English Senior Syllabus 2010

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1. Rationale

Australia is a linguistically diverse country, with Standard Australian English as its national language. In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In English, students learn how language use varies according to context, purpose, audience, content, modes and mediums and how to use it appropriately, effectively and accurately for a variety of purposes. Students engage with texts through reading, viewing and listening, and create texts through writing and speaking/signing. A course in English must provide students with opportunities to explore and experiment with various literary and non-literary texts that are written, spoken/signed, digital and multimodal.

The subject also provides students with opportunities to develop higher-order thinking skills through the analysis, evaluation and creation of varied literary and non-literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills that enable use and control of language across a range of texts and genres
- cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued
- awareness of how students’ personal attitudes and beliefs relate to those operating in their society and use of this understanding to explore individual understandings and relationships with the world through text studies
- understanding how texts reflect or challenge cultural and social perspectives, representations and ways of thinking, and why texts sometimes generate different understandings.

In Senior English courses, students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- enjoy and appreciate a range of texts, including Australian texts
- study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and create a wide range of texts through reading, listening, viewing, speaking, writing and designing
- make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.

The study of English occurs in a world of rapid cultural, social, economic and technological change, which places complex demands on citizens to be literate. As literate citizens, students need to be able to interpret, respond to and create face-to-face, written, spoken/signed, visual, nonverbal and auditory texts communicated through a range of mediums. They also need to be able to draw on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes now and beyond school.
English is an Authority subject suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies. It is worth noting that successful completion of four semesters of English (or equivalent) is a prerequisite for admission to many university courses.

Students of English in Queensland come from:

- a broad range of cultural and linguistic backgrounds, including those of Aboriginal and Torres Strait Islander peoples
- a wide variety of communities across Queensland – urban, coastal, rural and/or remote communities with different social, cultural and economic factors.

Students of English who show a strong interest in the study of literature and literary analysis may be suited to English Extension, a two-semester subject studied concurrently with the English course in Year 12. English Extension is designed to offer more complex challenges than Authority English. Such challenges include an expectation of accelerated independence, increased cognitive demands and assessment task requirements.

### 1.1 Aboriginal and Torres Strait Islander perspectives

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with:

- Indigenous frameworks of knowledge and ways of learning
- Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live
- Indigenous contributions to Australian society and cultures.

In English, students will have opportunities to consider Aboriginal and Torres Strait Islander perspectives in the study of language and literature by engaging with texts by Indigenous writers and about Indigenous peoples. When studying Australian texts, connections between the works of Aboriginal and Torres Strait Islander peoples and those of non-indigenous Australians could be made. Students could also compare the past and present experiences of Aboriginal and Torres Strait Islander peoples.

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1 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. QSA is committed to helping achieve this vision and supports teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
2. Dimensions and objectives

The objectives for this subject are those that the school is required to teach and students have the opportunity to learn. The objectives are grouped in three dimensions, i.e. the salient properties or characteristics of distinctive learning.

Progress in aspects of any dimension at times may be dependent on the characteristics and skills foregrounded and developed in another. The process of learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship to the objectives, and are described in the same dimensions.

2.1 Dimensions

The dimensions for a course in this subject are:

- understanding and responding to contexts
- understanding and controlling textual features
- creating and evaluating meaning.

2.2 Objectives

The objectives, grouped by dimension, are:

**Dimension 1: Understanding and responding to contexts**

Students examine how texts are structured and organised for particular purposes and then apply this knowledge to produce different types of texts for particular purposes.

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use genre patterns and conventions to achieve particular purposes
- select, sequence and organise subject matter to support opinions and perspectives
- establish roles of the writer/speaker/signer and relationships with audiences.

**Dimension 2: Understanding and controlling textual features**

Students understand and control textual features, in a variety of contexts.

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use grammar and language structures for particular purposes
- use cohesive devices to develop ideas and connect parts of texts
- use vocabulary for particular purposes
- use mode-appropriate features to achieve particular purposes.
Dimension 3: Creating and evaluating meaning

Students create and evaluate texts to demonstrate how and why meaning is made.

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use and evaluate ideas, attitudes and values that underpin texts and influence audiences
- create and evaluate perspectives and representations of concepts, identities, times and places in texts
- use aesthetic features to achieve purposes and evaluate their effects in texts.
3. Course organisation

3.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.2 Core

3.2.1 Required texts

Range and balance of texts

Teachers must give students opportunities to engage with a range of texts to encourage their development as language learners and users.

There must be a range and balance in the texts that students read, listen to and view. Courses should include texts from different times, places and cultures. Australian texts by Indigenous and non-Indigenous writers must be included across the course of study and within each year of the course. Schools may also include texts translated from other languages.

While appreciating the overlapping nature of some texts depending on the contexts chosen, texts must be selected from each of the following categories:

- Literary
  Contemporary and traditional texts that use language in aesthetic, imaginative and engaging ways to entertain, to move, to reflect and to express, create, explore and challenge cultural identity. These texts include narrative and non-narrative forms.

Examples of literary texts include:
  - novels
  - plays (scripts and performances)
  - poetry
  - short stories
  - feature films.

- Non-literary
  Contemporary, traditional and everyday texts that use language (spoken/signed and written) to explain, analyse, argue, persuade and give opinions; to remember, recall and report on things, events and issues; to transact and negotiate relationships, goods and services.

Examples of non-literary texts include:
  - reflective texts
  - popular culture texts
  - documentary film
— media and multimedia texts
— electronic texts
— everyday texts of work, family and community life.

**Selection of texts**
Across the four semesters, students must have learning experiences developed through:

- **15 to 20 literary texts:**
  - at least one to be the in-depth study of a complete novel
  - at least one to be the in-depth study of a complete drama text — an important work selected for its complexity of challenge — usually a Shakespearean drama
  - 10 to 15 poems that include a range of poetic forms, selected from lyric, narrative and dramatic poetry, across cultures and time.

