



ETAWA Year 11 ATAR English, Semester One Examination, 2019: Marking Guide

Some of the advice in this guide may be used in the classroom with activities to assist students in their progress in the subject.

Note: *This examination is written for students who have completed Unit One of the Year 11 ATAR English Course. Teachers may adjust the time allowance to suit their examination timetable or students' preparedness for the examination, and so accordingly adjust expectations regarding the detail covered and length of responses.*

General Marking Guidelines

Some of the following general principles are taken from previous English WACE Marking Guidelines.¹

- Examination items do not provide the capacity for candidates to demonstrate their mastery across the range of genres and contexts that are the basis of classroom assessment of candidates' levels of achievement.
- Answers should be marked on both the quality of their content and the quality of their expression. Do not, however, award half the marks for one and half for the other. Exceptional expression can compensate for fairly ordinary content and vice versa.
- Please look at what to REWARD. Avoid the "penalty mentality" with minor flaws in spelling, expression, quotations and so forth. An examination response is a first draft and it is unreasonable to expect perfect expression and editing.

Questions require students to engage with fundamental concepts in the course:

- how meaning is communicated through the relationships between language, text, purpose, context and audience
- how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received
- how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
- the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning
- an understanding of stylistic features, and the application of analytic and creative skills
- respond to texts in a variety of ways and create their own texts.

ETAWA Guidelines to specific sections

The guidelines to specific sections have been prepared by the ETAWA. English departments with more than one teacher are strongly advised to work collaboratively and follow a process that is used in WACE marking:

- read and discuss the examination paper and these marking guidelines
- mark a small number of sample scripts
- review the marking guidelines with colleagues, amending them where necessary.

¹ The most recent Examiners' Reports can be found on the School Curriculum and Standards Authority Extranet.



Section 1 – Comprehending

Please note the following suggestions are not comprehensive.

Points to keep in mind with the Comprehending questions

- This section requires candidates to read and analyse unseen **written and visual texts**, and respond to three questions that require succinct responses of 200–300 words per question in a total of 60 minutes. The use of the full range of marks for each question (0–10) is encouraged. In this examination it is probably more accurate to establish a set of standards against which you assess responses, such as in the Marking Key below, or in a key developed by those marking the papers.
- The sample written texts for this section are short. The section will include at least one visual text. The extent to which the candidates **address the specific demands of the question** in a succinct and clear way will be a key factor.
- Candidates should be assessed primarily on their understandings and skills in relation to comprehending the unseen written and visual texts. Having said this, a candidate who is unable to express their ideas due to underdeveloped writing skills is unlikely to be rewarded to the same extent as a candidate who can articulate ideas clearly due to more highly developed writing skills.
- Candidates who are able to identify some concrete meanings from the text in their responses should be rewarded. Similarly, candidates who are vague and discuss ‘meanings’ without specifying what meanings, should not be rewarded to the same extent.
- Reward candidates who can cite short, well-chosen points to support their responses. This does not necessarily mean providing quotations given the limitations of the suggested word count. Candidates who copy sections of the passage without concise discussion should not be rewarded. Candidates should not be rewarded for merely retelling or describing the text.

Specific points for each Comprehending question

These points should be augmented and qualified by your pre-marking discussions of the texts, your knowledge of the teaching and learning programs in which candidates have been engaged and by your analysis of candidates’ sample responses that you preview.

Note: the questions are scaffolded with an indication of what candidates *should* include, but it is always possible for candidates to produce unexpected but worthy responses. Avoid using the points in the scaffolding as a rigid guide to penalties.

Question 1	(10 marks)
Discuss how visual techniques encourage an audience to respond to Text 1 .	

In their response to Question 1, candidates may:

- Identify and analyse the effect of specific visual techniques used in the image, including: setting (suburban living room), symbolism/symbolic objects (football memorabilia), composition (subject to side of frame, positioned in lower half), choice of subject, clothing,



body language/positioning, gaze, or any other visual technique that is justified in the response.

