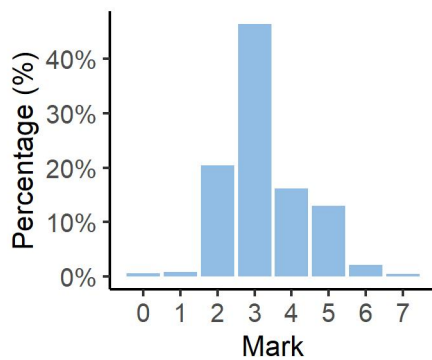
## IA1 Criterion 1



## IA1 Criterion 2

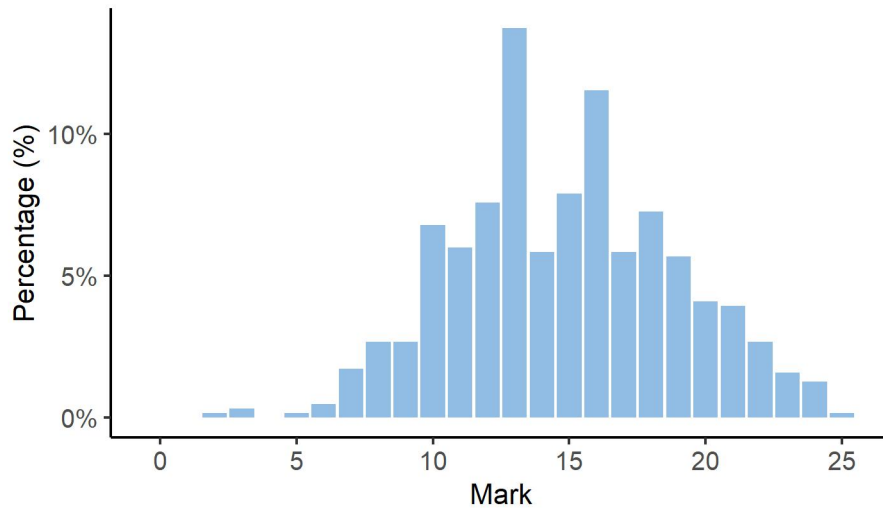


## IA1 Criterion 3

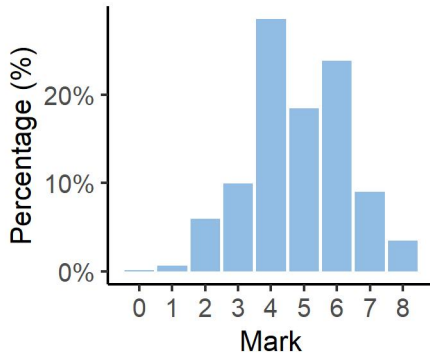


## IA2 results

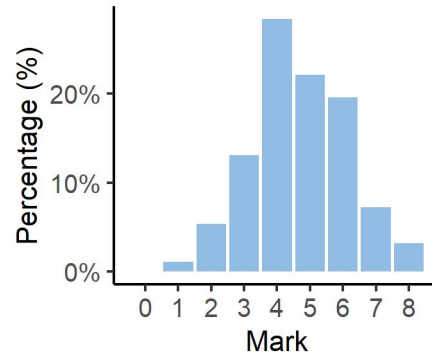
### IA2 total



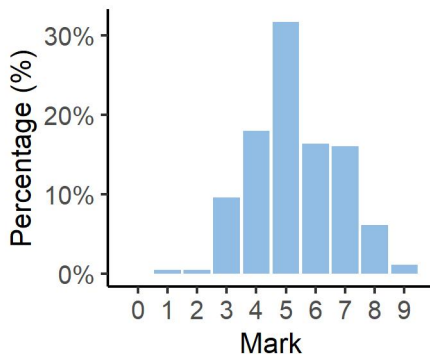
### IA2 Criterion 1



### IA2 Criterion 2



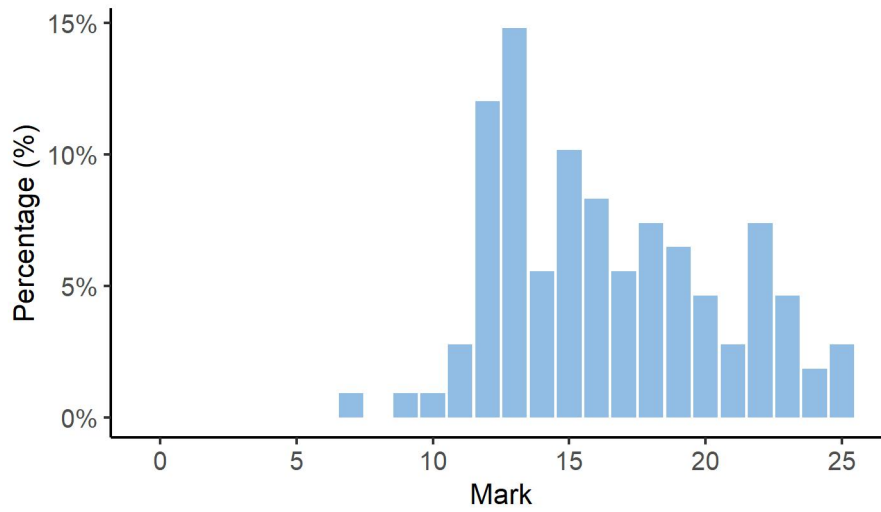
### IA2 Criterion 3



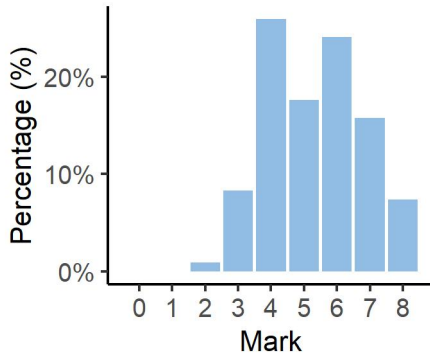


## IA3 results

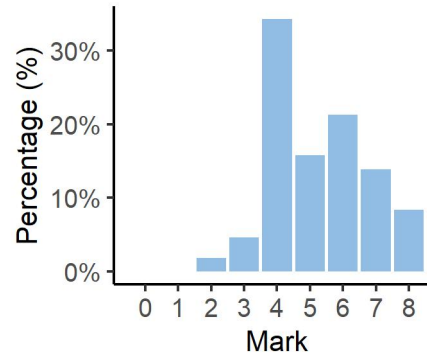
### IA3 total



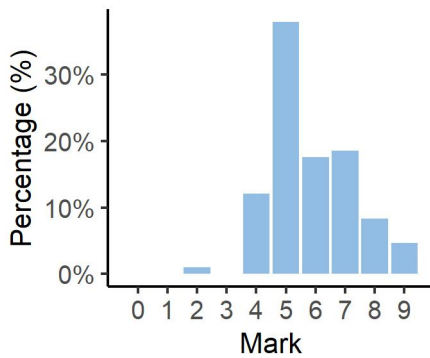
### IA3 Criterion 1



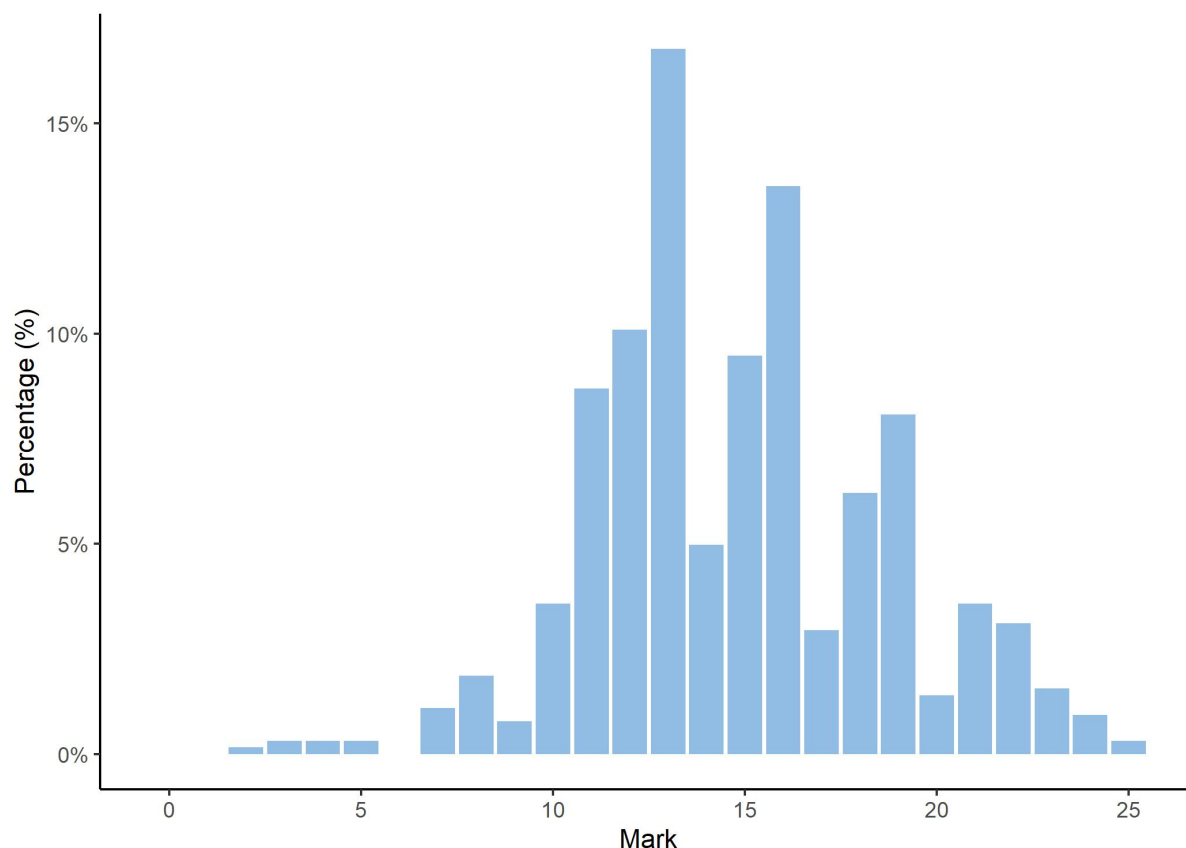
### IA3 Criterion 2



### IA3 Criterion 3



## External assessment results



## Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
<b>Number of students</b>	47	204	374	19	0

## Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
<b>Marks achieved</b>	100–80	79–63	62–40	39–14	13–0

# Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

## Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

### Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
<b>Total number of instruments</b>	56	56	58
<b>Percentage endorsed in Application 1</b>	48	48	46

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

### Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
<b>1</b>	50	238	36	12	7	94.67
<b>2</b>	50	260	6	0	3	98.52
<b>3</b>	9	39	5	0	0	99.38

# Internal assessment 1 (IA1)

## Examination — extended response (25%)

The purpose of this assessment is for students to write an analytical response, such as an essay, commentary, criticism, or review, to a seen question or task under supervised conditions. The question or task needs to require students to analyse representations of issues, ideas and attitudes presented in two different texts, in order to offer a considered interpretation for an audience familiar with the chosen texts. The two texts must be of different types, and one of these two texts must be a literary text selected from the prescribed text list.

### Assessment design

#### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

#### Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	12
Authentication	0
Authenticity	1
Item construction	3
Scope and scale	9

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear alignment with assessment specifications that require students to analyse representations of issues, ideas and attitudes in two different texts, and with the assessment objectives, achieved through consistent use of the cognition ‘analyse’
- text selection of appropriate complexity for the task, ensuring one of the two texts selected is a literary text from the prescribed text list
- authentication information aligned with the conditions specified in the syllabus and including strategies to ensure student ownership of their work and that scaffolding of the task adheres to QCAA integrity guidelines
- scope and scale of question or task construction that achieved a balance between breadth and narrowness to allow students to demonstrate a range of performance levels.

#### Practices to strengthen

It is recommended that assessment instruments:

- clearly prompt students to analyse a representation of issues, ideas and attitudes across the two texts

- ensure text selection is appropriate — meets the requirements of Units 3 and 4 and includes two texts of different types, with one being a literary text from the prescribed text list
- improve item construction to avoid questions that lead students to a predetermined response, are too prescriptive or include scaffolding
- require students to respond to only one question or task in the examination to align with the syllabus specifications.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	0
Layout	0
Bias avoidance	0

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear, unambiguous framing of the question or task that is relevant and appropriate for the school context and students, and open-ended and accessible to enable a unique response for a range of student abilities
- precise and effective communication of intended information, including clear, consistent use of terminology
- clear, consistent formatting.