- **5 to 10 non-literary texts:**
  - 1 to 2 multimodal/digital/hypermedia texts (e.g. CD, DVD, World Wide Web, documentary film, television program)
  - 4 to 8 expository texts (e.g. analytical, persuasive, reflective).

An assessment instrument does not have to be generated from every text studied.

As Year 11 is formative, it is important to prepare students for learning experiences and assessments they will encounter in Year 12. The number and type of texts chosen must reflect and support those for Year 12. Assessment techniques used in a Year 11 assessment program should support those used in Year 12.

### 3.3 Organising principles

There are five organising principles used to develop courses of study in senior English. They focus on students’ knowledge, cognitive processes and language skills. The organising principles are:

- continuity
- increasing complexity of challenge
- range
- increasing independence
- inclusion of cultural, social and individual differences.

Schools apply the five principles to develop a balanced course of study that suits their particular learning environment.

**Principle 1: Continuity**

The senior English course of study builds upon the English learning already undertaken at school. It aligns with this learning by acknowledging student abilities and interests while considering future needs and pathways. Continuity is achieved by schools developing courses that provide seamless transition across the junctures between Years 9 and 10, Years 10 and 11, and between units. Schools offering English Extension should also consider continuity across senior English courses of study.
**Principle 2: Increasing complexity of challenge**

Increasing complexity of challenge refers to the increasing language demands (knowledge, cognitive processes and language skills) made on students as they progress through the four-semester course. Learning experiences and assessment instruments must be designed to meet the requirement of increasing complexity of challenge across the course of study.

**Principle 3: Range**

Range refers to the breadth, depth and diversity of:

- resources
- learning contexts and experiences
- subject matter
- genres (these may include multimodal/digital/hypermedia texts, both for study and production)
- assessment techniques
- instrument conditions.

This range should be evident both across the four-semester course and within a single year. When planning a course to fulfil this principle, consider text requirements as well as Section 5.6 Requirements for verification folio.

**Principle 4: Increasing independence**

Increasing independence develops as students are required to accept responsibility for their own learning across the four-semester course. They learn to evaluate their own work and identify ways to improve it by:

- selecting and making strategic use of resources (both material and human)
- becoming less dependent on their teacher as a source of feedback
- making selective use of feedback
- negotiating instruments and/or conditions.

Students should gain expertise in evaluating the quality of their own and others’ work. Schools may use a number of methods to achieve this goal, including:

- teacher modelling of writing and speaking/signing processes, including revision and editing
- audio/video recording of spoken/signed responses for reflection and self assessment
- feedback from peers and others, in and out of the school context
- conferencing between teacher and student
- student participation in assessment instrument design and generation of instrument-specific criteria and standards so that assessment expectations are understood
- self-evaluation checklists for students attached to tasks.
**Principle 5: Inclusion of cultural, social and individual differences**

Inclusion of cultural, social and individual differences means considering the needs of individuals and class groups. It is strongly aligned with the notions of educational equity that underpin the syllabus. In enacting this principle, teachers should consider how best to meet their students’ learning needs by drawing on a variety of texts and pedagogical approaches to develop learning experiences.

This principle will influence:
- unit focuses
- learning experiences
- selection of resources
- assessment techniques, instrument design and instrument conditions.

### 3.4 Planning a unit of work

Planning a course of study requires development of a sequence of units of work across Years 11 and 12, each with a focus that will direct the learning, teaching and assessment. In developing a course of study, teachers should:
- incorporate the dimensions and objectives and assessment requirements
- apply the organising principles.

When preparing units of work for Senior English, schools should refer to the five organising principles. Each unit of work should:
- provide opportunities for students to demonstrate the full range of cognitive demands described in the dimensions and objectives through reading, viewing, listening, writing and speaking/signing
- build on the students’ learning in previous units
- support future units of work in the course of study.

A unit of work has the following characteristics:
- a focus
- designated time requirements
- a detailed teaching and assessment plan, including:
  - sequenced learning experiences that, where applicable, integrate reading, viewing, listening, writing and speaking/signing
  - opportunities for students to monitor their own learning
  - specified resources across a range of relevant genres, modes and mediums
  - assessment instrument/s, including instrument description, instrument-specific criteria and standards, and conditions.
3.5 Composite classes

This syllabus enables teachers to develop a course that caters for a variety of circumstances, such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study.

The flexibility of the syllabus can support teaching and learning for composite classes by enabling teachers to:

- structure learning experiences and assessment that allow students to access the key concepts and ideas suited to their needs in each year level
- provide opportunities for multilevel group work, peer teaching and independent work on appropriate occasions.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A / Year B format if the school intends to teach the same topics to both cohorts.
- A topic that will allow Year 11 students ease of entry into the course should be placed at the beginning of each year.
- Learning experiences and assessment instruments need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

3.6 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The requirements for on-line work program approval (WP Online), work program requirements, checklists and samples can be accessed on the QSA website <www.qsa.qld.edu.au>.
4. Teaching and learning

4.1 Teaching and learning approaches in English

Learning experiences should provide opportunities for students to engage with all dimensions and objectives and develop their cognitive skills in contexts that prepare them not only for assessment but also for life beyond school.

Learning experiences should:

- draw on a range of pedagogical approaches
- embed the cognitive skills required to allow students to achieve the dimensions and objectives
- provide opportunities for students to develop their metacognitive skills by helping them to plan work, set goals and reflect upon achievements
- develop students as self-directed, interdependent and independent learners. This could include opportunities for self-paced learning, negotiated assessment instruments and learning experiences, shared and cooperative learning, and the pursuit of subject matter relevant to personalised learning tasks
- include opportunities for students to explore multi-literacies.

