Literature General Senior Syllabus 2019 v1.4

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments

- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments

- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments

- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 138.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	2612	2676	2704

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	2587	23	2
Unit 2	2632	41	3

Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment
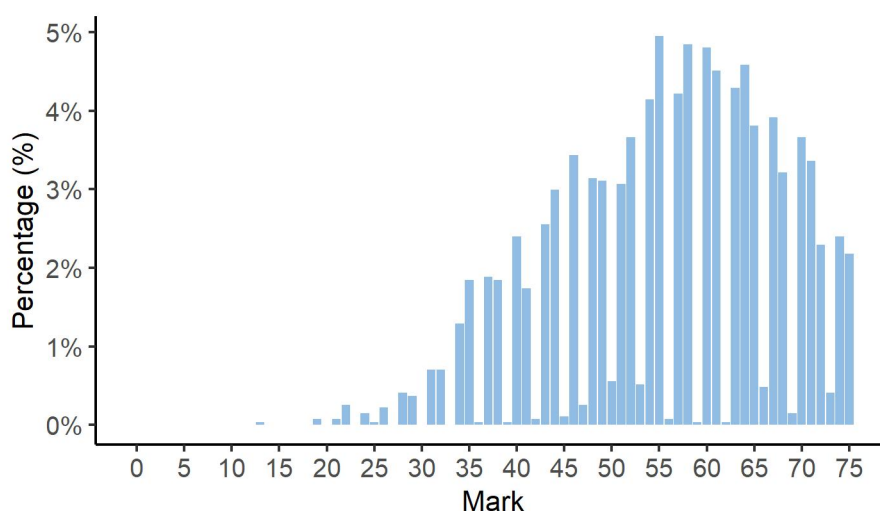
IA1 results