- Identify a likely audience for this image. Responses may include, but are not limited to: Australians, people interested in football/photography/the past/Australian culture, people who value the arts and culture or people who grew up in suburban Australia.
- Specify a particular response relevant to the image, for example to feel nostalgic, humoured, appreciative, connected.
- Clearly outline connections between the visual techniques used and the audience response.
- Stronger candidates may connect the image to notions of Australian identity or culture and take in the contextual point that the book is titled *Images of a Vanishing Suburbia* in order to justify their response.

Question 2

(10 marks)

Compare the ways **Text 1** and **Text 2** communicate an idea about football in Australia.

In their response to Question 2, candidates may:

- Identify an idea shared by the texts. This may be, but is not limited to, the importance of football to people, that football can create a sense of belonging or that football is a significant part of the lives of Australians.
- Draw comparisons between the texts by discussing aspects of their construction. These should include visual techniques (as outlined above) in relation to Text 1 and the persuasive techniques used in Text 2 (such as statistics, facts, listing, selection of language, etc.).
- Candidates may note that Text 2 is an essay and may comment on the characteristics of this genre such as the thesis statement, evidence to support arguments, structure and engagement with the reader.

Question 3

(10 marks)

Discuss how **Text 3** achieves its purpose.

In their response to Question 3, candidates may:

- Identify a purpose relevant to the text; for instance, to persuade readers to value the natural environment, to reveal the flawed thinking of our past, or to promote conservation.
- Identify and provide evidence related to stylistic conventions of the text (identified in the context statement as a 'dystopian narrative'), which may include: narrative point of view (speaking from future), construction of assumed dystopian future setting, use of past tense/verb choices (conveying the idea that these things are irretrievable), inclusive language, nostalgic/critical tone (varied), imagery, dense detail and listing, and repetition.
- Some candidates may identify this as a rhetorical or persuasive piece. This is acceptable as long as their discussion is clearly justified.
- Stronger candidates may consider that the implied listener/audience of the text is likely a younger person being educated by an elder.



Section 2 – Responding

General observations to keep in mind for the Responding questions

- This section examines candidates' analytical and critical thinking skills in relation to **responding to texts studied in the unit**. Candidates need to demonstrate that they can write with purpose, understanding and critical awareness.
- In this examination it is probably more accurate to establish a set of standards against which you assess responses, such as in the Marking Key below, or in a key developed by those marking the papers.
- Candidates are being assessed both on their functional literacy and on their critical literacy.
- A key criterion in assessing content is **engagement with the question**, as opposed to the reproduction of memorised information about a text.
- The marking process should be focused on rewarding candidates for what they **have** done rather than penalising them for errors. Avoid being too harsh on minor spelling or syntactical errors, as examination scripts are only first draft products. Consider the quality of writing when making judgements.
- Higher marks should be awarded to candidates who demonstrate skilful use of textual interpretation and analysis, comparison, contrast or evaluation as required by the specific question.
- Candidates must make reference to a text when responding to a question in this section. **This can be any text or text type studied.**

Specific points for each Responding question

These points should be augmented and qualified by your pre-marking discussions of the questions, your knowledge of the teaching and learning programs in which candidates have been engaged and by your analysis of the candidates' sample responses that you preview. Be prepared to reward the unexpected.

Question 4

(40 marks)

Discuss how at least **one text** you have studied positions its audience to respond to a perspective.

- Candidates should identify a specific audience for their chosen text. This may be achieved through identifying a set of values, demographic elements, interests, or any other factors that sufficiently demonstrate an awareness of audience.
- Responses should identify a perspective presented in the text, or discussed by the text. As part of this, candidates need to demonstrate some understanding of the role of context in shaping perspective, as opposed to expressing the perspective as an opinion.
- Candidates should identify and explain a specific audience response, e.g. to challenge, question, endorse, agree with the perspective. At this level, it is acceptable for candidates to focus primarily on their personal response.
- Candidates should engage with the 'how' element of the question by considering the construction of the text and providing evidence of particular conventions or features of the text.



