

Essential English subject report

2024 cohort

January 2025



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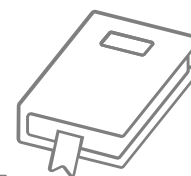
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Introduction



The annual Applied (Essential) subject reports seek to identify strengths and opportunities for improvement of internal assessment processes for all Queensland schools. The 2024 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design, and student responses to assessment for Applied (Essential) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2025.

The report also includes information about:

- applying syllabus objectives in the design and marking of assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, heed the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

This report should be read by school leaders, subject leaders, and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for common internal assessment (CIA).

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

Subject highlights

493

schools that
offered Essential
English



12,860

students
completed
4 units

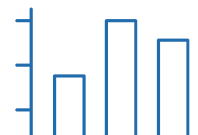


98.02%

of students
received a
C or higher



Subject data summary



Subject completion

Note: All data is correct as at January 2025. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Essential English: 500.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	20,685	20,428	18,878

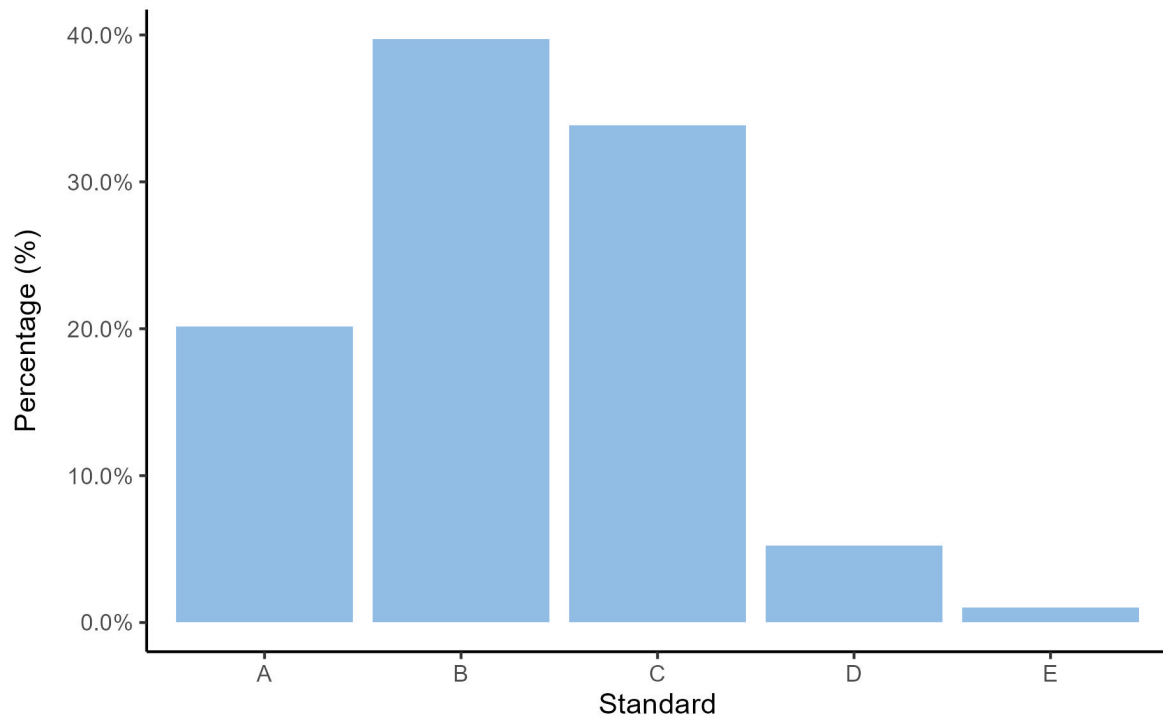
Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	18,229	2,456
Unit 2	18,781	1,647

