

These guidelines are designed for candidates, teachers and examiners.

The Written External Examination requires candidates to critically analyse unseen stimuli passages/texts and prepared/prescribed texts.

Candidates, teachers and examiners are reminded that Criterion 1 (Cultural Representation) underpins this course and the term may be embedded in questions.

The external assessment of English – Communications requires candidates to complete **a two and a half hour** written examination.

The following criteria will be externally assessed in this written examination:

- Criterion 2** Demonstrate understanding of ideas and issues.
- Criterion 3** Demonstrate understanding of the ways language is used to position audiences.
- Criterion 9** Clarify and articulate own ideas, attitudes and values in response to texts.

WRITTEN EXAMINATION

Candidates **CANNOT** bring any texts into the examination room other than a print (hardcopy) dictionary.

Candidates will need to address the 3 examinable criteria under written examination conditions. They will need to allocate the examination time appropriately to enable all criteria to be addressed fully.

There are two sections in the written examination: Section A and Section B.

The written examination contains three questions in Section A, one for each of the *Ideas and Issues* Modules. Section B contains four questions, one on each of the *Texts and Contexts* Modules, as well as a *Generic* question that could be attempted by all candidates.

In both sections candidates will refer to an unseen text provided in the examination and 2 prepared texts studied within a module.

- Criterion 2 and Criterion 9 are examined in Section A of the written examination.
- Criterion 3 is examined in Section B. Refer to the Criteria Standards (http://www.tqa.tas.gov.au/4DCGI/_WWW_doc/009001/RND01/EnglishCommunicationsCourse_Guide2010.pdf)

The 2012 Written Paper Marking Tool is included at the end of this Guide. Please note that this may be subject to further minor refinement. It is advised that teachers use this marking tool for the marking of the mid-year examinations.

The 2011 examination paper included specific question stems that prevented the presentation of 'pre-prepared' responses and, more importantly, provided candidates with a framework in which to make their response. Advice provided for this year's setting examiner was for this format/practice to continue in 2012.

SECTION A contains 3 subsections based on the prescribed modules (*Belonging, Telling Truths and Imagining Australia*). Candidates must answer the relevant section i.e. the module they studied in class. Each subsection offers candidates a choice of question; a standard essay response or a creative/interpretative response. All questions will direct candidates to refer to **two** prescribed as well as an unseen text.

Candidates will address both criteria 2 and 9 in their response and will balance their discussion so that both criteria are equally addressed.

- Criterion 2 requires candidates to analyse relevant ideas and issues privileged by texts in an examination stimulus and in at least 2 prescribed texts studied.
- Criterion 9 examines the effect of a text on its responder. The key consideration is that the creation of meaning is a two-way process between the text and reader.

Criterion 9 requires candidates to articulate how their own attitudes have been shaped by the representations of the issues privileged by an unseen text/stimulus and at least 2 prescribed texts studied. Candidates will emphasise their 'current understanding' and 'personal position' on the issues being raised. Criterion 9 invites a reflection on their experience of the texts and their response, in terms of attitudes and values, to the texts.

Candidates may develop personal cues to differentiate discussion on each criterion, as balance between the two criteria is necessary. Some candidates may address both criteria objectively; a suggestion for other candidates is to use a subjective first person narrative voice (e.g. first person pronouns) when addressing Criterion 9. Both styles of analysis are acceptable.

SECTION B contains 4 questions. Three of these questions examine the prescribed genres (*Sports Reporting, Documentary and Crime Fiction*). In addition, there is a generic question. Candidates have the option of either answering the question pertaining to the genre studied in class or this generic question. All questions will require candidates to refer to **at least two texts** they have studied in class as well as an unseen text provided for them in the examination paper.

The texts that can be used for answering the **Generic Question** may be drawn from texts studied in the *Texts and Contexts* strand, the Applications strand or the Communications Project. No *Ideas and Issues* Module texts may be used in Section B responses.

This section examines Criterion 3.

Candidates will answer a set question by responding to a stimulus relevant to the genre and analysing 2 texts studied in class. These must be from the *Texts and Contexts* Module if not answering the Generic question.

If answering the Generic question, texts from any module except *Ideas and Issues* can be used.

