

English & Literature Extension 2020 v1.1

IA3 sample assessment instrument

January 2019

Extended response — academic research paper (35%)

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 at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s
2. demonstrate understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s
3. demonstrate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s
4. apply appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question
5. analyse the genre, structure and textual features of the selected complex literary text/s to 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 academic research paper for an academic audience
7. use textual features (including spelling, grammar and punctuation) to create an extended academic research paper
8. evaluate the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of the complex literary text/s and to explore a focus question
9. evaluate the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these
10. synthesise analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.

Subject	English & Literature Extension	Instrument no.	IA3
Technique	Extended response — academic research paper		
Unit	Unit 4: Exploration and evaluation		

Conditions			
Duration	10 weeks notification and preparation		
Mode	Written	Length	2500–3000 words
Individual/group	Individual	Other	<ul style="list-style-type: none"> • Students have open access to resources • Students may use class time and their own time to develop a response • Authentication strategies as implemented by the school
Resources available	Open access to resources		
Context			
<p>In this area of study, you have independently explored a variety of literary texts and ideas in theoretically defensible ways. You have developed and refined focus questions investigating the way literary texts and theoretical approaches can work together to produce particular readings, and evaluated the effectiveness of these approaches in producing close readings that address focus questions.</p> <p>You have also examined the generic conventions and textual features of academic journals that evaluate literary texts and interpretive practices.</p>			
Task			
<p>Write an academic research paper for the journal <i>Insight into Literature</i>. Use a focus question to evaluate the effectiveness of at least two selected theories (or aspects of those theories) in producing a close reading/s of your chosen complex literary text/s.</p> <p>These complex literary text/s must be different from those selected for IA1 and IA2, and your theories may be drawn from either the same theoretical approach or from different theoretical approaches.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • analyse the genre, structure and textual features of your chosen complex literary text/s to support valid interpretations • demonstrate an understanding of relationships among and within aspects of the theories as you develop and explore your focus question and the close reading/s of your chosen complex literary text/s • synthesise analysis of your chosen complex literary text/s, your self-selected theories and your resultant interpretation/s with evidence. 			

Checkpoints		
<input type="checkbox"/> Week 1: Consult with teacher about text choices, theoretical approaches and development of focus question.		
<input type="checkbox"/> Week 3: Consult with teacher about focus question.		
<input type="checkbox"/> Week 5: Conference about development of written response, focus question, close reading/s and evaluation of theoretical approaches.		
<input type="checkbox"/> Week 7: Submit outline.		
<input type="checkbox"/> Week 9: Submit draft.		
<input type="checkbox"/> Week 10: Submit final response (hard copy) and upload to school's authentication software.		
Criterion	Marks allocated	Result
Understanding and analysis of literary texts Assessment objectives 1, 5	10	
Understanding and application of theories Assessment objectives 2, 3, 4	10	
Evaluation and synthesis Assessment objectives 8, 9, 10	10	
Controlling textual features and conventions Assessment objectives 6, 7	5	
Total	35	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • 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. 		
<ul style="list-style-type: none"> • Students will each produce a unique response by adhering to the indicated checkpoints. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students will use plagiarism-detection software at submission of the response. 		

Scaffolding

Consider the following as you construct your response, and record your thinking and progress in your journal:

- your choice of complex literary text/s for examination and your initial close reading/s (your text/s should contain enough complexity to sustain depth of analysis)
- the theoretical approaches that may be useful in investigating your chosen complex literary text/s to produce particular close reading/s of the text/s
- developing a focus question that allows for evaluation of the effectiveness of the chosen theories when applied to your chosen text/s, including evaluating
 - the strengths and limitations of these theories for specific purposes
 - how particular approaches may complement one another and/or how they clash
- revisiting and refining your focus question as you develop your response to ensure that it is achievable given time constraints and guidelines for the length of your response
- ensuring a clear link between your focus question and the analysis and evaluation of your chosen literary text/s and theoretical approaches in your response
- building your bibliography with citations and using correct referencing from the commencement of your research to avoid lapses in referencing and academic writing
- using the genre of an academic research paper and its textual features
- reworking and refining your draft, using strategies for editing and proofreading.

