

Essential English subject report

2021 cohort

February 2022

ISBN

Electronic version: 978-1-74378-158-6



© State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: '© State of Queensland (QCAA) 2022' — please include the link to our copyright notice.

Other copyright material in this publication is listed below.

1. Student responses in this report are excluded from the CC BY 4.0 licence.

Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Introduction	1
Purpose	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	2
Units 1 and 2 results	2
Units 3 and 4 internal assessment (IA) results	2
IA1 standards	2
IA2 (CIA) standards	3
IA3 standards	3
IA4 standards	4
Final subject results	4
Distribution of standards	4
Internal assessment	6
Endorsement	6
Applied QA	6
Internal assessment 1 (IA1)	7
Extended response — spoken/signed response	7
Assessment design	7
Assessment decisions	9
Internal assessment 2 (CIA)	12
Common internal assessment (CIA)	12
Assessment design	12
Assessment decisions	12
Internal assessment 3 (IA3)	19
Extended response — multimodal response	19
Assessment design	19
Internal assessment 4 (IA4)	23
Extended response — written response	23
Assessment design	23

Introduction

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, implementation of the common internal assessment (CIA) and outcomes from the Applied quality assurance (QA) process.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including information about:

- the application of the syllabus objectives through the internal assessment design
- making judgments about internal assessment (IA)
- the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including through:

- identifying effective practices in the design and marking of valid, accessible and reliable assessment
- identifying areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for the CIA.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for Applied (Essential) subjects.

Report preparation

The report includes analyses of data and other information from endorsement and Applied QA processes. It also includes advice from the chief endorser and subject teachers, developed in consultation with and support from QCAA subject matter experts.



Subject data summary

Subject completion

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 448.

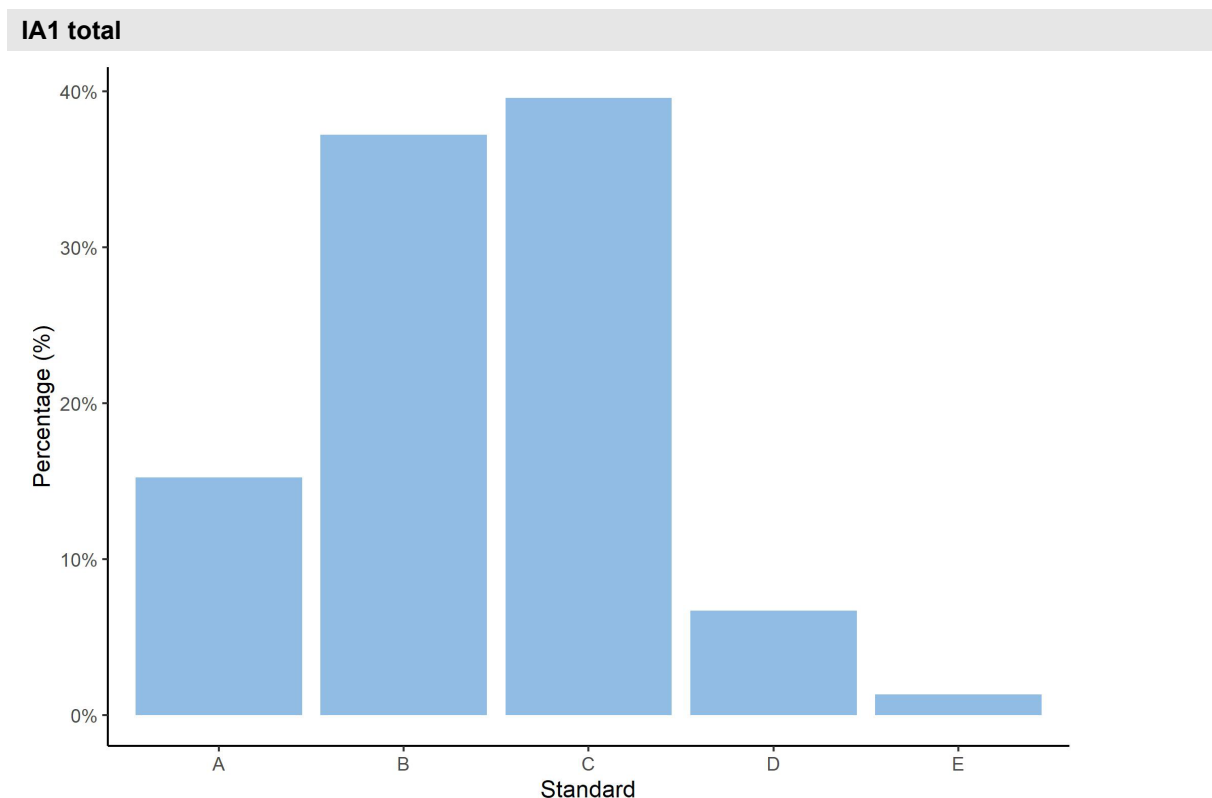
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	18960	19254	17374

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	16166	2794
Unit 2	17182	2072

