

Essential English subject report

2022 cohort

February 2023



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Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

This report analyses the summative assessment cycle for the past year. It also gives readers information about:

- how syllabus objectives have been applied in the marking of assessments, as appropriate
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

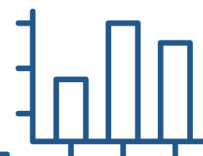
This report should be read by school leaders, subject leaders and teachers to:

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

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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 quality assurance meetings. It also includes advice from the chief endorser and subject teachers, developed in consultation with and support from QCAA subject matter experts.



Subject completion

Note: All data is correct as at 31 January 2023. 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: 458.

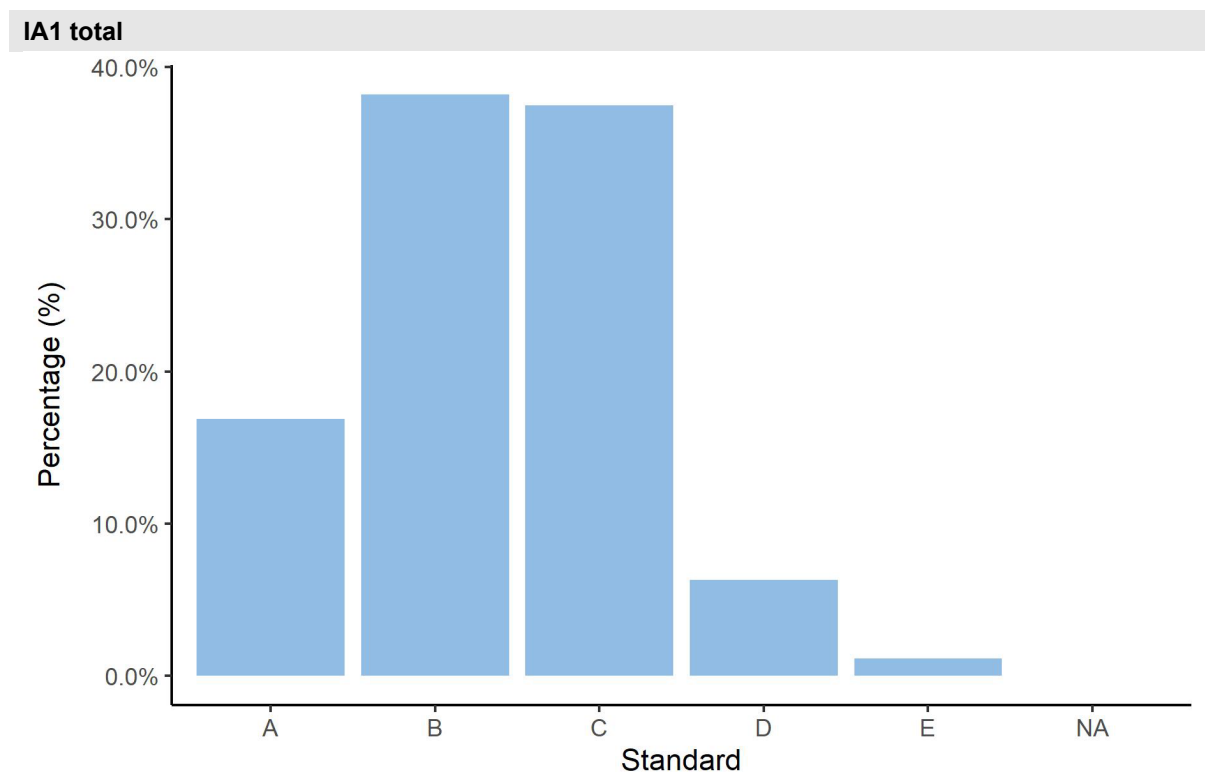
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	19 621	19 355	17 133

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	16 876	2745
Unit 2	17 360	1995

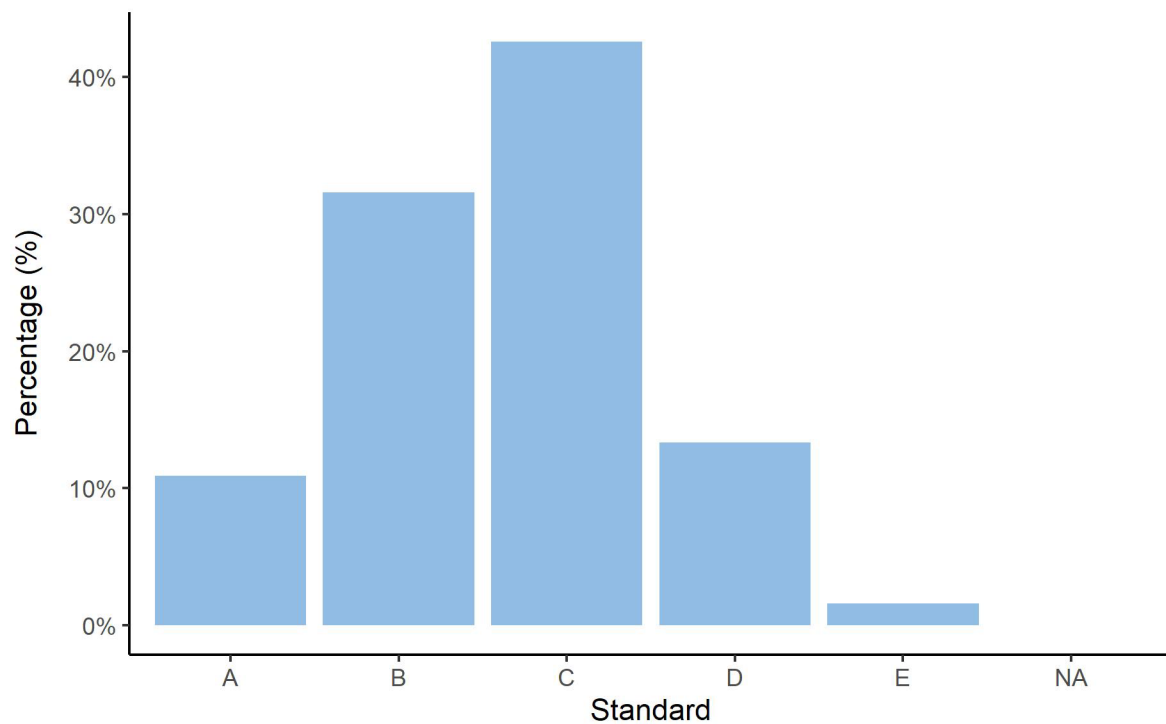
Units 3 and 4 internal assessment (IA) results

