English & Literature Extension 2020 v1.1

IA2 high-level annotated sample response

Extended response — complex transformation and defence (20%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

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

1. demonstrate understanding of the selected base text in order to develop a valid interpretation

2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation

3. demonstrate understanding of the relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation

4. apply appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through constructing a complex transformation

5. analyse how the genre, structure and textual features of the base text and the complex transformation support valid interpretations

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

7. use textual features to create an extended theorised, spoken analytical response for an academic audience

8. evaluate the aspects of the text-centred and world-context-centred theoretical approaches used to determine the invited and alternative readings of the base text and to reposition audiences within the complex transformation

9. evaluate the alternative reading position offered by the complex transformation, making explicit the aspects of text-centred and world-context-centred theoretical approaches that underpin it

10. synthesise analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches, and the resultant interpretations with supporting evidence.

Instrument-specific marking guide (ISMG)

Criterion: Understanding and analysis of literary texts

Assessment objectives: Defence

1. demonstrate understanding of the selected base text to in order to develop a valid interpretation

5. analyse how the genre, structure and textual features of the base text and the complex transformation support interpretations

The student work has the following characteristics:	Marks
• discerning understanding of the selected base text in order to develop discriminating interpretations • discerning analysis of how the genre, structure and textual features of the base text and the complex transformation support discriminating interpretations.	5
• effective understanding of the selected base text in order to develop an informed interpretation • effective analysis of how the genre, structure and textual features of the base text and the complex transformation support informed interpretations.	4
• adequate understanding of the selected base text in order to develop a valid interpretation • adequate analysis of how the genre, structure and textual features of the base text and the complex transformation support valid interpretations.	3
• superficial understanding of the selected base text in order to develop a rudimentary interpretation • superficial analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.	2
• uneven understanding of the selected base text, resulting in a disjointed interpretation • uneven analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.	1
• does not satisfy any of the descriptors above.	0

Criterion: Understanding and application of theories

Assessment objectives: Defence

2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation

3. demonstrate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation

4. apply appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through constructing a complex transformation

The student work has the following characteristics:	Marks
• discerning understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation • discerning understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation • discerning application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.	6
• effective understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation • effective understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation • effective application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.	5
• adequate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation • adequate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation • adequate application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.	3–4
• superficial understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation • superficial understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex transformation • superficial application of aspects of text-centred and world-context-centred theoretical approaches to reposition audiences through the construction of a complex transformation.	2
• uneven understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation • uneven understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex transformation • uneven application of aspects of text-centred and world-context-centred theoretical approaches.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluation and synthesis

Assessment objectives: Defence

8. evaluate the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation

9. evaluate the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it

10. synthesise analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches and the resultant interpretations with supporting evidence

The student work has the following characteristics:	Marks
• discerning evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation • discerning evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it • discerning synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.	5
• effective evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation • effective evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it • effective synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.	4
• adequate evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation • adequate evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it • adequate synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.	3
• superficial evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation • superficial evaluation of the reading position offered by the complex transformation, and of aspects of the text-centred and world-context-centred theoretical approaches that underpin it • superficial evaluation of literary texts, theoretical approaches and interpretations.	2
• uneven evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation • uneven evaluation of the reading position offered by the complex transformation, and of aspects of the text-centred and world-context-centred theoretical approaches that underpin it • uneven evaluation of literary texts, text-centred and world-context-centred theoretical approaches and interpretations.	1
• does not satisfy any of the descriptors above.	0

Criterion: Controlling textual features and conventions

Assessment objectives: Defence

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

7. use textual features to create an extended theorised, spoken analytical response for an academic audience

The student work has the following characteristics:	Marks
• discerning use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience • discerning use of textual features to create desired effects for an academic audience.	4
• effective use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience • effective use of textual features to create desired effects for an academic audience.	3
• suitable use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience • suitable use of textual features to create an extended theorised, spoken analytical response for an academic audience.	2
• uneven use of appropriate patterns and conventions of academic genres and communication • uneven use of textual features to create effects for an academic audience.	1
• does not satisfy any of the descriptors above.	0