IA1 total
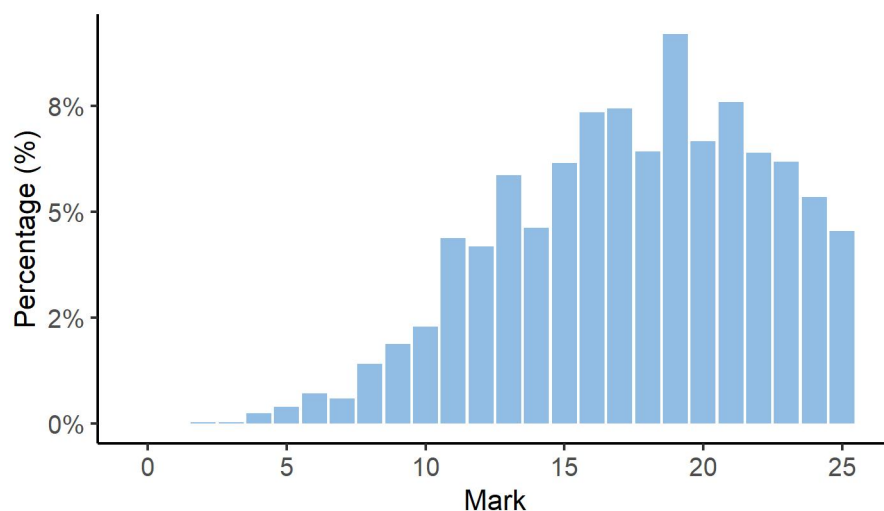
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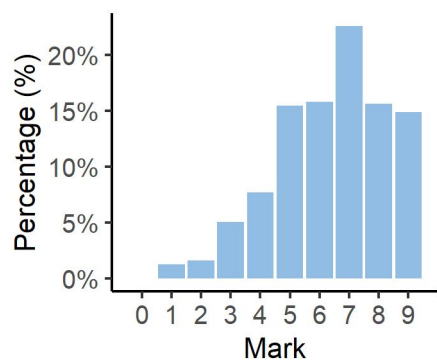
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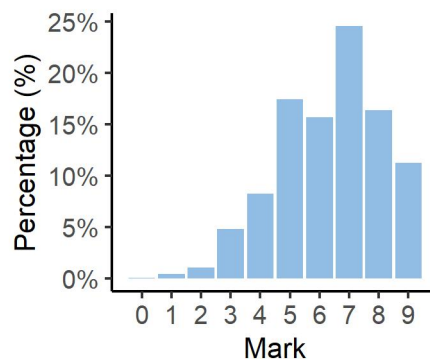
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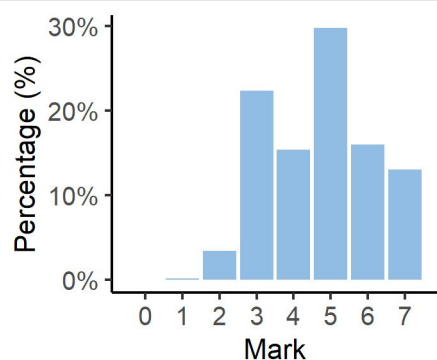
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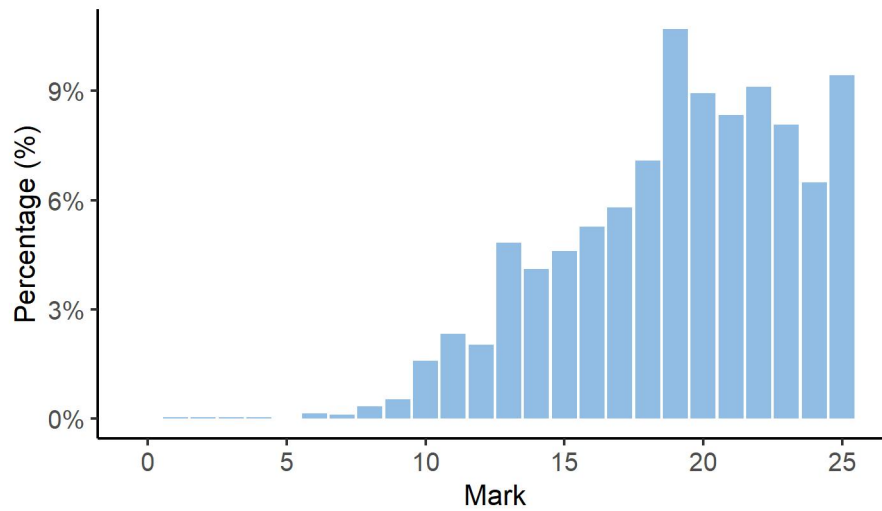
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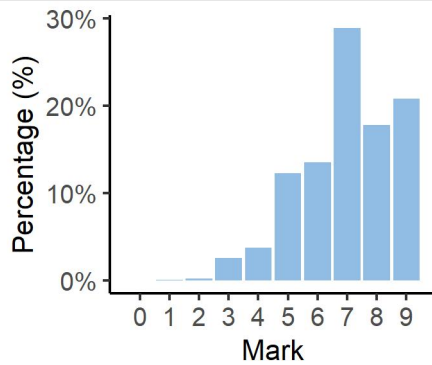
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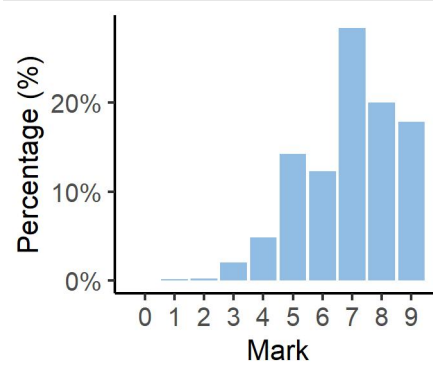
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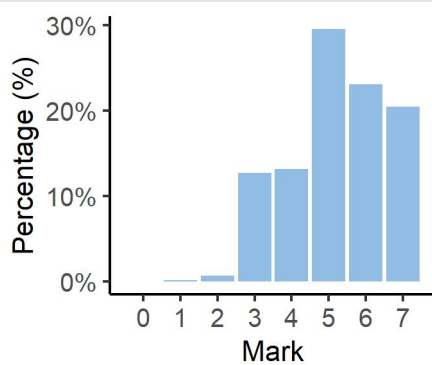
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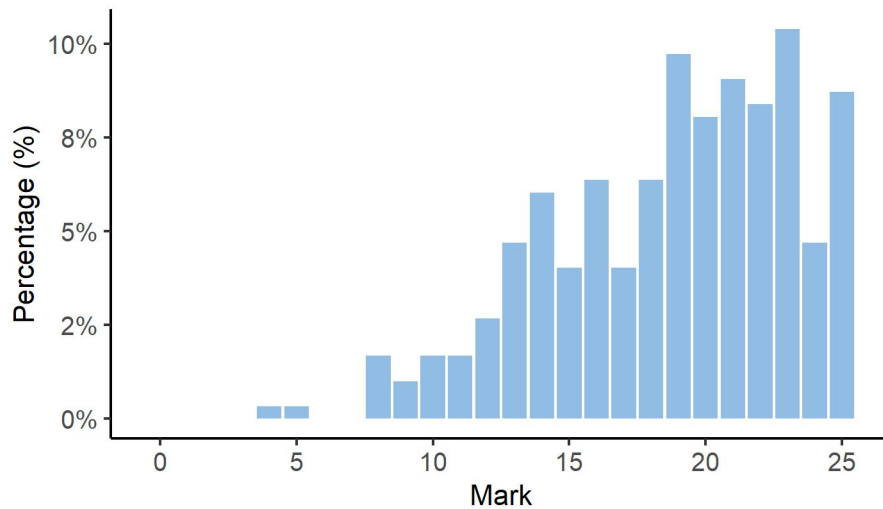
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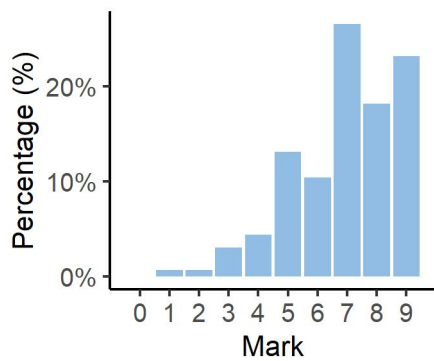
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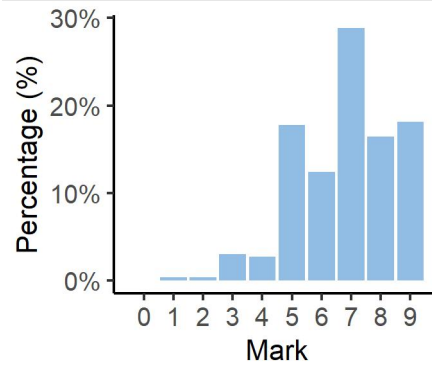
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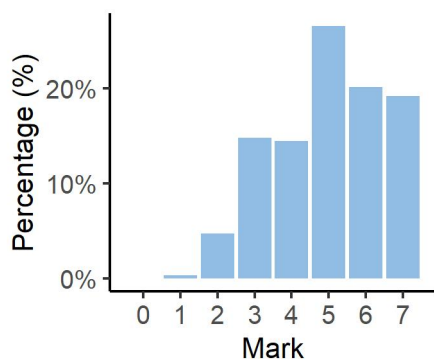
External assessment results
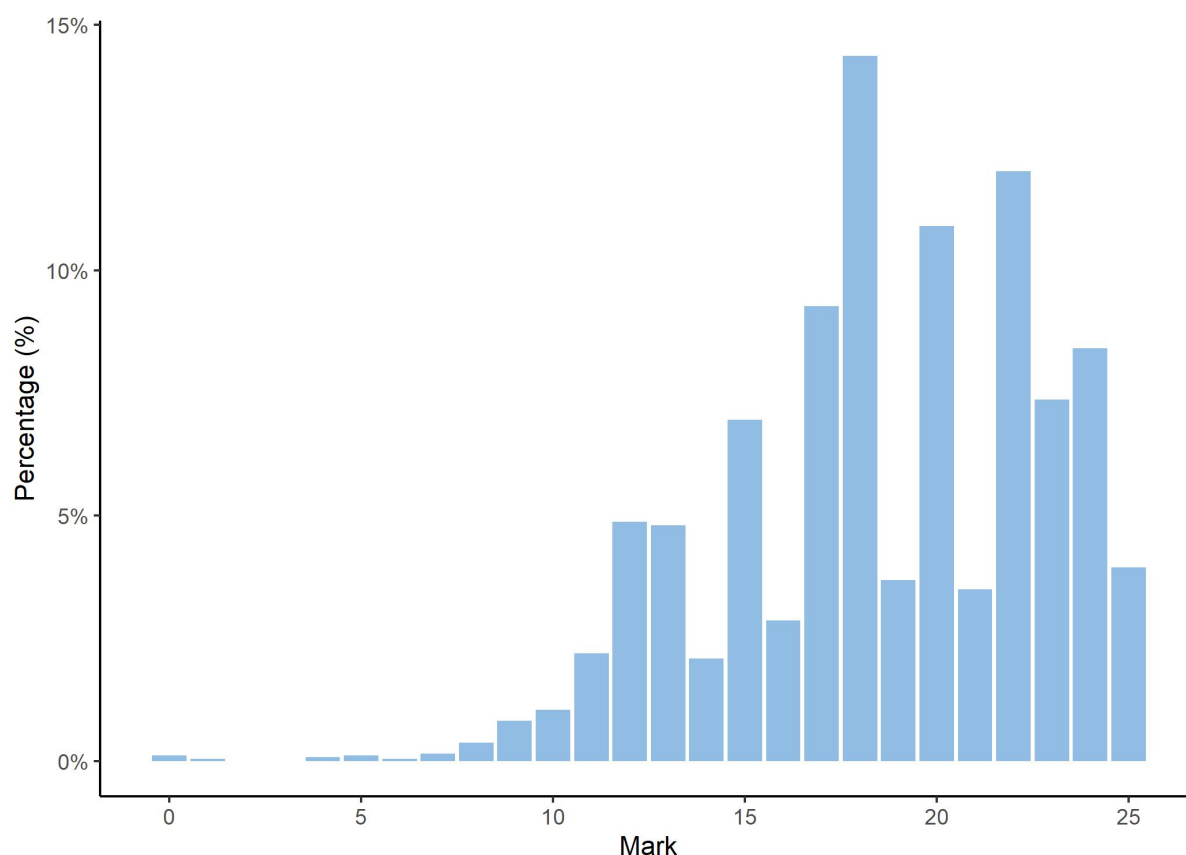
Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	968	1044	630	43	1

