



ENGLISH

WACE Sample Examination 2016

Marking Key

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 for the complete 2016 sample examination contains the first of three sample marking keys for three examples of Section One of the 2016 English examination. This first sample provides the marking keys for the questions for Section One provided in the complete published sample English examination for 2016. This sample is followed by two separate sample marking keys provided to accompany two new samples of texts and questions for Section One.

The aim of these sample marking keys for Section One of the new examination, 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 for Section One 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.

For Sections Two and Three of this sample examination, a list of criteria are provided for making a holistic judgement, as is the current form of assessment used for English examinations. The marks allocation of 25 for each question results from providing a simplified form of criterion-referenced marking key serving as a guide to the development of a detailed criterion-referenced key for each of these sections of the new examination.

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.
- Responses are marked and discriminated from each other according to the extent to which they meet the standard agreed to by the marking panel and the marks allocations provided by the marking keys.
- Markers are to look for what to reward, and to 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 functional literacy as well as critical literacy.
- Responses should be marked on the quality of their content in relation to the question being attempted within 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 responses that demonstrate comprehension and interpretation and describe how texts use the conventions of genres, whilst showing understanding of linguistic and cultural nuances.
- Candidates' responses 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 responses will not cover the requirements of the question, and overly long responses will not demonstrate the skills associated with writing a succinct response that provides with clarity 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.

Marking key for each question

Question 1

(10%) (20 marks)

Discuss how narrative point of view in Text 1 constructs a perspective on the city of Troy and its surroundings.

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 description is vivid and the first person narrative creates a sense of immediacy, describing in detail the challenge the soldiers faced.
- Some key points about narrative point of view: that the passage is written in first person narration from the point of view of the Greek warrior, Patroclus; that the narration starts in first person plural, "We" and shifts, in paragraph four to first person singular, "I". Some candidates might notice the use of the pronoun "you" in the last paragraph and might argue that that represents another shift in narrative point of view or they might argue that the narrator is talking hypothetically, conditionally, "you would", "you would" in certain circumstances do this or do that to defeat an enemy that had such seemingly indefatigable architecture.
- Some key points about perspective: that the particular perspective is at times related to the physical position of the narrator, that is, from a distance then close up. For example, the narrator, from a distance, describes Troy, almost irreverently, as "a smudge on the horizon" ; close up, the narrator observes the "perfectly cut and fitted" stones, "the work of the god Apollo" and "the sheer, divinely-smoothed face": the perspective is now one of admiration, awe, wonder, even wistfulness and very much from the point of view of the first person singular, Patroclus, the "I". These are his thoughts, not necessarily those of his men. Candidates might comment on the effect of this shift in perspective. The use of "you would" in the last paragraph suggests a change to a more detached perspective, that of an experienced campaigner who coolly describes a strategy that will defeat an enemy like Troy that is supposedly well organised and able to defend itself, how the success of this siege is inevitable.
- Candidates should address all elements of the question.
- Candidates should provide supporting information.

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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*The narrative point of view*

- the candidate should identify the initial narrative point of view as first person plural 'we'.

Perspective

- perspective' of Troy needs to be addressed in terms of the relationship of the point of view to the city in terms of distance and in terms of whose point of view is represented.
- The perspective of whole Greek army is implied by "we"

Particular perspective on Troy

- Troy as reputed/remote/unassailable/invincible.
- mythical reputation (the famous gate).
- difficult goal in the hot conditions.
- awe-inspiring.
- candidates might recognise that this perspective represents the apprehension in the minds of the Greeks, or that it is based on a perceived, mythologised reputation

A shift in the narrative point of view

- the candidate might discuss the shift to first person singular or 'I' or Patroclus/Greek soldier.

Perspective

- close-up and/or later perspective from Patroclus' own/personal/individual experience.

Particular perspective on Troy

- reasons for/confirms Troy's reputation/God-given construction (wall details: fit of stones; too high; too strong; divinely-smoothed).

Question 2

(10%) (20 marks)

Discuss the details of setting in Text 2 that present ideas about the city of Troy that are different from the ideas presented in Text 1.

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 setting present images of Troy from within the walls, at night and possibly at a time later in history compared to Text 1. This Troy is less orderly, “a maze of cobbled squares and alleys”, the ground is “uneven” and the towers are beset with “untidy storks’ nests”. The “heavy night odours” of the shrubs and the cats that “yowl like tormented souls” are portents of doom. Even the lushness of the garden is threatened by dozens of small snails. The images of chaos in the physical setting serve as prelude to the images of chaos in Priam’s “sleepless” nights, his “waking dreams” filled with “eddies of murky flame” and “corpses...crammed into wells”. The setting of this Troy is no longer the “place of refinement”, the city so admired by the enemy, Patroclus in Text 1. Priam fears the worst and the end is seemingly near. (Candidates might not use these quotes or this many but quotes do provide useful supporting evidence.)