### Practices to strengthen

It is recommended that assessment instruments:

- be framed using clear, concise instructions and maintain consistent language choices throughout
- include a proofreading step in the development of the internal assessment for internal quality assurance by a proofreader who was not involved in the construction of the assessment instrument.

### Additional advice

Teachers are encouraged to:

- construct task statements that draw directly from the task specifications of IA1 and use the cognitive verb ‘analyse’ to express expectations that are focused and appropriate in terms of scope and scale
- give greater attention to task design, including clear instructions that the focus for IA1 should be analysing representations, and not analysing bias, for better alignment with the assessment objectives in Knowledge application

- encourage students to consider both sides of issues in a logical manner through analysis supported by evidence
- give consideration to the time needed to develop depth of understanding of two texts in an English as an Additional Language context and that more time is needed for English as an Additional Language students to access texts than native speaking peers. Choose texts that are appropriate for a senior secondary level of English and as accessible as possible, with the aim of achieving the same/similar rigour in student responses.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

#### Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	94.35	5.01	0.65
2	Organisation and development	93.54	5.82	0.65
3	Textual features	96.12	3.07	0.81

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- there was strong evidence in student responses of all three criteria, reflecting schools' understanding and ability to teach these in an English as an Additional Language context
- schools made consistent and accurate judgments about matching evidence of cognitions of the assessment objectives, such as 'analyse', 'use', 'select' and 'synthesise', across the range of performance level characteristics of 'discerning', 'effective', 'adequate' and 'superficial'
- judgments about Textual features indicated a shared understanding of language choices, grammar, language structures, and written features for a particular purpose; school judgments for this criterion were more consistently supported than the other criteria.

#### Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

**Knowledge application (6 marks)**

This response demonstrates:

- 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
- adequate analysis of the effects of aesthetic features and stylistic devices in the texts.

**Excerpt 1**

*Too wordy*

She <sup>chooses to</sup> isolate her self and ~~choose~~ to ~~split~~ <sup>split</sup> down her emotions that connects her with her old values to not to risk being <sup>Warring bc</sup> ~~vulnerable~~ so she can continue on killing others without feeling guilty and remorse. She separates the part of her "who never wanted to fight" from the "part who enjoyed fighting back" (p. 12). By casting off her real name, Arrow believes that one day when everything goes back as it was, she would be able to go back to her old self and old values that <sup>she</sup> was brought upon by her family. She justifies her killing as she only targets <sup>soldiers</sup> soldiers and she blames her hatred and actions on others. <sup>for starting the war</sup> ~~she~~ she dehumanises her enemy <sup>soldiers</sup> and aim to eliminate as many of them as possible. She sees it as a <sup>necessity</sup> necessity not a moral choice stating "you don't choose what to believe. Believe chooses you" (p. 13). However, Arrow connects with her old self after listening to the cellist. <sup>music</sup> The music becomes an antidote for her violence as it connects her with her old values. She starts to <sup>rethink and</sup> doubt her actions as she remembers that her duty is to care for others, not to kill. Her transformation, Arrow realises that she is fighting against an idea, making her no different from her enemy, <sup>make her understand the</sup> can sequences of her choices and actions as she eventually <sup>par</sup> pares with her life. Adversity has played a significant role on Arrow's choices as she initially responds with hate and violence.

'Tsotsi' and 'The Cellist of Sarajevo', both highlight the effect of <sup>urgency</sup> urgency on individuals choices that they make. In <sup>to</sup> response to <sup>extreme</sup> extreme conditions Tsotsi and Arrow's <sup>initial</sup> initial choices to respond with violence while Drazan response with <sup>peace</sup> peace. They all come to realise that life is more than being physically safe. Their transformation, being influenced by a baby and music, has enabled the ~~the~~ characters to discover their true identity and <sup>discover</sup> what the <sup>truly</sup> signal for. <sup>Finally</sup> Finally, both texts <sup>convey</sup> convey a strong message that actions <sup>and</sup> ~~and~~ <sup>choices</sup> choices must not be determined by past influences or <sup>can not</sup> can not be justified and determined based on how how <sup>the</sup> the circumstances are. Both text highlight the characters transformation as they ~~transform~~ <sup>transform</sup> reflected upon their actions.

**Organisation and development (5 marks)**

This response demonstrates:

- suitable use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts
- suitable selection and synthesis of subject matter to support perspectives
- suitable organisation and sequencing of subject matter, including the discerning use of cohesive devices to emphasise ideas and connect parts of the analytical text.

**Excerpt 2**

Many people face extreme adverse circumstances which impacts on their values, beliefs and attitudes. Some people choose to respond to adversity with hate and violence, some choose to respond with fear and depression while others choose to maintain their hope and integrity. Although adversity has a huge impact on shaping individuals' character choices with loss of compassion, hope and humanity, individuals are still responsible for their actions ~~and~~ choices despite the harsh circumstances faced. 'Tsotsi' and 'The Cellist of Sarajevo' <sup>texts</sup> both <sup>highly</sup> illustrate how adversity influences individual choices, through the characters Tsotsi, Dragan and Arroy. The cellist and the baby acts as inspiration for <sup>character's</sup> the character's perspectives and their transformation and realisation that life is more than a place to survive, but a place for humanity exchange.

**Organisation and development (5 marks)**

This response demonstrates:

- suitable use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts
- suitable selection and synthesis of subject matter to support perspectives
- suitable organisation and sequencing of subject matter, including the discerning use of cohesive devices to emphasise ideas and connect parts of the analytical text.

