English as an Additional Language subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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 that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

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 internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior 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 highlights

41
schools offered English as an Additional Language

84.76%
of students completed 4 units

99.68%
of students received a C or higher

Top 10 text selections by schools for English as an Additional Language 2023

33 *Macbeth* by William Shakespeare

10 *Four Corners* (ABC)

10 *Hidden Figures* (Theodore Melfi)

9 Ali Cobby Eckermann

8 Carol Ann Duffy

8 *Persepolis: The story of a childhood* by Marjane Satrapi

7 *Growing Up Asian in Australia* by Alice Pung

7 *Australian Story* (ABC)

6 Ali Alizadeh

6 Judith Wright and Sylvia Plath

All text selections made by schools in 2023 for English as an Additional Language can be found under Resources in the Syllabuses app on the QCAA Portal.

Subject data summary
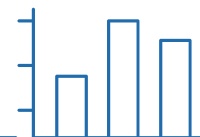
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered English as an Additional Language: 41.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	748	730	634

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	665	83
Unit 2	668	62

Units 3 and 4 internal assessment (IA) results

Total marks for IA
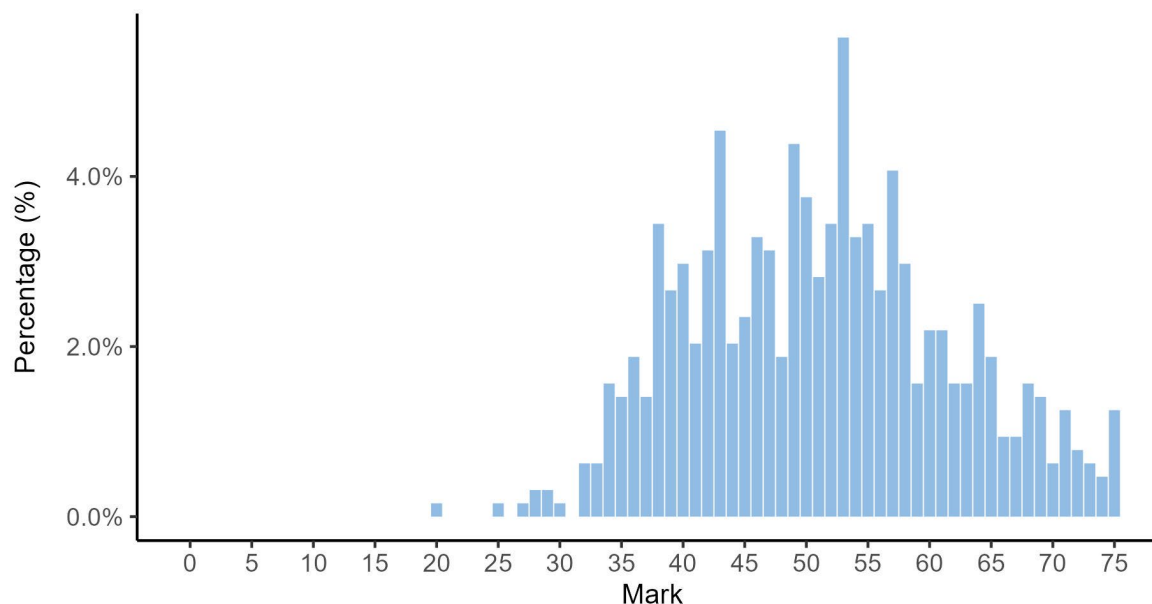
IA1 marks

IA1 total
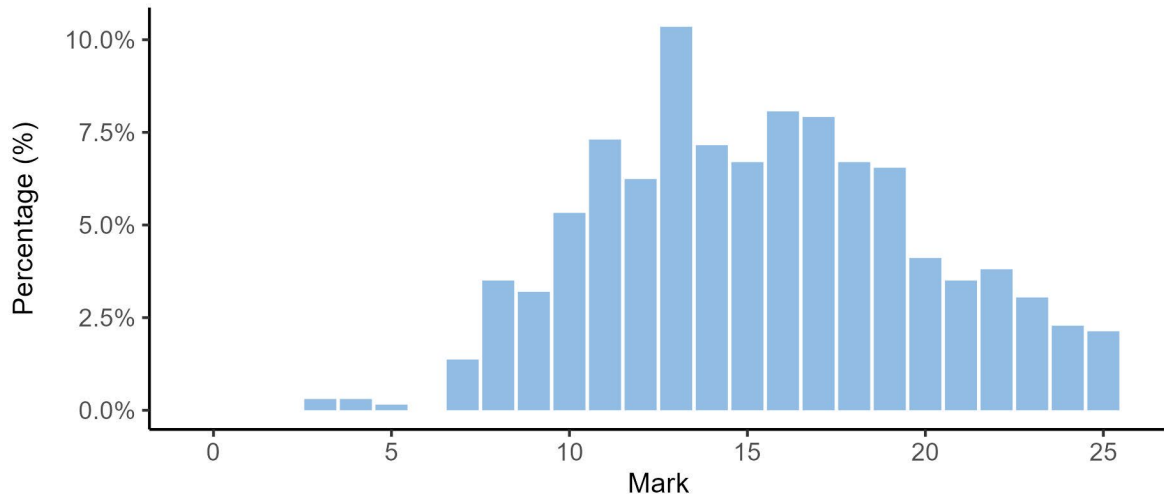
IA1 Criterion: Knowledge application
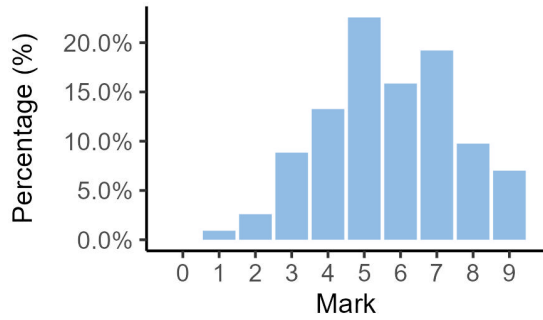
IA1 Criterion: Organisation and development
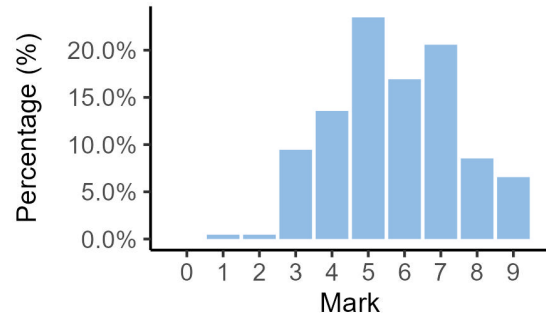
IA1 Criterion: Textual features
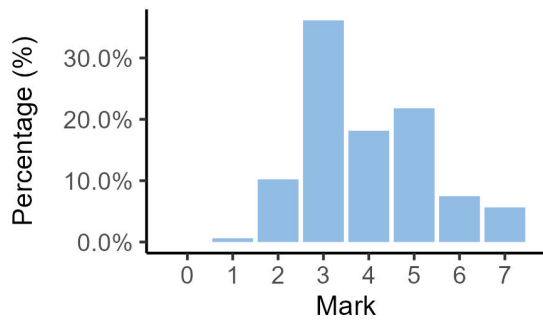
IA2 marks

