English & Literature Extension 2020 v1.1

IA2 sample assessment instrument

Extended response — complex transformation 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 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

Subject	English & Literature Extension	Instrument no.	IA2
Technique	Extended response — complex transformation and defence		
Unit	Unit 3: Ways of reading		

Conditions			
Duration	5 weeks notification and preparation		
Mode	Complex transformation — written or multimodal Defence — spoken/signed	Length	Complex transformation: – written: 100–800 words – multimodal: 3–5 minutes Defence: 8–10 minutes
Individual/ group	Individual	Other	—
Resources available	Open access to resources		

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 concepts that, in a complex transformation, the rewritten text invites alternative and/or resistant readings other than those that the base text seems to invite, and 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, therefore, 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.

To complete this task, you must:

Defence

- identify the key assumptions and values underpinning the base text that are challenged in the complex transformation
- demonstrate an understanding of relationships among and within the text-centred and world-context-centred theoretical approaches you used to explore meaning in both the base text and the complex transformation
- analyse, with specific examples
  - how relevant textual features and language details of the base text support/construct these assumptions and values, and position audiences
  - how relevant textual features and language details of the complex transformation offer audiences alternative, theoretically defensible reading position/s to those offered in the base text
- synthesise your analysis of the base text, your complex transformation, the applied text-centred and world-context-centred theoretical approaches and your interpretations.

Checkpoints

☐ Week 1: Consult with teacher about your text choice and ideas for the complex transformation and defence.

☐ Week 2: Submit outline of key ideas for complex transformation and defence.

☐ Week 4: Submit draft.

☐ Week 5: Submit final response (hard copy), begin seminar presentations, and upload to school's authentication software.

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

- The teacher will provide class time for task completion.

- 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 indicated checkpoints.

- Students will each produce a unique response by adhering to the indicated checkpoints.

- Students must acknowledge all sources.

- Students will use plagiarism-detection software at submission of the response.

Scaffolding

- Carefully consider your choice of literary text, or part of a literary text, (e.g. short story, fairy tale, poem, scene from a play, graphic novel) to ensure it is suited to the demands of this assessment instrument, and identify aspects of the base text that allow opportunities for intervention.
- Apply reader-centred reading strategies and text-centred reading strategies to support you as you read the base text to help you identify the 'obvious' or 'natural' meaning of the text and the reading the text invites you to make.
- Identify and record in your journal the ways specific textual features of the base text invite a particular reading.
- Identify and record the specific assumptions and values promoted by the base text and consider the one/s you might wish to challenge or oppose.
- Apply a world-context-centred reading in order to (re)read your selected text
  - produce your (re)reading as a complex transformation that will reposition your reader from an invited reading of the base text to an alternative and/or resistant reading.
- Construct a spoken defence of your complex transformation that accounts for the aspects and strategies from text-centred and world-context-centred theoretical approaches you applied to intervene in the base text, or part of the text, to invite alternative and/or resistant readings other than those the base text seems to invite.
- Check that the defence of your complex transformation explains what you did and why, making explicit the writing practices used and their theoretical underpinnings, and that it shows how your rewriting of the base text constitutes a complex transformation and therefore an ideological repositioning of the reader.
- Ensure you record and submit full bibliographical details of any reference materials you access in developing your response to this task.

Instrument-specific marking guide (ISMG)

Criterion: Understanding and analysis of literary texts

Assessment objectives: Defence

1. demonstrate understanding of the selected base text 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 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