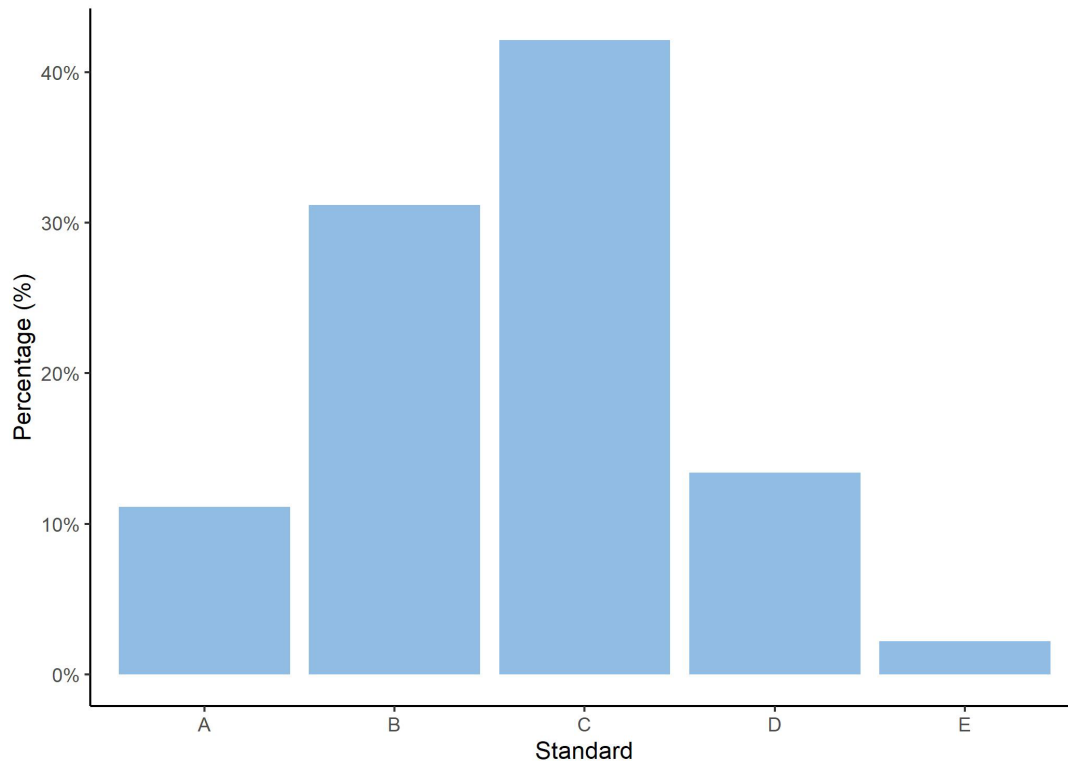
Units 3 and 4 internal assessment (IA) results

