

# Essential English: subject report

2023 cohort

February 2024





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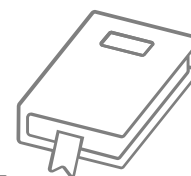
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# Introduction

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Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General, General (Extension), and Applied (Essential) senior syllabuses, and school engagement in QCAA endorsement and quality assurance (QA) processes and assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual Applied (Essential) subject reports seek to identify strengths and opportunities for improvement of internal assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design, and student responses to assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes information about:

- applying syllabus objectives in the design and marking of assessments
- 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 of best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, heed the recommendations for strengthening assessment design and explore the actual student work samples where 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 common internal assessment (CIA).

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 senior 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 highlights

**476**

schools offered  
Essential English



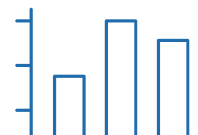
**91.19%**  
of students  
completed  
4 units



**97.71%**  
of students  
received a C  
or higher



# Subject data summary



## Subject completion

**Note:** All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Essential English: 476.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	19,752	19,594	18,012

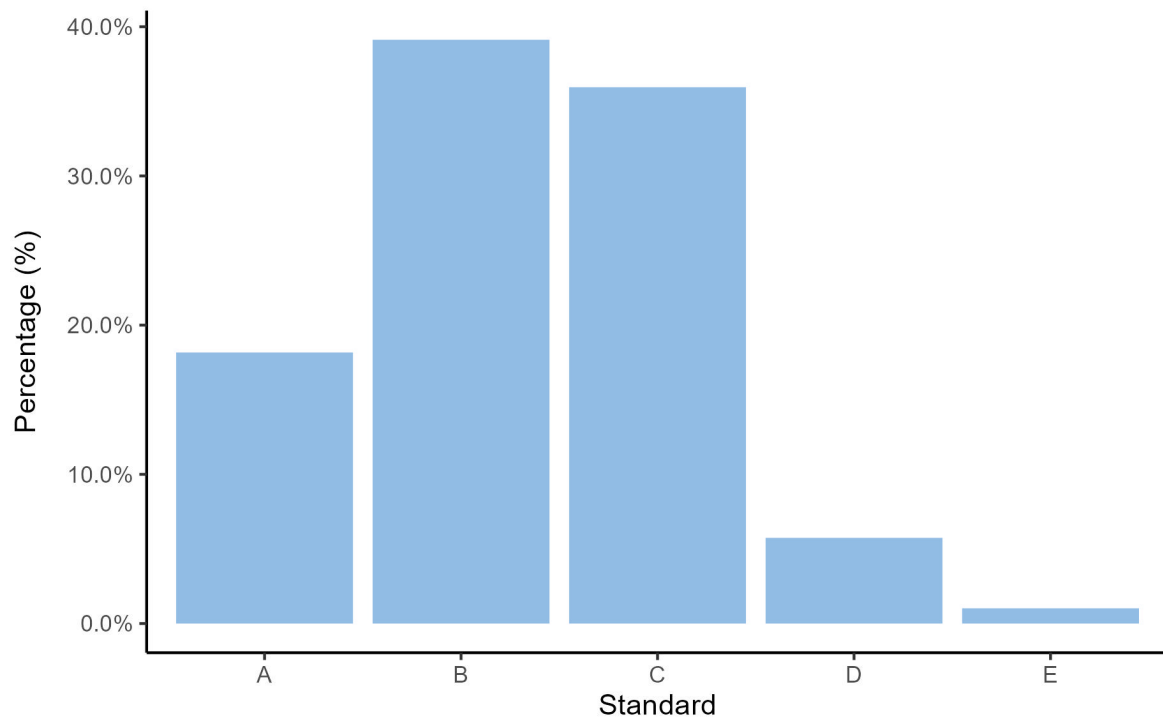
## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	17,224	2,528
Unit 2	17,871	1,723

