

Essential English marking guide and response

Sample 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.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock common internal assessments (CIAs) for both Applied (Essential) senior syllabus subjects to support the introduction of common internal assessment in Queensland.

A common internal assessment marking guide (CIAMG) has been created specifically for each mock common internal assessment.

The mock common internal assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the common internal assessment conditions and specifications in both Applied (Essential) senior syllabuses
- developed under secure conditions.

Purpose

This document informs schools and students how marks are matched to characteristics in responses to the mock common internal assessment.

The CIAMG provides:

- explicit statements about what is expected of students when they respond to a question
- a tool for calibrating markers to ensure comparability of results.

Mark allocation

Where no response to a question has been made, a mark of 'N' will be recorded.

Question 1

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • provides a detailed explanation of one representation of volunteering identified in the blog • provides a detailed explanation of the other representation of volunteering identified in the blog • provides a detailed explanation of how one attitude or belief identified in the blog influences meaning about one representation of volunteering • provides a detailed explanation of how another attitude or belief identified in the blog influences meaning about the other representation of volunteering • provides a detailed explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides a detailed explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • provides a detailed explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides a detailed explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the blog to support perspectives about how volunteering has been represented • purposefully uses this information to support perspectives about the representation of volunteering in the blog 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with occasional errors, but meaning is clear • uses standard Australian punctuation to inform readers about volunteering with occasional errors, but meaning is clear • uses standard Australian spelling to inform readers about volunteering with occasional errors, but meaning is clear 	<p>A</p>

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • provides an appropriate explanation of one representation of volunteering identified in the blog • provides an appropriate explanation of the other representation of volunteering identified in the blog • provides an appropriate explanation of how one attitude or belief identified in the blog influences meaning about one representation of volunteering • provides an appropriate explanation of how another attitude or belief identified in the blog influences meaning about the other representation of volunteering • provides an appropriate explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides an appropriate explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • provides an appropriate explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides an appropriate explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the blog to support perspectives about how volunteering has been represented • appropriately uses this information to support perspectives about the representation of volunteering in the blog 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with occasional errors, but meaning is mostly clear • uses standard Australian punctuation to inform readers about volunteering with occasional errors, but meaning is mostly clear • uses standard Australian spelling to inform readers about volunteering with occasional errors, but meaning is mostly clear 	<p style="text-align: center;">B</p>

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one representation of volunteering identified in the blog • in the main, provides an explanation of the other representation of volunteering identified in the blog • in the main, provides an explanation of how one attitude or belief identified in the blog influences meaning about one representation of volunteering • in the main, provides an explanation of how another attitude or belief identified in the blog influences meaning about the other representation of volunteering • in the main, provides an explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • in the main, provides an explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • in the main, provides an explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • in the main, provides an explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • in the main selects information from the blog to support perspectives about how volunteering has been represented • in the main uses this information to support perspectives about the representation of volunteering in the blog 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with frequent errors, but meaning is mostly clear • uses standard Australian punctuation to inform readers about volunteering with frequent errors, but meaning is mostly clear • uses standard Australian spelling to inform readers about volunteering with frequent errors, but meaning is mostly clear 	C

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • describes some ideas about one representation of volunteering in the blog • describes some ideas about the other representation of volunteering in the blog • describes some ideas about one attitude or belief about one representation of volunteering in the blog • describes some ideas about another attitude or belief about the other representation of volunteering in the blog • describes some ideas about how one language feature shapes perspectives on one representation of volunteering • describes some ideas about how another language feature shapes perspectives on the other representation of volunteering • describes some ideas about how one text structure shapes perspectives on one representation of volunteering • describes some ideas about how another text structure shapes perspectives on the other representation of volunteering 	<ul style="list-style-type: none"> • selects some information from the blog to support some perspectives about how volunteering has been represented in the blog • uses some of this information to support some perspectives about the representation of volunteering in the blog 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with frequent errors and meaning is sometimes clear • uses standard Australian punctuation to inform readers about volunteering with frequent errors and meaning is sometimes clear • uses standard Australian spelling to inform readers about volunteering with frequent errors and meaning is sometimes clear 	D
<ul style="list-style-type: none"> • describes some ideas about representations • describes some ideas about attitudes or beliefs • describes some ideas about language features and/or text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address the other representation • does not address another attitude or belief • does not address another language feature • does not address another text structure. 	<ul style="list-style-type: none"> • selects some information from the blog to show some ideas • uses some of this information to show some ideas 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers with frequent errors and meaning is impeded • uses standard Australian punctuation to inform readers with frequent errors and meaning is impeded • uses standard Australian spelling to inform readers with frequent errors and meaning is impeded <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • is not related to volunteering 	E

