

## English Communications

Course Code: ENC315116

This course was examined for the last time 2016. This Assessment Report ought to be read alongside the exam paper and the marking tool, which is included as an appendix.

1690 candidates were enrolled in the course this year but 106 of those (6% of the candidature) did not sit the examination this year.

The comments in this report are reported in a way that might provide some guidance for candidates and teachers of ENG315117, which will be examined externally in 2017.

Award distribution following the Assessment Panel Meeting is as follows:

EA	82	5%
HA	152	9%
CA	876	52%
SA	582	34%

Overall in all sections of the examination candidates showed strength in these areas:

- knowledge of the requirements of the course and the scope of the Modules studied.
- detailed knowledge of the relevant Modules studied and how the texts analysed as part of this could be best appreciated and understood within each respective Module.
- knowledge of some of the prescribed texts in Ideas and Issues
- developing and sustaining a written response thesis that was cohesive and sustained

**Candidates need to improve in these areas:**

### The selection of appropriate texts when answering an examination Question

Pre-tertiary courses like Communications and ENG315117 contain a number of Modules and a number of options within these. Each examination Question allows candidates to choose different texts in their answer. Candidates must be prepared to respond on ANY of the texts they have studied, depending on the phrasing of the Question. The anticipated use of prescribed texts in all three examinable Modules in ENG315117 should address this issue.

Deciding beforehand which texts to use for specific Questions is ill-advised and quite detrimental to the overall performance of candidates. Part of the skill of an external examination is deciding which texts can provide you with the best material to use in answering an examination Question.

Texts used in both Section A and B of the examination in Comms this year proved problematic in this regard for a number of candidates. For example, some students were only referring to one case study in a single documentary film like *I am Girl* and only one essay in *Joyful Strains*.

### Responding to the actual Examination Question and not to an Examination Question which you have previously prepared.

Another major problem in the 2016 Examination was the presentation and regurgitation of pre-learned and memorised responses which failed to address the specific set questions. This was particularly problematic in section B of the examination, where a number of candidates ignored the phrasing of the set question and wrote a generalised response on crime fiction or documentary film.

Candidates must ensure that they tackle all aspects of a set question if they are to score well. Ignoring aspects of the question that are deemed difficult is not acceptable. Using the actual phrasing of the Question in the

construction of a coherent thesis is an excellent way of demonstrating to the examiner your knowledge and how you are applying this to construct an effective analytical response.

Another way in which candidates can improve their work is through the effective integration of texts. This can be achieved by providing a cohesive argument in analytical essays and making more insightful links between texts, as relevant to each examination question.

### **Administrative concerns**

Despite numerous admonishments, a small number of candidates are still identifying themselves and their college in their responses.

Students must NOT use the same examination booklet for more than 1 Question.

Candidates must label all their examination booklets correctly and write the title of the text(s) on the cover of the booklet. For example, Q1 *The Children of Men* and *Gattaca*.

## **Questions 1-9: Using Language well**

The use of language was addressed by C1 in the English Communications course and will be addressed by C6 in ENG315117.

Grammar, punctuation, spelling, syntax and choice of vocabulary matter very much in English and must be used clearly, consistently and in a controlled manner if candidates hope to achieve more than a SA in ENG315117 next year.

Successful candidates in 2016 demonstrated competence and consistency in spelling, grammar and punctuation. Many adopted a register which communicated confidence and sophistication in their knowledge and analysis of texts. Complex sentences were used to develop ideas with fluency and cohesion. A knowledge of critical terms was displayed, including vocabulary that demonstrated an understanding of representation in texts, e.g. 'context', 'purpose', 'audience positioning' and 'genre'. Analysis was strengthened using verbs which indicated the construction of meaning e.g. 'shapes', 'shows', 'represents'.

Students should be careful about the identification of texts and authors. They must identify and reference the prescribed texts appropriately instead of using an array of unwieldy and bewildering acronyms such as ALWH (Brierley's *A Long Way Home*), TWYDS (Pilger's *The War You Don't See*). Students must ensure texts are correctly referenced: *Angela's Kitchen*, *Avatar* and *A Long Way Home* are not novels.

