

English as an Additional Language subject report

2021 cohort

February 2022

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Contents

Introduction	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	2
Units 1 and 2 results	2
Units 3 and 4 internal assessment (IA) results	2
Total marks for IA	2
IA1 marks	3
IA2 marks	4
IA3 marks	5
External assessment (EA) marks	6
Final subject results	7
Final marks for IA and EA	7
Grade boundaries	7
Distribution of standards	7
Internal assessment	8
Endorsement	8
Confirmation	8
Internal assessment 1 (IA1)	10
Examination — analytical written response (25%)	10
Assessment design	10
Internal assessment 2 (IA2)	16
Extended response — persuasive written response (25%)	16
Assessment design	16
Assessment decisions	19
Internal assessment 3 (IA3)	23
Extended response — imaginative spoken/multimodal response (25%)	23
Assessment design	23
Assessment decisions	25
External assessment	29
Extended response — analytical response (25%)	29
Assessment design	29
Assessment decisions	29

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 54.

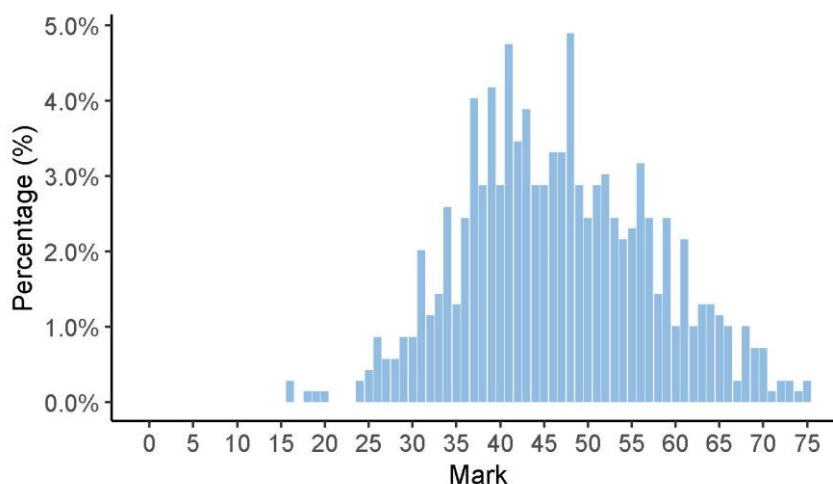
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	822	793	687

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	716	106
Unit 2	717	76

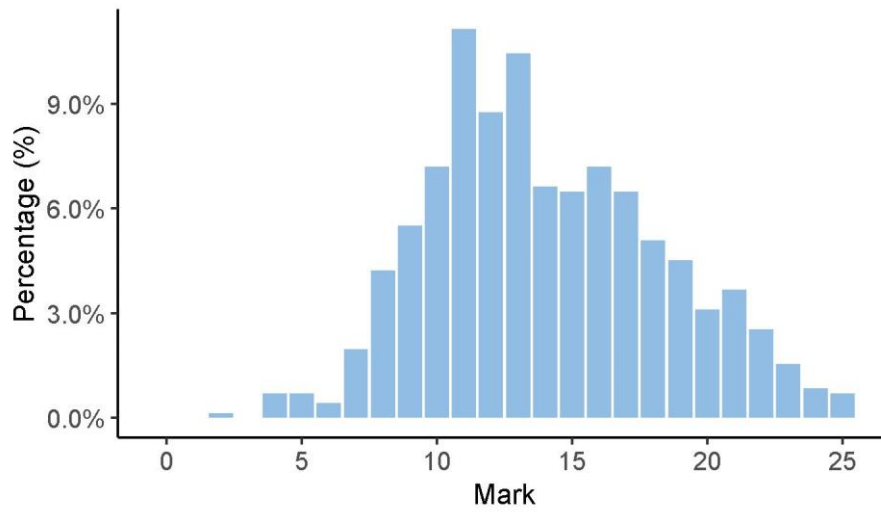
Units 3 and 4 internal assessment (IA) results