IA1 standards



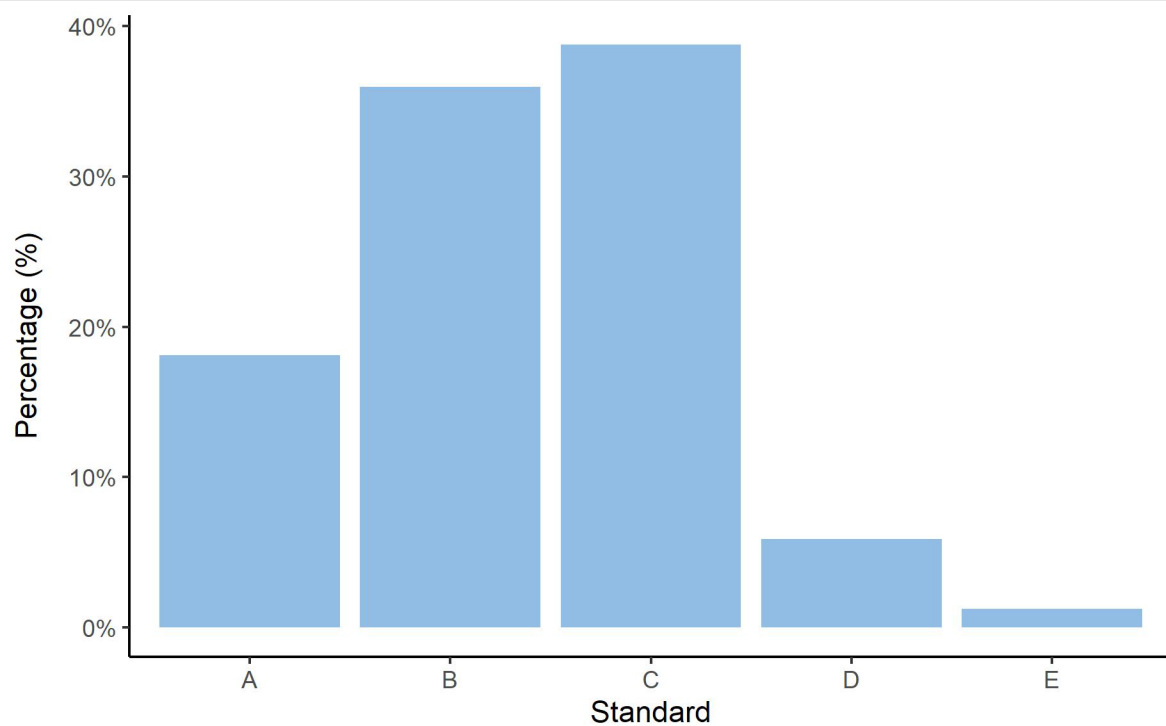
IA2 (CIA) standards

IA2 total



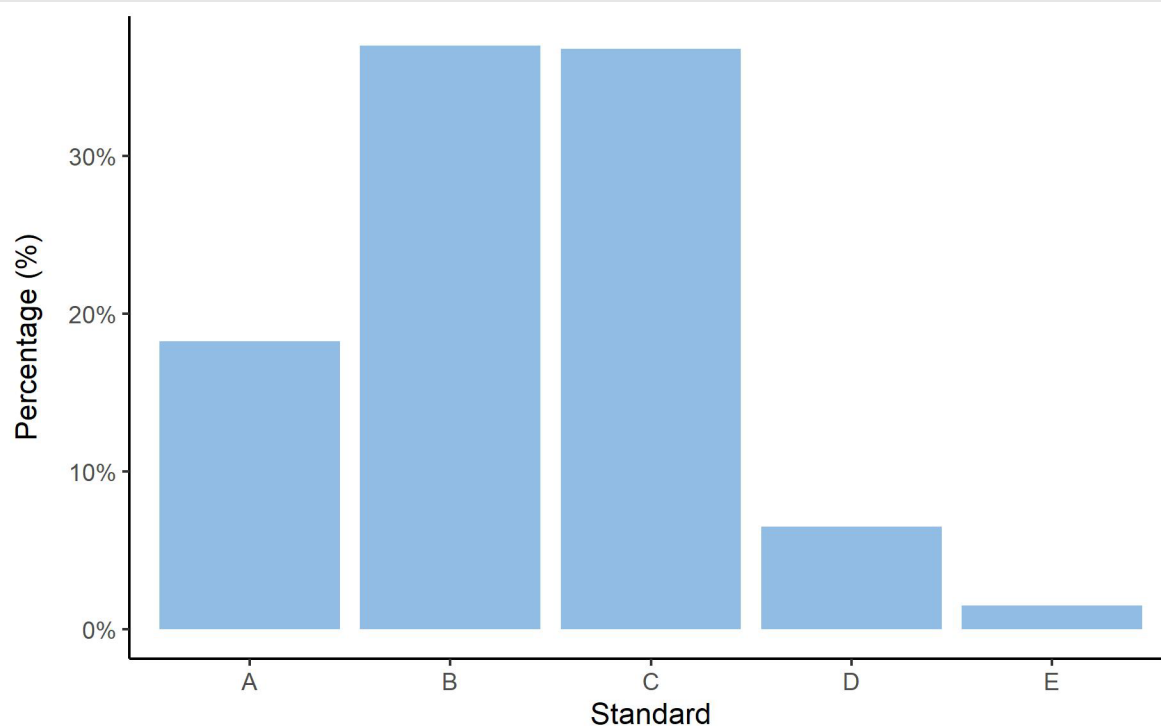
IA3 standards

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	1984	7387	7294	449	19

Internal assessment



The following information and advice relate to the assessment design and assessment decisions for each internal assessment (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	469	473	473
Percentage endorsed in Application 1	84%	74%	84%

