

Essential English marking guide and response

Common internal assessment 2025 — Ancillary phase

Short response

Assessment objectives

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

3. explain representations of identities, places, events and concepts in response to stimulus texts
4. explain the ways cultural assumptions, attitudes, values and beliefs about community, local or global issues underpin texts and influence meaning
5. explain how language features and text structures shape perspectives on community, local or global issues in media texts and invite particular responses
6. select and use subject matter to support perspectives in response to stimulus texts
9. use language features to inform audiences.

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

Purpose

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

The marking guide provides:

- explicit statements about what is expected of students when they respond to a question
- sample responses that identify characteristics to assist the marker to make judgments
- where relevant, notes that provide further information to assist the marker in making a decision
- a tool for calibrating markers to ensure comparability of results.

Mark allocation

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

Common internal assessment marking guide

Question 1

The response, in <i>Knowledge application</i> :	The response, in <i>Organisation and development</i> :	The response, in <i>Textual features</i> :	Grade
<ul style="list-style-type: none"> provides a detailed explanation of one representation about country living identified in the email provides a detailed explanation of another representation about country living identified in the email provides a detailed explanation of how one belief identified in the email influences meaning about country living provides a detailed explanation of how another belief identified in the email influences meaning about country living provides a detailed explanation of how one language feature identified in the email shapes perspectives about country living and invites particular responses provides a detailed explanation of how another language feature identified in the email shapes perspectives about country living and invites particular responses provides a detailed explanation of how one text structure identified in the email shapes perspectives about country living and invites particular responses provides a detailed explanation of how another text structure identified in the email shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> purposefully selects information from the email to support perspectives purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear uses appropriate punctuation, which may contain errors, but meaning is clear uses appropriate spelling, which may contain errors, but meaning is clear 	A
<ul style="list-style-type: none"> provides an appropriate explanation of one representation about country living identified in the email provides an appropriate explanation of another representation about country living identified in the email provides an appropriate explanation of how one belief identified in the email influences meaning about country living provides an appropriate explanation of how another belief identified in the email influences meaning about country living provides an appropriate explanation of how one language feature identified in the email shapes perspectives about country living and invites particular responses provides an appropriate explanation of how another language feature identified in the email shapes perspectives about country living and invites particular responses provides an appropriate explanation of how one text structure identified in the email shapes perspectives about country living and invites particular responses provides an appropriate explanation of how another text structure identified in the email shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> appropriately selects information from the email to support perspectives appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear uses appropriate punctuation, which may contain errors, but meaning is mostly clear uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
<ul style="list-style-type: none"> in the main, provides an explanation of one representation about country living identified in the email in the main, provides an explanation of another representation about country living identified in the email in the main, provides an explanation of how one belief identified in the email influences meaning about country living in the main, provides an explanation of how another belief identified in the email influences meaning about country living in the main, provides an explanation of how one language feature identified in the email shapes perspectives about country living and invites particular responses in the main, provides an explanation of how another language feature identified in the email shapes perspectives about country living and invites particular responses in the main, provides an explanation of how one text structure identified in the email shapes perspectives about country living and invites particular responses in the main, provides an explanation of how another text structure identified in the email shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> in the main, selects information from the email to support perspectives in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> describes some ideas about one representation about country living in the email describes some ideas about another representation about country living in the email describes some ideas about one belief about country living in the email describes some ideas about another belief about country living in the email describes some ideas about how one language feature shapes perspective/s about country living describes some ideas about how another language feature shapes perspective/s about country living describes some ideas about how one text structure shapes perspective/s about country living describes some ideas about how another text structure shapes perspective/s about country living 	<ul style="list-style-type: none"> selects some information from the email to support some perspectives uses some of this information to support some perspectives 	<ul style="list-style-type: none"> uses grammar and vocabulary with frequent errors and meaning is sometimes clear uses punctuation with frequent errors and meaning is sometimes clear uses spelling with frequent errors and meaning is sometimes clear 	D
<ul style="list-style-type: none"> describes some ideas about representations OR identifies a representation/s describes some ideas about beliefs OR identifies a belief/s describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s OR does not address another representation about country living OR does not address any representations does not address another belief about country living OR does not address any beliefs does not address another language feature about country living OR does not address any language features does not address another text structure about country living OR does not address any text structures OR does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> selects some information to show some ideas uses some of this information to show some ideas OR does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> uses grammar and vocabulary with frequent errors and meaning is impeded uses punctuation with frequent errors and meaning is impeded uses spelling with frequent errors and meaning is impeded OR does not satisfy any of the descriptors above. 	E

