

EXTERNAL ASSESSMENT SPECIFICATIONS

ENGLISH (ENG315117)

External Assessment Specifications inform the development of external assessments. The primary audience for this document is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students.

These specifications must be read in conjunction with the Course Document.

The external assessment consists of a written exam.

WRITTEN EXAM STRUCTURE

The written exam is THREE hours.

Students will have an additional 15-minute preparation time during which students can take notes on the note paper provided and highlight any key words in the exam booklet during the allocated time. Students will not be permitted to start their exam until advised by the Exam Supervisor.

The written exam includes THREE sections.

The criteria to be externally assessed are:

- Criterion 1: analyse how relationships between texts, genres and contexts shape meaning and response
- Criterion 2: analyse representations of themes, ideas and concepts in texts
- Criterion 3: analyse how texts convey perspectives
- Criterion 4: compose and craft responses to texts
- Criterion 6: use accurate and effective language

SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY STUDENTS

There is no external Information Sheet for this course.

ASSESSMENT

All criteria are assessed using extended ratings of A+, A, A-, B+, B, B-, C+, C-, t+, t, t- or z.

Note that a C- is a low C, in that it just meets the standards for a C but is not a t.

For exam purposes rewriting the exam question only counts as a z. Student must have made a genuine attempt at answering the question in order to achieve a rating higher than a z.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

MARKING TOOL

The Marking Tool will address issues relating to students who refer to fewer than the required number of texts for Section A and B.

A marking tool which clarifies – but does not change – the standards in the Course Document (Standards/Glossary) will be provided for this exam and will be published on the TASC website prior to the commencement of external marking for that year. The marking tools will however include definitions of all ratings A, B, C, and t.

Only the authorised marking tool issued by TASC through their website is to be used in the final external assessment marking.

The Marking Tool will ensure that responses from Module 1 which refer to two texts rather than three are not to be considered lesser in any way. Responses are only to be considered in relation to the standards.

The Marking Tool will ensure that responses not written in the required third person for Section A and B will be penalised in Criterion 4.

Simplified referencing techniques only are expected in exam conditions.

CRITERION 6

Criterion 6 is a Key Criterion: for learners to gain an award of SA or above they must achieve a minimum C rating on this criterion in the external assessment on this course. As with all criteria, responses are only to be considered in relation to the standards and not the context of exam writing.

Note: The only exception to this rule is for those students for whom TASC has granted Reasonable Adjustments (for the assessment year) based on documented evidence that includes a formal diagnosis by a registered professional.

Assessment of Criterion 6 must not disadvantage students who demonstrate control of language, but do not respond to the question appropriately.

WEIGHTING OF SECTIONS

Criteria 1, 2 and 3 are only assessed in one section each. Where criteria are assessed in more than one section (Criteria 4 and 6), the algorithm to achieve final rating from Sections A – C will take account of the fact that each section carries equal weight.

SECTION A: GENRE STUDY

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to only ONE of THREE questions.
- Questions will address course content from Module 1 Genre Study
- Responses will be assessed using extended alpha ratings.

Assessed Criteria

- Criterion 1 analyse how relationships between texts, genres and contexts shape meaning and response (Elements 1, 2 and 3).
- Criterion 4 compose and craft responses to texts (Elements 1, 2, 3 and 4).
- Criterion 6 use accurate and effective language (Elements 1, 2, 3 and 4).

Nature of Questions

- Each question will be expressed as a unique question/statement followed by a generic direction (same for each item) in relation to study elective.
- Each question/statement will require the students to respond with reference to two or three texts but will not identify specific texts.
- These texts will be from the TASC prescribed text list from Module 1 and the appropriate elective. E.g., in responding to a Dystopian Fiction Question the respondent must respond with reference to two or three texts from the Module 1 Dystopian Fiction elective list.
- The external assessment must include questions that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.
- Each question should be of a similar level of complexity and should allow students to address similar elements of the criteria.

Nature of Responses

Extended analytical essay response, written in the third person.

