



English & Literature Extension 2026 v1.2

IA1: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Understanding and analysis of literary texts	5	
Understanding and application of theories	6	
Evaluation and synthesis	5	
Controlling textual features and conventions	4	
Overall	20	

Conditions

Technique	Reading and defence
Unit	Unit 3: Ways of reading
Duration	5 weeks notification of task
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their responses in class time and their own time.
Resources	Open access to resources

Context

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.

The reading you produce in response to this task will be published in an Australian film journal, 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.

Task

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.

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.

Checkpoints

- ☐ Week 1: Consult with your teacher about the film choice and ideas for the reading and the defence.
- ☐ Week 2: Submit plan/outline for the written response
- ☐ Week 3: Consult with your teacher to review your drafting process.
- ☐ Week 4: Submit draft
- ☐ Week 5: Submit final response via authentication software and a hardcopy to your teacher.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

Scaffolding

- Choose a suitable film by an auteur.
- Decide on the theoretical approach, either reader-centred or author-centred, that 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.

Instrument-specific marking guide (IA1): Reading and defence response (20%)

Understanding and analysis of literary texts	Marks
The student response has the following characteristics:	
<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/or 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/or 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/or 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/or 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/or textual features of the selected complex literary text support an interpretation. 	1
The student response does not satisfy any of the descriptors above.	0

Understanding and application of theories	Marks
The student response has the following characteristics:	
<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
The student response does not satisfy any of the descriptors above.	0

Evaluation and synthesis	Marks
The student response has the following characteristics:	
<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
The student response does not satisfy any of the descriptors above.	0

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



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