

English & Literature Extension 2020 v1.1

IA1 sample assessment instrument

July 2018

Extended response — reading and defence (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Assessment objectives

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

1. demonstrate understanding of the selected complex literary text in order to develop a valid interpretation in the reading
2. demonstrate understanding of relevant aspects of either the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence
3. demonstrate understanding of the relationships within relevant aspects of either the reader-centred or author-centred theoretical approach in order to develop an exploration of the reading of the selected complex literary text
4. apply appropriate aspects of either the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence
5. analyse, in the reading, how the genre, structure and textual features of the selected complex literary text support a valid interpretation
6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. use textual features to create a theorised, extended analytical response for an academic audience
8. evaluate, in the defence, those aspects of either the reader-centred or author-centred approach that were used to explore the reading of the complex literary text
9. evaluate, in the defence, the reading of the selected complex literary text, making explicit the aspects of the reader-centred or author-centred theoretical approach that underpins it
10. synthesise analysis of the selected complex literary text, the applied reader-centred or author-centred theoretical approach and resultant interpretation with supporting evidence.

Subject	English & Literature Extension	Instrument no.	IA1
Technique	Extended response — reading and defence		
Unit	Unit 3: Ways of reading		
Conditions			
Duration	5 weeks notification and preparation		
Mode	Written	Length	1500–2000 words
Individual/group	Individual	Other	Authentication strategies as implemented by the school are required to ensure student authorship.
Resources available	Open access to resources		
Context			
<p>In the first area of study of this unit, Readings and defences, you have explored different theoretical approaches to meaning-making, focusing on the interpretive strategies and reading practices associated with the reader-centred and author-centred theoretical approaches. You have studied how to apply these approaches to literary texts to produce individual readings, and learned how to produce a defence to support your readings.</p> <p>The reading you produce in response to this task will be published in the journal <i>Reading Australian Film</i>, which has an audience of adult readers who are conversant with and interested in film, including the one you have chosen as your focal text. The defence you produce is written for your teacher as primary audience.</p>			
Task			
<p>Part 1: Reading Select a film text directed by a recognised auteur and apply either a reader-centred approach or an author-centred approach to produce a reading of the film.</p> <p>Part 2: Defence Analyse the reading you have produced, applying and evaluating aspects and strategies of the theoretical approach and explaining how the theoretical approach used has allowed you to make meaning of the text in particular ways.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • choose a suitable film by an auteur • decide on the theoretical approach, either reader-centred or author-centred, you will use to produce a reading of the film • conduct a close study, reading and deconstruction of this film • construct a defence that analyses the interpretive strategies used in producing the reading • ensure you record and submit full bibliographical details of any reference materials you access in developing your response to this task. 			

Checkpoints		
<input type="checkbox"/> Week 1: consultation with your teacher about the film choice and ideas for the reading and the defence		
<input type="checkbox"/> Week 2: plan/outline for the written response due		
<input type="checkbox"/> Week 3: consultation with your teacher to review your drafting process		
<input type="checkbox"/> Week 4: draft due		
<input type="checkbox"/> Week 5: final response submitted via authentication software and a hardcopy to your teacher		
Criterion	Marks allocated	Result
Understanding and analysis of literary texts Assessment objectives 1,5	5	
Understanding and application of theories Assessment objectives 2,3,4	6	
Evaluation and synthesis Assessment objectives 8,9,10	5	
Controlling textual features and conventions Assessment objectives 6,7	4	
Total	20	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for planning and drafting. • Students will provide documentation of their progress by keeping a journal that documents the key elements and stages of planning, drafting, editing and proofreading processes involved, including feedback sought and provided, signed and dated at key junctures. • Students will each produce a unique response by adhering to the checkpoints indicated above. • Students must acknowledge all sources. • Students will use plagiarism-detection software at submission of the response. 		
Scaffolding		
<ul style="list-style-type: none"> • Consider your choice of auteur carefully as not all directors can be considered auteurs. • Develop a reading of the film in the form of a critically reflective review that is primarily reader-centred or author-centred in its approach and supported by direct and indirect references to the chosen film but not to the reading practices or aspects of the theoretical approach used. • Record in your journal your thoughts, predictions and reactions to the film, as well as your reflections on the reading practices and strategies that you are applying. • Produce a written defence of your reading of the film accounting for how the selected theoretical approach has allowed you to make meaning of the film, evaluating the interpretive strategies used in the reading. • Support your defence by making direct and indirect reference to the reading and to the reading practices and aspects of the theoretical approach that underpin the reading. 		