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–65	64–43	42–14	13–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each 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 sections 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 subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	138	138	138
Percentage endorsed in Application 1	38	54	33

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	126	736	161	112	22	94.85
2	134	836	127	106	94	95.52
3	16	102	10	0	11	98.66

Internal assessment 1 (IA1)

Examination — analytical written response (25%)

The purpose of the IA1 is for students to write an analytical essay to a seen question or task under supervised conditions for an audience with a deep understanding of the studied text. The question or task must relate to how a particular literary text, selected from the prescribed text list, addresses ideas related to culture and identity, and must allow students to critique others' interpretations or responses to the literary text.

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 practices

Validity priority	Number of times priority was identified in decisions*
Alignment	61
Authentication	0
Authenticity	11
Item construction	26
Scope and scale	42

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear alignment with assessment specifications, which require students to write an analytical essay in response to a seen question or task that relates to how a particular literary text, selected from the prescribed text list, addresses issues and ideas related to culture and identity and, importantly, allows students to critique others' interpretations or responses to that literary text

- the opportunity for students to establish and maintain the role of essay writer and inform readers of an interpretation of the literary text

- authentication information that ensures scaffolding of the task adheres to QCAA integrity guidelines and the conditions align with those specified in the syllabus

- clear, unambiguous construction of the question or task, identifying the title of the literary text from the prescribed text list, and using cognitive verbs aligned with syllabus objectives to provide opportunities for students to demonstrate Assessment objectives 3, 4 and 5

- management of the scope and scale of question or task construction to ensure the opportunity for students to work within parameters that are neither too broad nor too prescriptive or narrow in nature.

Practices to strengthen

It is recommended that assessment instruments:

- clearly prompt students to analyse others' interpretations or responses to the literary text studied to allow students to demonstrate Assessment objective 3

- align clearly with the syllabus specifications and Assessment objectives 3, 4 and 5, mindful that students are **not** required to demonstrate a knowledge of theory (**note:** in English & Literature Extension, students are required to make their understanding of literary theory explicit)

- adhere to the syllabus conditions: 2 hours plus 15 minutes planning time; students to be given the specific question/task one week prior to the assessment; no access to teacher advice, guidance or feedback once the task is distributed; 200 words of quotations from the studied text/s allowed, signed by the teacher; no other notes allowed

- use cognitive verbs that align appropriately with the assessment objectives.

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 practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	25
Language	3
Layout	0
Bias avoidance	2

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- a clearly and effectively framed question or task to make accessible for students how they might formulate a thesis in relation to the question's focus, as the basis for constructing a synthesised analysis of the literary text and critique of others' interpretations of the text

- language specific to the assessment objectives that also avoided jargon, loaded phrasing or convoluted instruction, and avoided gender, racial or cultural bias

- clear, consistent formatting.

Practices to strengthen

It is recommended that assessment instruments:

- make clear and accessible for students that engagement with others' interpretations of the literary text is a key aspect of the syllabus subject matter and assessment objectives

- provide a clear and accessible question or task that is not too complicated in its requirements for students, and that avoids using challenging linguistic phrases or challenging quotations that are too long and convoluted.

- Avoid providing scaffolding that restricts students' responses by guiding them to a predetermined answer or leads to similar, repetitive responses in samples across the submission.

- Avoid too much complexity regarding others' interpretations of, and/or responses to, the text as this may result in questions that do not clearly cue students to analyse the chosen literary text or provide clear, unambiguous opportunities to demonstrate the assessment objectives of the Knowledge application criterion, including allowing students to critique others' interpretations or responses to the particular literary text.

- Choice of a direct response to, or specific interpretation of, the chosen literary text that provides a clear overarching idea in the question/task construct is recommended, to ensure students are clearly cued to demonstrate the relevant cognitions required in producing an analytical essay in response to a seen question or task under supervised conditions.

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.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	94.64	5.12	0.24
2	Organisation and development	95.12	4.64	0.24
3	Textual features	94.8	5.04	0.16

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- successful responses were able to establish and maintain a thesis that was in response to, but not necessarily a restatement of, others' interpretations and/or responses to the literary text provided in the question

- the thesis and perspective were supported throughout the body of the response with seamlessly incorporated and relevant short quotations from the literary text, rather than longer 'chunks', and relevant short quotations or paraphrased ideas from others' interpretations or responses to the literary text

- selection and synthesis of information and ideas from others' interpretations or responses was incorporated throughout the body of the response

- responses provided clear evidence of appropriate selection, synthesis, organisation and sequencing of subject matter

- responses used a range of cohesive devices within the body of the response to achieve an internal synthesis of subject matter and support perspectives

- evidence of the use of patterns and conventions of an analytical essay and role of the essay writer matched with the characteristics of different performance levels to allow for student flexibility in using a variety of essay patterns in responding in a range of valid ways

- evidence in student responses of language choices used for purpose was matched appropriately with characteristics across performance levels