## Units 3 and 4 internal assessment (IA) results

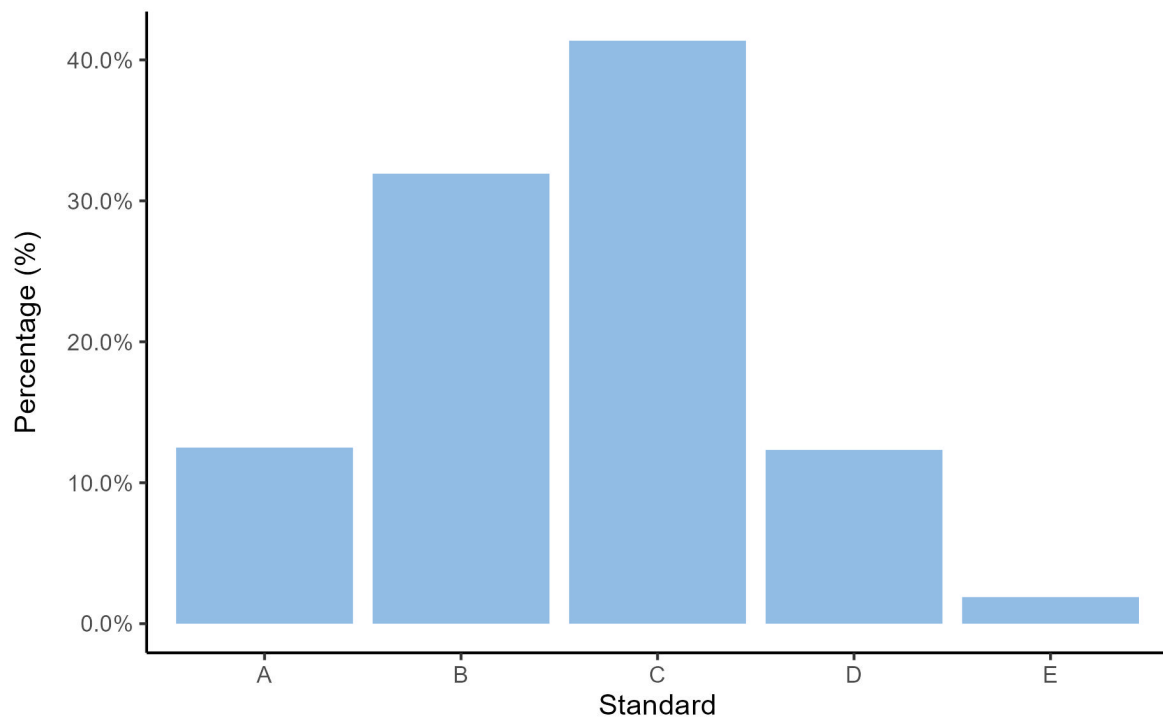
### IA1 standards

#### IA1 total



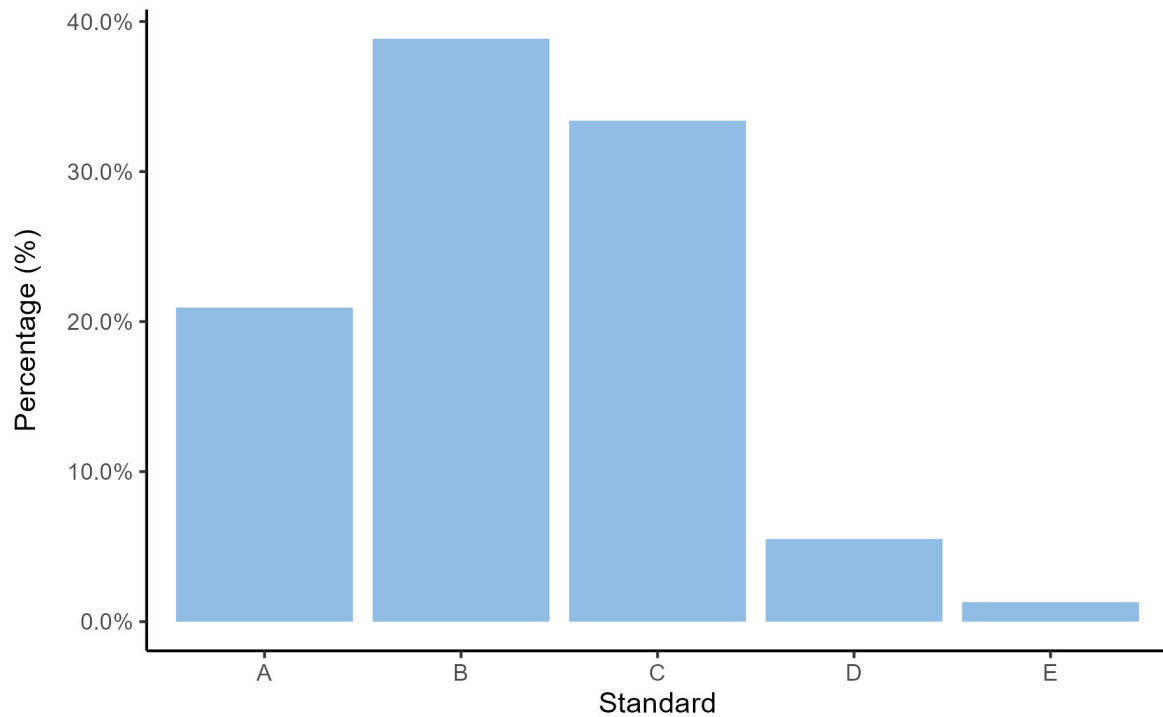
### IA2 (CIA) standards

#### IA2 total



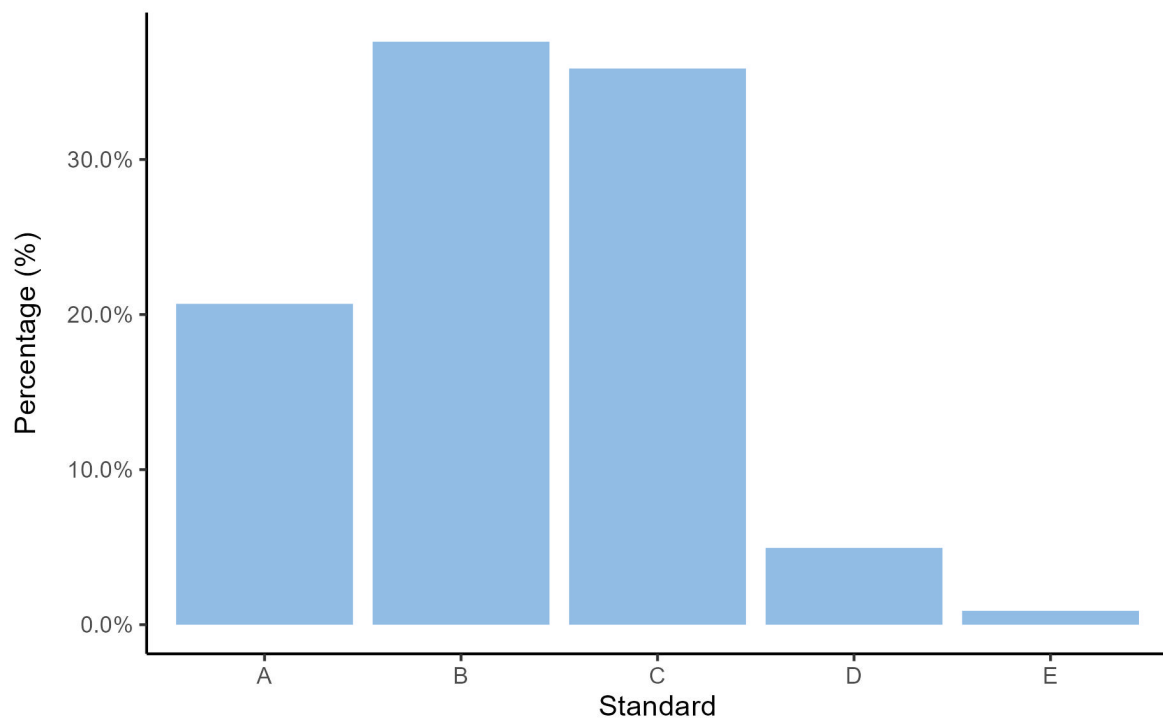
## IA3 standards

### 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	2,554	7,917	7,129	393	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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA3	IA4
Total number of instruments	487	485	485
Percentage endorsed in Application 1	80%	76%	84%

## Applied QA

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.

# Internal assessment 1 (IA1)



## 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	32
Authentication	12
Authenticity	12
Item construction	7
Scope and scale	9

\*Each priority might contain up to four assessment practices.

