Literature marking guide and response

External assessment 2021

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 consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

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

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)

Extended response

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:					
• examines relevant perspectives or representations in the text • provides an authoritative interpretation of these perspectives or representations	6	• 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	• examines how the writer's stylistic or aesthetic choices shape the text • provides an authoritative interpretation of these stylistic or aesthetic choices	6
• examines relevant perspectives or representations in the text • provides a purposeful interpretation of these perspectives or representations	5	• 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	• examines how the writer's stylistic or aesthetic choices shape the text • provides a purposeful interpretation of these stylistic or aesthetic choices	5
• examines relevant perspectives or representations in the text • provides an interpretation of these perspectives or representations	4	• 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	• examines how the writer's stylistic or aesthetic choices shape the text • provides an interpretation of these stylistic or aesthetic choices	4
• examines relevant perspectives or representations in the text • provides a summary of these perspectives or representations	3	• 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	• examines how the writer's stylistic or aesthetic choices shape the text • provides a summary of these stylistic or aesthetic choices	3
• identifies relevant perspectives or representations evident in the text	2	• identifies cultural assumptions, attitudes, values or beliefs in the text	2	• identifies stylistic or aesthetic choices of the writer in the text	2
• identifies some views or roles in the text	1	• identifies some ideas in the text	1	• identifies some choices of the writer in the text	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Interpretation: a unique account that draws meaning about the perspectives or representations in the text relevant to the selected question/task *Summary*: a recount of the perspectives or representations in the text.		*Interpretation*: a unique account that draws meaning about how the text is underpinned by cultural assumptions, attitudes, values or beliefs relevant to the selected question/task *Summary*: a recount of the cultural assumptions, attitudes, values or beliefs in the text.		*Interpretation*: a unique account that draws meaning about the stylistic or aesthetic choices in the text relevant to the selected question/task *Summary*: a recount of the stylistic or aesthetic choices in the text.	

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
• provides a discriminating thesis that responds to the question/task • develops arguments to strengthen the thesis across the response • provides clear conclusions based on the arguments	5	• provides well-considered selection of evidence from the text • uses this explicitly to support arguments	5	• demonstrates logical sequencing of information and ideas in and between paragraphs	3	• uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response	3
• provides a credible thesis that responds to the question/task • develops arguments to strengthen the thesis across the response • provides clear conclusions based on the arguments	4	• provides well-considered selection of evidence from the text • uses this to support arguments	4	• demonstrates sequencing of information and ideas in paragraphs	2	• uses cohesive devices to connect and develop ideas	2
• provides a credible thesis that responds to the question/task • includes statements to support the thesis	3	• provides relevant evidence from the text • uses this in connection with arguments	3	• includes fragmented information and ideas	1	• uses some connecting phrases or words to link ideas	1
• provides a statement that responds to an aspect of the question	2	• provides evidence from the text • connects this to some arguments	2	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
• includes some statements on the literary text	1	• includes evidence from the text	1				
• does not satisfy any of the descriptors above.	0	• 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:							
• uses a range of grammatically accurate sentence structures to develop ideas	3	• uses vocabulary with discrimination to develop ideas • uses register appropriate to role of the essay writer with discrimination	4	• uses punctuation accurately and purposefully	2	• uses simple and complex words that are mostly spelt correctly	2
• uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	2	• uses suitable vocabulary to develop ideas • uses register appropriate to the role of the essay writer	3	• uses punctuation with lapses that may affect fluency, but meaning is still discernible	1	• uses words in a way that fluency may be affected, but meaning is still discernible	1
• uses grammar and sentence structures that may have lapses that impede meaning	1	• uses vocabulary that may affect development of ideas, but meaning is still discernible	2	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
• does not satisfy any of the descriptors above.	0	• uses vocabulary that may have lapses that impede meaning	1			**Note:** 'Mostly' allows for occasional minor lapses.	
		• does not satisfy any of the descriptors above.	0				

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