- responses showed evidence of a range of textual features employed in different ways in responses to achieve particular purposes of the writer, including a range of grammatically accurate and appropriate language structures and different clauses and sentence constructions.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

| **Knowledge application (9 marks)** This response demonstrates discerning evidence of assessment objectives in Criterion 1: Knowledge application. | Kurtz's characterisation allows audiences to align Conrad's novella with Shaffer's criticism, in that Kurtz functions to challenge imperialism's veneer of superiority. Conrad's language choices establish Kurtz as a metonym for imperialism. Marlow, on attempting to make out the character of Kurtz, recieves from the Brickmaker the description that Kurtz "is a prodigy", sent to Africa to answer the demand for "guidance of the cause entrusted … by Europe". Here, the denotations of "prodigy" alone — being an outstanding example, ~~mode~~ model or paradigm of a particular quality— paint Kurtz as the epitome of an imperialist. Through the hyperbole of "Europe" entrusting the values and ideals behind "the cause", readers are able to understand that Kurtz, as the 'guide', is representative of the wider idea of imperialism, aligning entirely with Shaffer's assertion that "the entire meaning of Kurtz's … presence [in Africa] is to be judged by European standards alone". That established, Conrad then uses Kurtz to |

| **Organisation and development (9 marks)** This response demonstrates discerning evidence of all assessment objectives in Criterion 2: Organisation and development. | An Analysis of Imperialism in Heart of Darkness

Joseph Conrad's 1899 novella <u>Heart of Darkness</u> is a frame story, set in the latter part of the nineteenth century, which tells the intricate yarn of Marlow on his journey into Africa. Sceptical of the moral quality of the society in which he exists, Marlow narrates the tale around European ideals and theme of imperialism. Brian Shaffer's suggestion that Conrad's language choices in <u>Heart of Darkness</u> challenge the veneer-like quality of civilisation is wholly correct. This is evident in the deconstruction of the Eurocentric imperialist ideologies concerning superiority and righteousness through the characterisation of Kurtz and the Intended. |

Textual features (7 marks)

This response demonstrates discerning evidence of assessment objectives in Criterion 3: Textual features.

Conrad's language choices in _Heart of Darkness_ challenge the veneer-like quality of civilisation, wholly in alignment with Shaffer's criticism. The characterisation of Kurtz and the Intended work to demonstrate this - through deconstructing the Eurocentric imperialist ideologies concerning superiority and righteousness. While it is undeniable that _Heart of Darkness_ reveals many shadowy facets of civilisation, Conrad's novella more centrally explicates how the corruption of a society is dependant on human capacity for empathy and truth.

Organisation and development (9 marks)

This response demonstrates evidence of discerning use of genre patterns and conventions of an analytical written response.

Perspective on Colonialism in _Things Fall Apart_

In his article, _Chinua Achebe: Novelist of Cultural Conflict_, Bernth Lindfors contends that 'Achebe has reinterpreted African history, seeing it through African eyes.' Although Lindfors is correct in saying that Achebe reinterprets African history, _Things Fall Apart_ does not have a particular bias to the African perspective. In fact, by presenting Ibo and Eurocentric ideologies, Achebe presents a balanced view of colonialism in order to critique both indigenous and colonial values. Counter to the previously prevailing representations of colonialism in literature, positive aspects of the Ibo culture, notably their strong bonds of family and friendship, are endorsed, and the savage cultural displacement that the Europeans inflict is criticised. To maintain his unbiased perspective, Achebe does present the toxic masculinity that infects Ibo culture. Excellent introduction.

Knowledge application (9 marks)

This response demonstrates evidence of discerning analysis of perspectives and representations of concepts, identities, times and places in a literary text, and others' interpretations of, and/or responses to, this text.

demonstrated by their infliction of cultural displacement, to ensure that the African perspective is presented. The introduction of Western culture undermines Ibo values and destroys their social structure. For example, the *efulefu*, or outcasts, symbols of opposition of the Ibo values of hard work and masculinity, are welcomed by the Christian church. In do so, the ~~values~~ worth of hard work and masculinity is destroyed, despite being useful in the harsh agricultural lifestyle that the Ibo lead. Achebe criticises the European destruction of Ibo values by presenting the turmoil that the loss of these values causes. Achebe employs irony to ~~heighten the reader's~~ emphasise his critique — the colonisers barbaric ~~savage~~ demolition of Ibo culture, arrogantly masqueraded as bring "civility" to the continent of African disgusts the reader. Furthermore, the precious kinship that the Ibo culture posseses is ruined by the introduction of the European values. ~~The reader~~ Father and son begin to lose their bond ~~as the~~ as the Christian values causes religious and cultural division. The reader can empathise ~~path this~~ cans

[margin annotations in blue: "stylistic choices", "discerning analysis of stylistic choices"]

| Knowledge application (9 marks)

This response demonstrates evidence of discerning analysis of the effects of aesthetic features and stylistic devices in a literary text in prompting critical and emotional responses. | Okonkwo, being the hyperbolic manifestation ~~representation~~ of Ibo ideals of masculinity and hierarchies, is a fitting metaphor for the Ibo values — his death represents the death of a culture. The emotive language used in the closing line of the book serves to heighten the shock of the reader at the death of the indigenous culture — "pacification" has a darker ~~double~~ meaning for the reader, representing the cultural displacement that the Europeans inflicted. As Lindfors claims, Achebe does present the African perspective by critiquing the cultural arrogance that the colonisers possess. *Excellent insight again* ✓ |

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- there be a greater focus on developing more consistent and accurate understanding of the Knowledge application criterion and cognitive processes required for analysis

- when matching evidence in student responses to performance level characteristics for Assessment objective 5 (in Knowledge application), schools consider the extent to which the response demonstrates analysis of the effects of aesthetic features and stylistic devices in a literary text in prompting a critical and emotional response at a 'discerning' level as distinct from 'effective', and ensure that identification of aesthetic features is not judged as 'discerning' or 'effective'

- responses clearly analyse the effects of specific aesthetic features or stylistic devices in inviting audiences to respond in particular ways, in an analysis that moves beyond simple translation of the meaning of words or phrases at a more superficial level

- responses employ a range of strategies for successfully analysing how the effects of aesthetic features and stylistic devices in a literary text to prompt critical and emotional responses, including, e.g., the appropriate use of words such as: endorses, invites, challenges, criticises, aligns, promotes, undermines, enhances, enforces, strengthens

- evidence of the critique of others' interpretations of, and/or responses to a literary text is apparent in response to demonstrating Assessment objective 3 (in Knowledge application) and clearly related to relevant analysis of the literary text in relation to the question/task

- responses avoid quoting large sections verbatim from others' interpretation of, and/or responses to the literary text, and are informed by an understanding that, in order to demonstrate discerning analysis, they need to integrate and critique others' interpretations rather than simply identify them

- responses to IA1 that were awarded higher marks are likely to have the following qualities

- analysis supported by seamlessly incorporating others' critical responses through indirect reference or short, pertinent quotations from these interpretations of and/or responses to the literary text

- synthesis of analysis of perspectives and representations in the literary text and others' interpretations, of analysis of the ways cultural assumptions, attitudes, values and beliefs underpin the literary text and invite audiences to take up positions, and of analysis of the effects of aesthetic features in prompting audience response, rather than treating these elements as separate

- analysis of the ways particular cultural assumptions, attitudes, values and beliefs underpin the text and invite positions, that is clearly linked to and synthesised with the response thesis and particular position/perspective on the literary text; simply identifying cultural assumptions etc. evident in the text does not demonstrate 'discerning' or 'effective' analysis

- astute incorporation of analysis of others' interpretations of, and/or responses to, the literary text in analysing the particular perspectives and representations offered by the literary text.