Total number of submissions: 487.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with either one issue to focus on in their response, or a list of issues where students were clearly instructed to select only one issue from the list to focus on in the development of their argument
- specified a particular audience for students to address, or instructed students to ‘select their own audience as appropriate for their selected issue’, thereby enabling students to use appropriate roles and relationships with people in their audience. Examples of particular audiences include
  - the school’s leadership team (convincing them to support a nominated local charity in 2023)
  - a group of property developers (environmental clean-up)
  - attendees at the Forum for Young Australians (awareness about Australian athletes’ behaviour and responsibilities, including their influence on youth about a specific issue)

- viewers of an Australian version of Netflix’s *The Fix* (students adopt the role of a panellist to present their issue alongside a potential solution/s)
  - attendees at a community *Future Leader’s Forum* (multiple issues)
  - the local *Youth Voice* page on the Council’s website (creating positive change, or alternatively, addressing an issue of concern)
  - viewers at TEDxYouth event (a specific crime-related issue and/or related law that needs addressing or change)
- enabled students to construct a particular representation of an issue and the importance of taking action, and/or to advocate for a particular outcome, e.g. nominating a particular individual as a candidate for the Young Australian/Local Hero of the Year Award
  - were relevant for all students, e.g. requiring students to create a persuasive speech for the school online news page or school intranet to showcase opinions about an issue they are individually interested in and/or asking students to select an issue from a school-provided list, e.g. refugee settlement, road safety, religious freedoms/free speech/hate speech, body dysmorphia, cultural heritage
  - instructed students to create a persuasive genre that either inherently incorporates nonverbal features and/or explicitly instructed students to demonstrate nonverbal features.

### Practices to strengthen

It is recommended that assessment instruments:

- instruct students to focus on only one issue in their response rather than multiple issues
- provide students with only open-ended issue/s where students are not directed to adopt a particular position (e.g. instead of asking students to persuade audiences that ‘social media is problematic for teens’, ask them to focus on the ‘use of social media’) as students are required to focus on developing, and expressing, their own point of view
- require a spoken genre that incorporates nonverbal features (podcasts are unsuitable as they are verbal only)
- enable students to speak persuasively about an issue within syllabus conditions of 4–6 minutes by asking for only one spoken persuasive response, i.e. not mandating any additional aids such as creating an infographic or poster
- align checkpoints with syllabus requirements, e.g. the student response should be submitted three weeks after the task is handed out to students. **Note:** It is permissible to use \_\_/\_\_/\_\_ as the draft due date and the final due date instead of entering a specific date, e.g. Week 2: submit draft persuasive speech in the spoken mode to teacher for feedback. Due: \_\_/\_\_/\_\_.

### 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	0
Language	23
Layout	2
Transparency	9

\*Each priority might contain up to four assessment practices.

Total number of submissions: 487.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used language that was appropriate for all students, regardless of background, culture, gender, i.e. used Standard Australian English without jargon, slang or idioms
- organised information in a logical and accessible way to enable meaning to be made quickly, e.g. appropriate use of white space; properly formatted bullet points.

## Practices to strengthen

It is recommended that assessment instruments:

- are free of errors in spelling, grammar and punctuation to prevent ambiguity, e.g.
  - correct spelling, e.g. ‘accept’ versus ‘except’
  - accurate grammar, e.g. ‘the issue represents’ rather than ‘the issues represents’, ‘the issue does not use’ rather than ‘the issue des not us’
  - punctuation, e.g. using correct apostrophes (e.g. the speech’s purpose rather than the speeches’ purpose), commas, question marks
- are consistent in every instruction throughout the task, e.g.
  - retaining the singular form of ‘representation’
  - using the correct genre in every section of the task
  - aligning the scaffolding with the patterns and conventions of the required genre.

## 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, audiovisual 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 audiovisual 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 on the instrument-specific standards 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 for this IA. Across the state, some schools may mandate PowerPoint or visual/graphics, but others 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.

## 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: 465.

### Effective practices

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

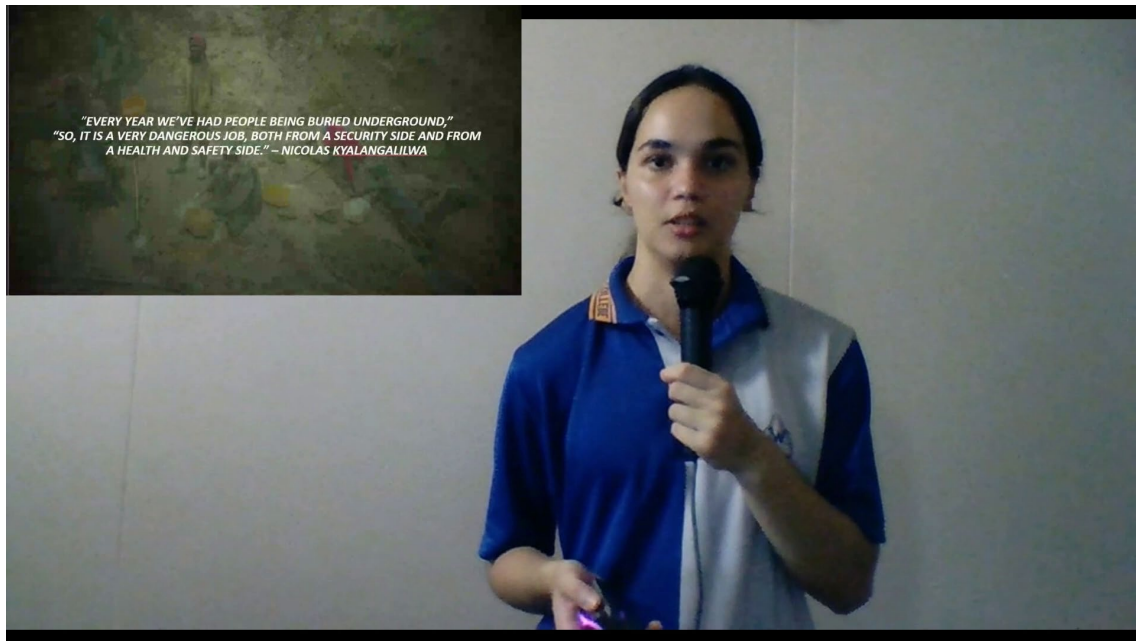
- the response was persuasive rather than informative, enabling a ready matching of qualities in the response to qualifiers in the instrument-specific standards, i.e. the closer the alignment between syllabus requirements and the response, the more easily judgments could be made and consensus reached
- the community, local and/or global issue was shaped using a range of language features (e.g. rhetorical devices) and text structures (e.g. sequencing of ideas) for persuasive purposes
- suitable and informed arguments were used to construct a persuasive response, building into an imperative for an audience to take action
- matching standards with the quality of the spoken delivery, students were clearly visible in the camera frame.