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 should integrate examples and/or brief quotes to support their responses.
- Candidates are encouraged, where appropriate, to use metalanguage, that is, terms belonging to the course, English.

*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

Candidates could focus on the following details of setting that suggest different ideas about Troy from the image of architectural brilliance suggested in Text 1:

- uneven ground
- whitewashed mud-brick
- rocky outcrops
- towers topped by untidy storks' nests.
- corpses heaped in piles.
- a kingdom ravaged and threatened with extinction.
- a burnt out shell.
- Citizens – all corpses.

Text 1 presents the Greek idea that Troy is awe-inspiring, powerful, larger than life, whereas Text 2 presents the idea that Troy is a city full of domestic activity and ordinary people unaware of the impending chaos and doom that this scene at night suggests.

Question 3

(10%) (20 marks)

Identify at least one visual feature and at least one written language technique in Text 3 and explain how they construct this magazine's representation of family.

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 is required to identify at least one visual feature and at least one written language technique and explain how they construct the magazine's representation of family. Writing about one or two visual/multimodal features very well cannot compensate for not meeting this requirement of the question.

- No techniques/features should be considered to be more worthy of reward than any other choices.
- For each of the techniques/features identified, it is expected that the candidate will explain how it relates to the representation of family within the magazine context.
- The candidate might name the techniques/features that they choose differently from the names given below.

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.

Supporting information for both marking keys

Candidates might refer to some of the techniques/features described below but would not be expected to refer to them all.

Representation

- 'family' in a rural context is represented as the traditional, nuclear family.
- the husband and wife represent typical, traditional roles of country people: the husband as working on the land (farmer, cattleman) and the mother in the domestic supporting role of bringing up the children.
- the family is represented as close, contented, living a simple, uncomplicated and peaceful life, suggesting all is well in rural Australia.
- candidates might define the representation by what it is not, mentioning for example, the single people working in country places, the movement of population off the farms and into the cities, the incidence of mental health issues in the country and so on.

Context

- candidates might speculate on the relevance of the name 'R.M. Williams' appearing with the magazine's title.
- The intended readership is country people.
- the magazine appeals to country readers with an idealised, prosperous and contented representation of their lives. This representation is highly selective, given contradictory images in the media of a rural Australia on its knees, neglected and deserted by governments, media and an urban Australia that is supplanting the traditional outback iconography with images of urban multiculturalism.

Framing

- the close-up focus on the family with only a suggestion of landscape (out of focus) emphasises traditional family as central to country life. It suggests that this is the typical way of life of country people and suggests that the rural context is contented and stable.
- no alternatives are offered.

Grouping/arrangement of subject

- this is a deliberately posed family shot.

- the grouping appears as a family portrait. The family members are in close proximity. The man is taller and central, with the woman leaning on his shoulder. The male is characterized as 'backbone' of country life; the man on the land, raising and supporting a family.

Written language techniques

- there is repetition of a central idea about the 'outback' as the 'heart' of Australia. '*heartland*'.
- the idea of rural innovation is reinforced by the mention of a "renaissance" in the form of "goat farming"
- the 'mother's day offer' reinforces the domestic, supporting role of a rural wife and mother.
- With the words, "revival" and "renaissance", the magazine is projecting an image of resurgence, renewed vitality and prosperity in rural Australia.

Clothing and accessories

- the man's hat, shirt and jeans, and the boy's boots and jeans are representative of outdoors country life; hard-working on the land. They are the typical clothing sold by RW Williams.
- the wide-brimmed hat has iconic status, an enduring symbol of Australian manhood: the tough Aussie male in touch with the rugged landscape that is the 'true' Australia.
- as a representation of family, the rural family is presented as male-dominated.

Gaze

- every member of the posed family group is looking directly at the camera, and therefore directly at the reader, increasing the appeal and connection between the magazine and the rural readership, implying that this family is a mirror reflection of the readers and their aspirations to be like this ideal of a young, nuclear family as the 'engine' driving prosperity in the heart of Australia.

