



# **ENGLISH**

## **WACE Sample Examination 2016**

### **Marking Key**

### **Sample 2**

## **This is the marking key for Section One of the Sample 2 examination**

**Note: Consultation has been completed with the English Course Advisory Committee. The first examination of the new English course in 2016 will be marked according to the current marking process that uses holistic marking keys developed by the examination panel. Candidate scores will be derived from this process.**

Following this for research purposes, the 2016 examination will be remarked using criterion-referenced marking keys, developed by the examination panel specifically for the questions in the first examination.

Applying both marking processes to the first examination in 2016 will enable the School Curriculum and Standards Authority to undertake research to determine how English examinations will be marked beyond 2016.

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

This sample marking key is the second of three sample marking keys for three examples of Section One of the 2016 English examination. This second sample provides the marking keys for the questions for Section One provided in the Sample 2 Section One English examination for 2016.

The aim of these sample marking keys was to place side by side, a range of analytical criterion-referenced marking keys as the recommended form of assessment by the School Curriculum and Standards Authority, and the form of assessment that takes a list of criteria into consideration when making a holistic judgement, which is the current form of assessment used for English examinations. The first English examination in 2016 will be assessed using the current form of assessment using holistic marking keys only.

As a result of surveying 370 teachers in workshops conducted at the end of 2015, the sample examinations and their marking keys have been updated to reflect recommendations and observations made in these workshops.

Section One of the new course is titled 'Comprehending', and the design brief states: *Questions can require the candidate to comprehend and analyse unseen written and visual texts and respond concisely.* Thus the three sets of sample texts, sample questions and sample marking keys are centred on assessing the candidate's comprehension and analysis of the texts provided.

Within the suggested working time of 60 minutes, the candidate must read, comprehend and analyse two or three previously unseen written and visual/multimodal texts, then apply this comprehension and analysis three questions that target specific content across Units 3 and 4 of the Year 12 syllabus. Candidates are required to write succinct responses meeting the question demands while demonstrating a standard of functional literacy within a 200 to 300 word count.

As a consequence of the design brief for Section One, the sample texts provided are short; the sample questions are by no means open-ended in the manner of questions asked in the current examinations: by necessity they have a very specific set of requirements. Some questions, for example, call for coverage of two or three elements or examples from the text. This is a deliberate strategy to enable the candidate to cover the question demands within the time and word-count frame.

Due to the targeted demands of the short answer form of question required of Section One, it is often the case that the candidate is asked to construct the reading of the text that meets the demands of the question. Some questions in the samples provided allow little room for a variety of readings; at other times, there are questions that do allow for a variety of readings. Criterion-referenced marking keys, that allocate marks to the required responses within a specified set of criteria; can be constructed to accommodate diversity of meaning-making if that is what the question asks for.

The updated sample marking keys for Section One have simplified the analytical-criterion-referenced marking keys provided, by reducing them to two criteria only: a content criterion for 12 marks, and an expression criterion, for 8 of the total of 20 marks available for each question. Unlike fully articulated analytical, criterion-referenced marking keys, these two criteria keys do not provide categories of performance within each criterion, so the marker is left to make a holistic judgement for the content, and for the expression criterion.

**General principles**

- The marking of English is to a standard guided by exemplar scripts selected by the Chief examiner and Chief marker at a ratification meeting held following the examination and confirmed by the marking panel consensus.
- Answers are to be marked and discriminated according to the extent to which they meet the standard agreed by the marking panel and the marks allocations provided by the marking keys.
- Markers are to look for what to reward. Avoid the 'penalty mentality', as examination scripts are essentially first drafts completed under time pressure.
- For the English examination, markers are expected to make judgements about critical literacy as well as functional literacy.
- Answers should be marked on the quality of their content in relation to the question being attempted in the context of the particular section.

Across the paper as a whole, markers will assess:

**Content**

- engagement with the task rather than the reproduction of material prepared during the course with merely token reference to the task. This is of paramount importance in each section.

**Structure and expression**

- organisation of ideas; the ability to develop and sustain a response; textual coherence; awareness of purpose and textual conventions; clarity of language; range and control of vocabulary; and competence in such elements as awareness of audience, fluency, grammar, syntax, spelling and punctuation.

**Section One: Comprehending****30% (60 Marks)**

The focus in this section should be on the candidate's comprehension of the examination texts and application of analytical skills. Higher marks should be given to candidates who can respond clearly to the question, provide insightful comments about texts, sustain a point of view and use textual evidence to support a point. This does not necessarily mean providing quotations, given the word count limitation. Marks should also be allocated according to the extent to which the candidate can demonstrate a correct use of writing conventions related to the requirement of providing a succinct response.

