

ENGLISH

End-of-year examination – Units 3 and 4

Description

Examination time – 3 hours

Contribution to study score – 50%

Approved materials and equipment – An English and/or bilingual printed dictionary. The dictionary must not contain any highlighting or annotation. Electronic dictionaries are not permitted.

The examination in English has two sections. The first section, Text response, has two parts and is worth two-thirds of the total assessment. The second section, Writing task, is worth one-third of the total assessment. Both sections require students to demonstrate their ability to read with understanding, to develop sustained, well-structured pieces of writing and to use language to communicate expressively and effectively. These elements are reflected in the assessment criteria for each section.

The Text response section requires students to complete one text response from Part 1 and one text response from Part 2. Students are not permitted to write on the same text in Part 1 and Part 2. Part 1 requires students to develop a sustained interpretive point of view about a text, supported by detailed analysis and reference to the text. Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Both parts of Section 1 relate directly to area of study 1: Reading and the study of texts.

The Writing task section has two parts: students are required to complete two pieces of writing in response to unseen material. Part 1 is an analysis of the uses of language in one or more pieces of the unseen material and Part 2 is the presentation of a point of view, with a specific audience and purpose in mind, drawing on the unseen material. Both parts of Section 2 relate directly to area of study 1: Reading and the study of texts, and area of study 2: The craft of writing.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response (Parts 1 and 2)

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 1)

4. awareness of how speakers and writers use language to present their point of view
5. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 2)

6. ability to present a point of view which shows awareness of purpose, audience and form in shaping the piece of writing
7. knowledge and understanding of the material presented
8. control of expressive and effective language appropriate to the task

Assessors mark holistically on the criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range which have been written to reflect the level of achievement on each of the criteria to be expected at a particular mark or mark range. These descriptions are only a general guide: they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Expected Qualities for the Mark Range – EXAMINATION: Section 1: Text response Part 1

The extent to which the response:

- 9–10 Demonstrates a close and perceptive reading of the text, exploring its complexity. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a cogent, controlled and well-substantiated response, using precise and expressive language.
- 8 Demonstrates a close reading of the text, reflecting its complexity. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a detailed, substantiated and coherent response, using language fluently and confidently.
- 7 Demonstrates a strong, detailed knowledge of the text. Understands the topic clearly, and develops an appropriate, substantiated response to it in a coherent piece of writing using language accurately and appropriately.
- 6 Demonstrates a clear and detailed knowledge of the text. Selects aspects of the text appropriate to developing a response to the topic and presents an organised piece of writing, using language accurately and appropriately.
- 5 Demonstrates detailed knowledge of the text. Refers to appropriate elements of the text in presenting a response which generally shows understanding of the topic in an ordered piece of writing that communicates clearly.
- 4 Demonstrates a clear familiarity with the text. Presents a response which shows some understanding of the topic and uses some elements of the text to support it in a piece of writing which shows adequate expression and language control.
- 3 Demonstrates a basic familiarity with the text. Presents a response which shows a limited understanding of the topic and uses some elements from the text in a piece of writing which shows basic expression and language control.
- 1–2 Demonstrates a very limited familiarity with the text. Presents a response which shows a very limited understanding of the topic in a piece of writing which shows some expression and language control.
- 0 Shows no knowledge of the text and/or no attempt to answer on the topic, and/or only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 1: Text response Part 2

The extent to which the response:

- 9–10 Demonstrates an insightful grasp of the wider reference of the topic and is able to closely and perceptively explore its complexity from the basis of the text. Shows an ability to think conceptually. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a cogent, controlled and well-substantiated response, using precise and expressive language.
- 8 Demonstrates a strong grasp of the wider reference of the topic and is able to closely and accurately examine its complexity in the light of the text. Sees the implications of the topic and uses an appropriate strategy for dealing with it. Develops a detailed, supported and organised response, using language fluently and confidently.
- 7 Demonstrates a clear understanding of the wider reference of the topic and is able to accurately examine its relevance in the light of the text. Understands the topic clearly, and develops an appropriate, substantiated response to it in a coherent piece of writing using language accurately and appropriately.
- 6 Demonstrates understanding of the wider reference of the topic and is able to examine its relevance in the light of the text. Selects aspects of the text appropriate to developing a response to the topic and presents a fairly organised piece of writing, using language accurately and appropriately.
- 5 Demonstrates some knowledge of the wider reference of the topic and is able to examine its relevance in the light of the text. Selects some aspects of the text appropriate to developing a text. Refers to appropriate elements of the text in presenting a response which generally shows understanding of the topic: may, however, focus somewhat disproportionately on issue *or* text. Presents a mostly ordered piece of writing that communicates adequately.