Task

Task
Context In this area of study, you have explored the relationship between writing practices and reading positions. You have investigated the invited readings of texts that you might want to challenge, constructing alternative meanings by intervening in those texts by applying text-centred and world-context-centred theoretical approaches. You have considered particular textual features that could be manipulated to produce alternative meanings and reposition audiences. You have explored the concept that, in a complex transformation, the rewritten text invites alternative and/or resistant readings other than those that the base text seems to invite, that alternative and resistant readings require making an ideological shift that moves beyond mere inversion. **Task** This task has two components: a complex transformation and a defence. **Complex transformation** Construct a complex transformation by selecting and applying aspects and strategies from text-centred and world-context-centred theoretical approaches to intervene in and rewrite a self-selected short literary text, or part of the text (the base text) to offer readers an alternative position that is theoretically defensible. There should be a clear relationship between the complex transformation and its defence. The complex transformation is simply the catalyst for the theorised defence and, as such, is not the focus of this assessment task. **Defence** Construct and present a spoken defence of your complex transformation as a seminar for your fellow students. In your defence: • explain how you applied text-centred and world-context-centred theoretical approaches to rewrite the base text, or part of the text, and analyse your interpretations • evaluate how the rewritten text offers readers an alternative position through the application of theoretical understanding.

Sample response

Criterion	Marks allocated	Result
Understanding and analysis of literary texts Assessment objectives 1, 5	5	5
Understanding and application of theories Assessment objectives 2, 3, 4	6	6
Evaluation and synthesis Assessment objectives 8, 9, 10	5	5
Controlling textual features and conventions Assessment objectives 6, 7	4	4
Total	**20**	**20**

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Script for spoken defence of a complex transformation

Internal assessment 2 (IA2) requires students to produce two texts: a written or multimodal complex transformation and a spoken/signed defence. This sample includes **only** the script of the spoken defence. The complex transformation was the script of a radio interview. **The short story used as the basis for the complex transformation has been referred to throughout as the base text.**

Understanding and analysis of literary texts [5]
discerning understanding of the selected base text in order to develop discriminating interpretations

Understanding and application of theories [6]
discerning understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation

Understanding and analysis of literary texts [5]
discerning analysis of how the genre, structure and textual features of the base text and the complex transformation support discriminating interpretations

Ernest Hemingway's short story focuses on male selfishness and female dependence. Set in the 1920s, the story describes a conversation between a couple as they wait for a train to Madrid. Throughout, the man presses 'the girl' to allow him to maintain a carefree, hedonistic lifestyle. While the woman dislikes his proposition, she eventually accedes. However, her final capitulation and the outcome of their conversation are deliberately ambiguous.

Textual features in the story promote an invited reading that relationships are inherently patriarchal. The text constructs men as selfish beings who consider their authority to be valuable and a means to manipulate women. The story presents women reciprocally as both vulnerable and dependent. This reinforces a male/female binary where power is contingent on gender.

Close textual analysis under New Criticism and Structuralism helps to explain how the textual features in the story "work together" to promote this invited reading (Tyson, 1999, p.120) Throughout the story, the man's concern for the woman is compromised by self-interest, where he monopolises the authority of knowledge to sway her decision. He asserts seven times that he 'knows' things that the woman does not. The man manipulates the woman and this highlights her vulnerability. In this way, the story works to reinforce a "loaded" male/female binary (Bertens, 2008, p.127). While the text positions readers to feel sympathy for the woman, underlying textual features highlight her subordinance. The 'girl' as she is called, is dependent on the man: she relies on him to translate her desires from English to Spanish and to pay for their drinks. Also, the woman is deferential, asking the man things like "wasn't that bright?"

Textual features in the text also work to reinforce gender stereotypes. That is, they promote culturally acceptable denotations for the terms 'male' and 'female'. While structuralists such as Ferdinand de Saussure acknowledge that there is no natural link between a word and what it denotes, they do not explore the consequences of challenging this gap (Bertens, 2008, p.102). Post-structuralist Jacques Derrida extends structuralist thought by asserting that all words have their origins in 'différance' – a process of difference and deferral that means words never achieve 'closure' (Bertens, 2008, p.102). For this reason, my transformation seeks to create new denotations for the terms 'male' and 'female'.

I have created an intervention into the text which provides an alternative reading of the nature of men. This is based on the post-structuralist notion that "a univocal reading [of a text] is impossible" and "that every reading has a deconstructive as well as an obvious reading" (Miller in Lye, 1998). By creating a transcript of an interview, my transformation analyses how men are also the victims of the cultural norms that determine acceptable gender roles. By establishing the interviewer as the voice of conservative masculine principles, my transformation seeks to challenge hegemonic masculinity. In this way, it draws upon contemporary text-centred and world-centred theories to validate Pierre Macherey's claim that "the text has not said everything" and that "there remains the possibility of saying something else" (Macherey in Rivkin & Rayan, 2004, p.708).