Total marks for IA

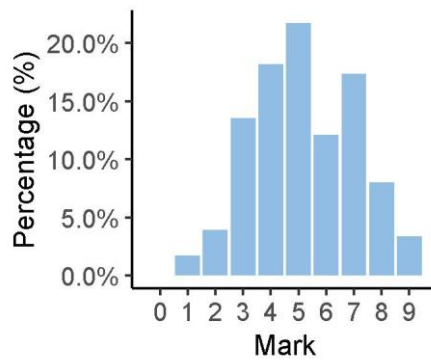


IA1 marks

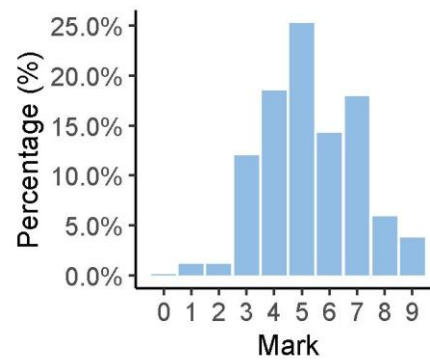
IA1 total



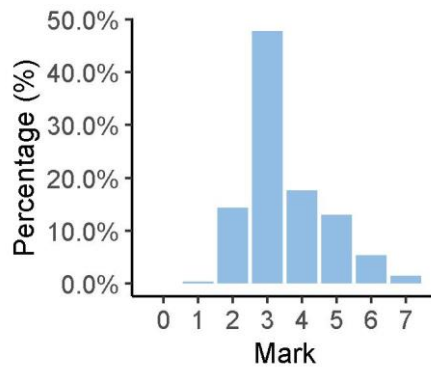
IA1 Criterion: Knowledge application



IA1 Criterion: Organisation and development

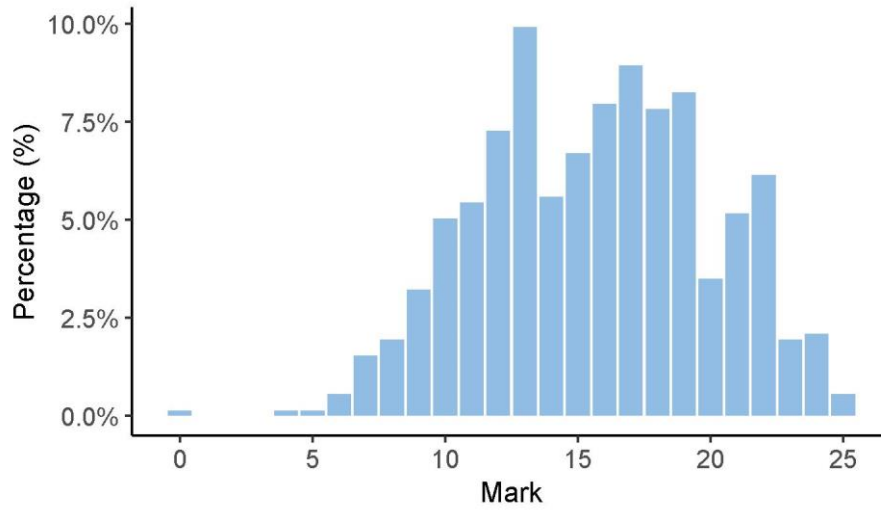


IA1 Criterion: Textual features

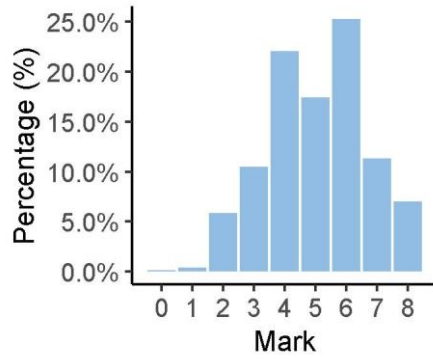


IA2 marks

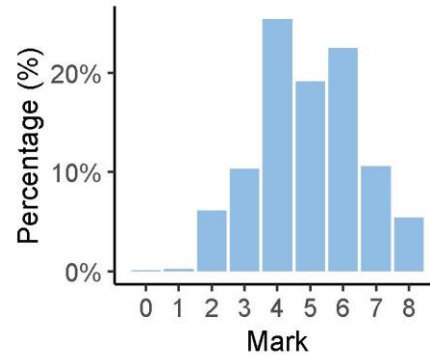
IA2 total



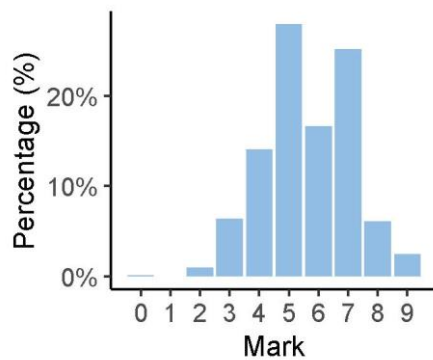
IA2 Criterion: Knowledge application



IA2 Criterion: Organisation and development

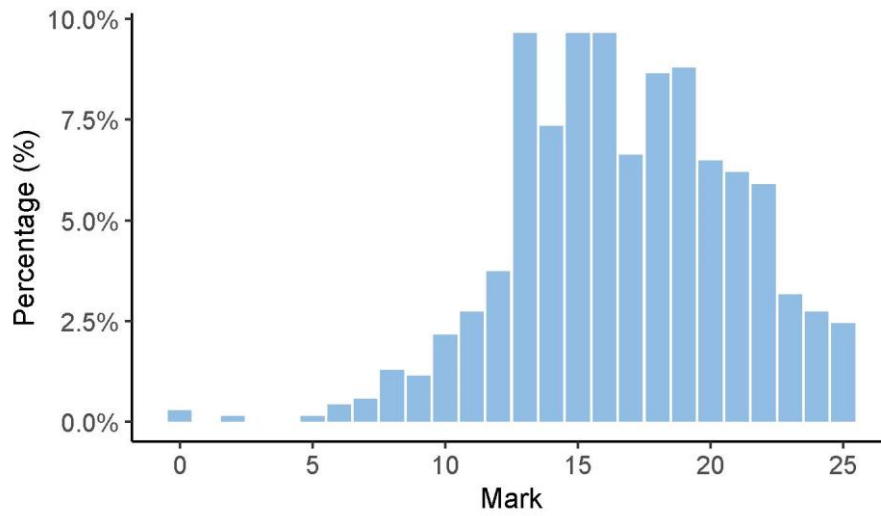


IA2 Criterion: Textual features

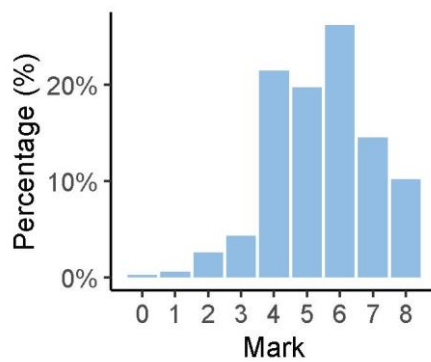


IA3 marks

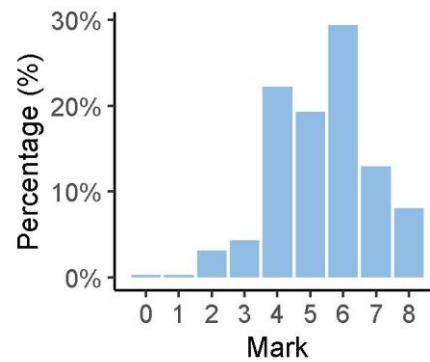
IA3 total



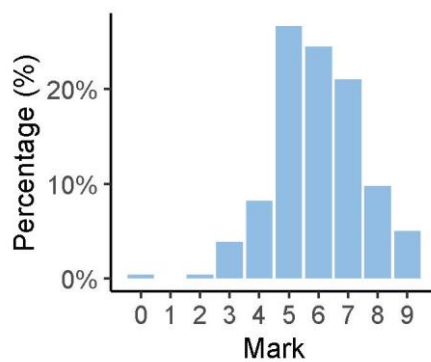
IA3 Criterion: Knowledge application



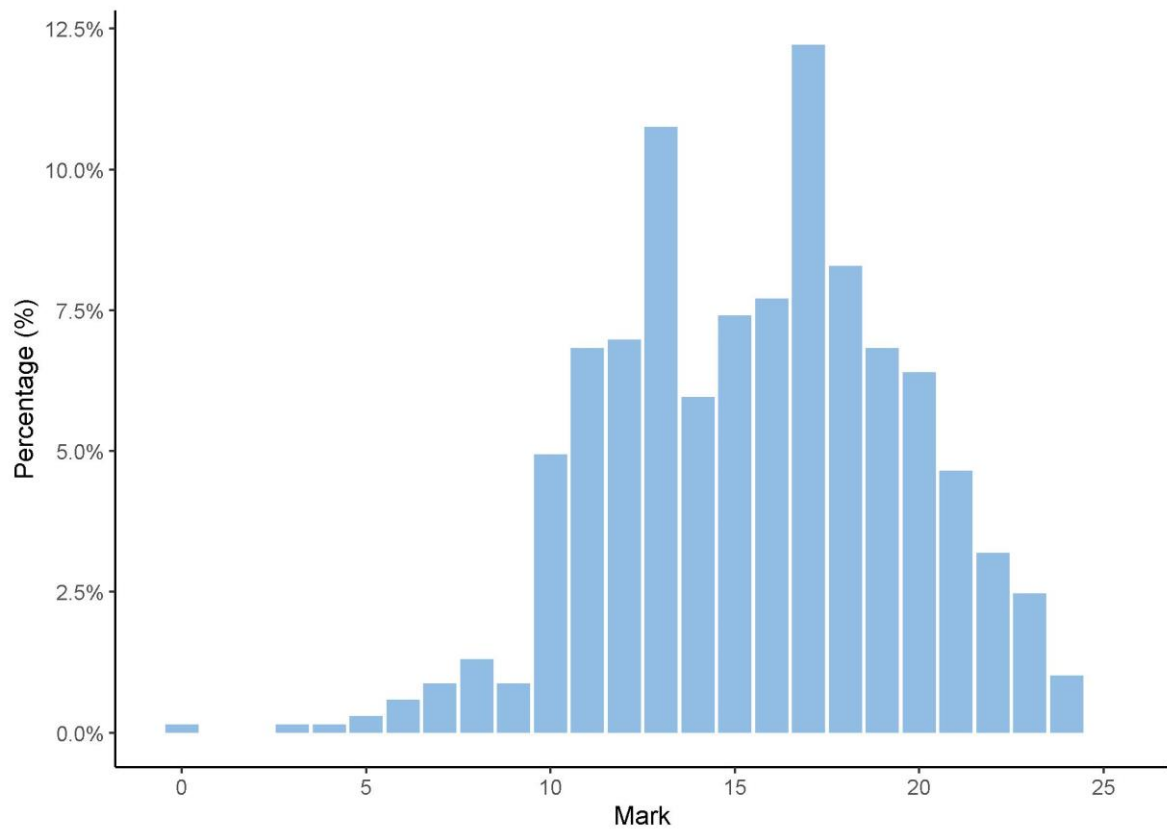
IA3 Criterion: Organisation and development



IA3 Criterion: Textual features

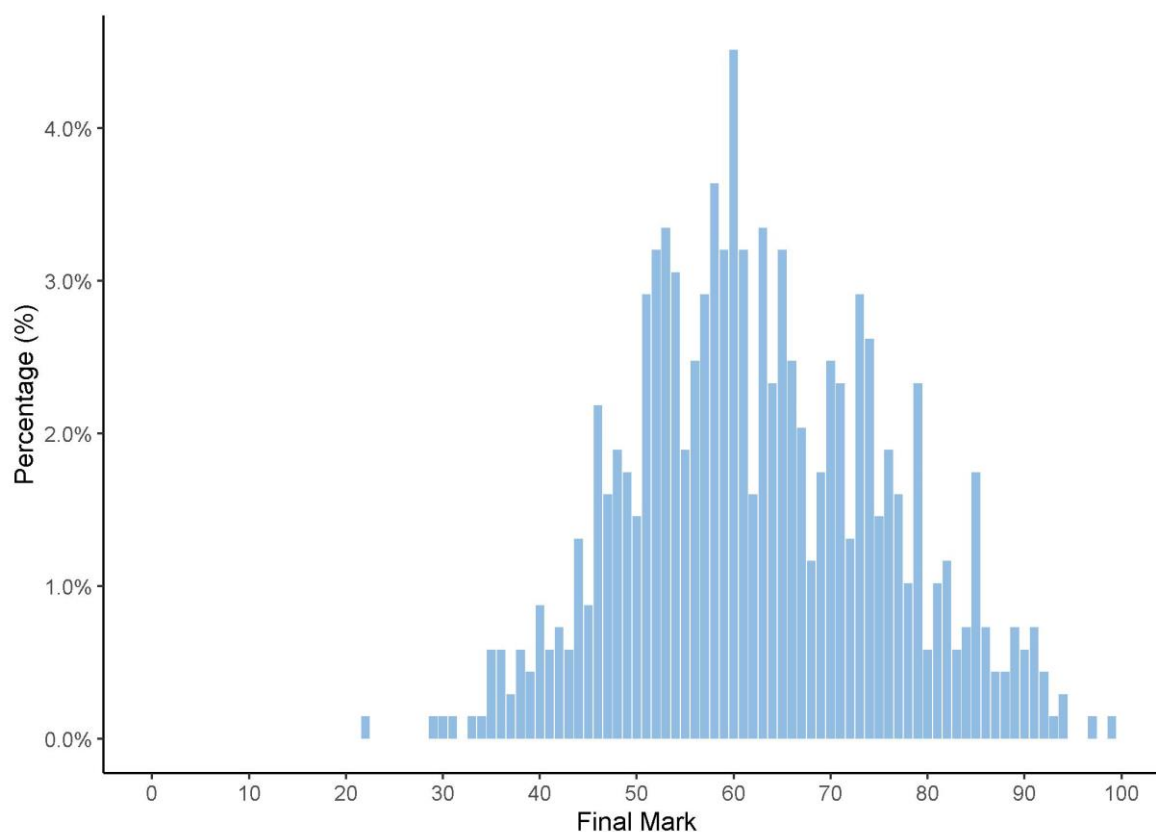


External assessment (EA) marks



Final subject results

Final marks for IA and EA



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
Marks achieved	100–80	79–61	60–40	39–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	73	282	309	23	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	54	54	54
Percentage endorsed in Application 1	85%	83%	24%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	50	269	12	90%
2	51	283	19	98.04%
3	50	262	13	94%



Internal assessment 1 (IA1)

Examination — analytical written 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 requires 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 priority	Number of times priority was identified in decisions*
Alignment	5
Authentication	0
Authenticity	0
Item construction	4
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- had a consistent focus on and use of the cognition 'analyse' throughout the instrument
- referenced and complied with the syllabus objectives
- made appropriate text selections for the task — one literary text from the prescribed text list and an additional text of a different type