- 4 Demonstrates some familiarity with the wider reference of the topic and is able to refer to some aspects of the text. Presents a response which shows some understanding of the topic and uses some elements of the text to support it: may, however, focus disproportionately on issue or text. Presents a piece of writing which shows adequate expression and language control.
- 3 Demonstrates a limited awareness of the reference of the topic. Presents a response which shows some connection with the topic and may use elements of the text in a piece of writing, however disproportionate. The answer shows some expression and language control.
- 1–2 Demonstrates a very limited understanding or control of the topic and/or text in a piece of writing which shows a little expression and language control.
- 0 Shows no knowledge of the text and/or no attempt to answer on the topic, and/or only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 2: Writing task Part 1

The extent to which the response:

- 9–10 Shows very detailed knowledge and perceptive understanding of the range of ways in which language is used in view of context and audience. Develops a cogent, controlled and well-substantiated analysis using precise and effective language and expression.
- 8 Shows detailed knowledge and clear understanding of how language is used with reference to its context and audience. Develops a detailed, substantiated and coherent analysis using language and expression fluently and confidently.
- 7 Shows detailed knowledge and understanding of how language is used with reference to its context and audience. Achieves a planned and supported response using accurate language and clear expression.
- 6 Shows some knowledge and understanding of how language is used. Shows awareness of context and audience. Achieves a planned and supported response generally using accurate language and expression.
- 5 Shows some knowledge and understanding of how language is used. Shows awareness of context and audience. Attempts a planned and supported piece of writing using adequate language and expression.
- 4 Shows limited knowledge and understanding of how language is used. Demonstrates some awareness of context and audience. Attempts a piece of writing which is fairly clear, offers some support for its points and is basic in its language and expression.
- 3 Shows fragmentary knowledge of how language is used. Demonstrates basic expression and language control.
- 1–2 Shows a very limited awareness of the language used. Demonstrates some expression and language control.
- 0 Shows no awareness of the language used. Demonstrates only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 2: Writing task Part 2

The extent to which the response:

- 9–10 Shows detailed knowledge and perceptive understanding of the material presented, and an ability to draw on it purposefully and appropriately. Demonstrates coherent development and controlled, precise expression of ideas. Achieves an assured, cohesively structured piece of writing in the form required, making fluent and effective use of language appropriate to the purpose and audience specified in the task.
- 8 Shows detailed knowledge and clear understanding of the material presented and an ability to draw on it purposefully and appropriately. Demonstrates coherent development and controlled expression of ideas. Achieves a cohesively structured, effective piece of writing in the form required, fluently using language appropriate to the purpose and audience specified in the task.
- 7 Shows detailed knowledge and understanding of the material presented and an ability to select appropriately from it. Demonstrates a coherent development of ideas. Achieves a cohesive, accurately expressed piece of writing in the form required, using language appropriate to the purpose and audience specified in the task.
- 6 Shows knowledge and understanding of the material presented and some ability to select appropriately from it. Demonstrates a coherent ordering of ideas. Achieves a clearly

- structured, accurately expressed piece of writing in the form required, generally using language appropriate to the purpose and audience specified in the task.
- 5 Shows knowledge and understanding of the material presented, and some ability to select appropriately from it. Achieves a clearly expressed, ordered piece of writing showing awareness of the form required, generally using language appropriate to the purpose and audience specified in the task.
- 4 Shows some knowledge and understanding of the material presented. Demonstrates an awareness of the form required. Demonstrates adequate expression and language control, with a basic attempt to use language appropriate to the purpose and audience specified in the task.
- 3 Shows a basic knowledge and understanding of the material presented. Demonstrates some awareness of the form required. Demonstrates basic expression and language control, with some attempt to use language appropriate to the purpose and audience specified in the task.
- 1–2 Shows a very limited knowledge and understanding of the material presented. Demonstrates a very basic awareness of the form required. Demonstrates some expression and language control, with a very limited attempt to use language appropriate to the purpose and audience specified in the task.
- 0 Shows no understanding of the material presented, and/or no attempt to answer on the topic, and/or only minimal control of language.