Additional advice

ISMGs need to be completed carefully and accurately. Schools should ensure that the annotated ISMG matches the provisional marks entered into the Student Management application.

Internal assessment 2 (IA2)

Extended response — imaginative spoken/multimodal response

Students produce an imaginative spoken/multimodal response to at least one literary text from the prescribed text list (the base text). In this assessment, they draw on their knowledge of the relationship between language, culture and identity to reinterpret ideas and perspectives in the base text to create a reimagined text for a new cultural context. The purpose of this response is to prompt from the audience emotional and critical reactions to specific aspects of the base text. These aspects, chosen by the student, could include perspectives of characters and/or representations of concepts, identities, times and places. The response should invite the audience to question or reflect on the dominant cultural assumptions, attitudes, values and beliefs that underpin the base text and/or new cultural context.

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 practices

Validity priority	Number of times priority was identified in decisions*
Alignment	33
Authentication	8
Authenticity	9
Item construction	14
Scope and scale	21

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear alignment with assessment specifications that require students to reimagine the original (or base) text, selected from the prescribed text list, for a new cultural context; clear instructions for students that the reimagined text needs to invite the audience to question or reflect on the dominant cultural assumptions attitudes, values and beliefs that underpin the base text and/or the new cultural context, and that there should be a distinct sense of time and place

- authentic assessment design that allowed students to meet Assessment objective 2 in establishing and maintaining the role of speaker/signer/designer and relationships with audiences

- conditions that clearly aligned with syllabus specifications of 4 weeks notification and preparation

- effectively constructed task descriptions with clear information identifying the base text, from the prescribed text list, and how it would be reinterpreted or reimagined for a new cultural context

- effective management of scope and scale by focusing on one base text, rather than multiple texts such as several poems or short stories.

- Explicit instructions and cues for students to use nonverbal features in multimodal responses and video recordings, including facial expressions, gestures, proximity, stance and movement to allow Assessment objective 11 to be demonstrated.

Practices to strengthen

It is recommended that assessment instruments:

- make clear how the imaginative response students are to produce is a reimagining of the base text for a different cultural context, for a different time and place

- ensure the development of checkpoints are consistent with the conditions in the syllabus specifications that 4 weeks notification and preparation is all that is required.

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 practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	8
Language	2
Layout	1
Bias avoidance	2

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and transparent checkpoints consistent with information regarding the task for students in terms of providing feedback on a spoken or multimodal response, i.e. a video recording or digital draft

- language use consistent with the imaginative genre and that avoided bias.

Practices to strengthen

It is recommended that assessment instruments:

- ensure opportunity for students to demonstrate Assessment objective 11. Schools needed to explicitly cue students to demonstrate nonverbal features in their spoken or multimodal response to provide evidence of facial expressions, gestures, stance and movement as outlined in the Textual features criterion.

- Understanding the differences between spoken and multimodal responses for *Confirmation submission information; Literature 2019.* For multimodal responses, students present or submit responses that integrate more than one mode, e.g. a website or blog, vlog, digital folio

or multimodal slide show that combines photographs, video sound, text and/or narration, multimodal presentation or a digital narrative.

Additional advice

- Some schools have chosen texts which cover a wide time-period or include elements of time travel between different cultural contexts. Using base texts that already include a wide range of cultural contexts can prevent students from reinterpreting that text's perspectives or identities for a new cultural context.

- Ensure that there are clear and appropriate ways for students to reimagine the assigned base text/s to establish a distinct sense of time.

- Assessment instruments that do not clearly prompt students to produce responses that meet syllabus conditions for length.

- Communicate clearly to students that the length conditions set out in the syllabus are 5–8 minutes for spoken responses and 6–9 minutes for multimodal responses, and provide guidance on appropriate editing and drafting processes for meeting these length requirements.

- Remove any requirement for students to complete additional work that sits outside the syllabus specifications for this assessment instrument. Imaginative responses students create are to be treated as standalone texts, and there is no requirement for students to write a context statement, explanation or defence for their reimagination. The content and construction of the assessment response should make the new cultural context apparent. It is recommended that schools revisit the syllabus specifications, which state: 'Students should assume that the audience is familiar with the base text and the new cultural context that has informed the student's response' (see Syllabus section 4.4.2).

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.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	96.39	3.61	0
2	Organisation and development	95.96	4	0.04
3	Textual features	97.06	2.94	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses incorporated a clear sense of character into the construction of the reimagined text to help invite audiences to question or reflect on the dominant cultural assumptions, attitudes, values and beliefs that underpin the base text and/or the new cultural context

- reimagined texts were framed and managed within a short time period for the new cultural context and better able to provide clear evidence of the assessment objectives for the Organisation and development criterion

- responses used a range of cohesive devices to develop and emphasise ideas, and connect parts of the reimagined text, supported by spoken/signed features (and complementary, if appropriate)

- responses clearly created a new cultural context, time and place, for the reimagination that was significantly different from the cultural context, time and place of the base text, and developed this throughout the response, providing clear evidence of Assessment objectives 1, 2, 3, 4, 6, and 7, particularly the manipulation/use of the ways cultural assumptions, attitudes, values and beliefs underpin texts to invite audiences to reinterpret the base text

- reimagined responses that developed links to perspectives of a character and/or representations of concepts, identities, times and places from the base text provided clear evidence that was matched appropriately to performance levels for the Knowledge application and Organisation and development criteria

- responses used a specific genre appropriate to the task (selected either by the school or chosen by the student) for the reimagination of the base text to create perspectives and representations of concepts, identities, times and places in the reimagined text and provided clear evidence of all aspects of the Organisation and development criterion

- language choices and the use of aesthetic features were appropriate to the new cultural context and incorporated purposefully to prompt emotional and critical audience responses

