



Literature 2025 v1.2

IA3: 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.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

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

Conditions

Technique	Imaginative response — written
Unit	Unit 4: Independent explorations of texts
Duration	6 weeks notification of task
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their responses in class time and their own time.
Resources	Open access to resources

Context

Throughout this unit, you have shown growing independence in creating and valuing the aesthetic qualities of texts and the insights they provide.

By engaging with a broad selection of literary texts and genres throughout the Literature course, you have developed your own informed understanding of how language choices, structures, and aesthetic elements can shape audience responses — both emotional and critical. In response, you have refined your skills as a writer by intentionally using aesthetic features and stylistic devices to create specific effects. You've also explored different genre conventions and patterns, building confidence in selecting those that most effectively support your creative intentions.

Task

Genre: student choice (imaginative)

Purpose: to prompt critical and emotional responses in readers

Audience: readers of a publication for up-and-coming Australian creative 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:

- create and 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/or beliefs
- use a form and genre that best suit your purpose/s, e.g. short story, memoir, interior monologue, chapter for a novel, drama script, or screenplay for a short film or TV series
- use aesthetic features and stylistic devices appropriate to your purpose to create particular effects, e.g. point of view, narrative voice, plot structure, non-linear narrative, focalisation, characterisation, symbolism, motif, setting, dialogue, mood.

Checkpoints

- ☐ Week 1: Consult with your teacher about ideas for your imaginative written response.
- ☐ Week 2: Submit a plan/outline for your response to your teacher.
- ☐ Week 3: Consult with your teacher about the drafting process.
- ☐ Week 4: Submit one written draft to your teacher for feedback
- ☐ Week 5: Submit your final response through plagiarism-detection software, and submit a hardcopy to your teacher.

Authentication strategies

- You will be provided class time for task completion.
- You will provide documentation of 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.
- Your teacher will collect and annotate one draft.
- You must submit a declaration of authenticity.
- Students will use plagiarism-detection software at submission of the response.

Scaffolding

To complete this task, you must:

- create a coherent perspective/idea/concept that is developed throughout your text
- use the patterns and conventions of your chosen imaginative written genre to develop your text
- shape and refine your ideas through consultation and feedback
- refine, edit, and finalise your written text.

Instrument-specific marking guide (IA3): Imaginative response (25%)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • subtle and complex creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text • discerning manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and/or 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/or places in an imaginative text • effective manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and/or 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/or places in an imaginative text • appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and/or stylistic devices to prompt emotional and critical audience responses 	5
<ul style="list-style-type: none"> • superficial creation of perspectives and representations of concepts, identities, times and/or places in an imaginative text • superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and/or stylistic devices that vary in suitability 	3–4
<ul style="list-style-type: none"> • creation of fragmented perspectives and representations of concepts, identities, times and/or places in an imaginative text • fragmented use of some ways ideas underpin texts • fragmented use of language features. 	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"> 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 emphasise ideas and connect parts of an imaginative text 	5
<ul style="list-style-type: none"> inconsistent use of the patterns and conventions of an imaginative text and of the role of the writer narrow selection of subject matter to support perspectives disjointed organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of an imaginative text 	3–4
<ul style="list-style-type: none"> fragmented use of the patterns and conventions of an imaginative text and of aspects of the role of the writer fragmented selection of subject matter some connections between parts of a text. 	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"> 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"> inconsistent language choices 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 fragmented use of written features, including spelling and punctuation. 	1
The student response does not satisfy any of the descriptors above.	0



© State of Queensland (QCAA) 2025

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) 2025' — please include the link to our copyright notice.