ENGLISH (ESL)

End-of-year examination – Units 3 and 4

Description

Examination time – 3 hours

Contribution to study score – 50%

Approved materials and equipment – An English and/or bilingual printed dictionary. The dictionary must not contain any highlighting or annotation. Electronic dictionaries are not permitted.

The examination in English (ESL) has two sections. Section 1, Text response, is worth half of the total assessment and Section 2, Writing task, is also worth half. These sections require students to demonstrate their ability to read with understanding, to develop sustained, well-structured pieces of writing and to use language to communicate expressively and effectively. These elements are reflected in the assessment criteria for each section.

The Text response section requires students to complete one piece of expository or analytical writing on **one** text. This section relates directly to area of study 2: Reading and the study of texts.

The Writing task section has three parts: students are required to complete three tasks in response to unseen material. Part 1 is a note-form summary of a section of the unseen material. Part 2 is an analysis of the language used in a piece of the unseen material and the Part 3 is a written response, with a specific audience and purpose in mind, in response to the unseen material.

This section draws on area of study 1: Reading and the study of texts, and area of study 2: The craft of writing.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task

Part 1 Clarity and accuracy in note taking

4. understanding of the demands of the task
5. knowledge and control of the material presented
6. control of the mechanics of the English language to sustain meaningful note-form

Part 2 Understanding of language use in argument and presentation of an issue

7. understanding of the demands of the task
8. knowledge and control of the material presented
9. control of the mechanics of the English language to support meaning

Part 3 Ability to present a point of view on the issue

10. understanding of the demands of the task
11. knowledge and control of the material presented
12. the effectiveness and appropriateness of the writing in response to the specific task
13. control of the mechanics of the English language to support meaning

Assessors mark holistically on the criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range, which have been written to reflect the level of achievement on each of the criterion to be expected at a particular mark or mark range. These descriptions are only a general guideline; they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Expected Qualities for the Mark Range for the Written Examination: Section 1: Text response

The extent to which the response:

- | | |
|------|---|
| 9–10 | Communicates a thorough knowledge of the text and shows thoughtful consideration of the ideas presented. Displays ability to use knowledge selectively in a well-structured and relevant response to the task. Presents an effective piece of writing which is organised, fluent and sustained. Demonstrates excellent control of the conventions of written English. |
| 8 | Demonstrates evidence of careful reading of the text and consideration of the ideas presented. Presents a sustained piece of writing that is fluent, organised and relevant to the task. Demonstrates good control of the conventions of written English. |
| 7 | Demonstrates evidence of a good understanding of the text and the ideas presented. Presents an organised and relevant piece of writing, which shows understanding of the task. Demonstrates sound control of the conventions of written English. |
| 6 | Demonstrates good knowledge of the text and the ideas presented. Displays an understanding of the task, maintaining a relevant response. Organises ideas in a coherent response which demonstrates control of the conventions of written English. |
| 5 | Displays knowledge of the text and the ideas presented. Demonstrates an understanding of the task but relies heavily on summarising the text. Displays some skills of organisation and some control of the conventions of written English. |
| 4 | Shows some knowledge of the text. Demonstrates some understanding of the task. Displays some ability to organise a piece of writing and some control of the conventions of written English. |
| 3 | Shows a basic knowledge of the text. Demonstrates a limited knowledge of the task. Displays some control of the conventions of written English. |
| 1–2 | Shows limited knowledge of the text. Demonstrates a very limited understanding of the task. Displays a very limited control of written English. |
| 0 | Shows no knowledge of the text. Demonstrates no understanding of the task. Displays minimal control of written English. |

Expected Qualities for the Mark Range in the Written Examination: Section 2: Writing task

Part 1: Clarity and accuracy in note-taking

The expected qualities for the mark range for this task will be determined with specific reference to the material on the examination paper. As part of the initial moderation session, ESL assessors will work through the task and discuss the range of responses which are appropriate. This discussion will result in the creation of the expected qualities for the mark range.

