



Queensland Curriculum and Assessment Authority

Literature 2019 v1.4

IA3: Sample assessment instrument

Extended response — imaginative written response (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	9	
Organisation and development	9	
Textual features	7	
Overall	25	

Conditions

Technique	Extended response — imaginative written response
Unit	Unit 4: Independent explorations
Duration	6 weeks notification and preparation
Mode/length	Written: 1500–2000 words
Individual/group	Individual
Other	Open access to resources

Context

In this unit, you have explored the craft of writing and storytelling, and the ways that reading and writing are closely interrelated. As part of this focus, you have explored a wide range of literary texts, the ways these texts use literary devices, language choices, text structures, form and style, and experimented with manipulating these in your own imaginative writing.

You have developed a writing journal in which you have recorded your ideas and understandings about the craft of storytelling, and worked towards developing editorial independence by using strategies for planning, drafting and refining your writing.

Task

- **Genre:** student choice (imaginative)
- **Purpose:** to prompt critical and emotional responses in readers
- **Audience:** readers of publications for creative writing competitions for young writers

Create an original imaginative written text in which you shape representations and perspectives by purposefully manipulating aesthetic features and stylistic devices to prompt emotional and critical audience responses.

You may write in any imaginative form that is predominantly prose and allows you to demonstrate the assessment objectives.

To complete this task, you must:

- use a central idea
- establish and maintain a clear purpose/s (e.g. to engage, explore, celebrate, critique, inspire, satirise, question, move, disconcert, subvert, entertain) in relation to particular cultural assumptions, attitudes, values and beliefs
- use a form and genre that best suit your purpose/s, e.g. short story, memoir, interior monologue, multi-text narrative, chapter for a novel, drama script, screenplay for a short film, fantasy, science fiction, crime fiction
- use aesthetic features and stylistic devices appropriate to your purpose to create particular effects, e.g. point of view, narrative voice, plot structure, nonlinear narrative, focalisation, characterisation, symbolism, motif, setting, dialogue, mood.

Checkpoints

- Week 1: Consult with your teacher about ideas for your imaginative written response.
- Week 2: Hand in a plan/outline for your response to your teacher.
- Week 3: Consult with your teacher to review your writing journal and check your drafting process.
- Week 5: Hand in a draft to your teacher.
- Week 6: Submit your final response through plagiarism-detection software, and hand in a hard copy to your teacher.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints and by keeping a writing journal that documents the decision-making and creative processes involved in developing and crafting the imaginative written response, including ideas and the key elements and stages of planning, drafting, editing and proofreading. The journal will also include feedback sought and provided, and will be signed and dated at key junctures.
- The teacher will collect and annotate one draft.
- Students will use plagiarism-detection software at submission of the response.
- The teacher will ensure class cross-marking occurs.

Scaffolding

- Shape and refine your ideas through consultation and feedback.
- Plan, draft and seek feedback from fellow students on the effectiveness of your imaginative response in engaging the reader.
- Refine, edit and finalise your imaginative response.

Instrument-specific marking guide (IA3): Extended response — imaginative written response (25%)

Criterion: Knowledge application

Assessment objectives

3. create perspectives and representations of concepts, identities, times and places in an imaginative text
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices in an imaginative text to prompt emotional and critical audience responses

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • subtle and complex creation of perspectives and representations of concepts, identities, times and places in an imaginative text • discerning manipulation of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and stylistic devices to prompt emotional and critical audience responses. 	8–9
<ul style="list-style-type: none"> • effective creation of perspectives and representations of concepts, identities, times and places in an imaginative text • effective manipulation of the ways cultural assumptions, attitudes, values and beliefs underpin texts to invite audiences to take up positions • effective use of aesthetic features and stylistic devices to prompt emotional and critical audience responses. 	6–7
<ul style="list-style-type: none"> • appropriate creation of perspectives and representations of concepts, identities, times and places in an imaginative text • appropriate use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up a position • appropriate use of aesthetic features and stylistic devices to prompt emotional and critical audience responses. 	4–5
<ul style="list-style-type: none"> • superficial creation of perspectives and representations of concepts, identities, times and places in an imaginative text • superficial use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and stylistic devices that vary in suitability. 	2–3
<ul style="list-style-type: none"> • creation of fragmented perspectives and representations of concepts, identities, times and places in an imaginative text • fragmented use of some ways ideas underpin texts • fragmented use of language features. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of an imaginative genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationships with audiences
6. select and synthesise subject matter to support perspectives in an imaginative text
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an imaginative text

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• discerning use of the patterns and conventions of an imaginative text, and the role of the writer, to achieve particular purposes and relationships with audiences• discerning selection and synthesis of subject matter to support perspectives• discerning organisation and sequencing of subject matter to achieve particular purposes, including discerning use of cohesive devices to emphasise ideas and connect parts of an imaginative text.	8–9
<ul style="list-style-type: none">• effective use of the patterns and conventions of an imaginative text, and the role of the writer, to achieve particular purposes and relationships with audiences• effective selection and synthesis of subject matter to support perspectives• effective organisation and sequencing of subject matter to achieve particular purposes, including effective use of cohesive devices to emphasise ideas and connect parts of an imaginative text.	6–7
<ul style="list-style-type: none">• suitable use of the patterns and conventions of an imaginative text, and the role of the writer, to achieve particular purposes and relationships with audiences• suitable selection and adequate synthesis of subject matter to support perspectives• suitable organisation and sequencing of subject matter to achieve particular purposes, including suitable use of cohesive devices to emphasis ideas and connect parts of an imaginative text.	4–5
<ul style="list-style-type: none">• inconsistent use of the patterns and conventions of an imaginative text, and the role of the writer• narrow selection of subject matter to support perspectives• inconsistent organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of an imaginative text.	2–3
<ul style="list-style-type: none">• fragmented use of the patterns and conventions of an imaginative text, and aspects of the role of the writer established• fragmented selection of subject matter• some connections between parts of the text.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Textual features

Assessment objectives

9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• discerning language choices for particular purposes• discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes, including clauses and sentences• discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes.	6–7
<ul style="list-style-type: none">• effective language choices for particular purposes• effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes, including clauses and sentences• effective use of written features, including conventional spelling and punctuation, to achieve particular purposes.	4–5
<ul style="list-style-type: none">• suitable language choices for particular purposes• suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes, including clauses and sentences• suitable use of written features, including conventional spelling and punctuation, to achieve particular purposes.	3
<ul style="list-style-type: none">• language choices that vary in suitability• inconsistent use of grammar and language structures• use of written features (including spelling and punctuation) that vary in suitability.	2
<ul style="list-style-type: none">• inappropriate language choices• fragmented use of grammar and language structures• variable and inappropriate use of written features, including spelling and punctuation.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

 © State of Queensland (QCAA) 2022

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

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