In answering a question from Section B, candidates must be mindful of

- the intended audience for each text
- the features of the relevant genre recognised in the texts and how these have been consciously manipulated/appropriated/challenged
- key values in texts and how these are realised through a composer's manipulation of genre
- the ways genre language (including features/conventions) affects the way in which the texts may be interpreted
- the possibility of resistant readings
- the experience of the text/s on its audience

These bullet points do not advantage any one way of responding to texts. Candidates should be mindful of a host of factors and perspectives that can influence one's interpretation of texts, and particularly, of a genre. Through analysis, critical evaluation and reflection candidates need to convince examiners of the pertinence of their own 'individual' reading of texts/genres.

ENGLISH COMMUNICATIONS (ENC315109) – 2012 – Written Paper Marking Tool

Criterion 2 Demonstrates understanding of ideas and issues – <i>the degree to which a candidate, in regard to the stimulus and 2 prescribed texts (from the appropriate module) can:</i>			
A+ A A-	B+ B B-	C+ C C-	D+ D D-
discuss the view presented in the set question (in regards to the module studied) skilfully through a complex, cohesive argument demonstrate a perceptive understanding of the ideas and issues expressed in all three texts address all aspects of the set question through judicious textual support/evidence . ¹	discuss the view presented in the set question (in regards to the module studied) soundly through intelligent, accurate observations demonstrate an informed, sound understanding of the ideas and issues expressed in all three texts address the set question through textual support/evidence .	discuss the module studied in a generalised manner making some connections between texts with limited reference to the set question demonstrate some understanding ² of the ideas and issues expressed in all three texts with varying degree of success address only some part(s) of the question – textual support/evidence is limited or indirect.	discuss the module studied in an elementary manner making no connections between texts and/or no reference to the set question demonstrate little or no understanding of the ideas and issues expressed in the module studied. ³
Criterion 9 - Clarifies and articulates own ideas, attitudes and values in response to texts – <i>the degree to which a candidate, in regard to the stimulus and 2 prescribed texts (from the appropriate module) can:</i>			
A+ A A-	B+ B B-	C+ C C-	D+ D D-
evaluate the influence of texts on own ideas, attitudes, values in a cohesive, sustained and skilful manner and articulates this clearly in either the 3rd or 1st person express clearly their own ideas, attitudes and values evaluate contextual features in shaping personal response.	consider the influence of texts on own ideas, attitudes, values in a sustained, competent manner and articulates this in either the 3rd or 1st person express clearly their own ideas, attitudes and values analyse some contextual features in shaping personal response.	reflect and articulate on some connections and/or links between the texts studied and own ideas, attitudes, values -this could be a limited statement in the response. describe their own ideas, attitudes and values. identify some contextual features in shaping personal response.	not mention that own ideas, attitudes and values have been clarified or influenced, in any way, by the module (and texts) studied not mention own ideas, attitudes and values; not even implicitly struggle to identify any contextual features.
Criterion 3 – Demonstrates understanding of the ways language is used to position audiences – <i>the degree to which a candidate, in regard to the stimulus and 2 prescribed texts (from the appropriate module) can:</i>			
A+ A A-	B+ B B-	C+ C C-	D+ D D-
evaluate and skilfully ⁴ analyse how language, as used in different genres, positions audiences provide judicious textual support/evidence for analysis of all aspects of the set question analyse and evaluate the power of genre language to represent personal, social and cultural values and ideas in a skilful manner.	analyse how language, as used in different genres, positions audiences provide textual support/evidence for analysis of the set question analyse the power of genre language to represent personal, social and cultural values and ideas in a competent manner.	express understanding of how language, as used in different genres, positions audiences in a generalised manner address only part of the question provide limited textual support/evidence for analysis of the set question explain , with varying degree of success, how the power of genre language to represent personal, social and cultural values and ideas is provided or implied.	struggle to show any understanding of how language, as used in different genres, positions audiences struggle to answer the set question struggle to provide any, even indirect textual support/evidence struggle to show evidence of understanding the influence of texts on audiences.

¹ Textual support/evidence is the communication of a candidate's close engagement with the details of text and can include the use of quotations, paraphrasing, indirect references, detailed scrutiny of events and/or characters.

² understanding could be compromised by the treatment of one of the three texts which is only fleeting, or the use of two pieces from the one text as separate texts (eg 2 stories from *The Turning*), the use of non-prescribed texts or the incorrect use of stimulus from another Question.

³ response could be too brief and/or incomplete – less than 150 words

⁴ As part of this skilful analysis candidates explore how composers use elements of genre, including context, to affect responders and how language selection positions responders to endorse, affirm or to challenge dominant values