**Excerpt 3**

Text 1 & 2  
In 'Tsotsi' film, the eponymous protagonist is a South African street thug, who witnessed his mother's death and his father's violence which has scarred him and eventually impacted on his psychological health. Being led to survive on his own at a very young age <sup>and</sup> extreme poverty conditions, Tsotsi's values, beliefs and attitudes are affected. Tsotsi's upbringing and being victim of apartheid did not provide him with an understanding of what makes 'decency'. As a result, Tsotsi lacks his sense of morality, compassion, integrity and honesty. His anger and internal pain has pushed him to becoming a criminal, a gang leader, in order to survive <sup>in</sup> an extreme <sup>polarised</sup> society. He chooses to update new set of values, ~~beliefs and attitudes~~ that are



### Excerpt 3 (continued)

him to ~~commit~~ his criminal activities. By refusing his real name, David, ~~he~~ enable Tsotsi to give up on his ~~old~~ humanity and old values that was brought up on by his mother, to make it easier for him to survive ~~in~~ such a harsh condition. As a result, Tsotsi becomes a heartless killer unable to feel sympathy for others. However, Tsotsi's first response to adversity changes after he finds a baby in a car he stole. Although he first considers to leave the baby on his own, ~~but~~ the fact that he ~~didn't~~ suggests that Tsotsi is capable of change and still have a capacity to ~~feel~~ for others. The baby stolen Tsotsi's true identity and plays a significant role on ~~his~~ Tsotsi's transformation and his journey of self-discovery and reflection. Taking care of a little innocent baby, teaches Tsotsi to care for others which vanishes the new set of values that he took ~~in order~~ <sup>Tsotsi starts to</sup> to survive. ~~the~~ <sup>understand about the consequences of his actions, despite of past mistakes</sup> This transformation from being Tsotsi back to David is best symbolised by putting on a white shirt which reflects on Tsotsi's desire for a new start. Hood clearly suggests that adversity ~~is~~ shapes individuals character choices but it is up to each person on how to respond to it.

### Text 2

Dragon and Arrow, ~~are~~ the main characters in 'The Cellist of Sarajevo' novel, who face harsh ~~and~~ circumstances of ~~the~~ Sarajevo's Siege. Arrow and Dragon, both chooses to do what ever it takes to survive or cope under these extreme conditions of war. At first, Dragon sees negativity everywhere, he sees the city 'grey' as he describes it as "the color of war" (p.34). ~~maintaining~~ the use of grey color as symbol (coloring) allows the readers to visualise the loss of vibrancy and joy ~~at~~ inside the destroyed city. Dragon's inner world is also grey representing his depression and despair. His refusal to socialise with old

There new set of values highlights ~~Dragon~~ the impact of war on Dragon that not only has turned him into a pessimist but also into a person who can ~~can~~ funk in despair. However, Dragon's ~~response~~ initial response changes after a meeting with his wife's best friend, Emine and listening to the cellist playing the Albinoni Adagio. Albinoni Adagio was destroyed in world war 2 and recreated from ashes into a beautiful piece of music. The fact that this piece of music was constructed from burnt ~~fragments~~ <sup>musical</sup> ~~fragments~~ <sup>became</sup> a catalyst for change and source of hope for both Dragon and Arrow. The cellist reminds Dragon that he has a role to play. Dragon starts to realise that there is more in life than ~~simply~~ taking care of his physical needs, realising that "what the cellist wants isn't a change, or to set things right again, but to stop things from getting worse. Perhaps the only thing that will stop it from getting worse is people doing the things they know how to do." (p.100)



## Internal assessment 2 (IA2)

### Extended response — persuasive written response (25%)

This assessment instrument is an open-ended task that requires students to create their own perspective on a recent contemporary social issue in the form of a spoken persuasive text for a particular context and audience. There is no prescribed text for this instrument.

#### Assessment design

##### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

##### Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	7
Authentication	1
Authenticity	8
Item construction	5
Scope and scale	4

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

##### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions and cues to appropriate contemporary social issues represented in the media that students might choose from to examine as the basis for constructing their own perspective in the form of a persuasive written text
- clear alignment to assessment objectives, with consistent use of the cognitions 'create' and 'use'
- clear identification of audience and context, suitable for the purpose of persuasion, and relevant and appropriate for the school context and students
- authentication strategies aligned with the conditions of the assessment to ensure student ownership of their work, and including the provision of clear checkpoints
- effective management of scope and scale through a clear, unambiguous focus on the persuasive purpose of the task.

##### Practices to strengthen

It is recommended that assessment instruments:

- are constructed so that it is clear the purpose of the task is to respond to an issue and persuade an audience to support their contention and perspective

- clearly identify a specific context, audience and purpose, where the target audience is authentic and appropriate for students writing persuasively on media issues
- frame the question or task so that it is open-ended and allows students to develop a unique response
- manage the scope and scale to avoid the task being
  - too narrow, e.g. limited to a poet's perspective on a contemporary issue
  - too broad, complex and complicated, e.g. requiring the creation of multiple perspectives and exploring the construction of people's social identities
- not be too prescriptive, and likely to lead students to a predetermined response.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	0
Layout	0
Bias avoidance	1

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear, concise and unambiguous language used in instructions to cue students to demonstrate the cognitions of the assessment objectives
- accessible language choices catering for diverse learners of English as an Additional Language backgrounds
- clear, consistent formatting and layout making use of white space to chunk relevant information in appropriate sections of the assessment instrument.

### Additional advice

- There was some mismatch with genre, e.g. where students were asked to write a letter to the editor but their responses were reflective of a persuasive speech, their responses showed a mismatch/misunderstanding of the context and audience. A focus on understanding differences between persuasive genres in terms of organisation of texts and language choices for particular audiences and purposes can be developed by encouraging students to study accurate examples of the genres they are required to create. Language features of these genres need to be explicitly taught.
- Some student responses exceeded the word limit, and this affected the selection and synthesis of subject matter. Schools need to ensure they have an active school assessment policy for managing response length and prevent students from extending the syllabus word limit. Response length requirements need to be understood by students in the context of their school assessment policy.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

#### Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	98.73	0.95	0.32
2	Organisation and development	98.73	1.27	0
3	Textual features	98.1	1.74	0.16

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- there was a clear match to the range of cognitions, such as 'create', 'use', 'establish and maintain', 'select' and 'synthesise' and the difference between 'discerning', 'effective', 'appropriate' and 'superficial' in matching evidence in student responses to the characteristics in the performance levels for each criterion
- evidence in student responses matched the genre stipulated in the task (Criterion 2: Organisation and development) in creating perspectives, and when aesthetic features and stylistic devices were used to achieve persuasive purposes.

#### Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

**Knowledge application  
(8 marks)**

This response demonstrates:

- discerning creation of perspectives and representations of concepts, identities, times and places in a persuasive text
- discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- discerning use of aesthetic features and stylistic devices to achieve persuasive purposes.