Applied quality assurance

Applied quality assurance 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 schools* form. Schools used this advice to inform their judgments for IA3 and IA4.



Extended response — spoken/signed response

This assessment focuses on the interpretation, examination and creation of representations of community, local and/or global issues. It is an open-ended task creating a text for a specified audience and purpose. While students may undertake some research when writing the extended response, it is not the focus of this technique.

Students may support their responses with audio, visual and digital media, where appropriate.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	23
Authentication	8
Authenticity	4
Item construction	7
Scope and scale	11

*Each priority might contain up to four assessment practices.

Total number of submissions: 469.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured a specific audience to enable students to use appropriate roles and relationships with people in their audience, e.g. a persuasive speech for the 2022 Brisbane TEDx Youth Event, a community meeting for the town's residents, the opening address at the 2022 Future Leaders' Forum on creating positive change
- incorporated authentic contexts to enable a persuasive response, e.g. a speech by a keynote speaker at a protest rally, or a persuasive vlog for the local council website on an issue relevant to the community
- provided students with unique tasks while retaining relevance for all students
- used their specific region to focus on issues that were particularly important to the local community, which enabled schools to create tasks tailored to the needs of their students

- required an appropriate expectation of knowledge that did not go beyond the experience students are reasonably expected to have in Year 12, e.g. a persuasive speech at Rostrum voice of youth 2022 is reasonable, however, a persuasive speech convincing experts about a particular issue (e.g. disease management, psychology, financial affairs) would not be
- explicitly requested nonverbal features — some assessment instruments mandated a multi-modal genre, which is permissible, providing the emphasis is on the spoken/signed delivery and students are demonstrating nonverbal features.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate roles that students can relate to, e.g. asking students to present at a youth forum focused on global affairs rather than presenting at the World Health Organization
- require an appropriate genre incorporating nonverbal features for the response (podcasts are unsuitable, as they are verbal only)
- ensure alignment between assessment objectives and mandatory elements of the task to retain an appropriate scale. This means providing a focus that enables students to speak persuasively about an issue within syllabus conditions of 4–6 minutes, e.g. asking students to deliver a persuasive speech advocating for a much-needed campaign on a particular issue rather than asking students to create both the campaign and the persuasive speech
- retain appropriate scope and scale by focusing students on the purpose of the task, which is to deliver a response for a particular length of time in a specific way that persuades an audience to accept their perspectives about a community, local or global issue
- provide students with a community, local or global issue that can be addressed effectively within the syllabus conditions of 4–6 minutes
- align checkpoints for the task with syllabus requirements, i.e. the student response should be submitted three weeks after the task is handed out to students.

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	24
Layout	2
Transparency	11

*Each priority might contain up to four assessment practices.

Total number of submissions: 469.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language and content to enable all students to understand task requirements and to incorporate them in their response, e.g. providing students with an issue or a range of issues all students can relate to and develop perspectives about
- featured an explicitly identified genre that was adhered to throughout the task instructions to prevent ambiguity about how students were to respond, e.g. when students were delivering a TED talk, only the genre of 'TED talk' was used in the instrument
- maintained consistency in wording throughout the context, task and scaffolding sections with explicit instructions that aligned with one another throughout the instrument
- provided students with a range of options without contradicting information in different sections of the instrument.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear and consistent instructions throughout the instrument, e.g. ensuring that the requirements of the task stipulated in the 'task' section are the same as those outlined in the 'context' section
- provide students with community, local or global issues that all students can relate to, in order to enable them to express their own points of view
- are formatted in a way that facilitates ease of understanding of all task requirements
- are error-free in punctuation, grammar and layout to prevent ambiguity, e.g. using correct homophones (e.g. practice versus practise), checking the formatting of bullet points and other text for ease of understanding, and removing any duplication of 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: 459

Effective practices

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

- the qualities evident in the spoken mode were recognised and an appropriate judgment awarded by accurately taking into account the student's spoken and nonverbal features for the purposes of establishing a relationship with the audience
- the degree of persuasiveness in the argument was taken into account in the making of judgments to satisfy the syllabus requirement of creating a persuasive text and shaping a community, local or global issue
- the quality of the argument and delivery was awarded an appropriate grade even when the response was not as long as the syllabus minimum conditions of 4 minutes, e.g. A response of 3 minutes and 45 seconds may be awarded Standard C if the qualities demonstrated in the

response match a range of qualifiers that align with an overall on-balance judgment of Standard C, by demonstrating

- use of cultural assumptions, attitudes, values and beliefs to unevenly shape representations of identities, places, events and/or concepts in a spoken text
- use of genre, including modes and media where appropriate
- the role of the speaker in influencing audiences to accept perspectives
- some relevant subject matter selected and unevenly sequenced using some cohesive devices
- in the main, an appropriate choice of language, informed by an understanding of purpose, audience and context
- in the main, a use of spoken and nonverbal language features.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for Assessment objectives 1, 7 and 8 at an A standard. The excerpt may provide evidence of more than one criterion.