- Stronger candidates will use metalanguage to analyse the evidence they provide from the text.

Question 5

(40 marks)

Compare the ways **two texts** you have studied work to achieve similar purposes.

- Candidates must refer to two texts studied, and clearly identify a similarity in the purpose of the texts.
- Candidates who can provide appropriate textual evidence that is clearly connected to the purpose of the texts should be rewarded.
- Stronger candidates should be able to analyse the evidence, incorporating appropriate metalanguage.
- The question requires students to compare the ways the texts achieve their purpose. As such, responses should include clear identification and comparison of the generic conventions and/or language features employed by the two texts.
- Stronger candidates may evaluate the effectiveness of the texts; however, this is not required.

Question 6

(40 marks)

Analyse the way specific language features work to convey an idea or ideas in at least **one text** you have studied.

- Candidates must clearly identify and express an idea, or multiple ideas, within a studied text of their choice.
- Candidates should identify and provide evidence of language features used by the text. This may include discussion of umbrella terms like voice, tone, or style. However, the textual analysis should be focused on specific language features including: sentence construction, diction, figurative language devices, tense, language choices and patterns, and/or visual language features.
- Highly successful responses will use detailed metalanguage in their analysis.
- Candidates should be rewarded for clearly connecting the idea/s conveyed by the text to the types of language used.

Question 7

(40 marks)

Explain how at least **one text** you have studied reflects its production context.

- Candidates should clearly identify the production context of their chosen text, and be able to outline relevant contextual factors including, but not limited to: key events, trends/social movements, values, beliefs and/or attitudes.
- Candidates should be rewarded for making clear connections between the production context and either the content or construction of the text.



- Candidates must provide specific evidence from the text, and clearly articulate its relevance to elements of the production context they have outlined.
- Stronger candidates may show an awareness of the connections between genre and purpose/context.

Question 8

(40 marks)

Analyse the role of the setting in making meaning in at least **one text** you have studied.

- Candidates must clearly outline or describe the setting of the text.
- Stronger candidates will factor in construction elements such as narrative point of view, structure, language features, and/or generic conventions. Using appropriate metalanguage to analyse the construction of the setting should be rewarded.
- Candidates who are able to connect the setting to specific genres, such as dystopian, gothic, science fiction etc., and their social purpose should be rewarded.
- Candidates should clearly outline a meaning or meanings made by the setting. For example, the setting may impact on the character in some way, may act as a representation of a certain context, or may drive the conflict or plot of the text. Any meaning that the candidate can clearly outline and provide evidence of should be accepted.
- Candidates should provide explicit evidence related to the setting and the meaning/s they have outlined.

Question 9

(40 marks)

Discuss how your personal context affected your response to the ideas communicated in at least **one text** you have studied.

- Candidates should clearly outline their personal context, and factors that have shaped it, including but not limited to: experiences, values, beliefs, family, or social factors.
- Candidates should clearly demonstrate how these contextual factors affected their response. For example, they may have a personal or emotional response to the ideas, they may disagree with the ideas, or they may feel their beliefs are confirmed by the text.
- Responses should clearly outline more than one idea communicated in the text.
- Candidates should provide clear and relevant textual references.
- Candidates who are able to include a discussion of how elements of text construction affected their response should be rewarded.



Section 3 – Composing

Please note the following suggestions are not comprehensive. Markers are strongly recommended to consider a diversity of responses and assess them on the basis of their individual merits.