Section Two: Responding**40% (25 marks)**

The focus in this section should be on analytical and critical thinking skills in relation to studied texts. Answers should be marked on the quality of their content. Higher marks should be given to candidates who can develop an argument, sustain a point of view, and use evidence from the studied texts to support a point.

Content

- A key criterion in assessing content is engagement with the question rather than the reproduction of memorised information. The questions examine candidates' responses to texts. Answers should be assessed according to the extent to which their comments about studied texts are used to support arguments in relation to the question.
- Higher marks should be awarded to candidates whose responses demonstrate skilful inclusion of textual interpretation, analytical comments, comparison, contrast, reflection, evaluation, or any other skills required by the chosen question.
- Answers may make use of personal experiences, values and responses to support or explain arguments. These may help to strengthen answers but the main focus should be on the texts discussed.
- Candidates must make reference to a text studied when responding to any question in this section. This may be any text or text type studied.
- It is important that candidates clearly identify the text studied.

Structure and expression

Candidates must be aware that the responding section of the paper is about making their knowledge, analysis and critical interpretation of texts transparent. Evidence of achievement in this section can be determined only from what they have written. The quality of their delivery of content is intrinsically linked to, and determined by the clarity of expression and organisation of ideas in fluent, correct English.

Key elements include:

- the presentation of a central argument and clear organisation of ideas
- fluency
- demonstrated mastery of key terms related to reading and viewing skills
- the assessment of correct English in terms of spelling, punctuation and grammatical errors balanced against the fact that examination scripts are essentially a first draft
- voice – there is no requirement on candidates to write in a highly formal or impersonal manner or to avoid the first and second person. Colloquial and/or personal responses are acceptable if effectively presented.

Criterion-referenced marking key

Description	Marks
Engagement with the question	
presents a clear thesis in relation to the question proposition that addresses the key ideas and sustains reference to the thesis/question throughout the response.	1–5
Text knowledge	
presents a comprehensive and critical understanding of the studied text/s.	1–5
Content and argument	
sustains an argument and supports it with relevant details, techniques and text conventions.	1–5
Expression	
presents a fluent, readable response that demonstrates control of grammar, vocabulary, spelling and punctuation acceptable for a first draft.	1–5
Structure	
presents a coherent structure that introduces, organises and concludes points of argument in clear topic sentences in linked paragraphs. NB where a question requires comparison of two texts, a comparative structure is required.	1–5
Total	25

The marking key is organised according to the following.

Marks are allocated for:

- engaging with the question by providing a thesis, providing relevant text interpretation and supporting evidence that sustains an argument. (15 marks)
- presenting the response in correct, fluent English that has a clear and logical organisational structure (10 marks)

Holistic marking keys

Specific points on each question

Question 4**(25 marks)**

Texts can help us to reflect on our relationship with our own culture, even when they are set in places or times different from our own.

Discuss with reference to at least **one** text you have studied.

- 'Reflect' requires candidates to provide some considered points connecting the text with their own culture and possibly their own experience. This may include a discussion of discovery, clarification of one's position, a new or heightened awareness or an altered perspective.
- 'our own culture' should be defined and explained. This may include information about contemporary attitudes, beliefs and/or ideologies.
- The way that candidates address that 'texts can help us' will be a point of discrimination. 'Help' implies encouragement and positioning by the text and candidates who competently explain this process as a construction of the text should be rewarded.
- The text selected for this question should be set in a different place or time. The inclusion of helpful, insightful analysis and reference will also be important aspects of discrimination among responses.
- Candidates must refer to one or more studied texts.

Question 5**(25 marks)**

With reference to a text you have studied, discuss how the construction of a distinctive voice has worked to convey particular attitudes to ideas presented in the text.

- The 'distinctive voice' of the text under discussion should be clearly identified and described.
- Candidates are required to provide detailed analysis of the ways in which the text employs generic features to construct voice.
- The way in which candidates understand and explain the function of voice as a persuasive or influential device will be an important discriminator.
- It is also crucial that candidates describe or define the 'attitudes to ideas' presented by the text. This should be an acknowledgement of perspective promoted by the text.
- Responses that can use appropriate and meaningful examples from the text to explain points should be rewarded.
- Candidates must refer to one or more studied texts.

Question 6**(25 marks)**

Compare the ways in which **two** studied texts have been effective in bringing important issues to a reader's or viewer's attention.