4.2 Developing Aboriginal and Torres Strait Islander perspectives

To strengthen students' appreciation and understanding of Aboriginal and Torres Strait Islander perspectives, teachers planning a course of study should identify content and skills that can be drawn upon to encourage awareness and understanding of Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QSA website [<www.qsa.qld.edu.au>] has a collection of resources to help teachers engage with Indigenous histories and peoples (search for “Indigenous perspectives”).

The Aboriginal and Torres Strait Islander Studies handbook has valuable information on key success factors such as:

- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts
- removing barriers to student success and engagement.

The Deadly pathways section of the QSA’s Career Information Service website [<www.cis.qsa.qld.edu.au>] has information specifically for Aboriginal students and Torres Strait Islander students about networks, resources and opportunities for careers and
educational pathways. The role of the community, in partnership with the school and other government and community groups, is particularly important.

4.3 **Subject resources**

Subject-specific resources, such as course overviews, learning experiences, sample units of work, sample assessment instruments, the grammar compendium and approaches to English and student work, will be available on the QSA website <www.qsa.qld.edu.au> under the relevant subject area.

4.4 **Language and literacy education in English**

It is the responsibility of all teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. This entails developing the following skills:

- ability to select and sequence information required in the various forms (such as reports, essays, interviews and seminar presentations)
- appropriate use of technical terms and their definitions
- use of correct grammar, spelling, punctuation and layout.

**4.4.1 Literacy**

Literacy is an integral part of the study of English, referring to reading, writing, speaking/signing, listening and viewing effectively in a range of contexts. In the twenty-first century, literacy has expanded to include new technologies and multimedia, as well as skills in the use and creation of traditional texts using spoken and written language.

In senior English, students read, write, speak, listen to and view complex texts for a variety of contexts and in a variety of mediums. They adjust and modify their use of language with increasing sophistication to meet varying contextual demands. Senior English includes and goes beyond the transactional and comprehension purposes of language; it involves an appreciative, evaluative and systematic study of text structures, ideas, language features and the social and personal uses of language and texts.

For senior English, literacy requires:

... a teaching and learning process (including assessment) which is focused on meaning making … rather than merely reproducing uncritically what they have been taught, learners should be able to make sense of the world and develop their own perspectives.²

Such study builds students’ knowledge about how language and texts are interpreted (through listening, reading and viewing) and created (through speaking/signing, writing and designing) in society. Students draw on these skills and understandings to interpret and create their own texts.

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4.4.2 Inclusive language

Language, in its social and cultural contexts, is a crucial element in the construction of identity. In classrooms it plays important roles, both passively reflecting and actively shaping the way social and cultural realities are perceived. It can also be an instrument for promoting the acceptance and appreciation of diversity and challenging exclusion.

In terms of classroom practice:

- plan for the progressive development of spoken and written Standard Australian English language skills over the course of study
- ensure that teaching practices are inclusive by accepting use of other languages as the first languages of some students — that may include Aboriginal English, Aboriginal languages and creoles, Asian languages, European languages and Torres Strait Islander languages and creoles
- further enhance the participation of students of other cultural or language backgrounds — including Aboriginal students and Torres Strait Islander students — in the course through the provision of educational resources which acknowledge their literary contributions through film, plays, poetry, novels and media
- develop the use of various written and oral genres by modelling the textual features for comprehending and creating that students will require during the course of study
- identify the language demands of the course and devise suitable teaching strategies to ensure students learn to identify others’ meanings and to convey their own meaning clearly.

4.5 Numeracy education in English

Numeracy is addressed in senior English through materials studied in class, for example, in the analysis of data to present an argument, or the use of graphic organisers and symbols to present ideas and research. English also develops and applies numerical language in the sequencing and organising of subject matter.

4.6 Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the concept of equity.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate their abilities and what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.
Resource materials used should recognise and value the contributions of both females and males within society, and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the diverse range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Syllabus dimensions and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:


QSA, available at <www.qsa.qld.edu.au>

2009, *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* (search for “policy on special provisions”)


5. **Assessment**

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
  - advise students about their own progress to help them achieve as well as they are able
  - give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject to be recorded in students’ learning accounts. The comparable levels of achievement may contribute to the awarding of a Queensland Certificate of Education
- serve as the base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

### 5.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.
Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose. The major purpose of formative assessment is to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information.

Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students' achievements of all the objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course.

See also Section 5.6 Requirements for verification folio.

Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions of English.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (Section 5.8.3) must be used.

Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school's work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course over four semesters.
Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

Whole subject group

A school develops an assessment program so that, in accordance with the developmental nature of the course, later assessment information based on the same groups of objectives replaces earlier assessment information.

Individual students

A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students, however the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- “Fullest” refers to information about student achievement gathered across the range of objectives.
- “Latest” refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

5.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- teaching and learning approaches (see Section 4)
- principles of exit assessment (see Section 5.1)
5.5 R equirements necessary to reach valid judgments of student standards of achievement (see Section 5.6.1)

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects (2009), available at <www.qsa.qld.edu.au> (search for “Special provisions”).

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

5.4 Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement Strategies for authenticating student work for learning and assessment is available at <www.qsa.qld.edu.au> (search for “authenticating”). This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- students’ planning production of drafts and final responses
- teachers seeing plans and drafts of student work
- maintaining documentation of the development of responses
- students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.
5.4.1 Advice on drafting of student assessment responses

Several assessment techniques require students to draft responses both as part of the process of developing the response and as a strategy to improve the quality of the response.

Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for a work in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. Schools should consider the principle of increasing independence when constructing drafting policies.

What is a draft in English?