The task requires students to address teachers and students at a year level parade about the issue of homelessness.

This student response excerpt has been included to demonstrate:

- how visuals/graphics can be positioned in the top left-hand corner of the frame to enable the student to simultaneously deliver visuals/graphics and occupy a dominant position in the video to capture audiences' attention using nonverbal features, showing how the student shaped their representation of the issue to meet their purpose of convincing audiences to address the issue of youth homelessness
- that despite the student leaning forwards to progress the slides to purposefully align the visuals/graphics with their spoken message (rather than using a remote clicker), the delivery is persuasive
- a purposeful sequencing of subject matter, in which
 - an argument is built from the first uttered words, which intertwine pathos, ethos and logos in the initial framing of the argument. For example, the rhetorical question is strategically placed to incite empathy for those without a home that night, second person is used to encourage personal reflection, logos is initiated through the use of statistics and ethos is employed by referring to the census and establishing credibility after introducing themselves as a student at a school in the local area
 - the purpose of the argument is established quickly, followed by a paragraph about the definition of homelessness, which is again imbued with pathos, e.g. 'Homelessness is a complex situation and is not a choice, and there are many different causes...'
 - the argument is developed by sequencing three key ideas, each incorporating pathos, ethos and logos at various junctures: the need to pursue the values of respect and diversity for everyone as well as promoting the right for youth to feel safe; the helplessness and blamelessness of youth being homeless; and the opportunity to make a difference by getting involved in raising money by participating in the World's Big Sleep Out
 - the conclusion is not just a summary, but an imperative for change
- the way language choices are used to meet the student's purpose of influencing the audience to feel empathetic towards homeless youth and to participate in addressing this issue, e.g. 'our

values and beliefs involve respect', 'youth homelessness is a very sad but very real situation', 'we must band together', 'we must make a positive change'.

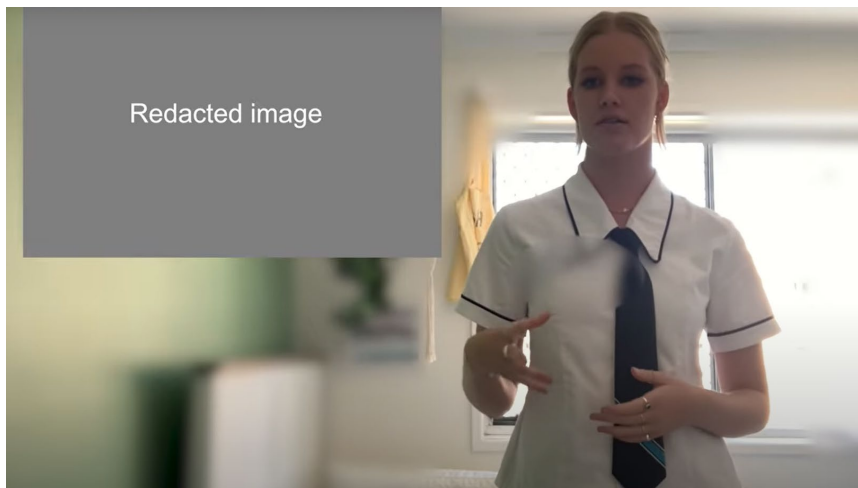
Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1



Video content (2 mins, 22 secs) <https://youtu.be/9sqK0FQPwtQ>

Excerpt 2



Video content (1 min, 34 secs) <https://youtu.be/202cjn0bYpQ>

The following is an excerpt from a response that illustrates the characteristics for Assessment objectives 3, 4, and 9 in the criteria at an A standard.

The task requires students to present a persuasive speech to attendees at the annual Vision Youth Conference about a social justice issue that impacts young people. The purpose is to raise awareness of the issue and to invite audiences to take up a position about it. The response is focused on the imperative of increasing awareness about loneliness and its negative impacts on both society and the individual.

This student response excerpt has been included to demonstrate:

- how a speech can have an informative element to it and still be persuasive. This speech describes the issue of loneliness in a way that is easy to relate to, stressing the need to be aware that loneliness is an important issue that affects many people and has negative impacts, and then explicitly incorporating a call to action in the latter third of the speech: 'If you want to see loneliness eradicated from our society, you need to be part of the solution. Start by making a conscious decision to notice people who seem lonely, and think about how you can best connect with them ... Make the choice to include the new boy in your soccer game ...'
- how cultural assumptions, attitudes, values and beliefs are used to shape the representation of loneliness as a 'huge issue in our society', but one that can be overcome through 'individuals making meaningful connections with those around' them. The speech does this by
 - describing the student's visit to a unique, not-for-profit coffee shop with a self-proclaimed mission of eradicating loneliness, thereby placing a value on such an ideal and representing loneliness as being an issue in everyday contexts and settings where some people already recognise loneliness as a societal issue
 - endorsing the coffee shop's self-proclaimed mission by likening it to a 'matter of the heart', providing 'love and support', thereby valuing the coffee shop's contribution to actively addressing loneliness in the community
 - the student supporting their position by using their conversation from an interview with the manager of the coffee shop, thereby incorporating ethos to create credibility through Simon's lived experience, e.g. Simon's assertions about loneliness negatively affecting people's opportunity for personal growth and how it 'eventually causes us to see ourselves as less valuable'
- a speech for this IA can be persuasive without the use of visuals/graphics when spoken and nonverbal language features are consistently delivered with purpose, e.g. pausing for effect, stressing key syllables for impact.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 3



Video content (1 mins, 45 secs) <https://youtu.be/UQVsrDwMQik>



Video content (3 mins, 30 secs) <https://youtu.be/A6uz2fOD-zE>

The following is an excerpt from a response that illustrates the characteristics for Assessment objectives 1, 2 and 9 at an A standard.

