# Essential English marking guide and response

Common internal assessment 2023 — Phase 4

**Assessment objectives**

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

3. explain representations of identities, places, events and concepts in response to stimulus texts

4. explain the ways cultural assumptions, attitudes, values and beliefs about community, local or global issues underpin texts and influence meaning

5. explain how language features and text structures shape perspectives on community, local or global issues in media texts and invite particular responses

6. select and use subject matter to support perspectives in response to stimulus texts

9. use language features to inform audiences.

**Note:** Objectives 1, 2, 7 and 8 are not assessed in this instrument.

# Purpose

This common internal assessment marking guide (CIAMG) informs schools and students how marks are matched to characteristics in responses to the common internal assessment.

The CIAMG provides:

- explicit statements about what is expected of students when they respond to a question

- sample responses that identify characteristics to assist the marker to make judgments

- where relevant, notes that provide further information to assist the marker in making a decision

- a tool for calibrating markers to ensure comparability of results.

# Mark allocation

Where no response to the assessment has been made, a mark of 'N' will be recorded.

# Common internal assessment marking guide

## Question 1

| The response, in *Knowledge application*: | The response, in *Organisation and development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| - provides a **detailed** explanation of **one** representation about the impact of science and technology identified in the blog<br>- provides a **detailed** explanation of **another** representation about the impact of science and technology identified in the blog<br>- provides a **detailed** explanation of how **one** belief identified in the blog<br>- provides a **detailed** explanation of how **another** belief identified in the blog influences meaning about the impact of science and technology<br>- provides a **detailed** explanation of how **one** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides a **detailed** explanation of how **another** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides a **detailed** explanation of how **one** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides a **detailed** explanation of how **another** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses | - purposefully selects information from the blog to support perspectives<br>- purposefully uses this information to support perspectives | - uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear<br>- uses appropriate punctuation, which may contain errors, but meaning is clear<br>- uses appropriate spelling, which may contain errors, but meaning is clear | A |
| - provides an **appropriate** explanation of **one** representation about the impact of science and technology identified in the blog<br>- provides an **appropriate** explanation of **another** representation about the impact of science and technology identified in the blog<br>- provides an **appropriate** explanation of how **one** belief identified in the blog<br>- provides an **appropriate** explanation of how **another** belief identified in the blog influences meaning about the impact of science and technology<br>- provides an **appropriate** explanation of how **one** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides an **appropriate** explanation of how **another** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides an **appropriate** explanation of how **one** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- provides an **appropriate** explanation of how **another** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses | - appropriately selects information from the blog to support perspectives<br>- appropriately uses this information to support perspectives | - uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>- uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>- uses appropriate spelling, which may contain errors, but meaning is mostly clear | B |
| - **in the main**, provides an explanation of **one** representation about the impact of science and technology identified in the blog<br>- **in the main**, provides an explanation of **another** representation about the impact of science and technology identified in the blog<br>- **in the main**, provides an explanation of how **one** belief identified in the blog<br>- **in the main**, provides an explanation of how **another** belief identified in the blog influences meaning about the impact of science and technology<br>- **in the main**, provides an explanation of how **one** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- **in the main**, provides an explanation of how **another** language feature identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- **in the main**, provides an explanation of how **one** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses<br>- **in the main**, provides an explanation of how **another** text structure identified in the blog shapes perspectives about the impact of science and technology and invites particular responses | - in the main, selects information from the blog to support perspectives<br>- in the main, uses this information to support perspectives | - in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>- in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>- in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear | C |
| - **describes some ideas** about **one** representation about the impact of science and technology in the blog<br>- **describes some ideas** about **another** representation about the impact of science and technology in the blog<br>- **describes some ideas** about **one** belief about the impact of science and technology in the blog<br>- **describes some ideas** about **another** belief about the impact of science and technology in the blog<br>- **describes some ideas** about how **one** language feature shapes perspective/s about the impact of science and technology<br>- **describes some ideas** about how **another** language feature shapes perspective/s about the impact of science and technology<br>- **describes some ideas** about how **one** text structure shapes perspective/s about the impact of science and technology<br>- **describes some ideas** about how **another** text structure shapes perspective/s about the impact of science and technology | - selects some information from the blog to support some perspectives<br>- uses some of this information to support some perspectives | - uses grammar and vocabulary with frequent errors and meaning is sometimes clear<br>- uses punctuation with frequent errors and meaning is sometimes clear<br>- uses spelling with frequent errors and meaning is sometimes clear | D |

| The response, in *Knowledge application*: | The response, in *Organisation and development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • **describes some ideas** about representations **OR** identifies a representation/s<br>• **describes some ideas** about beliefs **OR** identifies a belief/s<br>• **describes some ideas** about language features and/or text structures **OR** identifies a language feature/s or text structure/s<br>**OR**<br>• does not address **another** representation about the impact of science and technology **OR** does not address any representations<br>• does not address **another** belief about the impact of science and technology **OR** does not address any beliefs<br>• does not address **another** language feature about the impact of science and technology **OR** does not address any language features<br>• does not address **another** text structure about the impact of science and technology **OR** does not address any text structures<br>**OR**<br>• does not satisfy any of the descriptors above. | • selects some information to show some ideas<br>• uses some of this information to show some ideas<br>**OR**<br>• does not satisfy any of the descriptors above. | • uses grammar and vocabulary with frequent errors and meaning is impeded<br>• uses punctuation with frequent errors and meaning is impeded<br>• uses spelling with frequent errors and meaning is impeded<br>**OR**<br>• does not satisfy any of the descriptors above. | E |