A draft is a body of evidence that is provided by students in response to assessment instruments. In English this could be a response that is nearly good enough to submit for assessment — it is likely to be the student’s second or third attempt at the task. Before submitting a draft, students may be required to:

- submit a written outline about their approach
- discuss their approach with their English teacher.

What sort of feedback will be provided?

In providing feedback, teachers will indicate aspects of the response that need to be improved or developed in order to meet the criteria. Students may be advised to:

- consider other aspects of the text
- work on their role as writer/speaker and show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing — they may not correct or edit all the textual errors in a draft
- provide some written feedback on drafts submitted by the due date
- provide a summary of their feedback and advice to the whole class.
Table 1: Suggested drafting strategy, demonstrating incorporation of the planning principle of increasing independence

<table>
<thead>
<tr>
<th>Mode</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>● teacher consultation allowed</td>
<td>● teacher consultation allowed</td>
</tr>
<tr>
<td></td>
<td>● outline submitted</td>
<td>● one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>● maximum two drafts submitted</td>
<td></td>
</tr>
<tr>
<td>Spoken/signed</td>
<td>● teacher consultation allowed</td>
<td>● teacher consultation allowed</td>
</tr>
<tr>
<td></td>
<td>● maximum two drafts submitted</td>
<td>● one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>● feedback provided during rehearsal</td>
<td>● feedback provided during rehearsal</td>
</tr>
</tbody>
</table>

5.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following tables.

For each dimension, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a school are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant dimensions (see Section 5.8.3 Standards matrix).

Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards: a tool for making judgments about the quality of students’ responses. The instrument-specific standards list the properties or characteristics used to assess students’ achievements. Students must be given specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.
### 5.5.1 Extended responses

#### Extended responses

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>These techniques are used to assess the sustained application of higher order cognition of students to known and provided texts in the creation and evaluation of their own extended written and spoken/signed texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>In English, extended responses cover a number of text types and may be presented in a variety of modes. Students are required to analyse, synthesise, manipulate and evaluate information and ideas to create their own texts for a specific purpose and audience. This may involve expressing and justifying a point of view, explaining and evaluating an issue, proposing a solution or solving a problem in the creation of texts. These assessments occur over a period of time using class and students’ own time. Research is not the focus of this technique.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expository texts explain, analyse or evaluate. An expository text describes objects, events or processes in an objective manner, presents or conveys an argument, states the solution to a problem or explains a situation. The following are examples of expository texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- analytical exposition</td>
</tr>
<tr>
<td>- media analysis</td>
</tr>
<tr>
<td>- magazine article</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persuasive texts argue or persuade, to convince readers to accept particular perspectives or points of view. The following are examples of persuasive texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- feature article</td>
</tr>
<tr>
<td>- profile or column</td>
</tr>
<tr>
<td>- review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective texts ponder, muse or reflect on events and experiences. The following are examples of reflective texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- memoir</td>
</tr>
<tr>
<td>- personal narrative</td>
</tr>
<tr>
<td>- autobiography and biography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imaginative texts use language in aesthetic and engaging ways to entertain, to move, to express and reinforce cultural identity. The following are examples of imaginative texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- poems</td>
</tr>
<tr>
<td>- short story</td>
</tr>
<tr>
<td>- drama script</td>
</tr>
</tbody>
</table>

Letters to the editor, personal letters, diary or journal entries, résumés, job applications, rationales, defences or similar texts may not allow for the demonstration of the full range of objectives and standards. Similarly in spoken/signed or multi-modal responses, teachers must ensure that it is possible to demonstrate the full range of objectives and standards. Enacted drama scripts (unless written by the students in response to an assessment instrument) may not allow for this. The student spoken/signed or multi-modal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring and verification and exit purposes. |

**Dimensions to be assessed through this technique:**

All English assessment instruments assess aspects of all the dimensions.
**Year 11**
- Written instruments: 600–1000 words
- Spoken/signed: 3–4 minutes
- Multi-modal instruments: 3–5 minutes

**Year 12**
- Written instruments: 800–1200 words
- Spoken/signed: 4–5 minutes
- Multi-modal instruments: 5–7 minutes

### What teachers must do when planning for an extended response:
- construct questions that are unambiguous
- format the assessment to allow for ease of reading and responding
- consider the language needs of the students
- ensure the questions allow the full range of standards to be demonstrated
- consider the instrument conditions in relation to the requirements of the question
- inform the students and indicate on the assessment what objectives and standards will be assessed
- provide learning experiences that support the mode and genre of the instrument, modelling the assessment technique where possible.

### 5.5.2 Supervised written

#### Supervised written assessments

**Purpose**
This technique is used to assess student responses that are produced independently, under supervision and in a set timeframe. There is no question of student authorship in this technique.

**Brief description**
Instruments in this technique include responses that are written (by hand or on a computer) and under supervised conditions.

**Dimensions to be assessed through this technique:**
All English assessment instruments assess aspects of all the dimensions.
An supervised written instrument might be in response to a question, which may be *seen* or *unseen*. When using seen questions, schools must ensure the purpose of this technique is maintained. These conditions must be explained on the assessment instrument. *Unseen* means that the students have not previously seen the question.

**Advice about items and conditions to include in an assessment instrument description:**

**Extended written response — unseen**
- An analytical exposition in response to an unseen question based on an in-depth study of a complete literary text. Students complete this task in one *uninterrupted session* without access to human resources. An unseen question is one that students have not previously sighted. *Unseen* relates to the questions and not to the learning experiences that may support the response. These conditions must be explained on the assessment instrument.