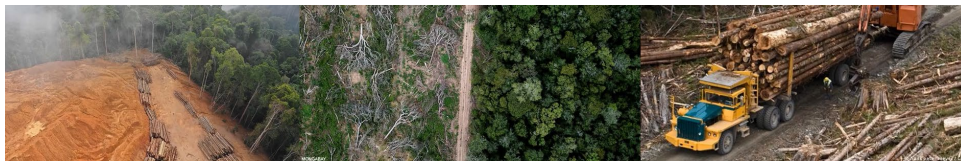
The task requires the student — as a youth representative of the local council — to present a persuasive speech as the opening address for a community awareness campaign. The purpose is to convince the audience to take immediate action to bring about future change. The response is an argument about the need to address deforestation.

This student response excerpt has been included to demonstrate how:

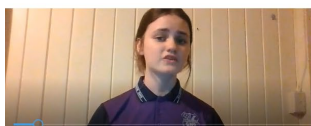
- in contrast to Excerpts 1 and 2, this student has used the entire slide for images whilst positioning themselves in the bottom left-hand corner of the screen, but this still shows enough of their face and torso to enable nonverbal features to be demonstrated and assessed. Different audience experiences are created, but both responses are at an A standard
- the same images are used for the entire persuasive speech to incite interest in the issue of deforestation, a strategy used persuasively as audiences are able to engage with provocative images of felled forests at the same time as arguments are posited
- despite some minor pauses and occasional staccato, control of the role of the speaker and a consistent use of spoken and nonverbal language features are demonstrated, including expressive intonation, earnestness of expression and demonstrative gestures, e.g. hands on heart. These features demonstrate that on balance, the response was at an A standard.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 4



Deforestation



Video content (3 mins, 30 secs) <https://youtu.be/jCKQ4YCfwQs>

Practices to strengthen

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

- judgments are not made for each criterion — only one on-balance judgment is made after all descriptors have been annotated
- the audio-visual evidence is of a quality that enables appropriate on-balance judgements to be made and the evidence is able to be reviewed in Applied quality assurance meetings, e.g. adequate lighting throughout the delivery (lights not turned on and off), the oral delivery is clear and audible, and the student's face and upper torso are visible to enable nonverbal features to be assessed

- when responses establish a particular setting as a prop for the delivery of their speech or draw upon a particular environment to add emphasis to an argument, any persuasive effect of these devices is recognised in making judgments, e.g. an audio-visual recording
 - of a student standing in a particular setting (perhaps in front of a mound of litter/detritus) while persuading an audience to become active in cleaning up the environment
 - using a range of relevant settings as the student delivers an argument to emphasise the imperative of a particular action or behaviour, e.g. in a speech about an issue in the local community, a student might record themselves
 - first speaking for a period of time in a local setting, such as a creek
 - then followed by a segment standing in a car park
 - followed by a period of time seated in front of a particular building ...
- when there is evidence of qualities in a student delivery that do not align with the topic/argument (e.g. student laughter on a serious topic, movement that detracts from the message, grinning during the utterance of a solemn idea, gestures misaligning with meaning), the degree or amount of the behaviour should be reflected in the overall on-balance judgment.

Additional advice

- The evidence for the Applied quality assurance meetings is required to be in the mode mandated by the syllabus, i.e. for IA1, audio-visual files of spoken deliveries containing nonverbal features are required to be uploaded. If the correct evidence is not provided, schools' judgments cannot be reviewed.
- The audio-visual evidence needs to be uploaded in the correct file format (MP4 or MV4) to enable the evidence to be reviewed efficiently and effectively.
- Every descriptor in each criterion must be annotated before an on-balance judgment is made — only instrument-specific standards that are fully annotated enable judgments to be reviewed.
- Visual aids are not a mandatory requirement of the syllabus for this IA — some schools will mandate PowerPoint or visual/graphics, but some may not. Both are acceptable approaches to this spoken/signed IA, as the focus is on the spoken/signed delivery where nonverbal features are explicitly assessed.



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.

Short response — written response

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the Summative internal assessment 2: Common internal assessment section of the syllabus (section 4.5.2). The examination consisted of two sections:

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

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

- travel
- tourist destination/s.

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 and two 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, thereby demonstrating the life skill of critical literacy.

The range of written stimulus texts across the phases included: an introduction to a book, an editorial, reflections on a website, a blog, and a magazine article.

The range of visual stimulus texts across the phases included: a picture journal, a travel company's website, a book cover, a poster, and a photo essay.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the common internal assessment marking guide (CIAMG).

Effective practices

Overall, students responded well to the opportunity to:

- demonstrate critical literacy, i.e. show knowledge of how texts position audiences through the use of cultural assumptions, attitudes, values and beliefs, language features and text structures

- answer each question in the correct section of the paper. A small number of students confused questions and stimulus, i.e. they deconstructed the visual stimulus instead of the written stimulus for Question 1 and deconstructed the written stimulus instead of visual stimulus for Question 2, which affected the on-balance grade for this assessment instrument
- select information from the written and visual stimulus to support their response.

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

- each of the question's required elements was accurately identified in the student response
- every descriptor on the marking guide was annotated to enable the pattern of evidence across the response to be determined and an appropriate on-balance judgment to be made
- Standard E was awarded to any question that was not responded to, judgments were correctly determined for the other section of the paper and then the pattern used to determine an on-balance judgment for the response overall.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the objective at the performance standard indicated.

Questions 1 and 2: Assessment objectives: 3, 4, 5, 6, 9

These questions required students to explain how the written/visual stimulus portrayed either travel or tourist destination/s, depending on the school's selected phase.