The many abbreviations used by candidates in all three sections proved problematic and students are advised to not use these.

Words which proved challenging to spell correctly in 2016 included privileged, hierarchy, sleuth, misogyny, marginalization, asylum, verisimilitude, reconciliation, observational, expository, authenticity, and hegemony. Future candidates of pre-tertiary English must ensure that to demonstrate their use of accurate and effective language they are able to:

- use grammatical conventions, punctuation and spelling to achieve effect – this includes communicating what they know in a clear and engaging manner. Students must work hard consciously throughout the year to ensure that their spelling and punctuation does not impinge their ability to communicate meaning.
- accurately use a register that is appropriate to an analytical essay
- employ sophisticated vocabulary and syntax that will allow them to demonstrate the complexity of their ideas and knowledge
- communicate ideas with nuanced language that is precise and subtle – for example, it is important to use the metalanguage which is appropriate for each of the Modules. For example, students can identify dystopian

fiction as a subset of the science-fiction genre, which in turn, is a subgenre within the taxonomical grouping of texts referred to as speculative fiction.

- communicate ideas effectively adapting and using logical organizational structures and cohesive devices

## Questions 1-9: Structuring your analytical response in Examinations

This was addressed by C2 in the English Communications course and will be addressed by C4 in ENG315117. Successful responses demonstrated an excellent understanding of the essay form, adapted to the requirements of each section. These had strong introductions that addressed the set question explicitly and identified set texts (where appropriate), including identification of text type, purpose and composer. Excellent responses were able to weave this information into a cohesive engagement with the question, developing relevant ideas and avoiding over generalising or repetition.

Overall, A-level responses were able to achieve the sophistication, nuance and detail required of writing at this level. Such responses were cohesive and sustained, and the argument was developed in a logical manner throughout the response. A-range responses made good use of judicious textual support and some used the conclusion as an opportunity to consider the implications of the evidence in the texts and to synthesise the ideas canvassed in the essay. Examiners advise future English students to use the conclusion of their analytical essays to do just that.

It is essential that students use succinct topic sentences in each of their paragraphs to outline the component of the argument that will be discussed.

Each topic sentence in an analytical essay must engage with the set question in an authentic and explicit manner. Each paragraph must contain detailed and relevant evidence from the relevant text(s). Using appropriate textual references will provide evidence to the examiner that the student possesses a thorough understanding of the module and the texts within that module and didn't just memorise three or four random quotes.

Quotations from the texts themselves and the interpretations of others, where appropriate, must be integrated into the argument in a genuine and seamless manner.

There is no need to waste time, retelling the plot because the examiners are familiar with the prescribed texts. A pre-tertiary course requires candidates to analyse and evaluate texts, not merely to describe their content. The length of the responses in Section B of the examination, and particularly in Section C, was problematic.

Writing 1-2 pages will not allow adequate exhibition of understanding of texts and indeed of the course itself. Candidates must be provided with a great deal of practise writing under timed conditions. The length of examination responses will vary depending on the handwriting of each candidate, but writing at least 4 pages for each essay should be the target for each candidate.

Although a simplified form of referencing is allowed under examination conditions, where appropriate, students must use the MLA 8 referencing system as a way of acknowledging the work of others.

## Questions 1-3: Analysing ideas and issues in texts and how these shape meaning

This was addressed by C3 in the English Communications course.

The focus of C2 in ENG315117 will be on representations of themes, ideas and concepts in texts as seen through adaptation studies and the comments below *could be* beneficial.

224 Students answered Question 1 (Imagining Australia) which represents 13% of the 2016 candidature.

515 Students answered Question 2 (Telling Truths) which represents 30% of the 2016 candidature.

963 Students answered Question 3 (Belonging) which represents 57% of the 2016 candidature.

Even though the examination Questions in Section A allowed students to refer to TWO or THREE prescribed texts, nearly all candidates restricted themselves to two texts. Remarkably, even though some 36 texts were prescribed for this section of the course, candidates made use of a small number of these. Popular choices included:

Telling Truths: *Two Brothers*, *Argo*, *The War You Don't See* –  
Imagining Australia: *The Making of Modern Australia*, *Joyful Strains*, *Mabo*  
Belonging: *Jasper Jones*, *A Long Way Home*, *Angela's Kitchen*, *Avatar*, *Charlie's Country*

Again, as in past years, the greatest area of concern in C3 was the tendency of candidates to ignore aspects of the set Question they didn't like, or were unprepared for, and to provide generalised information about the different texts they have studied.