Focus of response:

- Responses are required to examine the relationships between texts from a distinct genre, the context in which these texts were created and how genre codes and conventions invite response and shape meaning.
- They require an analysis and evaluation of genre codes and conventions, forms, mediums and modes.

SECTION B: ADAPTATION STUDY

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE compulsory question.
- The questions will address course content from Module 2 Adaptation Study.
- Responses will be assessed using extended alpha ratings.

Assessed Criteria

- Criterion 2 analyse representations of themes, ideas and concepts in texts (Elements 1, 2, 3, 4).
- Criterion 4 compose and craft responses to texts (Elements 1, 2, 3, 4).
- Criterion 6 use accurate and effective language (Elements 1, 2, 3, 4).

Nature of Questions

- The question/statement will require the student to respond with reference to two texts. These texts will be from the TASC prescribed text list from Module 2.
- The external assessment must include questions that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Nature of Response

Extended analytical essay response in the third person.

Focus of response:

- Examine differences in meaning that may be created when a text is adapted or transformed into a different genre form or medium.
- Analysis and evaluation of the ways language, stylistic devices, and text conventions can be manipulated and/or challenged in the adaptation process.

SECTION C: CLOSE TEXT STUDY

Structure

- This section will take students approximately 60 minutes to respond to.
- Students will respond to ONE compulsory question.
- The question will address course content from Module 3 Close Text Study – Perspectives.
- Responses will be assessed using extended alpha ratings.

Assessed Criteria

- Criterion 3 analyse how texts convey perspectives (Elements 1, 2, 3 and 4).
- Criterion 4 compose and craft responses to texts (Elements 1, 2, 3 and 4).
- Criterion 6 use accurate and effective language (Elements 1, 2, 3 and 4).

Nature of Questions

- No stimulus quotation/statement to be used.
- Each question will require the student to respond with reference to one text. This text will be from the TASC prescribed text list from Module 3
- The external assessment must include questions that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Nature of Response

Extended analytical essay response in the first or third person.

Focus of response:

- How perspectives on key idea/s are developed through the single text studied.
- Analysis and evaluation of the features* to construct learner's own reasoned interpretation of the text.

*Refers to all features (language, text, context, stylistic) as identified in the TASC accredited English ENG315117 Level 3 Module 3 content but note NOT all features referenced in the course document are required to be analysed in the response.

MARKING TOOL FOR CRITERION 6 – CLARIFYING STANDARDS

Criterion 6 – use accurate and effective language (use all elements at a satisfactory level)

Element 1

uses grammatical conventions, punctuation and spelling to achieve clarity	accurately uses grammatical conventions, punctuation and spelling	accurately uses grammatical conventions, punctuation and spelling to achieve effect
---	---	---

- To achieve clarity – Mostly clear, coherent and intelligible (does not impinge on meaning)
- Accurately – Free from mistakes or errors: able to produce results that are correct
- To achieve effect - Adequate to accomplish a purpose: producing a result that is wanted: having an intended effect

Element 2

selects and uses appropriate register vocabulary and syntax	accurately uses register, vocabulary and syntax	accurately uses register, and sophisticated vocabulary and syntax
---	---	---

- Appropriate – Must be considered within the context of an analytical essay (for example – meta language of analytical essay)
- Accurately - Free from mistakes or errors: able to produce results that are correct
- Sophisticated

Element 3

communicates ideas using clear and controlled language	communicates ideas using clear, controlled and precise language	communicates ideas using nuanced language with precision and subtlety
--	---	---

- Controlled language – Using language which is mostly accurate and appropriate to purpose, form and audience
- Precision – Using language accurately (word choice)
- Nuanced – Using language characterized by subtle shades of meaning or expression
- Subtlety

Element 4

communicates ideas using logical organisational structures and cohesive devices	communicates ideas effectively using logical organisational structures and cohesive devices	communicates ideas effectively adapting and using logical organisational structures and cohesive devices
---	---	--

- Effectively – Adequate to accomplish a purpose; producing a result that is wanted; having an intended effect.