- 'Compare' requires candidates to juxtapose content from two texts to note similarities and differences of treatment and ideas about the issues.
- An important discriminator will be the candidate's engagement with the word 'effective' and their ability to express this clearly. This may mean; effective in bringing about attention or change for an issue, useful in negotiating social boundaries, non-confrontational for those who are in opposition to the issue, emotionally engaging for an issue that might be somewhat removed from the audience's context, etc.
- The perspective toward the 'issue' represented by the text should be clearly explained.
- The comparison could propose one text as being more effective than the other.
- Candidates must refer to one or more studied texts.

Question 7**(25 marks)**

How does the context in which a text is read or viewed affect the meaning you make as a reader or viewer?

Discuss with reference to at least **one** text you have studied.

- The inclusion of 'how' indicates that candidates should provide clear reasoning for their observations about context.
- 'How' context affects meaning could be explained through social factors, dominant or subordinate attitudes and values, generic expectations of an era, historical flashpoints, aspects of personal context and many more reasons.
- The extent to which candidates explain the process of 'affect' will be an important discriminator.
- The 'meanings' made by readers and viewers should be clearly identified.
- In responding to this question candidates may choose to compare texts of different contexts, or discuss one text's reception in different contexts, or discuss one text and one reception context. All options are equally valid.
- Candidates must refer to one or more studied texts.

Question 8**(25 marks)**

Discuss how a text you have studied works to present a particular perspective on an issue.

- 'Discuss' requires candidates to present and explain
- To address 'how' a text 'works', candidates should explain the factors that position the audience. This explanation might be through generic analysis or employment of other textual features. The extent to which candidates can demonstrate their awareness of this process will be a discriminating factor.
- Candidates should clearly identify the 'particular group or individual whose social position is being explored by the text. This should include analysis of their representation.
- Candidates must refer to one or more studied texts.

Question 9**(25 marks)**

Compare the impact of genre, mode or medium on your experience of **two** texts you have studied.

- 'Compare' requires candidates to draw comparisons between the two texts. Compare implies both similarities and differences in the ways the genre is employed by each text.
- 'Compare' requires candidates to juxtapose content from two texts as an organisational structure.
- A clear explanation of the use of genre, mode or medium by each text should also be included as part of this answer.
- The assessment of 'impact' on 'your experience' will be critical discriminator when marking this question.
- Candidates must refer to one or more studied texts.

Section Three: Composing**30% (25 marks)**

The focus in this section should be on the candidate's writing skills. The composing section provides candidates with the opportunity to demonstrate their control of language, sense of audience, knowledge of generic conventions and the ability to shape them in relation to the examination questions.

Content

- A key criterion in assessing content is engagement with the topic/stimulus. The questions require candidates to select a form that best suits their chosen purpose. Answers should be assessed according to the writing skills they demonstrate in relation to the question.
- Answers that make use of personal experiences, values and responses to support or explain arguments, or descriptive writing skills are quite acceptable. All questions allow for such responses.
- Candidates may make reference to texts studied, if such reference supports their writing purpose. Such references should be relevant to the question, rather than the reproduction of memorised information about a text.
- Candidates in this section are assessed on their writing skills, not on their understanding of particular texts or their reading and/or viewing skills.

Written expression

- Answers should be marked on the quality of the writing. However, it is not realistically possible to ignore the content of the writing so markers are reminded that content is to support or shape form. Writing skills and knowledge of content are often closely related, but the focus of the marking in this section must be on the demonstrated writing skills.
- Aspects of writing that may prove useful discriminators include vocabulary, textual cohesion, contextual understandings and use of generic conventions. Markers should be looking to reward candidates who can: develop an argument or write descriptively; write creatively and effectively; sustain a point of view; employ and control means of communication to shape reader responses; engage effectively with a question.
- Some further useful discriminators to use in assessing writing include, as appropriate to form and audience: use of vocabulary; use of syntax; logical sequencing of ideas; fluency; succinctness; punctuation; cohesion; use of supporting information; appropriate use of tone; connection with the designated or implied reader's/listener's context; use of language for persuasive, emotive or rhetorical effect; use of generic conventions; impact; pre-emption of possible reactions; use of an appropriate persona/voice.

Structure and expression

The key elements in assessing written expression are:

- structure – the presentation of a clear structure of ideas
- fluency and expression
- mastery of vocabulary, appropriate to audience, purpose and form
- mastery of the conventions of English, balanced against the fact that examination scripts are a first draft.
- voice – there is no requirement on candidates to write in either a highly formal or an impersonal manner or to avoid the first or second person. Colloquial and/or personal responses are acceptable if effectively presented and it is the level of expression as related to audience, purpose and form that must be taken into account when assessing such responses.

