South West English Teachers’

Association Inc.



2017

Year 12 ATAR English

SWETA Marking Notes

**Guiding Principles**

The South West English Teachers’ Association strongly recommends the use of the Schools Curriculum Standards Authority resources (SCSA exam design brief, syllabus documents and sample marking guide) for general principles and criterion referenced marking.

https://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english

The marking guide below provides specific holistic guidance for individual questions in the South West English Teachers’ Association Semester Two Practice Examination.

Refer to the Schools Curriculum Standards Authority 2016 Sample Marking Key and 2016 Marking Key for guiding principles to marking ATAR English examinations.

[**https://senior-secondary.scsa.wa.edu.au/media/misc/past-atar/secure/eng/2016/2016-atar/English-Ratified-Marking-Key-2016.PDF**](https://senior-secondary.scsa.wa.edu.au/media/misc/past-atar/secure/eng/2016/2016-atar/English-Ratified-Marking-Key-2016.PDF)

Note: You need to log into the SCSA Extranet to access this material.

**Comprehending Section - Page 2**

**Responding Section – Page 7**

**Composing Section – Page 13**

**SCSA Syllabus – Grade Descriptors, Pages 16 – 17.**

[**h**ttps://senior-secondary.scsa.wa.edu.au/\_\_data/assets/pdf\_file/0003/5754/English-Y12-Syllabus-AC-ATAR-GD.pdf](https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0003/5754/English-Y12-Syllabus-AC-ATAR-GD.pdf)

**SCSA Holitic Marking Guide from 2016.**

https://seniorsecondary.scsa.wa.edu.au/\_\_data/assets/pdf\_file/0016/5821/English\_Sample\_Marking\_Key\_2016\_pdf.pdf

**Question 1 (10 Marks)**

Discuss how authorial voice positions readers to respond to a particular group in **Text 1.**

**In their response to question 1, candidates may:**

* Discuss the tone of the author’s voice, proven through diction, syntax, figurative language. Tones that could be identified could include admonishing, incredulous, angry, saddened and so on.
* Readers could be positioned to respond with sympathy to those out of work and going hungry.
* Readers could be positioned to respond in anger towards the powers that be, the establishment, the government, authority figures.
* Readers could also be incredulous and shocked by the measures the government takes against its own people.
* Diction such as ‘putrescence’ ‘rotting’, ‘slaughter’ to indicate something rotten in the way the government is operating.
* Repetition and listing of ‘There is a’ which lends to a didactic tone as the narrator/author lists the problems.
* ‘Burn the coffee’, ‘Dump the potatoes’ – these sentences are short, sharp and instructional (starting with imperatives) which gives the sense that the author is mimicking the government’s instructions to point out their flawed logic.
* Repetition of ‘must’ to show that all parties are at the mercy of the government, who is at the mercy of the economy.
* Emotive language of ‘dying children’ and ‘coroners filling in death certificates’ following a list of the government actions.

**To answer this question effectively, candidates should:**

* Identify the author’s voice, through identifying the language choices that make up ‘voice’ such as figurative language, syntax, sentence structure, tone.
* Identify the response and the group explicitly.

**Question 2 (10 Marks)**

Comment on how the author has presented a particular perspective on an issue in **Text 2**.

**In their response to question 2, candidates may:**

* Address the issue of a ‘white-washing’ of history.
* Address the issue of history being written by the dominant social or racial group.
* Discuss an alternative or judgmental perspective on the writing of history.
* Discuss racism in some form.
* Address the ‘how’ of the question by pointing to persuasive language or voice.
* Persuasive language could include listing, expert opinion, questioning, metaphor (tangled up roots / enshrined in our cultural consciousness), inclusive language of ‘us’ ‘we’ ‘Australians’.

**To answer this question effectively, candidates should:**

* Explicitly state the perspective and the issue.
* Addressed the ‘how’ of the question by giving evidence whether it be language, structure, persuasive techniques, voice.
* The structure of starting with Australian examples and then moving on to other colonial countries to expand the point.

**Question 3 (10 Marks)**

Compare how **Text 2** and **Text 3** utilises techniques to comment on Australian identity.

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

* Discuss that comparatively, Text 2 uses persuasive techniques and Text 3 uses visual language techniques.
* Argue that Text 2 relies on expert opinion, metaphor, questioning, and structure to make the point that Australian Identity is often thought of as an Anglo Saxon one, whereas Text 3 shows that Australian identity can come in many shapes and forms.
* Point out that Text 2’s comment on Australian identity is that ‘Australian’ means ‘Anglo Saxon’ to many, leaving out Aboriginal Australians and migrants that made our country great.
* State that Text 3 is making the comment that the Australian flag does not fully represent how Kathy Freeman feels about her identity, as she is a proud Aboriginal Australian, which the Union Jack flag does not acknowledge.
* Note that Text 3 utilises:
* Symbolism in the form of the flags, touching but separate. Both flags symbolise different things to many Australians, with the Union Jack symbolising our colonial ‘Anglo Saxon’ history to many. The Aboriginal flag symbolises Aboriginal people’s need for their own identity, rightly separate from the colonial one.
* Symbolism in the form of the facial expression and triumphant body language.
* Symbolic setting in the Olympic arena: the world stage, a place that Freeman feels she wants to fly her flag proudly to acknowledge her culture to the world.
* Camera angle to display power which makes a comment that Aboriginal Australians are a big part of our cultural identity.