- used assessment objectives to cue students to address the criteria of the ISMG
- provided clear commands, questions or tasks that allowed for original responses that analysed representations of issues, ideas and attitudes in two different texts
- applied examination conditions and the genre that were appropriate and compliant with the syllabus requirements

- constructed open-ended tasks designed to enable a unique response from the range of learners
- balanced breadth and focus to allow students to demonstrate a range of performance levels, complying with the criteria of the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- provide explicit opportunities to demonstrate Assessment objectives 3, 4 and 5
- use the appropriate cognition for the task: 'analyse', not 'evaluate', 'challenge', 'discuss', 'compare', 'contrast', etc.
- instruct students to demonstrate the required skills, i.e., analyse representations of issues, ideas and attitudes in two different texts
- do not lead students to a predetermined response, ensuring that each student response can be unique
- use the language of the assessment objectives and avoid words such as 'theme' instead of 'concept'
- require sustained application of cognitions in the execution of the task
- do not include scaffolding. This assessment is an examination and therefore no scaffolding should be provided. Note that the QCAA template does not allow for it
- construct questions/items using the cognitions required by the syllabus and demonstrate a clear, transparent rubric which explicitly instructs students to demonstrate the required skill.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- successfully avoided bias when discussing concepts, identities, times and places from the text
- did not contain ambiguous statements

- were accessible to the range of learners, including students with English as an additional language or dialect
- modelled clear, precise and accessible word choices
- featured consistent use of terminology from the syllabus and glossary
- made consistent use of formatting features throughout the instrument, e.g. use of bold, italics and other formatting features.

