ENGLISH

WACE Examination 2016

Marking Key

Sample 3

This is the marking key for Section One of the Sample 3 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 third of three sample marking keys for three examples of Section One of the 2016 English examination. This third sample provides the marking keys for the questions for Section One provided in the Sample 3 Section One English examination for 2016. This sample demonstrates the design brief variation that allows for **two** texts only and **three** questions.

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 expression 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.

Question 1   **(10%) (20 marks)**

Discuss how H.G. Wells has constructed a Martian as a representation of alien life.

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
Total (Out of 20)	

Holistic marking guide

Content

- 'Discuss' requires the candidate to analyse the relationship between techniques and the representation of alien life.
- The term, 'constructed' requires the candidate to analyse techniques of fiction used to construct the character, in this case, of a Martian.
- The candidate is required to identify the main methods/techniques of characterisation, for example, the eye-witness account provided by the first person narrative; the imagery suggesting a strange birth in Para 2; the frequent use of adjectives ("crippled", "monstrous", "fungoid" "clumsy") to describe the "creature"; the frequent use of verbs to describe the ungainliness of the creature, for example, "quivered", "panted", "heaved", "pulsated".
- Candidates are required to identify the representation for example, "Alien life is represented as just that: alien, strange, odd, ugly, perverse, disgusting, inhuman."
- 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
Identification of techniques
Human/animal framework
- the human observer looks for 'human-like' points of reference in the creature that he observes.
- human-like features; two eyes, head, face, mouth (under the eyes), lip, lung, skin
- 'missing' human-like features described in human terms; absence of brow ridges, absence of a chin.
- *'tentacular appendage', 'the size, perhaps, of a bear'.*
- the identifiable (human) features are twisted into the repulsive through descriptive details (such as the eyes*: 'at once vital, intense, inhuman, crippled and monstrous'*).
- the use of verbs used to contribute to the horror: *'quivered', 'panted', 'heaved', 'pulsated'.*

Reactions of the narrator (eyewitness)
- the human observer is totally repulsed and disgusted by the sight of this creature.
- '*ungovernable terror*', '*petrified*', '*strange horror*', '*disgust and dread*'.

Descriptive detail and figurative language
- through the fine details and figurative language that work to repulse and disgust the reader" '*incessant quivering of this mouth*', '*glistened like wet leather*', '*tumultuous breathing*', '*something fungoid in the oily brown skin*'.

Representation
The Martian is a representation of the unknowable alien, a thing so different it is disgusting, repulsive.

Question 2 10% (20 marks)

Discuss, within your contemporary context, how the techniques used have affected your response to Text 2.

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
Total Out of 20	

Holistic marking key

Content

The candidate should identify the techniques used and his/her response to the use of those techniques.

- The candidate should identify and discuss aspects of their own context. The candidate could discuss aspects of their own context such as their age, gender, values and attitudes, their interests, particularly their knowledge of contemporary film, perhaps their knowledge of modern poster design, the context of the times in which they live and the Australian context.
- The candidate might analyse the male/Karloff/mummy visual image and the female image.
- The candidate might analyse the layout used in the poster.
- 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.

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Supporting information for both marking keys
Discussion of techniques: use of images, words, layout

Identification of candidate's response to the techniques used

Explanation of links between the candidate's contemporary context, the techniques used in the text and the candidate's response to the use of those techniques. Possibilities include:
- the techniques themselves (simplistic, unsophisticated)
- dated fashion e.g. costume/Egyptology/romance/horror genre/famous actor starring
- unsophisticated special effects
- the values and attitudes belonging to the candidate's contemporary context
- gender, age, interests of candidate

Question 3 **(10%) (20 marks)**

Which text, Text 1 or Text 2, is more successful in constructing a representation of fear? Explain your reasons carefully.

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
Total	Out of 20

Holistic marking key

Content

This task implies that candidates have to "compare" the two texts with regard to the representation of fear.

The case for Text 1 being more successful might include some of these points (the list is not exhaustive):
- the effectiveness of the first person narration, of the imagery, of the adjectives and verbs, of the tone of the conclusion, all of which were discussed in the marking key for Q1
- the unsophisticated, somewhat dated attempts at creating fear in the poster (compared to other attempts with which modern readers might be familiar)

The case for Text 2 being more successful might include some of these points (the list is not exhaustive):
- the argument that modern 'readers' are more influenced by visual/multimodal texts than by prose fiction
- that the techniques employed are still effective
- an acknowledgement of a contemporary scientific context that casts doubt on the idea that Martians might exist

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
Techniques
Text 1
Fiction techniques include:
- characterisation.
- narrative point of view.
- descriptive and figurative language.
- plot sequence/episode in the narrative

Text 2
Visual/multimodal techniques include:
- words.
- visual images.
- layout.

Possible ways techniques construct a representation of fear:
Text 1
- the narrator overtly describes his reactions to the Martian to generate corresponding reactions (including fear) in readers.
- the Martian is described in terms of human features twisted into the repulsive or fearful.
- figurative language relates the Martian to things that are repellent, fearful.

Text 2
- the detailed image of the mummy with heightened light and dark shadowing gives a ghoulish effect. Conventional horror.
- some words are intended to incite fear with the notion of the dead mummy coming to life.
- the reclining pose of the female, looking vulnerable as a victim. The viewer might identify with her fear.
- The "fear" is ambiguously presented as both scary and comical.

Comparison
Candidates should attempt to make some comparison.
- candidates should offer an evaluation of the relative effectiveness of the way the texts construct a representation of fear.

Organisation
- the texts could be compared using linking words, such as '*whereas*', '*conversely*', '*similarly*'.