- responses made purposeful use of spoken/signed and nonverbal features and provided clear evidence of Assessment objective 11 in the Textual features criterion.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- decisions about the Knowledge application criterion are informed by the importance of the response to this assessment being a reimagining of particular aspects of the base text for a new cultural context, for a time and place that is different from that of the base text, and that the purpose is to invite the audience to reinterpret the base text by inviting the audience to question or reflect on the cultural assumptions, attitudes, values and beliefs that underpin the base text and/or the new cultural context

- schools use texts that are appropriate for reimagination and responses that are suitable to the task, offering clear opportunities to demonstrate the objectives of the Knowledge application criterion

- both multimodal and spoken responses provide clear evidence of the use of appropriate nonverbal language features, including facial expressions, gesture, proximity and stance as appropriate to the creation of the character's/characters' identity, by ensuring the student who is being assessed for the reimagined text appears on screen

- decisions about matching evidence in a reimagined response with the ISMG is informed by a clear understanding that this is an individual task, and while it may be appropriate for other people to appear within a spoken or multimodal response, they should be regarded as a prop, so that the focus of the assessment decisions about the spoken content is on the individual student who is being assessed

- schools ensure that retelling of narrative elements from the base text, and responses that do not move beyond expository narratives or 'telling' are not judged as 'subtle and complex', 'discerning' or 'effective'.

Additional advice

Schools should ensure that the genre type or construction of a multimodal response is appropriate to the content and the perspective and/or identity represented in the response. While narrative picture books may be appropriate to some contexts, opportunities to demonstrate evidence of appropriate language choices and use of aesthetic features may be limited.

Responses that are interventions into a text or are constructed as an 'epilogue' rather than a reimagining of the base text for a new cultural context, are not appropriate for this assessment instrument and do not provide opportunities for students to demonstrate Assessment objectives 3 and 4 in the Knowledge application criterion.

Internal assessment 3 (IA3)

Students independently develop and compose an original imaginative written text in which they purposefully manipulate aesthetic features and stylistic devices to shape representations and perspectives and achieve particular effects. Students may respond in any imaginative form that is predominantly prose and allows them to demonstrate the assessment objectives.

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 practices

Validity priority	Number of times priority was identified in decisions*
Alignment	88
Authentication	0
Authenticity	19
Item construction	4
Scope and scale	1

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment with syllabus specifications to enable students to develop and compose an original, imaginative written text as an open-ended task, for a specified audience

- authentic framing of the task that enabled students to develop their own subject matter without overly scaffolding, particularly with regards to genre

- authentication strategies and conditions that adhered to the syllabus

- item construction that followed the accepted features of the item type for an extended response

- management of scope and scale to ensure that students were able to demonstrate the performance levels within the syllabus conditions.

Practices to strengthen

It is recommended that assessment instruments:

- not stipulate a prescribed literary text for the IA3. Schools were reminded that there is no prescribed text list for this assessment instrument

- be framed to allow students to 'create their own perspectives and representations of concepts, identities, times and places …'

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 practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	6
Language	2
Layout	2
Bias avoidance	0

*Total number of submissions: 138. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- transparency — some schools chose not to include scaffolding; this is not compulsory, but it does provide purposeful prompts and cues for students to best demonstrate the assessment objectives

- effective language use that provided students with the opportunity to respond by crafting an original literary text

- effective, accessible use of layout

- avoidance of any sensitive or loaded language.

Practices to strengthen

It is recommended that assessment instruments:

- not be too specific in their instruction with regards to genre. Some assessment instruments were required to amend the framing of the task to allow for greater original composition of an imaginative text and enable students to demonstrate Assessment objective 1

- include consistent instructions throughout and ensure consistent language and cues are provided to students.

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.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Knowledge application	100	0	0
2	Organisation and development	100	0	0
3	Textual features	100	0	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses were clearly an original, imaginative text of the student's own personal construction and developed by determining a clear purpose

- responses incorporated a clear and appropriate development of a character/identity and/or perspective across the text, using purposeful organisation, selection and synthesis of subject matter to support perspectives

- an appropriate range of interconnected, purposefully manipulated aesthetic and stylistic features were employed to shape the representations and perspectives created in responses

- responses used a range of language choices for particular purposes, providing clear evidence to be matched with appropriate performance level descriptors for the Textual features criterion.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- responses are shaped by a clear purpose that is developed across the imaginative text, avoiding purposeless repetition and unclear/uncertain perspectives, to provide clear evidence of the Organisation and development criterion

- responses that overuse nouns and noun groups in place of the purposeful use of aesthetic features and stylistic devices to prompt emotional and critical audience responses are not judged as 'subtle and complex' or 'discerning'

- responses which make little use of cohesive devices or employ simplistic and repetitive cohesive devices, rather than making purposeful use of a variety of cohesive devices to emphasise ideas and connect parts of an imaginative text, are not judged as 'discerning' or 'effective'

- matching evidence in responses with the performance level descriptors for the Textual features criterion shows awareness that minor lapses in grammar, punctuation, or spelling — especially when these are used for purpose as stylistic choices by a student writer — do not necessarily disqualify a response from being judged as 'discerning'.

Additional advice

Schools are reminded that there is no prescribed text list for this assessment instrument; however, using a diverse range of genre types and extracts of genres to model responses for students can enable them to demonstrate the objectives successfully.

External assessment

Extended response — analytical response (25%)

Assessment design

Assessment specifications and conditions

The examination is an analytical response to a literary text from the prescribed text list in the form of an analytical essay for an audience with a deep understanding of the text. The purpose is to communicate an informed and critical perspective in response to an unseen question or task on the text studied in depth in Unit 4.

Time: 2 hours plus planning time (15 minutes)

Length: 800–1000 words.

There are 16 items (questions), with 8 texts (2 items per text). Each student responds to one item on one text studied.

The subject matter is drawn from the three areas of study in Unit 4: Independent explorations (Dynamic nature of literary interpretation; Close examination of style, structure and subject matter; and Creating analytical texts). The two items for each text are comparable (across the 8 texts). Question 1 focuses on a significant setting or event for the text. Question 2 focuses on the representation of cultural assumptions or attitudes or values or beliefs for the text.

This assessment was used to determine student achievement in the following assessment 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.

The stimulus comprised 8 texts from the Literature Prescribed text list, and was designed to elicit unique student responses.