Another area of concern was the tendency of weaker candidates to write two mini-responses without any genuine attempt to integrate the discussion of their two texts within the focus of each of the three Modules (Imagining Australia, Telling Truths or Belonging).

Successful candidates were able to use the context of the module they have studied in a meaningful manner and to integrate this into their discussion. Weaker candidates spoke about the prescribed texts in isolation to each other and in isolation to the Module studied. For example, some weaker candidates in Section C wrote a very brief response showing an understanding of the stimulus but did not connect this to Belonging.

### **A-range responses**

More successful candidates scoring in the A range provided compelling evidence and a developed line of argument that directly referenced and interrogated Questions 1-3 clearly. As a result, their responses were well structured. Characteristically, such responses contained a clear line of argument which was supported by textual references and tackled all aspects of the set Question.

The understanding of the relevant ideas and issues expressed in TWO prescribed texts was perceptive and, in some responses, original and genuine. Successful candidates were able to write at least 4 pages and this allowed them to meaningfully compare their two texts and to critically evaluate how the two prescribed texts studied represent ideas and issues. Some of the A-grade candidates achieve this critical evaluation by addressing the context of texts, referring to the interpretation of others, or both. Another essential characteristic of the A-range was the ability of candidates to choose compelling textual evidence to substantiate own considered and coherent interpretation.

11% of the candidature scored in this range.

### **B-range responses**

Many of the B-range scripts seemed to ramble around aspects of the relevant Module without making a convincing and explicit link to the set Question. Nonetheless, they were able to demonstrate a sound understanding of the relevant ideas and issues expressed in TWO prescribed texts and to compare and contrast how these texts represent the nominated ideas and issues in the Module studied. B-range candidates demonstrated their understating of Ideas and Issues with varying degrees of success but all of them were able to provide relevant textual evidence to support own reasoned interpretation.

37% of the candidature scored in this range.

### **C-range responses**

C-range responses attempted to adequately deal with all aspects of the set question often through a listing technique, that is, naming all the words contained in the phrasing of the question but failing to establish a clear argument. They were able to, however, demonstrate an understanding of the relevant ideas and issues expressed

in TWO prescribed texts. Candidates in this range also attempted to provide some textual evidence to support claims, but often, the evidence provided was not the most appropriate one. Sometimes the link to the set question was only implicit.

These C-range responses tended to be quite short (between a single paragraph and up to 2.5 pages). The argument in many essays of these candidates was inconsistent with very little bearing on the specific question. 46% of the candidature scored in this range.

## Questions 4-6: Genre language and Audience positioning

This was addressed by C4 in the English Communications course.

The focus of C1 in ENG315117 will be on the relationship between texts, genres and contexts and how this relationship shapes meaning and response. The following *could be* beneficial for future candidates.

### Texts and Contexts

14 Students answered Question 4 (Sports Reporting) which represents less than 1% of the 2016 candidature.

609 Students answered Question 5 (Crime Fiction) which represents 36% of the 2016 candidature.

1081 Students answered Question 6 (Documentary Film) which represents 63% of the 2016 candidature.

The same Question appeared for the three options in Section B.

Appropriately 45 candidates wrote on Sports Reporting, 550 on Crime fiction and the rest of the candidature wrote on Documentary film.

This section of the exam showed that students were more confident in their knowledge and understanding of the genre and texts studied. Students used the vocabulary of the relevant genre capably, using this as a vehicle to discuss socio-cultural values, and were, for the most part, able to discuss these ideas rather than retell the plot of the texts. The general question provided students with the scope and flexibility to apply their knowledge of the course.