IA1 standards



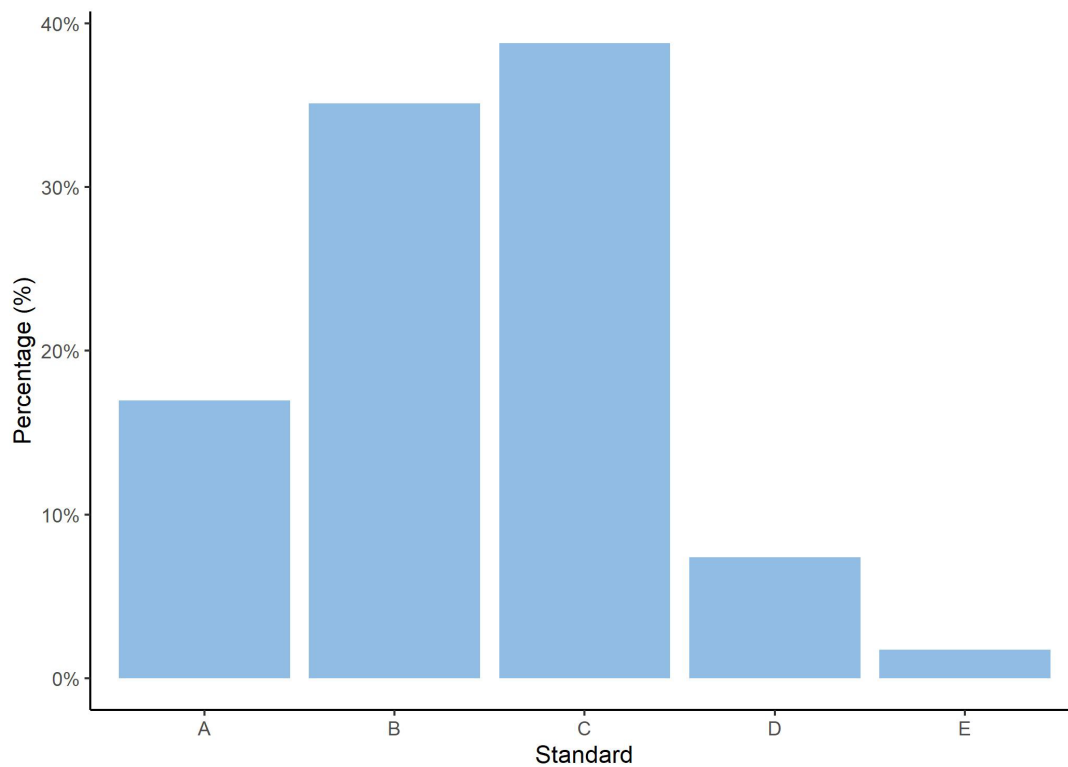
IA2 (CIA) standards

IA2 total



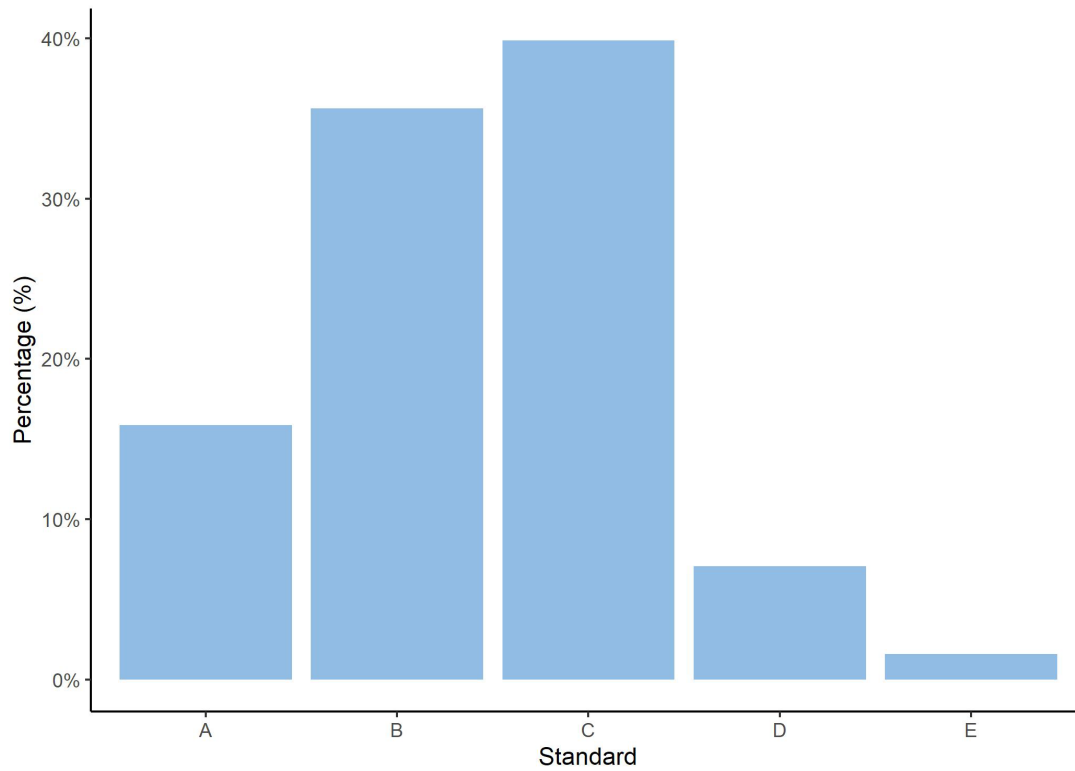
IA3 standards

IA3 total



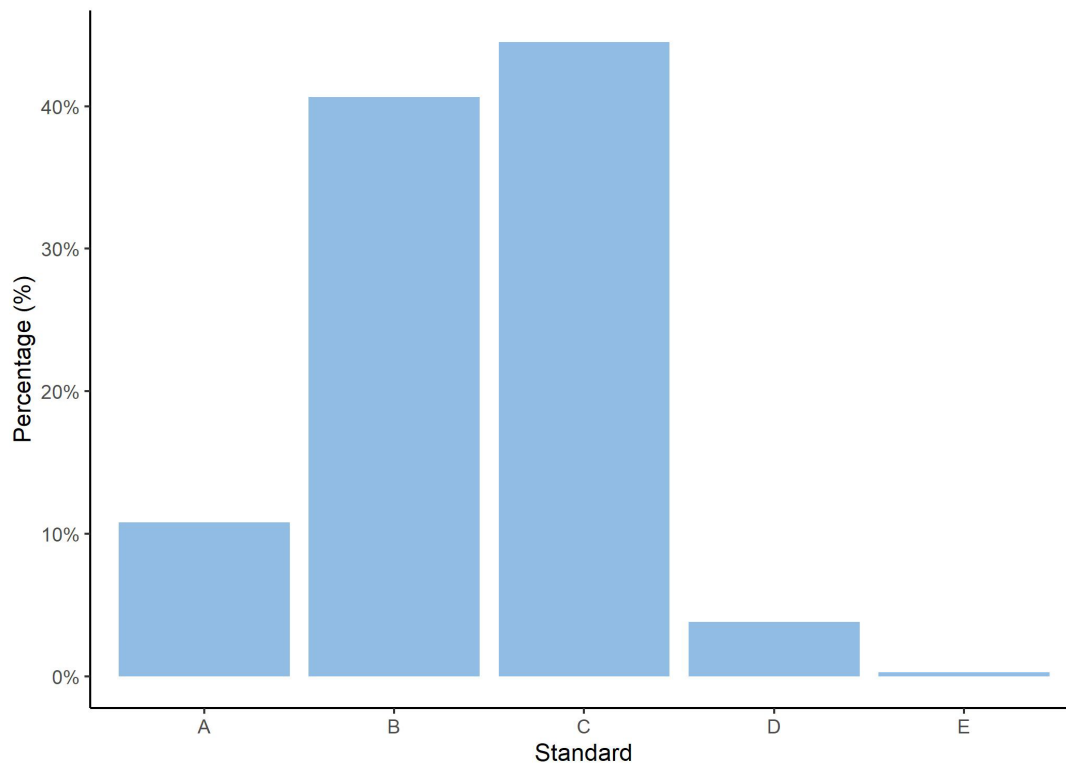
IA4 standards

IA4 total



Final subject results

Distribution of standards



The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	1875	7061	7728	662	48



Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA3	IA4
Total number of instruments	456	453	453
Percentage endorsed in Application 1	79%	72%	72%

Applied QA

Applied QA meetings occurred to provide feedback and advice to schools about the judgments of student work completed for Unit 3 (IA1 and CIA) and the quality of the school's submission. The feedback was provided to schools using the Quality assurance advice to school form. Schools used this advice to inform their judgments for IA3 and IA4.



Internal assessment 1 (IA1)

Extended response — spoken/signed response

Students create a persuasive spoken/signed text that explores an issue or idea currently represented in the media or that interests the individual student. It is a persuasive spoken/signed response where students construct representations of identities, places, events and/or concepts and invite audiences to take up positions.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	45
Authentication	5
Authenticity	14
Item construction	15
Scope and scale	15

*Each priority might contain up to four assessment practices.