**Excerpt 1**

Politicians and humanitarians around the world agree the situation is beyond dire. Samantha Power, the US ambassador to the UN has said that Syrian conflict is “the worst humanitarian catastrophe of our era on our watch”. The head of the UNHCR, António Guterres, also called it is “the worst humanitarian catastrophe since the cold war.”

This is because of our failure to provide any political solution. This is because of our failure to take effective action to end ISIS attacks and stop the use of chemical weapons. This is because of our failure to meet the humanitarian needs and to create safe zones in Syria to bring back families who had to flee their homes. This is because of our failure to send peace keeping troops and come up with an effective plan that would stop the conflict in Syria. But most importantly it is because of our failure to take an action when this morally outrageous reality was avoidable.

It is embarrassing and disappointing that it has been more than eight years and we have not yet turned up with a solution for Syrian conflict. It is embarrassing to report the number of deaths and the number of displacements in Syria instead of reporting the current issue and what action needs to be taken to solve it. It is embarrassing that we, the United Nations from all over the world ignore and neglect what is happening in Syria. This issue needs to be solved urgently. We must remember that every hour somebody’s mother, sister, wife, husband and child is being killed or injured due to ISIS attacks and the use of chemical weapons that have left mothers and fathers, infants and children gasping for air. We must remember that every hour a hospital is destroyed, a school is bombed, and a family is displaced. We must remember that Syrians are being killed, brutalized, traumatized and

The conflict in Syria is not a simple reflection of government failure to protect its people. It is not a simple reflection of young children being brain washed and exploited to join ISIS in the name of Islam. It is not a simple reflection of other nations and groups exploiting Syrian conflict for their own benefits. It is the responsibility of every nation and country watching this every day in the news silently, without action. As a result, the Syrian situation only getting more complex. The number of deaths is rising. The number of displacements is rising. Syrians will continue to suffer if powerful nations don’t interfere now! This complex situation requires a comprehensive approach and immediate action.

We are being confronted with great tests. Our consciousness and conscience are being tested. But unfortunately, we are failing this test. It is our responsibility to protect others but in Syria no one has taken the responsibility, and no one has been protected. It is time to ask ourselves what is the right thing to do. It is time to ask ourselves, where is our sense of mercy? It is time to think and reflect on why no action has been taken so far. It is time to pursue peace. It is time to provide lifesaving aid to civilians. It is time to open the roads for ambulances and fire trucks. It is time to open hospitals. It is time to stop mental trauma, physical disfigurement and bereavement.

<p><b>Organisation and development (7 marks)</b></p> <p>This response demonstrates:</p> <ul style="list-style-type: none"> <li>discerning use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>effective organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text.</li> </ul>	<p><b>Excerpt 2</b></p> <p>I am here today at the 9<sup>th</sup> annual Human Rights and Humanitarian Assistance conference, to speak loudly on behalf of the innocent, the powerless and the forgotten in Syria. I am here to speak about the need to pursue peace in Syria. On behalf of those who are forced to endure the pain and the suffering caused by tension between the Syrian government and several extremist groups. On behalf of those who are unable to access food and other necessities due to extreme poverty in Syria since 2011. On behalf of those in rags lying in pools of blood, unable to find a spot in hospitals for treatment.</p> <p>Since 2011 nearly 12 million Syrians have been waiting for support from the member states of the United Nations. Sadly, we have disappointed them. It is heartbreaking that we have left thousands of Syrians fall victims to ISIS attacks and chemical weapons that are unable to distinguish between a child and a rebel. It is grievous that more than 4,000 attacks on schools have been recorded since the beginning of the crisis. Tragically, On 23 April 2016, the United Nations and Arab League Envoy to Syria estimated that 400,000 Syrians have been slaughtered. It is deplorable that UNICEF estimate the Syrian conflict has caused more than 1 million injuries and has displaced 11.3 million people from their homes. About 6.7 million Syrians are refugees and another 6.2 million are internally displaced. How many more people need to be killed and how many more children need to be displaced before we act?</p> <p>I call on you to restore peace on Syria on behalf of those who are still living under extreme fear and unimaginable horror. On behalf of those who are dying from lack of basic medical care and from the uprising deadly diseases.</p> <p>It is time for the United Nations to help restore peace. It is time to do what we should have done years ago. I call on you, as member states, to act now! Restore peace in Syria.</p> <p>Thank you.</p>
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<p><b>Textual features (8 marks)</b></p> <p>This response demonstrates:</p> <ul style="list-style-type: none"> <li>discerning language choices for particular purposes</li> <li>effective 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>	<p><b>Excerpt 3</b></p> <p>Our humanity urges us to act fast. It urges us to establish strong humanitarian assistance to Syria. it urges all nations to send their peace keeping troops to end the gruesome suffering and the widespread devastation. Our humanity urges the United Nations and the international community to do what is right. If we do not act, what message would that send to the world about our solidarity? Humanity is what distinguishes us from other animals on this planet, if we do not act, we deny our humanity. The best hope for the Syrian people remains a political solution. We need all nations to provide humanitarian access for those in desperate need and to send peace keeping troops to stop this miserable war. This difficult situation will only be solved when a peace keeping mission is sent to Syria. This difficult situation will only be solved when all nations who are involved in the Syrian war unite. This war will continue until Syrian government, Iran, Russia, Turkey, America and Gulf states unite together for the one and only solution that would bring peace in Syria. Syria needs a post-civil war plan. The hundreds of billions of dollars that are spent on missiles, weapons and bombs that destroy Syria, must be redirected to bring families back to their homes.</p>
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### Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- responses align to specific genre patterns and conventions of a persuasive genre to demonstrate assessment objective 1 i.e. 'create' perspectives rather than 'analyse' perspectives
- schools ensure that Assessment objective 5, which relates to the use of aesthetic features, is applied to persuasive texts to achieve persuasive purposes.

## Internal assessment 3 (IA3)

### Extended response — imaginative spoken/multimodal response (25%)

This assessment instrument requires students to create an imaginative spoken/multimodal response based on their interpretation of a specific literary text (from the prescribed text list) as a springboard. Students may respond in any imaginative form other than poetry, and may use class time and their own time to develop their response.

