

*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.<sup>1</sup>

- 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.

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<sup>1</sup> 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 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 the 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 yet worthy responses. Avoid using the points in the scaffolding as a rigid guide to penalties.

#### Question 1

(10 marks)

Discuss how the author of **Text 1** uses language features to shape a reader’s response.

### In their response to Question 1, candidates may:

- Demonstrate an understanding of the passage holistically, as well as identifying its discrete features, and should be rewarded for doing so.
- Candidates must identify the response that is shaped by the language features. Depending on the candidate's focus, this might include:



- an understanding that the narrator feels criticised or judged by society for being an only child
- a sense of sympathy at the discomfort the narrator feels about being an only child
- a belief that despite being an only child, the narrator's childhood was a good one.
- Reward candidates who identify an understanding that a reader's response may shift throughout the text. A reader might have feelings of sympathy towards the narrator or be critical of the society and those who judge her for being an only child at the beginning of the text; however, this might change and their response might be to recognise that she is satisfied or happy with her upbringing towards the end.
- Identify language features; these may include, but are not limited to:
  - emotive language used to describe the narrator's discomfort in admitting she is an only child through words such as 'embarrassment' and 'uneasiness'
  - dialogue as a means of conveying the day-to-day experience of judgement the narrator receives
  - italics used to emphasise the above point in 'one of *those*'
  - first person point of view
  - the imagery constructed about the narrator as a child dressing the 'long-suffering Siamese kitten' and pedalling her 'blue bike around the block' working to establish a favourable response to her childhood.
- Reward responses that demonstrate an understanding of the connection between language features and the response that is shaped.

## Question 2

(10 marks)

Explain how the characters are represented in **Text 2**.

### In their response to Question 2, candidates may:

- Explain the way the two characters are represented through their actions:
  - contrast Evan and Isabelle's entrance into the pool
  - contrast Evan's 'splash and churn' stroke with Isabelle's 'clean and precise' style.
- Discuss how specific adjectives, verbs and adverbs work to represent Isabelle as skilful and controlled while Evan is represented as spirited and carefree.
- Explain how figurative language is used to represent Evan.
- Discuss how the 3<sup>rd</sup> person limited point of view provides insight into Isabelle's thoughts and works to represent her as observant.
- Explain how the dialogue represents Evan as optimistic and self-assured.
- Discuss how Evan and Isabelle's attitudes are revealed through characterisation.
- Reward candidates who make a connection between the techniques employed by the author and the representation constructed.
- Candidates should illustrate that they understand the text holistically as well as the discrete features and should be rewarded for this.



**Question 3**

**(10 marks)**

Analyse how visual elements are used in **Text 3** to construct an idea about childhood.

**In their response to Question 3, candidates may:**

- Candidates should identify and analyse the specific visual elements used in the image. Elements include, but are not limited to:
  - composition
  - clothing
  - body language
  - background
  - gaze
  - facial expression.
- Stronger responses will make connections between the idea that is represented and the way in which the text has been constructed.
- A discriminator will be the candidate's ability to clearly identify and explain an idea expressed about childhood.
- Ideas that candidates may discuss include, but are not limited to:
  - childhood can be a carefree time of fun and freedom
  - children can experience loneliness and exclusion; for some, childhood can be a time of isolation
  - children can entertain themselves regardless of their environment
  - childhood is a time of innocent pleasure; however, the surroundings foreshadow a loss of innocence.



## 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)

Explain how **a text** you have studied uses generic conventions to communicate a particular perspective.

- Candidates must refer to at least one text studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.
- Candidates should specify the genre of the text as well as demonstrate and clearly state the conventions of the genre.
- Candidates must identify a perspective communicated in the text. They need to demonstrate some understanding that perspective is more than an opinion or viewpoint, it is shaped by one's context.
- Responses that simply retell the content of the text will not rank highly.



**Question 5**

**(40 marks)**

Explore how **a multimodal text** you have studied combines visual elements with written and/or spoken elements to present an idea.

- Candidates must refer to at least one multimodal text studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.
- Candidates may refer to film, television, websites and other multimodal texts.
- Candidates must clearly state the idea presented in the text.
- A clear discriminator for this question will be the candidate's ability to discuss how the combination of modes (visual, written and spoken) works to present an idea.
- Responses that simply retell the content of the text will not rank highly.

**Question 6**

**(40 marks)**

Discuss how **at least one text** you have studied uses language features to represent an event or particular group of people.

- Candidates must refer to at least one text studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.
- Candidates must identify and discuss specific language features used in the text. This may include, but is not limited to:
  - figurative language
  - descriptive language
  - visual language
  - syntax
  - language patterns
  - diction
  - punctuation.
- Responses need to clearly identify the event or social group represented in the text.
- A discriminator in this question will be the extent to which candidates demonstrate their understanding of representation.
- Stronger responses will clearly articulate the connection between language features and the representation of the event or social group.
- Responses which simply retell the content of the text will not rank highly.



**Question 7**

**(40 marks)**

With reference to **a text** you have studied, examine how structural features are used to achieve a specific effect.

- Candidates must refer to at least one text studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.
- Candidates must identify and discuss specific structural features used in the text. This may include, but is not limited to:
  - sequencing of the whole text
  - structure of sentences
  - flashback
  - juxtaposition
  - contrast in media resolution
  - patterns of language or content.
- The key discriminator for this question will be the extent to which the connection between the structural features and the specific effect is explored.
- Responses that simply retell the content of the text will not rank highly.

