

English SEE marking guide and response

External assessment 2024

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

Notes

Interpretation: a unique account that draws meaning about the perspectives or representations in the text relevant to the selected question/task.

Summary: a recount of the perspectives or representations in the text.

Interpretation: a unique account that draws meaning about how the text is underpinned by cultural assumptions, attitudes, values or beliefs relevant to the selected question/task.

Summary: a recount of the cultural assumptions, attitudes, values or beliefs in the text.

Interpretation: a unique account that draws meaning about the stylistic or aesthetic choices in the text relevant to the selected question/task.

Summary: a recount of the stylistic or aesthetic choices in the text.

All judgments are made in response to the chosen question/task. Award '0' in all assessable elements if the response is not relevant to the question or task.

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

Criterion: 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"> uses a range of grammatically accurate sentence structures to develop ideas | 3 | <ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses register appropriate to role of the public writer with discrimination | 4 | <ul style="list-style-type: none"> uses punctuation accurately and purposefully | 2 | <ul style="list-style-type: none"> uses simple and complex words that are mostly spelt correctly | 2 |
| <ul style="list-style-type: none"> uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible | 2 | <ul style="list-style-type: none"> uses suitable vocabulary to convey ideas uses register appropriate to role of the public writer | 3 | <ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible | 1 | <ul style="list-style-type: none"> spells simple words in a way that fluency may be affected, but meaning is still discernible | 1 |
| <ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning | 1 | <ul style="list-style-type: none"> uses vocabulary that affects development of ideas, but meaning is still discernible | 2 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning | 1 | | | | |
| | | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | | | |
| Notes | | | | | | | |
| <p>A use of <i>grammatically accurate sentence structures</i> demonstrates a control of writing conventions (e.g. subject/verb agreement, participle use, pronoun choice, tense) to produce meaningful and purposeful sentences.</p> | | | | | | <p>Mostly allows for occasional minor lapses.</p> | |

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.

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"> demonstrates astute creation of complex perspectives or representations | 6 | <ul style="list-style-type: none"> demonstrates astute use of cultural assumptions, attitudes, values or beliefs to position audiences | 6 | <ul style="list-style-type: none"> demonstrates astute use of stylistic or aesthetic choices to shape the persuasive text | 6 |
| <ul style="list-style-type: none"> demonstrates purposeful creation of perspectives or representations | 5 | <ul style="list-style-type: none"> demonstrates purposeful use of cultural assumptions, attitudes, values or beliefs to position audiences | 5 | <ul style="list-style-type: none"> demonstrates purposeful use of stylistic or aesthetic choices to shape the persuasive text | 5 |
| <ul style="list-style-type: none"> demonstrates suitable creation of perspectives or representations | 4 | <ul style="list-style-type: none"> demonstrates suitable use of cultural assumptions, attitudes, values or beliefs to position audiences | 4 | <ul style="list-style-type: none"> demonstrates suitable use of stylistic or aesthetic choices to shape the persuasive text | 4 |
| <ul style="list-style-type: none"> demonstrates creation of perspectives or representations, that may, at times, be superficial | 3 | <ul style="list-style-type: none"> demonstrates use of cultural assumptions, attitudes, values or beliefs, that may, at times, be superficial | 3 | <ul style="list-style-type: none"> demonstrates use of stylistic or aesthetic choices that may, at times, be superficial | 3 |
| <ul style="list-style-type: none"> identifies perspectives or representations | 2 | <ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs | 2 | <ul style="list-style-type: none"> demonstrates use of stylistic or aesthetic choices that may, at times, be inappropriate | 2 |
| <ul style="list-style-type: none"> identifies some aspects of perspectives or representations | 1 | <ul style="list-style-type: none"> identifies some aspects of cultural assumptions, attitudes, values or beliefs | 1 | <ul style="list-style-type: none"> demonstrates some aspects of stylistic and aesthetic choices | 1 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

