

Literature marking guide

External assessment

Extended response (45 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.

Purpose

This document is an External assessment marking guide (EAMG).

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 matched to qualities in student responses.

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 (18 marks)

Analysis of perspectives and representations	M	Analysis of the ways ideas underpin the literary text	M	Analysis of the writer's choices	M
The response:					
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an authoritative interpretation of these perspectives or representations 	6	<ul style="list-style-type: none"> 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 	6	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices 	6
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a purposeful interpretation of these perspectives or representations 	5	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	5	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a purposeful interpretation of these stylistic or aesthetic choices 	5
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an interpretation of these perspectives or representations 	4	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	4	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an interpretation of these stylistic or aesthetic choices 	4
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a summary of these perspectives or representations 	3	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a summary of these cultural assumptions, attitudes, values or beliefs 	3	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a summary of these stylistic or aesthetic choices 	3
<ul style="list-style-type: none"> identifies relevant perspectives or representations evident in the text 	2	<ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs in the text 	2	<ul style="list-style-type: none"> identifies stylistic or aesthetic choices of the writer in the text 	2
<ul style="list-style-type: none"> identifies some views or roles in the text 	1	<ul style="list-style-type: none"> identifies some ideas in the text 	1	<ul style="list-style-type: none"> identifies some choices of the writer in the text 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
<ul style="list-style-type: none"> 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 	5	<ul style="list-style-type: none"> provides well-considered selection of evidence from the text uses this explicitly to support arguments 	5	<ul style="list-style-type: none"> demonstrates logical sequencing of information and ideas in and between paragraphs 	3	<ul style="list-style-type: none"> uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response 	3
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions based on the arguments 	4	<ul style="list-style-type: none"> provides well-considered selection of evidence from the text uses this to support arguments 	4	<ul style="list-style-type: none"> demonstrates some sequencing of information and ideas in paragraphs 	2	<ul style="list-style-type: none"> uses cohesive devices to connect and develop ideas 	2
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated includes statements to support the thesis 	3	<ul style="list-style-type: none"> provides evidence from the text uses this in connection with arguments 	3	<ul style="list-style-type: none"> includes fragmented information and ideas 	1	<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> provides a statement that responds to an aspect of the question 	2	<ul style="list-style-type: none"> provides evidence from the text connects this to some arguments 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> includes some statements on the literary text 	1	<ul style="list-style-type: none"> includes evidence from the text 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

Criterion 3: Textual features (11 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
<ul style="list-style-type: none"> uses grammatically accurate sentence structures 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses register appropriate to role of the essay writer with discrimination 	4	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that can be understood in context 	2
<ul style="list-style-type: none"> uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to develop ideas uses register appropriate to the role of the essay writer 	3	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning 	1	<ul style="list-style-type: none"> uses vocabulary that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning 	1				
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				