Total number of submissions: 456.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- incorporated required assessment objectives and enabled students to influence audiences to accept their perspectives, e.g.
 - a pitch that invites local businesses to invest in a community issue
 - a speech to a local council about an important youth-related issue requiring action
 - a persuasive speech to teachers at a staff meeting about a particular school community issue that teachers could action
 - a TED-style talk at a community meeting on how to make the local community a better place for a particular demographic.
- used authentic contexts by using appropriate student roles and audiences that were different from the QCAA sample assessment instrument and appropriate for individual local circumstances, thereby creating meaningful and unique tasks relevant to students' experiences, e.g. speeches in the role of a school captain addressing the school assembly on a school issue.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate only cognitive verbs from the assessment objectives (e.g. select, use or construct) rather than asking students to explain the role of the media as part of the spoken/signed presentation — students are required to position an audience about an issue rather than explain the way an issue has been represented in the media
- feature a specific audience and context so that students can use appropriate roles and relationships, e.g. a regional school forum where students authentically incorporate references to other participating schools, or a religious audience where students can authentically use faith-based references
- are open-ended by providing students with general issues to choose from rather than using value-laden statements (e.g. ‘an issue the student is interested in’, or ‘a youth-related issue’) or a list of issues to choose from (e.g. scientific research, global health, education, security and wellbeing, youth unemployment, economic recovery, school attendance rates, the environment)
- are focused on eliciting the required spoken/signed delivery rather than on students creating additional aids (e.g. advertisements, projects or campaigns) that may re-direct the task’s focus to non-assessable elements
- use appropriate scope and scale to enable students to complete the task within syllabus conditions of 4–6 minutes rather than asking students to demonstrate knowledge beyond their years, e.g. asking students to adopt a role as an expert in environmental science addressing the United Nations is beyond students’ years of experience and knowledge.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	4
Language	18
Layout	5
Transparency	23

*Each priority might contain up to four assessment practices.

Total number of submissions: 456.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language that enabled all students to understand the requirements of the task
- featured an explicitly identified genre that was referenced consistently throughout, preventing ambiguity about how students were to respond.

Practices to strengthen

It is recommended that assessment instruments

- use clear, concise and unambiguous instructions: being consistent throughout the assessment instrument enables students to understand what they are required to know and do, e.g.:
 - if an instrument states that ‘visual aids are optional’ in one part of the task, adhere to this throughout, i.e. the instruction must not be counteracted in another section of the assessment instrument by stating explicitly, or inferring that students must include a visual aid
 - students are responding to an ‘issue’, so this term needs to be referenced throughout, not used interchangeably with ‘topic’
- include either no dates for checkpoints or use correct dates rather than dates for the previous year (e.g. 2020 for an instrument being used in 2021) and aligned checkpoints with the three weeks’ notice of the task as required by the syllabus
- are proofread to avoid errors such as extra capitals, incomplete sentences, typing errors, and duplicated words.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Number of submissions received and reviewed: 440.

Effective practices

Accuracy and consistency of the application of the instrument-specific standards for this IA was most effective when:

- the overall on-balance grade awarded to the response took into account both the delivery and the content of the speech, and the standards for both, e.g. the shaping of a global issue may match Standard B when the other characteristics match Standard A
- errors in language choices (e.g. using ‘bought to my attention’ instead of ‘brought to my attention’) and mispronounced words (e.g. ‘we defiantly need to...’ instead of ‘we definitely need to...’) were identified and matched to appropriate standards
- the context of the task (e.g. a pitch to council members or a persuasive speech to a church congregation) and the role of the student was graded appropriately by recognising that to be effective (Standard A) in shaping representations of the community, local or global issue, the response incorporated cultural assumptions, attitudes, values and beliefs appropriate to purpose and audience. For instance, a
 - pitch to council members would reasonably incorporate references to their political influence and capacity to financially support the cause
 - persuasive speech to a church congregation would reasonably include Biblical references and Christian inferences to appeal to the audience
- the use of genre and the incorporation of modes and media (according to context, genre, audience and purpose as specified by the task) were matched appropriately, i.e. for Standard A to be awarded, the response showed an integration of modes by accurately timed slides that

aligned with the spoken message and the use of appropriate visual images to enhance or emphasise the message

- spoken deliveries without media such as PowerPoint slides (when not mandated by the task) were judged appropriately, i.e. not penalised by being awarded a lower standard because of their absence.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for objectives 1 and 8 in the criteria at the standard indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate how the response has been judged as being effective for the endorsed task — to persuade a local committee to fund a proposal that addresses an issue, which has been reported in the media (in this case, reducing landfill and providing clothing for those in need)
- to reflect how the response was matched to Standard A overall even though some characteristics were graded as Standard B (e.g. use of spoken and nonverbal language features)
- to demonstrate how modes and media were integrated in the delivery of the proposal through correctly timed visual images to support the spoken message, and were judged accordingly
- to portray how the issue was presented in an effective way to meet the task's purpose, audience and context through a detailed proposal and by imparting a social responsibility to audiences to take action by taking an interest and getting involved.

Organisation and development Standard A

- effective use of genre, integrating modes and media (slides and spoken message complement each other to reinforce the action needed to be taken)

Textual features Standard A

- controlled choice of language informed by an understanding of purpose and context, e.g. 'In Australia alone, 6000kg of discarded garments are dumped into landfill every 10 minutes'; 'To overcome this crippling issue...'; 'There are two simple steps ... which can be implemented in the wider community'; 'means a greener step into the future'; '... a new way of disposing unwanted garments without throwing them out'

Excerpt 1



Excerpt 1 content (video, 1 min 28 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_essential_english_19_ia1_sr_sample_1.mp4

Practices to strengthen

To further ensure accuracy and consistency of the application of the instrument-specific standards for this IA, it is recommended that:

- spoken elements in a delivery (e.g. projection and pitch) are recognised and matched appropriately to qualifiers (e.g. one minor aberration may not affect a student's overall grade, depending on its significance to the overall performance)
- the spoken and nonverbal features are judged appropriately (e.g. smiling multiple times during a speech about a serious and important topic needs to be annotated accordingly)
- the degree of persuasion evident in the response (and by default, an understanding of purpose) is taken into account (e.g. a response that is informative rather than persuasive may not reflect Standard A qualifiers of 'effective' or 'controlled'). When the purpose is to influence an audience, responses using the patterns and conventions of a persuasive genre (e.g. a persuasive speech or pitch) and persuasive language choices (e.g. rhetoric, emotive language, repetition for effect) are more likely to influence audiences.