**Extended written response — seen**
- Students have prior notice of the task. It is completed under supervised conditions, with no access to feedback. It is not mandatory for the response to be completed in one session, provided that instrument conditions still guarantee student authorship of the response. When using seen questions, schools must ensure the integrity of this technique is maintained and that the response is completed within five school days. These conditions must be explained on the assessment instrument.
What teachers must do when planning for supervised responses:

- construct questions that are unambiguous
- format the assessment to allow for ease of reading and responding
- consider the language needs of the students
- ensure the questions allow the full range of standards to be demonstrated
- consider the instrument conditions in relation to the requirements of the question
- inform the students and indicate on the assessment what objectives and standards will be assessed
- provide learning experiences that support the mode and genre of the instrument, modelling the assessment technique where possible.

5.6 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio must contain the range and mix of assessment techniques for making summative judgments stated below.

Students’ verification folios for English must contain:

- responses to five assessment instruments, of which three are written and two are spoken/signed
- evidence that across the five instruments all aspects of the dimensions and objectives have been demonstrated at least once.

Students must have a number of opportunities to demonstrate achievement in the dimensions and objectives of the course. In the verification folio all assessment instruments must allow students to demonstrate their achievement in all three dimensions of the subject: understanding and responding to contexts, understanding and controlling textual
features and creating and evaluating meaning. In planning assessment programs, schools should be aware of post-verification folio requirements.

Schools must meet requirements for the required text categories and instrument conditions for both written and spoken/signed tasks in the verification folio. Schools should consider the organising principles (see Section 3.3) when planning and designing assessment instruments for the verification folio.

**Required written instruments**

The three written tasks in the verification folio must include these text categories:

- one expository text
- one imaginative text
- one persuasive or reflective text suitable for a public audience.

All tasks should be carefully contextualised in terms of purpose and audience. Schools should consider how subject matter and instrument demands support the principle of increasing complexity of challenge.

In group tasks, assessment judgments are made about the individual and not the group. This should be evident in criteria sheets.

**Instrument conditions**

Of the three written instruments in the verification folio:

- one must be conducted under open conditions (e.g. offering prior notice of task, extensive access to human, library and electronic resources)
- two must be conducted under supervised conditions, where there is no question of student authorship:
  - one is an analytical exposition in response to an unseen question based on an in-depth study of a complete literary text. Students complete this task in one uninterrupted session. An unseen question is one that students have not previously sighted. *Unseen* relates to the question and not the learning experiences or resources that may support the response.
  - the other may allow students prior notice of task. It is completed under supervised conditions, with no access to feedback. It is not mandatory for the response to be completed in one session, provided that instrument conditions still guarantee student authorship of the response. When using seen questions, schools must ensure the integrity of this technique is maintained and that the response is completed within 5 school days. These conditions must be explained on the assessment instrument.

**Required spoken/signed instruments**

The spoken/signed instruments in the verification folio must include two of these text categories:

- an expository text
- an imaginative text
- a persuasive or reflective text suitable for a public audience.

Spoken/signed instruments may be live, multimodal, audio or video recorded presentations. Schools must include an annotated criteria sheet with teacher comments, student notes and other supporting evidence for each student response. This contributes to
documentation of the text production process (strategies for this are available on the QSA website).

In group tasks, assessment judgments are made about the individual and not the group. This should be evident in criteria sheets.

**Instrument conditions**
Of the two spoken/signed instruments in the verification folio:

- one must be an individual task
- the other may be individual, pair or group (see Section 5.5).

**Confirmation of spoken/signed tasks**
It is necessary to supplement the school submission of folios for monitoring and verification with confirmation of two students’ spoken/signed assessments. This evidence may be recorded on a DVD, CD or video.

This means that each school’s submission for Year 11 monitoring and Year 12 verification must include a DVD, CD or video that has two presentations of the one spoken/signed task:

- one representing a typical A standard
  - if there is no A standard available the next highest presentation in the cohort should be supplied
- one representing a typical C standard.

At verification, the recorded responses are intended to confirm teacher judgments, therefore sophisticated recording techniques and extensive editing are not required. The intention is to provide an authentic record of the two students’ presentations as they occurred in their selected contexts.

The evidence must be cued and clearly labelled with:

- school name and school code
- the achievement of each of the two presentations.

The following materials relating to the two presentations must also be submitted:

- the task sheet, including instrument specific standards with appropriate annotations
- scripts and student notes, such as palm cards.

Further advice:
- Recorded responses do not have to illustrate presentations of the individual students whose folios have been included in the submission.
- The student response submitted as an A standard for the spoken/signed task does not have to be that of a student whose overall level of achievement is VHA.
- Similarly, the student response submitted as a C standard for the spoken/signed task does not have to be that of a student whose overall level of achievement is SA.

Information about preparing monitoring and verification submissions is available at <www.qsa.qld.edu.au> (search for “moderation handbook”).
5.6.1 Post-verification assessment

Schools must use assessment information gathered after verification in making judgments about exit levels of achievement for those students who are completing the fourth semester of the course of study. For this syllabus, students are to complete at least one assessment after verification.

5.6.2 Student profile

The purpose of the student profile is to record student achievement over the four-semester course of study. Key elements on the profile include:

- semester units, themes or topics
- assessment instruments in each semester
- standard achieved for each instrument
- instruments used for summative judgments
- interim level of achievement at monitoring and verification.

Schools may use the sample profile template provided on the QSA website <www.qsa.qld.edu.au> under the relevant subject areas, or design their own.

5.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- understanding and responding to contexts
- understanding and controlling textual features
- creating and evaluating meaning.

5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all dimensions and objectives of the syllabus and the standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.
5.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall across the three dimensions. This means that it is not necessary for the student to have met every descriptor for a particular standard.

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found in the Moderation and quality assurance section of the QSA website, <www.qsa.qld.edu.au> (search for “A–Z of Moderation”).