### Samples of effective practices

The following excerpt was a persuasive speech for a task requiring students to spark conversation about a community, local or global issue that is important to them by raising people's awareness of its impact on others. The focus of this excerpt is to end the exploitation related to the mining of conflict minerals used in the manufacturing of electronics. This excerpt illustrates:

- a control of the role of the speaker to influence audiences to accept perspectives on a global issue
- the use of language, subject matter, register and language features to convince the audience of the need to re-think their purchases when it comes to electronics, and targets the conscience of the audience by entreating them to put civil rights before the mindless purchasing of additional un-needed technology.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Video content: (1 mins, 8 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_essential\\_english\\_ia1\\_e1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_essential_english_ia1_e1.mp4)

The following excerpt was a persuasive speech for a task requiring students to raise awareness of a controversial environmental issue and to encourage their peers to pursue positive change. The focus of this excerpt is to alert audiences to the issue of deforestation and to convince them to take action to end it. This excerpt illustrates:

- the use of palm cards to develop a fluent delivery incorporating tonal inflections and gestures to persuade an audience
- the sequencing of informed arguments while adhering to the patterns and conventions of the persuasive speech through the following arrangement of opinions and/or ideas:
  - an introduction incorporating an appeal to address the issue of deforestation, and to beseech the audience to
    - seek to understand how trees are essential to the future of humankind
    - recognise that deforestation is being created by ‘us’, evidenced by the extensive use of inclusive pronouns being used for deliberate effect
  - a definition of deforestation appearing next in the sequencing of ideas, not just for informative purposes, but for linking the imperative of protecting forests with a list of reasons why trees are so important to life on Earth, enhancing the persuasiveness of the argument — reasons include
    - trees are ‘valuable’ carbon stores
    - clearing trees destroys natural habitats
    - deforestation contributes to the loss of biodiversity
  - a reiteration that although deforestation is a critical issue, there is no easy solution. But then quickly following this with a message of hope — that if there is a collective response to stopping deforestation, it is possible to prevent the dire possibility of not having ‘a single tree on Earth in 200 years’

- an argument that then switches back to reminding audiences about the importance of trees to people's everyday lives, including why they matter to humankind, e.g. disease prevention, preserving the lives of many different species
- a conclusion that places the responsibility of stopping deforestation firmly in the hands of the audience by appealing to their fear of scarcity, which is immediately followed by invoking a strong sense of responsibility for them to act, e.g. 'the future of the world ... is completely up to you', 'it is up to us to make a difference'.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Video content: (3 mins, 24 secs)

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The following excerpt was a persuasive speech for a task requiring students to produce a multimodal persuasive speech for a conference attended by a range of people (e.g. senior students, key local community figures, government members) about an issue of their choice. The focus of this excerpt is to alert audiences to the harmful effects of smoking and to convince them to condemn the habit. The excerpt illustrates:

- the construction of a representation through the regular peppering of cultural assumptions, attitudes and values (Assessment objective 4) throughout the speech, establishing the student's antipathy towards smoking and providing a firm platform for arguing against the habit — this includes smoking being harmful to people's health, shortening life spans, and being both physically and psychologically addictive. For instance
  - value is placed on good health and a belief that it is the responsibility of the individual to acquire physical vitality and wellbeing by abstaining from the harmful habit of smoking
  - the speaker's attitude that there are no positives associated with smoking is established quickly and the perspective that smoking can harm even those who do not smoke through passive inhalation of smoke complements the speaker's repeated advocacy for avoiding the behaviour



- cultural assumptions surrounding the difficulty of giving up this ‘addictive’ habit are used to further warn the audience against taking up smoking in the first instance, e.g. ‘no-one likes to change’, I’m ‘informing you about the real-life hard-hitting truths and dangerous health risks ... associated with smoking’, ‘every human being deserves the chance to live a long healthy life’
- the way persuasion can be generated through the use of language features such as rhetorical questions and emotive language — these persuasive tools appear continuously throughout the speech to regularly remind audiences that no other perspective about smoking is valid. For instance
  - rhetorical questions prompt audiences to critically reflect on their own attitudes towards smoking, e.g. after listing a number of reasons to criticise smoking, a rhetorical question ‘Still not convinced?’ is used to further challenge audiences. Strengthening this further is an immediate follow-up assertion about second-hand smoking being even worse than smoking
  - emotive language is frequently used throughout the speech in an effort to convince audiences that smoking is hazardous to health and its addictive qualities are a trap, e.g. ‘disgusting habit’, ‘smoking can kill’, ‘a third of all cancer cases happen due to smoking’, ‘if you aren’t aware of the damage smoking can cause, maybe it’s time to take a harder look’, ‘your body will experience physical withdrawal symptoms and cravings’.