Practices to strengthen

It is recommended that assessment instruments:

- are free of errors and model accurate spelling, grammar, punctuation and textual features
- ensure all titles and names of authors, directors and poets from the prescribed text lists are free from errors of spelling and punctuation
- use accessible language for the range of diverse learners
- make effective word choices that are not ambiguous and do not confuse the EAL learners.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Knowledge application	92%	6%	2%	0%
2	Organisation and development	90%	8%	0%	2%
3	Textual features	92%	6%	2%	0%

Effective practices

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

- there was strong evidence in responses of all three criteria (particularly the Knowledge application criterion), reflecting schools' understanding and ability to teach these in an English as an Additional Language context
- judgments about the Knowledge application criterion indicated a shared understanding of analysis of perspectives, and representations of concepts, identities, times, and places in the texts; analysis of the way cultural assumptions, values, attitudes, and beliefs invite audiences to take up positions; analysis of aesthetic features and stylistic devices. School judgments for this criterion were more consistently supported than the other criteria
- relevant judgments were made 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'.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate a discerning level of all three criteria: Knowledge application, Organisation and development and Textual features. This excerpt demonstrates the highest level of application of this assessment instrument, achieving a 9,9,7. The response demonstrates a very strong understanding of the two texts, and a discriminating response to the examination question/task. The student work also shows Textual features that are discerning, despite the presence of some errors.

<p>Knowledge application (9 marks)</p>	<p>The focalisation in 'The Boat' provides a more genuine representation of adversity than 'The Invisible Man'. 'The Boat' is written in third-person limited through the eyes of the main character, Mai, to effectively highlight the concept of adversity by inviting readers into her internal conflict. As she falls in a deep sleep due to her fever, she dreams of seeing her blind father and has an emotional outburst crying, "It was Ba who left Child," (pg.291) highlighting the motif of sacrifice. This evokes sympathy from the audience as it paints refugees in a compassionate light, seeing that they abandon^{ed} everything for a safe, new life. The third-person viewpoint is enough to make the reader feel more grounded in the narrative and appeal to Mai's emotions. The focalisation allows Mai's internal conflict to become a tangible quality that can be perceived through the audience's own eyes. Alternatively, the documentary is limited in such that it is focalised by interviews of secondary characters such as Geordie Williamson and Dmid Tofighian, who have not experienced the same adversity as Behrouz. Their commentary is rather factual and is not representative of Behrouz's emotive adversity. Hence, it limits the audience from empathising with his emotions. Therefore, the focalisation in 'The Boat' is a better representation of adversity than 'The Invisible Man'.</p>
<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 	
<p>Organisation and development (9 marks)</p>	
<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 	
<p>Textual features (7 marks)</p>	
<ul style="list-style-type: none"> discerning language choices for particular purposes discerning combination of a range of 	

<p>grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</p> <ul style="list-style-type: none"> discerning use of written features, including punctuation and conventional spelling, to achieve particular purposes 	<p>The evocative imagery used to deliver the plot of 'The Boat' is a more genuine reflection of adversity than the camera techniques and sound used in 'The Invisible Man'. Nam Le uses elaborate descriptions to describe the physical conditions of the characters, as seen in his use of similes and metaphors to describe Truong, "He stood skinny and erect, hanging from his limbs though from a denuded tree's branches." (pg. 278). He continues to describe his face as a "brown and blasted landscape" (pg. 305). Truong's malnourished appearance epitomises the hardships and intolerable sufferings endured by refugees on their journey to freedom and safety. The powerful imagery establishes the tone</p>
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Practices to strengthen

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

- in the Knowledge application criterion, a clearer and more explicit understanding be developed of ways to provide opportunities for students to analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- there be greater focus on the Knowledge application criterion, with explicit teaching of the cognitive processes in Assessment objectives 3, 4 and 5 and the appropriate analytical metalanguage to express these complex ideas and explicit understanding of the concept of audience positioning when analysing perspectives and representations in texts. This includes the examination of the representations of issues, ideas, and attitudes in two different texts, and the analysis of the ways cultural assumptions, attitudes, values and beliefs underpin different texts, and invite audiences to take up positions in specific contexts
- teachers build their understanding of aesthetic features and stylistic devices and their effects to ensure responses demonstrate specific evidence of analysis of the effects of aesthetic features and stylistic devices in texts; in some responses, this evidence was missing, and in other cases aesthetic features were identified without analysis of their effects or were paraphrased without knowledge of the patterns and effects of language
- it be noted that the excerpts above show a manipulation of language features in order to establish claims and dissect the evidence carefully. Patterns and conventions of the analytical genre indicate a confidence when exploring the texts and how the reader is positioned to understand perspectives and aesthetic features and stylistic devices in order to find patterns of meaning. There needs to be further awareness of the differences between effective and discerning analysis. Discerning work makes links back to the claims and thesis. Effective writers analyse the evidence in a precise manner but are unable to draw the connections between patterns of ideas in the text
- teachers develop a greater understanding of the Textual features criterion and the difference between discerning and effective in assessing student work. They should understand the context of writing under examination conditions and that students' work can be discerning for the Textual features criterion even when it contains a few errors. See Excerpt 3 as a key example to inform practice

- it be noted that the Textual features criterion is still a key area to address with EAL students. Teachers should consider how best to assess this criterion across all assessments. It is essential to match the evidence to the characteristics and qualifiers of the performance level in the ISMG and refer to the syllabus glossary.

Additional advice

- Schools are encouraged to continue selecting a range of accessible and rigorous texts for students to use. Some excellent pairings of texts allowed for more depth and richer ideas and analysis. Schools should consider their cultural context and that of their students.
- Schools should consider the combination of texts used for the IA1. Students do not always need to study a novel — poems, films, short stories, TV series and plays can also be insightful texts for analysis.



