

English & Literature Extension marking guide and response

External assessment 2024

Extended response (35 marks)

Assessment objectives

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

1. demonstrate understanding of one short literary text and ways of reading this text
2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches to explore the unseen short text and generate an interpretation
4. apply appropriate aspects of the text-centred and world-context-centred theoretical approaches to an unseen short literary text to explore the text and generate an interpretation
5. analyse how the genre, structure and textual features of the unseen text support an interpretation
6. use correct terminology and appropriate referencing conventions to create a theorised exploration
7. use textual features (including spelling, grammar and punctuation) to create a theorised exploration
10. synthesise analysis of a short unseen text, aspects of text-centred and world-context-centred theoretical approaches applied to this text, and the resultant interpretation with supporting evidence.

Note: Objectives 3, 8 and 9 are not assessed in this instrument.

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: Understanding and application of theories AND Understanding and analysis of literary texts

The response, for understanding of theoretical approaches:	M	The response, for applying theory to explore meaning:	M	The response, for analysis of literary texts:	M	The response, for understanding of literary texts:	M
<ul style="list-style-type: none"> provides a discriminating theorised interpretation of the stimulus 	4	<ul style="list-style-type: none"> uses a discerning application of aspects of text-centred and world-context-centred approaches to the stimulus uses a complex range of relevant strategies for a theorised exploration 	5	<ul style="list-style-type: none"> examines with authority how the writer's generic style, structure or textual features shape the text provides a discriminating interpretation of how the writer's generic style, structure or textual features shape the text 	5	<ul style="list-style-type: none"> provides a discriminating understanding of the complexities of the chosen stimulus 	4
<ul style="list-style-type: none"> provides an effective theorised interpretation of the stimulus 	3	<ul style="list-style-type: none"> uses an effective application of aspects of text-centred and world-context-centred approaches to the stimulus uses a range of relevant strategies for a theorised exploration 	4	<ul style="list-style-type: none"> examines purposefully how the writer's generic style, structure or textual features shape the text provides an informed interpretation of how the writer's generic style, structure or textual features shape the text 	4	<ul style="list-style-type: none"> provides an effective understanding of the complexities of the chosen stimulus 	3
<ul style="list-style-type: none"> provides a suitable theorised interpretation of the stimulus 	2	<ul style="list-style-type: none"> uses an appropriate application of aspects of text-centred and world-context-centred approaches to the stimulus uses relevant strategies for a theorised exploration 	3	<ul style="list-style-type: none"> examines how the writer's generic style, structure or textual features shape the text provides a suitable interpretation of how the writer's generic style, structure or textual features shape the text 	3	<ul style="list-style-type: none"> provides suitable ways of reading the stimulus 	2

The response, for understanding of theoretical approaches:	M	The response, for applying theory to explore meaning:	M	The response, for analysis of literary texts:	M	The response, for understanding of literary texts:	M
<ul style="list-style-type: none"> provides an uneven theorised interpretation of the stimulus 	1	<ul style="list-style-type: none"> uses a superficial application of aspects of text-centred and world-context-centred approaches to the stimulus uses strategies for a theorised exploration 	2	<ul style="list-style-type: none"> identifies how the writer's generic style, structure or textual features shape the text provides a rudimentary summary of how the writer's generic style, structure or textual features shape the text 	2	<ul style="list-style-type: none"> provides a fragmented reading of the stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses an uneven application of aspects of text-centred and world-context-centred approaches to the stimulus uses strategies for exploration 	1	<ul style="list-style-type: none"> identifies the writer's generic style, structure or textual features 	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: Synthesis

The response, for development:	M	The response, for selection and synthesis:	M
<ul style="list-style-type: none"> provides a discerning thesis develops arguments to strengthen the thesis across the reading provides defensible conclusions based on the arguments 	4	<ul style="list-style-type: none"> provides a discerning selection of evidence from the stimulus uses evidence explicitly to support the theorised reading 	5
<ul style="list-style-type: none"> provides an informed thesis develops arguments to strengthen the thesis across the reading provides conclusions based on the arguments 	3	<ul style="list-style-type: none"> provides an effective selection of evidence from the stimulus uses evidence to support the theorised reading 	4
<ul style="list-style-type: none"> provides an adequate thesis develops ideas to support the thesis across the reading 	2	<ul style="list-style-type: none"> provides relevant evidence from the stimulus uses evidence in connection with the theorised reading 	3
<ul style="list-style-type: none"> provides an uneven thesis includes statements to support ideas 	1	<ul style="list-style-type: none"> provides some evidence from the stimulus connects this to some parts of the theorised reading 	2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> includes fragmented evidence from the stimulus 	1
		<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 and spelling:	M
<ul style="list-style-type: none"> uses a range of grammatically accurate sentence structures to effectively develop ideas 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas, including correct terminology uses register in a close theorised reading with discrimination 	3	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 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 develop ideas uses register appropriately for a close theorised reading 	2	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible uses 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 may affect development of ideas, but meaning is still discernible 	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		



© State of Queensland (QCAA) 2024

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: © State of Queensland (QCAA) 2024