#### Assessment design

##### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

##### Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	12
Authentication	0
Authenticity	4
Item construction	0
Scope and scale	2

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

##### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear alignment to syllabus specifications and assessment objectives, including consistent use of the cognition 'create'
- a clear requirement for students to use a text from the prescribed text list
- clear identification of context, purpose and audience, which are relevant to the cohort of students and their school context
- clear information about the mode of delivery of the response, e.g. live, prerecorded or multimodal
- clear identification of the required genre for the response, e.g. monologue or vlog
- authentication strategies implemented to manage the response length and feedback on the spoken evidence of the imaginative response
- checkpoints aligned with the assessment conditions, e.g. four weeks notification and preparation.



## Practices to strengthen

It is recommended that assessment instruments:

- identify the text from the prescribed text list to be used as a springboard for the imaginative response
- specify if the assessment instrument will be a spoken or multimodal response
- align with the cognitions students need to demonstrate cognitions, e.g. 'create' or 'use'
- specify if students have a choice to respond to the studied text in any imaginative form other than poetry
- where students are able to choose the form of their response, include examples of genre, e.g. digital story, dramatic monologue, transformation, personal recounts or reflective memoir, witness statement, eulogies, court summation, vlog monologue, hyper media or digital spoken tasks
- are appropriately contextualised for the specific school context and cohort, clearly identifying the context, purpose and audience for the response
- manage scope and scale to ensure the level of complexity of the task is appropriate to the syllabus objectives.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	3
Layout	0
Bias avoidance	0

\*Total number of submissions: 56. Each priority might contain up to four assessment practices.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- consistent use of terminology throughout the task
- instructions that were clear, unambiguous and jargon free, and which did not result in confused interpretations of the task requirements
- use of white space to aid clarity and accessibility
- appropriate information outlined in relevant sections of the assessment task
- use of verbs provided in the ISMG for instructions on the task sheet
- provision of scaffolding to guide/cue students through the processes needed to complete the task.

## Practices to strengthen

It is recommended that assessment instruments:

- include consistent instructions throughout
- provide consistent language and cues to students.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	99.07	0.93	0
2	Organisation and development	99.07	0.93	0
3	Textual features	100	0	0

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- there was strong evidence in student responses of all three criteria, reflecting the school's understanding and ability to teach the Areas of Study in an English as an Additional Language context
- schools could make accurate judgments about the match of evidence in student responses with the IA3 ISMG and the range of cognitions, such as 'create', 'use', 'select', 'synthesise', 'organise' and 'sequence', and the differences between 'discerning', 'effective', 'appropriate' and 'superficial'.

### Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- schools consider the definition of 'multimodal'. In most if not all cases, prerecorded responses were recorded oral monologues rather than digital responses incorporating the use of text, images, motion or audio to add other effects that create a multimodal response. The syllabus states that there should be 'at least two modes delivered at the same time', where 'selected modes are integrated so that each mode contributes significantly to the response' (Syllabus glossary). In order to meet syllabus requirements, it is important that schools include two modes in the response
- refer to *Confirmation submission information: English as an Additional Language 2019*, which defines Performance and spoken response (see Section 2.5) and multimodal response (see Section 2.6). Section 4.2 states that schools should ensure there is sufficient evidence of nonverbals in the video recording, including facial expression, gestures, proximity, stance and movement, to allow Assessment objective 11 to be demonstrated.

### **Additional advice**

When preparing students for IA2 and IA3, schools should prioritise explicit teaching and modelling of Assessment objectives 3, 4 and 5 when ‘creating’ texts. If these objectives are identified clearly when reading and analysing texts for IA1, students in turn will be better equipped to then employ these features when creating persuasive and imaginative responses. The assessment focuses on Assessment objectives 3 and 4 in the creation of a perspective from the student. This differs from the IA1, which analyses perspectives and representations of concepts, identities, times and places in two different texts. The IA2 and IA3 require students to make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts, and invite audiences to take up positions in the persuasive or imaginative mode.

Assessment objective 5 has a different purpose in the IA2 and IA3 with the focus on the students’ use of their own aesthetic features and stylistic devices to achieve particular purposes in terms of a persuasive text or imaginative spoken or multimodal response.

Across the summative assessments of the course, students must have opportunities to learn how to compose texts that are appropriate to a variety of contexts, focusing on genre, purpose, audience and subject matter.

# External assessment

## Extended response — analytical response (25%)

### Assessment design

#### Assessment specifications and conditions

The examination is an analytical response to a literary text from the prescribed text list in the form of an analytical essay for an audience with a deep understanding of the text. The purpose is to communicate an informed and critical perspective in response to an unseen question or task on the text studied in depth in Unit 4.

- Time: 2 hours plus planning time (15 minutes)
- Length: 800–1000 words

The assessment instrument consisted of 16 extended response items — two for each of the eight text options. Each student responded to one item on one text studied. Questions were derived from the context of Unit 4 independent explorations. This assessment was used to determine student achievement in the following assessment objectives:

1. use patterns and conventions of an analytical essay to respond to an unseen question/task
2. establish and maintain the role of essay writer and relationships with audiences
3. analyse perspectives and representations of concepts, identities, times and places in a literary text
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin a literary text and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in a literary text
6. select and synthesise subject matter to support perspectives in an essay response to an unseen question/task
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an essay
9. make language choices for particular purposes in an essay
10. use grammar and language structures for particular purposes in an essay
11. use written features to achieve particular purposes in an essay.

The stimulus comprised 8 texts from the prescribed text list, which were designed to elicit unique student responses.

External assessment texts:

- *Burial Rites* — Hannah Kent
- *Cat's Eye* — Margaret Atwood
- *Hamlet* — William Shakespeare
- *Jane Eyre* — Charlotte Brontë

- *Macbeth* — William Shakespeare
- *Nineteen Eighty-Four* — George Orwell
- *The White Earth* — Andrew McGahan
- *We Are All Completely Beside Ourselves* — Karen Joy Fowler.

Extended response — analytical written response to an unseen question, on a literary text from the prescribed text list:

- there are two questions for each text
- the subject matter is drawn from Unit 4: Close study of literary texts, Topic 2: Critical responses to literary texts — specifically, the three areas of study (Texts and contexts, Language and textual analysis, Responding to and creating texts)
- the two questions will be comparable for each text, with Question 1 focused on the significance of an event or place in the text and Question 2 focused on the main idea, perspective or concept of the text.