5.8.2 Minimum requirements for Sound Achievement

Senior English values both written and spoken modes. The purpose of the minimum requirements for Sound Achievement is to allow teachers to confirm judgments of threshold standards for Sound Achievement. This helps ensure public confidence in students who are awarded a Sound Achievement or higher in senior English after a four-semester course of study.

The minimum requirements for Sound Achievement are applied only at exit from a four-semester course. For students to be awarded Sound Achievement or above they must meet or exceed the minimum requirements for Sound Achievement in both written and spoken modes.

Minimum requirements for Sound Achievement describe the characteristics of student work at the threshold of the ‘C’ standard range. The requirements below describe the evidence that is needed in student folios to confirm that minimum sound has been met in both modes.

The evidence across all written responses is to be considered independently of the evidence across the spoken responses to confirm that minimum requirements for Sound Achievement in each mode have been met.

A folio must demonstrate evidence of:

- use of genre patterns to achieve most purposes
- selection, sequencing and organisation of mostly relevant subject matter
- use of evidence that mostly supports opinions and perspectives in written or spoken modes
- establishment and maintenance of most roles of the writer or speaker/signer and relationships with audiences
- use of mostly grammatically accurate language structures and suitable vocabulary to achieve purposes, including clauses and sentences in written texts
- use of cohesive devices to link ideas and connect parts of texts in most cases, including paragraphing in written texts
- use of most mode-appropriate features to achieve purposes
- mostly appropriate use and some analysis of ideas, attitudes and values that underpin texts and influence audiences in written or spoken modes
- identification, some explanation and use of aesthetic features and their effects in either written or spoken modes
- creation and some evaluation of perspectives and representations of concepts, identities, times and places in either written or spoken modes.
### 5.8.3 Standards matrix

<table>
<thead>
<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and responding to contexts</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>- exploitation of a range of genre patterns and conventions to achieve specific purposes</td>
<td>- effective control of a range of genre patterns and conventions to achieve specific purposes</td>
<td>- use of genre patterns and conventions to achieve specific purposes</td>
<td>- use of aspects of genre patterns and conventions to achieve some purposes</td>
<td>- use of aspects of genre patterns and conventions</td>
</tr>
<tr>
<td></td>
<td>- discerning selection, organisation and synthesis of relevant and substantive subject matter to support opinions and perspectives</td>
<td>- effective selection, organisation and synthesis of relevant subject matter to support opinions and perspectives</td>
<td>- selection, sequencing and organisation of relevant subject matter to support opinions and perspectives</td>
<td>- selection and organisation of subject matter to support opinions or perspectives</td>
<td>- selection of some subject matter to state an opinion</td>
</tr>
<tr>
<td></td>
<td>- manipulation and control of roles of the writer, speaker/signer and relationships with audiences.</td>
<td>- establishment and control of roles of the writer, speaker/signer and relationships with audiences.</td>
<td>- establishment and maintenance of roles of the writer, speaker/signer and relationships with audiences.</td>
<td>- establishment of some roles of the writer, speaker/signer and relationships with audiences.</td>
<td>- use of roles of the writer, speaker/signer.</td>
</tr>
<tr>
<td>Dimension</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Understanding and controlling textual features | The student work has the following characteristics:  
- a discerning combination of a range of grammatically accurate language structures for specific effects, including clauses and sentences in written texts  
- discerning use of mode-appropriate cohesive devices to develop and emphasise ideas and connect parts of texts, including paragraphing in written texts  
- discerning use of a wide range of apt vocabulary for specific purposes  
- discerning use of mode-appropriate features to achieve specific effects:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - complementary features  
| The student work has the following characteristics:  
- control of a range of grammatically accurate language structures to achieve effects, including clauses and sentences in written texts  
- effective use of mode-appropriate cohesive devices to develop and maintain ideas and connect parts of texts, including paragraphing in written texts  
- effective use of a range of apt vocabulary for specific purposes  
- effective use of mode-appropriate features to achieve effects:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - complementary features. | The student work has the following characteristics:  
- use of a range of mostly grammatically accurate language structures to meet a purpose  
- use of mode-appropriate cohesive devices to link ideas and connect parts of texts, including paragraphing in written texts  
- use of suitable vocabulary for purposes  
- suitable use of mode-appropriate features to achieve effects:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - complementary features. | The student work has the following characteristics:  
- inconsistency in the use of grammar and language structures that impede meaning  
- use of some mode-appropriate cohesive devices to connect parts of texts, including paragraphing in written texts  
- use of vocabulary that varies in suitability for a purpose  
- use of mode-appropriate features that vary in suitability:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - complementary features. | The student work has the following characteristics:  
- grammar and language structures that impede meaning  
- some connections between parts of texts  
- use of vocabulary that distracts from purpose  
- features that distract from meaning:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - complementary features. |