Criterion: 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"> provides a discriminating issue-focused thesis that responds to the question/task develops clear arguments to strengthen the thesis across the response provides clear conclusions about the issue | 5 | <ul style="list-style-type: none"> provides well-considered selection of ideas and information uses this explicitly to develop the persuasive argument | 5 | <ul style="list-style-type: none"> demonstrates logical sequencing of information and ideas in and between paragraphs | 3 | <ul style="list-style-type: none"> uses cohesive devices to connect, develop, emphasise and transition between ideas within paragraphs and across the response | 3 |
| <ul style="list-style-type: none"> provides a credible issue-focused thesis that responds to the question/task develops clear arguments to strengthen the thesis across the response provides clear conclusions about the issue | 4 | <ul style="list-style-type: none"> provides well-considered selection of ideas and information uses this to develop the persuasive argument | 4 | <ul style="list-style-type: none"> demonstrates sequencing of information and ideas in paragraphs | 2 | <ul style="list-style-type: none"> uses cohesive devices to connect and develop ideas | 2 |
| <ul style="list-style-type: none"> provides an issue-focused thesis that responds to the question/task includes statements to support the thesis | 3 | <ul style="list-style-type: none"> provides ideas and information uses this in connection with the persuasive argument | 3 | <ul style="list-style-type: none"> includes fragmented information and ideas | 1 | <ul style="list-style-type: none"> uses some connecting phrases or words to link ideas | 1 |
| <ul style="list-style-type: none"> provides statements that respond to aspects of the issue | 2 | <ul style="list-style-type: none"> provides ideas and information connects this to some aspects of the argument | 2 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> provides some statements on the issue | 1 | <ul style="list-style-type: none"> provides statements of ideas or information | 1 | | | | |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | | | |

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

SEE 2 Paper 1: Imaginative response (45 marks)

Assessment objectives

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

1. use patterns and conventions of an imaginative genre to achieve particular purposes in a specific context
2. establish and maintain the role of writer and relationships with audiences
3. create perspectives and representations of concepts, identities, times and places in an imaginative text
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 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 an imaginative 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.

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 the writer's choices: | M |
|--|---|--|---|---|---|
| <ul style="list-style-type: none"> demonstrates astute creation of perspectives and/or representations | 6 | <ul style="list-style-type: none"> demonstrates astute use of the ways cultural assumptions, attitudes, values and/or beliefs to position audiences | 6 | <ul style="list-style-type: none"> demonstrates astute use of stylistic and aesthetic choices to shape an imaginative text | 6 |
| <ul style="list-style-type: none"> demonstrates purposeful creation of perspectives and/or representations | 5 | <ul style="list-style-type: none"> demonstrates purposeful use of the ways cultural assumptions, attitudes, values and/or beliefs to position audiences | 5 | <ul style="list-style-type: none"> demonstrates purposeful use of stylistic and aesthetic choices to shape an imaginative text | 5 |
| <ul style="list-style-type: none"> demonstrates suitable creation of perspectives and/or representations | 4 | <ul style="list-style-type: none"> demonstrates suitable use of the ways cultural assumptions, attitudes, values and/or beliefs to position audiences | 4 | <ul style="list-style-type: none"> demonstrates suitable use of stylistic and aesthetic choices to shape an imaginative text | 4 |
| <ul style="list-style-type: none"> demonstrates creation of perspectives and/or representations, that may, at times, be superficial | 3 | <ul style="list-style-type: none"> demonstrates use of the ways cultural assumptions, attitudes, values and/or beliefs that may, at times, be superficial | 3 | <ul style="list-style-type: none"> demonstrates use of stylistic and aesthetic choices that may, at times, be superficial | 3 |
| <ul style="list-style-type: none"> identifies perspectives and/or representations | 2 | <ul style="list-style-type: none"> includes cultural assumptions, attitudes, values and/or beliefs | 2 | <ul style="list-style-type: none"> demonstrates use of stylistic and aesthetic choices that may, at times, be inappropriate | 2 |
| <ul style="list-style-type: none"> identifies some aspects of perspectives and/or representations | 1 | <ul style="list-style-type: none"> includes some aspects of cultural assumptions, attitudes, values and/or beliefs | | <ul style="list-style-type: none"> demonstrates some aspects of stylistic and aesthetic choices | 1 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

Criterion: 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"> constructs a sophisticated short story that responds to the item | 5 | <ul style="list-style-type: none"> provides well-considered selection and synthesis of ideas in response to the poem and concept uses this subtly to develop the short story | 5 | <ul style="list-style-type: none"> demonstrates purposeful sequencing of ideas within and between paragraphs | 3 | <ul style="list-style-type: none"> uses connective devices to develop, emphasise and transition between ideas within paragraphs and across the response | 3 |
| <ul style="list-style-type: none"> constructs a purposeful short story that responds to the item | 4 | <ul style="list-style-type: none"> provides well-considered selection and synthesis of ideas in response to the poem and concept uses this to develop the short story | 4 | <ul style="list-style-type: none"> demonstrates sequencing of information and ideas within and between paragraphs | 2 | <ul style="list-style-type: none"> uses connective devices to emphasise and develop ideas | 2 |
| <ul style="list-style-type: none"> constructs a short story that responds to the item | 3 | <ul style="list-style-type: none"> provides ideas in response to the poem and/or concept uses these to frame the short story | 3 | <ul style="list-style-type: none"> demonstrates sequencing of some information and ideas | 1 | <ul style="list-style-type: none"> uses some connecting phrases or words to link ideas | 1 |
| <ul style="list-style-type: none"> constructs a short story that responds to aspects of the item | 2 | <ul style="list-style-type: none"> provides ideas uses these to frame aspects of the short story | 2 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> uses connective devices to emphasise and develop ideas. | 0 |
| <ul style="list-style-type: none"> constructs some statements in response to the item | 1 | <ul style="list-style-type: none"> provides statements | 1 | | | | |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | | | |

Criterion: 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"> uses grammatical structures with purpose | 3 | <ul style="list-style-type: none"> uses vocabulary fluently to develop the short story | 4 | <ul style="list-style-type: none"> uses punctuation accurately and purposefully | 2 | <ul style="list-style-type: none"> uses simple and complex words that are mostly spelt correctly | 2 |
| <ul style="list-style-type: none"> uses grammatical structures that may affect fluency, but meaning is still discernible | 2 | <ul style="list-style-type: none"> uses vocabulary appropriately to develop the short story | 3 | <ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible | 1 | <ul style="list-style-type: none"> spells simple words in a way that fluency may be affected, but meaning is still discernible | 1 |
| <ul style="list-style-type: none"> uses grammatical structures that may have lapses that impede meaning | 1 | <ul style="list-style-type: none"> uses vocabulary that may affect the development of ideas, but meaning is still discernible | 2 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning | 1 | | | | |
| | | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | | | |
| Notes | | | | | | | |
| <i>Mostly</i> allows for occasional minor lapses. | | | | | | | |

SEE 2 Paper 2: Extended response (45 marks)

Assessment objectives

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

1. use patterns and conventions of an analytical essay to respond to an unseen question/task
2. establish and maintain the role of essay writer and relationships with readers
3. analyse perspectives and representations of concepts, identities, times and places in a literary text
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin a literary text and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in a literary text
6. select and synthesise subject matter to support perspectives in an essay response to an unseen question/task
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an essay
9. make language choices for particular purposes in an essay
10. use grammar and language structures for particular purposes in an essay
11. use written features to achieve particular purposes in an essay.

Marking guide

Extended response

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"> examines relevant perspective/s or representations in the text provides an authoritative interpretation of these perspective/s or representations | 6 | <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs | 6 | <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices | 6 |
| <ul style="list-style-type: none"> examines relevant perspective/s or representations in the text provides a considered interpretation of these perspective/s or representations | 5 | <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a considered interpretation of these cultural assumptions, attitudes, values or beliefs | 5 | <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a considered interpretation of these stylistic or aesthetic choices | 5 |
| <ul style="list-style-type: none"> examines relevant perspective/s or representations in the text provides an interpretation of these perspective/s or representations | 4 | <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs | 4 | <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an interpretation of these stylistic or aesthetic choices | 4 |
| <ul style="list-style-type: none"> examines relevant perspective/s or representations in the text provides a summary of these perspective/s or representations | 3 | <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a summary of these cultural assumptions, attitudes, values or beliefs | 3 | <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a summary of these stylistic or aesthetic choices | 3 |
| <ul style="list-style-type: none"> identifies relevant perspective/s or representations evident in the text | 2 | <ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs in the text | 2 | <ul style="list-style-type: none"> identifies the writer's stylistic or aesthetic choices in the text | 2 |

| 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"> identifies some views or roles in the text | 1 | <ul style="list-style-type: none"> identifies some ideas in the text | 1 | <ul style="list-style-type: none"> identifies some choices of the writer in the text | 1 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| Notes | | | | | |
| <p><i>Interpretation:</i> a unique account that draws meaning about the perspective/s or representations in the text relevant to the selected question/task.</p> <p><i>Summary:</i> a recount of the perspectives or representations in the text.</p> | | <p><i>Interpretation:</i> a unique account that draws meaning about how the text is underpinned by cultural assumptions, attitudes, values or beliefs relevant to the selected question/task.</p> <p><i>Summary:</i> a recount of the cultural assumptions, attitudes, values or beliefs in the text.</p> | | <p><i>Interpretation:</i> a unique account that draws meaning about the stylistic or aesthetic choices in the text relevant to the selected question/task.</p> <p><i>Summary:</i> a recount of the stylistic or aesthetic choices in the text.</p> | |
| All of these judgments are made in response to the chosen question/task. | | | | | |

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



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