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 priority	Number of times priority was identified in decisions*
Alignment	8
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided opportunities for learners to demonstrate Assessment objective 3 using the relevant cognition of 'create' in the Knowledge application criterion. The assessment focuses on the creation of a perspective through reasoned argument to persuade an audience
- provided clear instructions to enable students to research the contemporary social issue before writing the extended response, although this is not the focus of this technique
- provided clear instructions that directed students to demonstrate the required skills, e.g. to create their own perspective on a contemporary issue in a persuasive text for a particular context and audience
- did not include a prescribed text, as there is no prescribed text for this assessment instrument
- included an authentic 'real world' purpose, context and a target audience that demonstrated all the assessment objectives for a range of performance levels

- complied with the accepted features of the item type, to 'create' a perspective for a persuasive written response
- provided clarity around the use of research as a platform to 'create' a perspective and made it clear that research is not a syllabus requirement, although evidence from research can be included in the response to support the perspective created in Assessment objectives 3, 4 and 5
- achieved a balance between breadth and focus to allow students to demonstrate a range of performance levels when developing scope and scale.

Practices to strengthen

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

- students be provided with learning opportunities to demonstrate and align with Assessment objectives 3, 4 and 5 in the Knowledge application criterion when 'creating perspectives and representations of concepts, identities, times and places'; 'making use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions'; and 'using aesthetic features and stylistic devices to achieve persuasive purposes'
- contemporary social issues be relevant and current/recent. This helps ensure students have access to current resources and materials to best demonstrate all the assessment objectives
- the task identify and include an authentic real-world purpose, context and target audience that allow students to demonstrate all the assessment objectives across a range of performance levels. Consider including an authentic purpose, context and target audience to which students are able to relate, such as a 'Soap box', 'Have a say day' or a contribution to an online discussion or forum relevant to persuasive writing or speeches
- items comply with the accepted features of the item type — to create a perspective in the form of a persuasive text for a particular context and audience
- the task provide clarity around the purpose of research. Students are not required to undertake research as part of the task. Research is to be used as a platform to create a perspective on the contemporary social issue in the media
- the response not be restricted to one topic, which can lead to a predetermined response, e.g. it should not be the case that all students are asked to write a persuasive speech on global warming or homelessness
- the task's complexity be appropriate to the syllabus specifications. Students should be given task-specific instructions that are within the scope of the syllabus specifications for the IA2
- to ensure academic integrity, the task be kept open-ended to allow for a unique response by students. A balance should be found between breadth and focus to allow students to demonstrate a range of performance levels when considering scope and scale of the assessment and conditions.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	1
Layout	0
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided the use of ambiguous or confusing language
- provided clear and transparent instructions for students to enable them to understand the expectations of the assessment specifications.

Practices to strengthen

It is recommended that assessment instruments:

- be free of bias to ensure students can create their own perspective on the contemporary social issue in the media
- be free of errors and model accurate spelling, grammar and textual features, and use accessible language for the range of learners
- provide clear instructions to students, e.g. by including several different written persuasive genres using broad terminology across the task, such as online journals, feature articles, opinion pieces and scripts for persuasive speeches. There needs to be consistency to avoid ambiguity or contradictions with the genre.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Knowledge application	98.04%	0%	1.96%	0%
2	Organisation and development	98.04%	0%	0%	1.96%
3	Textual features	100%	0%	0%	0%

Effective practices

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

- there was a clear match in the response to the relevant cognition, such as ‘create’, ‘use’, ‘establish and maintain’, ‘select’ and ‘synthesise’, and the difference between the qualifiers of ‘discerning’, ‘effective’, ‘appropriate’ and ‘superficial’ when matching evidence in student responses to the characteristics in the performance levels for each criterion
- there was a clear distinction between ‘discerning use’ and ‘effective use’ of the Textual features criterion within student responses
- evidence in student responses matched the genre stipulated in the task (the Organisation and development criterion) 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 a responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate a high standard of persuasive writing
- as it provides evidence of discernment across all three criteria
- because it demonstrates the student’s perception of the use of cultural assumptions, attitudes, values and beliefs to underpin their argument and to reinforce their own perspective on the contemporary social issue.

Knowledge application (8 marks)

- 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, inviting audiences to take up positions
- discerning use of aesthetic features and stylistic devices to achieve persuasive purposes

Organisation and development (8 marks)

- discerning use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose
- discerning selection and synthesis of subject matter to support perspectives
- discerning 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

Textual features (9 marks)

- discerning language choices for particular purposes
- effective combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes
- discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes

Excerpt 1**The Disappearance of Freedom**

Australia is well known and loved for its ^{values of} freedom and equality; however, once this curfew is implemented, this will soon change. A quiet walk on the beach, meetups with friends, or even rushing out to Coles, will violate our basic rights.

Scientific research has continually proven that ^a youth curfew doesn't prevent nor decrease crime. Trudi Cooper from Edith Cowan University states that the benefits that a youth curfew can institute, can still be achieved without implementing a curfew at all. She bluntly states that a youth curfew "...did not make young people safer overall". So why implement this? Our freedom and independence are at stake and Queensland's youth will view the government as autocratic and dictatorial. Young people will feel like they're criminals for walking around at night, and slowly but surely, their freedom will be snatched away from them.

The UN Convention on the Rights of the Child, which Australia is party to, states that children should be able to experience freedom with no obstacles. This curfew is in obvious breach of this, and by instituting it, young Queenslanders will be unable to experience freedom as their parents once did, leading to a rise in youth crime.

Youths want liberty. Authorities continually reiterate that curfews would curb violence and prevent youths from becoming juvenile delinquents. Unfortunately, executing such laws, in reality, gives young people more motivation to disregard laws and commit heinous crimes.

This student response excerpt has been included:

- to demonstrate a consistent level of ‘effective’ achievement across the Knowledge application criterion and the Organisation and development criterion
- to highlight the difference between what is considered ‘discerning’ and ‘effective’ in the Knowledge application criterion and the Organisation and development criterion (in comparison with Excerpt 1).