3 For example: Conventional spelling and punctuation  
4 For example: Pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence  
5 For example: Facial expressions, gestures, proximity, stance, movement  
6 For example: Graphics, still and moving images, design elements, music, sound effects
<table>
<thead>
<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>
| Creating  | The student work has the following characteristics:  
- discerning manipulation of the ways ideas, attitudes and values underpin texts and influence audiences  
- subtle and complex creation of perspectives and representations of concepts, identities, times and places  
- discerning use of aesthetic features to achieve specific purposes in texts | The student work has the following characteristics:  
- effective manipulation of the ways ideas, attitudes and values underpin texts and influence audiences  
- effective creation of perspectives and representations of concepts, identities, times and places  
- effective use of aesthetic features to achieve specific purposes in texts | The student work has the following characteristics:  
- appropriate use of the ways ideas, attitudes and values underpin texts and influence audiences  
- creation of perspectives and representations of concepts, identities, times and places  
- use of aesthetic features to achieve specific purposes in texts | The student work has the following characteristics:  
- use of ideas, attitudes and values that underpin texts  
- creation of some perspectives and representations of concepts, identities, times and places  
- use of aesthetic features to achieve specific purposes in texts | The student work has the following characteristics:  
- use of ideas in texts  
- creation of some concepts, identities, times and places  
- use of some aesthetic features in texts |
| Evaluating | The student work has the following characteristics:  
- discerning analysis of the ways ideas, attitudes and values underpin texts and influence audiences  
- subtle and complex evaluation of perspectives and representations of concepts, identities, times and places in texts  
- discerning evaluation of aesthetic features and their effects in texts. | The student work has the following characteristics:  
- effective analysis of the ways ideas, attitudes and values underpin texts and influence audiences  
- effective evaluation of perspectives and representations of concepts, identities, times and places in texts  
- effective evaluation of aesthetic features and their effects in texts. | The student work has the following characteristics:  
- analysis of the ways ideas, attitudes and values underpin texts and influence audiences  
- evaluation of perspectives and representations of concepts, identities, times and places in texts  
- identification and explanation of aesthetic features and their effects in texts. | The student work has the following characteristics:  
- identification of ideas, attitudes and values that underpin texts and influence audiences  
- identification of some perspectives and representations of concepts, identities, times and places in texts  
- identification of some aesthetic features and some effects in texts. | The student work has the following characteristics:  
- identification of some ideas, attitudes and values in texts  
- identification of some concepts, identities, times and places  
- identification of some aesthetic features in texts. |
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>The extent to which a student has demonstrated knowledge, skills, values and attitudes as the result of the teaching/learning process. Not the same as ability/capacity or aptitude/potential.</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>See Appendix 1</td>
</tr>
<tr>
<td>Analyse</td>
<td>To break up a whole into its parts, to examine in detail to determine the nature of; to look more deeply into and to detect the relationships between parts.</td>
</tr>
<tr>
<td>Assessment instruments</td>
<td>Particular methods developed and used by a school to gather information about student achievement.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The purposeful and systematic collection of evidence about students' achievements.</td>
</tr>
<tr>
<td>Assessment techniques</td>
<td>The method used to gather evidence about student achievement.</td>
</tr>
<tr>
<td>Complementary features</td>
<td>These features contribute to the meaning and impact of written, spoken/signed and multimodal texts and include graphics, symbols, still (diagrams, photographs), moving images (computer animation, moving pictures), design elements, music and sound effects.</td>
</tr>
<tr>
<td>Conditions, supervised</td>
<td>Conditions that remove any doubts of student authorship. The most common form is an exam.</td>
</tr>
<tr>
<td>Context</td>
<td>A framework for linking concepts, learning experiences and assessment. A context provides a meaningful application of concepts in real-world situations.</td>
</tr>
<tr>
<td>Course of study</td>
<td>An organised amount of learning described in a syllabus, training package, subject, course or project that meets the quality criteria.</td>
</tr>
<tr>
<td>Depth</td>
<td>The development of knowledge and understandings from simple through to complex.</td>
</tr>
<tr>
<td>Design elements</td>
<td>Elements that apply to both written and spoken/signed texts and include digital, auditory and visual features such as graphics, photos, still or moving images, text blocks and layout, which are deliberately selected for their impact on the audience.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Establish the value, quality, importance, merit, relevance or appropriateness of information, data or arguments based in logic as opposed to subjective preference.</td>
</tr>
<tr>
<td>Exit level of achievement</td>
<td>The standard reached by students at exit judged by matching standards in student work with the Exit criteria and standards stated in a syllabus.</td>
</tr>
<tr>
<td>Folio</td>
<td>A collection of student responses to the assessment instruments over a course of study.</td>
</tr>
</tbody>
</table>
|                       | - Exit folio  
|                       | The student folio at the time a student exits from a course of study.                                                                     |
|                       | - Verification folio  
<p>|                       | The student folio at the time of verification.                                                                                           |
| Genre                 | Genres are accepted categories of texts. Genres have features and patterns that relate to context, purpose and audience. Some texts may be multigenre. |
| Grammar               | Morphology and syntax, that is, the structure of words and sentences in the language. Morphology refers to the way simple words and basic elements of more complex words are combined. Syntax is the way words are organised into phrases, clauses and sentences. QSA will provide a grammar compendium as a resource available on the QSA website. |
| Identify              | Recognise, name or select.                                                                                                                 |</p>
<table>
<thead>
<tr>
<th><strong>Instrument-specific standards</strong></th>
<th>A tool for making judgments about the quality of students' responses to an assessment instrument. It lists the properties or characteristics used to assess students' achievements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret</strong></td>
<td>To give meaning to information presented in various forms, such as words, symbols, pictures or graphs.</td>
</tr>
<tr>
<td><strong>Learning experience</strong></td>
<td>The activities teachers plan for students to achieve objectives/outcomes.</td>
</tr>
</tbody>
</table>
| **Level of achievement**         | • Exit level of achievement  
The overall standard reached by students by the time they complete a course of study. There are five exit levels of achievement: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA) and Very Limited Achievement (VLA). An exit level of achievement is usually issued at the end of four semesters of study, but may be issued at the end of one, two or three semesters of study.  
• Interim level of achievement  
A decision about the overall standard reached by students at any time other than when they exit a course of study. |
| **Medium**                       | Channel of communication, which may include face-to-face, film, television, stage, radio, print and electronic media. Multimodal texts, formed by various combinations of these channels of communication, have become increasingly prevalent with technological developments. |
| **Mode**                         | Mode refers to a system of communication chosen as the way to transmit a message. The choice of language mode may be written, spoken/signed, nonverbal, visual or auditory. In combination, these systems of communication form multimodal texts. |
| **Moderation**                   | • External moderation  
Formal procedures administered by the Queensland Studies Authority to ensure that teacher judgments about standards are comparable between schools.  
• Internal moderation  
Procedures administered by a school to ensure that teacher judgments about standards are comparable within the school. |
| **Monitoring**                   | The process by which review panels provide advice to schools on the quality of their assessment instruments and the standards reached by students to that point in time. Monitoring occurs at the end of Year 11. |
| **Nonverbal features**           | These features contribute to spoken/signed and multimodal presentations and include both facial expressions and gesture (proximity, body movement, stance). |
| **On-balance judgment**          | The decision as to which standard is the best match to the student work. |
| **Review panels**                | Panels of teachers who put into effect the Queensland Studies Authority's moderation procedures. |
| **Special provisions**           | Variation of assessment conditions permitted for students with identified special needs. |
| **Spoken/signed features**       | Spoken/signed features of texts include: pronunciation; phrasing and pausing for emphasis; audibility and clarity; volume; pace; silence; stance. |
| **Standard Australian English**  | The form of Australian English that conforms to the perceived notion of appropriate usages for serious writing.  
Reference texts, such as Pam Peters' *The Cambridge Australian English Style Guide* and other publications from the Macquarie University Department of Linguistics, including *The Macquarie Dictionary*, are useful tools in establishing accepted language conventions. |