Question 2

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • provides a detailed explanation of one representation of volunteering identified in the blog • provides a detailed explanation of the other representation of volunteering identified in the blog • provides a detailed explanation of how one cultural assumption, attitude, value or belief identified in the blog influences meaning about one representation of volunteering • provides a detailed explanation of how another cultural assumption, attitude, value or belief identified in the blog influences meaning about the other representation of volunteering • provides a detailed explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides a detailed explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • provides a detailed explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides a detailed explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • purposefully selects information from the visual stimulus to support perspectives about how volunteering has been represented • purposefully uses this information to support perspectives about the representation of volunteering in the visual stimulus 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with occasional errors, but meaning is clear • uses standard Australian punctuation to inform readers about volunteering with occasional errors, but meaning is clear • uses standard Australian spelling to inform readers about volunteering with occasional errors, but meaning is clear 	A

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • provides an appropriate explanation of one representation of volunteering identified in the blog • provides an appropriate explanation of the other representation of volunteering identified in the blog • provides an appropriate explanation of how one cultural assumption, attitude, value or belief identified in the blog influences meaning about one representation of volunteering • provides an appropriate explanation of how another cultural assumption, attitude, value or belief identified in the blog influences meaning about the other representation of volunteering • provides an appropriate explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides an appropriate explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • provides an appropriate explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • provides an appropriate explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • appropriately selects information from the visual stimulus to support perspectives about how volunteering has been represented • appropriately uses this information to support perspectives about the representation of volunteering in the visual stimulus 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with occasional errors, but meaning is mostly clear • uses standard Australian punctuation to inform readers about volunteering with occasional errors, but meaning is mostly clear • uses standard Australian spelling to inform readers about volunteering with occasional errors, but meaning is mostly clear 	B

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • in the main, provides an explanation of one representation of volunteering identified in the blog • in the main, provides an explanation of the other representation of volunteering identified in the blog • in the main, provides an explanation of how one cultural assumption, attitude, value or belief identified in the blog influences meaning about one representation of volunteering • in the main, provides an explanation of how another cultural assumption, attitude, value or belief identified in the blog influences meaning about the other representation of volunteering • in the main, provides an explanation of how one language feature identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • in the main, provides an explanation of how another language feature identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses • in the main, provides an explanation of how one text structure identified in the blog shapes perspectives on one representation of volunteering and invites particular responses • in the main, provides an explanation of how another text structure identified in the blog shapes perspectives on the other representation of volunteering and invites particular responses 	<ul style="list-style-type: none"> • in the main selects information from the visual stimulus to support perspectives about how volunteering has been represented • in the main uses this information to support perspectives about the representation of volunteering in the visual stimulus 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with frequent errors, but meaning is mostly clear • uses standard Australian punctuation to inform readers about volunteering with frequent errors, but meaning is mostly clear • uses standard Australian spelling to inform readers about volunteering with frequent errors, but meaning is mostly clear 	C

The response in Knowledge application	The response in Organisation and development	The response in Textual features	Grade
<ul style="list-style-type: none"> • describes some ideas about one representation of volunteering in the visual stimulus • describes some ideas about the other representation of volunteering in the visual stimulus • describes some ideas about one attitude or belief about one representation of volunteering in the visual stimulus • describes some ideas about another attitude or belief about the other representation of volunteering in the visual stimulus • describes some ideas about how one language feature shapes perspectives on one representation of volunteering • describes some ideas about how another language feature shapes perspectives on the other representation of volunteering • describes some ideas about how one text structure shapes perspective s on one representation of volunteering • describes some ideas about how another text structure shapes perspectives on the other representation of volunteering 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to support some perspectives about how volunteering has been represented in the visual stimulus • uses some of this information to support some perspectives about the representation of volunteering in the visual stimulus 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers about volunteering with frequent errors and meaning is sometimes clear • uses standard Australian punctuation to inform readers about volunteering with frequent errors and meaning is sometimes clear • uses standard Australian spelling to inform readers about volunteering 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
<ul style="list-style-type: none"> • describes some ideas about representations • describes some ideas about cultural assumptions, attitudes, values or beliefs • describes some ideas about language features and/or text structures <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • does not address the other representation • does not address another cultural assumption, attitude, value or belief • does not address another language feature • does not address another text structure 	<ul style="list-style-type: none"> • selects some information from the visual stimulus to show some ideas • uses some of this information to show some ideas 	<ul style="list-style-type: none"> • uses grammar and vocabulary to inform readers with frequent errors and meaning is impeded • uses standard Australian punctuation to inform readers with frequent errors and meaning is impeded • uses standard Australian spelling to inform readers with frequent errors and meaning is impeded. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • is not related to volunteering 	E