

English & Literature Extension marking guide and response

Sample external assessment 2020

Extended response (45 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate understanding of one short literary text and ways of reading this text
2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches to explore the unseen short text and generate an interpretation
4. apply appropriate aspects of the text-centred and world-context-centred theoretical approaches to an unseen short literary text to explore the text and generate an interpretation
5. analyse how the genre, structure and textual features of the unseen text support an interpretation
6. use correct terminology and appropriate referencing conventions to create a theorised exploration
7. use textual features (including spelling, grammar and punctuation) to create a theorised exploration
10. synthesise analysis of a short unseen text, aspects of text-centred and world-context-centred theoretical approaches applied to this text, and the resultant interpretation with supporting evidence.

Note: Objectives 3, 8 and 9 are not assessed in this instrument.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide (EAMG)

Criterion: Understanding and analysis of literary texts AND Understanding and application of theories (20 marks)

Students apply their knowledge of how aspects of text-centred and world-context-centred theoretical approaches can be used to analyse the chosen literary text (stimulus) provided and develop a theorised reading in response to the question.

Understanding of theoretical approaches		Applying theory to explore meaning		Analysis of literary texts		Understanding of literary texts	
The response:							
<ul style="list-style-type: none"> demonstrates a central idea that is based on a consistent, astute and purposeful interpretation of aspects of theoretical approaches in response to both parts of the question 	4	<ul style="list-style-type: none"> demonstrates consistent, astute and purposeful application of aspects of text-centred and world-context-centred theoretical approaches in developing a perceptive and valid interpretation of the chosen stimulus 	6	<ul style="list-style-type: none"> demonstrates consistent, astute and purposeful analysis of the chosen stimulus to support a perceptive interpretation of its specific genre, structure, and textual features 	6	<ul style="list-style-type: none"> demonstrates consistent, astute and purposeful ways of reading the complexities of the chosen stimulus 	4
<ul style="list-style-type: none"> demonstrates a central idea that is based on a consistent and purposeful interpretation of aspects of theoretical approaches in response to both parts of the question 	3	<ul style="list-style-type: none"> demonstrates consistent and purposeful application of aspects of text-centred and world-context-centred theoretical approaches in developing a valid interpretation of the chosen stimulus 	5	<ul style="list-style-type: none"> demonstrates consistent and purposeful analysis of the chosen stimulus to support an informed interpretation of its specific genre, structure, and textual features 	5	<ul style="list-style-type: none"> demonstrates consistent and purposeful ways of reading the complexities of the chosen stimulus 	3
<ul style="list-style-type: none"> demonstrates a central idea that is based on a consistent and suitable interpretation of aspects of theoretical approaches in response to both parts of the question 	2	<ul style="list-style-type: none"> demonstrates consistent and suitable application of aspects of text-centred and world-context-centred theoretical approaches in developing a valid interpretation of the chosen stimulus 	4	<ul style="list-style-type: none"> demonstrates consistent and suitable analysis of the chosen stimulus to support a clear interpretation of its specific genre, structure, and textual features 	4	<ul style="list-style-type: none"> demonstrates consistent and suitable ways of reading the chosen stimulus 	2

Understanding of theoretical approaches		Applying theory to explore meaning		Analysis of literary texts		Understanding of literary texts	
The response:							
<ul style="list-style-type: none"> demonstrates a central idea that is based on a basic understanding of aspects of theoretical approaches in response to the question 	1	<ul style="list-style-type: none"> demonstrates mostly consistent and suitable application of aspects of text-centred and world-context-centred theoretical approaches in developing a valid interpretation of the chosen stimulus 	3	<ul style="list-style-type: none"> demonstrates a selection of evidence from the chosen stimulus to show analysis of its specific genre, structure, and textual features 	3	<ul style="list-style-type: none"> demonstrates a reading of the chosen stimulus that may at times be superficial 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> demonstrates application of aspects of text-centred and world-context-centred theoretical approaches that may, at times, be superficial, and one valid interpretation of the chosen stimulus 	2	<ul style="list-style-type: none"> demonstrates a basic analysis of the chosen stimulus that may at times be superficial 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0
		<ul style="list-style-type: none"> identifies some text-centred and world-context-centred theoretical approaches and/or provides one partial interpretation of the chosen stimulus 	1	<ul style="list-style-type: none"> identifies evidence in the stimulus 	1		
		<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0		

Criterion: Synthesis (15 marks)

Students apply their knowledge of how texts are structured and organised for analytical purposes in their organisation and development of a valid theorised response.

