



# Literature 2025 v1.2

## IA1: Sample assessment instrument

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Exam date</b>	sample only

## Marking summary

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

# Conditions

<b>Technique</b>	Examination — extended response
<b>Unit</b>	Unit 3: Literature and identity
<b>Time</b>	2 hours + 15 minutes planning
<b>Seen / Unseen</b>	The teacher provides the task to students one week before the examination.
<b>Other</b>	<p>The teacher must not provide advice, guidance or feedback once the question/task is distributed.</p> <p>Students must not bring notes or the studied text into the examination.</p>

# Instructions

Write your response in the provided answer booklet using black or blue pen.

## Task

Write an analytical essay in response to the following:

Chang Liu (2020) suggests that Bong Joon Ho's *Parasite* criticises the 'religion of capitalism ... by ruthlessly exposing the gap between the rich and the poor'.

To what extent do you agree with this interpretation? Justify your position.

**Reference:** Liu, C. (2020). Analysis of social class inequality based on the movie *Parasite*. *Advances in Social Science, Education and Humanities Research*, 497, 79.

# Instrument-specific marking guide (IA1): Examination — extended response (25%)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning analysis of perspectives and representations of concepts, identities, times and/or places in a literary text, and of others' interpretations of, and/or responses to, this text</li> <li>discerning analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions</li> <li>discerning analysis of the effects of aesthetic features and/or stylistic devices in a literary text in prompting critical and emotional responses</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective analysis of perspectives and representations of concepts, identities, times and/or places in a literary text, and of others' interpretations of, and/or responses to, this text</li> <li>effective analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions</li> <li>effective analysis of the effects of aesthetic features and/or stylistic devices in a literary text in prompting critical and emotional responses</li> </ul>	6–7
<ul style="list-style-type: none"> <li>adequate analysis of perspectives and representations of concepts, identities, times and/or places in a literary text, and of others' interpretations of, and/or responses, to this text</li> <li>adequate analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions</li> <li>adequate analysis of the effects of aesthetic features and/or stylistic devices in a literary text in prompting critical and emotional responses</li> </ul>	5
<ul style="list-style-type: none"> <li>superficial analysis of perspectives and representations of concepts, identities, times and/or places in a literary text, and of others' interpretations of, and/or responses, to this text</li> <li>superficial analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text</li> <li>identification of some aesthetic features and/or stylistic devices and some of their effects in a literary text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>identification of some perspectives and representations of concepts, identities, times and/or places in a literary text</li> <li>identification of some cultural assumptions, attitudes, values and/or beliefs in a literary text</li> <li>identification of some aesthetic features and/or stylistic devices.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

Organisation and development	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning use of patterns and conventions of an analytical essay, and the role of essay writer, to analyse the literary text</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>discerning organisation and sequencing of subject matter, including the discerning use of cohesive devices, to emphasise ideas and connect parts of the analytical text</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective use of patterns and conventions of an analytical essay, and the role of essay writer, to analyse the literary text</li> <li>effective selection and synthesis of subject matter to support perspectives</li> <li>effective organisation and sequencing of subject matter, including the effective use of cohesive devices, to emphasise ideas and connect parts of the analytical text</li> </ul>	6–7
<ul style="list-style-type: none"> <li>suitable use of patterns and conventions of an analytical essay, and the role of essay writer, to analyse the literary text</li> <li>suitable selection and adequate synthesis of subject matter to support perspectives</li> <li>suitable organisation and sequencing of subject matter, including the suitable use of cohesive devices, to emphasise ideas and connect parts of the analytical text</li> </ul>	5
<ul style="list-style-type: none"> <li>inconsistent use of patterns and conventions of an analytical essay, and the role of essay writer, to write a response</li> <li>narrow selection of subject matter to support ideas</li> <li>disjointed organisation and sequencing of subject matter, and some use of cohesive devices, to connect parts of the text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>fragmented use of patterns and conventions of an analytical essay, and aspects of the role of writer</li> <li>fragmented selection of subject matter</li> <li>some connections between parts of the text.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

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



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