Effective student responses:

- demonstrated knowledge of a critical engagement with the stimulus by explaining how language and layout can position audiences
- directly responded to each question by addressing its requirements and following its instructions, e.g. responding to Stimulus 1 in Section 1 and responding to Stimulus 2 in Section 2
- addressed all elements of Assessment objective 5 by explaining how a language feature or text structure shapes a perspective *and* positions an audience
- used evidence from the stimulus to support assertions about how a particular representation has been created — examples include
 - using direct quotes from the written stimulus
 - describing the location of language in the written stimulus or the placement of objects in the visual stimulus before explaining their effect
 - providing specifics about how information has been sequenced in either a written or visual stimulus.

Excerpts 1 and 2 have been included to demonstrate

- detailed explanations (Standard A) about language features and representations in a written stimulus — the excerpts satisfy the glossary definition of *explain* by making ideas in the stimulus plain or clear
- how an explanation can incorporate the way an audience is positioned by a language feature
- how information can be selected from a written stimulus and used to strengthen an explanation

- the way attitude and representation can be connected and used to strengthen the response by drawing out meaning from the stimulus to address the two objectives within the response.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

~~and in my response to admire the reef's beauty as well.~~ The language feature of figurative device is also used to represent the Great Barrier Reef as beautiful. ^{The} ~~metaphors such as "a glittering gem in Queensland's bejewelled crown"~~ "a glittering gem in Queensland's bejewelled crown" of dazzling natural landscapes" refers to ~~"chest of jewels"~~ ^{compares} the reef as a gem in a crown which is one of society's most famous and common symbols of beauty and superiority which makes the audience not only associate the Great Barrier Reef with ~~beautiful~~ ^{beauty} gems, ~~and~~ jewellery and ~~beauty~~ but on a superior, high class level. Additionally, the representation of beauty can be further shown in the text ^{utilises} structure of genre conventions. The author ~~utilises~~ the informality of ^{of} a blog post to effectively convey ~~the~~ ^{their} intense admiration for the beauty of the reef and to passionately explain the aspects of its beauty. For example, in the second paragraph under the subheading 'Loving the reef' the author uses casual language such as "for some reason" and the one word sentence "Literally" in an effort to try and emphasise the beauty of the night sky that ~~is~~ is being described. This is also seen in the second paragraph where the word "glow" is used on its own for emphasis and dramatic effect to convey the idea of the ~~the~~ reef's beauty. ~~"The Great Barrier Reef is so beautiful"~~ ^{beautiful} is shown. This in turn, encourages readers to visit The Great Barrier Reef so that they can experience its beauty for themselves. ✓

Excerpt 2

The editorial in stimulus 1 constructs the first representation as though we travel to project our image. By this it means, we travel to show off what we have achieved to others.

[The article constructs an attitude ~~of~~ around the fact that we should be travelling for ourselves and not for what our ~~image~~^{peers} think.]

The second representation shown is that we travel for our own personal growth. ~~This~~^{This} personal growth comes from stepping outside^{of} our comfort zones and trying new things. New things such as travelling to a different country and trying different foods.

[The attitude we construct from this ^{is} that travel is an opportunity to broaden our minds.]

Excerpts 3, 4, 5 and 6 have been included to demonstrate:

- how points of view in a visual stimulus can be explained in a detailed way, drawing directly on evidence in the stimulus
- the way a cultural assumption within a visual stimulus can be explained using detailed descriptions of evidence in the stimulus to emphasise the connections between them for making an idea clear
- critical literacy through the explanation of language features and text structures to detail the way parts of the visual stimulus impact audiences
- how the location of information in a text affects meaning and the ways audiences respond to it, e.g. the sequencing of photos around a heart alluding to a range of treasured memories.

Excerpt 3

~~rural/remote destinations that influence the audience.~~ The first point of view that is clearly shown is that rural/remote tourist destinations are enriching and healthy. This can be supported by the heart shaped graphic in the middle of the stimulus reading "Nourished by nature" suggesting that ^{holidaying in a remote location} ~~spending time outdoors~~ is nourishing and healthy. This is also reflected in the ^{earthy, natural} colours of the stimulus that imply health and groundedness. The second point of view that is evident within the text is the point of view that spending time in a remote tourist destination will have a lasting impact. This is most clearly demonstrated through the text at the bottom of the stimulus that says "Make magical memories because they'll linger longer than your footprints" suggesting that visiting a remote tourist destination will mean you will make special memories that you will remember and cherish for a long time. ~~It is in this way that it points to remote tourist~~

Excerpt 4

~~more commonly used) are the~~ Also shown in this stimulus is the cultural assumption that people who travel to remote locations are very down to earth, healthy, grounded, nourished and very non-materialistic. This is supported by the fashion displayed in the photographs that appears to be chosen for comfort and ^{appearance.} practicality over ~~looks~~. The flannel shirts and backpacks are key examples of this and how people who holiday in remote locations don't care about what they look like and are more focused on their health and wellbeing. ~~to develop~~

Excerpt 5

~~about the tourist destination~~ The first language feature of camera shots and angles helps to develop the point of view that spending time in remote holiday destinations will have a lasting impact. This is because the camera angles all appear to be at the same level as the people in the photograph, always from behind as if the reader is actually there. The way that each photo ^{in conjunction with the camera angle} fades into one another make them appear like memories. It suggests to the audience that if they visit remote holiday destinations then their memories could also be filled with picturesque, beautiful scenes like the ones shown in the stimulus.

Excerpt 6

~~by [redacted] [redacted]~~ in. One of the text structures in this stimulus is sequencing, which helps to create the point of view that spending time outdoors ^{remote at tourist destinations} will have a lasting impact. This is because the way that the photographs are set out around the graphic of the heart make them appear like treasured memories of a traveller who now holds those special memories close to their heart, like the physical graphic heart shown in the text. Another text structure that is shown in the stimulus is layout, specifically heading. The heading "the best tourist destinations? Ones off the beaten track," straight away implies to readers that less popular tourist destinations in more remote, uninhabited areas are superior to other tourist destinations and will be a more special experience with treasured memories. In this way, text structures have been used in this stimulus to create points of view about remote tourist destinations and encourage the audience to visit so that they can experience creating special memories to treasure like the stimulus shows.