<p>Knowledge application (6 marks)</p> <ul style="list-style-type: none"> • effective creation of perspectives and representations of concepts, identities, times and places in a persuasive text • effective use of the ways cultural assumptions, attitudes, values and beliefs underpin texts, inviting audiences to take up positions • effective use of aesthetic features and stylistic devices to achieve persuasive purposes <p>Organisation and development (6 marks)</p> <ul style="list-style-type: none"> • effective use of the patterns and conventions of a persuasive text, and of the role of the writer, to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • 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 	<p>Excerpt 2</p> <p>On one hand, including more language courses is about respecting and accepting diversity and helping to broaden students’ view. In 2013, the number of students studying a second language in Australia is historically low with only 8% of students in NSW were studying a foreign language for their Higher School Certificate (HSC) (Refraction Media, 2019). Australian is a country with a large number of international citizens and tourists from different backgrounds, which means that it would be helpful and practical to learn another language for both international and local students in Australia. Why? If different languages are windows in front of different people reflecting different culture backgrounds of them, learning languages is like opening each window and exploring a clear, different, and brand-new view outside each of them.</p> <p>Providing more language study in schools gives the opportunities for students to explore the world, to study whatever languages they want, and could encourage more students to know about the world. You could imagine if people living in this diverse community know each other’s cultures well, communicate with people from different cultures well, and are highly inclusive to each other, the community will make people feel belonging. The community will make us feel happy. The community will be filled with harmony.</p> <p>With this much positive influence, have you not found the value of learning other languages? Have</p>
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Practices to strengthen

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

- responses align to the specific genre patterns and conventions of a persuasive genre to demonstrate Assessment objective 1: ‘create’ perspectives, rather than ‘analyse’ perspectives
- Assessment objective 5, which relates to the use of aesthetic features, is applied to persuasive texts to achieve persuasive purposes.

Additional advice

- Ensure students are responding to texts that generate opinionative responses on a wide range of issues. Poems and novels should not be considered as a base text for creation of perspectives. This relates to Assessment objectives 3, 4 and 5 — students are tempted to ‘analyse’ rather than ‘create’ if these are the texts within the IA2 unit of study.
- Consider examining the non-fiction texts on the prescribed text list or fictional texts that explore a wide range of social, moral, ethical or global issues that can provide a starting point for the creation of student perspectives.



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 priority	Number of times priority was identified in decisions*
Alignment	3
Authentication	34
Authenticity	1
Item construction	9
Scope and scale	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- specified that students ‘create’ perspectives and representations in the imaginative spoken mode
- consistently used the cognition ‘create’ throughout the instrument
- identified and specified an audience to demonstrate Assessment objective 2 for the role of the speaker/signer/designer
- included a checkpoint to ensure student feedback was given on the spoken mode to reflect the *QCE and QCIA policy and procedures handbook*. This includes teachers providing feedback on a student’s delivery, whether live or pre-recorded, to assess their spoken response

- identified and specified an authentic real-world purpose, context and target audience that allowed students to demonstrate the assessment objectives across a range of performance levels
- identified and selected a scenario at the school or within the local community to include an authentic purpose, context and target audience to which students could relate
- provided clarity around the prescribed texts used as a springboard, e.g. by including the poet's name, poem or short story
- ensured the mode of delivery was made explicit, e.g. live, pre-recorded or multimodal response
- kept the task's complexity appropriate to the syllabus, avoiding additional steps or tasks
- kept the task open to allow for a unique response
- achieved a balance between breadth and focus to allow students to demonstrate a range of performance levels when considering the scope and scale of the assessment and conditions.

Practices to strengthen

It is recommended that assessment instruments:

- consistently use the cognition 'create' throughout the instrument to cue students to demonstrate all Knowledge application assessment objectives
- specify that students create perspectives and representations in the imaginative spoken mode. The task should explicitly state that students create perspectives and representations of concepts, identities, times and places in an imaginative text using the prescribed text as a springboard
- include and explicitly specify the options for delivery selected from the options in the syllabus — dramatic monologue, eulogy, transformation, vlog or digital narrative
- emphasise the creation of a different perspective from the text studied, e.g. filling a gap or offering a new insight into the character or into a concept/event in the text
- identify and specify an audience to demonstrate Assessment objective 2 for the role of the speaker/signer/designer. It is essential for schools or students to consider who they are writing for in terms of both the audience and the publication, e.g. an online audience, such as for a vlog or web series, or a school performance, a drama festival, a peer audience or the teacher. This supplies information around the context, and will inform the choices for language, imaginative genre and form
- ensure the purpose and audience are relevant to the school context and local community and limit the audience to the specific context of the task
- allow for schools to provide feedback for the spoken mode. The provision of meaningful, authentic feedback is essential, as this is the mode in which the task is delivered
- ensure clarity around the prescribed texts and delivery options
- avoid providing overly prescriptive instructions that mandate a specific perspective or representation or limited choice of character to ensure that the task leads to a unique 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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	2
Layout	0
Transparency	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used accessible language for diverse learners
- used consistent terminology throughout the instrument, e.g. one term to describe the imaginative spoken genre (such as 'dramatic monologue', 'eulogy', 'transformation' or 'vlog')
- provided clear instructions to students with consistent terminology throughout the instrument.

Practices to strengthen

It is recommended that assessment instruments:

- be free of errors and model accurate spelling, grammar and textual features, including accurate text titles, and authors', directors' and poets' names
- avoid cultural stereotypes when developing the assessment
- be sensitive and culturally appropriate when asking students to take on the persona of a character from another cultural background or ethnicity represented in the text studied.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Knowledge application	96%	4%	0%	0%
2	Organisation and development	96%	4%	0%	0%
3	Textual features	94%	6%	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 made 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'.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- because it illustrates the 'discerning' standard in its use of the patterns and conventions of an imaginative text, and of the role of the speaker/signer/designer, to achieve a particular purpose and relationship with audiences
- for its use of spoken/signed and non-verbal features.

<p>Organisation and development (8 marks)</p> <ul style="list-style-type: none"> • discerning use of the patterns and conventions of an imaginative text, and of the role of the speaker/signer/designer, to achieve a particular purpose and relationships with audiences • discerning selection and synthesis of subject matter to support perspectives • 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 <p>Textual features (8 marks)</p> <ul style="list-style-type: none"> • discerning language choices for particular purposes in a specific context • effective combination of a range of grammatically accurate/appropriate language structures to 	<p>Excerpt 1</p> <p>I was just a foreign brown boy from the slums of India, yet she accepted me with loving arms and showered me with affection right from the moment I stepped off the plane into her warm embrace. For a timid child who had lost everyone he loved, this meant more than you can imagine. I still vividly remember the trip to my new home. Her loving gaze was locked on to me throughout the entire trip. Those comforting eyes assured me that I found myself a safe home. That night, my jaw dropped when she served me the biggest platter of beef for the first time. The abundance of food is something I gladly embraced and still enjoy to this day, as you can see. Contrary to other adoption stories, I had a relatively easy time adjusting thanks to her unconditional love. She didn't just give me a home; she gave me a life.</p> <p>Excerpt 1 content (video, 53 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_english_eal_19_ia1_sr_e1.mp4</p> <p>Excerpt 2</p> <p>My fondest memory of her was the very first birthday party she threw for me. She made a rich, chocolate cake that sank into my teeth like pillows of sweet indulgence. It was my first time receiving any sort of gift for my birthday. I remember with fondness the train set she gave me for my sixth birthday. It had an eye-catching red lining with a noisy clatter that brought me back to the suffocating train platforms in Calcutta. But Mum mended the pain connected to my hometown. What was once an agonizing nightmare recurring in my sleep, was replaced with a nostalgic memory that brought me warmth and security.</p> <p>Excerpt 2 content (video, 38 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_english_eal_19_ia3_sr_e2.mp4</p>
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<p>achieve particular purposes</p> <ul style="list-style-type: none"> discerning use of spoken/signed and non-verbal features (and complementary, if appropriate) to achieve particular purposes pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence facial expressions, gestures, proximity, stance, movement 	<p>Excerpt 3</p> <p>Mum truly had a heart of gold. In the last couple of years, she worked hard to promote overseas adoption programs. Despite her own health deteriorating, her altruism gave other lost children like me, another chance at life. I was able to study hotel management at my dream university and I owe it all to her. She was a symbol of selfless humanity and always lived her life for others.</p> <p>I know her kindness will bring inspiration to many others. I hope her story sheds light on the 96,000 children that go missing each year in India. The tender love she showed to me, dad^{and} Mantosh will never be forgotten. She showed me that family is not purely blood relations. I hope that her story uproots the stigma of adoption and encourages others to follow her legacy. I am so fortunate be her son and it's an honour to call her my mum. May her compassionate flame continue to burn within all of us. Thank you again for recognising my mother as the wonderful woman she was.</p> <p>Excerpt 3 content (video, 1 min 09 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_english_eal_19_ia3_sr_e3.mp4</p>
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Practices to strengthen