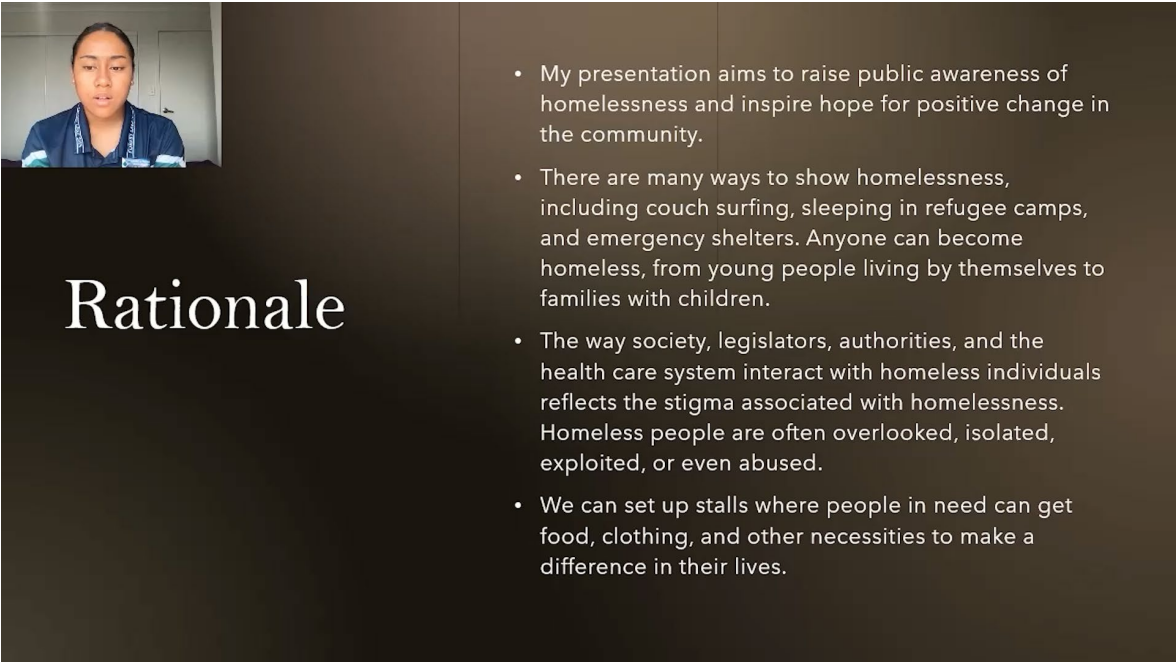
Video content: (3 min, 27 secs)

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The following excerpt is a persuasive speech for a task requiring students to produce a persuasive speech for local community members at the school’s open day about an important youth-related issue. The focus of this excerpt is to raise public awareness about the issue of homelessness and to provide audiences with strategies for how to address this issue. The excerpt illustrates:

- how an anecdote can be used to encapsulate multiple facets of an issue, in this case, the reality of homelessness by placing the anecdote after statistics and before the list of strategies provided to audiences to address this issue. The anecdote

- evokes empathy for people experiencing homelessness by making the experience specific to a human being, in this case, 'William'
- emphasises the hardships associated with homelessness by detailing William's difficulties with daily life, the loss of family and the challenges of establishing companionship with others
- positions audiences to understand the capacity for kindness and generosity of people experiencing homelessness through William's actions of feeding pets first and wanting to establish a mansion for sheltering others if the lottery is ever won
- shows that people experiencing homelessness are people with worth and integrity
- the use of pathos to emphasise the plight of people experiencing homelessness to instil concern for their wellbeing, e.g. 'people who are homeless are overlooked, excluded, exploited and even become victims of abuse', 'homelessness can affect anyone'.



**Rationale**

- My presentation aims to raise public awareness of homelessness and inspire hope for positive change in the community.
- There are many ways to show homelessness, including couch surfing, sleeping in refugee camps, and emergency shelters. Anyone can become homeless, from young people living by themselves to families with children.
- The way society, legislators, authorities, and the health care system interact with homeless individuals reflects the stigma associated with homelessness. Homeless people are often overlooked, isolated, exploited, or even abused.
- We can set up stalls where people in need can get food, clothing, and other necessities to make a difference in their lives.

Video content: (35 secs)  
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### Practices to strengthen

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

- when making judgments about Assessment objective 7 — Standard C — the qualifier of 'in the main' is related to how well the response sequences opinions and/or ideas in an argument to position audiences to accept the speaker's own perspectives, culminating in imperatives about the importance of the issue
- when making judgments about Assessment objective 1 — Standard C — the descriptor of 'the use of genre including modes and media where appropriate' is matched to whether the response incorporates an introduction, a discussion of the issue, a way/s to address the issue and a conclusion that finalises the speech, and encourages audiences to understand the seriousness of the issue and their responsibility to take action

- when making judgments about Assessment objective 2, differences between the evidence in student responses for Standard C qualities and Standard D qualities are recognised, i.e. Standard C requires the ‘use of the role of the speaker to influence audiences’, incorporating *both* a role and a relationship being established with the audience, whereas Standard D demonstrates ‘some establishment of a relationship with an audience’. Examples of possible roles that could effectively build relationships that students may use in their response include
  - friend (considered to be similar to audience members, an equal), e.g. the speaker stating the similarities between themselves and the audience to engender empathy, understanding and a willingness to listen
  - expert (considered to be someone who contains some knowledge of the issue after conducting research, or someone with direct experience), e.g. the speaker briefly divulging their skills/interests/knowledge and/or personal firsthand experience of the issue
  - representative (considered to be connected to the issue through close association), e.g. the speaker as an agent — examples may include a well-known student swimmer/sportsperson in the school raising audience awareness about the pressures of competition, the school captain lauding the need for a specific change within the school, the winner of a technology competition speaking about the issue of artificial intelligence, a student known for their work of supporting a particular charity and expounding on the need for peers to also volunteer.

### Additional advice

- Some student responses were more informative in nature rather than persuasive. In these types of responses, while statistics were provided as a strategy to influence audiences, they were not attached to an accompanying appeal to emotion or linked to the issue in a convincing way to denote its seriousness, or used to convince audiences about the need to act or change.
- Responses that exceed the 4–6 minutes specified in the syllabus need to be accompanied by teacher annotations to indicate which evidence was used to make a judgment (*QCE and QCIA policy and procedures handbook*, Section 8.2.6).
- Unlike General English, in Essential English judgments are not made for each criterion. Judgments are made by determining matches of the qualities in the response to each of the qualifiers in the descriptors across the instrument-specific standards and then, after determining a pattern, making one on-balance judgment. For more information, see the *Making exit judgments* factsheet in the Syllabus application on the QCAA Portal.

# 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.

## Short response — written

### 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. 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 impact of science and technology
- human space exploration.

Each of the four CIA phases used different stimulus where students responded to questions about how one of the above topics was represented.

The assessment required students to respond to the stimulus by explaining two representations and two points of view, two cultural assumptions, attitudes, values 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 across the phases included: a question-and-answer post on a website, speech transcript, online article, a blog, and a transcript of a weekly podcast.

The range of visual stimulus texts across the phases included: infographic, two online advertisements, magazine cover, and an image in a textbook.

### 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:

- explicitly explain the way an audience has been positioned by a stimulus through the creator's use of language features and text structures, thereby demonstrating knowledge of the manipulative power of a text

- follow instructions by responding to the correct stimulus in the correct section of the paper, i.e. students deconstructed Stimulus 1 in Section 1 and deconstructed Stimulus 2 in Section 2
- provide reasoning to support their perspectives about how a topic was represented
- use direct quotations from the stimulus (using accurate punctuation, e.g. quotation marks)
- describe where an object was positioned in a visual stimulus while explaining how text structures have been used to position audiences
- incorporate all the required elements of objective 5 in their explanations.