There were moments in the base text where the totalising male/female binary "came undone" (Eagleton, 2008). Here, the man hinted at emotional sensitivity. For example, during a wayward moment of the couple's discussion, the man urges the woman simply to "Come on back in the shade". Despite being represented as selfish and manipulative, this maternalistic statement indicates that the man may in fact feel some concern for the welfare of the woman. Instances such as these are labelled by Terry Eagleton as "moments of aporia", the "impasses of meaning where the text gets into trouble, comes unstuck [or] offers to contradict itself" (Eagleton, 2008 p.116). Since Derrida asserts that all binary opposites have their origins in 'différance', I was able to use this 'moment of aporia' to set up an alternate signification for the signifier 'male'.

My transformation emphasises the 'moment of aporia' by subverting rather than inverting the male/female binary. This approach has theoretical grounding. Deconstructive theorist Rob Pope (2001) maintains that:

The role of deconstructive thinkers is not simply to invert hierarchies… but to reopen the play of differences around

these terms (p.131)

Evaluation and synthesis [5]
discerning evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation

His case is strengthened by Margery Hourihan's (1997) argument that "subversion not inversion is the more socially responsible path for textual intervention work" (Hourihan in Johnson, 1997, p.52). To create meaning independent from binary thinking, Derrida puts the binary "under erasure", allowing the privileged term to remain in place, but partially undermining it to affect a shift in reader positioning (Derrida in Pope, 2001, p.190).

Evaluation and synthesis [5]
discerning evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it

To partially undermine the privileged term, I created a "hybrid" character: an authoritative male who also displays attributes inconsistent with traditional masculinity. This draws upon Homi Bhabha's method of "hybridity" which "turns the discursive conditions of dominance into the grounds of intervention" (Bhabha in Prabhu, 2002, p.9). In the interview, the man's authoritative diction is juxtaposed against his feminine traits, constructing him as emotionally attuned to his partner's needs. When questioned, the man argues "I love her…I wanted to do everything I could to help her". Thus, my transformation challenges traditional gender roles and dualistic, binary thinking, revealing "the ambivalence at the source of traditional discourses on authority" (Bhabha in Prabhu, 2002, p.9).

Another way my complex transformation forces readers to challenge totalising perspectives of gender, is through Pierre Macherey's technique of 'setting the silences to speak' (Rivkin & Ryan, 2004, p.705). Macherey maintains that:

> The book is not self-sufficient: it is necessarily accompanied by a certain absence, without which it would not exist…for in order to say anything, there are other things which must not be said. (Macherey in Rivkin & Ryan, 2004, p.705).

In the base text, the woman's attitude seems to be deliberately ambiguous and the fact that women can be assertive and steadfast is silenced. In order to alter this perspective, my transformation gives the woman a voice. In the interview, she explains confidently how she has been persecuted. This subverts the binary because it reveals that the woman has control over her own choices **but also** shows that she is being persecuted because of her decision.

Understanding and analysis of literary texts [5]

discerning analysis of how the genre, structure and textual features of the base text and the complex transformation support discriminating interpretations

Evaluation and synthesis [5]

discerning evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation

Understanding and application of theories [6]

discerning application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation

Rechronologising the base text further affects this change. By altering the temporal context from the 1920s to 2009, my transformation challenges traditional male/female roles. This is because texts "cannot transcend their own time but live and work within [a] horizon of culture constructed by ideology" (Bertens, 2008, p.147). Shifting the time period promotes an alternative viewpoint because readers approaching the text know that twenty-first century women are better equipped to direct their own destiny.

Changing the genre of the base text also helps to promote an alternate viewpoint. This is because genres are limited and restrictive. Post-structuralist Tzvetan Todorov (1978) theorises that "individual texts are produced and perceived in relation to the norm constituted by that codification" (p.157). This notion is extended by Derrida (1992) who maintains that "as soon as the word *genre* is sounded…a limit is drawn. And when a limit is established, norms and interdictions are not far behind" (p.223). Under New Critical theory, the base text fits into the 'tragedy' genre. This limits meaning because readers assume that – consistent with the traditions of the tragedy genre – the outcome of the couple's discussion will be negative and mutually unsatisfactory.

