

ENGLISH
WACE Examination Design Brief

Exam paper sections	Supporting information
<p>Section one: reading</p> <p>Extended response</p> <ul style="list-style-type: none"> • 60 minutes • 30 marks • questions ranging from a single long response to a number of shorter responses 	<p>Questions should enable the application of understandings and skills associated with reading rather than simply the reproduction of knowledge about texts studied during a course. Reading prompts should enable candidates to draw on breadth and depth of understandings when reading a set passage or passages. Candidates should be able to demonstrate that they can read a <i>wide range</i> of texts with purpose, understanding and critical awareness.</p> <p>A variety of unseen stimulus materials will be used.</p>
<p>Section two: writing</p> <p>Extended response</p> <ul style="list-style-type: none"> • 60 minutes • 30 marks • one topic from a choice of questions • questions could have sub parts 	<p>Questions should provide opportunities for candidates to write for specific audiences, contexts and purposes.</p> <p>Optional questions should be provided to allow for a range of subjects and forms. Opportunities could be included for candidates to specify their own topics, audience and purpose within a broad range.</p> <p>Candidates could be asked to produce a response by refining or reshaping existing writing for a different audience, context or purpose.</p> <p>Some questions may ask candidates to write a commentary on the choices they made for a particular writing task.</p>
<p>Section three: viewing</p> <p>Extended response</p> <ul style="list-style-type: none"> • 60 minutes • 30 marks • one topic from a choice of questions • questions could have sub parts 	<p>Questions should enable the application of understandings and skills associated with viewing rather than simply the reproduction of knowledge about visual texts studied during a course. Viewing questions should enable candidates to draw on breadth and depth of understandings when viewing a text or texts and demonstrate that they can view a <i>wide range</i> of texts with purpose, understanding and critical awareness.</p> <p>Stimulus materials should draw from a variety of text types.</p>