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

- schools 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 non-verbal features in the video recording, including facial expression, gestures, proximity, stance and movement, to allow Assessment objective 11 to be demonstrated
- when assessing the Textual features criterion, there needs to be an appropriate match to the evidence with the relevant qualifiers in each performance level for a spoken response. A student cannot be marked down for their accent or for 'pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence'. The judgment should be made in relation to Assessment objectives 9, 10 and 11 across the response, rather than assessing the non-verbal features in isolation.

Additional advice

- Please be aware that in submitting student work to the QCAA, recorded student responses must be submitted, and student scripts are optional. To fully demonstrate all aspects of Assessment objective 11, there must be evidence of non-verbal features in the student work, including facial expressions, gestures, stance and movement.
- For multimodal responses, it is a requirement of the syllabus to ensure students are responding in the spoken mode, as per the assessment objectives. It is not appropriate to submit an audio file such as a podcast, voiceover narration or digital response without the student appearing on camera. Schools should ensure all students have the ability to complete the task for the IA3 and collect spoken evidence during the checkpoints.
- When preparing students for the IA3, priority should be placed on the 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 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 IA1, which analyses perspectives and representations of concepts, identities, times and places in two different texts. 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.

- When preparing students for IA3, opportunities must be given to students to create an authentic creative response that allows opportunities to succeed in Organisation and development and Textual features. Students must have the opportunity to rehearse and prepare for the spoken component, e.g. if students are preparing for a dramatic monologue in role as a character from the text, teaching and learning experiences must allow for explicit teaching and modelling of this genre, such as viewing, performing and/or demonstrating the genre in class. Understanding the dramatic conventions involved in this genre must be part of the learning experiences students receive to develop an appropriate response.



External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Extended response — analytical response (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. 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.

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

The examination consisted of 16 extended items — two for each of the eight text options. Each student responded to one item on one text studied. The examination assessed subject matter from Unit 4. Questions were derived from the context of Unit 4, Topic 2: Critical responses to a literary text.

The assessment required students to produce an analytical written response to an unseen question, on a literary text from the prescribed text list.

The stimulus comprised eight texts from the prescribed text list, which were designed to elicit unique 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
- *We Are All Completely Besides Ourselves* — Karen Joy Fowler
- *White Earth* — Andrew McGahan

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- For the Knowledge application criterion, the opportunity to
 - demonstrate an authoritative interpretation of the text by providing an account that drew meaning about the perspectives or representations relevant to the specific wording of the selected question/task
 - show a lucid examination and interpretation of the stylistic and aesthetic choices made by the writer, transitioning between these and the effects of the writer's choices on audiences' critical and emotional responses. Effective student responses went beyond merely identifying and labelling the use of stylistic devices or simply restating the cultural assumptions, attitudes, values or beliefs which underpin the text
 - demonstrate a deep engagement with the literary text studied in Unit 4. Student responses that were unique in their establishing of a perspective on the concept of the novel or play, not just repeating the concept used in the item construct were most effective. It is important that students take time to focus on the literary analysis, not just a retelling of the novel/play or evidence from the text strengthened responses. The most effective responses demonstrated the ability to authoritatively connect the examination and interpretation of perspectives or representations in the text with the ways that the cultural assumptions, attitudes, values or beliefs underpin the text and invite audiences to take up positions, made evident by examining the writer's choices and linking back explicitly to what audiences can infer
- for the Organisation and development criterion, the opportunity to
 - use a discriminating thesis that directly responds to the question/task specific to the paper and develops arguments to strengthen the thesis across the response. This includes examining all aspects of the question stem, e.g. perspectives on the role of technology in society, concepts of guilt and significance, how the reader is invited to view the concept or issue, representation of a character and development
 - use detailed and well-considered evidence through direct quotations and paraphrasing of the literary text in order to develop arguments that strengthened the thesis across the response without simply repeating the question or thesis. On balance, there was improvement, with students offering evidence to support their arguments to connect across and between paragraphs
 - use clear signposting in topic sentences to show distinct and logical paragraphs across the essay including deliberate cohesive devices to emphasise and transition ideas
- for the Textual features criterion, the opportunity to
 - use a range of grammatically accurate sentences, demonstrating control of writing conventions (e.g. subject/verb agreement, participle use, pronoun choice, tense) to produce meaningful and purposeful sentences
 - use discriminating vocabulary to connect, develop, emphasise, and transition between ideas within paragraphs and across the response, especially as they related to the thesis. Language choices employed in high level responses were associated with subject matter and context, using metalanguage required for a literary analysis, genre specific, targeted stylistic devices and evaluative language choices relating to the writer's approach for the purpose, intended or potential impact on the reader

- use register with discrimination in the role of the essay writer that was sustained throughout the response to establish authoritative interpretation
- use purposeful punctuation that encourages the reader to pause, consider emphasis, condenses information or ideas, and moves beyond simple boundary punctuation.