General observations to keep in mind for all Composing questions

- 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 topics. Answers should be marked on the quality of the writing. The syllabus for the course requires candidates to ‘use the appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.’ They should be marked on the extent to which they achieve this.
- A key discriminator will be how well candidates control or manipulate generic conventions of their chosen form.
- Answers that make use of personal experiences, values and responses to support or explain arguments, or of descriptive writing skills, are quite acceptable. All questions allow for such responses.
- Candidates may make reference to texts studied in this section, if such reference supports their writing purpose. The references should be relevant to the questions, rather than reproducing memorised information about a text.
- Candidates should be assessed on their writing skills, not their understanding of particular texts or their reading and/or viewing skills. These skills may include the use of connotation, shaping language for persuasive effect for different audiences; conventions associated with presenting arguments; taking into account audience expectations, attitudes, experience and knowledge when attempting to affect attitudes and effect social action; identifying and, if appropriate, challenging dominant ways of thinking about a topic.
- Answers should be marked on the quality of the writing. Markers should look to reward candidates who can develop an argument or write descriptively; write creatively and effectively; sustain a point of view and control expression to shape a reader’s response; engage effectively with the question.
- Key elements in assessing candidates’ written expression include: structure; fluency of expression; use of vocabulary appropriate to audience, purpose and form; control of the conventions of English (noting that candidates are writing first draft examination scripts) and voice. Colloquial and personal responses are acceptable if effectively presented and there is no requirement to write in a highly informal or impersonal manner unless the question requires it.

Specific points for each Composing question

These points should be augmented and qualified by your pre-marking discussions of the questions, your knowledge of the teaching and learning programs in which candidates have been engaged, and by your analysis of the candidates’ sample responses that you preview. Be prepared to reward the unexpected.



Question 10

(30 marks)

“If you spend too much time thinking about a thing, you’ll never get it done.” Bruce Lee

Use the ideas expressed in this quote within a persuasive text that convinces an audience to take action.

- Candidates must respond to this question in the form of a persuasive text. This may include but is not limited to a speech, feature article, blog or letter.
- Stronger responses will use rhetorical devices and forms of persuasion which appeal to intellect and/or emotion.
- Candidates should use a range of persuasive language and structural devices.
- Candidates should develop a convincing purpose for their writing in order to demonstrate how their audience can ‘take action’.
- Reward candidates who clearly establish a particular target audience and select a form that suits their audience and purpose.
- Stronger responses will provide original arguments and show experimentation with structure and language conventions.

Question 11

(30 marks)

Compose an interpretive text that could accompany the image below.

- Responses should be interpretive: texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. These include autobiographies, biographies, blogs, feature articles, speeches and other non-fiction texts. Allow for the full range of responses, including multimodal.
- Reward responses that provide a clear engagement with the image. This can be through a character (or characters) presented and/or through the setting.
- Reward candidates who demonstrate the ability to use appropriate generic and language conventions in a way that effectively conveys ideas relating to the image.
- Reward candidates whose writing demonstrates they have chosen a form to suit the purpose, context and their (imagined) audience.

Question 12

(30 marks)

Incorporate the following quote into a text in a form of your choice.

“And you always had it, but you never knew.”

- Candidates may respond in the form of an interpretive, persuasive or imaginative text.
- Interpretive texts can be in the form of a biography, autobiography, feature article or other media text.
- Imaginative texts may be in the form of a narrative, drama, poem or song lyrics.
- Persuasive texts may be in the form of a speech, blog, article etc.



- Stronger responses would experiment with their chosen form, genre and language techniques.
- Candidates should incorporate the quote into part of their writing. Reward candidates who demonstrate purpose and originality in doing so.

Question 13

(30 marks)

Compose an imaginative text in which the perspective of the central character is challenged.

- Responses should be in the form of an imaginative text such as short story, novel, drama script, monologue, autobiography or biography.
- Candidates must demonstrate control of the generic conventions of their chosen form.
- Candidates may utilise language and structural conventions in order to develop the perspective of the central character.
- Stronger responses will work to establish a clear perspective in order to highlight the way in which the character is challenged.
- Candidates should make an obvious attempt to demonstrate how the character is challenged. They may do this through various means such as a conflict with another character or an event that occurs.
- Reward candidates whose writing demonstrates the choice of a form that suits purpose, context and their (imagined) audience. Stronger responses might manipulate such conventions for particular effect.

Question 14

(30 marks)

Compose a text in a form of your choice that is inspired by the image below.