IA2 total
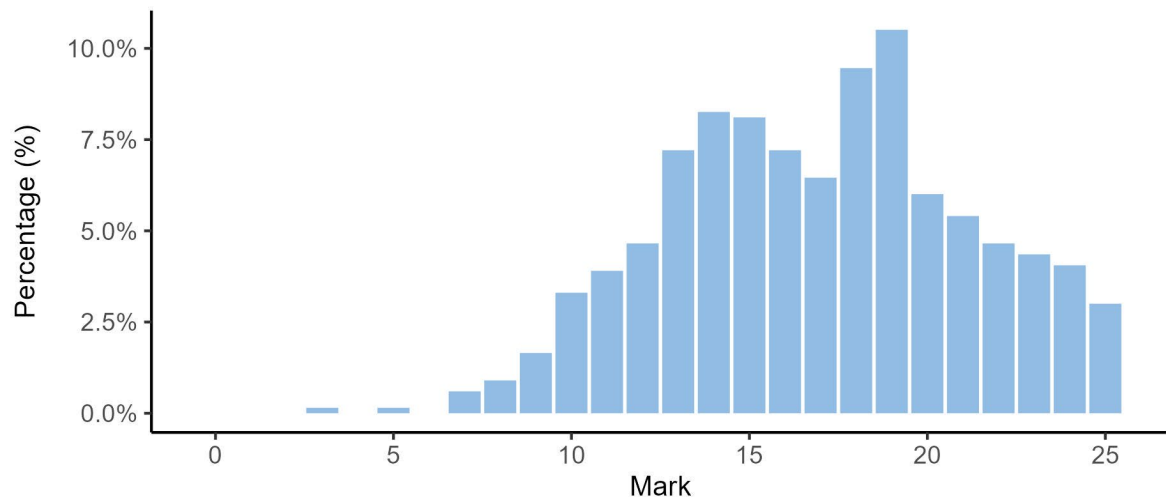
IA2 Criterion: Knowledge application
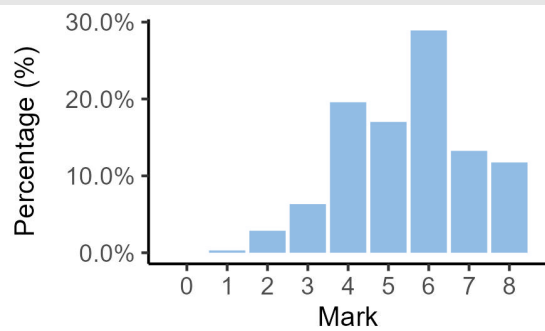
IA2 Criterion: Organisation and development
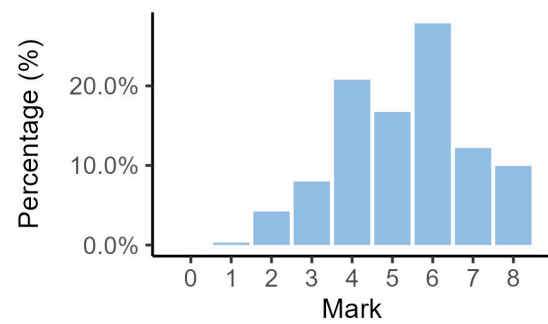
IA2 Criterion: Textual features
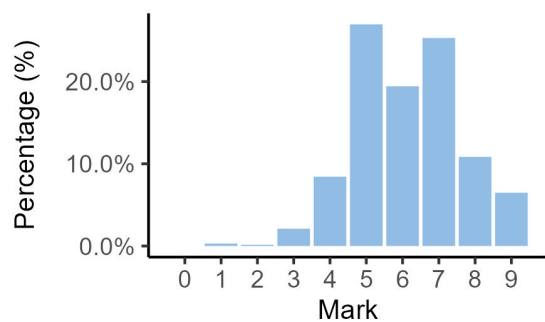
IA3 marks

IA3 total
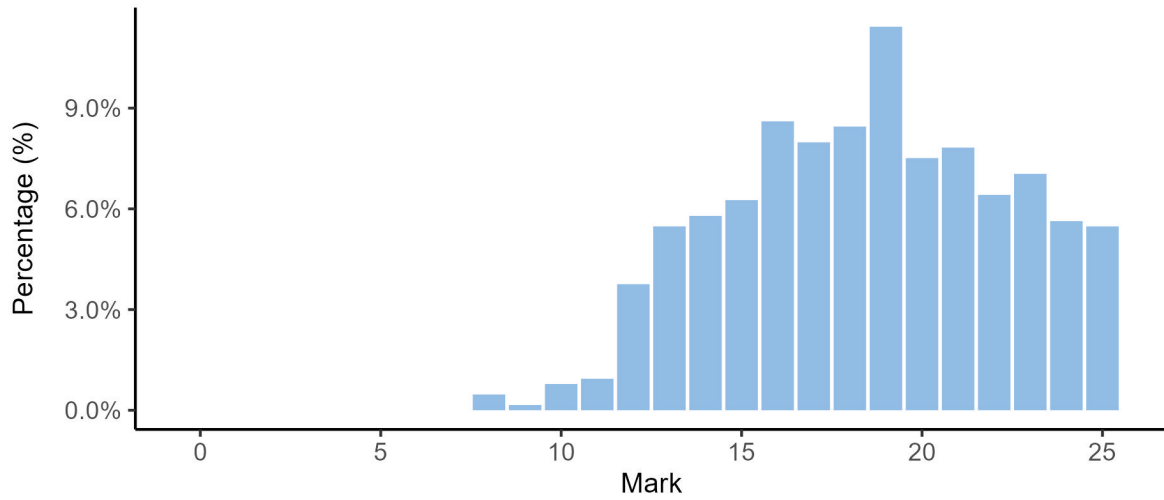
IA3 Criterion: Knowledge application
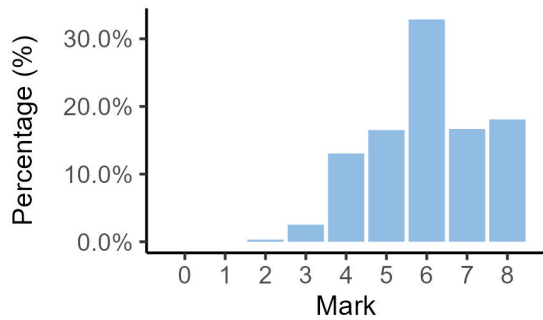
IA3 Criterion: Organisation and development
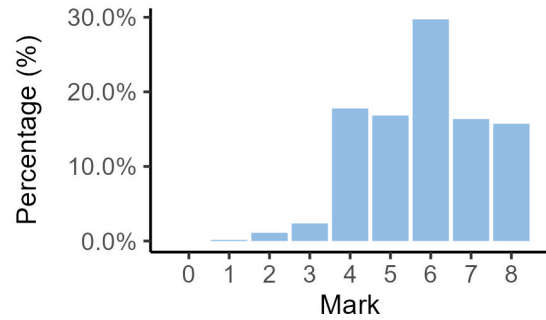
IA3 Criterion: Textual features
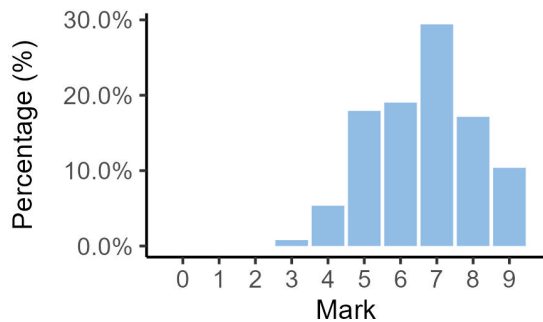
External assessment (EA) marks
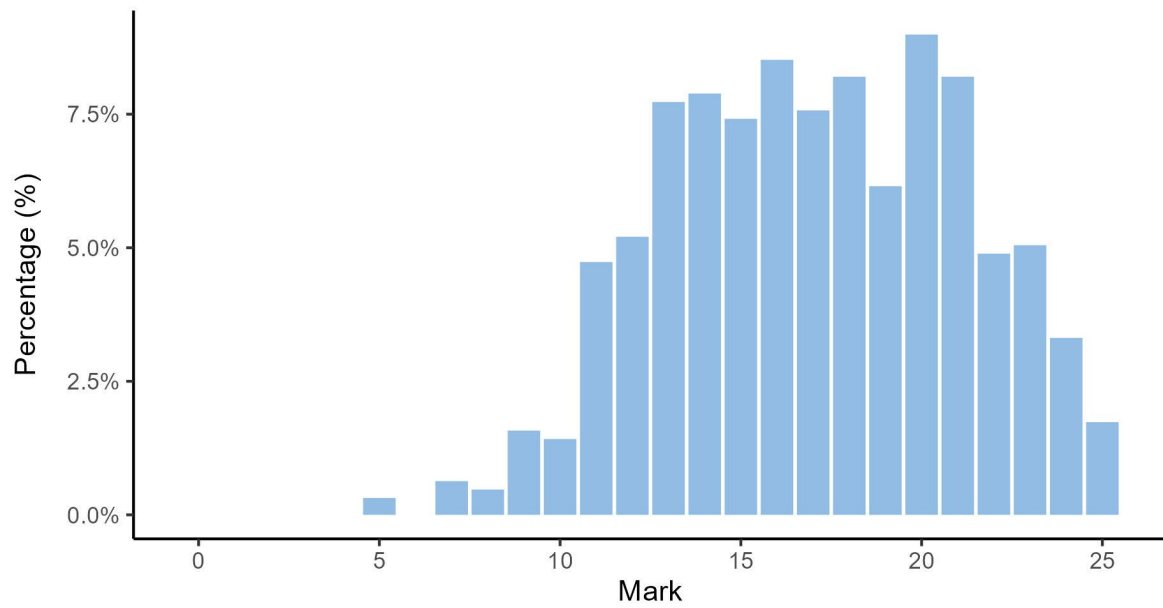
Final subject results

