# Essential English marking guide

Common internal assessment 2020

## Short response

### Assessment objectives

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

3. explain representations of identities, places, events and concepts in response to stimulus texts

4. explain the ways cultural assumptions, attitudes, values and beliefs about community, local or global issues underpin texts and influence meaning

5. explain how language features and text structures shape perspectives on community, local or global issues in media texts and invite particular responses

6. select and use subject matter to support perspectives in response to stimulus texts

9. use language features to inform audiences.

**Note:** Objectives 1, 2, 7 and 8 are not assessed in this instrument.

# Common internal assessment marking guide

## Question 1

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| <ul><li>provides a **detailed** explanation of **one** representation of personal resilience identified in the blog post</li><li>provides a **detailed** explanation of **another** representation of personal resilience identified in the blog post</li><li>provides a **detailed** explanation of how **one** belief identified in the blog post influences meaning about personal resilience</li><li>provides a **detailed** explanation of how **another** belief identified in the blog post influences meaning about personal resilience</li><li>provides a **detailed** explanation of how **one** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **another** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **one** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **another** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses</li></ul> | <ul><li>purposefully selects information from the blog post to support perspectives</li><li>purposefully uses this information to support perspectives</li></ul> | <ul><li>uses appropriate grammar and vocabulary</li><li>uses appropriate punctuation</li><li>uses appropriate spelling</li></ul> | A |

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • provides an **appropriate** explanation of **one** representation of personal resilience identified in the blog post<br>• provides an **appropriate** explanation of **another** representation of personal resilience identified in the blog post<br>• provides an **appropriate** explanation of how **one** belief identified in the blog post influences meaning about personal resilience<br>• provides an **appropriate** explanation of how **another** belief identified in the blog post influences meaning about personal resilience<br>• provides an **appropriate** explanation of how **one** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• provides an **appropriate** explanation of how **another** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• provides an **appropriate** explanation of how **one** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• provides an **appropriate** explanation of how **another** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses | • appropriately selects information from the blog post to support perspectives<br>• appropriately uses this information to support perspectives | • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear<br>• uses appropriate punctuation, which may contain errors, but meaning is clear<br>• uses appropriate spelling, which may contain errors, but meaning is clear | B |
| • **in the main**, provides an explanation of **one** representation of personal resilience identified in the blog post<br>• **in the main**, provides an explanation of **another** representation of personal resilience identified in the blog post<br>• **in the main**, provides an explanation of how **one** belief identified in the blog post influences meaning about personal resilience<br>• **in the main**, provides an explanation of how **another** belief identified in the blog post influences meaning about personal resilience<br>• **in the main**, provides an explanation of how **one** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **another** language feature identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **one** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **another** text structure identified in the blog post shapes perspectives on personal resilience and invites particular responses | • in the main, selects information from the blog post to support perspectives<br>• in the main, uses this information to support perspectives | • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>• uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>• uses appropriate spelling, which may contain errors, but meaning is mostly clear | C |

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • **describes some ideas** about **one** representation of personal resilience in the blog post<br>• **describes some ideas** about **another** representation of personal resilience in the blog post<br>• **describes some ideas** about **one** belief about personal resilience in the blog post<br>• **describes some ideas** about **another** belief about personal resilience in the blog post<br>• **describes some ideas** about how **one** language feature shapes perspective/s on personal resilience<br>• **describes some ideas** about how **another** language feature shapes perspective/s on personal resilience<br>• **describes some ideas** about how **one** text structure shapes perspective/s on personal resilience<br>• **describes some ideas** about how **another** text structure shapes perspective/s on personal resilience | • selects some information from the blog post to support some perspectives<br>• uses some of this information to support some perspectives | • uses grammar and vocabulary with frequent errors and meaning is sometimes clear<br>• uses conventional punctuation with frequent errors and meaning is sometimes clear<br>• uses conventional spelling with frequent errors and meaning is sometimes clear | D |
| • **describes some ideas** about representations<br>• **describes some ideas** about beliefs<br>• **describes some ideas** about language features and/or text structures<br>**OR**<br>• does not address **another** representation<br>• does not address **another** belief<br>• does not address **another** language feature<br>• does not address **another** text structure<br>**OR**<br>• does not satisfy any of the descriptors above. | • selects some information from the blog post to show some ideas<br>• uses some of this information to show some ideas<br>**OR**<br>• does not satisfy any of the descriptors above. | • uses grammar and vocabulary with frequent errors and meaning is impeded<br>• uses conventional punctuation with frequent errors and meaning is impeded<br>• uses conventional spelling with frequent errors and meaning is impeded<br>**OR**<br>• does not satisfy any of the descriptors above. | E |