Instrument-specific marking guide (ISMG)

Criterion: Understanding and analysis of literary texts

Assessment objectives

1. demonstrate understanding of the selected complex literary text to develop a valid interpretation in the reading
5. analyse, in the reading, how the genre, structure and textual features of the selected complex literary text support a valid interpretation

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• discerning understanding of the selected complex literary text to develop a discriminating interpretation in the reading• discerning analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support a discriminating interpretation.	5
<ul style="list-style-type: none">• effective understanding of the selected complex literary text to develop an informed interpretation in the reading• effective analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support an informed interpretation.	4
<ul style="list-style-type: none">• adequate understanding of the selected complex literary text to develop a valid interpretation in the reading• adequate analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support a valid interpretation.	3
<ul style="list-style-type: none">• superficial understanding of the selected complex literary text to develop a rudimentary interpretation in the reading• superficial analysis, in the reading, of how the genre, structure and textual features of the selected complex literary text support an interpretation.	2
<ul style="list-style-type: none">• uneven understanding of the selected complex literary text, resulting in a fragmented interpretation in the reading• uneven analysis, in the reading, of how the genre, structure and textual features of the selected complex literary text support an interpretation.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Understanding and application of theories

Assessment objectives

2. demonstrate understanding of relevant aspects of either the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence
3. demonstrate understanding of the relationships within relevant aspects of either the reader-centred or author-centred theoretical approach in order to develop an exploration of the reading of the selected complex literary text
4. apply appropriate aspects of either the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then systematically explore this theorised reading in the defence • discerning understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to develop a systematic exploration of the reading of the selected complex literary text • discerning application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence. 	6
<ul style="list-style-type: none"> • effective understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then systematically explore this theorised reading in the defence • effective understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to develop a systematic exploration of the reading of the selected complex literary text • effective application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence. 	5
<ul style="list-style-type: none"> • adequate understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence • adequate understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to explore the reading of the selected complex literary text • adequate application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence. 	3–4
<ul style="list-style-type: none"> • superficial understanding of aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explain this reading in a simplistic manner in the defence • superficial understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach in order to develop a simplistic explanation of the reading of the selected complex literary text • superficial application of aspects of the reader-centred or author-centred theoretical approach in order to develop an interpretation of the complex literary text in the reading and then explain this reading in a simplistic manner in the defence. 	2
<ul style="list-style-type: none"> • uneven understanding of aspects of the reader-centred or author-centred theoretical approach, resulting in a disjointed reading of the selected complex literary text and a partial explanation of this reading in the defence • uneven understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach • uneven application of aspects of the reader-centred or author-centred theoretical approach, resulting in a disjointed interpretation of the selected complex literary text and a partial explanation of this reading in the defence. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Evaluation and synthesis

Assessment objectives

8. evaluate, in the defence, those aspects of either the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text
9. evaluate, in the defence, the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it
10. synthesise analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text • discerning evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it • discerning synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence. 	5
<ul style="list-style-type: none"> • effective evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text • effective evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it • effective synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence. 	4
<ul style="list-style-type: none"> • adequate evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text • adequate evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it • adequate synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence. 	3
<ul style="list-style-type: none"> • superficial evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text • superficial evaluation, in the defence, of the reading of the selected complex literary text, explaining the aspects of the theoretical approach that underpin it • superficial synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence. 	2
<ul style="list-style-type: none"> • uneven evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text • uneven evaluation, in the defence, of the reading of the selected complex literary text, identifying some aspects of the theoretical approach that underpin it • uneven synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Controlling textual features and conventions

Assessment objectives

6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. use textual features to create a theorised, extended analytical response for an academic audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventionsdiscerning use of textual features to create a theorised, extended analytical response for an academic audience.	4
<ul style="list-style-type: none">effective use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventionseffective use of textual features to create a theorised, extended analytical response for an academic audience.	3
<ul style="list-style-type: none">suitable use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventionssuitable use of textual features to create a theorised, extended analytical response for an academic audience.	2
<ul style="list-style-type: none">uneven use of patterns and conventions of academic genres and communication, including correct terminologyuneven use of textual features to create a response for an audience.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0