Final marks for IA and EA
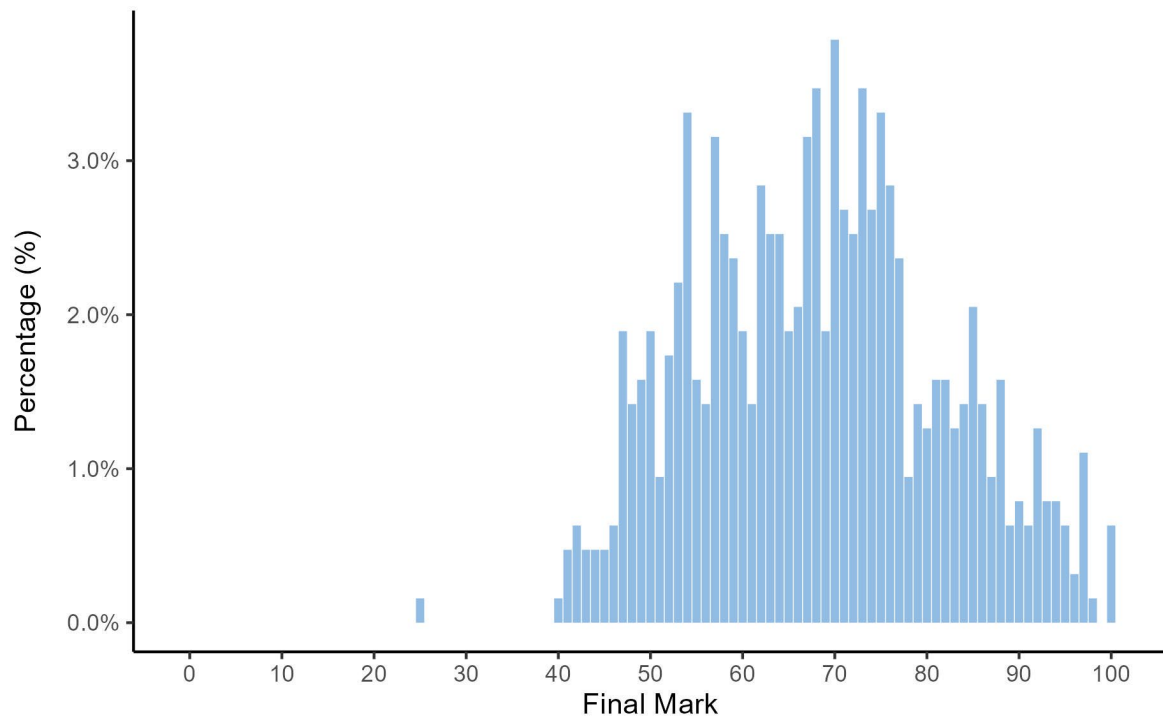
Grade boundaries

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	100–83	82–63	62–41	40–17	16–0

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	104	304	224	2	0

Internal assessment

The following information and advice relate 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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	43	43	42
Percentage endorsed in Application 1	76%	86%	64%

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.

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	40	269	0	95%
2	40	273	7	100%
3	40	266	0	92.5%

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	4
Authentication	0
Authenticity	0
Item construction	3
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 43.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- clearly aligned with the assessment specifications requiring students to write an analytical response that analyses, interprets and examines representations of issues, ideas and attitudes in two different texts in response to a seen question or task

- specified two texts for analysis using the different categories identified in the *Prescribed text list, English and EAL 2023–2025*, e.g. novel and prose texts, plays and drama texts, films and television/multimodal texts, and poetry. One of the specified texts must be a literary text from this prescribed text list

- developed a seen question/task that allowed students to analyse representations of issues, ideas and attitudes in two different texts.

Practices to strengthen

It is recommended that assessment instruments:

- use one literary text from the *Prescribed text list, English and EAL 2023–2025* — the second text is a school-based decision; however, it is permissible to choose two texts from the current prescribed list. Examples of possible text selections include

    - the play *Black Diggers* and the film *1917*

    - the novel *The Cellist of Sarajevo* and a poem by Wilfred Owen

    - the novel *The Great Gatsby* and the film *Crazy Rich Asians*

    - the graphic novel *Persepolis: The story of a childhood* and the documentary film *On Borrowed Time*

    - an account/biography/submission from *Growing up Aboriginal in Australia* and a poem by Samuel Wagan Watson, Ali Cobby Eckerman or Kirli Saunders

- manage the scale of text selection for poetry, short stories or television programs (if selected) by requiring students to respond to an appropriate number of each rather than an entire anthology, collection or television series, e.g. one poem, one short story or one television episode

- provide a clearly framed examination question/task about the representation of a concept or perspective that is not too broad, e.g. questions or statements such as 'How is the reader invited to view the concept of resilience?' or 'Analyse the perspectives of dispossession in both texts'

- avoid the use of cognitive verbs that are not aligned with the assessment objectives (Syllabus section 4.4.1), e.g. avoid 'compare', 'contrast', 'justify', 'evaluate' or 'explain'

- provide only one seen examination question/task for students to respond to. Any additional questions could be used for comparable assessment, if required.

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	3
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 43.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used clear and transparent language to frame a question/task with consistent cues that enabled students to construct an analysis of a particular representation of an issue, idea, concept and/or attitude in two different categories of texts

- employed clear and precise instructions

- modelled accurate and consistent spelling and punctuation throughout the assessment instrument.