Additional advice

- Award judgments on only the permissible length required by the syllabus. If a student response exceeds the 4–6 minutes stated in the syllabus, implement a strategy to manage the excess length and indicate how this is reflected in the overall on-balance judgment awarded.
- Award one overall grade for each response, not a judgment for each criterion — only one judgment is entered into Student Management.
- Record a Not Rated (NR) when a student does not deliver the response in the required spoken/signed mode. Submitting a written script or a recording of their voice (e.g. a podcast) does not suffice. The demonstration of spoken and nonverbal language features is required for the objectives in the syllabus to be assessed.
- Annotate each characteristic in the instrument-specific standards to reflect its match to qualities in the student response and then make an on-balance judgment — judgment-making is more accurate when each characteristic is matched to a standard before determining an overall result.



Internal assessment 2 (CIA)

Common internal assessment (CIA)

The CIA is common to all schools and is developed by the QCAA. Schools are able to administer this assessment during the CIA phase chosen by the school in Unit 3 once it has been provided by the QCAA. It is administered flexibly under supervised conditions and is marked by the school according to a QCAA-developed common marking scheme. The CIA is not privileged over the school-developed summative assessment.

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in Syllabus section 4.5.2. The examination consisted of two sections:

- Section 1 consisted of 1 short response item (seen written stimulus).
- Section 2 consisted of 1 short response item (unseen visual stimulus).

The examination assessed subject matter from Unit 3. Questions were derived from the topics of:

- the influence of social media
- the role of the media.

The four CIA phases each had a different stimulus and questions. Students responded to a question about the representation of one of the above topics.

The assessment required students to respond to the stimulus by explaining two representations/points of view, two cultural assumptions, attitudes and/or beliefs, two language features and two text structures. Explaining two of each enabled students to demonstrate a breadth and depth of knowledge about the stimulus.

The range of written stimulus across the phases included: article, diary entry, email and blog.

The range of visual stimulus across the phases included: comic strip, infographics, posters, blog post, image in an online magazine and advertisement.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Number of submissions received and reviewed: 440.

Effective practices

Overall, students responded well to:

- the written stimulus by showing an understanding of each phase's topic and the representations conveyed by them
- the visual stimulus by writing explanations that demonstrated a knowledge of how the text creator and text receiver interact to make meaning

- the questions by following task instructions and writing in the correct places in the *Question and response book*.

Accuracy and consistency of the application of the CIA marking guide was most effective when:

- the awarded grade reflected how well the response demonstrated each
 - qualifier across the range of standards, including ‘detailed’ and ‘purposeful’ (Standard A) versus ‘appropriate’ (Standard B) in the Knowledge application and Organisation and development criteria
 - cognitive verb, e.g.
 - Standard A, B and C require the cognitive verb of ‘explain’ to be evident
 - Standard D is awarded when descriptions related to the topic are evident
 - Standard E is awarded when descriptions, unrelated to the topic, are evident or there is only identification
- the awarded grade accurately reflected the three elements required by objective 5, but also recognised that students did not have to provide all three elements to achieve Standard C (‘in the main’). The three elements in objective 5 include explanations of
 - the language feature or text structure in the stimulus
 - how the language feature or text structure shapes a perspective
 - how the language feature or text structure invites audiences to respond to the topic
- the points of view required in Question 2 of Section 2 in the paper were correctly matched to the qualifiers of the characteristics in the CIA marking guide according to how meaning was made.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the objective at the performance standard indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Questions 1 and 2

Assessment objectives: 4, 5 and 6

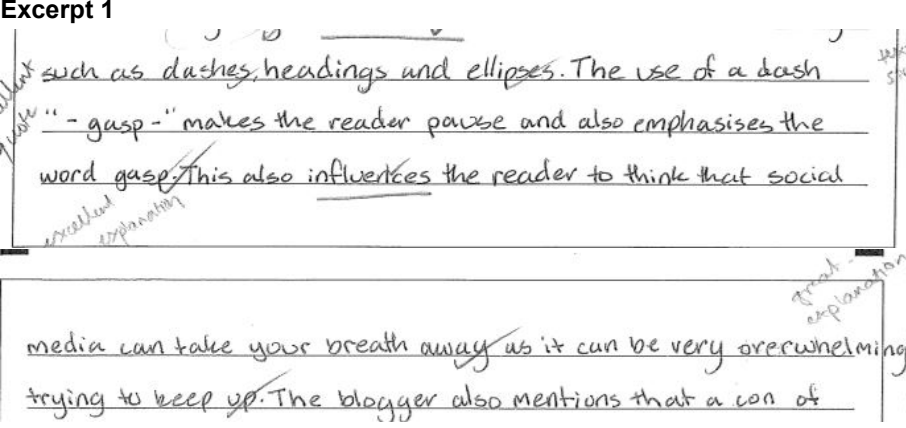
These questions required students to explain how the written/visual stimulus portrayed either the influence of social media or the role of the media, depending on the school’s selected phase.

Effective student responses:

- demonstrated knowledge of how the topic was represented in the stimulus
- were responsive to the question
- demonstrated knowledge of how language features and text structures shaped perspectives and positioned audiences
- demonstrated a selection of subject matter from the stimulus (e.g. quotes, phrases, the positioning of objects) that could be used to support explanations, and then used this subject matter for that purpose.