Because genre can both limit and contribute to meaning, my transformation draws upon the discursive properties of a 'radio interview' to reposition readers. It exploits listeners' preconceptions that radio interviews elucidate issues, rather than making moral statements about them. Given that the radio interview follows a question-and-answer format, my transformation takes advantage of the fact that listeners expect that the interviewee's answers are spontaneous and truthful **and** therefore a more honest representation of the nature of men. Also, changing the genre of the base text frees it from the "norms and interdictions" of the tragedy genre (Derrida, 1992, p.223). That is, it removes the presumption that the couple's end decision will inevitably be negative or mutually unsatisfactory.

Textual cues in the base text lend themselves to a world-centred transformation grounded in masculinity studies. Taking its lead from feminism, masculinity studies are dedicated to what have often been viewed as implicit facts: that most societies are patriarchal where men have historically enjoyed social, political and economic supremacy (Adams & Savran, 2002). Thus, the starting point for a world-centred masculine deconstruction is acknowledging the "centrality of men's power and privilege and

Understanding and application of theories [6]
discerning application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation

Understanding and application of theories [6]
discerning understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation

Evaluation and synthesis [5]
discerning synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence

[recognising] the need to challenge that power" (Kaufman, 1994, p.157). This not only advances the female perspective, but recognises that the social construction of masculine power is "the source of the malaise, confusion and alienation felt by men" (Kaufman, 1994, p.157). My transformation seeks to deconstruct the idea of a homogenous, dominant masculinity by showing that patriarchal structures are also repressive to men.

In my transformation, the man's initial curt and dispassionate responses in the interview are revealed to be performative; a method of self-preservation and a shield against the interviewer's emotional interrogation. This validates philosopher Judith Butler's argument that gender is not essence but a performance (Butler in Aboim, 2010, p.32). While the man's responses at the beginning of the interview are authoritative and dispassionate, later his response reveals compassionate and caring tendencies. This undermines the notion of hegemonic masculinity by showing it as a process whereby men "come to suppress a range of emotions, needs, and possibilities such as nurturing, receptivity, empathy and compassion" (Kaufman, 1994, p.148). Psychoanalysist Carl Jung supports this strategy by asserting that:

> No man is so entirely masculine that he has nothing feminine in him. The fact, is rather, that very masculine men have – carefully guarded and hidden – a very soft emotional life, often incorrectly described as "feminine". A man counts it as a virtue to repress his feminine traits as much as possible. (Jung in Connell, 1994, p.20)

By revealing that the man is emotionally attuned to the woman's needs, my transformation reveals the way in which "sex roles" are permanently "being done and undone" (Butler in Aboim, 2010, p.32).

Also – through a power play between the interviewer and interviewee – my transformation highlights that masculinity is defined by "fluid difference rather than fixed identity" (Aboim, 2010, p.14). This notion that masculinity takes on "multiple, hybrid, even paradoxical forms", extends Butler's notion of "sex roles"; a theory often criticised for favouring dualistic thinking (Aboim, 2010, p.5). According to Scott Coltrane (1994), the plurality of gender is best highlighted by "focusing on men's emotions" and "studying men in groups" (p.55). The contrast between the interviewer's arguments grounded in science and reason, and the man's emotive diction foregrounds the plurality of gender, again decentring hegemonic masculinity.

I further undermined hegemonic masculinity by giving the woman a voice. This is because adding her defence challenges the

Evaluation and synthesis [5]
discerning synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence

Controlling textual features and conventions [4]
discerning use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience

discerning use of textual features to create desired effects for an academic audience

still entrenched societal expectation that men be held accountable in the public domain. While my transformation shows that the man feels pressured to justify his partner's choices, it also gives the woman an opportunity to express how she has been persecuted. This is consistent of the aim of masculinity studies to also improve outcomes for women (Renzetti & Curran, 2003, p.3).

In my complex transformation of the base text, I employed various text-centred and world-centred theories to dismantle the existing male/female binary. By placing the base text 'under erasure', I was able to challenge the notion of hegemonic masculinity and impose an alternative reading of the nature of men. In this way, my transformation validates the post structuralist notion that texts are "irreducibly plural, an endless play of signifiers which can never be finally nailed down to a simple centre, essence or meaning" (Eagleton, 2008, p.120).

> The student response incorporated a complete reference list that has not been included here.