

# English SEE marking guide and response

External assessment 2023

## SEE 1: Section 2 — persuasive written response (45 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of a persuasive 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. create perspectives and representations of concepts, identities, times and places
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices to achieve persuasive purposes
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 persuasive text
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 creation of perspectives and representations:	M	The response, for use of the ways ideas underpin the literary text:	M	The response, for use of writer's choices:	M
<ul style="list-style-type: none"> <li>demonstrates astute creation of complex perspective/s or representations</li> </ul>	6	<ul style="list-style-type: none"> <li>demonstrates astute use of cultural assumptions, attitudes, values or beliefs to position audiences</li> </ul>	6	<ul style="list-style-type: none"> <li>demonstrates astute use of stylistic or aesthetic choices to shape the persuasive text</li> </ul>	6
<ul style="list-style-type: none"> <li>demonstrates purposeful creation of perspective/s or representations</li> </ul>	5	<ul style="list-style-type: none"> <li>demonstrates purposeful use of cultural assumptions, attitudes, values or beliefs to position audiences</li> </ul>	5	<ul style="list-style-type: none"> <li>demonstrates purposeful use of stylistic or aesthetic choices to shape the persuasive text</li> </ul>	5
<ul style="list-style-type: none"> <li>demonstrates suitable creation of perspective/s or representations</li> </ul>	4	<ul style="list-style-type: none"> <li>demonstrates suitable use of cultural assumptions, attitudes, values or beliefs to position audiences</li> </ul>	4	<ul style="list-style-type: none"> <li>demonstrates suitable use of stylistic or aesthetic choices to shape the persuasive text</li> </ul>	4
<ul style="list-style-type: none"> <li>demonstrates creation of perspective/s or representations, that may, at times, be superficial</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates use of cultural assumptions, attitudes, values or beliefs, that may, at times, be superficial</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates use of stylistic or aesthetic choices that may, at times, be superficial</li> </ul>	3
<ul style="list-style-type: none"> <li>identifies perspective/s or representations</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies cultural assumptions, attitudes, values or beliefs</li> </ul>	2	<ul style="list-style-type: none"> <li>demonstrates use of stylistic or aesthetic choices that may, at times, be inappropriate</li> </ul>	2
<ul style="list-style-type: none"> <li>identifies some aspects of perspective/s or representations</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies some aspects of cultural assumptions, attitudes, values or beliefs</li> </ul>	1	<ul style="list-style-type: none"> <li>demonstrates some aspects of stylistic and aesthetic choices</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 issue-focused thesis that responds to the question/task</li> <li>develops clear arguments to strengthen the thesis across the response</li> <li>provides clear conclusions about the issue</li> </ul>	5	<ul style="list-style-type: none"> <li>provides well-considered selection of ideas and information</li> <li>uses this explicitly to develop the persuasive argument</li> </ul>	5	<ul style="list-style-type: none"> <li>demonstrates logical 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 issue-focused thesis that responds to the question/task</li> <li>develops clear arguments to strengthen the thesis across the response</li> <li>provides clear conclusions about the issue</li> </ul>	4	<ul style="list-style-type: none"> <li>provides well-considered selection of ideas and information</li> <li>uses this to develop the persuasive argument</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 an issue-focused 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 ideas and information</li> <li>uses this in connection with the persuasive argument</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 statements that respond to aspects of the issue</li> </ul>	2	<ul style="list-style-type: none"> <li>provides ideas and information</li> <li>connects this to some aspects of the argument</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>provides some statements on the issue</li> </ul>	1	<ul style="list-style-type: none"> <li>provides statements of ideas or information</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 persuasive 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 affect development of ideas, but meaning is still discernible</li> </ul>	2	<ul style="list-style-type: none"> <li>uses suitable vocabulary to develop ideas</li> <li>uses register appropriate to role of the persuasive 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>uses 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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