- Responses may be imaginative, persuasive or interpretive, such as narratives, feature articles or speeches. Allow for the full range of responses, including multimodal.
- Reward candidates who demonstrate the ability to use appropriate generic and language conventions in a way that effectively conveys ideas relating to the image.
- Reward candidates whose writing demonstrates they have chosen a form to suit the purpose, context and their (imagined) audience.
- The composed text may be a complete text or part of a larger text.



ETAWA Marking Key

NOTE:

- This marking key has been developed by ETAWA. This ETAWA marking key is different from the sample marking key provided by SCSA and which is available on its website at: <http://wace1516.scsa.wa.edu.au/english/>
- Schools may choose to use or adapt the ETAWA marking key to suit their particular school requirements, or use the marking key provided by SCSA.
- The ETAWA marking key is to be used *in conjunction with* the marking guide above.
- The ETAWA marking key offers guidance about the relative weighting that could be applied to generic criteria related to the particular section of the examination.

Comprehending (10 Marks)

Questions require the candidate to comprehend and analyse unseen written and visual texts and respond concisely. (Exam Brief, SCSA)

Comprehension of Text/s	7
Detailed and sophisticated analysis (and comparison if required) of text/s with appropriate evidence and terminology relating to the question.	5-7
Limited understanding of text/s with minimal analysis (or comparison); retell of text with limited reference to the question.	1-4
Not attempted or entirely irrelevant analysis.	0
Structure and Expression	3
Succinct, coherent and clear response; few minor errors.	3
Underdeveloped expression and poorly structured response; frequent errors.	1-2
Not attempted or significantly flawed.	0

Responding (40 Marks)

Questions require the candidate to demonstrate analytical and critical thinking skills in relation to studied texts. (Exam Brief, SCSA)

Engagement with Question	15
Integrated response addressing all components of the question supported with explicit and detailed text-based evidence.	11-15
Competent response addressing most components of the question supported with some appropriate text-based evidence.	6-10
Limited response primarily focusing on retell of the text.	1-5
Response that does not address the question.	0
Critical Literacy	15
Sophisticated response demonstrating interpretation, analysis, comparison, contrast and/or evaluation of the text/s in relation to the question.	11-15



Competent response demonstrating some analysis, comparison or contrast of the text/s in relation to the question.	6-10
Limited response demonstrating recall of the text/s.	1-5
Insufficiently developed or displayed critical thinking skills.	0
Structure and Expression	10
Fluently written with sophisticated vocabulary, syntax and punctuation; few minor errors.	8-10
Competently written with effective vocabulary, syntax and punctuation; some errors.	6-7
Uncontrolled writing with limited vocabulary, syntax and punctuation; frequent errors.	3-5
Insufficiently developed or displayed writing skills; two or three points with little structure or development.	0-2

Composing (30 Marks)

Questions require the candidate to demonstrate writing skills by choosing form(s) or writing appropriate to specific audiences, contexts and purposes. (Exam Brief, SCSA)

Engagement with the Question	10
Sustained and innovative content that addresses the nuances of the question.	8-10
Competent and thoughtful response that addresses the demands of the question.	6-7
Limited, predictable or clichéd engagement with the question.	3-5
Response that does not address the question; irrelevant but interesting content.	0-2
Control of Language and Expression	10
Fluently written with sophisticated vocabulary, highly developed personal voice and flair; few minor errors.	8-10
Competently written with effective vocabulary and emerging voice; some errors.	6-7
Uncontrolled writing with limited or inappropriate vocabulary and/or tone; frequent errors.	3-5
Insufficiently developed or displayed writing skills; two or three points with little structure or development.	0-2
Control of Generic Conventions and Form	10
Deliberate and specific manipulation of conventions of chosen form for chosen audience and purpose.	8-10
Effective control of conventions of chosen form for an audience and/or purpose.	6-7
Limited understanding and/or use of conventions of chosen form with little consideration of audience or purpose.	3-5
Insufficiently developed or displayed use of conventions of chosen form.	0-2