The following allocation of marks will be used:

- 5 marks for the main points
- 2 marks for use of note-form
- 3 marks for a clear and concise response.

Part 2: Understanding of language use in argument and presentation of an issue

A similar process will be followed as for Part A. ESL assessors will arrive at the expected qualities of the mark range with specific reference to the material on the examination paper as part of the initial moderation process.

The following allocation of marks will be used:

- 2 marks for each appropriate example of persuasive language use (up to five examples) and for the explanation of how each example operates as use of persuasive language.

Part 3: Ability to present a point of view on the issue. Expected qualities for Mark Range

The extent to which the response:

- | | |
|------|--|
| 9–10 | Shows detailed knowledge and perceptive understanding of the material presented and an ability to select and use material appropriately. Demonstrates the ability to organise ideas in a well-structured response to the task. Displays excellent control of the mechanics of written English. |
| 8 | Shows detailed knowledge and understanding of the material presented and an ability to select and use material appropriately. Demonstrates the ability to organise ideas in a coherent response to the task. Displays good control of the conventions of written English. |
| 7 | Shows good knowledge and understanding of the material presented and an ability to select appropriately from it. Demonstrates the ability to organise ideas in a relevant response to the task. Displays sound control of the conventions of written English. |
| 6 | Shows knowledge and understanding of the material presented and an ability to select from it. Demonstrates the ability to present ideas in an organised response to the task. Displays control of the conventions of written English. |
| 5 | Shows knowledge and understanding of the material presented and some ability to select from it. Demonstrates some ability to organise ideas in response to the task. Displays some control of the conventions of written English. |
| 4 | Shows knowledge and understanding of the material presented. Demonstrates some understanding of the task and some ability to organise a piece of writing. Displays some control of the conventions of written English. |
| 3 | Shows knowledge of the material presented. Demonstrates a limited understanding of the task. Displays some control of the conventions of written English. |
| 1–2 | Shows limited knowledge of the material presented. Demonstrates very limited understanding of the task. Displays limited control of the conventions of written English. |
| 0 | Shows no understanding of the material presented, and/or makes no attempt to complete the task. Displays minimal control of the conventions of written English. |

ENGLISH LANGUAGE

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will be structured into three sections.

Section 1 requires students to respond to short-answer questions about a number of written texts or transcripts of spoken texts.

Section 2 requires students to provide detailed analysis of a written text/s or transcript/s of a spoken text/s.

Section 3 requires students to write an essay in response to a set question.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Knowledge of the relevant content

- ability to identify specific language choices, conversational features and/or discourse features in a range of spoken and written texts
- understanding of how such language choices, conversational features and/or discourse features achieve particular purposes in particular social contexts
- awareness of a range of attitudes towards varieties of language; awareness of how language reflects personal, social and cultural understandings; and awareness of how language constructs a sense of identity

Analysis of relevant content

- appropriate use of the terms of language description relevant to the task
- effective and appropriate analysis

Clear and effective organisation of the response

- appropriate selection and use of material
- logical structure
- coherence

Control of the conventions of English language to support meaning

- effective, accurate and fluent language
- clarity of meaning

LITERATURE

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

The task requires students to write two separate text-based responses or essays. Each essay is assessed by a common set of criteria. Students are expected to demonstrate an ability to apply the criteria to two different kinds of literary genre from the five categories provided on the paper: novels, plays for stage and screen, short stories, poetry and other literature (essays, biographies, autobiographies, historical texts). The task is directly related to area of study 1: Literature in the making and area of study 2: Views, values and contexts in Literature. The former emphasises the relationship between the ways in which various kinds of literature are constructed and the nature of interpretations and judgments made about them. The latter emphasises the ways in which texts represent and comment on human experiences and ideas and the views and values expressed through texts.