Practices to strengthen

It is recommended that assessment instruments:

- demonstrate objectivity and sensitivity in the word choices used in the instrument in consideration of the diverse learners in different contexts who are still developing their proficiency in Standard Australian English

- avoid bias and/or insensitive or inappropriate labelling of social or cultural groups that may cause offense as per the *QCE and QCIA policy and procedures handbook v5.0,* Section 8.2.2

- are free from textual errors and accurately record the name of the text and the author/ director/poet's name as indicated in the *Prescribed text list, English and EAL 2023–2025.*

Additional advice

- Consider chunking information in the task description appropriately to provide more white space on the assessment instrument to improve accessibility for EAL learners.

- Consider appropriate text selection that allows for a close study of two different texts to best demonstrate all aspects of the Knowledge application criterion.

- In the task description, model a range of examination questions and item constructions such as 'analyse how…', 'to what extent…', 'how is the reader invited…' to best prepare students for the external assessment in Unit 4.

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	95%	5%	0%	0%
2	Organisation and development	95%	5%	0%	0%
3	Textual features	97.5%	2.5%	0%	0%

Effective practices

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

- for the Knowledge application criterion, attention was given to

- developing a shared understanding of how to analyse by examining the text to provide an interpretation of
    - perspectives and representations of concepts, identities, times and places in the texts
    - the ways cultural assumptions, values, attitudes and beliefs invite audiences to take up positions
    - the effects of aesthetic features and stylistic devices in two different texts
- for the Organisation and development criterion, attention was given to
    - the patterns and conventions of the analytical genre, indicating a confidence in finding patterns of meaning when exploring the texts and how the reader is positioned to understand perspectives and aesthetic features and stylistic devices
    - considering the difference between effective and discerning analysis of the two different texts as evidenced by the selection and synthesis of subject matter and the use of cohesive devices to emphasise ideas and connect parts of the analytical text. A discerning response makes links between the claims and connects back to the thesis. Effective writers might analyse the evidence in a precise manner but might not draw together the connections and patterns of ideas in the text
    - encouraging a divergence from prescriptive essay formats and structures to allow students to develop deep and well-considered analysis. An over-reliance on a set essay structure may limit opportunities for students to demonstrate discerning analysis of the texts, thereby limiting achievement in the upper performance levels of both Criterion 1 and Criterion 2, as all assessment objectives are closely interrelated
- attention was paid to whether students responded explicitly to the examination question/task and demonstrated sustained analysis and synthesis of the two texts using a wide range of textual evidence
- attention was paid to whether responses included well-considered evidence from the nominated text/s to strengthen their arguments, including direct quotations and paraphrased textual references
- attention was given to whether students used a wide variety of purposeful language choices and analytical metalanguage to express complex ideas and concepts with clarity and rigour.

Samples of effective practices

The following excerpts have been included in response to the literary text *Persepolis: The story of a childhood* by Marjane Satrapi and an *Australian Story* episode titled 'On Borrowed Time', the story of Mojgan Shamsalipoor. The examination question asked students to analyse the extent to which gender affects outcomes for women.

For the Knowledge application criterion, a discerning and sustained analysis of perspectives and representations of concepts, identities, times and places in two different texts is evident across the response. The response showed insightful cultural knowledge and a perceptive level of understanding of the literary texts and how they invite audiences to take up positions about attitudes towards gender, religion and class. The response displayed discerning and purposeful analysis of aesthetic features and their effects when positioning readers with regard to the perspectives and outcomes of the female characters represented in the text.

For the Organisation and development criterion, the response reveals a discerning selection of subject matter from the text to support the perspectives and to prove the thesis of oppression and injustice for women as represented in both texts. Discerning selection and synthesis of arguments to form a clear thesis and evidence help to substantiate claims throughout the essay. The

response demonstrates a consistent and logical use of cohesive ties between and within each argument, emphasising how gender negatively affects opportunities and outcomes in particular times and places.

For the Textual features criterion, the response demonstrates a command of Standard Australian English with discerning and deliberate language choices and grammar for analytical purposes.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

Marjane Satrapi's captivating 2001 graphic novel 'Persepolis' narrates the life of a young girl growing up during the 1979 Iranian revolution, offering an intimate depiction of her experiences amidst forceful changes in her home country. In contrast, the thought-provoking documentary 'On Borrowed Time' produced by the ABC, follows the compelling true-life story of Mojgan Shamsalipoor, an Iranian asylum seeker navigating her path through Australia after her heroic escape from her home country. To a large extent, both 'Persepolis' and 'On Borrowed Time' shed light on the struggles and obstacles that woman face in Iran, emphasizing how their gender negatively impacts their oppotunities and outcomes. Both works uncover the challenges that impede women's ability to navigate their environment and attain agency through the themes of cultural and social norms, oppression and injustice, and rights and autonomy.

Excerpt 2

Marjane exposes the deeply ingrained gender equality in Iran and its detrimental impact on the outcome for women influenced by cultural and social norms. She illustrates the harsh realities women face in her home country through a poignant example, "If a guy kills ten women in the presence of fifteen others, no one can condem him... in a murder case, we women, we can't even testify! He's the one who has the right to divorce ... he has custody of the children! A religious man justified this law by saying that man was the grain and woman, the earth in which the grain grew... I want to leave this country!" She passionately shares her desire to escape the oppressive environment, highlighting the severe gender impacts and negative outcomes for women in Iran. Women's testimones are not considered valid in legal

matters, including murder cases, which has a massive negative outcome ~~for won~~ or justice for women in Iran. Men have the exclusive right to divorce and obtain child custody, further exacerbating gender inequality in the country, severely curtailing outcomes for women in terms of their familial rights. The repitition of "we women" in the quote serves to underscore the stress placed on Iranian women affected by the justice system, highlighting the hopelessness endured by women within the theocratic state, as they are denied basic rights. Furthermore, the religious man's metaphor of men as grain and women as earth reinforce traditional gender roles, suggesting women are passive and nutring while men are active and superior. This play of words serves to justify how gender severely impacts female agency in Iran.

Practices to strengthen

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

- for the Textual features criterion, attention be given to students' grasp of grammar and sentence structure, as well as how students use language features such as extended noun phrases and subordinate clauses to qualify arguments and synthesise subject matter.

Additional advice

- Schools need to continue considering appropriate pairings of texts that will allow for more depth and breadth of analysis. There should be a balance of appropriate critical textual choices for students to study as part of the IA1 assessment to demonstrate the assessment objectives and all performance level descriptors of the ISMG.

- There is no expectation that schools need to study a novel. Poems, films and play texts can also make for insightful texts for analysis. This could help support students to increase their skills in regard to the Knowledge application criterion when they are required to comprehend a text in a second language. A written and visual text combination works well for developing insightful analysis and to cater for a range of diverse learners.

- Schools need to consider genre and the ways in which analysis is being structured and how students can explore the breadth and depth of a text without the confinement of a scaffolded approach to paragraph writing.

- Schools should ensure that students only take in 200 words of quotations from the studied texts. During the examination, students should not have access to planning, essay notes, scaffolds and/or other additional materials.

- Schools are reminded that where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result (Syllabus section 1.3). Refer to the *QCE and QCIA policy and procedures handbook v5.0* (Section 9.7.1) and the Resources *Module 3 — Making reliable judgments* in the Assessment Literacy app on the QCAA Portal and the *Making judgments* webinar in the Syllabuses app for further information and guidance.