Units 3 and 4 internal assessment (IA) results

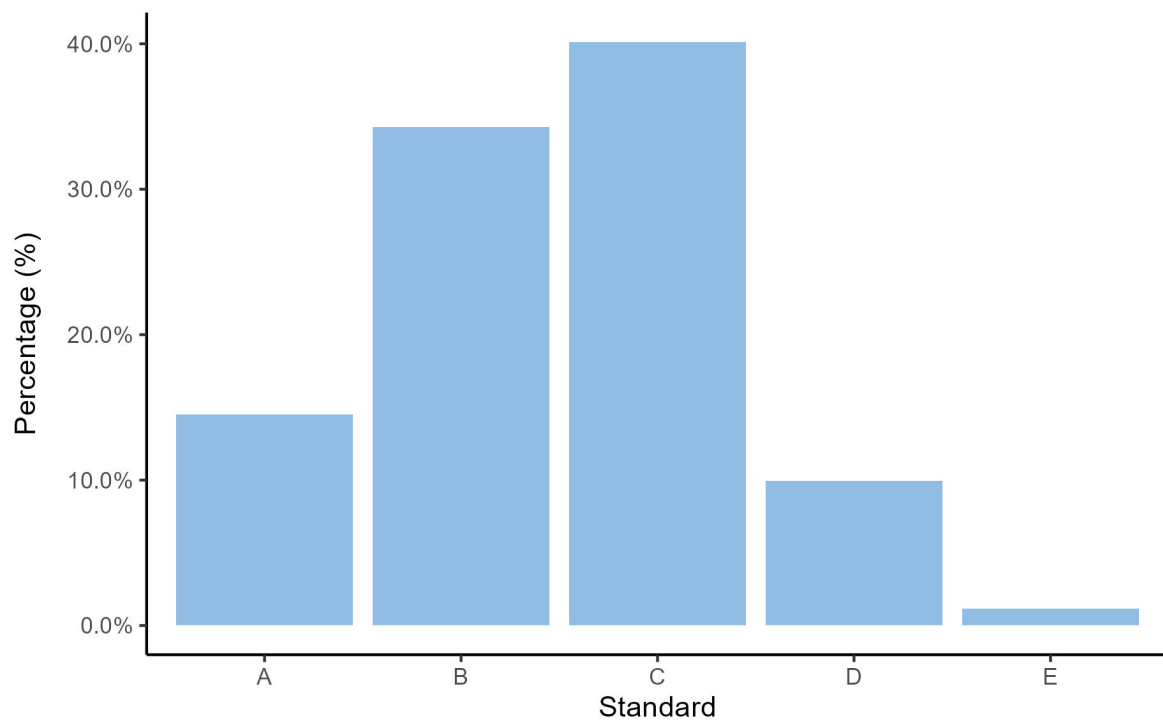
IA1 standards

IA1 total



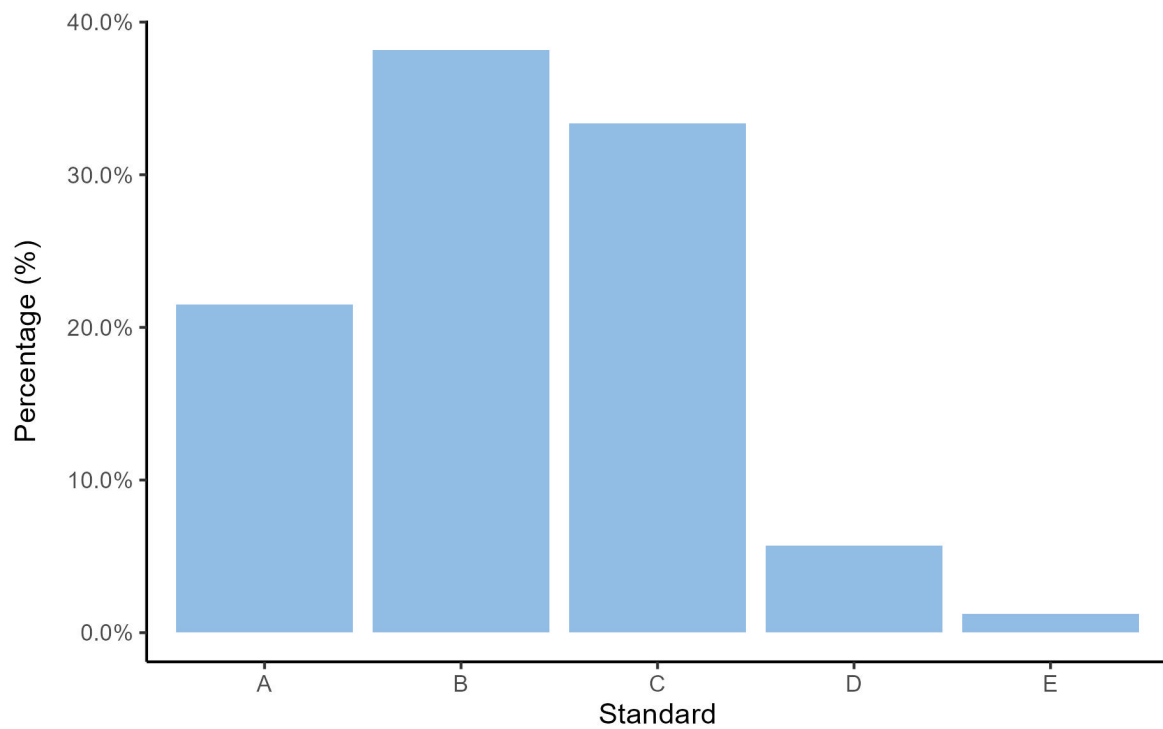
IA2 (CIA) standards

IA2 total



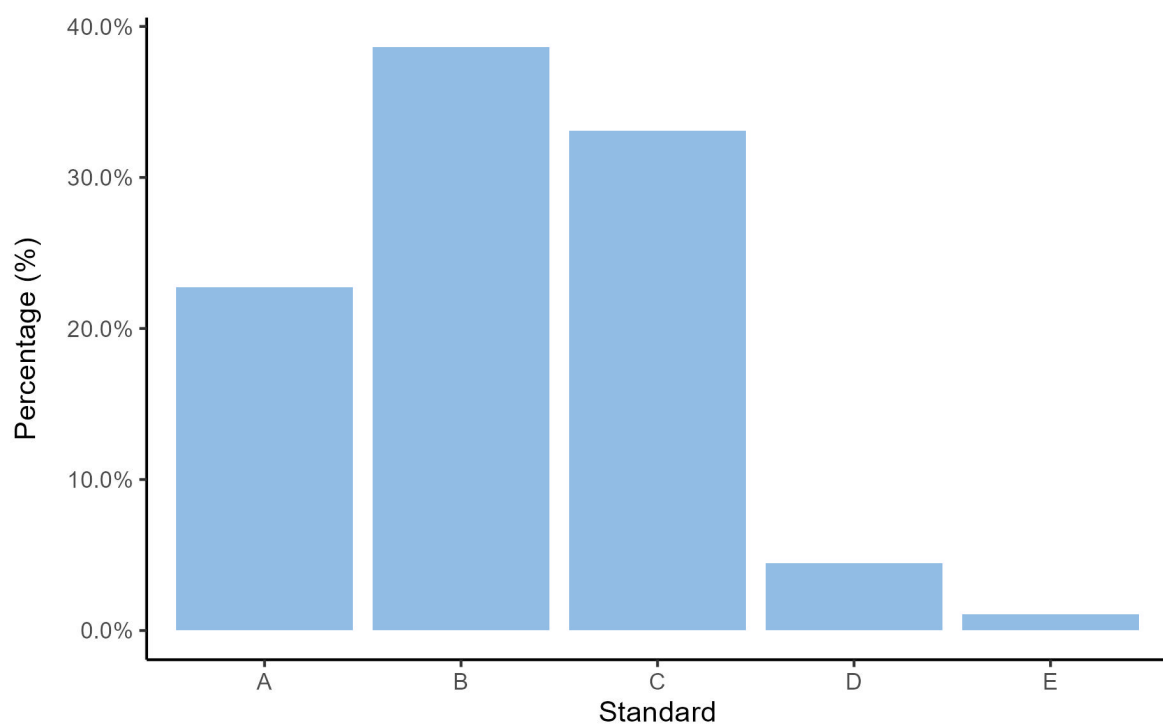
IA3 standards

IA3 total



IA4 standards

IA4 total



Final subject results

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	2,906	8,658	6,941	353	20

Internal assessment



The following information and advice relate to the assessment design and assessment decisions for each internal assessment (IA) in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA3	IA4
Total number of instruments	509	503	503
Percentage endorsed in Application 1	82	75	85

Applied QA

Applied QA meetings occurred to provide feedback and advice to schools about the judgments of student work completed for Unit 3 (IA1 and CIA) and inform judgments for IA3 and IA4.

The feedback was provided to schools using the *Quality assurance advice to schools* form.

Internal assessment 1 (IA1)



Extended response — spoken/signed response

This assessment focuses on the interpretation, examination and creation of representations of community, local and/or global issues. It is an open-ended task creating a text for a specified audience and purpose. While students may undertake some research when writing the extended response, it is not the focus of this technique.