- *Bleak House* — Charles Dickens

- *In Cold Blood* — Truman Capote

- *King Lear* — William Shakespeare

- *Mrs Dalloway* — Virginia Woolf

- *That Deadman Dance* — Kim Scott

- *The Poisonwood Bible* — Barbara Kingsolver

- *The Quiet American* — Graham Greene

- *The Tempest* — William Shakespeare

Assessment decisions

Overall, students responded well to the following assessment aspects:

- Students were able to produce effective responses for the Knowledge application criterion when they used knowledge of the era and/or setting to support their analysis explicitly. The specific naming and analysis of characters' attitudes, and the values and beliefs that underpin the text, also allowed students to respond effectively, as students who did this were generally able to provide a purposeful or authoritative interpretation.

- Students who demonstrated an understanding of the term 'juxtaposition' as a stylistic device were able to create clear and authoritative interpretations. Students who responded to Question B for *King Lear* were, in the main, more able to create a discriminating thesis, allowing more astute and authoritative analysis of representations and perspectives.

- Students who did not use juxtaposition as a simple synonym for contrast or parallel plot were also more able to provide an authoritative and purposeful interpretation and examination of how the writer's choices shaped the text.

- Many students were able to use both direct quotations and paraphrased evidence to support their analysis and thesis. While some students simply summarised ideas or retold the plot, generally responses showed an understanding of the ways that texts are constructions of the writer, and were able to articulate this. Successful responses used clear, purposeful language choices to both identify and analyse writer's choices, which enabled them to examine perspectives and representations at the same time.

- Students were able to demonstrate logical sequencing of information and ideas in and between paragraphs, as well as using cohesive devices within paragraphs and across the response. When responding to Question A for *King Lear*, many students chose to compare the different sibling relationships — starting with the main plot, followed by the sub-plot. Students who responded to Question B tended to use a chronological development. Subtle and explicit cohesive devices were used throughout.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Extended response

Criterion: Knowledge application

Effective student responses:

- examined relevant perspectives or representations in the text and provided an authoritative interpretation of these perspectives or representations

- provided unique accounts that drew meaning about the ways the text is underpinned by cultural assumptions, attitudes, values or beliefs that work to invite readers to take up particular positions

- examined how the writer's stylistic or aesthetic choices shape meaning and provided an authoritative interpretation of the effect of these stylistic or aesthetic choices

- attributed the writer's stylistic or aesthetic choices to the writer.

Criterion: Organisation and development

Effective student responses:

- provided a discriminating thesis to be substantiated, developed arguments to support the thesis across the response and provided clear conclusions based on the arguments

- provided well-considered selection of evidence from the text and used this explicitly to support arguments

- demonstrated logical sequencing of information and ideas in and between paragraphs

- used implicit and explicit cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response.

Criterion: Textual features

Effective student responses:

- provided a wide range of the use of grammatically accurate sentence structures across the response

- provided discriminating use of vocabulary to develop ideas, and discriminating use of register appropriate to the role of the essay writer

- provided deliberate and purposeful use of punctuation for effect

- provided a wide range of the use of simple and complex words that can be understood in context.

Criteria: Knowledge application; Organisation and development; Textual features

This excerpt has been included to:

- demonstrate the use a discriminating and unique thesis that allows for authoritative interpretation of all assessable elements in the Knowledge application criterion. The sample also clearly examines the writer's stylistic and aesthetic choices as a feature of textual construction rather than treating characters as real people

- show a response that provides a clear, discriminating thesis that enables the script to provide an authoritative interpretation and examination across all assessable elements of the Knowledge application criterion. This response also meets all elements of the Organisation and development criterion as the script includes clear conclusions, logical development and well-considered selection of evidence from the text

- provide an example of a response that shows an authoritative interpretation of cultural assumptions and attitudes by clearly drawing meaning about how the text is underpinned and providing a commanding, reliable account. The script provides an authoritative interpretation of the cultural assumptions of the era to inform and support the examination of how the text is underpinned. The script does not retell or paraphrase knowledge about the cultural assumptions or attitudes as a separate element to the text.

Knowledge application (18 marks) This response:	
- examines relevant perspectives or representation in the text - provides an authoritative interpretation of these perspectives or representation - examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs - provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs - examines how the writer's stylistic or aesthetic choices shape the text - provides an authoritative interpretation of these stylistic or aesthetic choices.	William Shakespeare's tragedy <u>King Lear</u> (1606) follows a series of events that encapsulate the downfall of the titular character, his family, and his kingdom. Throughout the play Shakespeare weaves themes of truth, morality, and loyalty, all underpinned by Jacobean beliefs and ideals pertaining to the Great Chain of Being. Shakespeare uses juxtaposition in order to condemn loyalty which contravenes morality, the driving force behind the play's conflict between the maintainence of the natural order and a decent into chaos. This is evident in the juxtaposition of Goneril and Cordelia during the Love Trial, as well as the discrepancy between Oswald and Kent in their approaches to loyalty. The contrast beween Goneril and Cordelia in their expressions of love for their father during the love Trial juxtapose syco-

Organisation and development (16 marks)

This response:
- provides a discriminating thesis that is to be substantiated
- develops arguments to support the thesis across the response
- provides clear conclusions based on the arguments
- provides well-considered selection of evidence from the text
- uses this explicitly to support arguments
- demonstrates logical sequencing of information and ideas in and between paragraphs
- uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response.

phancy and true loyalty in order to demonstrate the implications of both on the maintainence of the natural order. Goneril's insincerity and ~~exagentates~~ exageration in her ~~profession~~ expression of her love – and by extension; her loyalty – is shown to hold detrimental consequences for the maintainence of the natural order. When asked by Lear to express her love for him – with the reward of a portion of his kingdom ~~hanging in the balance~~ forefronted as a motivation – Goneril answers that ~~they have~~ & she loves him, "dearer than eyesight, space and liberty ... a love that makes breath poor and speech unable". The commonality of ~~her words indicate that these~~ the things she selected to compare her love to – "eyesight", "space", and "liberty" – & all three being intangible, immeasur-able, and therefore ~~estate~~ valueless, suggests an emptiness behind to her words. Jacobean audiences, who hold a strong belief in familial structures and heirarchies, ~~would be~~ are invited to condemn ~~his~~ Goneril's insince-rity ~~and~~ towards her own father, especially since their bond naturally should demand a mutual love and respect. The words ~~makes~~ "speech ~~unstopped~~ unable" further this condemnation as they denote an innacuracy of speech – which is all she uses to prove her love – which therefore belies her dishonesty and sycophantic nature. In terms of the implications this holds on the natural order, the ominous words "makes breath poor" – which hold connotations of death – foreshadow

the destructive nature of her "love", ~~indicating~~ indicating that her disloyal~~ty~~ and self-serving sycophancy will end in death. By contrast, Cordelia's plain expression of her affection for her father, which and directly contrasts follows ~~.~~ Goneril's, is portrayed as natural and in alignment with the natural order. When it comes Cordelia's turn, she reveals that " I unhappy as [she is], she] cannot heave [her] heart into [her] mouth ," and that she loves her father "according to [her] bond, no more, no less". The visceral imagery of "heav[ing]" a heart into ones "mouth" prompts audience disgust ~~and~~ at the unnatural- -but impossible- ness of such an act, one in which Cordelia implies is necessary in order to accurately proclaim how she feels for her father. This heave their own hearts out indirectly critisises her sisters, who priorly seemed to ~~do so~~ with ease, exposing their dishonesty. Her further affirmation that she loves her father, the king "according to [her] bond" invites audience approval as it demonstrates an adhereance to the natural order without any embelishments which belie a ~~e~~ desire for self-gain, unlike Goneril.