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<table>
<thead>
<tr>
<th>Standards (of assessment)</th>
<th>Fixed reference points for describing how well students have achieved the general objectives in the syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Standards descriptor</td>
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<td></td>
<td>Statement or list of statements that succinctly conveys the required quality of, or features in, student work in order to be awarded a particular standard (of assessment).</td>
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<tr>
<td></td>
<td>• Standards matrix</td>
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<td></td>
<td>Chart in a syllabus describing the qualities of A–E grades of student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student profile</th>
<th>A record of information about student performance on assessment instruments undertaken periodically throughout the course of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work</td>
<td>Student response to an assessment instrument.</td>
</tr>
<tr>
<td>Subject</td>
<td>A course of study defined by a syllabus.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>A document that prescribes the curriculum for a course of study, and includes standards of learning and standards of assessment.</td>
</tr>
<tr>
<td>Texts</td>
<td>Texts are broadly defined as written, spoken/signed, visual and multimodal works. They include works drawn from literature, mass media, electronic and everyday communications.</td>
</tr>
<tr>
<td></td>
<td>Texts are coherent, meaningful, written, visual, signed or multimodal communications. Examples of key texts are novels, plays, poems, films, speeches, media articles and hypermedia texts.</td>
</tr>
<tr>
<td>Textual features</td>
<td>Those components of texts that are chosen to suit context according to purpose, genre and register. Textual features include: cohesion, claus and sentence structure, grammar, vocabulary, paragraphing, punctuation and spelling, layout, visual and auditory features, as well as spoken/signed and nonverbal features.</td>
</tr>
<tr>
<td>Unit of work</td>
<td>A unit of work is a planned program of study, including learning experiences and assessment generated through a purposeful context for learning.</td>
</tr>
<tr>
<td>Values</td>
<td>Characteristics, qualities, philosophical and emotional stances. For example, moral principles or standards, often shared with others in a cultural group.</td>
</tr>
<tr>
<td>Verbal features</td>
<td>These features contribute to meaning in spoken/signed presentations and include pronunciation; pace; volume; and phrasing.</td>
</tr>
<tr>
<td>Verification</td>
<td>Occurs towards the end of Year 12 as part of the moderation procedures whereby review panels reach consensus on the standards exhibited in verification folios.</td>
</tr>
<tr>
<td>Verification folio</td>
<td>The collection of evidence used to make an on-balance judgment about a student’s level of achievement. At October verification, it will contain five pieces of work that conform to the principles of exit assessment.</td>
</tr>
<tr>
<td>Work program</td>
<td>A document that provides the detail of how a school intends to implement a syllabus.</td>
</tr>
</tbody>
</table>
Appendix 1: Aesthetic features

Engaging with aesthetic texts “allows us to rehearse different ways of seeing the world and different emotional reactions”. Such engagement is crucial for the development of empathy.

The aesthetic is far more than that which is simply “beautiful” in a text. It refers to the complex relationship between perception and sensation. It encompasses a wide range of emotional and critical responses to texts.

Aesthetic features refer to those aspects of texts that prompt emotional and critical reactions. As such, the aesthetic is closely tied to reader/audience positioning. Aesthetic features may draw upon and interplay with textual features already used for other purposes.

In senior English, students are given opportunities to create their own aesthetic features in persuasive and imaginative tasks in order to position readers/audiences. Students are also given opportunities to evaluate the aesthetic features of texts and their effects on reader/audience positioning. This can be done in the expository mode and may involve student reflection on personal emotional and critical responses to texts.

Examples of aesthetic features include:

<table>
<thead>
<tr>
<th>poetic devices</th>
<th>written devices</th>
<th>spoken devices</th>
<th>film devices</th>
<th>dramatic devices</th>
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<tbody>
<tr>
<td>alliteration</td>
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<td>images</td>
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<td>irony</td>
<td>motifs</td>
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<td>motifs</td>
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<td></td>
<td>photography</td>
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<tr>
<td>simile</td>
<td>representation</td>
<td></td>
<td>screenplay</td>
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<tr>
<td>symbolism</td>
<td>symbolism</td>
<td></td>
<td>symbolism</td>
<td></td>
</tr>
</tbody>
</table>

8 R Misson & W Morgan, 2006, Critical Literacy and the Aesthetic: Transforming the English Classroom, National Council of Teachers of English, Illinois, p. 136