Sequencing of ideas		Selection and synthesis		Cohesion	
The response:					
<ul style="list-style-type: none"> demonstrates logical and discriminating development of a complex and valid central idea in response to the stimulus provides purposeful and discriminating sequencing of relevant ideas around a central argument that introduces, develops and draws astute and valid conclusions on the interpretation of the stimulus 	5	<ul style="list-style-type: none"> demonstrates logical and purposeful selection of complex and valid evidence from the stimulus that: <ul style="list-style-type: none"> supports and justifies arguments is synthesised in a discriminating way into the interpretation 	5	<ul style="list-style-type: none"> demonstrates logical and discriminating control of cohesive techniques to: <ul style="list-style-type: none"> develop and emphasise valid and complex ideas across the response develop and emphasise valid and complex ideas within distinct paragraphs 	5
		<ul style="list-style-type: none"> demonstrates logical and purposeful selection of valid evidence from the stimulus that: <ul style="list-style-type: none"> supports and justifies arguments is synthesised in a coherent way into the interpretation 	4		
		<ul style="list-style-type: none"> demonstrates logical selection of suitable and valid evidence from the stimulus that: <ul style="list-style-type: none"> mostly supports and justifies arguments is synthesised into the interpretation 	3		
<ul style="list-style-type: none"> demonstrates logical development of a valid central idea in response to the stimulus provides purposeful sequencing of relevant ideas around a central argument that introduces, develops and draws valid conclusions on the interpretation of the stimulus 	4	<ul style="list-style-type: none"> demonstrates selection of evidence from the stimulus that: <ul style="list-style-type: none"> supports some arguments is relevant and connected to aspects of the interpretation 	2	<ul style="list-style-type: none"> demonstrates logical control of cohesive techniques to: <ul style="list-style-type: none"> develop and emphasise valid ideas across the response develop and emphasise valid ideas within distinct paragraphs 	4

Sequencing of ideas		Selection and synthesis		Cohesion	
The response:					
<ul style="list-style-type: none"> demonstrates development of a suitable central idea in response to the stimulus provides sequencing of relevant ideas around a central argument that introduces, develops and draws conclusions on the interpretation of the stimulus 	3	<ul style="list-style-type: none"> selects evidence from the stimulus to support some ideas 	1	<ul style="list-style-type: none"> demonstrates control of cohesive techniques to: <ul style="list-style-type: none"> develop and emphasise suitable ideas across the response develop and emphasise suitable ideas within distinct paragraphs 	3
<ul style="list-style-type: none"> demonstrates development of a central idea in response to the stimulus that may at times be superficial provides sequencing of ideas that introduce, develop and draw some conclusions on the interpretation of the stimulus 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> uses cohesive techniques to: <ul style="list-style-type: none"> develop ideas within distinct paragraphs 	2
<ul style="list-style-type: none"> demonstrates some sequencing of ideas and statements about the interpretation of the stimulus 	1			<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0			<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0

Criterion: Controlling textual features and conventions (10 marks)

Students control textual features for the purpose of a reading of a text.

Language choices		Sentence structures		Spelling		Punctuation	
The response:							
<ul style="list-style-type: none"> demonstrates consistent, astute and purposeful use of a wide range of vocabulary demonstrates discriminating use of the language of literary analysis, including correct terminology 	3	<ul style="list-style-type: none"> demonstrates consistent, astute and purposeful control of accurate sentence structures, including control of grammar through: <ul style="list-style-type: none"> varying sentence structures and length to achieve effects, emphasis and clarity using sentence structures to fluently develop ideas 	3	<ul style="list-style-type: none"> uses accurate spelling of simple and complex words 	2	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2
<ul style="list-style-type: none"> demonstrates consistent and purposeful use of a range of vocabulary demonstrates suitable use of the language of literary analysis 	2	<ul style="list-style-type: none"> demonstrates control of accurate sentence structures, including control of grammar, for clarity 	2	<ul style="list-style-type: none"> uses mostly accurate spelling, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses mostly accurate punctuation, but meaning is still discernible 	1
<ul style="list-style-type: none"> demonstrates use of vocabulary that may affect the development of ideas, but meaning is still discernible 	1	<ul style="list-style-type: none"> demonstrates grammar and sentence structures that may affect fluency, although meaning is still discernible 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors 	0