## Question 2

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| <ul><li>provides a **detailed** explanation of **one** point of view about personal resilience identified in the visual stimulus</li><li>provides a **detailed** explanation of **another** point of view about personal resilience identified in the visual stimulus</li><li>provides a **detailed** explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience</li><li>provides a **detailed** explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience</li><li>provides a **detailed** explanation of how **one** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **another** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **one** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li><li>provides a **detailed** explanation of how **another** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li></ul> | <ul><li>purposefully selects information from the visual stimulus to support perspectives</li><li>purposefully uses this information to support perspectives</li></ul> | <ul><li>uses appropriate grammar and vocabulary</li><li>uses appropriate punctuation</li><li>uses appropriate spelling</li></ul> | A |
| <ul><li>provides an **appropriate** explanation of **one** point of view about personal resilience identified in the visual stimulus</li><li>provides an **appropriate** explanation of **another** point of view about personal resilience identified in the visual stimulus</li><li>provides an **appropriate** explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience</li><li>provides an **appropriate** explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience</li><li>provides an **appropriate** explanation of how **one** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li><li>provides an **appropriate** explanation of how **another** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li><li>provides an **appropriate** explanation of how **one** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses</li></ul> | <ul><li>appropriately selects information from the visual stimulus to support perspectives</li><li>appropriately uses this information to support perspectives</li></ul> | <ul><li>uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear</li><li>uses appropriate punctuation, which may contain errors, but meaning is clear</li><li>uses appropriate spelling, which may contain errors, but meaning is clear</li></ul> | B |

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • provides an **appropriate** explanation of how **another** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses | | | |
| • **in the main**, provides an explanation of **one** point of view about personal resilience identified in the visual stimulus<br>• **in the main**, provides an explanation of **another** point of view about personal resilience identified in the visual stimulus<br>• **in the main**, provides an explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience<br>• **in the main**, provides an explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about personal resilience<br>• **in the main**, provides an explanation of how **one** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **another** language feature identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **one** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses<br>• **in the main**, provides an explanation of how **another** text structure identified in the visual stimulus shapes perspectives on personal resilience and invites particular responses | • in the main, selects information from the visual stimulus to support perspectives<br>• in the main, uses this information to support perspectives | • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>• uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>• uses appropriate spelling, which may contain errors, but meaning is mostly clear | C |
| • **describes some ideas** about **one** point of view about personal resilience in the visual stimulus<br>• **describes some ideas** about **another** point of view about personal resilience in the visual stimulus<br>• **describes some ideas** about **one** cultural assumption, attitude, value and/or belief about personal resilience in the visual stimulus<br>• **describes some ideas** about **another** cultural assumption, attitude, value and/or belief about personal resilience in the visual stimulus<br>• **describes some ideas** about how **one** language feature shapes perspective/s on personal resilience<br>• **describes some ideas** about how **another** language feature shapes perspective/s on personal resilience<br>• **describes some ideas** about how **one** text structure shapes perspective/s on personal resilience | • selects some information from the visual stimulus to support some perspectives<br>• uses some of this information to support some perspectives | • uses grammar and vocabulary with frequent errors and meaning is sometimes clear<br>• uses conventional punctuation with frequent errors and meaning is sometimes clear<br>• uses conventional spelling with frequent errors and meaning is sometimes clear | D |

| The response, in *Knowledge application*: | The response, in *Organisation* and *development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • **describes some ideas** about how **another** text structure shapes perspective/s on personal resilience | | | |

| The response, in *Knowledge application*: | The response, in *Organisation and development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • **describes some ideas** about points of view<br>• **describes some ideas** about cultural assumptions, attitudes, values and/or beliefs<br>• **describes some ideas** about language features and/or text structures<br><div align="center">**OR**</div>• does not address **another** point of view<br>• does not address **another** cultural assumption, attitude, value and/or belief<br>• does not address **another** language feature<br>• does not address **another** text structure<br><div align="center">**OR**</div>• does not satisfy any of the descriptors above. | • selects some information from the visual stimulus to show some ideas<br>• uses some of this information to show some ideas<br><div align="center">**OR**</div>• does not satisfy any of the descriptors above. | • uses grammar and vocabulary with frequent errors and meaning is impeded<br>• uses conventional punctuation with frequent errors and meaning is impeded<br>• uses conventional spelling with frequent errors and meaning is impeded<br><div align="center">**OR**</div>• does not satisfy any of the descriptors above. | E |