### Samples of effective practices

#### Short response

Excerpts 1 and 2 are responses to Question 1 from the Phase 3 CIA on the topic of human space exploration. These excerpts demonstrate objectives 3 and 6. They show:

- examples of explanations where students have used their own words to define the representation before combining this information with evidence from the stimulus to support their perspective, matching the qualifier of 'detailed'. For instance
  - Excerpt 1 refers to the 'social divide that space exploration will create', that 'only the rich will be able to afford space travel' and 'how the poor will be effected [sic]', which is then supported with a quotation from the stimulus of 'Mars selfies beamed back to us'
  - Excerpt 2 explains that Stimulus 1 represents human space exploration as being 'an equaliser and unifier' by 'unifying the Earth's population' and 'collectively' bringing people on Earth together as the population attempts to 'share information'
- how a belief in a stimulus can be explained by combining both the student's own thinking and evidence from the stimulus in a way that enhances meaning about the topic. For instance
  - Excerpt 1 states there is a belief that 'only the rich will go to space and the poor will be left on a dying Earth', which is accompanied by a quotation from the stimulus: 'Only the wealth [sic] will be able to leave Earth's orbit'
  - Excerpt 2 states there is a belief in the 'greater advancement' of robotics and satellites. It further supports this by drawing on the idea within the stimulus about 'how further human exploration of space could lead to so much more', before adding another quotation from the stimulus: 'satisfying our yearning to be a part of a bigger picture'.

## Excerpt 1

A representation in the stimulus would be the social divide that space exploration will create. How only the rich <sup>will</sup> be able to afford space travel and how the poor will be affected by this such as 'mars selfies are beamed back to us'. A belief is that only the rich will go to space and the poor will be left on a dying earth. This is shown through the text in "Only the wealthy will be able to leave earth's orbit." This positions the reader to think about ~~how~~ how this could affect them and what they think about this aspect of space

## Excerpt 2

A representation in the stimulus is 'an Equaliser and Unifier' this shows how space exploration has led to unifying the earth's population. How collectively earth has come together to achieve human space exploration. A belief in this is greater advancements, space has already ~~led~~ led to advancements in 'robotics and satellites' and how further human exploration of space could lead to so much more. The human population has come together to share information, so the earth is united by "satisfying our yearning to be a part of a bigger objective."

The following excerpt is a response to Question 2(b) in the Phase 3 CIA on the topic of human space exploration. This excerpt demonstrates objective 4 and has been included to show how quotations from the stimulus can be placed mid-way throughout an explanation where readers are first provided with initial ideas about the representation of the topic before being given the direct quotation from the stimulus. Another explanation is then provided, effectively sandwiching the quotation between two explanations about the topic's representation.

A value about space exploration is space exploration itself. This means this advertisement values new discoveries, new possibilities and no limits to the benefits of space exploration. This is shown by the quote written on the bottom left "curiosity is the essence of our existence" which means we must stay curious to discover new things to keep the human race alive. A belief about human space exploration is that it's exciting and can open the readers' mind to a possible new world which not long ago was only imagination. This is done by the warped text reading "looking beyond" and the text that encourages readers to come and talk about "recent developments".

The following excerpts are responses to Questions 1, 2(a) and 2(b) in the Phase 2 CIA on the topic of human space exploration. They demonstrate objectives 3 and 4, and have been included to:

- demonstrate how specific information has been drawn from the stimulus to support perspectives about how the topic has been represented
- show how this information is used purposefully to support the perspective about the value and cultural assumption evident in the stimulus.

**Excerpt 1**

The two points of view in this magazine are displayed in the top left on the stimulus is a text bubble. Experts are debating whether space exploration is a "bottomless pit" or a "pot of gold". These are two very far sided point of views as one promises rewards for further generations if we are to be successful in our discoveries. While the other warns us of the risks and dangers if not successful.

**Excerpt 2**

A value I noticed was discovery, as humans we feel the urge to discover and learn more about the universe we live and exist within. It is in our nature to do so. In this magazine one cultural assumption displayed was that you must be brave to go into space, this is what we as a society have accepted as it is risking ones life. The magazine authors even have their doubts as to whether we should continue exploring deeper into the galaxy as there are so many unknowns.



**Excerpt 3**

The articles first representation constructed I noticed was that space travel and exploration is way of the future. As humans we are naturally led to believe that we must continue to discover and learn, continue to adapt to an ever changing society and environment, and at some point in the future that might re-locating to another planet or even a different solar system.

The following excerpts are responses to Questions 1 and 2 in the Phase 3 CIA on the topic of human space exploration. They demonstrate objectives 3, 5 and 9, and have been included to:

- demonstrate accuracy in grammar, spelling and punctuation
- reflect the block approach in responding to Question 1, where each representation is treated separately to the other
- model the strategy of explaining the representation in students' own words before quoting from the stimulus rather than merely relying *only* on direct quotations — using their own words shows both critical literacy and an understanding of how a stimulus portrays a topic
- provide an example of how an explanation about the use of bullet points (a text structure) in a stimulus connects the ideas within them to the topic to enhance meaning about how the topic has been represented rather than to merely refer to the generic use of bullet points, i.e. rather than stating how the bullet points are used to create a list, explain instead, how the bullet points actually shape the topic
- demonstrate how responses explain the way text structures position audiences to regard a particular topic by describing the features of the stimulus layout in a particular way, and then articulate how this positions readers, e.g. 'The fact this reader is blackened out allows for the reader to seek comfort and imagines themselves staring up into the night sky. This creates a sense of relatability as we can imagine being there in his shoes.'

## Excerpt 1

REPRESENTATION 1:

In the text, the author A. Visser conveys a strong Representation ~~of the~~ ~~with~~ ~~of~~ ~~space~~ of curiosity and wonder towards human space exploration. This is evident in his statement: "FOR AS LONG AS HUMANS HAVE INHABITED EARTH, WE'VE GAZED UP AT THE STARS ... OUR FASCINATION WITH WORLDS BEYOND OURS HAS ROLLED ACROSS GENERATIONS". Here the author highlights the enduring human curiosity about the vastness of the cosmos and our desire to explore it. This ~~attitude~~ <sup>belief</sup> is further emphasized through language features such as the use of ~~creative imagery~~; an example of such is puns.