The open-ended nature of the question for each response, which requires students to construct the terms for a discussion of the text, recognises that students have differing interpretations and approach the study from different literary/critical perspectives.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. relevance to the task
2. a close reading through appropriate selection and discussion of textual detail
3. complexity of ideas
4. awareness of the ways in which aspects of texts contribute to interpretations of texts
5. coherence
6. expressiveness

Criterion 1: Relevance of the response to the task

This requires a plausible interpretation of the text's meaning, not a paraphrase or explication of its content. Students need to develop an interpretation which addresses the experiences, ideas and values expressed in the text and demonstrates how they are constructed by the author.

Criterion 2: A close reading through appropriate selection and discussion of textual detail

This requires a detailed discussion of the features of at least one of the passages provided. This may involve both the passage's internal features and its significance in the text's structure. Students may draw on details from other parts of the text not provided on the paper, *but it is crucial that they provide a close reading of at least one of the passages, rather than attempt to present a prepared answer*. The ability of students to meet Criterion 2 by relating their close reading to at least one passage provided on the paper is crucial to their degree of success. It is the one criterion that makes minimal demands as to how material provided by the questions is to be incorporated into the answer.

Criterion 3: Complexity of ideas

This requires a response which is subtle and complex, and perceptive to the ways in which an author develops his/her concerns and preoccupations. Students should avoid responses which are simplistic in reducing texts to illustrations of themes and issues.

Criterion 4: Awareness of the ways in which aspects of texts contribute to interpretations of texts

This requires knowledge of the linguistic structures and features of the texts such as plot, character, dramatic tension, imagery, metaphor, symbolism, authorial point of view. It also requires an ability to demonstrate not only an awareness of these aspects, but also how they contribute to the meaning of the text.

Criterion 5: Coherence

This requires an ability to organise and interrelate the text's issues and concerns and to write about them in a way which combines an ability to develop a plausible interpretation while drawing on appropriate textual detail.

Criterion 6: Expressiveness

This requires an ability to write with sensitivity to the nuances of whatever aspect of the text is being characterised or interpreted – the implication of a metaphor, the particular tone with which a character speaks, the way atmosphere is evoked, the ways in which an issue might evolve. It requires students to consider carefully the precision and appropriateness of their own language and to avoid writing in clichés and generalities.

Criteria and Assessment

Assessors mark holistically for the range of criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range which reflect the level of achievement on each of the criterion to be expected at a particular mark or mark range.

It should be emphasised that these descriptions are only a guide: they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment procedure is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Descriptions of Expected Qualities for the Written Examination – Essays 1 and 2

The extent to which the response:

- 10 Develops a plausible interpretation of the text which is complex and perceptive, often original. Possesses a subtle sense of the interrelationship of aspects of a text and its interpretation. Supports interpretation with close reading of passages provided and a wide-ranging awareness of the text's major concerns. Response is coherent, detailed and expressive.
- 9 Develops a plausible interpretation of the text which is complex, subtle and thorough in its awareness of the interrelationship between aspects of a text and its interpretation. Supports interpretation with close reading of passages provided and a wide-ranging awareness of the text's major concerns. Response is coherent, detailed and expressive.
- 8 Develops a plausible interpretation of the text which is complex and thorough in its awareness of the relationship between aspects of a text and its interpretation. Supports interpretation with close reading of passages provided while showing awareness of the text's structure and meaning. Response is coherent, detailed and expressive.
- 7 Develops a plausible interpretation of the text supported by close reading of passages provided and an awareness of the ways in which aspects of the text contributed to the interpretation. Expresses response coherently and clearly.
- 6 Makes a response which focuses on passages without giving a sense of a developed interpretation of the text. Shows some awareness of the ways in which aspects of a text contributed to interpretation. Expresses ideas coherently and clearly.
- 5 Offers a basic interpretation, usually thematic, while providing evidence from passages which are referred to rather than explored in detail. Expresses ideas clearly.
- 4 Shows awareness of issues but is more a paraphrase/explication of the text than an interpretation. Explanations rely heavily on generalisations rather than references to particular details.
- 3 Makes some reference to the passages provided but is more a paraphrase than an interpretation.
- 2 Paraphrases the passages but makes no attempt to link them to structure or concerns of text.
- 1 Paraphrases the text but ignores any of the selected passages. Storytelling at a basic level.
- 0 No attempt to meet any criteria.