**Content**

- The key criteria in assessing content are in meeting the targeted requirements of the question.
- Marks are allocated for answers that demonstrate comprehension and interpretation and describe how texts use the conventions of genres, whilst showing understanding of linguistic and cultural nuances.
- Candidates' answers are expected to range between approximately 200 and 300 words. Succinct answers that target the specific question requirements are best placed to be awarded the marks as set out in the marking key.
- No penalty is imposed on responses that are not confined to the word count requirement. However, it is likely that overly short answers will not cover the requirements of the question, and overly long answers will not demonstrate the skills associated with writing a succinct response that provides only what is relevant to the question.

**Expression**

While marks may not be specifically allocated to expression in the short answer response, it is more likely the marker will be able to find evidence of the candidate's comprehension and analytical skills in short, succinct responses organised according to the targeted requirements of the question. As such, the assessment of functional literacy is intrinsic to the assessment of comprehension and analytical skills as set out in the marking keys.

Key elements include:

- the presentation of points clearly organised in relation to the targeted requirements of the question
- fluency
- succinctness
- choice of vocabulary that is appropriate to the question requirements
- control of the conventions of English, taking into account that examination scripts are essentially a first draft written under time pressure.

Marking key for each question

Question 1

(10%) (20 marks)

Discuss **three** language features Aang San Sauui Kyi uses in Text 1 to persuade her audience of the need to strive for a peaceful world.

Criterion-referenced marking key

Criteria*	Marks
Content: quality and number of points made in relation to the question	0-12
Expression: the extent to which the candidate expresses ideas clearly and concisely	0-8
<b>Total (out of 20)</b>	

Holistic marking key

<p>Content</p> <ul style="list-style-type: none"> <li>• Candidates must discuss three language features. Writing very well about one or two language features cannot compensate for not meeting the requirements of the question.</li> <li>• Candidates own terms for the language features are acceptable but use of appropriate metalanguage should be rewarded.</li> <li>• Candidates must discuss the link between the language feature and the effect on the audience, that is, how they are persuaded to strive for world peace.</li> <li>• Candidates should address all elements of the question.</li> <li>• Candidates should provide supporting information.</li> </ul> <p>Expression</p> <ul style="list-style-type: none"> <li>• The extent to which the candidate expresses ideas clearly and concisely is a critical factor in determining the marks allocated to the response.</li> <li>• Candidates are encouraged, where appropriate, to use metalanguage, that is, terms belonging to the course, English.</li> <li>• Candidates should integrate examples and/or brief quotes to support their responses.</li> </ul>
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\*Note: Until a decision is made in relation to criterion-referenced marking guides, WACE markers will use an holistic marking guide. The criterion-referenced marking key sampled above includes notional weightings of two criteria, content and expression.

**Supporting information for both marking keys**

In explaining how language features have been used to persuade the audience of the need to strive for a peaceful world, candidates could include:

*First person*

- moves between the author's personal thoughts, beliefs and experience ('I') and inclusion of her audience in saying how 'we' must act.

*Metaphorical language*

- 'opened up a door in my heart'.
- 'our eyes fixed on it as a traveller in a desert fixes his eyes on the one guiding star'.
- 'the briefest touch of kindness can lighten a heavy heart'.

*Rhetorical devices*

## Repetition

- the words, 'kind', 'kindness', 'kinder' as the concept is explored.

## Question and answer

- 'If I am asked why, it is because'...
- 'It may be questioned... The simple answer is: No!'

## Parallel construction

- 'every thought, every word, and every action'.

*Quotation*

- favourite passages from the Universal Declaration of Human Rights.

*Provides definitions and exploration of the meaning of the key concepts*

- democracy, human rights, peace, kindness and freedom.

*Argument structure*

- establishes that her struggle in Burma applies to everyone in the world 'extending my concerns for democracy and human rights beyond national borders.'
- implicates the audience in the struggle for peace: 'we are all at risk'
- urges the audience to act: 'Each and every one of us is capable of making such a contribution. Let us join hands to try to create a peaceful world...'

## Question 2

(10%) (20 marks)

Explain how Text 2 persuades a particular target audience to give rather than to buy.

**Criterion-referenced marking key**

Criteria*	Marks
Content: quality and number of points made in relation to the question	0-12
Expression: the extent to which the candidate expresses ideas clearly and concisely	0-8
<b>Total (out of 20)</b>	

**Holistic marking key**

- This text is multimodal so candidates might/should focus on the visual images and the written language text.
- Candidates could address the “how” of the question by discussing the visual techniques used (one of which is the manipulation of the advertising genre) and the language devices (one of which is the juxtaposition of the price of the aftershave and the cost of the basics for a new home).
- The discussion of the visual elements and the words must be tied to the avowed purpose: to persuade the audience in a particular way.
- Candidates should address all elements of the question.
- Candidates should provide supporting information.