- Before submitting files for confirmation, schools are responsible for ensuring the quality, accuracy and accessibility of the required files (*QCE & QCIA policy and procedures handbook v5.0,* Section 9.7.3). Schools should refer to the information contained in the *Confirmation submission information* for English as an Additional Language (available in the Syllabuses app) to check the submission requirements.

Internal assessment 2 (IA2)

Extended response — persuasive written response (25%)

Assessment design

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 written persuasive text for a particular context and audience. There is no prescribed text for this instrument.

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	1
Authenticity	1
Item construction	0
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 43.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- showed clear alignment with the assessment specifications for a persuasive written response that required students to focus on the creation of a perspective through reasoned argument to persuade an audience (Syllabus section 4.4.2)

- provided clear instruction for students to create their own perspective on a contemporary issue in the form of a persuasive text for a particular context and audience, e.g. writing

  – a script for a persuasive speech for *Rostrum Voice of Youth*

  – a column for an online blog about a contentious issue for *Heard Magazine*

  – an op-ed for news publication *MyLogan* or *The Conversation: Youth Edition*

  – a letter of advocacy to local government or the student representative council

- provided students with a choice of relevant contemporary social issues, e.g.

  – representations of social media and influencers

  – perspectives on gaming addiction and/or technology

  – perspectives on artificial intelligence used in high schools and universities

- – perspectives on mental health and wellbeing of young people

- – perspectives on homelessness and the rising cost of living

- – perspectives on environmental sustainability (natural disasters in Australia, renewable energy, preserving ecosystems)

- provided explicit prompts and cues for students to use a range of aesthetic features and stylistic devices for persuasive purposes about the chosen issue to best demonstrate Assessment objective 5. Refer to subject matter in Syllabus section 1.2.5.

Practices to strengthen

It is recommended that assessment instruments:

- specify an appropriate, accessible audience and context for students to create a relevant persuasive written response to allow them to best demonstrate Assessment objectives 1 and 2

- cue students to 'create' their own perspective on a contemporary social issue to ensure there is alignment with the assessment objectives in the Knowledge application criterion and the Unit 3 subject matter

- allow for flexibility of students' interests and strengths in persuasive writing

- avoid using springboard media texts that may prompt students to 'analyse' rather than 'create' their own perspective on a contemporary social issue such as documentary texts, poetry or episodes from television programs *Australian Story*, *Four Corners* or *Media Watch*. While some schools may choose to highlight texts studied during the unit in the context or stimulus sections of the task, the syllabus states there is no prescribed text for this assessment instrument

- provide clear and unambiguous task instructions that align with the assessment specifications in Syllabus section 4.4.2 to best demonstrate all assessment objectives across a range of performance levels of the ISMG.

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	3
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 43.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- made economical and purposeful language choices to provide clear focus for execution of the persuasive written task

- avoided unnecessary, descriptive information that is superfluous and could be confusing for EAL learners to navigate.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate and consistent spelling and punctuation throughout the assessment instrument

- include specific instructions or cues to improve transparency and avoid contradicting the syllabus specifications for the persuasive written response (Syllabus section 4.4.2)

- avoid repetition of instructions and large chunks of texts that are difficult for EAL learners to navigate when they are still developing their proficiency in Standard Australian English

- avoid bias in language by not using jargon, slang or terminology that might contain judgment (nuanced or otherwise).

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	100%	0%	0%	0%
2	Organisation and development	100%	0%	0%	0%
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:

- for the Knowledge application criterion, judgments for the upper performance levels were matched to the following characteristics in student responses

  - clear evidence of the cognitions of 'create' and 'use', demonstrated by focusing on the creation of a perspective through reasoned argument to persuade an audience

  - a clear distinction between 'discerning' and 'effective' through discriminating creation of perspectives and representations of concepts, identities, times, and places in a persuasive text, which included a sustained argument and/or contention about the contemporary social issue expressed confidently and supported with relevant evidence

  - use of a range of aesthetic features and stylistic devices for persuasive purposes, e.g. a balance of fact and opinion, strong emotive language to evoke feelings and reactions, and a discerning understanding of pathos, logos and ethos in inviting audiences to take up positions

- consideration was given to choosing a contemporary social issue that is relevant, age-appropriate and engaging for students, to ensure they can create their own perspective on a topic sufficiently contentious and complex to argue a viewpoint

- focus on the creation of a unique perspective rather than analysing the contemporary social issue in a springboard text

- well-considered and insightful connections to the topic to achieve persuasive purposes, particularly rhetorical devices including ethos, logos and pathos, demonstrating discerning and effective use of aesthetic features or stylistic devices

- for the Organisation and development criterion, judgments for the upper performance levels were matched to the following characteristics in student responses

  - evidence of distinguishing structures, features and patterns matching the genre stipulated in the endorsed assessment instrument, e.g. a persuasive speech, an op-ed or letter to the editor that established and maintained the role of writer to achieve a particular purpose

  - consideration was given to developing a credible thesis that built on key arguments throughout the response

  - evidence, including quotations, was used to explicitly support arguments so students did not just offer an opinion or a statement about their research.

Samples of effective practices

The following excerpt illustrates a discerning level of understanding of the genre, audience and context of a persuasive written text. It demonstrates a discerning creation of perspectives and representations of a contemporary social issue, covering well-considered concepts, identities, times and places. A discerning understanding of pathos and logos is shown, inviting audiences to take up positions, and a range of aesthetic features and stylistic devices have been used to achieve persuasive purposes.

The response demonstrates careful and discerning selection of subject matter when attempting to synthesise ideas using evidence. The student used cohesive devices confidently within the written text — particularly when emphasising key points of opinion in their contention. Textual features also reveal a high level of grammatical accuracy and purposeful spelling and punctuation.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Australia is best known for its diversity and fairness, having a very rich culture and history that includes the Aboriginal people of the country. Despite this rich heritage, Aboriginal people have experienced far too many challenges, ever since the colonisation of Australia, which has tremendously hindered the potential for greater depths of societal inclusion. These challenges are undoubtedly apparent in todays society, including exclusion and marginalisation. How can Australia be known for its diversity and fairness if there are still Aboriginal societal problems today so discernible stemming from over two centuries ago? If Australia was to build a truly fair and diverse country, the government must act now, or Australia's reputation as a diverse and fair country will deteriorate, while its community descends into a failed society.

Education is the first step towards building greater societal inclusion for Aboriginal people. The fact of the matter is Aboriginal people aren't getting the education they need. Societal inclusion can only be achieved when education is fulfilled. As Professor Chris Sarra puts it, an Australian educationalist and founder and chairman of the Stronger Smarter Institute, "Education is the foundation for success, not just for individuals, but for communities and nations as a whole." According to data on year 7's from NAPLAN in 2021, an average of 60.6% of Indigenous students were at or above the national minimum standard for numeracy compared to 93.7% of non-indigenous students, while 60.5% of Indigenous students were at or above the national minimum standard for spelling, grammar, and punctuation compared to 93.7% of non-Indigenous students. Furthermore, on the top

end of the scale, for year 7's, 3.3% of Indigenous students achieved the highest possible score for numeracy, compared to 26.2% of non-Indigenous students, while 3.4% of Indigenous students achieved the highest possible for reading, compared to 25.7% of non-Indigenous students. How are we allowing these numbers exist? These disparities in academic outcomes highlight the many flaws Aboriginal people face in the educational system, specifically the cultural barriers. Aboriginal students feel excluded and left out as schools don't take into account their culture, history, practices, and languages leading to feelings of exclusion and marginalisation, which decreases their motivation to learn, having a lasting effect on their ability to succeed in school, and hence later in life.