## Excerpt 2

The text structure of bullet points detailing what space exploration has led to advancements in discusses ~~what~~ <sup>how</sup> humanity's investigation in space exploration benefits all of humanity as a whole and that ~~all~~ robotics, fire resistance fabrics and satellite technology all owe their thanks to humanity's cooperation in space.

**Excerpt 3**

A text structure used to portray human space exploration is the individuals standing in the centre of the page drawing emphasis on space with him starting into the 'heavens'. The fact that this individual is blackened out allows for the reader to seek comfort and imagines themselves starting up into the night sky. This creates a sense of relatability as we can imagine being there in our shoes. Another text structure <sup>used to</sup> ~~is the~~ <sup>sequencing of ideas</sup> portray Human Space Exploration is the ~~subtle~~ <sup>reading</sup>.

**Practices to strengthen**

It is recommended that when preparing students for the CIA, teachers consider:

- ways of emphasising the importance of critical literacy to help students understand reasons for studying language features and text structures, and how they act differently in a stimulus
- providing students with regular, focused opportunities to unpack stimulus covering a range of varied representations of the topics to elicit interest and engagement
- providing stimulus that provokes debate and robust conversation about the topics in the preparation leading up to the implementation of the CIA to enhance relevance
- using the scaffolds in the Resources section of the Syllabus application in the QCAA Portal to help students develop a systematic method of deconstructing a stimulus.

**Additional advice**

- When making fine-grained decisions on the CIA marking guide, annotating every descriptor across all three criterion before making on-balance judgments increases the accuracy of awarding grades.
- Reviewing the definitions of explanations, descriptions and identification in the glossary of the syllabus (Section 6) prior to marking responses emphasises the differences between them, and therefore, provides clarity about whether the qualities in the response match the range of Standards A–C (explanations) or match the range of Standards D–E (descriptions and/or identification).
- Developing student knowledge of the structure of the CIA marking guide facilitates their understanding of how the document is used when grading responses. Students should be aware that the marking guide looks for evidence that
  - demonstrated how the topic was represented through a close engagement with the stimulus

- showed knowledge of how to extract evidence from a stimulus through a systematic deconstruction of the representation focusing on objectives 4 and 5
- explained the representation of the topic using their own words rather than using *only* direct quotations from the stimulus
- used direct quotations from the stimulus to support explanations and to provide additional detail rather than using them as the sole explanation. Paraphrasing ideas within a stimulus reflects a deeper understanding than simply paraphrasing, and provides evidence of higher levels of critical literacy
- incorporated explanations of how a language feature or text structure positions an audience.

# Internal assessment 3 (IA3)



## 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	10
Authenticity	12
Item construction	6
Scope and scale	55

\*Each priority might contain up to four assessment practices.

Total number of submissions: 485.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- satisfied the extended response requirements by eliciting a sustained cognitive load in student responses, e.g.
  - instructing students to explain how a particular Australian, identity or event (e.g. a political leader, singer, sports star, local region, Australia Day, ANZAC Day, State of Origin) has been represented in a particular popular culture text for exchange students from different countries
  - asking students to create a multimodal PowerPoint film review explaining how a concept (e.g. forgiveness, ostracism, gender, class, family) has been represented in one of the popular culture texts studied in class, e.g. *Looking for Alibrandi*, *Gallipoli*, *Mystery Road*, *Savage River*

- requiring students to create a video essay that explains how human nature is represented in *Lord of the Flies*, and the enduring relevance of this representation
- required students to explain a concept in a meaningful way. Possible examples include students undertaking the role of a YouTuber to explain
  - how the adaptation of a classic tale (e.g. Washington Irving’s *The Legend of Sleepy Hollow* or Madame de Villeneuve’s *Beauty and the Beast*) has taken an element from the original tale and modified it to suit a new audience and purpose
  - how a dystopian or post-apocalyptic text has represented a particular concept
- provided students with a realistic and authentic context to enable them to establish a role and relationship with an audience in a relevant, 21st century way, e.g. students created a vlog
  - for a health and wellbeing website, explaining how 1–2 episodes in a particular reality television show shape teenagers’ perceptions of one of the following concepts
    - body image
    - healthy relationships
    - happiness and/or success
  - for the Oz Comic-Con website, explaining how one concept (e.g. courage, patience, selflessness) has been used to construct ‘the hero’ in a studied text
  - for Diversity Day, explaining how one character in a particular Marvel film shapes the representation of the feminine or masculine hero and whether it reinforces or challenges a particular stereotype
  - for a Media Matters website, in response to a published article, claiming that the world is in need of quality protest songs and that contemporary music is missing out on opportunities to address political and social matters that affect youth — in their response, students explain how a song of their choice represents a political/social matter affecting young people
- provided students with popular culture texts (e.g. a film, a video game) containing strong representations
- produced a recorded director’s commentary of a 21st century text and explained how an aspect of it has changed from its original:
  - *Riverdale* and *Archie* comics
  - *Chilling Adventures of Sabrina* and *Sabrina the Teenage Witch*
- clearly articulated an appropriate number of popular culture texts for students to use in their response, particularly when a list of popular culture texts was provided, e.g. asking students to
  - choose two Australian poems or songs (as approved by their teacher)
  - select one (or two) music videos by First Nations artists (e.g. *Better in Blak* by Thelma Plum or *On the Run* by Birdz)
- used appropriate scale, e.g.
  - 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, or other character) rather than multiple characters
  - asking students to engage with only one (or two) larger specific text/s