Students may support their responses with audio, visual and digital media, where appropriate.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions
Alignment	25
Authentication	6
Authenticity	1
Item construction	11
Scope and scale	12

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- directed students to create spoken/signed responses incorporating nonverbal language features (e.g. facial expressions, gestures) and/or asked students to produce a genre that automatically incorporates these elements, e.g. TED Talk or a talk-style video presentation for a website
- provided explicit instructions using the correct cognitive verbs, e.g. asking students to 'create a representation' rather than to 'explain a representation'
- specified a required genre incorporating specific patterns and conventions, e.g. instead of asking for a generic 'persuasive presentation', specify a 'persuasive speech' or other suitable genre incorporating nonverbal language features, i.e. genres assessing only verbal components (such as podcasts) are not permissible

- aligned response requirements with syllabus specifications e.g. stipulating a genre and a particular audience that students are to address. For instance:
 - multimodal persuasive vlog to play at a school assembly during *Youth Week*
 - persuasive speech for a youth news segment on the television show *The Project*
 - persuasive video seminar for a school speech competition
 - advocacy speech promoting parental engagement with a specific organisation, e.g. the *Daniel Morcombe Foundation* or *Beyond Blue*
 - an address at a protest rally
 - presentation to the school's leadership team about supporting a local charity
 - speech about road safety to persuade the Department of Transport and Main Roads to focus on an urgent road safety issue
 - persuasive speech at a community meeting of residents, visitors, and council staff to encourage sustainable liveability in a particular area
- contextualised the assessment instrument by offering a choice of relevant topics and issues that enable students to engage with a local, community, or global issue and allows them to construct their own particular representation, e.g. youth crime, discrimination based on age and/or race, teen mental health, global conflicts, nuclear energy use, social media and breach of privacy, the supermarket duopoly, religious freedoms/free speech/hate speech, refugee settlement, the rights of First Nations people.

Practices to strengthen

It is recommended that assessment instruments:

- ask students to provide a draft in the spoken mode at the draft checkpoint to ensure that evidence is gathered in the syllabus-required mode and that feedback can be provided to students to enable them to enact feedback and improve their delivery
- allow students to develop and express their unique perspectives on issues (rather than directing them to adopt a specific stance) to foster critical thinking and originality along with the development of student-driven arguments.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions
Bias avoidance	0
Language	36
Layout	3
Transparency	9

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used inclusive language to cater for diverse backgrounds, providing clarity without jargon or bias
- clearly and consistently identified the audience throughout all sections of the assignment to enable students to appropriately tailor their responses to the intended audience in a meaningful and persuasive way
- used only information pertinent to the response students were to develop, e.g. eliminated unnecessary or irrelevant information — for instance, removed local community facts that did not directly contribute to the task and overcrowd the instrument with unnecessary words/information
- maintained consistency in task instructions to prevent ambiguity.

Practices to strengthen

It is recommended that assessment instruments:

- use precise language to focus students on developing their arguments on only one issue, e.g. use ‘create a persuasive speech that explores an issue’ rather than ‘create a persuasive speech that explores issues’
- demonstrate grammatical accuracy, e.g. amending ‘All student have access to ...’ to ‘All students have access to ...’ and ‘it’s’ to ‘its’ (where appropriate)
- model accurate grammar, punctuation, capitalisation, and spelling, e.g. amending ‘main stream’ to ‘mainstream’
- maintain consistent task instructions, e.g. align language in checkpoints with instructions elsewhere in the task
- use clear language free from idiomatic expressions to prevent confusion, e.g. use ‘raise awareness on topics that are important to you’ rather than ‘raise awareness on topics dear to their heart’.

Additional advice

- The syllabus does not mandate visual aids or multimodal components (e.g. visual/graphic elements, posters or PowerPoint slides) for IA1. While some schools may mandate the use of slides with images to accompany students’ deliveries, others may not. This is a school-based decision as the primary focus is on the spoken delivery, focused on verbal and nonverbal elements.
- The evidence for the Applied quality assurance meetings is required to be in the mode mandated by the syllabus, i.e. for IA1, schools are required to upload audiovisual files of spoken deliveries containing nonverbal features. Schools’ judgments cannot be reviewed if the correct evidence is not provided or cannot be accessed due to file corruption..
- Every descriptor in each criterion in the instrument-specific standards must be annotated before an on-balance judgment is made — only instrument-specific standards that are fully annotated enable school judgments to be reviewed.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Number of submissions received and reviewed: 465.

Effective practices

Accuracy and consistency of the application of the instrument-specific standards for this IA was most effective when:

- the response aligned with syllabus requirements by being persuasive rather than predominantly informative
- language features (e.g. alliteration, imagery) and text structures (e.g. sequencing of arguments) were used to position audiences
- an appropriate and clear audience was provided so students could use specific language choices to influence the particular ideologies of that group, e.g. language choices for a religious congregation would differ from a meeting of concerned parents
- students were clearly visible in the camera frame and voices were clear and distinct when pre-recorded.

Practices to strengthen

To further ensure accuracy and consistency of the application of the instrument-specific standards for this IA, it is recommended that:

- qualities of the spoken delivery are matched to appropriate standards according to an on-balance judgment that takes into account all the properties in the response, e.g. one brief staccato moment in an otherwise fluid delivery may not affect the overall on-balance judgment
- any speeches exceeding syllabus conditions are managed in a way that is transparent to all stakeholders by showing how the overall grade was determined and academic integrity maintained in accordance with *QCE and QCIA policy and procedures handbook v6.0*, Section 8.1
- all responses demonstrate the required elements, e.g. nonverbal communication, persuasive intent.