The discrepancy between Kent ~~Oswald~~ and ~~Kent~~ Oswald in their approaches to loyalty serve to condemn loyalty which contravenes moral

Criteria: Knowledge application; Organisation and development; Textual features

This excerpt has been included to:

- show a response that examines relevant perspectives on the text and provides an authoritative interpretation of these representations. This is further enhanced through a highly effective examination of the text's cultural assumptions and the values espoused by characters and the author of the novel. Authoritative interpretation of characterisation, imagery and ideology demonstrate an analysis of the writer's choices

- show a response with its own strong student voice, whose interpretation of Greene's novel is authoritatively written and expressed with discrimination

- show the use of a discriminating thesis statement, which is substantiated with evidence. Clear conclusions are drawn about the evidence and its link to the thesis. Many pieces of direct evidence are used to highlight the thesis and the topic sentence of each paragraph

- show the cohesive linking evidence to progress the essay from the introduction to the conclusion. The response provides a well-considered selection of evidence to explicitly support arguments. The logical sequence of this essay is strong — the paragraphs could not have been put in another order. The cohesive devices between paragraphs, and across the response, make this essay masterful. The student's understanding of the task and the novel is impressive, as purposeful evidence is selected to support the thesis statement.

| Knowledge application (18 marks) This response: • examines relevant perspectives or representation in the text • provides an authoritative interpretation of these perspectives or representation • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs • examines how the writer's stylistic or aesthetic choices shape the text • provides an authoritative interpretation of these stylistic or aesthetic choices. | Graham Greene's *The Quiet American* tells the story of British journalist Thomas Fowler as he attempts to navigate the complex political climate of Vietnam during the first Indo-China war. Fowler conflicts with young American Alden Pyle about the role that the West should play in the war. ~~Greene~~ Throughout the novel, Greene constructs Fowler as experienced yet having an unreliable narrative voice, that ultimately ~~portrays~~ presents an overtly anti-American perspective. This biased perspective invites readers to question American interventionism, showing their involvement ~~cause~~ to cause chaos in Vietnam. Greene achieves this through Fowler's characterisation and revealing his inconsistency to show the anti-American agenda. |
| | Greene's use of characterisation initially |

establishes Fowler as experienced and authorative, allowing readers to trust his perspective as narrator. Fowler is presented as culturally understanding of Vietnam, as he has already spent much of his time in the country. Furthermore, he has a Vietnamese lover, so the reader perceives him as deeply immersed in Vietnamese culture. Greene also es shows Fowler as valuing his objectivity in his profession as a journalist; Fowler prefers the title of "reporter" compared to "correspondent" who hold their own views and biases. Overall, Greene constructs Fowler as wise and unbiased, allowing the reader to trust his views. Fowler's wisdom wise portrayal is enhanced in contrast to Pyle, who is seen by readers as inexperienced and misunderstanding of the nature of the war. Pyle is consistently shown to lack real-world experience, insteading favouring trying gain knowledge through books. Additionally, his physicality represents him as young and innocent, unfit to be involved in a war, with Greene presenting Pyle as having a "fresh and unused face," "gangly legs" and a

Textual features (11 marks)	
This response uses: • grammatically accurate sentence structures • vocabulary with discrimination to develop ideas • register appropriate to the role of the essay writer with discrimination • punctuation accurately and purposefully • simple and complex words that can be understood in context.	"wide campus gaze." By comparing the relative experiences of Fowler and Pyle, Fowler is demonstrated to be a trustworthy and experienced narrator. Fowler's knowledge of the war is confirmed when Pyle travels to Phat Diem to meet him by travelling along the river. Fowler is astounded that Pyle didn't consider the immense danger of being killed on the trip. Greene's demonstration of Fowler's wisdom, which is enhanced by through juxtaposition to Pyle, presents Fowler as a reliable narrator. As the novel develops, this facade is broken to reveal Fowler's opposition to American imperialism, showing his biased viewpoint. Although Fowler is initially represented as objective, Greene alters his narrative voice to make clear that his perspective cannot necessarilly be trusted. This is achieved most chiefly through the non-linear plotline plot line. As Greene jumps around in time before to events both before and after Pyle's death, readers are left

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- encouraging students to ensure they examine how the writer's stylistic or aesthetic choices shape the text. Describing characters is not the same as discussing the stylistic feature of characterisation. Characterisation can be as simple as showing how two characters have been constructed by the writer to represent opposing values. Responses that treated characters as real people rather than treating characters as a feature of textual construction, or attributed stylistic features to choices of the character rather than the writer, were not always successful at providing an authoritative interpretation of these stylistic or aesthetic choices

- that unlike the IA1, the assessment objectives for the external assessment do not include a requirement to analyse others' interpretations of, and/or responses to, the text. Students could include ideas or quotations from critics, but this is not a requirement of this task and can detract from students' ability to provide an authoritative interpretation. Students should instead

be encouraged to engage in a close examination of the literary text in order to best meet Assessment objectives 3, 4, and 5

- that the application of theoretical or philosophical lenses to read the text sit outside the syllabus requirements

- that while contextual information regarding the Jacobean and/or Elizabethan era can help students to achieve Assessment objectives 3 and 4, students should be encouraged to use this information to examine and interpret how these cultural assumptions underpin a text, rather than focusing the analysis on events that exist outside the text

- that students should be encouraged to practise deconstructing questions in order to enable them to provide discriminating, distinctive theses that respond authoritatively to all parts of the question. An overreliance on vocabulary from the question/s or a simple positive or negative response to Question A meant that students did not answer crucial parts of the question. Similarly, when answering Question B, students who did not respond to the word 'how' or did not develop a thesis that created an argument about the action of the play were not always successful at providing a discriminating thesis or developing arguments. Students should be encouraged to use all key words and given planning strategies that involve using synonyms and developing responsiveness to key words.