### A-range responses

The A-range candidates provided an impressive analysis of the alignment between genre language with the key messages and socio-cultural values that are privileged in texts. They used specific examples from the texts to support their generalisations about aspects in texts pertinent to the genre they studied. Successful candidates in the A range were able to be explicit about the purpose and context of the texts studied and integrated this in their response. Unlike weaker candidates who kept repeating “values endorsed and challenged by the texts” without actually identifying these, successful candidates were thoughtful and explicit in their evaluation of how genre language influences audiences to endorse or challenge social and cultural values represented in texts. A range candidates also drew on a range of values to do with the representations of different cultural groups and their role within the text’s setting. Needless, to say these candidates provided compelling textual evidence to validate their claims.

9% of the candidature scored in this range.

### B-range responses

Many of the B-range responses focused primarily on the structures and features of the specific genre at the expense of answering the question. Routinely, candidates in this range had no trouble analysing genre language and conventions with reference to purpose and context of texts. Better candidates were also able to convincingly analyse how specific language features influence the ways audiences interpret texts. Many students, however, tended to describe the main message promoted by texts without a direct and clear link to the socio-cultural values imbued and disseminated in texts.

Students were capable in using the metalanguage to identify how the documentary/crime fiction texts are constructed, acknowledging that they are put together in purposeful and deliberate ways. The more capable students were able to explain why these techniques were used with specific examples and connect this to the intended message of the text. More successful papers within the B range focussed directly on the socio-cultural values and described how language features reinforced these.

38% of the candidature scored in this range.

### **C-range responses**

The lower range scripts, particularly in the C range did not explicitly identify the values in the texts nor the message conveyed and were characterized by a lack of textual detail to support generalisations. Many of the responses in this range were brief answers and as such were unable to fully explore the question. Many C-range responses provided a detailed analysis of the content of the texts and then 'threw in' a list of language features as almost an afterthought. Many responses in this range listed language features and gave singular examples with no detailed analysis. Where candidates did provide a sound discussion on values privileged in texts, this was not aligned to the genre language used. Some used terminology incorrectly. Compositional features were being named by many candidates without explaining the effect of these. Some used bland or rehearsed phrases throughout.

46% of the candidature scored in this range.

## **Questions 7-9: Reflecting on your personal position**

This was addressed by C5 in the English Communications course.

The comments here could be useful in addressing C3 in ENG315117.

This was by far the least successful component of the 2016 examination. Judging by the length and content of the responses for Section C, nearly all students tackled this section last.

The following advice about timing yourself on each question in any given examination is valuable and, I hope, students will take this to heart.

1. "Allocate a set time to complete each question" – English Comms and its successor, ENG315117, are assessed by a three-hour examination and require students to write 3 essays in 3 hours. It is important therefore to only spend 1 hour on each essay. It is imperative to move onto the next essay after the hour is up.
2. "Start with the easiest one and do the hardest last. This approach reduces anxiety and helps you think more clearly." Having marked all three sections of the Comms examination I can confidently assert that Section C was the most demanding one, and yet this was the very section that students left to last. I urge students to follow the advice from UNSW next year.

Section C was the only section in the 2016 examination containing an unseen stimulus, requiring students to analyse this and use their analysis as a springboard for their reflection on what they have learned in their study of Ideas and Issues.

Most students could discuss discrete elements of the stimulus in terms of ideas or issues and link these to prescribed texts, but these were not always connected to the focus of the respective Module studied (ie, Imagining Australia, Telling Truths, Belonging). The response of the examiners to the three unseen stimuli was varied. Generally, the stimulus for Belonging and Imagining Australia were received positively by teachers but many held reservations about the stimulus used for Telling Truths.

## **A-range responses**

Strong reflective responses tended to consistently reflect on each text, beginning with the stimulus and the relevant ideas and issues of the module in a precise manner that made meaningful connections between the unseen stimulus and texts, as opposed to pedalling predetermined phrases or general statements that did not seem to authentically arise from analysis of the stimulus and the prescribed texts.

The strongest responses began with a solid introduction which immediately outlined a personal position and understanding of the stimulus in regard to truth telling.

Foremost, successful candidates demonstrated a perceptive understanding of the stimulus text and its relevance to the Ideas and Issues module studied, and their analysis of the stimulus facilitated a personal position response.

10% of the candidature scored in this range.