Samples of effective practices

Extended response

These student response excerpts have been included:

- to demonstrate use of a range of grammatically accurate sentence structures to develop ideas, including use of noun groups and use of adverbs to strengthen meaning, condense ideas and develop the argument. The response uses complex sentences with control, embeds reduced clauses to further synthesise and successfully strengthen arguments and successfully uses nominalisation and noun groups to build and develop ideas. There is consistency in the use of tense, with past tense sustained throughout the response
- to demonstrate use of vocabulary with discrimination to develop ideas and use of register appropriate to the role of an essay writer with discrimination, e.g. discerning language choices, including the use of specific and targeted verbs, both to create an argument and to develop a position; the verbs assist the sequencing of ideas, such as the word ‘cautions’ in the thesis, which allows the essay writer to set up and condense their argument. Other targeted verbs include ‘allude’ and ‘imbue’
- to demonstrate use of punctuation accurately and purposefully, which develops author positioning of the text and develops their argument by incorporating evidence and implied opinion with discrimination
- to demonstrate use of simple and complex words that are mostly spelt correctly.

<p>Textual features (11 marks)</p> <ul style="list-style-type: none"> • uses grammatically accurate sentence structures to develop ideas • uses vocabulary with discrimination to develop ideas • uses register appropriate to the role of an essay writer with discrimination • uses punctuation accurately and purposefully • uses simple and complex words that are mostly spelt correctly 	<p>Excerpt 1</p> <p>The ^{destruction} damage of Macbeth's toxic masculinity</p> <p>The tragedy, 'Macbeth', written by William Shakespeare Shakespeare, follows ^{a hero whose dramatic rise} the dramatic rise of a hero that ^{also} partly parallels with the decline of his morality. It trg dramatises the p damaging physical and psychological effects of political ambition that is unrestrained from any moral compass. Shakespeare In this play, Shakespeare positions the audience is to view Macbeth's toxic masculinity as a dangerous quality to highlight how this flawed view of masculinity can cause great damage. This is exemplified through the motif of violence, Lady Macbeth's emasculation of Macbeth and the consequences of Macbeth's flawed view of masculinity. Shakespeare strategically cautions the audience how toxic masculinity can manifest into violent crimes.</p>
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Excerpt 2

Furthermore, Shakespeare tactically ~~informs~~ ^{alludes to} of the Jacobean
 Furthermore, gender expectations as he intentionally
~~shares~~ tells the audience about Siward's son who dies in
 the battlefield. ~~†~~ Siward brushes off his son's death ^{without remorse} and
 believes that it was honourable that he died in war. This
 further indicates how men were expected to ~~death war and~~
~~violence~~ view acts of violence and masculinity. Therefore,
 Shakespeare positions the audience to view violence as
 a form of manhood.

These student response excerpts have been included:

- to provide a unique account that draws meaning about the representations of John McIvor's sense of entitlement, which is relevant to the question/task
- to provide an authoritative interpretation of the cultural assumptions and values of the author to invite readers to take a position about John McIvor's dishonesty and manipulation of William's character
- to demonstrate an authoritative interpretation of writer's choices that underpin the text, including examination of McGahan's use of foreshadowing to highlight William's isolation at Kuran Station as well as drawing on the stylistic features of gothic fiction and the narrative style of Bildungsroman
- to provide a discriminating thesis that responds to the question about the influence John McIvor has on the development of William's character in the text ('McGahan, through his deliberate construction of John McIvor being an authority figure whose selfish motif was motivated by greed and obsession with legacy, invites readers to understand his influence on the development of future generations, William').

**Knowledge application
(18 marks)**

- 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 and 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

**Organisation and development
(16 marks)**

- provides a discriminating thesis that responds to the question/task
- develops arguments to strengthen the thesis across the response
- provides clear conclusions based on the arguments
- provides a 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 1

'The White Earth' ^{an} ~~written by Andrew~~ award winning Gothic novel written by Andrew ~~McEahan~~ McEahan explores the story ~~of the~~ based ~~of~~ on the inheritance of Kuran Station in the Darling Downs region, Queensland. The author integrates important historical events such as the 'Mabo Judgement', which holds that native title exists, rendering the notion of 'terra nullius' as no longer a claim. Throughout the novel, McEahan demonstrates the use of gothic element in storytelling, as well as the narrative style of 'Bildungsroman', inviting readers to view the character of William. McEahan, through his deliberate construction of John McIvor being an authority figure whose ~~set~~ selfish motif was motivated by ~~his~~ greed and obsession with legacy,

invites readers to understand his influence on the development of future generation, William. ~~Throughout the text~~ John seeks to instill ^{white colonial} ~~his~~ ideology into William through his manipulation towards William, his dishonest attitude in hiding secret as well as through ~~his~~ ~~his~~ ~~establish~~ the rally, which was established by John.

Excerpt 2

this would take you out of school'. John believes that in isolating William from the outer world and environment, he is able to 'brain wash' William and instill his white colonial ideology into young William. This influences greatly on the development of William as perspectives are limited to John's, which hinders William to search for his own identity.

Excerpt 3

hide in the house'. Through the play with words, and the use of the phrase 'no we to me', the author implies that William John uses and that William is a victim of John's inheritance business, William as a pawn. John ~~that~~ real ~~that~~, motivated by his obsession with ~~the~~ legacy, desires to have someone to inherit Kurrajong Station and to carry the 'McIvor blood'. John's sense of entitlement towards of land was development ~~that~~ during his childhood. He believes that the 'land should be his', instead he had to fight for it'. This attitude ^{continues to} ~~has~~ motivate

Practices to strengthen

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

- providing students with more opportunities to unpack the constructs of examination questions/tasks (and identifying the clear cues within the stem) to ensure students are appropriately prepared for the cognitions and focus required by the questions
- explicitly teaching students to analyse the writer's choices using the register of literary analysis, especially as it relates to the use of relevant literary terminology including aesthetic features and stylistic devices outlined in the syllabus and Unit 4 subject matter
- re-engaging students with the interrelated nature of the assessable elements (and the assessment objectives) to ensure that when students analyse, they understand that the analysis of perspectives and representations of concepts, identities, times, and places in texts requires the analysis of the ways cultural assumptions, attitudes, values, and beliefs underpin texts and invite audiences to take up positions through the examination of the effects of textual representations on audiences
- the importance of students understanding that the analysis of the effects of aesthetic features and stylistic devices in texts builds on the two preceding cognitions and requires examination of how texts are arranged by writers to analyse the devices and language forms text creators (rather than characters) use to communicate their perspectives and create effects for audiences

- encouraging students to spend time planning the organisation and development of responses through teaching and developing planning strategies. It was evident through the number of responses that did not include a thesis and/or only developed a general idea across the response that some students lacked an understanding of the necessity of planning for and developing a focused and judicious thesis that perceptively addressed the question. There were also many unfinished or incomplete responses, which prevented students from developing arguments to strengthen a thesis across the response and provide clear conclusions based on their arguments
- explicitly teaching students to engage in a close examination of the literary text from the prescribed text list to best meet the assessable elements of the Knowledge application criterion.