Samples

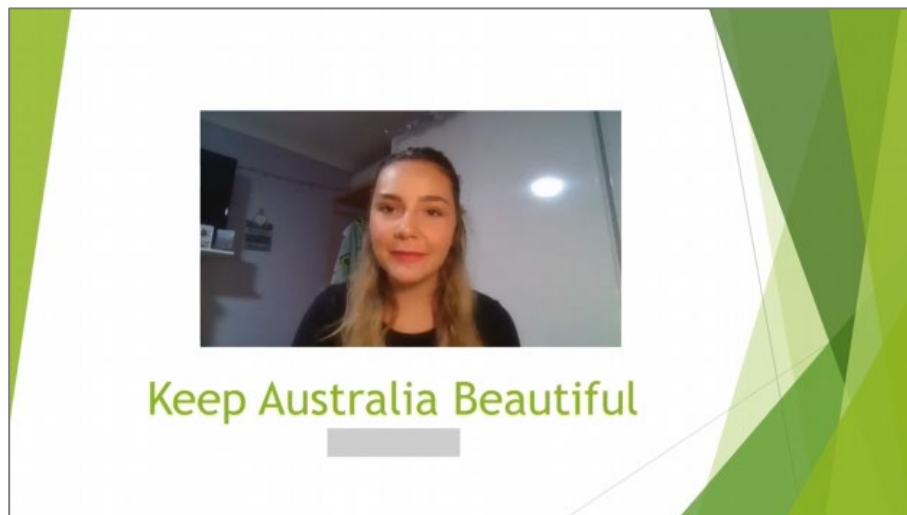
The following excerpt demonstrates a persuasive speech for an assessment instrument requiring students to advocate action on a social justice, environmental or human rights issue. The focus of this excerpt is alerting people to the imperative of reducing 'wastage' [sic] and eliminating litter on behalf of *Keep Australia Beautiful*. This excerpt illustrates:

- a purposeful sequencing (Assessment objective 7) of three clear arguments incorporating important ideas following logically from one another (Assessment objective 6). For instance
 - while the first argument primarily revolves around defining pollution and wastage, the argument is imbued with persuasive devices such as concerning statistics (e.g. 'Over 100 million marine animals die each year from plastic wastage [sic] alone') and opinion (e.g. 'As customers, we are extremely wasteful', 'shocking amounts of wastage'). Challenging this behaviour is achieved through deliberate rhetorical statements such as

'How many times have you bought more than you need?' and appeals to the audience to recognise that there is no such thing as throwing items 'away' because it all goes 'somewhere'

- the second argument builds on the first argument by exhorting the audience to prevent littering and asserting that 'we can make a difference', but that we need to do the work 'together'
- the third argument, while dealing primarily with the pragmatics of how to dispose of your rubbish, persuasion is still evident through additional prompts calling for focused efforts on keeping Australia beautiful, e.g. 'Everyone is responsible for making sure their own bin lids remain closed' to protect wildlife; audiences are also challenged to solve the issue rather than to be the 'problem'
- how the combination of earnestness and purposeful vocabulary combined with an appeal to people's sense of decency can be persuasive in convincing audiences of the need to improve their daily practices and act ethically to protect Australia from the ugliness of pollution.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Excerpt 1:

Video content (3 min, 5 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_essential_english_ia1_stu1_e1.mp4

Excerpt 2:

Video content (34 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_essential_english_ia1_stu1_e2.mp4

Excerpt 3:

Video content (55 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_essential_english_ia1_stu1_e3.mp4

Internal assessment 2 (CIA)



Common internal assessment (CIA)

The CIA is common to all schools and is developed by the QCAA. Schools are able to administer this assessment during the CIA phase chosen by the school in Unit 3 once it has been provided by the QCAA. It is administered flexibly under supervised conditions and is marked by the school according to a QCAA-developed common marking scheme. The CIA is not privileged over the school-developed summative assessment.

Short response — written

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the Summative internal assessment 2: Common internal assessment section of the syllabus. The examination consisted of two sections:

- Section 1 consisted of 1 short response item (seen written stimulus)
- Section 2 consisted of 1 short response item (unseen visual stimulus).

The examination assessed subject matter from Unit 3. Questions were derived from the topics of:

- gaming
- sport.

Each of the three CIA phases used different stimulus where students responded to questions about how one of the above topics was represented.

The assessment required students to respond to the stimulus by explaining two representations and two points of view, two cultural assumptions, attitudes, values and/or beliefs, two language features and two text structures. Explaining two of each enabled students to demonstrate a breadth and depth of knowledge about the stimulus, thereby demonstrating the life skill of critical literacy.

The range of written stimulus across the phases included: online forum, blog post, online testimonial.

The range of visual stimulus texts across the phases included: infographic, poster, magazine cover.

Assessment decisions

Assessment decisions are made by teachers matching student responses to the common internal assessment marking guide (CIAMG).

Effective practices

Overall, students responded well to the opportunity to:

- explain how either of the two topics — gaming or sport — was represented

- demonstrate knowledge of the manipulative power of a text by explaining how a stimulus attempts to position an audience
- provide reasoning to support their perspectives about how gaming or sport was represented
- refer to each stimulus to provide evidence for their reasoning
- use accurate punctuation when using direct quotations from the stimulus, e.g. quotation marks
- incorporate all the required elements of Assessment objective 5 in their explanations, i.e.
 - explain the language feature or text structure, i.e. identify and quote or paraphrase it, and describe its location (where appropriate) to demonstrate knowledge of layout, e.g. in explaining a text structure in a visual stimulus
 - explain how the language feature or text structure shapes a perspective
 - explain how the language feature or text structure positions audiences
- respond to each stimulus in the correct section of the paper, i.e. students deconstruct Stimulus 1 in Section 1 and deconstruct Stimulus 2 in Section 2.

Practices to strengthen

When preparing students for the CIA, it is recommended that teachers consider:

- regularly providing students with opportunities to deconstruct language features, text structures, cultural assumptions, attitudes, values and/or beliefs in stimulus to offer students the chance to develop textual deconstruction skills in authentic, real-world applications across a large range of topics, representations and points of view
- ways of helping students understand the imperative of being critically literate in a text-laden 21st century world through the study of language features and text structures
- providing students with tools for helping them understand the ways language features and text structures act differently from one another in a stimulus, e.g. using the scaffolds in the Resources section of the Syllabuses application in the QCAA Portal to help students develop a systematic method of deconstructing stimulus
- using stimulus with strong cultural assumptions, attitudes, values and/or beliefs (Assessment objective 4) to elicit emotional responses — doing so highlights the necessity of being critically literate and helps students understand how values in a text can evoke strong emotional reactions based on readers' experiences and worldviews
- emphasising connections between Assessment objectives 3, 4 and 5 and how they pertain to real-world texts.

Samples

Short response

The following excerpts are responses to Question 1 from the Phase 1 on the topic of gaming.

Effective student responses:

- demonstrated knowledge of how the stimulus represented gaming.

These excerpts have been included to demonstrate Assessment objectives 3 and 5 in student responses. They show students using their own words to explain how gaming has been represented while simultaneously using evidence from the stimulus to support their perspectives.

Information is also provided about audience positioning, showing a knowledge of the stimulus' manipulative power, and thereby demonstrating the entirety of Assessment objective 5.