## **B-range responses**

Candidates in this range demonstrated a sound understanding of the stimulus text and its relevance to the Ideas and Issues module studied, although this was not consistent throughout the essay. What candidates were able to achieve to make their essay coherent and sound was to use strong hooks within the stimulus as a springboard in discussing their well-developed understanding of Ideas and Issues and the Module they had studied in 2016.

Candidates in this range tended to identify key points instead of analysing and evaluating this. Such candidates had no trouble in using two prescribed texts from the Ideas and Issues Strand to support personal position in response to the stimulus.

36% of the candidature scored in this range.

## **C-range Responses**

Weaker answers relied on extensive autobiographical anecdotes to 'pad out' the C5 response at the expense of analysing their personal position; these responses also failed to consider the influence of their broader socio-cultural context. A connection between the stimulus text and a candidate's ideas, attitudes, values was, in many instances, a brief and limited statement.

Weaker students tended to find a point of connection between the stimulus and the texts they have studied in Ideas and Issues and dived into this rather than spending time showing their understanding of the stimulus and how it enriched and/or challenged their own ideas, attitudes and values.

Many students in this range used the terms 'ideas, values, attitudes' but never actually stated, or identified what theirs were. Even fewer could examine what influences had shaped their ideas and values.

In weaker responses students failed to move beyond simply identifying vague, often imprecise ideas and issues within the stimulus and their texts, to make measured and insightful reflections.

Many candidates in the Telling Truths Question found the stimulus challenging and had difficulties decoding the information as a telling truths stimulus. Responses to the stimulus and question tended to focus upon the key ideas of privacy, power, corruption, cyber security and the tension between the need for the government to collect data to effectively govern. The stimulus provided students with limited opportunities to respond, through informed reflection, to pertinent ideas and issues of Telling Truths or to make meaningful links to the texts that they had studied throughout the year.

38% of the candidature scored in this range.

ENC315115 Marking Tool 2016

Criterion 1 Rating 'C'	Criterion 1 Rating 'B'	Criterion 1 Rating 'A'
<p>The learner:</p> <ul style="list-style-type: none"> <li>communicates ideas <b>satisfactorily</b> without compromising meaning</li> <li>uses grammatical conventions, punctuation mostly satisfactorily – errors do not compromise meaning</li> <li>uses language appropriate to an analytical essay.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>communicates ideas <b>effectively</b> using controlled language and structure</li> <li>accurately uses grammatical conventions, punctuation and spelling</li> <li>uses <b>appropriate</b> register, vocabulary, syntax and metalanguage appropriate to an analytical essay.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>communicates ideas <b>fluently</b> and <b>expressively</b> using precise and nuanced language</li> <li>accurately uses grammatical conventions, punctuation and spelling to achieve effect</li> <li>uses <b>sophisticated</b> register, vocabulary, syntax and metalanguage appropriate to an analytical essay.</li> </ul>

Criterion 2 Rating 'C'	Criterion 2 Rating 'B'	Criterion 2 Rating 'A'
<p>The learner:</p> <ul style="list-style-type: none"> <li>composes an analytical essay appropriate for this set question that addresses <b>most</b> aspects</li> <li><b>makes use</b> of the structure and conventions of an analytical essay (thesis, topic sentences, causality) to communicate ideas.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>composes a <b>coherent</b> analytical essay appropriate for this set question that addresses its various aspects <b>consistently</b></li> <li><b>selects</b> text structures and conventions of an analytical essay (thesis, topic sentences, causality) to communicate and develop ideas effectively.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>composes a <b>sustained</b> and <b>successful</b> analytical essay appropriate for this set question that addresses all its aspects <b>explicitly and skilfully</b></li> <li><b>adapts</b> text structures and conventions of an analytical essay (thesis, topic sentences, causality) forming a <b>complex argument</b>.</li> </ul>