# Question 2

| The response, in *Knowledge application*: | The response, in *Organisation and development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • provides a **detailed** explanation of **one** point of view about the impact of science and technology identified in the visual stimulus<br>• provides a **detailed** explanation of **another** point of view about the impact of science and technology identified in the visual stimulus<br>• provides a **detailed** explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology<br>• provides a **detailed** explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology<br>• provides a **detailed** explanation of how **one** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides a **detailed** explanation of how **another** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides a **detailed** explanation of how **one** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides a **detailed** explanation of how **another** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses | • purposefully selects information from the visual stimulus to support perspectives<br>• purposefully uses this information to support perspectives | • uses appropriate grammar and vocabulary, which may contain errors, but meaning is clear<br>• uses appropriate punctuation, which may contain errors, but meaning is clear<br>• uses appropriate spelling, which may contain errors, but meaning is clear | A |
| • provides an **appropriate** explanation of **one** point of view about the impact of science and technology identified in the visual stimulus<br>• provides an **appropriate** explanation of **another** point of view about the impact of science and technology identified in the visual stimulus<br>• provides an **appropriate** explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology.<br>• provides an **appropriate** explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology<br>• provides an **appropriate** explanation of how **one** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides an **appropriate** explanation of how **another** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides an **appropriate** explanation of how **one** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• provides an **appropriate** explanation of how **another** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses | • appropriately selects information from the visual stimulus to support perspectives<br>• appropriately uses this information to support perspectives | • uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>• uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>• uses appropriate spelling, which may contain errors, but meaning is mostly clear | B |
| • **in the main**, provides an explanation of **one** point of view about the impact of science and technology identified in the visual stimulus<br>• **in the main**, provides an explanation of **another** point of view about the impact of science and technology identified in the visual stimulus<br>• **in the main**, provides an explanation of how **one** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology.<br>• **in the main**, provides an explanation of how **another** cultural assumption, attitude, value and/or belief identified in the visual stimulus influences meaning about the impact of science and technology<br>• **in the main**, provides an explanation of how **one** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• **in the main**, provides an explanation of how **another** language feature identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• **in the main**, provides an explanation of how **one** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses<br>• **in the main**, provides an explanation of how **another** text structure identified in the visual stimulus shapes perspectives about the impact of science and technology and invites particular responses | • in the main, selects information from the visual stimulus to support perspectives<br>• in the main, uses this information to support perspectives | • in the main, uses appropriate grammar and vocabulary, which may contain errors, but meaning is mostly clear<br>• in the main, uses appropriate punctuation, which may contain errors, but meaning is mostly clear<br>• in the main, uses appropriate spelling, which may contain errors, but meaning is mostly clear | C |
| • **describes some** ideas about **one** point of view about the impact of science and technology in the visual stimulus<br>• **describes some** ideas about **another** point of view about the impact of science and technology in the visual stimulus<br>• **describes some** ideas about **one** cultural assumption, attitude, value and/or belief about the impact of science and technology in the visual stimulus<br>• **describes some** ideas about **another** cultural assumption, attitude, value and/or belief about the impact of science and technology in the visual stimulus<br>• **describes some** ideas about how **one** language feature shapes perspective/s about the impact of science and technology<br>• **describes some** ideas about how **another** language feature shapes perspective/s about the impact of science and technology<br>• **describes some** ideas about how **one** text structure shapes perspective/s about the impact of science and technology<br>• **describes some** ideas about how **another** text structure shapes perspective/s about the impact of science and technology | • selects some information from the visual stimulus to support some perspectives<br>• uses some of this information to support some perspectives | • uses grammar and vocabulary with frequent errors and meaning is sometimes clear<br>• uses punctuation with frequent errors and meaning is sometimes clear<br>• uses spelling with frequent errors and meaning is sometimes clear | D |

| The response, in *Knowledge application*: | The response, in *Organisation and development*: | The response, in *Textual features*: | Grade |
|---|---|---|---|
| • **describes some ideas** about points of view **OR** identifies points of view<br>• **describes some ideas** about cultural assumptions, attitudes, values and/or beliefs **OR** identifies a cultural assumption/s, attitude/s, value/s and/or belief/s<br>• **describes some ideas** about language features and/or text structures **OR** identifies a language feature/s or text structure/s<br>**OR**<br>• does not address **another** point of view about the impact of science and technology **OR** does not address any points of view<br>• does not address **another** cultural assumption, attitude, value and/or belief about the impact of science and technology **OR** does not address any cultural assumptions, attitudes, values or beliefs<br>• does not address **another** language feature about the impact of science and technology **OR** does not address any language features<br>• does not address **another** text structure about the impact of science and technology **OR** does not address any text structures<br>**OR**<br>• does not satisfy any of the descriptors above. | • selects some information to show some ideas<br>• uses some of this information to show some ideas<br>**OR**<br>• does not satisfy any of the descriptors above. | • uses grammar and vocabulary with frequent errors and meaning is impeded<br>• uses punctuation with frequent errors and meaning is impeded<br>• uses spelling with frequent errors and meaning is impeded<br>**OR**<br>• does not satisfy any of the descriptors above. | E |

Overall on-balance grade (circle): **A | B | C | D | E**