In Excerpt 1:

- the response refers to the stimulus representing gaming as offering 'many benefits' to players before proceeding to define two of them — that gaming is a skill enhancer and that gaming is relevant to everyone
- the first assertion (gaming is a skill enhancer) is supported by a reference to the stimulus about Quan stating that gaming builds brain function and enhances hand-eye coordination. This is further supplemented with an assertion that this 'positions the reader to acknowledge that gaming isn't just entertainment, but also creates skill development'
- the second assertion (gaming being relevant to everyone) is supported by a reference to Quan's comments about 'his teammates from around the world' and a quote from the stimulus ('There's a game from any universe imaginable') that includes further elaboration about how this positions audiences to 'feel that no matter who you are or what your interests are, there is something in gaming out there for you'
- a detailed response for Assessment objective 3 is evident i.e. gaming is represented through the use of an assertion, a link to evidence and a statement about the impact on audiences.

In Excerpt 2:

- the response demonstrates a systematic approach to deconstructing Stimulus 1, and in doing so, demonstrates knowledge of both the way language features and text structures operate within a text (Assessment objective 5)
- a language feature of personal pronouns from the stimulus is referred to ('You can problem solve anything!'), which is immediately followed by an explanation about its meaning, i.e. the audience is positioned to 'feel like they can overcome absolutely anything, which is an incredibly import [sic] life skill'. While this is followed by a statement that 'the personal pronoun also draws the reader in to feel as if they are directly getting spoken to' (a general statement about the impact of personal pronouns rather than a direct response to the question), the preceding explanation demonstrates a detailed knowledge of how gaming has been represented
- a text structure in the stimulus is explicitly referenced to explain how it creates a message about gaming and why this matters, i.e. 'Sequencing is used when Julia responds to Gene', which 'allows Julia to reply to Gene and prove Gene's comments are invalid'. The explanation then continues with an effective example from the stimulus (using evidence to support their perspectives — Assessment objective 6) and an assertion of how this 'positions audiences to know that gaming is incredibly educational while also being fun to do'. Further elaboration is provided through: 'These skills enhance knowledge, life skills, problem-solving abilities, hand-eye coordination and so much more!' which matches the Standard A qualifier of 'detailed'.

Excerpt 1

A second representation is that gaming has many benefits. This is shown when Qvan mentions that gaming builds brain function while also enhancing hand-eye coordination. This positions the reader to acknowledge that gaming isn't just entertainment,

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but also creates skill development. The stimulus also shows that gaming is for everyone. This is shown when Qvan mentions his teammates from around the world and that "There's a game from any universe imaginable," positioning the audience to feel that no matter who you are or what your interests are, there is something in gaming out there for you.

Excerpt 2

there for you. A language feature of personal pronouns is used when Hana states, "You can problem solve anything!" This positions the audience to feel like they can overcome absolutely anything,

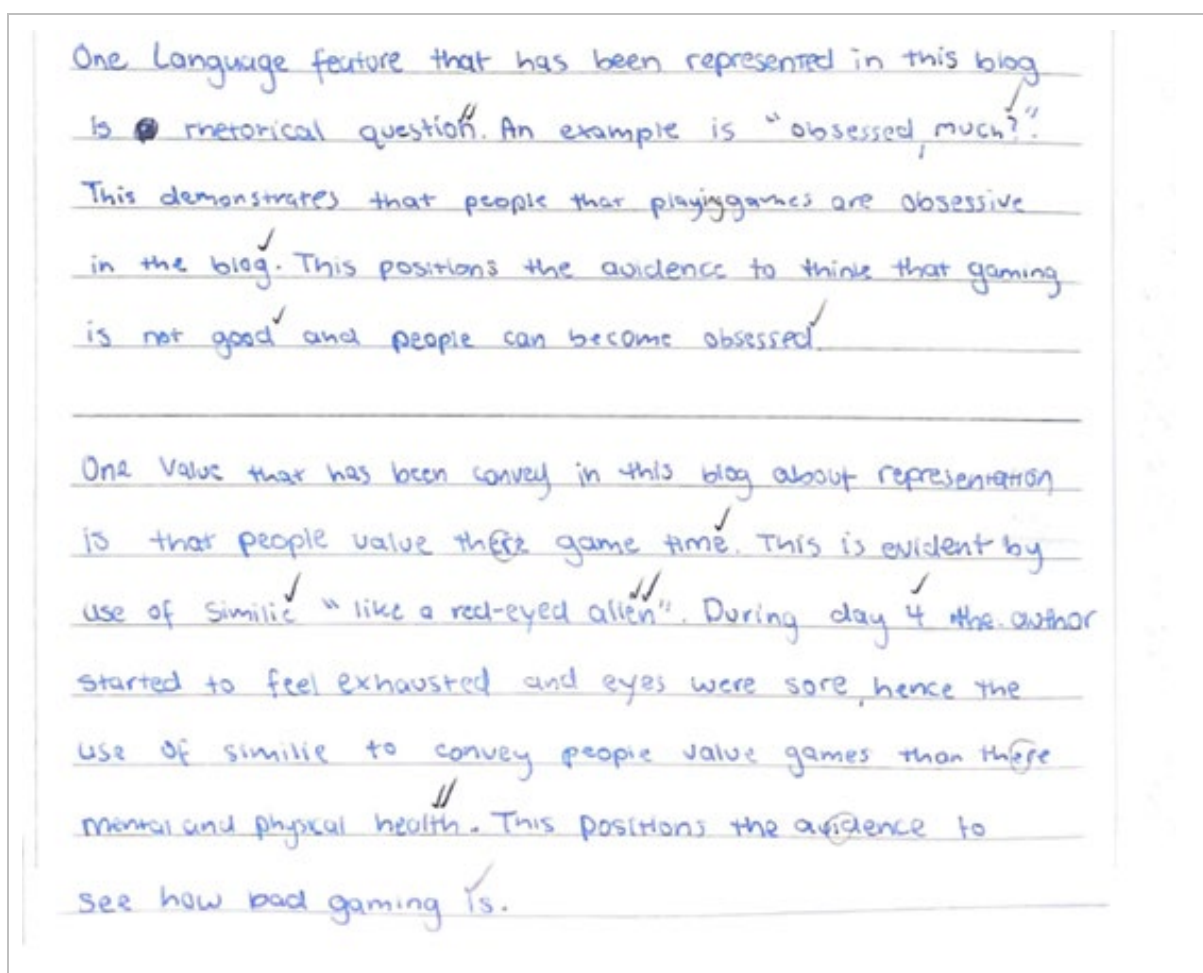
Refer to page 7

ADDITIONAL PAGE FOR STUDENT RESPONSES ~~Continued~~ from
 Page 3.