**Expression**

- The extent to which the candidate expresses ideas clearly and concisely is a critical factor in determining the marks allocated to the response.
- Candidates are encouraged, where appropriate, to use metalanguage, that is, terms belonging to the course, English.
- Candidates should integrate examples and/or brief quotes to support their responses.

\*Note: Until a decision is made in relation to criterion-referenced marking guides, WACE markers will use an holistic marking guide. The criterion-referenced marking key sampled above includes notional weightings of two criteria, content and expression.

**Supporting information for both marking keys**

In explaining how the text persuades a particular target audience to give rather than to buy, candidates could include discussion of the:

*Target audience and context for placement of the advertisement*

- affluent consumer in Western society.

*Form that the text takes*

- Candidates are informed that the text is an advertisement and observant candidates might notice that the product is incongruous with the figure and the setting; in which case, candidates might mention that the advertising form has been appropriated for a particular purpose.

*Central image*

The desirable and glamorous, reclining figure that the viewer might have been expecting to see is replaced by an emaciated third world male.

*Gaze*

- The gaze of the African male is still directed at the target consumer in a similar way to how an affluent figure might gaze

*Layout*

- The central position of the product (aftershave).

*Product placement*

The luxury nature of the product seems incongruous/out of place.

*Context*

The contextual details regarding the charity organisation help to make sense of the incongruity between the product and the setting.

*Explanation of how the text persuades the target audience to give, rather than buy*

- The product now represents western indulgence; it is not a need.
- The words indicate that the cost of this inessential product far outweighs the costs of essential products needed for basic survival in the third world.
- The text appeals to our conscience, not our desires.
- The text asks viewers to donate far less than what the western consumer is prepared to pay for an inessential item.



**Question 3**

**(10%) (20 marks)**

Explain how McGinnis has used three techniques to influence your interpretation of Text 3.

**Criterion-referenced marking key**

Criteria*	Marks
Content: quality and number of points made in relation to the question	0-12
Expression: the extent to which the candidate expresses ideas clearly and concisely	0-8
<b>Total (Out of 20)</b>	

**Holistic marking key**

- Candidates must discuss three techniques. Writing very well about one or two techniques cannot compensate for not meeting the requirements of the question.
- Candidates could discuss the narrative (dream) sequence, the symbolism, the narrative point of view, the changes in the setting, the contrasting characterisation of Megan and Kate, the use of dialogue etc.
- Candidates need to explain how these techniques contribute to their interpretation of the text.
- Candidates should address all elements of the question.
- Candidates should provide supporting information.

Expression

- The extent to which the candidate expresses ideas clearly and concisely is a critical factor in determining the marks allocated to the response.
- Candidates are encouraged, where appropriate, to use metalanguage, that is, terms belonging to the course, English.
- Candidates should integrate examples and/or brief quotes to support their responses.

- \*Note: Until a decision is made in relation to criterion-referenced marking guides, WACE markers will use an holistic marking guide. The criterion-referenced marking key sampled above includes notional weightings of two criteria, content and expression.

**Supporting information for both marking keys***Identifies three narrative techniques*

Candidates might refer to the narrative (dream) sequence, the use of symbolism, the use of third person narrative from the point of view of Kate, the changes in the setting, the contrasting characterisation of Megan and Kate, the use of dialogue etc.

*Three examples from the text*

These could be significant moments within the dream sequence, such as:

- the picking of the poppies.
- abandoning their search for the fox's den.
- the *carpe diem* moment: 'So it was now or never'.
- the cloud covering the sun.
- seeing the farmhouse and her father.
- waking up.

or the examples could be narrative elements such as:

*Contrasting characters: Megan and Kate*

- Megan as a representation of childhood innocence and living in the moment.
- Kate as a representation of the reflective adult, aware of the transitory nature of life.

*The symbolism of the poppies*

- symbolic of nature; the passing of time (the seasons); the transitory nature of life, of beauty.

*The dialogue contrast in Megan and Kate's utterances*

- Kate: 'It's too red', Megan: 'Don't care'
- Kate: 'They won't last.' Megan: 'So what? There'll be more'.

*The narrative point of view*

- Kate's childhood experience is filtered through the mind of the adult Kate who is observing within the dream.

*Interpretation of the text*

The candidate's interpretation of the text could include, but not be limited to:

*Childhood experience of life*

- living in the moment.
- carefree.
- no concern for consequences.
- at one with nature.

*Adult experience of life*

- disillusionment.
- awareness of consequences.
- sense of responsibility.
- awareness of the transient nature of life.
- The importance of reflection.