Criterion-referenced marking key

Description	Marks
Engagement with the topic/stimulus	
presents a thoughtful or original or imaginative perspective on the topic/stimulus.	1–5
Mechanics of writing	
controls the mechanics of grammar, vocabulary, spelling and punctuation to suit topic requirements within the examination context as a first draft.	1–5
Expression	
manipulates and controls language for effect to express ideas, feelings and attitudes	1–5
Form/genre	
manipulates form and generic conventions to suit topic in relation to purpose, context and audience.	1–5
Content	
presents appropriately detailed content relevant to key concepts inherent in topic/stimulus.	1–5
Total	25

The marking key is organised according to the following.

Marks are allocated for:

- engaging with the topic stimulus in a thoughtful, original, imaginative or creative way that provides a particular perspective. (5 marks)
- writing skills, presenting the response in correct, fluent English, choosing language and expressive devices and form and generic conventions for effect in relation to purpose, context and audience. (15 marks)
- supporting the writing with appropriate content details. (5 marks)

Holistic marking keys

Specific points on each question

Question 10**(25 marks)**

Using the image below, construct a narrative passage about the main character entering this setting for the first time.

- ‘Narrative passage’ implies a story and this could be presented from any point of view. This does not have to be a complete narrative.
- A key discriminator in this question will be how well a candidate constructs setting and character and the relationships between them.
- Another way of discerning the standard of an answer will be the way candidates control narrative devices.
- Candidates who demonstrate skills in character development; point of view, dialogue, description, actions etc. should be rewarded.

Question 11**(25 marks)**

In a form of your choice, present a sustained argument in response to the following quotation from a speech given by Nelson Mandela.

‘Education is the most powerful weapon which you can use to change the world.’

- The word ‘argument’ offers a variety of responses and text types to choose from.
- Candidates should be rewarded for the quality and cohesion of their ‘sustained argument’, balanced with effective use of techniques and language in presenting a perspective on the topic of education.
- The presence of a ‘sustained’ argument should also be a key discriminator in this question.
- The term ‘response’ should be read as a starting point or reason to create a text. Candidates do not have to include any specific details or content from the quotation in their ‘text’ but it should engage with the central topic of education and power.
- Arguments may be presented that are in agreement with the perspective of the quotation, or they may oppose the perspective. Arguments may also incorporate multiple perspectives.
- Candidates may include biographical or political information about Nelson Mandela to support their argument, but responses that do this will not be better rewarded than those that do not do this.
- The structure of the argument should reflect prior thought and planning; a considered and well-structured text that establishes a specific text type will be more highly rewarded than a response that lacks direction and cohesion.

Question 12**(25 marks)**

In a form of your choice, use the image below to construct a text that explores a central idea.

- 'In a form of your choice' indicates that candidates should select a specific text type in which to respond.
- The text needs to be clearly identifiable and use techniques and language common to that chosen text type.
- A 'central idea' should be identifiable, presented either explicitly within the text or implicitly as a result of the text's construction.
- The structure of the text should reflect prior thought and planning; a considered and well-structured text that establishes a specific text type will be more highly rewarded than a response that lacks direction and cohesion.

Question 13**(25 marks)**

Technology offers our only way forward.

Present an argument for, and an argument against this statement.

- The word 'argument' offers a variety of responses and text types to choose from.
- Candidates who only present one argument will be assessed as only partially completing the question.
- Candidates should be rewarded for the quality and cohesion of their persuasive arguments, balanced with effective use of techniques and language in order to present a specific perspective on the topic.
- The topic, 'Technology offers our only way forward', should be the central focus of both arguments. The clarity and persuasive methods with which both of these views are presented will be an important discriminating factor.
- The form in which these two arguments may be two separate presentations such as opposing speeches in a debate or two different editorial perspectives. The two arguments could be presented simultaneously, as in a dialogue form.
- A clear sense of purpose, audience and context should be evident in the response and will be a key discriminator.

Question 14**(25 marks)**

Write a narrative that illustrates and develops a character based on the qualities described in the following quotation:

'She was unlike most girls of her age, in this – that she had ideas of her own.'

- 'Narrative' implies a story and this could be presented from any point of view. It does not have to be a complete narrative.
- A key discriminator in this question will be how well a candidate builds upon the ideas of the stimulus/topic provided. This might be in terms of character or theme.
- Another way of discerning the standard of an answer will be the way the candidate controls narrative devices.
- Candidates who demonstrate skills in character development; point of view, dialogue, description, actions etc. should be rewarded.

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