Write the question number you are responding to.

which is an incredibly import life skill. Gaming enhances ones problem solving skill which will reflect in real life. The personal pronoun also draws the reader in to feel as if they are directly getting spoken to. A text structure of sequencing is used when Julia responds to Ciene. The layout of the text allows Julia to reply to Ciene's comment and prove Ciene's points are invalid. This is seen when Julia responds to Ciene's comment of, "You could be socialising, reading books, or enjoying the outdoors," with "As for reading? Video games aren't just pretty graphics! Gaming requires extensive amounts of reading and data analysis - it's maths and english combined." This positions the audience to know that gaming is incredibly educational while also being fun to do. These skills enhance knowledge, life skills, problem solving abilities, hand eye - coordination and so much more!

The following excerpt is a response to Question 1 in the CIA Phase 2 on the topic of gaming to demonstrate Assessment objectives 4 and 5. The excerpt has been included to show how succinctly a response can be written using a formulaic method and still be matched to the qualifier of 'detailed' (Standard A) for that particular descriptor. An explanation of a language feature in the stimulus is clearly connected to audience positioning and a value in the stimulus is connected to details about how a representation is created and readers are affected.



The following excerpts are responses to Question 2a), b), c) and d) in the Phase 2 on the topic of gaming. They have been included to demonstrate how a response to a question might demonstrate a range of qualifiers (e.g. 'detailed', 'appropriate' and 'in the main'), but still be matched to an overall grade of 'detailed' (Standard A):

- The response in 2a) provides two points of view, each coupled with a quote from the stimulus and an explanation of how the quote affects audiences, thereby satisfying the requirement to 'explain'.
- The response in 2b) refers to the poster as providing a cultural assumption that 'gaming is a recreational activity for the younger generation' without providing evidence from the stimulus for this assertion. The explanation continues with a statement that 'this poster breaks this assumption by portraying inclusive concepts' and then refers generically to 'imagery in the poster' without specifics, matching to an 'in the main' selection of evidence and usage. However, combined with other elements elsewhere in the response, the overall judgment for these two descriptors is 'detailed'.
- The second response in 2c) about another language feature points to the framing of the poster and how it is 'fully encompassing the world of gaming with all corners displaying the exiting [sic] environment' without explicitly referring to a language feature such as the type of shot, e.g. close-up, medium-long shot. As such, this indicates an explanation of a text structure due to the references about the placement of objects rather than a language feature. The absent reference to audience positioning for this language feature matches the qualifier of 'in the main'. However, the explanation that 'this helps portray gaming as an expansive experience of endless entertainment' demonstrates Standard A in grammar and vocabulary.

- The response in 2d) deconstructs the use of text structures in a 'detailed' way by highlighting the division of the poster into 'the rule of thirds' before connecting this to its effect of 'gravitating the viewers [sic] eyes to the main focal point'. The response then elaborates through descriptions of the 'Male and female in the foreground' and how 'this added visualisation holds the meaning of teamsport [sic] as it portrays a "team" of games'. Additional detail is then provided by referring to '1 male and 1 female' and connecting this to 'the importance of social interaction to boost positive wellbeing in connection to gaming'. Audience positioning is addressed for the second time through the statement 'compelling the viewer to start gaming'. By referring extensively to meaningful elements in the stimulus, the response demonstrates a 'purposeful' selection of information from the stimulus to support perspectives.

Excerpt 1

- a) Explain two points of view about gaming.

Stimulus 2 positions audience to regard gaming as a "Stress reduction, teamwork, problem solving, Shared experiences" escape, through team gaming ideologies. This convinces viewers to believe that gaming can positively impact the wellbeing of participants. The second point of view consists of viewers regarding gaming as an exciting/exhilarating experience of social interactions, strengthening friendships through the adventure of team gaming.

Excerpt 2

- b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming.

The first factor found within the poster of Stimulus 2 is a cultural assumption. It can be culturally assumed that gaming is a recreational activity for the younger generation, however this poster breaks this assumption by portraying inclusive concepts enhancing the idea that gaming doesn't discriminate against cultural factors, ^{and} Age stereotypes, as proven by the imagery in the poster. The second factor found is an attitude, portraying a positive attitude towards team gaming with the poster displaying 2 happy individuals with keen body language (influences the viewer to play games).

Excerpt 3

c) Explain how two language features have been used to portray gaming.

A language feature is displayed as a complimentary feature found within the poster as the incorporation of real world objects, within a hypothetical game environment. This portrays gaming as a mix of 2 worlds allowing viewers to interact in exciting ways with the online world. Framing is the second language feature, as the poster is fully encompassing the world of gaming with all corners displaying the exciting environment not just a portion of the image, this helps portray gaming as an expansive experience of endless entertainment.

Excerpt 4

d) Explain how two text structures have been used to portray gaming.

The first text structure used to portray gaming is the rule of thirds, granting the viewer's eyes to the main focal point which is that of the male and female in the foreground. This added visualisation holds the meaning of transport as it portrays a "team" of gamers, 1 male and 1 female to highlight the importance of social interaction to boost positive wellbeing in connection to gaming (compelling the viewer to start gaming). The second text structure is placement with the strategic implementation of gaming objects such as platforms and interactive vines scattered throughout the poster. These placement factors signify the merging of environments to compell the viewer to take an adventure with friends, portraying gaming as an easy escape from the stresses of reality.

The following excerpts are responses to Questions 1 and 2 in the CIA Phase 1 topic of gaming. They demonstrate Assessment objectives 4, 5 and 9, and have been included to demonstrate how a formulaic response incorporating the two components of Assessment objective 4 and all three components of Assessment objective 5 can be fluent and succinct by:

- using signposting such as ‘the first value’ before explaining its effect, e.g. referring to how the stimulus allows the audience ‘to see both sides of the argument’ (satisfying the first part of Assessment objective 4) before adding that this enables the audience to ‘be equally educated rather than being misled’ (satisfying the second part of Assessment objective 4)
- explaining the language feature of colour and how ‘the positive side is in a bright yellow, symbolising joy while the negative side is a dull grey’ (demonstrating the first part of Assessment objective 5), which is immediately connected with the meaning of grey reflecting ‘a dark cloud on a miserable day’ (demonstrating the second part of Assessment objective 5). The third part of Assessment objective 5 is then demonstrated by discussing the effect on readers through the explanation of colour ‘catering for readers’, with the idea that ‘this allows two perspectives — one being joyful, the other being sympathetic’
- explaining that the text structure of ‘positioning/sequencing’ is demonstrated by describing its location, e.g. ‘in the centre, slightly underneath the large console, the words “You’re in control” demonstrates the first part of Assessment objective 5. This is immediately followed by how this creates meaning through the positioning of the audience, i.e. it makes them ‘feel a sense of importance’ (demonstrating the third part of Assessment objective 5). The response also describes the connection between the objects as being significant because it is ‘positioned in the centre of two arguments ... making the audience feel as if they must decide on where they stand’, again demonstrating the critical literacy encouraged by Assessment objective 5. The same approach is used for the second text structure to again demonstrate a solid knowledge of critical literacy.