- tailored the task for school contexts, e.g. a
  - vlog for a website promoting First Nations Australian music videos
  - 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 focus on an appropriate amount of information in their response, e.g. instead of asking students to
  - ‘explain how the adaptation has taken elements from the original text and modified them’, ask students to ‘explain how the adaptation has taken 1–3 elements from the original text and modified them’
  - ‘explain the way the dystopian or post-apocalyptic text shapes meaning and constructs representations’, ask students to ‘explain how one scene, aspect or character from the text has been represented’
  - ‘explain representations’ (plural), ask students to ‘explain a representation’ (singular), and then explicitly identify the required representation for them, i.e. avoid mixing the singular and the plural in task instructions
  - ‘explain how characters and public figures’ are depicted in the popular culture text, ask students to ‘explain how one or two characters’ are depicted (depending on the text)
  - ‘explain how the adaptation of a classic tale (e.g. Washington Irving’s *The Legend of Sleepy Hollow*, Madame de Villeneuve’s *Beauty and the Beast*) has been transformed from the original version’, ask students to ‘explain how an element from the original text has been modified to suit a new audience and purpose’
- instruct students to demonstrate the cognitive verb of explain, not analyse or evaluate
- provide students with an appropriate number of texts to refer to in their response, e.g.
  - one popular culture text (such as a film, TV episode, documentary) may be appropriate, depending on whether its characteristics provide enough language features and text structures for a particular representation to be evident, and that students can explain
  - three films would be too many, but one film and a song might be appropriate, depending on the texts and contexts
  - six songs would be too many, but specifying 1–3 may be appropriate, depending on the song choice
- provide students with one appropriate focus for their response to enable all students to complete the task across the range of standards, e.g. an identity (such as a character or setting), a significant event (such as a plot), concept (such as belonging, family, ethics, morality)
- provide students with a particular genre, so students know what patterns and conventions they are to use to shape their response, e.g. instead of asking students to create a multimodal presentation explaining the representation of ‘family’ or ‘belonging’ in *Bluey*, ask students to instead create a video essay or vlog, or PowerPoint multimodal film review explaining the representation of ‘family’ or ‘belonging’ in *Bluey*
- align to the conditions specified for the task in Syllabus section 5.5.1, by allocating the correct number of weeks for the distribution of the task

- select texts that are different from the QCAA sample to retain the academic integrity of student responses, particularly if the focus of the response is Australian identity — texts that should **not** be chosen for the assessment are: *The Castle*, *Muriel's Wedding*, *I was Only Nineteen* and *Waltzing Matilda*.

## 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	32
Layout	2
Transparency	11

\*Each priority might contain up to four assessment practices.

Total number of submissions: 485.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided using bias or inappropriate language in task instructions to enable all students to understand what they need to do and demonstrate in their response
- set out information in ways that enabled audiences to clearly understand the task requirements.

### Practices to strengthen

It is recommended that assessment instruments:

- are free from errors in punctuation, grammar and/or spelling
- specify the number of texts students are required to explain in their response and be consistent with the number of texts throughout the instrument
- are consistent with the use of correct cognitive verbs throughout the instrument.



# Internal assessment 4 (IA4)



## 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	33
Authentication	10
Authenticity	3
Item construction	6
Scope and scale	14

\*Each priority might contain up to four assessment practices.

Total number of submissions: 485.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with a particular genre, so students knew what patterns and conventions they were to use to shape their response, e.g. instead of asking students to write a creative composition, they asked students to write 1–3 diary entries or a narrative, or two journal entries
- informed students about the context for the task in a way that helped them understand their purpose, e.g.
  - writing a short story that creates a representation of a specific Australian social group for a Queensland Essential English anthology
  - writing an op-ed for the *QWeekend* magazine in the lead-up to the AACTA awards (Australian Academy of Cinema, Television, Arts) about the elite talent held by this Australian social group

- developing a pitch to be presented to a production agent for a movie, television program or other media genre that will address representations of a specific social group in Australia
- enabled students to influence audiences to accept perspectives of an Australian social group in an intrinsically organic way, e.g. by creating
  - a proposal that can be posted on a specific website for a board game, or a video game focussed on a particular Australian social group
  - two journal entries from two different characters from an Australian film, e.g. the entries may focus on one event from two different perspectives
  - a short story for a school writing competition that positions the audience to accept or challenge a representation of Australian teenagers.

### Practices to strengthen

It is recommended that assessment instruments:

- 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 rather than analysing the representation of that Australian social group
- provide students with tasks that are open-ended, so that students can express their own perspectives, e.g. write
  - a personal reflection in the form of a journal about how a particular individual in a class-studied autobiography has inspired or challenged them in some way
  - a series of blogs (two to three) about their own personal responses to an experience one or two of the characters in a film had about one of the following concepts:
    - success
    - freedom
    - embracing change
    - overcoming challenges
  - an advice column for a specific magazine (e.g. *Frankie*) about an event in a class-studied film that is a societal issue for a specific Australian social group, e.g. female youth, male youth, the elderly, youth with a disability, people from the LGBTQIA+ community, people from a religious group
  - a speech transcript for a website focused on reality television with teenage subscribers — they select an Australian social group in one of the following reality television shows for the purpose of describing their emotional responses to 1–3 examples of behaviour
    - *The Bachelor*
    - *Married at First Sight*
- use a popular culture text as a springboard for students' responses, and to make this requirement clear in the task outline, e.g.
  - write a feature article for an online forum commenting on how one of the following Australian social groups in the studied popular culture text serves a particular role in the community
    - Millennials
    - Gen Z

- Gen Alpha
- write a letter from one character in their studied film to another character about 1–3 events that are significant to them
- write 2–3 journal entries by a character reflecting on their journey after a key event or just prior to an anticipated event in the studied film
- develop a script of a discussion between two characters in the class-studied text
- produce a written proposal to a television producer advocating for a new game show based on a particular Australian social group from the studied film for a particular reason
- write a reflective blog about their personal responses to a concept/theme in *Ride Like a Girl* and connect this theme to today's youth.

## 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	3
Language	20
Layout	1
Transparency	9

\*Each priority might contain up to four assessment practices.

Total number of submissions: 485.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- had clear instructions, e.g.
  - the same explicitly identified genre throughout the task
  - maintained consistency about the required focus of an Australian social group
  - were consistent in references to the studied popular culture text
  - retained the same focus for the required response throughout the instrument
- enabled all students to access the task without causing harm, e.g.
  - asking students to only adopt the role of a character in a film that is appropriate for all students, i.e. avoiding cultural appropriation
  - asking students to create a response on an appropriate aspect of a studied text that will provide students with reasonable learnings, i.e. will not offend, humiliate, intimidate or cause distress or harm to student mental and emotional wellbeing (*QCE and QCIA policy and procedures handbook*, Section 8.2.2).

## Practices to strengthen

It is recommended that assessment instruments:

- model accuracy in written expression, e.g.
  - spelling
  - grammar
  - punctuation
  - textual features, such as 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).