These literacy and numeracy skills create greater societal inclusion as it grants Aboriginal people with activities not available without them, such as communication, workforce participation, and financial transactions etc. This, however, isn't even the majority of Aboriginal kids, as according to abs.gov.au, around 57.7% of Aboriginal students aged 11 to 18 were not even attending secondary school. Most of these Aboriginal students are not even in the right situation to go to school for many reasons beyond their control, such as inadequate home environments, poor parenting, and insufficient funds for uniform and books etc. It is pivotal that the government starts allocating more money into the educational system, in terms of teaching Aboriginal culture and history, as well as begin funding programs for Aboriginal Australians who are struggling, whether it be financially or from home environments etc. If these issues continue to be neglected, the societal problems for Aboriginal people will continue to increase, meaning eventually, the Aboriginal culture and people will die out.

Practices to strengthen

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

- for the Textual features criterion

  – the number of errors in the response are not used to determine the performance level, rather the evidence should be matched to the characteristics in the performance levels. To match the upper performance level, student responses should reflect discerning use of language choices, understanding of grammatical expression, and punctuation. This could be evidenced by the use of a range of sentence styles, sophisticated choices in punctuation use (em dash sentences and correct use of semicolons) and vocabulary use that is appropriate to the genre and engages the audience, e.g. adverbial beginnings, evocative language for expression of voice

  – consideration is given to the balance between conversational and authoritative tones depending on the context specified in the task, e.g. journalistic-style language choices require a balanced approach to ensure the register is appropriately used to persuade audiences.

Additional advice

- It is recommended that schools engage with further modelling and review of student samples on the QCAA Portal and in previous subject reports to help develop understanding of the differences between 'discerning', 'effective' and 'suitable' characteristics in the performance-level descriptors of all criteria, e.g. noting that the number of errors does not prevent a response from being matched with discerning characteristics in the top performance level.

- Schools are reminded that where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result (Syllabus section 1.3). Refer to the *QCE and QCIA policy and procedures handbook v5.0* (Section 9.7.1) and the Resources *Module 3 — Making reliable judgments* in the Assessment Literacy app on the QCAA Portal and the *Making judgments* webinar in the Syllabuses app for further information and guidance.

- Before submitting files for confirmation, schools are responsible for ensuring the quality, accuracy and accessibility of the required files (*QCE & QCIA policy and procedures handbook v5.0,* Section 9.7.3). Schools should refer to the information contained in the *Confirmation submission information* for English as an Additional Language (available in the Syllabuses app) to check the submission requirements.

Internal assessment 3 (IA3)

Extended response — imaginative written 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	7
Authentication	0
Authenticity	2
Item construction	2
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 42.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- selected an appropriate literary text from the *Prescribed text list, English and EAL 2023–2025* as a springboard for an imaginative spoken or multimodal response that

  - allows for student choice and flexibility for a live spoken, prerecorded or multimodal response

  - is aligned with syllabus specifications

- featured an open-ended task asking students to respond to a particular situation, task or scenario based on the literary text that was being studied

- allowed students to respond in any imaginative form other than poetry and provided opportunities for them to demonstrate the assessment objectives and

  - draw on their understanding of the range of aesthetic features and stylistic devices they had studied throughout the course, e.g. point of view, narrative voice, plot structure, nonlinear narrative, focalisation, characterisation, symbolism, use of motifs, setting, dialogue, mood

    – determine a clear purpose/s for creating the spoken or multimodal text, whether it be to engage, to explore, to celebrate, to inspire, to satirise, to question, to move, or to entertain

    – consider how their imaginative spoken or multimodal text will shape perspectives and representations to position audiences in relation to cultural assumptions, attitudes, values and beliefs.

Practices to strengthen

It is recommended that assessment instruments:

- avoid leading students towards a predetermined response, including the specification of certain characters, scenes or chapters of the studied text

- specify a particular audience (or platform or media format), with an authentic role within a relatable context for the school and its community, e.g.

    – an episode for a YouTube fanfiction vlog series based on a character, concept or idea from *Stranger Things*

    – a multimodal response performed at the school multicultural showcase based on a concept or perspective in one of the account/biography/submissions in *Growing up Asian in Australia*

    – a monologue performed live in class using a minor character's perspective from the film *Ali's Wedding*

    – a digital story for an online competition using a poem from Luka Lesson

    – an entry for a dramatic monologue festival as a character from the text studied (e.g. *JoJo Rabbit*) that fills a gap or offers new insight into this particular character

    – a witness statement or eulogy in character, or about a character from the studied text, e.g. *The Crucible*

- provide scaffolding that presents students with prompts and cues to help them unpack the assessment instrument in chronological order and allows the student to independently demonstrate all aspects of the assessment objectives and ISMGs.

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	4
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 42.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- modelled accurate spelling and punctuation of the springboard text and author names from the *Prescribed text list, English and EAL 2023–2025*

- made economical and purposeful language choices to provide a clear focus for the execution of the imaginative spoken/multimodal response

- avoided unnecessary, descriptive information that is superfluous and confusing for EAL learners to navigate.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate and consistent spelling and punctuation throughout the assessment instrument

- avoid repetition of instructions and large chunks of texts that are difficult for EAL learners to navigate when they are still developing their proficiency with Standard Australian English

- avoid bias in language by not using jargon, slang or terminology that might contain judgment (nuanced or otherwise).

Additional advice

- Any scaffolding that is provided should maintain the integrity of the assessment instrument and allow students to produce a unique response, as outlined in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.3. Scaffolding can be written or spoken and may include:

  - breaking down a complex task, learning experience, concept or skill into separate parts

  - modelling thought processes required to complete parts of an assessment instrument

  - pre-teaching vocabulary specific to the subject and assessment instrument

  - questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response

  - showing examples of responses and demonstrating the match to performance descriptors and the mode of response required

  - using visual frameworks or graphic organisers to plan responses.

- It is recommended that schools provide feedback on the presentation of a spoken or multimodal response to best support the needs of the EAL learner. As per the *QCE and QCIA policies and procedures handbook v 5.0*, Section 8.2.5, a draft should be submitted in the mode as specified in the syllabus, e.g. a student presenting a spoken task practises in class and receives feedback in the mode of the response. This feedback provides students with important insights on how to further develop/improve their delivery.

- Feedback on the spoken mode not only provides assistance in pronunciation, stress and intonation, it builds student confidence in a task that may already be confronting, particularly for students who are delivering the script in their second language. Additionally, this feedback supports students' skills in the Textual features criterion, e.g. their nonverbal features of the spoken or multimodal response. Targeted feedback also builds self-esteem and equips students with a greater capacity to confidently execute spoken aspects related to their future pathways.

- Please refer to the *Confirmation submission information* document for English as an Additional Language (under Resources in the Syllabuses app on the QCAA Portal) to ensure that students are given the relevant information required for file submission of spoken/multimodal deliveries.