Question 2

The response, in <i>Knowledge application</i> :	The response, in <i>Organisation and development</i> :	The response, in <i>Textual features</i> :	Grade
<ul style="list-style-type: none"> provides a detailed explanation of one point of view about country living identified in the visual stimulus provides a detailed explanation of another point of view about country living identified in the visual stimulus provides a detailed explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living provides a detailed explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living provides a detailed explanation of how one language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses provides a detailed explanation of how another language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses provides a detailed explanation of how one text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses provides a detailed explanation of how another text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> purposefully selects information from the visual stimulus to support perspectives purposefully uses this information to support perspectives 	<ul style="list-style-type: none"> uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear uses appropriate punctuation, which may contain errors, but meaning is clear uses appropriate spelling, which may contain errors, but meaning is clear 	A
<ul style="list-style-type: none"> provides an appropriate explanation of one point of view about country living identified in the visual stimulus provides an appropriate explanation of another point of view about country living identified in the visual stimulus provides an appropriate explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living. provides an appropriate explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living provides an appropriate explanation of how one language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses provides an appropriate explanation of how another language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses provides an appropriate explanation of how one text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses provides an appropriate explanation of how another text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> appropriately selects information from the visual stimulus to support perspectives appropriately uses this information to support perspectives 	<ul style="list-style-type: none"> uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear uses appropriate punctuation, which may contain errors, but meaning is mostly clear uses appropriate spelling, which may contain errors, but meaning is mostly clear 	B
<ul style="list-style-type: none"> in the main, provides an explanation of one point of view about country living identified in the visual stimulus in the main, provides an explanation of another point of view about country living identified in the visual stimulus in the main, provides an explanation of how one cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living. in the main, provides an explanation of how another cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about country living in the main, provides an explanation of how one language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses in the main, provides an explanation of how another language feature identified in the visual stimulus shapes perspectives about country living and invites particular responses in the main, provides an explanation of how one text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses in the main, provides an explanation of how another text structure identified in the visual stimulus shapes perspectives about country living and invites particular responses 	<ul style="list-style-type: none"> in the main, selects information from the visual stimulus to support perspectives in the main, uses this information to support perspectives 	<ul style="list-style-type: none"> in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear 	C
<ul style="list-style-type: none"> describes some ideas about one point of view about country living in the visual stimulus describes some ideas about another point of view about country living in the visual stimulus describes some ideas about one cultural assumption, attitude, value and/or belief about country living in the visual stimulus describes some ideas about another cultural assumption, attitude, value and/or belief about country living in the visual stimulus describes some ideas about how one language feature shapes perspective/s about country living describes some ideas about how another language feature shapes perspective/s about country living describes some ideas about how one text structure shapes perspective/s about country living describes some ideas about how another text structure shapes perspective/s about country living 	<ul style="list-style-type: none"> selects some information from the visual stimulus to support some perspectives uses some of this information to support some perspectives 	<ul style="list-style-type: none"> uses grammar and vocabulary with frequent errors and meaning is sometimes clear uses punctuation with frequent errors and meaning is sometimes clear uses spelling with frequent errors and meaning is sometimes clear 	D
<ul style="list-style-type: none"> describes some ideas about points of view OR identifies points of view describes some ideas about cultural assumptions, attitudes, values and/or beliefs OR identifies a cultural assumption/s, attitude/s, value/s and/or belief/s describes some ideas about language features and/or text structures OR identifies a language feature/s or text structure/s OR does not address another point of view about country living OR does not address any points of view does not address another cultural assumption, attitude, value and/or belief about country living OR does not address any cultural assumptions, attitudes, values or beliefs does not address another language feature about country living OR does not address any language features does not address another text structure about country living OR does not address any text structures OR does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> selects some information to show some ideas uses some of this information to show some ideas OR does not satisfy any of the descriptors above. 	<ul style="list-style-type: none"> uses grammar and vocabulary with frequent errors and meaning is impeded uses punctuation with frequent errors and meaning is impeded uses spelling with frequent errors and meaning is impeded OR does not satisfy any of the descriptors above. 	E

Overall on-balance grade (circle): **A | B | C | D | E**



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