The construct of each item may vary across comparable items (Questions 1 and 2 for each text). This approach allows for flexibility and unpredictability in the design and focus of questions used in external assessment instruments.

## Assessment decisions

Overall, students responded well to the following assessment aspects:

- for the Knowledge application criterion
  - higher level responses demonstrated deep understanding of the text and were able to develop unique responses and perspectives in their essays
  - effective responses demonstrated an understanding of the attitudes, values, and beliefs of the author and/or the dominant cultural assumptions of the time in which they were writing and/or the dominant assumptions, values, attitudes, and beliefs underpinning key concepts within the text
  - higher level responses showed a sophisticated understanding of aesthetic features and stylistic devices, and the effects of these choices
- for the Organisation and development criterion
  - higher level responses used a strong thesis that highlighted a specific perspective/interpretation regarding the text, e.g. how the character representation/motif/device demonstrated broader themes/perspectives
  - higher level responses showed clear articulation of arguments that were consistently developed, with strong conclusions
  - better discrimination was required in terms of supporting evidence, e.g. in responding to questions regarding characters, some students included aspects of character that were not related to the topic. Students need to consider what arguments best achieve responsiveness to the question or task
  - students demonstrated capacity to draw on detailed and specific evidence from the prescribed text studied, despite not having access to this text in the examination
  - effective responses demonstrated use of a range of cohesive devices within and across paragraphs
  - most students demonstrated effective knowledge and control of the analytical essay genre

- for the Textual features criterion
  - responses used register appropriate to the role of essay writer, with sustained use of both past and present tense used
  - responses used simple and complex words that could be understood in context.  
**Note:** Words may be ‘understood in context’ without error-free accuracy.

## Effective practices

The following samples were selected to illustrate a highly effective student response in some of the assessment objectives of the syllabus.

### Extended response

Criteria: Knowledge application, Organisation and development, Textual features

Effective student responses:

- examined relevant perspectives or representations in the text, and provided an authoritative interpretation of these perspectives or representations
- examined how the text was underpinned by cultural assumptions, attitudes, values and beliefs, and provided an authoritative interpretation of these cultural assumptions, attitudes, values and beliefs
- examined how the writer’s stylistic or aesthetic choices shaped the text and provided an authoritative interpretation of these stylistic or aesthetic choices
- provided a discriminating thesis to be substantiated, developed arguments to support the thesis across the response, and provided clear conclusions based on the arguments
- provided a well-considered selection of evidence from the text, and used this explicitly to support arguments
- demonstrated a logical sequencing of information and ideas in and between paragraphs
- maintained a consistent register with a level of authority appropriate to the writer, with in-depth knowledge and familiarity with the play. This was enhanced by the use of vocabulary for effect, such as well-placed adjectives
- used the language of literary analysis purposefully and showed discrimination in language choices, avoiding frequent repetition of phrases such as ‘in the play’
- varied sentence structures and lengths to achieve effects, such as for emphasis and clarity. Less successful responses showed a lack of control of accurate grammar, particularly in relation to the control of tenses. Many responses were inconsistent in their use of tense, varying between past and present tenses
- used punctuation skilfully — unnecessary standard punctuation (such as excessive comma use and unnecessary capitalisation) meant meaning was sometimes affected.

Student samples of effective responses

Criterion: Organisation and development

This excerpt has been included to:

- show an understanding of the essay genre
- show the use of cohesive devices and ties to guide the reader/marker through the essay
- show evidence linked to the thesis
- show strong command of knowledge to select purposeful evidence.

<p><b>Organisation and development (16 marks)</b></p> <p>This response:</p> <ul style="list-style-type: none"><li>• provides a discriminating thesis that is to be substantiated</li><li>• develops arguments to support the thesis across the response</li><li>• provides clear conclusions based on the arguments</li><li>• provides well-considered selection of evidence from the text</li><li>• uses this explicitly to support arguments</li><li>• demonstrates logical sequencing of information and ideas in and between paragraphs</li><li>• uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response.</li></ul>	<p><b>Excerpt 1</b></p> <p>As a social norm<sup>around the world</sup>, violence within the human race has never been tolerated and is considered against the law. However, it has always stood as an alarming issue because people still conduct violence and get away with it, especially when the victims are marginalised and have little to no power to voice up about their unfair treatment. In the novel "Burial Rites" (2013) by Hannah Kent, the main protagonist Agnes has experienced many forms of violence - domestic violence, sexual violence and mental violence - as a woman with special circumstances that are vulnerable to the contemporary society's judgement and hatred. It is through the combination of historical facts and Kent's imagination of Agnes' life before her execution, as well as the heartfelt narration and clever use of artistic features that effectively reinforces the concept of violence within the novel and positions readers to develop empathy for Agnes and awareness of unfair treatment towards women in society.</p> <p>Throughout the course of the story, Agnes is subjected to physical</p>
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Criterion: Knowledge application

This excerpt has been included to:

- show an effective interpretation and analysis of the question
- show an effective use of direct evidence from the text to support the analysis/interpretation.

**Knowledge application  
(18 marks)**

This response:

- examines relevant perspectives or representations in the text
- provides an authoritative interpretation of these perspectives or representations
- examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs
- provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs
- examines how the writer's stylistic or aesthetic choices shape the text
- provides an authoritative interpretation of these stylistic or aesthetic choices.

**Excerpt 2**

Agnes tries to warn Natan about Fridrik's plan to rob his farm and violence tendency, yet in return, Natan injures her and kicks her out of the house in the middle of winter. ~~She is further vulnerable to physical violence after the crime,~~ She is further vulnerable to physical violence after the crime, when she is left in horrible condition with little food, fresh air on light and trapped in a room filled with her waste, and <sup>most likely</sup> beaten by the officers there. Only when she arrives in Kornsa and meets Tóti is the detail of her "yellow like egg yolk" scar on her neck and her horrendous, neglected condition revealed, suggesting that her <sup>physical</sup> abuse is justified as a punishment for her crime in the contemporary context - it is not known who does it to her, and the detail is left obscured <sup>even</sup> until the end of the book, yet it is the most striking appearance on her when she is introduced to people at Kornsa violence and marginalised people in general. In her recollection of the physical violence she has endured, she constantly plays down the damage and never once blames or demonises the men, but rather her "ill fate". She is also in denial of Natan's abuse and even protects him, which is also common for women in abusive relationships. She knows that she should not voice her struggles <sup>partially</sup> because she is unfavoured by society, but also partially because the misogyny and unjust structural power in Icelandic society at the time ~~is~~ are ~~conditional~~ conditioned into her mind, and she has learned in her life to just accept them. Her bitter statement to Tóti "I have told the truth and you can see for yourself how it has served me" conceals a lifetime of sufferings and endurance, and also a powerful reminder to readers of how a corrupted, misogynistic society condemns women like Agnes and gives way for <sup>men's</sup> physical violence on women. Only when she lives at Kornsa does her



Criterion: Organisation and development

This excerpt has been included to:

- show an understanding of the essay genre
- show the use of cohesive devices and ties to guide the reader/marker through the essay
- show evidence linked to the thesis
- show strong command of knowledge to select purposeful evidence.