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	97.5%	2.5%	0%	0%
2	Organisation and development	92.5%	7.5%	0%	0%
3	Textual features	95%	5%	0%	0%

Effective practices

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

- for the Knowledge application criterion

  - responses that showed a strong understanding of the springboard text, including relevant cultural assumptions, attitudes, values and beliefs that underpin the text and invite audiences to take up positions, were appropriately matched to the 7–8 performance-level descriptors

  - attention was given to whether

    - the student drew on the perspectives, concepts, identities, time or places represented in the studied literary text (poem, short story, graphic novel, play or film)

    - dramatic monologues such as personal memoirs and eulogies were based on a character's perspectives from the text

    - students were in the role of the character and avoided linking to their own personal lives or providing only recounts of plot events. Refer to the Syllabus specifications 5.5.1, which state, 'in role as a character from the text studied in class that fills a gap or offers new insight into the character or other aspects of the text'

- for the Organisation and development criterion, attention was given to

  - whether there was evidence of the chosen imaginative genre for the spoken or multimodal response (e.g. monologue, digital narrative, vlog or eulogy) using relevant subject matter from the springboard text to support the perspectives

  - students' understanding of the specifications for the imaginative spoken or multimodal response, which require students to respond in any imaginative form other than poetry,

e.g. it would not be suitable for students to perform in song or verse for the duration of the response

- whether the students appeared live or on camera during the performance to ensure the third descriptor was demonstrated. (For multimodal responses, including photo stories, animations and digital narratives, there needs to be sufficient evidence of facial expressions, gestures, stance and movement integrating two modes of delivery as outlined in the resource *Supporting students in the English as an Additional Language IA3 — imaginative spoken/multimodal response* available under Resources in the Syllabuses app on the QCAA Portal.)

Samples of effective practices

The following excerpt has been included to showcase an imaginative spoken/multimodal response using a poem from Judith Wright as a springboard text. The perspectives and attitudes underpinning the poem *Spring After War* are clearly reflected on and manipulated for a new context and audience. The response uses a wide range of aesthetic features and stylistic devices to prompt critical and emotional responses from the audience. The characterisation communicates the values, attitudes and beliefs that underpin the text and invite audiences to take up positions. The response demonstrated a confident performance clearly revealing the time and setting along with discerning voice and movement to captivate an audience. The student uses engaging spoken and nonverbal features to prompt critical and emotional responses.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Video content: (2 min, 41 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_english_add_lang_ia3_e1.mp4

*Place compass on table hesitantly*As the sun rose across our torn refuge, I clutched my mother close. Her spirit, able to withstand the storms of their love, while her body bore the wounds of my father's suffering. *Slowly and pause*My father, with a gaze that didn't meet my eyes, walked hesitantly towards me. He spoke, his words heavy with regret. *Speed up*With an apology that carried the burden of love he still contained in the depths of his broken soul, *Look into camera*he begged forgiveness.

Slower with more pauses I knew my father; I knew it wasn't his fault, and I knew how much he loved mother and I. He was ill, suffering an illness you couldn't see... *Grab jacket*we couldn't see. *point up, speed up* I made a simple vow, one that weighed heavily in the air. *grab compass*I would serve as his moral compass, guiding him from the depths of his despair. *place compass back on table*

*speed up*To help my father, I set out in a desperate search for a doctor, or a cure. Just something. I didn't know what I was looking for. *grab compass* In quest of a remedy that may ease his suffering, I was guided through the streets by his compass, now in my hands. *shake slightly**point forward*North into town and south... back home. But as my chest grew tight, my legs grew worn, and the night grew cold, fate cruelly intervened. *place compass back on table*

*squeeze fingers*Returning with a glimmer of hope to what once was our estate*shake head*, where in the end, it never truly mattered, *break in voice*as I was too late. An event forever imprinted on my soul, burning the memories and walls, *Slower*with a fire that was out of control. I stood in the middle of the turmoil, *Clutch hands*clutching my shattered promises, in a state of utter despair. *Grab compass and shake it into the air*I let go of the compass, shattering its glass, now the broken pieces of my spirit, cast over the ground and in the air.

*Shake head*Alternate between fast and slow pace*A tragic result of his tarnished mind and a terrible outward expression of his inner agony. I found comfort in the thought that my father, in his broken state, was not solely to blame for the blaze that consumed our house.

*Shake slightly*I stood on my knees in front of the charred smoky ruins, the agonising remains of what once was, while the flames smouldered into the sky*Look up*. I apologised softly to the wind. I apologised to my mother for bearing the weight of my father's suffering as well as to my father, *Shake head*who had fought an internal battle he could never win. *Slow down*Their immortal souls remained even though they had perished amid the continuous flames that rose before me, and I gave my remorseful words as a last request for their eternal understanding.

Practices to strengthen

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

- for the Textual Features criterion, attention should be
  - focused on matching the performance-level descriptors to the creation of a spoken response rather than placing unnecessary emphasis on a student's accent. A student

cannot be marked down in 'pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence' due to their accent

– given to all three descriptors within the performance level. Each descriptor has equal weighting when awarding a mark for this criterion, e.g. spoken/signed and nonverbal features (and complementary features, if appropriate) should not be weighted more than the other two characteristics that refer to making language choices and the use of grammar and language structure to achieve particular purposes. Decisions about spoken/signed and nonverbal features need to be considered in conjunction with the other descriptors to apply the best-fit approach to the ISMG

– given to deliberate and purposeful language choices that enhance the characterisation for imaginative purposes.

Additional advice

- When preparing students for the IA3, opportunities must be given to students to create an authentic, imaginative 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 aspect of the response. For instance, if students are preparing for a dramatic monologue as a character from the text, teaching and learning experiences should allow for explicit teaching and modelling of this genre, e.g. students viewing, performing and demonstrating the imaginative 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.

- Please note that the syllabus establishes a difference in conditions for spoken and multimodal responses. If the endorsed assessment instrument specifies spoken/signed, then the response should be 5–8 minutes, while the multimodal is 6–9 minutes (refer to Syllabus section 5.5.1).

- Schools are reminded that where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result (Syllabus section 1.3). Refer to the *QCE and QCIA policy and procedures handbook v5.0* (Section 9.7.1) and the Resources *Module 3 — Making reliable judgments* in the Assessment Literacy app on the QCAA Portal and the *Making judgments* webinar in the Syllabuses app for further information and guidance.

- Before submitting files for confirmation, schools are responsible for ensuring the quality, accuracy and accessibility of the required files (*QCE & QCIA policy and procedures handbook v5.0,* Section 9.7.3). Schools should refer to the information contained in the *Confirmation submission information* for English as an Additional Language (available in the Syllabuses app) to check the submission requirements.

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.

Examination — analytical written 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, 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

- *Hamlet* — William Shakespeare

- *Jane Eyre* — Charlotte Brontë

- *Macbeth* — William Shakespeare

- *Never Let Me Go* — Kazuo Ishiguro

- *The White Earth* — Andrew McGahan

- *The Yield* — Tara June Winch

- *We Are All Completely Besides Ourselves* — Karen Joy Fowler.

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

- respond explicitly to the question/task with authority, showing flexibility and confidence with the literary text

- deeply engage with the cultural assumptions, attitudes, values and beliefs underpinning the literary text and how audiences are invited to take up positions

- for the Organisation and development criterion, the opportunity to

  - develop a discriminating thesis that responds directly and fully to the question/task for the chosen literary texts

  - use the patterns and conventions of an analytical genre that are sustained throughout

- for the Textual features criterion, the opportunity to

  - use register appropriate for the role of essay writer with a strong awareness of reader positioning and textual construction.

Extended response

The following excerpt is from a response to Question A for *Macbeth* by William Shakespeare. It required students to respond to the question: 'What point of view of loyalty is communicated in *Macbeth*?'

Effective student responses:

- used quotations and textual references to strengthen their arguments

- used register for a literary analysis maintained throughout the essay

- established control of textual features and conventions to develop ideas.

