

# Literature marking guide and response

Sample external assessment 2020

## Extended response (55 marks)

### Assessment objectives

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

1. use patterns and conventions of an analytical essay to respond to an unseen question/task
2. establish and maintain the role of essay writer and relationships with audiences
3. analyse perspectives and representations of concepts, identities, times and places in a literary text
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin a literary text and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in a literary text
6. select and synthesise subject matter to support perspectives in an essay response to an unseen question/task
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an essay
9. make language choices for particular purposes in an essay
10. use grammar and language structures for particular purposes in an essay
11. use written features to achieve particular purposes in an essay.

## Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

## Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are marked to qualities in student responses.

The annotated response:

- demonstrates the qualities of a high-level response
- has been annotated using the EAMG.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

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

# External assessment marking guide (EAMG)

## Criterion 1: Knowledge application (21 marks)

Analysis of perspectives and representations	Mark	Analysis of the ways ideas underpin the literary text	Mark	Analysis of the writer's choices	Mark
<b>The response:</b>					
demonstrates consistent, astute and purposeful analysis of complex perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	7	demonstrates consistent, astute and purposeful analysis of how the literary text is underpinned by cultural assumptions, attitudes, values and/or beliefs, focusing on the relevant time and place or writer's approach	7	demonstrates consistent, astute and purposeful analysis of how stylistic and aesthetic choices of the writer shape explicit and subtle representations in the literary text, and influence readers, focusing on the relevant time and place or writer's approach	7
demonstrates consistent and purposeful analysis of perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	6	demonstrates consistent and purposeful analysis of how the literary text is underpinned by cultural assumptions, attitudes, values and/or beliefs, focusing on the relevant time and place or writer's approach	6	demonstrates consistent and purposeful analysis of how stylistic and aesthetic choices of the writer shape representations in the literary text, and influence readers, focusing on the relevant time and place or writer's approach	6
demonstrates consistent and suitable analysis of perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	5	demonstrates consistent and suitable analysis of how the literary text is underpinned by cultural assumptions, attitudes, values and/or beliefs, focusing on the relevant time and place or writer's approach	5	demonstrates consistent and suitable analysis of how stylistic and aesthetic choices of the writer shape representations in the literary text, and influence readers, focusing on the relevant time and place or writer's approach	5
demonstrates mostly consistent and suitable analysis of perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	4	demonstrates mostly consistent and suitable analysis of how the literary text is underpinned by cultural assumptions, attitudes, values and/or beliefs, focusing on the relevant time and place or writer's approach	4	demonstrates mostly consistent and suitable analysis of how stylistic and aesthetic choices of the writer shape representations in the literary text, and influence readers, focusing on the relevant time and place or writer's approach	4
demonstrates analysis, which may at times be superficial, of perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	3	demonstrates analysis, which may at times be superficial, of cultural assumptions, attitudes, values and/or beliefs in the literary text, focusing on the relevant time and place or writer's approach	3	demonstrates analysis, which may at times be superficial, of how stylistic and aesthetic choices of the writer shape representations in the literary text, focusing on the relevant time and place or writer's approach	3
explains perspectives and representations in the literary text, focusing on the relevant time and place or writer's approach	2	explains cultural assumptions, attitudes, values and/or beliefs in the literary text, focusing on the relevant time and place or writer's approach	2	explains stylistic and aesthetic choices of the writer in the literary text, focusing on the relevant time and place or writer's approach	2
identifies perspectives or representations in the literary text	1	identifies cultural assumptions, attitudes, values and/or beliefs in the literary text	1	identifies stylistic and aesthetic choices of the writer in the literary text	1
does not satisfy any of the descriptors.	0	does not satisfy any of the descriptors.	0	does not satisfy any of the descriptors.	0
No response has been made.	N	No response has been made.	N	No response has been made.	N

## Criterion 2: Organisation and development (19 marks)

Structure and development	Mark	Selection and synthesis	Mark	Sequencing & organisation	Mark	Cohesion	Mark
<b>The response:</b>							
provides a discriminating thesis that responds to the question and is developed across the response  introduces, develops and draws astute and purposeful conclusions on the interpretation of the literary text	5	demonstrates discriminating selection and synthesis of relevant ideas and information to develop an astute and purposeful response to the question  provides substantial evidence from the literary text, which is integrated and interpreted in terms of its significance to the response, to support and justify arguments	6	demonstrates logical and discriminating sequencing of information and ideas within and between paragraphs to develop the thesis	4	uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response	4
provides a credible thesis that responds to the question and is developed across the response  introduces, develops and draws purposeful conclusions on the interpretation of the literary text	4	demonstrates selection and synthesis of relevant ideas and information to develop a purposeful response to the question  provides substantial evidence from the literary text, which is integrated and interpreted, to support and justify arguments	5	demonstrates logical sequencing of information and ideas in paragraphs to develop the thesis	3	uses cohesive devices to connect, develop and emphasise ideas within paragraphs and across the response	3
provides a thesis that responds to the question  introduces, develops and draws conclusions on the interpretation of the literary text	3	demonstrates selection and synthesis of relevant ideas and information to produce a response to the question  provides evidence from the literary text to support arguments	4	demonstrates sequencing of information and ideas to mostly develop the thesis	2	uses cohesive devices to connect and develop ideas	2
provides a thesis that responds to aspects of the question  introduces and develops relevant statements on the literary text	2	demonstrates selection and synthesis of some relevant ideas and information to produce a response to the question  provides evidence from the literary text to support some arguments	3	demonstrates some sequencing of information and ideas	1	uses some connecting phrases or words to link ideas	1
provides some relevant statements on the literary text	1	demonstrates selection of some relevant ideas and information to produce a response to aspects of the question  provides some evidence from the literary text	2	does not satisfy any of the descriptors.	0	does not satisfy any of the descriptors.	0
does not satisfy any of the descriptors.	0	provides statements of ideas and/or information that may be relevant provides references to the literary text	1	No response has been made.	N	No response has been made.	N
No response has been made.	N	does not satisfy any of the descriptors.	0				
		No response has been made.	N				

### Criterion 3: Textual features (15 marks)

Grammar and sentence structure	Mark	Language choices	Mark	Punctuation	Mark	Spelling	Mark
<b>The response:</b>							
uses grammatically accurate sentence structures to condense and elaborate on information, and to develop and emphasise ideas	5	uses vocabulary with discrimination to develop ideas uses register appropriate to role of the essay writer with discrimination	5	uses punctuation accurately and purposefully	3	uses accurate spelling of simple and complex words	2
uses grammatically accurate sentence structures to emphasise and develop ideas	4	uses vocabulary with control to develop ideas uses register appropriate to role of the essay writer	4	uses punctuation accurately	2	uses mostly accurate spelling, but meaning is still discernible OR uses only simple words that are spelt accurately	1
uses grammar and sentence structures that are mostly accurate	3	uses suitable vocabulary to develop ideas uses register mostly appropriate to role of the essay writer	3	uses mostly accurate punctuation, but meaning is still discernible	1	does not satisfy any of the descriptors.	0
uses grammar and sentence structures that may affect fluency, but meaning is still discernible	2	uses vocabulary that may affect the development of ideas, but meaning is still discernible	2	does not satisfy any of the descriptors.	0	No response has been made.	N
uses grammar and sentence structures that may have lapses that impede meaning	1	uses vocabulary that may have lapses that impede meaning	1	No response has been made.	N		
does not satisfy any of the descriptors.	0	does not satisfy any of the descriptors.	0				
No response has been made.	N	No response has been made.	N				