Excerpt 1

b) Explain two cultural assumptions, attitudes, values or beliefs (choose two of these in any combination) about gaming.

The first value of the ^{stimulus} text is allowing the audience to see both sides of the argument. Instead of being biased to one side, the stimulus values both the positive and negative factors, allowing readers to be equally educated rather than being misled. An attitude displayed is to create a balance between gaming, and real life. The stimulus believes you are in control of this, and knowing the benefits and negatives to gaming, they hope you are able to manage your hobbies with your social and work life.

Excerpt 2

deeper meaning. Secondly, the use of colour is a language feature, that has also been

Do not write outside this box.

used within the stimulus. The positive side is in a bright yellow symbolising joy, while the negative side is a dull grey almost representing

* Refer to page 8 *

ADDITIONAL PAGE FOR STUDENT RESPONSES

Write the question number you are responding to.

Question C.

* Continued from page 6 *

a dark cloud on a miserable day. The use of colour allows for the readers mood to correlate with each side of the text. This allows two perspectives - one being joyful, the other being sympathetic.

Excerpt 3

d) Explain how two text structures have been used to portray gaming.

The text structure of positioning / sequencing is important to this stimulus. In the centre, slightly underneath the large console, the words "You're in control," positions the audience to feel a sense of importance. This text is positioned in the centre of two arguments - one positive, and one negative - making the audience feel as if they must decide on where they stand. The second text structure aligns with the text layout displayed in the stimulus. There are three symbols and

END OF PAPER * Refer to page 8 *

three texts under each column. This symbolises equality through each point of views in the text. With three negative facts and three positive facts, it creates an unbiased opinion as there isn't a side that overpowers the other. This allows the audience to be open minded on both the negative and positive impacts of gaming.

Additional advice

- Annotating every descriptor across all three criteria before making on-balance judgments increases the accuracy of awarding grades. All descriptors must be annotated prior to uploading the CIA marking guides for review at the Applied quality assurance meetings.
- Understanding the differences between the cognitive verbs of 'identify', 'describe' and 'explain' are essential to making accurate judgments using the CIAMG.
- For responses to be awarded Standard C or higher on the CIAMGs, responses must be explanations rather than descriptions or identification.
- Providing students with opportunities to apply the CIA marking guide to their own responses and/or their peers' responses develops student knowledge of the CIAMG's structure and how grades are awarded, including the way critical literacy is broken up into discrete parts.
- Emphasising to students the importance of reading questions carefully (perhaps circling or underlining key words) acts as a reminder to anchor their responses in the required elements.

Internal assessment 3 (IA3)



Extended response — multimodal response

This assessment focuses on the identification, consideration and explanation of ideas and information in texts. It is an open-ended task responding to a popular culture text or texts and constructed for a specified audience and purpose. While students may undertake some research in the creation of the response, it is not the focus of this technique.

Students may support their responses with visual, audio and/or digital elements appropriate to the mode.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions
Alignment	48
Authentication	18
Authenticity	7
Item construction	11
Scope and scale	45

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- instructed students to craft their responses for a specific audience to enable them to tailor their ideas and language choices for that specific group of people and develop rapport with them, thereby increasing the relevance and focus of their explanations of a particular concept, e.g. instructing students to create a vlog for the news and entertainment section of the *2023 Supanova Comic Con & Gaming* website
- provided students with popular culture texts containing strong representations to enable meaningful deconstructions of a text/s, e.g.
 - the superhero
 - films: *Batman: The Movie*, *The Dark Knight*, *Captain America*, *Superman: The Amazing Story of Superman*, *Justice League*, *The Incredibles*, *Iron Man 2*, *The Black Widow*
 - documentaries: *Comic Book Superheroes Unmasked*, *Once Upon a Time: The Super Heroes (3 of 10)*

- Australian texts (please note that the IA3 *does not* have to relate to Australia — using international texts for this task widens students’ exposure to a range of cultures, ideas, and ways of being)
 - documentaries, e.g. *Bra Boys: Blood is Thicker Than Water*, *Adam Goodes: The Australian Dream*, *In My Blood It Runs*
 - films, e.g. *Gallipoli*, *Priscilla Queen of the Desert*, *Looking for Alibrandi*, *The Drover’s Wife*, *Australian Rules*, *The Sapphires*, *Red Dog*, *Lion*
 - television shows, e.g. *Savage River*, *Packed to the Rafters*, *Australian Story*, *Australian Reality TV*, *Media Watch*, *Bluey*
 - songs, e.g. *The Blacker the Berry* (Kendrick Lamar), *Took the Children Away* (Archie Roach), *Bad Apples* (Briggs), *How to Make Gravy* (Paul Kelly)
 - Australian themed video games, e.g. *Forza Horizon 3*
 - commercials: Australia Day lamb ads.

Practices to strengthen

It is recommended that assessment instruments:

- use appropriate scope and scale. For instance
 - use the singular form of ‘representation’ rather than its plural form throughout the instrument to avoid confusion or inconsistency in task requirements. Students explaining one representation in a text is very different from students explaining more than one (one is preferred)
 - direct students to focus on only one character, identity, place, or concept, rather than multiple, allowing for a deeper and more focused analysis within the 4–6 minutes response time
 - ask students to ‘explain’ rather than to ‘analyse’ or ‘compare’ to align with syllabus objectives
 - provide a clear and finite list of options for students to choose from, e.g. singular concepts or issues to enable an achievable amount of content to be covered within the syllabus-specified 4–6 minutes, i.e. reasonable and doable within the required timeframe.
- quantify key aspects of the assessment to enable students to readily understand both the number of elements required in their response and the extent of the studied text/s needing to be referenced in their deconstruction. For instance
 - clarify the required number of texts to be explained in student responses, e.g. 1 or 2, but no more than 3 (3 is only appropriate if the studied texts are short and the concept being explained within them is strongly linked to the task’s purpose and is highly relevant to the intended audience)
 - specify an appropriate number of television episodes in a series, or choice of television episodes, or specific television episodes, but only if required (stipulating a number may be prudent if there has been extensive coverage of the series in class, e.g. an entire season of a television series). Sometimes specifying a finite number (e.g. one episode) is appropriate, depending on the richness of the episode/s and at other times, a range (e.g. 1–3) might be more appropriate to enable students to choose strategically, according to their thesis
 - specify an appropriate number of scenes, or choice of scenes, or specific scenes, but only if required. A finite number may not always be appropriate, depending on the nature of the scenes and the purpose of the deconstruction, e.g. asking students to explain the

representation of Wonder Woman in the original television series and then to explain how Wonder Woman is represented in the most contemporary version is a lot of information — it may be more pertinent for students to pick and choose for themselves how and where they select their evidence (with teacher guidance)