These student response excerpts have been included:

- to demonstrate how the three elements of objective 5 have been reflected in the standard awarded (Standard A)
 - language features: dashes, simile, colour
 - text structures: the placement of the man in the middle of the statistics, sequencing and headings
 - how each shapes a perspective
 - how audiences are invited to respond
- to demonstrate ‘explanations’ at a ‘detailed’ standard. These excerpts are explanations because they make the connection between the language feature/text structure and the topic plain. They are detailed (Standard A) because they pay attention to the finer points of why each language feature/text structure has been used. An example of a Standard D response for the simile might be: 'There is a simile, which compares things: "Their ads are like scissors cutting away at my bank balance", which makes media look bad'. Whilst this example gives an account of the simile, it is linked only to media generally, rather than the role of the media specifically. It is, however, still a link to the topic, which separates it from Standard E, which does not link back to the topic at all. It is not an explanation because to be an explanation, the connection between the simile and the role of the media needs to be made plain
- to demonstrate how the points of view in the stimulus are explanations (made plain, or clear) rather than descriptions and pay attention to the finer points, making them ‘detailed’ (Standard A).

<p>Knowledge application Standard A</p> <ul style="list-style-type: none"> • detailed explanation of how a language feature in the Phase 4 written stimulus (student's personal blog: <i>To click or not to click</i>) shapes perspectives about the influence of social media and invites particular perspectives <p>Organisation and development Standard A</p> <ul style="list-style-type: none"> • purposefully selects information from the student's personal blog and uses it purposefully to support perspectives 	<p>Excerpt 1</p>  <p>such as dashes, headings and ellipses. The use of a dash - gasp - makes the reader pause and also emphasises the word gasp. This also influences the reader to think that social media can take your breath away as it can be very overwhelming trying to keep up. The blogger also mentions that a con of</p>
---	---

Knowledge application Standard A

- detailed explanation of how a language feature in the Phase 1 written stimulus (an online article: *A parent's tale*) shapes perspectives about the role of the media and invites particular perspectives

Organisation and development Standard A

- purposefully selects information from the online article and uses it purposefully to support perspectives

Excerpt 2

~~news~~ ^{news} ~~advertisement~~. This is supported by a simile. "Their ~~ads~~ ads are like scissors cutting away at my bank balance." This reinforces the reader to see how destructive media companies can be on families budgets. While positioning the reader to provide empathy towards the ^{parent} ~~mother~~ for the struggle. ~~This is reinforced by a~~ ~~parent's tale~~ the author shows destruction media companies cause through their greed and want for monetary gain. ✓✓

Knowledge application Standard A

- detailed explanation of how language features in the Phase 3 visual stimulus (an infographic: *Social media scams*) shapes perspectives about the influence of social media and invites particular perspectives

Organisation and development Standard A

- purposefully selects information from the stimulus and uses it purposefully to support perspectives

Excerpt 3

- c) Explain how two language features have been used to portray the influence of social media.

The author has utilised stimulus 2 to portray the negative influence that social media has on people through the use of various colours. The heading "social media scams" is written in dark red writing, typically the colour red is associated with evil, power and destructiveness. The author has specifically utilised this colour for the title of the ~~image~~ to represent that the article is displaying the destructiveness of social media.

ADDITIONAL PAGE FOR STUDENT RESPONSES

Write the question number you are responding to.

2. c) centre of the page is surrounded by a lighter turquoise colour creating a contrasting affect with the person who is a very dark navy colour. The author has purposely utilised a darker colour for the man on the laptop to demonstrate the dark power that social media consists of. Due to the contrasting colours it draws readers eyes to this image implying that it is an important image that the author wants the reader to see. Both of these examples of colour aiding in the negative representation of social media display how destructive it can be.

Knowledge application Standard A

- detailed explanation of how a text structure in the Phase 3 visual stimulus (an infographic: *Social media scams*) shapes perspectives about the influence of social media and invites particular perspectives

Organisation and development Standard A

- purposefully selects information from the stimulus and uses it purposefully to support perspectives

Excerpt 4

Social media is destructive. ~~The man~~ A man has been placed in the middle of

d) all of the statistics implying that he is some sort of ring leader for all of the negativity that is caused because of social media. This man is placed with a laptop

which is a device that can be used for social media ~~proving that~~ emphasising that he is the cause of the scams ~~and~~ proving how destructive social media is when it is utilised by the wrong people. Evidently the use of social media can have devastating affects on people according to the stimulus and the representations that it displays.

Knowledge application Standard A

- detailed explanation of how one text structure (sequencing) in the Phase 3 written stimulus (email: Thank you!) shapes perspectives about the influence of social media and invites particular perspectives

Knowledge application Standard A

- detailed explanation of how another text structure (headings) in the Phase 3 written stimulus (email: Thank you!) shapes perspectives about the influence of social media and invites particular perspectives

Organisation and development Standard A

- purposefully selects information from the stimulus and uses it purposefully to support perspectives

Excerpt 5

his relaxed emotion. **Text structure 1:** The sequencing of the email allows for Turner Tyro to clearly show how much social media has done for him through Life Gadget Tester. He begins with stating "what your videos mean to me" to showing that social media is good through "commitment to using social media to help others" and then explaining how he has developed as a person. This sequencing allows the readers to see a complete layout of how positive social media is. ✓

(question 1) **Text structure 2:** sub headings of Then, Now and looking forward clearly gives guidance to the readers about the growth he has received. In the THEN section he states how he was a "completely different person" and NOW he's been "getting involved in sport and socialising more" because he is no longer afraid and has been taught through social media how to grow. Showing readers there's an opportunity for them to grow from social media too. ✓

Knowledge application Standard A

- detailed explanation of how two points of view in the Phase 1 visual stimulus (poster in a school library space) shapes perspectives about the role of media and invites particular perspectives

Organisation and development Standard A

- purposefully selects information from the stimulus and uses it purposefully to support perspectives

Excerpt 6

How does your selected stimulus position viewers to understand the role of the media in people's lives? Support each response with evidence from the stimulus.

