

# English SEE marking guide and response

External assessment 2023

## SEE 1: Section 1 — 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 the chosen genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
3. analyse perspectives and the representation of a concept, identity, time or place in two literary texts
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin two literary texts and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in two literary texts
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a text for a public audience
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes.

# 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.

# Marking guide

## Criterion: Knowledge application

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

## Criterion: Organisation and development

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

## Criterion: Textual features

The response, for grammar and sentence structure:	M	The response, for language choices:	M	The response, for punctuation:	M	The response, for spelling:	M
<ul style="list-style-type: none"> <li>uses a range of grammatically accurate sentence structures to develop ideas</li> </ul>	3	<ul style="list-style-type: none"> <li>uses vocabulary with discrimination to develop ideas</li> <li>uses register appropriate to role of the public writer with discrimination</li> </ul>	4	<ul style="list-style-type: none"> <li>uses punctuation accurately and purposefully</li> </ul>	2	<ul style="list-style-type: none"> <li>uses simple and complex words that are mostly spelt correctly</li> </ul>	2
<ul style="list-style-type: none"> <li>uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible</li> </ul>	2	<ul style="list-style-type: none"> <li>uses suitable vocabulary to convey ideas</li> <li>uses register appropriate to role of the public writer</li> </ul>	3	<ul style="list-style-type: none"> <li>uses punctuation with lapses that may affect fluency, but meaning is still discernible</li> </ul>	1	<ul style="list-style-type: none"> <li>spells simple words in a way that fluency may be affected, but meaning is still discernible</li> </ul>	1
<ul style="list-style-type: none"> <li>uses grammar and sentence structures that may have lapses that impede meaning</li> </ul>	1	<ul style="list-style-type: none"> <li>uses vocabulary that affects development of ideas, but meaning is still discernible</li> </ul>	2	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses vocabulary that may have lapses that impede meaning</li> </ul>	1				
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0				



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