**Organisation and development (16 marks)**

This response:

- provides a discriminating thesis that is to be substantiated
- develops arguments to support the thesis across the response
- provides clear conclusions based on the arguments
- provides well-considered selection of evidence from the text
- uses this explicitly to support arguments
- demonstrates logical sequencing of information and ideas in and between paragraphs
- uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response.

**Excerpt 3**

Throughout her life, she has been emotionally manipulated, condemned and deprived of human rights (in modern day standards) as an <sup>abandoned</sup> ~~orphan~~ child from unmarried parents, pauper, maid, intellectual woman, <sup>two</sup>thirty years old but still unmarried woman, and later a criminal - Agnes possesses many identities that deem her an outcast and an easy target for harsh, unjust judgements from her society. Society purposefully creates, spreads and believes in rumors that demonise Agnes: when they see Agnes in public, "they do not see [her]", they only associate her with horrendous words and scenes "blood", "witch", "crow", "spider webs". Her special circumstances are the reason for her society to justify cruel treatment and exclusion on her, suggesting that mental violence can be ~~not~~ more dangerous and tormenting than physical violence, in that it completely silences the victim, and much easier to go unnoticed, or in this case, socially accepted. She has no control over any of the events that happen to her, how people treat her and the identities that she carries, except for her crime, but even that is enabled and forced upon her by the mental violence of society and Iceland's corrupted government at the time. Blendal throughout the story insists on criminalising Agnes, forces the ~~ex~~ blame and death sentence on her because he does not see her as a sex object or a submissive, young woman like society's standard, but

## Criterion: Textual features

This excerpt has been included to:

- show the use of grammatically accurate sentence structures across the response
- show the discriminating use of vocabulary to develop ideas, and discriminating use of register appropriate to the role of the essay writer
- show the accurate and purposeful use of punctuation
- show the use of simple and complex words that can be understood in context.

### Textual features (11 marks)

This response uses:

- grammatically accurate sentence structure
- vocabulary with discrimination to develop ideas
- register appropriate to the role of the essay writer with discrimination
- punctuation accurately and purposefully
- simple and complex words that can be understood in context.

### Excerpt 4

rather a strong-willed, outspoken and ~~non~~ intellectual woman, all the traits that he, representing the authority, dislikes. The court does not listen to her testimony, and even believes Fridrik - a man with criminal records of stealing and actual violence tendencies - more than her. ~~These~~ ~~gross~~ When referring to this unfair treatment, Agnes only silently cries at night and calls herself a "candle ~~and~~ flame" waiting to be blown away - she is ~~completely~~ <sup>completely</sup> vulnerable and has given up to the mental torture placed upon her. The use of pathetic fallacy and fragmented sentence structure as she reflects and regrets her life highlights the substantial degree to which mental violence and abuse have affected her, and positions readers to empathise and even feel sorry for her death.

In conclusion, the intense sequence of Agnes' sufferings ~~of~~ from violence in many forms through Kent's narrative has shaped the novel "Burial Rites" and made it a heartbreaking, eye-opening tale of Agnes Magnúsdóttir - an ill-fated woman, the last person to ~~be~~ undergo capital punishment in Iceland. But Agnes is not only that, ~~and not~~ she is also an intellectual woman, a caregiver, and a woman who has suffered from an abusive relationship and toxic violence. Readers are invited to see a connection between her and many, many women that still undergo domestic, sexual violence and manipulative treatment - some of them in silence, but their issue stand loud and clear in modern society.

## Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- encouraging students to provide a clear and concise thesis statement in response to the question

- encouraging students to select evidence from the novel that is purposeful and aids the development of the essay and the thesis statement. Students should be encouraged to write essays that demonstrate purposeful development of a thesis statement across the entire response
- reminding students that their audience is knowledgeable of the text, so some details do not need to be explained to the marker. Students could undertake effective proofreading and editing techniques to remove any phrases that demonstrate their knowledge of the novel superfluously, e.g. 'Winston is a central character of the novel.' Clear editing of written essays will encourage students to write more purposefully
- encouraging students to use cohesive ties that emphasise, develop, transition and connect ideas across the response. Provide opportunities for modelling creating lists of cohesive devices with students to help embed these devices in their responses
- encouraging students to spend adequate time considering their planning and thinking about the essay statements so their responses will be responsive to the task demands. Rehearsed responses were not always well structured, as they were not manipulated effectively to respond to the prompt. Theme-based responses posed a similar problem
- encouraging students to avoid listing aesthetics and stylistics without also analysing the impact and effect they have in shaping the text. Provide opportunities for modelling and discussing with students how the techniques used by the author/playwright are used to create meaning
- encouraging students to critically examine the effect and significance of the writer's approach in relation to the main ideas/implicit cultural information texts convey. Students seemed to find it more challenging to provide authoritative evidence meeting the requirements of Assessment objective 4. In particular, students need to spend more time investigating the relationship between an author's stylistic choices and the meaning underpinning a text
- encouraging students to investigate how the novel is underpinned by cultural assumptions, attitudes, values or beliefs. This is open for interpretation in that the cultural assumptions, attitudes, values and beliefs are underpinned by the novel, by the author, and by the reader in today's society. Students are encouraged to spend time researching and understanding the novel's ideology further so that they can create an authoritative interpretation. Analysis of the ways ideas underpin the literary text was not generally a strong point, as students did not have enough knowledge about the creation of the novel and lacked a wider perspective allowing them to bring their own interpretation to it.