- a) Explain two points of view about the role of the media in people's lives.

The first view point about the role of media in people's lives is that it can help you learn and develop for the future. This is evident through the line 'Learn about the world today for an extraordinary, informed tomorrow.' Reinforcing to the reader it can have positive effects. The second view point being media can help transition traditional learning into futuristic learning. This is shown through the laptop changing from a book, signifying the future or advance learning styles. Suggesting to the reader this could potentially benefit them too. ✓

Practices to strengthen

To further ensure accuracy and consistency of the application of the instrument-specific standards for this IA, it is recommended that

- the cognitive verbs (e.g. ‘identify’, ‘describe’ or ‘explain’) are correctly identified in student responses and an appropriate standard awarded accordingly, e.g.
 - the Standard E qualifier of ‘describes some ideas about a language feature’ is evident when a language feature from the stimulus is referred to, but is not then linked back to the question or topic. This means the device’s effects are described in a general way rather than specifically in relation to the stimulus, e.g. ‘A language feature in the stimulus is the rule of three, which is used to grab the reader’s attention by linking three points together and makes the reader think’ — this does not demonstrate a knowledge of the stimulus, the topic or how meaning may be created and received
 - the Standard E qualifier of ‘identifies a text structure’ is evident when the response acknowledges its presence in a stimulus, but does not explain how it shapes a perspective or positions an audience, e.g. ‘In the middle of the diagram is a hooded person using a laptop’ — this shows only an ability to identify the layout of a text by referring to the location of the hooded person
 - the Standard D qualifier of ‘describes some ideas about how a text structure shapes perspective/s about the topic’ is evident when there is a link to the topic and general ideas, but the response does not provide specifics, e.g. ‘Putting the hooded person in the middle of the diagram is an eye opener of how the media is meant to make us feel’ — the text structure is linked to idea/s about the topic of media, but without details such as feelings of alarm about its unscrupulous use, feeling concerned about personal safety
- responses are graded according to the number of elements required (e.g. two language features, two text structures, two representations, two points of view), which demonstrates a breadth and depth of knowledge about the stimulus. This requirement prompts students to engage meaningfully with representations in the stimulus by identifying the elements rather than explaining them, e.g. some responses incorporated more than two language features even though a higher standard could not be awarded.

Additional advice

- Using the provided CIA marking guide to determine judgments — without amendments — will improve the accuracy of making judgments.
- The CIA marking guide changes each year; use the correct one every year.
- Provide students with the *Language features and text structures* document in the Syllabus application in the QCAA Portal to clarify differences between language features and text structures and use it to grade student responses.
- Allocate a standard to every characteristic in the marking guide (e.g. highlighting, ticking) to show the standard that has been met for each characteristic (e.g. Standard A may be awarded for one explanation of a representation, but a Standard D for the other required representation). This provides feedback to students to enable them to improve.
- Award one overall grade, not a judgment for each criterion. Once all the descriptors on the CIA marking guide have been annotated, determine an overall on-balance judgment for both questions. Record this on the CIA marking guide — only one judgment is entered into Student Management.



Internal assessment 3 (IA3)

Extended response — multimodal response

Students construct a multimodal text responding to a popular culture text or texts for a specified purpose and audience. The response includes a combination of at least two modes, one of which must be spoken/signed. In their response, students explain representations of identities, places, events and/or concepts.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	84
Authentication	12
Authenticity	4
Item construction	16
Scope and scale	50

*Each priority might contain up to four assessment practices.

Total number of submissions: 453.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with authentic contexts that enabled students to understand their role and relationship with the audience, e.g.
 - as a youth internet film critic for an Australian student YouTube channel called *Culture Bites*
 - through a director's commentary for an upcoming post on an online community blog for student filmmakers
 - presenting multimodal PowerPoint film reviews to a class of students studying Media Arts in Practice
 - presenting to a Netflix cultural sensitivity team about a current TV series available for viewing, one considered to be either appropriate or inappropriate
 - a vlog for the National Library of Australia who has commissioned students to produce educational support material for other high school students

- presenting multimodal presentations (video essays/vlogs) to the school's Student Cinema Club at a September meeting
- developed open-ended tasks requiring students to construct and document their own perspectives about representations in texts, e.g.
 - 'Explain how the class-studied text represents the main character' rather than 'Explain how the studied text represents the main character as an inspirational role model for young people'
 - 'Explain the representation of the superhero in the class studied text' rather than 'Explain the representation of the superhero as a flawed character in the class-studied text'.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate only the syllabus-required cognitive verbs to enable students to satisfy the assessable purpose of the IA3, e.g. 'Explain the representation of... in the class-studied text' rather than 'Analyse the representation of... in the class-studied text'
- use appropriate scale, e.g.
 - using the singular form of 'representation' rather the plural form of 'representations'
 - asking students to focus on only one or two characters, e.g. 'Explain how the film represents the main character...'
 - asking students to explain one aspect of a text, e.g. 'Explain how an Australian identity, place or concept has been represented in the class-studied text'
 - asking students to engage with only one (or two texts), e.g. 'Explain how your chosen popular culture text has shaped your thinking as a young person'
 - asking students to focus on explaining the representation of an appropriate number of elements, e.g. one concept, one or two characters, one or two places
 - asking students to cover an appropriate amount of content and subject matter in their responses, e.g.
 - 'Explain the representation of belonging in the class-studied text' instead of 'Explain the representations in the class-studied text'
 - 'Explain the representation of Australian identity in the class-studied text' instead of 'Explain the representation of Australia and the Australian identity in the class-studied text'
 - 'Explain how the class-studied text represents **one** of the following concepts
 - work ethic
 - courage
 - survival
 - romance
 - family
 - justice
 - community
 - competition
 - relationship with other groups'.