The following excerpt has been included to demonstrate the way evidence from a visual stimulus has been used to support a Standard C response about how meaning is created, showing a level of critical engagement with the provided stimulus.

Excerpt 7 (Snip 9)

Two language features used to develop meaning on travel consist of evaluative language such as "Awesome accommodation, extraordinary experiences, pristine places and astonishing adventures." These all exaggerate the effect this travel company provides for us as the reader this also portrays a positive impact travel provides to make us as the reader to feel influenced however repetition is also used to create meaning the repetition used in this webpage is "exciting, exhilarating, exceptional." The use of repetition is to communicate a positive exciting adventure this travel company offers which influences us as the reader.

Practices to strengthen

To further ensure accuracy and consistency of the application of the standards in the marking guide for this IA, it is recommended that:

- judgments are not made for each criterion and no judgments are provided at the top of each column for each criterion. On-balance judgments are made only after *all descriptors* have been annotated — this judgment is provided in the box on the marking guide at the bottom of Question 2
- grading should be appropriate for the cognitive verb demonstrated in the response, i.e. distinctions should be made between explanations, descriptions and identification, e.g.
 - identification of a language feature (Standard E): ‘Some adjectives in the stimulus include the words: awesome, extraordinary, pristine, astonishing, daring, delightful’
 - description of some ideas about a language feature (Standard E): ‘Some adjectives in the stimulus include the words: awesome, extraordinary, pristine, astonishing, daring, delightful. Adjectives describe things to make us feel emotions’
 - description of some ideas about how a language feature shapes perspectives about travel (Standard D): ‘Some adjectives in the stimulus include the words: awesome, extraordinary, pristine, astonishing, daring, delightful, which make us feel emotions about travel being good’
 - explanation (Standard C): ‘Some adjectives in the stimulus include the words: awesome, extraordinary, pristine, astonishing, daring, delightful, which make travel look like fun’
- when student responses confuse language features and text structures, credit is awarded according to how well the response explains the shaping of a perspective and the positioning of an audience for the correct stimulus.



Extended response — multimodal response

This assessment focuses on the identification, consideration and explanation of ideas and information in texts. It is an open-ended task responding to a popular culture text or texts and constructed for a specified audience and purpose. While students may undertake some research in the creation of the response, it is not the focus of this technique.

Students may support their responses with visual, audio and/or digital elements appropriate to the mode.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	38
Authentication	13
Authenticity	5
Item construction	13
Scope and scale	43

*Each priority might contain up to four assessment practices.

Total number of submissions: 473.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- required students to respond to a popular culture text (e.g. a film, documentary, short story, comic, novel) containing strong representations of the concept students were required to explain
- clearly articulated an appropriate number of popular culture texts to use in the response when a list of popular culture texts were provided e.g.
 - students choosing two Australian poems or songs (as approved by their teacher)
 - students selecting one (or two) music videos by Indigenous artists (e.g. Emily Wurramara, Kardajala Kirridarra, Mojo Juju)

- provided students with authentic contexts using a specified genre, audience and purpose, e.g.
 - a multimodal contribution (e.g. a film review) to a personal/specific YouTube channel about an aspect of the text studied in class
 - a vlog for the school website for visiting exchange students new to Australian culture, e.g. explaining the way vernacular, behaviour, events, mannerisms and/or attitudes in a particular film create a representation of ‘Australianness’
 - students taking on the role of a guest presenter at a conference about the appropriateness of a film for teenagers
- used appropriate scale, e.g.
 - using the singular form of ‘representation’ rather than its plural form throughout the instrument
 - asking students to focus on one character (e.g. to explain how the film represents the main character) rather than multiple characters
 - asking students to engage with one (or two) text/s
- tailored the task for school contexts, e.g.
 - a vlog for a website promoting Indigenous Australian music videos
 - a multimodal PowerPoint speech at a conference for parents/carers of teenagers about a current adolescent issue or stereotype within a media text (film or television program).

Practices to strengthen

It is recommended that assessment instruments:

- instruct students to create a multimodal response, i.e. a response that combines an additional mode to the spoken delivery, e.g. scenery, supporting text, sound, animation, video and/or images from the text being deconstructed
- clearly specify a multimodal genre to use (e.g. multimodal film review, vlog, video essay or digital film review) rather than a multimodal ‘presentation’, which does not incorporate a genre as required by Assessment objective 1
- provide students with one focus for their entire response (this retains an appropriate scale), e.g. instruct students to explain either ‘Australian identity’ or ‘Australia’ or ‘Australian culture’ or the ‘Australian landscape’, rather than asking students to explain how both ‘Australian identity and culture’ or ‘Australia and Australian identity’ are represented in a text
- use the syllabus-required cognitive verb *explain* (not ‘analyse’, ‘evaluate’ or ‘compare’) to prompt students to deconstruct how one idea, identity, place or concept has been represented in a text (this retains scale)
- align to the specifications for the task in Syllabus section 5.5.1, by allocating the correct number of weeks to the distribution of the task
- adapt the QCAA sample assessment instrument to each school’s unique context, i.e. selecting a different text from *The Castle* and a different focus from ‘Australian identity’ to enhance relatability and generate unique responses
- clearly specify the number of texts students are required to explain in their response, to retain appropriate scale, e.g. directing students to respond to two songs rather than ten.

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	2
Language	25
Layout	1
Transparency	18

*Each priority might contain up to four assessment practices.