**Question 8**

**(40 marks)**

Compare the ways in which **two texts** you have studied reflect their cultural context.

- Candidates must refer to two texts studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.
- Candidates must identify 'the ways' the cultural context is reflected in each text.
- Candidates need to identify the cultural context of both texts.
- A key discriminator will be the candidate's ability to discuss the similarities and/or differences of the texts' features ('the ways').
- Candidates need to include a clear discussion of both texts' social cultural context(s).
- Responses that simply retell the content of the text will not rank highly.

**Question 9**

**(40 marks)**

With reference to **at least one text** you have studied, evaluate the effectiveness of techniques in shaping your response.

- Candidates must refer to at least one text studied.
- Candidates should be rewarded for providing clear and relevant textual references and using appropriate metalanguage.



- The word 'your' invites the candidate to personally engage with this question. Candidates should clearly articulate their **own** response to the text.
- A clear discriminator for this question will be the candidate's ability to evaluate the effectiveness of the techniques.
- Responses that simply retell the content of the text will not rank highly.





## 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, and 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 want to change attitudes, start with a change in behaviour” – William Glasser

Incorporate this idea into a persuasive text which motivates an audience.

- Candidates may respond with a range of persuasive forms which may include, but are not limited to: speech, feature article, blog, letter or essay.
- Candidates should demonstrate control over their chosen form, selecting relevant conventions and techniques reflective of their choice.
- Reward candidates who demonstrate a clear sense of audience and purpose.
- Candidates need to clearly identify a reason for motivating their audience. A discriminator will be the extent to which they engage with the prompt by addressing the behaviours and attitudes which are to be changed.
- Stronger responses will develop and sustain a consistent voice, tone and style.

**Question 11**

**(30 marks)**

*It seemed to go on forever.*

Embed this line into a piece of writing in a form of your choice. It may be used as either a complete sentence or part of a sentence.

- 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 and seamlessly integrates the prompt.
- Candidates should be rewarded according to the level of complexity of the ideas that they draw from the prompt.
- 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.

**Question 12**

**(30 marks)**

Compose an interpretive text inspired by 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.
- A discriminator for this question will be how well candidates engage with the image.



- Reward candidates who make the link between the image and their text apparent.
- Stronger responses will demonstrate an ability to use language and syntax to engage the audience in the subject matter suggested by the image.
- Reward candidates whose writing demonstrates they have deliberately chosen a form/style to suit their purpose and to engage their (imagined) audience. Consistent use of appropriate language, attitudes, values and ideas for their audience will be a key discriminator.
- Reward candidates who make their chosen form apparent in their writing. Candidates should demonstrate use and control of the generic conventions of their chosen form.
- Reward candidates whose writing demonstrates they have structured their text to suit the purpose, context and their (imagined) audience.
- The composed response should be a complete text, but candidates can still be rewarded for crafting an engaging accompanying piece within an incomplete text.

**Question 13**

**(30 marks)**

“We meet the people we’re supposed to when the time is just right.” – Alyson Noel

Craft an imaginative text that involves the meeting of two people and reflects the sentiment expressed in this quote.

- Responses should be in the form of an imaginative text, such as a short story, novel, drama script, monologue, autobiography or biography.
- Candidates must demonstrate control of the generic conventions of their chosen form.
- Stronger responses will demonstrate a clear sense of audience and purpose.
- Stronger candidates will develop and sustain a consistent voice, tone and style.
- Candidates do not have to include the quote in their text; however, they should demonstrate a connection to the ideas that it expresses.
- Interpretations of the quote may be varied, but the connection to the quote should be clear.
- Responses may be a complete text or part of a potentially greater text; e.g. the opening of a novel or a scene from a play.

**Question 14**

**(30 marks)**

Create a text in a form of your choice using the stimulus below.

- Interpretive texts may 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 or article.
- Reward candidates for their engagement with the image.
- Stronger responses will experiment with their chosen form, genre and language techniques.



## ETAWA Marking Key

### NOTE:

- This marking key has been developed by ETAWA. This ETAWA marking key differs from the Year 12 English ratified marking key provided by SCSA and which is available on its website at: [https://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0009/592659/2019\\_ENG\\_Ratified\\_Marking\\_Key.PDF](https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0009/592659/2019_ENG_Ratified_Marking_Key.PDF).
- 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 key 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)*

<b>Comprehension of Text/s</b>	<b>7</b>
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
<b>Structure and Expression</b>	<b>3</b>
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)*

<b>Engagement with the Question</b>	<b>15</b>
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
<b>Critical Literacy</b>	<b>15</b>
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
<b>Structure and Expression</b>	<b>10</b>
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) of writing appropriate to specific audiences, contexts and purposes. (Exam Brief, SCSA)*

<b>Engagement with the Question</b>	<b>10</b>
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
<b>Control of Language and Expression</b>	<b>10</b>
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
<b>Control of Generic Conventions and Form</b>	<b>10</b>
Deliberate and specific manipulation of conventions of the chosen form for chosen audience and purpose	8-10
Effective control of conventions of the chosen form for an audience and/or purpose	6-7
Limited understanding and/or use of conventions of the chosen form with little consideration of audience or purpose	3-5
Insufficiently developed or displayed use of conventions of the chosen form	0-2