



English & Literature Extension 2026 v1.2

IA3: 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	10	
Understanding and application of theories	10	
Evaluation and synthesis	10	
Controlling textual features and conventions	5	
Overall	35	

Conditions

Technique	Academic Research Paper
Unit	Unit 4: Exploration and evaluation
Duration	8 weeks notification of task
Mode / length	Written: up to 3000 words
Individual / group	Individual
Other	Students can develop their responses in class time and their own time. The selected complex literary text/s must be different from those selected for IA1 and IA2.
Resources	Open access to resources

Context

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.

You have also examined the generic conventions and textual features of academic journals that evaluate literary texts and interpretive practices.

Task

Write an academic research paper for an academic literary journal. 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.

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.

Checkpoints

- ☐ Week 1: Consult with teacher about text choices, theoretical approaches and development of focus question.
- ☐ Week 3: Consult with teacher about focus question
- ☐ Week 8: Submit draft
- ☐ Week 10: Submit final response (hardcopy) and upload to school's authentication software.

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

- 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.

Instrument-specific marking guide (IA3): Complex transformation and defence (35%)

Understanding and analysis of literary texts	Marks
The student response has the following characteristics:	
<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/or 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/or 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 reading/s adequate understanding of ways of reading the selected complex literary text/s to develop valid interpretations adequate analysis of the genre, structure and/or 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 reading/s superficial understanding of ways of reading the selected complex literary text/s to develop interpretations superficial analysis of the genre, structure and/or 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/or textual features of the selected complex literary text/s to support interpretations. 	1-2
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 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 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 	1-2
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 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
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 	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 conventions effective 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 conventions suitable 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 conventions uneven 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 communication use of textual features that distract from meaning 	1
The student response does not satisfy any of the descriptors above.	0



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