- ensure that the audience, purpose and genre complement each other to create authentic tasks, e.g.
 - a multimodal PowerPoint film review for a Youth Film Festival explaining how a particular representation creates meaning for Australian youth
 - a multimodal film review of two texts for a particular audience (e.g. YouTube channel, State Library, film industry, LitCharts, educational website) and explaining whether they are suitable for inclusion in a particular streaming service
 - a vlog delivered to a video-streaming company’s sensitivity team about the representation of a particular group of people, e.g. Indigenous Australians, rural youth, extended families
 - a multimodal PowerPoint presentation of a director’s commentary for an upcoming post on a contributor’s blog explaining how the text constructs an alternative representation of a specific archetype, e.g. the stereotypical superhero character, the model, the rockstar, the outlaw, the explorer
- reflect the interests of the cohort rather than using tasks that are too close to the QCAA exemplars, enabling students to engage in meaningful, relevant, authentic learning.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	1
Language	21
Layout	4
Transparency	24

*Each priority might contain up to four assessment practices.

Total number of submissions: 453.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided bias which may impact a student’s ability to access the task or develop a response that reflects their learning, e.g. cultural misappropriation where students are required to adopt the role of another individual from a different cultural background.

Practices to strengthen

It is recommended that assessment instruments:

- use language that is free of inappropriate terminology to enable all students to access the task to demonstrate what they know and can do, e.g. avoiding terminology such as ‘brutal conflict’, ‘traumatic’, ‘assault’ or ‘bogans’
- use a concise sentence pattern using syllabus-required cognitive verbs to provide clarity for students, e.g. ‘Explain the representation of the super-hero in one film and one comic book from the following list ...’

- are consistent in their references to the required genre to enable students to understand how they are required to respond, e.g. instead of referring to 'film reviews' and 'vlogs' interchangeably, specify only one genre and use this throughout the assessment instrument to enhance task transparency.



Internal assessment 4 (IA4)

Extended response — written response

Students create a written text that invites a specified audience to take up a position about representations of an Australian social group.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	81
Authentication	16
Authenticity	4
Item construction	8
Scope and scale	16

*Each priority might contain up to four assessment practices.

Total number of submissions: 453.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used a popular culture text (or texts) as a springboard for student responses (Syllabus, section 5.5.2)
- used a three-pronged approach in considering the syllabus, the students and their school's context. This enabled the creation of unique, engaging tasks aligned with syllabus objectives, e.g.
 - a memoir where students reflect on what they have learned about a particular Australian social group by studying the class-studied text and developing their perspectives in their response in a natural and personal way
 - two or three diary entries from the perspective of a particular character in a class-studied popular culture text that create a representation of an Australian social group by discussing their character's experiences, attitudes, values and beliefs
 - a comic eBook proposal to editors of a comic website where students use a comic as a springboard to pitch their proposal about a main character, setting and storyline that positions the audience to accept perspectives of an Australian social group

- a proposal for Mod designers of a software platform to design an Australian mod that is based on a class-studied popular culture text, which includes characters, places and/or events representing a specific Australian group in a particular way
- a series of two or three journal entries in role as a key character from the class-studied popular culture text to reflect the character's beliefs about specific people in a particular Australian social group and/or an event/s, suitable for publication in the school's creative writing competition, *This is us*
- a press release about a sporting, cultural or music event (based on a particular class-studied popular culture text) that is held by a specific Australian social group for a specific audience, and why this Australian social group is of interest to the community
- a short story that continues after the ending of the class-studied popular culture text, focused on a character as a way to develop an Australian identity (and thereby an Australian social group), and that enables students to influence audiences to accept perspectives on that Australian social group.

Practices to strengthen

It is recommended that assessment instruments:

- base student responses on a class-studied popular culture text (or texts) as a springboard for student responses, which enable students to influence audiences to accept perspectives of an Australian social group
- specify the connection between the studied popular culture text and the task
- focus on the construction of a representation of an identity, event or concept to influence audiences to accept perspectives on an Australian social group, e.g. a fictional memoir from the point of view of a secondary character in one of the Australian texts studied in the unit
- provide students with a specific audience for their response to enable them to establish and maintain a role and relationship with the audience, e.g.
 - an email or letter from one character in a popular culture text to another
 - an opinion piece for readers of a particular magazine, e.g. *Frankie*, *Teen Ink*, *QWeekend*
 - a blog for student's own blogging site and associated audience
 - diary entries (self as audience)
 - a short story for the *OZ Kids in Print* literary competition, or publication in the school's yearbook
- provide students with authentic contexts, e.g. to create a short story representing young Aboriginal or Torres Strait Islander Australians and presenting it as part of NAIDOC celebrations to demonstrate the variety of identities amongst local Aboriginal youth
- using one authentic Australian social group (or giving students a choice of **one** from a provided list) that enables students to complete the task within the required conditions of the syllabus (500–800 words), e.g.
 - Indigenous Australians
 - rural Australians
 - older Australians
 - city dwelling Australians
 - Australian youth.
- Only ask students to submit items that align with the assessment objectives, e.g. some schools asked students to 'submit items like writing journals' that are not assessable elements.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	5
Language	25
Layout	6
Transparency	29

*Each priority might contain up to four assessment practices.

Total number of submissions: 453.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- explicitly identified a genre and adhered to this genre throughout the assessment instrument in order to retain clarity and consistency of instructions, so students knew how they were to structure their response.

Practices to strengthen

It is recommended that assessment instruments:

- retain consistency in instructions throughout the instrument about students being assessed on 'influencing audiences to accept perspectives on an Australian social group', e.g. not switching from this instruction to another instruction asking students to focus on a controversial individual later in an assessment instrument, thereby creating ambiguity
- consistently instruct students to engage with an Australian social group throughout the task rather than switching between singular and plural forms
- are edited so they are free of errors and model accurate spelling, grammar, punctuation and other textual features.