

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 **3 hour written examination**.

The criteria to be externally assessed are:

Criterion 1: analyse how relationships between texts, genres and contexts shape meaning and response
All elements of Criterion 1 are examinable

Criterion 2: analyse representations of themes, ideas and concepts in texts

All elements of Criterion 2 are examinable

Criterion 3: analyse how texts convey perspectives

All elements of Criterion 3 are examinable

Criterion 4: compose and craft responses to texts

All elements of Criterion 4 are examinable

Criterion 6: use accurate and effective language

All elements of Criterion 6 are examinable except the last standard element (planning, drafting) is not examinable.

WRITTEN EXAMINATION STRUCTURE

Section	A - Genre Study	B - Adaptation Study	C – Close Text Study - Perspectives
Criteria	<p>Criterion 1: Elements 1, 2, 3, Criterion 4: Elements 1, 2, 3, 4 Criterion 6: Elements 1, 2, 3, 4</p>	<p>Criterion 2: Elements 1, 2, 3, 4 Criterion 4: Elements 1, 2, 3, 4 Criterion 6: Elements 1, 2, 3, 4</p>	<p>Criterion 3: Elements 1, 2, 3, 4 Criterion 4: Elements 1, 2, 3, 4 Criterion 6: Elements 1, 2, 3, 4</p>
Course coverage	Module 1	Module 2	Module 3
Number and nature of items	<p>3 – each made up of a question/statement and a direction</p> <p>Candidates will answer/respond to only ONE question/statement and direction.</p> <p>Each item will be expressed as:</p> <ul style="list-style-type: none"> • A unique question/statement followed by a generic direction (same for each item) in relation to study elective. • Each question/statement should be of a similar level of complexity and should allow students to address similar elements. • The question/statement will require the candidate to respond with reference to two or three 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. <p>The Marking Tool will address issues relating to students who refer to fewer</p>	<p>1</p> <p>Candidates will answer/respond to only ONE question/statement and direction.</p> <ul style="list-style-type: none"> • Each question/statement will require the candidate to respond with reference to two texts. These texts will be from the TASC prescribed text list from Module 2. • The Marking Tool will address issues relating to students who refer to fewer than the required number of texts for this section. 	<p>1</p> <p>Candidates will answer/respond to only ONE question and direction. No stimulus quotation/statement to be used.</p> <ul style="list-style-type: none"> • Each question will require the candidate to respond with reference to one text. This text will be from the TASC prescribed text list from Module 3.

Section	A - Genre Study	B - Adaptation Study	C – Close Text Study - Perspectives
	than the required number of texts for this section.		
Compulsory or optional	Choice of one of three questions/statements	One question/statement	One question
Item type(s) / format	<p><i>Response format</i></p> <ul style="list-style-type: none"> Analytical essay response Third person <p><i>Focus of response</i></p> <p>For all items:</p> <ul style="list-style-type: none"> 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. Analysis and evaluation of genre codes and conventions, forms, mediums and modes. 	<p><i>Response format</i></p> <ul style="list-style-type: none"> Analytical essay response Third person <p><i>Focus of response</i></p> <p>For all items:</p> <ul style="list-style-type: none"> 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. 	<p><i>Response format</i></p> <ul style="list-style-type: none"> Analytical essay response Choice of first or third person <p><i>Focus of response</i></p> <p>For all items:</p> <ul style="list-style-type: none"> How perspectives on key idea/s are developed through the single text studied. analysis and evaluation of the features* to construct learners own reasoned interpretation of the text. <p>*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.</p>
Response time	60 minutes	60 minutes	60 minutes
Mark / rating allocation (weighting must be specified)	<p>All criteria are assessed using extended ratings of A+, A, A- ... B+, B, B- ... C+,C, C- ... t+, t, t- or z.</p> <p>Please note a C- is a low C (i.e. just meets the standards for a C, but is not a t).</p> <p>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. For examination purposes rewriting the examination 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'.</p>		

ASSESSMENT

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 examination writing.

Note: The only exception to this rule is for those students for whom TASC has granted Special Disability Provisions (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.

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.

A marking tool which clarifies – but does not change – the standards in the Course Document (Standards/Glossary) will be provided for this examination 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.

If there is no marking tool available (i.e. the subject requires a set of solutions) this will be provided to markers at the marking meeting and made publicly available and published with the assessment report early in the following year.

The external assessment must include items that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

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 FOR CRITERION 6 – CLARIFYING STANDARDS

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

WRITTEN EXAMINATION CHECKLIST

SECTION A

- assesses examinable aspects of Criteria 1, 4, 6
- provides opportunities to demonstrate standards from rating C to rating A
- provides a list of all elements from C to A that have been included
- provides a list of all elements from C to A and not been included in this assessment
- includes a representative sample of course content from Module 1
- requires discussion based on **two or three** texts from the TASC prescribed text list from Module 1
- does not identify specific texts from the TASC prescribed text list from Module 1 (as per TASC Prescribed Text Procedure)
- does not disadvantage students who respond to two texts rather than three
- requires an extended essay response
- comprises one question/statement
- each question/statement should be of a similar level of complexity and should allow students to address similar elements.

SECTION B

- assesses examinable aspects of Criteria 1, 2, 4 and 6
- provides opportunities to demonstrate standards from rating C to rating A
- includes a representative sample of course content from Module 2
- requires discussion based **two** texts from the TASC prescribed text list
- does not identify specific texts from the TASC prescribed text list from Module 2 (as per TASC Prescribed Text Procedure)
- requires an analytical essay response
- comprises one question/statement.

SECTION C

- assesses examinable aspects of Criteria 3, 4 and 6
- provides opportunities to demonstrate standards from rating C to rating A
- includes a representative sample of course content from Module 3
- requires discussion based on **one** text from the TASC prescribed text list
- does not identify specific texts from the TASC prescribed text list from Module 3 (as per TASC Prescribed Text Procedure)
- requires an analytical essay response
- comprises one question
- refers to a single text only