**To answer this question effectively, candidates should:**

* Define Australian identity in some way
* Explore visual and written techniques.

**Question 4 (40 Marks)**

Compare the ways different perspectives have been used, in at least **two** texts studied, to highlight the need for change in society.

**Holistic guide to question 4.**

To answer this question effectively, candidates should:

* Address at least two different perspectives
* Define which society they are discussing in each case and what change needs to occur.
* Make a comparison in terms of how perspectives are used, whether this is how they are presented through voice, language, visual elements, structure, or how they present perspectives from two sides of an argument, two opposing groups and so on.

**Question 5 (40 Marks)**

Discuss how interpretive texts seek to challenge or reinforce dominant attitudes in at least **one** text studied.

**Holistic guide to question 5.**

**To answer this question effectively, candidates should:**

* An interpretive text must be discussed, such as a speech or Feature Article.
* The attitudes must be explicitly stated and be justifiable ‘dominant’ in the society in question.
* Challenge OR Reinforce must be a choice candidates make.
* The ‘how’ of the question must be addressed: Does the response address the utilisation of language, structure, generic conventions, voice or perspective?

**Question 6 (40 Marks)**

In at least **two** texts studied, compare how style or structure effectively conveys ideas.

**Holistic guide to question 6.**

To answer this question effectively, candidates should:

* Make a comparison, find similarities or differences between two texts’ style or structure.
* ‘Effectively’ must be addressed: why does this structure help, why is this style powerful?
* Explicit ideas discussed.
* Style discussion can include how voice, point of view, syntax, figurative language contribute to the understanding of ideas.
* Structure can include ways that the plot line develops, how different perspectives are switched between, how conflict is set up, how temporal settings switch, how acts in a play contribute to the ideas and so on. It can also include the structure of language.

**Question 7 (40 Marks)**

“For me, the main inspiration to write a story or novel is the voice of its central character, or the narrative voice of the story itself.” (Scott Bradfield).

With reference to at least **one** text studied, argue that voice is integral to the understanding of texts.

**Holistic guide to question 7.**

To answer this question effectively, candidates should:

* Texts with clear authorial, narrative or majority/ minority voices should be chosen.
* Voice needs to be defined in the introduction and the parts of voice discussed stipulated EG: tone, diction, syntax, figurative language, the voice of the oppressed seen through XYZ character etc.
* The word ‘integral’ needs to be addressed in the introduction and throughout. Why is the voice so important?

**Question 8 (40 Marks)**

The conventions of genre can be adhered to or broken to have a desired impact on an audience.

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

**Holistic guide to question 8.**

To answer this question effectively, candidates should:

* Text which have a clear genre or texts which genre blend can be discussed.
* ‘Desired impact’ needs to be defined, for example, does the author/director want us to be shocked, understand certain themes, be entertained?

**Question 9 (40 Marks)**

Explain how context can impact on the possible readings that can be made of at least **one** text studied.

**Holistic guide to question 9.**

To answer this question effectively, candidates should:

* Context needs to be defined – Will the candidate discuss context of reception, production (authorial/ time period), historical context of the narrative or interpretive text and possible agendas of authors/directors?
* Readings should be clear, eg “this text can be read as a comment on…” “The text acts as a warning…” “the text’s main purpose can be seen to be….”
* ‘Readings’ suggests that more than one are possible.

**Material from SCSA 2016.**

https://seniorsecondary.scsa.wa.edu.au/\_\_data/assets/pdf\_file/0016/5821/English\_Sample\_Marking\_Key\_2016\_pdf.pdf

**Comprehending Criterion-referenced marking key**

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| Conent: quality and number of points made in relation to the question. | 0-6 |
| Expression: the extent to which the candidate expresses ideas clearly and concisely | 0-4 |
| **Total (out of 10)** |  |

**Responding 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. | 1–8 |
| **Text knowledge** |  |
| presents a comprehensive and critical understanding of the studied text/s. | 1–8 |
| **Content and argument** |  |
| sustains an argument and supports it with relevant details, techniques and text conventions. | 1–8 |
| **Expression** |  |
| presents a fluent, readable response that demonstrates control of grammar, vocabulary, spelling and punctuation acceptable for a first draft. | 1–8 |
| **Structure** |  |
| presents a coherent structure that introduces, organizes 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. | 1–8 |
| **Total** | **40** |

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. (24 marks)

• presenting the response in correct, fluent English that has a clear and logical organisational structure (16 marks)

**Composing Responding Criterion-referenced marking key**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Engagement with the topic/stimulus** | |
| presents a thoughtful or original or imaginative perspective on the topic/stimulus. | 1–6 |
| **Mechanics of writing** | |
| controls the mechanics of grammar, vocabulary, spelling and punctuation to suit  topic requirements within the examination context as a first draft. | 1–6 |
| **Expression** | |
| manipulates and controls language for effect to express ideas, feelings and attitudes | 1–6 |
| **Form/genre** | |
| manipulates form and generic conventions to suit topic in relation to purpose,  context and audience. | 1–6 |
| **Content** | |
| presents appropriately detailed content relevant to key concepts inherent in topic/stimulus. | 1–6 |
| Total | 30 |

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. (6 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. (18 marks)

• supporting the writing with appropriate content details. (6 marks)