Total number of submissions: 473.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used clear and concise instructions to explain task requirements, e.g. students creating a YouTube vlog explaining why a particular popular culture film is an important medium for communicating a societal moral/ethical issue and then providing a list of possible issues that clearly instruct students to choose only one of them, i.e. to select one moral/ethical issue for their vlog from the provided list (human testing, individuals' rights and responsibilities, vulnerable groups in society, employment discrimination, freedom of speech, or an issue agreed upon with teacher)
- used concise statements that efficiently provided students with instructions needed to understand and complete the task, e.g. students creating a YouTube video explaining how the representation of a chosen concept (success and failure, love and relationships, or one of their own concepts, as approved by the teacher) influences their perspective about their future
- provided students with flexibility for their response by specifying options that were well-considered and effectively articulated, e.g. students explaining to a marketing agency how a social media influencer's positive representation of themselves in one or two texts makes them a quality ambassador for a particular brand, product or public awareness campaign by focusing on one of the following
 - environmental management
 - positive body image
 - sport
 - health
 - charity.

Practices to strengthen

It is recommended that assessment instruments:

- are free from errors in punctuation, grammar and/or spelling that may interfere with students' ability to access task instructions by impeding meaning or creating ambiguity, e.g. missing words and incorrect spelling created by typing errors

- are clear about task requirements by providing instructions that align throughout the instrument, e.g. if students have a choice between a film or a TV show, retaining both options throughout each section of the task will remove ambiguity
- retain the singular form of 'representation' throughout the instrument to focus students on explaining only one representation in the required text
- are consistent about the purpose of the task throughout the instrument.



Extended response — written response

This internal assessment focuses on the creation of representations to position an audience. It is an open-ended task where interpretation of a popular culture text or texts is used as a springboard for a creative response. While students may undertake some research in the creation of the response, it is not the focus of this technique.

Students may support their responses with visual, audio and/or digital elements appropriate to the mode.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	30
Authentication	10
Authenticity	0
Item construction	8
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 473.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- drew on the subject matter required in the unit and enabled students to influence audiences about a specific Australian social group in a meaningful way, e.g. used a popular culture text incorporating a range of Australian social groups that enabled students to engage with an Australian social group
- used the examples from the Essential English syllabus as a base and then adapted the task to suit their own unique context, e.g.
 - a narrative for the 2022 *School Magazine* in a section titled 'Stories of Australia'
 - a written film review of an Australian popular culture text for an Australian television program — *At the Australian Cinema* — about a particular Australian social group in the text, its significance to them personally and the degree of its accuracy

- enabled students to influence audiences to accept perspectives of an Australian social group in an intrinsically organic way, e.g. by writing
 - a reflective journal for the school website about their interactions and communications with a group of aged pensioners who were invited to present to the students and spend a day at their school to celebrate the opening of new buildings
 - a letter from a character in *Tomorrow When the War Began* to another character in the text (e.g. the government, the invaders, a character's sibling, a character's parents) about challenges through a theme/concept, e.g. war, foolishness, friends, family
 - a series of blog posts (2–3) about someone in Year 12 who has taught them about a concept (e.g. hope/uncertainty about the future, the impact of peer relationships or pressure from social/academic expectations) in a text studied in class; this enables students to shape representations of both an Australian social group and themselves as an Australian teenager
 - about why they can personally relate to a particular Australian social group in a film/television show by discussing the group's behaviour, qualities and/or attitudes and why they can relate to them
- used a genre that enabled students to present their perspective in an authentic way.

Practices to strengthen

It is recommended that assessment instruments:

- require students to influence audiences to accept perspectives of an 'Australian social group', not an 'Australian identity', 'setting' or other focus
- provide flexibility for students if they are required to act in the role of a particular character in a film or story, i.e. the instrument should not require students to adopt the role of a character that may be harmful to their wellbeing or a character that may not be accessible to all students
- provide students with open-ended tasks that enable students to approach their responses in their own individual way and express their own perspectives
- use the syllabus-required cognitive verbs to enable students to satisfy the primary assessable purpose of IA4, i.e. to construct representations of an Australian social group and to influence audiences to accept their perspectives about this Australian social group.

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	22
Layout	0
Transparency	12

*Each priority might contain up to four assessment practices.

Total number of submissions: 473.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- explicitly identified a genre (e.g. an op-ed, monologue, memoir) and adhered to this genre throughout the instrument to eliminate any possible ambiguity about the required structure for the sequencing and structuring of responses
- focused the task on one Australian social group and maintained this consistency throughout the instrument, e.g.
 - Australian youth with a disability
 - refugees or asylum seekers
 - Aboriginal or Torres Strait Islander peoples
 - people from the LGBTQIA community
 - people from a religious group
 - members of a particular sporting club
 - Australian families, e.g. nuclear families, double income no kids families (DINKs), single parents
 - volunteer firefighters
 - elderly people
 - prisoners
 - farmers or rural Australians
- selected authentic genres for students to convey their own personal ideas about an Australian social group whilst still using a popular culture text as a springboard for their response, e.g. a press release from a marketing firm, a pitch for a series of podcasts, an opinion column for a newspaper, an online blog
- provided consistent instructions throughout all sections of the task.

Practices to strengthen

It is recommended that assessment instruments:

- be specific in terms of the requirements of the task, e.g. if students are being asked to show a character's perspective during key events, the number of key events needs to be defined (e.g. one or two) to enable students to write responses across the range of standards within syllabus conditions of 500–800 words
- model accurate spelling, grammar, punctuation and other textual features, e.g. subject verb agreement, plural verb forms, singular subjects
- avoid bias in language by not using jargon, slang or terminology that might contain judgment (nuanced or otherwise)
- use a film/TV show that includes characters that all students can relate to, so that all students can access the task.