Instrument-specific marking guide (ISMG)

Criterion: Understanding and analysis of literary texts

Assessment objectives: Extended academic research paper

1. demonstrate understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s
5. analyse the genre, structure and textual features of the selected complex literary text/s to support valid interpretations

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> discerning understanding of at least one selected complex literary text to develop discriminating close reading/s discerning understanding of ways of reading the selected complex literary text/s to develop discriminating interpretations discerning analysis of the genre, structure and textual features of the selected complex literary text/s to support discriminating interpretations. 	9–10
<ul style="list-style-type: none"> effective understanding of at least one selected complex literary text to develop informed close reading/s effective understanding of ways of reading the selected complex literary text/s to develop informed interpretations effective analysis of the genre, structure and textual features of the selected complex literary text/s to support informed interpretations. 	7–8
<ul style="list-style-type: none"> adequate understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close readings adequate understanding of ways of reading the selected complex literary text/s to develop valid interpretations adequate analysis of the genre, structure and textual features of the selected complex literary text/s to support valid interpretations. 	5–6
<ul style="list-style-type: none"> superficial understanding of at least one selected complex literary text and ways of reading the text/s to develop readings superficial understanding of ways of reading the selected complex literary text/s to develop interpretations superficial analysis of the genre, structure and textual features of the selected complex literary text/s to support interpretations. 	3–4
<ul style="list-style-type: none"> uneven understanding of at least one selected complex literary text, resulting in fragmented interpretations uneven understanding of ways of reading the selected complex literary text/s, resulting in fragmented interpretations uneven analysis of the genre, structure and textual features of the selected complex literary text/s to support interpretations. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Understanding and application of theories

Assessment objectives: Extended academic research paper

2. demonstrate understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s
3. demonstrate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s
4. apply appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s • discerning understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s • discerning application of appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question. 	9–10
<ul style="list-style-type: none"> • effective understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s • effective understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s • effective application of appropriate aspects of at least two theories to a selected complex literary text/s, to produce a close reading, or readings, of that text, or texts, and to explore a focus question. 	7–8
<ul style="list-style-type: none"> • adequate understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s • adequate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s • adequate application of appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question. 	5–6
<ul style="list-style-type: none"> • superficial understanding of aspects of at least two selected theories in order to address a focus question and to explain reading/s of the selected complex literary text/s in a simplistic manner • superficial understanding of relationships among and within aspects of the selected theories in order to address a focus question and to explain reading/s of the selected complex literary text/s in a simplistic manner • superficial application of aspects of at least two theories to selected complex literary text/s to explain reading/s and to address a focus question in a simplistic manner. 	3–4
<ul style="list-style-type: none"> • uneven understanding of aspects of at least two selected theories in order to partially address a focus question and partially explain reading/s of the selected complex literary text/s • uneven understanding of relationships among and within aspects of the selected theories 	1–2

<ul style="list-style-type: none"> • uneven application of aspects of at least two theories to selected complex literary text/s to partially explain reading/s and to partially address a focus question. 	
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Evaluation and synthesis

Assessment objectives

8. evaluate the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question
9. evaluate the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these
10. synthesise analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question • discerning evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these • discerning synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence. 	9–10
<ul style="list-style-type: none"> • effective evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question • effective evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these • effective synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence. 	7–8
<ul style="list-style-type: none"> • adequate evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question • adequate evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these • adequate synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence. 	5–6
<ul style="list-style-type: none"> • superficial evaluation of the strengths and limitations of those aspects of the selected theories that were used to explain reading/s of complex literary text/s and to address a focus question • superficial evaluation of the reading/s of the selected complex literary text/s, explaining those aspects of the theories that underpin these • superficial synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with some supporting evidence. 	3–4
<ul style="list-style-type: none"> • uneven evaluation of the strengths and limitations of those aspects of the selected theories that were used to explain reading/s of complex literary text/s and to address a focus question • uneven evaluation of the reading/s of the selected complex literary text/s, explaining some aspects of the theories that underpin these • uneven synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s. 	1–2
<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.	5
<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.	4
<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.	3
<ul style="list-style-type: none">uneven use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventionsuneven use of textual features to create a theorised, extended analytical response for an academic audience.	2
<ul style="list-style-type: none">partial use of patterns and conventions of academic genres and communicationuse of textual features that distract from meaning.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0