This excerpt has been included to illustrate:

- an authoritative interpretation of relevant representations of concepts and identities, arguing that Macbeth's interaction with the witches disrupts the law of nature, and epitomises the disorientation of one's loyalty and moral compass by witchcraft. From the start of the essay, the student examines the elements of the play as intentional constructions, and authoritatively unpacks the relevance to the chosen question. This continues throughout the response, which interprets Shakespeare's portrayal of the witches as instruments of darkness reflecting the Jacobean's misogynistic views of women, and their inherent evilness in enticing men to commit sin. The analysis of cultural assumptions is woven seamlessly into the discussion of perspectives and representations throughout the response in a commanding and perceptive way

- an explicit examination of the effects of stylistic devices employed by the playwright throughout, including characterisation, pathetic fallacy, juxtaposition and imagery. There is an authoritative interpretation of Shakespeare's juxtaposition between light and darkness in Macbeth's soliloquy to delineate his conscience regarding regicide

- a distinct and discriminating thesis that responds to the question/task — utilising characterisation of the witches, the theme of ambition and Lady Macbeth, Shakespeare demonstrates the complex interplay between nature and nurture in shaping one's loyalty and the consequences associated with divergence from this attribute.

Disloyalty leads to Chaos

During the Renaissance, ideologies held by the European ~~socie ty~~ society were reflected across the art and drama ~~created~~ disciplines at the time. 'Macbeth', a poetic tragedy by William Shakespeare in the Elizabethan era, underscores the intricacy of human nature through the eponymous character's pursuit of power. Utilising ~~the~~ characterisation of the witches, ~~soliloquy~~ the theme of ambition, and ~~setting~~ Symbolism, Lady Macbeth. Shakespeare demonstrates the complex interplay between nature and nurture in shaping one's loyalty and the consequences associated with divergence from this attribute.

Macbeth's interaction with the witches, ~~who~~ who were regarded as dark agents that disrupt the law of nature, epitomises the disorientation of one's loyalty and moral compass by witchcraft. During the Elizabethan era, ~~widespread~~ beliefs regarding the corruption of human soul by supernatural forces were prevalent. From the exposition of 'Macbeth', Shakespeare's incorporation of pathetic fallacy, such as lightning and thunder, creates a sinister atmosphere that revolves around 'The Weird Sisters'. Furthermore, the playwright depicts the deceptive and beguiling nature of witches through their equivocations, giving Macbeth seemingly sound advice to his rise power without informing him about the malicious route to obtain it. ~~th~~ Ultimately, this leads to Macbeth's regicide of King Duncan, ~~precipitate~~ precipitating a ~~chain of~~ spade of death in Scotland due to the usurpation of the throne. ~~Through the portray~~ Shakespeare's portrayal of the witches as "instruments of darkness" ~~depicts~~ reflects the ^Jacobeans' misogynistic ~~ve~~ views of women ~~ent~~ and their inherent evilness in enticing men to commit sins.

> Furthermore, ~~the chaos~~ the destructive outcome of Macbeth's heinous deeds asserts the dire consequences of trusting the supernatural and disobeying the monarch. This ~~that~~ would serve as a form of flattery to King James I, aligning with the ~~king's~~ king's superstitious beliefs about the destructive nature of ~~witches~~ sorceresses in his book – "Daemonologie" and provide the king a sense of security after the ~~Gu~~ Gun powder. Plot. The tragedies followed by Macbeth's credulous belief in '~~The Weird Sisters~~ witches' prophecies' depict the ~~mayhems~~ deviation of loyal characteristics by supernatural forces, and the mayhems ~~that result.~~

Practices to strengthen

When preparing students for external assessment, it is recommended that:

- for the Knowledge application criterion, teachers address the requirement to

  - deeply examine specific aesthetic features or stylistic devices along with an interpretation of the desired effect on audience, to achieve the higher mark range in this assessable element for analysis of writer's choices. Discriminating responses often employed a variety of aesthetic features or stylistic devices — using two or more as complementary techniques to strengthen their arguments

  - understand the interconnection between the assessable elements of the external assessment marking guide (EAMG), including the differences between an *interpretation* and a *summary* of the literary text. Refer to the notes section of the EAMG: *Interpretation* is a unique account that draws meaning about the perspectives or representations in the text relevant to the selected question/task. A *summary* is a recount of the perspectives or representations in the text. This is shown in the step down of 4 marks to 3 marks in the EAMG

- for the Organisation and development criterion, teachers address the requirement to

  - engage in explicit targeted teaching of a discriminating thesis, so students can recognise and understand the difference between a credible and discerning thesis statement

    - a credible thesis will state an answer that frames the topic or focus, for the selection of knowledge from the text, to use in executing the task (as in 'loyalty 'or 'Lady Macbeth') and/or include something relevant from the text related to this, e.g. 'Shakespeare positions the audience to view Lady Macbeth as a deeply ambitious woman with unnatural behaviours who is driven to insanity by her guilt'

    - a discriminating thesis will do this *and* offer a perspective on the author's intended social commentary for the audience, e.g. 'Shakespeare positions the audience to view Lady Macbeth as a deeply ambitious woman with unnatural behaviours who is driven to insanity by her guilt, to warn the audience that when ambition is unchecked, and moral boundaries are crossed, it will lead to personal disaster'

> - the thesis then becomes the 'anchor' for the analysis. Arguments are developed to strengthen (support) the thesis, with clear conclusions being drawn from the analysis

- develop synthesised and relevant ideas aligned with coherent arguments. Encourage students to formulate arguments that are developed across the response, e.g.

  - students need to understand how to use a relevant statement, (for instance evidence — quotations, context, summary of plot point), and develop the statement by extending it, through elaboration or explanation, leading to a clear conclusion

- improve coherence in arguments by developing a deeper understanding of the function of cohesive devices and acquiring a targeted range of cohesive language that will provide a framework to build an analysis, including

  - using repetition of the key words and employing a range of cohesive devices

  - choosing the right cohesive device to connect sentences within the paragraph and across the response

  - selecting cohesive devices that create clarity in the analysis which supports the thesis

- for the Textual features criterion, teachers address the requirement to

  - use grammar accurately through explicit teaching, practice and correction of common grammatical errors, e.g. third-person singular verbs, choosing the present tense when referring to a text or avoiding switching tenses unintentionally

  - improve students' language choices by providing targeted vocabulary and subject-specific language, e.g. targeted word banks for analysis, analytical verbs, words and verbs for transitioning between sentences and the whole response

  - avoid slang, abbreviations, colloquial expressions, idioms and contractions

  - use punctuation accurately, e.g. capitalisation for boundary punctuation (for common terms such as 'Chain of Being' or 'The Witches') and proper nouns, and correct possessive apostrophe use

  - use punctuation purposefully. This requires an understanding of the function and range of punctuation students can use to provide structure and emphasis to develop their ideas. (Second language interference can impede students' capacity to manage punctuation effectively.) The best way to make improvements in punctuation is by explicit teaching, revision, feedback and students taking responsibility by making corrections.

Additional advice

- Students should be encouraged to actively use planning time to keep the response to the word limit and ensure the response explicitly answers all aspects of the question/task. Utilising these skills allows students to maintain relevant sustained arguments that remain within the scope of the task, avoids plot summaries, recounts, or making the scope of their response too narrow.

- Students should have an awareness of their audience — that it is informed and educated on the literary text. Readers do not need to know who Shakespeare is and when the play was written. Students should practise writing orientations that sequence straight into the question.

- Even though it is not an assessable element, legibility of handwriting may improve the efficacy of the marking process. Strategies to assist with this may include additional writing practise opportunities and feedback.