- align to the specifications for the assessment in Syllabus section 5.5.1 by
 - instructing students to produce a multimodal response by specifying a genre that always incorporates those patterns and conventions (e.g. video essay) and/or explicitly stating this requirement, e.g. asking students to create a multimodal PowerPoint film review by supporting their responses with visual, audio and/or digital elements
 - specifying who will be watching the multimodal response to allow students to make language choices to suit the audience, e.g. fans attending a youth forum for Marvel enthusiasts, fans watching a director’s commentary about a remake of James Bond
 - being explicit about requiring a spoken/signed response accompanied by an additional mode, e.g. images from the class-studied film being melded with a voiceover to simultaneously convey meaning about the way a particular concept is represented
 - providing a specific purpose to the task, e.g. to explain whether the concept of family in a contemporary text is as relevant now as it was in the original version.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decision
Bias avoidance	6
Language	22
Layout	2
Transparency	6

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- selected culturally sensitive texts to promote inclusivity
- avoided the use of stimulus texts that may perpetuate stereotypes or contain culturally insensitive material
- enabled all students to engage with a range of cultures and perspectives without engaging in cultural appropriation.

Practices to strengthen

It is recommended that assessment instruments are:

- succinct and precise in explaining task requirements
- free from errors, e.g.
 - titles of texts are consistently and accurately punctuated throughout the instrument
 - possessive apostrophes and contractions are used correctly

- correct grammar is used to aid fluency and comprehension
- accurate spelling is used, e.g. for vocabulary and authors' names.

Internal assessment 4 (IA4)



Extended response — written response

This internal assessment focuses on the creation of representations to position an audience. It is an open-ended task where interpretation of a popular culture text or texts is used as a springboard for a creative response. While students may undertake some research in the creation of the response, it is not the focus of this technique.

Students may support their responses with visual, audio and/or digital elements appropriate to the mode.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decision
Alignment	31
Authentication	7
Authenticity	3
Item construction	6
Scope and scale	13

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- either provided a specific audience for students to influence about an Australian social group or allowed students to select their own audience to suit their perspective and purpose, e.g.
 - a press release for a music festival, which celebrates or promotes an Australian social group of teen musicians/artists
 - a pitch for a television episode about a person who was a prominent member of an Australian social group to be included in an *Australian Story* episode
 - a feature article to be published in an end-of-year school magazine that paid homage to an Australian personality from a particular Australian social group, e.g. aging Australian rockstar or actor
 - a series of diary entries (2–3) centring on a character's experience in the class-studied text to enable students to influence audiences to accept representations of the particular Australian social group to which the character belonged

- specified the genre for students to use, such as a blog post, diary entry, or narrative, to make explicit the patterns and conventions students were required to use to shape their response
- provided students with a particular Australian social group to enable them to shape perspectives about, and to position audiences to accept, i.e. avoiding a broad focus on Australian culture or Australian identity. Examples of possible Australian social groups include: youth, sportspeople, tradespeople, rural and urban dwellers, musicians and artists, First Nations Australians, teenage boys and/or girls, people with a disability, members of the LGBTQIA+ community, religious people, victims of crime
- restricted responses to only one Australian social group to prevent issues with scale.

Practices to strengthen

It is recommended that assessment instruments:

- instruct students to construct representations of an Australian social group rather than to explain, analyse or evaluate the representation of that Australian social group
- specify the required text/s as a springboard for students' responses. Examples include:
 - books: *The Story of Tom Brennan* by J.C. Burke, *Tomorrow When the War Began* by John Marsden, *Boy from the Mish* by Gary Lonesborough
 - games: *Monopoly*, *Sim City*, *Trivial Pursuit*, *Dungeons and Dragons*
 - short stories: *The Turning* by Tim Winton, *Growing Up* series (various texts and authors), *Begin, End, Begin: A #LoveOzYA Anthology* by Danielle Binks, *The Boat* by Nam Le
 - films: *Red Dog*, *Ride Like a Girl*
 - television shows: *Australian Story*, *Heartbreak High*
 - musical: *Sunshine Club*
- enable students to express their own perspectives about a particular Australian social group e.g. how studying that particular Australian group has impacted their understanding of the challenges the group faces and the value that particular Australian social group has in shaping the modern world.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decision
Bias avoidance	1
Language	22
Layout	1
Transparency	6

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions, e.g.

- ensured consistent use of pronouns and subject references
- accurately and consistently used correct grammar and punctuation throughout the task
- used italics or quotation marks for titles and publication names to avoid ambiguity
- maintained consistent terminology for the required genre
- enabled all students to access the task, e.g.
 - provided instructions that were clear and free from jargon, slang, or potentially judgmental terminology
 - ensured tasks were free from typographical errors and maintain consistent formatting.

Practices to strengthen

It is recommended that assessment instruments:

- model accuracy in written expression, e.g.
 - use correct spelling, grammar, and punctuation
 - ensure consistency in textual features such as subject–verb agreement and plural forms
 - ensure consistency in pronoun use and subject references
- provide clear instructions to avoid ambiguity, e.g.
 - specify the number of required responses (e.g. 2–3 diary entries, 1–2 journal entries) to enable students to reach the required word count and demonstrate the range of standards
 - use consistent formatting for titles and publication names
- avoid bias and ensure accessibility, e.g. free of jargon, slang, or terminology that might not be understood by all cultural backgrounds or may be perceived as judgmental
- maintain consistent terminology and formatting, e.g.
 - use the same format for terms and titles throughout the document
 - ensure tasks are free from typographical errors and maintain consistent punctuation
 - refer to the required genre in a consistent and clear manner.