Criterion 3 Rating 'C'	Criterion 3 Rating 'B'	Criterion 3 Rating 'A'
<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates <b>understanding</b> of the relevant ideas and issues expressed in TWO prescribed texts with varying degree of success</li> <li><b>explains</b> how texts represent ideas and issues in TWO prescribed texts</li> <li><b>provides</b> textual evidence to support own interpretation.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates a <b>sound</b> understanding of the relevant ideas and issues expressed in TWO prescribed texts</li> <li><b>compares</b> and <b>analyses</b> how TWO prescribed texts represent ideas and issues (analysis typically addresses texts' context and purpose <i>or</i> the interpretation of others)</li> <li>selects <b>relevant</b> textual evidence to support own reasoned interpretation.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates a <b>perceptive</b> understanding of the relevant ideas and issues expressed in TWO prescribed texts</li> <li><b>compares</b> and <b>critically evaluates</b> how TWO prescribed texts represent ideas and issues (critical evaluation typically addresses texts' context and purpose and interpretation of others)</li> <li>selects <b>compelling</b> textual evidence to substantiate own considered and coherent interpretation.</li> </ul>

N.B. Textual evidence is the communication of a student'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.



Criterion 4 Rating 'C'	Criterion 4 Rating 'B'	Criterion 4 Rating 'A'
<p>The learner:</p> <ul style="list-style-type: none"> <li>• <b>identifies</b> genre language and conventions</li> <li>• <b>explains</b> how specific language features have an impact on audiences</li> <li>• <b>identifies</b> social and cultural values represented in texts</li> <li>• <b>provides</b> textual evidence to support response</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• <b>analyses</b> genre language and conventions with reference to purpose and context of texts</li> <li>• <b>analyses</b> how specific language features influence the ways audiences interpret texts</li> <li>• <b>analyses</b> how genre language influences audiences to <b>endorse</b> or <b>challenge</b> social and cultural values represented in texts</li> <li>• <b>selects relevant</b> textual evidence to support response</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• <b>analyses</b> and <b>evaluates</b> genre language and conventions with reference to purpose and context of texts</li> <li>• <b>analyses</b> and <b>evaluates</b> ways specific language features influence the ways audiences interpret texts</li> <li>• <b>analyses</b> and <b>evaluates</b> ways genre language influences audiences to <b>endorse</b> or <b>challenge</b> social and cultural values represented in texts</li> <li>• <b>selects compelling</b> textual evidence to substantiate response.</li> </ul>

N.B. Textual evidence is the communication of a student'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.  
N.B. Contributing factors may include contextual features such as own life experiences, expectations, sociocultural background

Criterion 5 Rating 'C'	Criterion 5 Rating 'B'	Criterion 5 Rating 'A'
<p>The learner:</p> <ul style="list-style-type: none"> <li>• <b>demonstrates understanding</b> of the <b>stimulus text</b> and its relevance to the <i>Ideas and Issues</i> module studied</li> <li>• <b>identifies</b> personal position in response to the stimulus text</li> <li>• uses two prescribed texts from the Ideas and Issues Strand</li> <li>• makes <b>connections</b> between the stimulus text and own ideas, attitudes, values – this could be a limited statement in the response</li> <li>• <b>describes</b> own ideas, attitudes and values</li> <li>• <b>identifies</b> (even by implication) contributing factors shaping personal response.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a <b>sound</b> understanding of the <b>stimulus text</b> and its relevance to the <i>Ideas and Issues</i> module studied</li> <li>• <b>describes</b> personal position in response to stimulus text</li> <li>• uses two prescribed texts from the Ideas and Issues Strand to support personal position in response to the stimulus</li> <li>• <b>responds</b> to the stimulus text by <b>considering</b> the influence of the text and language on own ideas, attitudes, values</li> <li>• <b>expresses</b> own ideas, attitudes and values</li> <li>• <b>identifies</b> the <b>influence</b> of contributing factors in shaping interpretation and response.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a <b>perceptive</b> understanding of the <b>stimulus text</b> and its relevance to the <i>Ideas and Issues</i> module studied</li> <li>• <b>analyses</b> personal position in response to stimulus text</li> <li>• uses two prescribed texts from the Ideas and Issues Strand to support personal position in response to the stimulus meaningfully</li> <li>• <b>responds</b> to the stimulus text by <b>analysing</b> the influence of the text and language on own ideas, attitudes, values</li> <li>• <b>clearly expresses</b> own ideas, attitudes and values in a <b>proficient manner</b></li> <li>• <b>analyses</b> the <b>influence</b> of contributing factors in shaping interpretation and response.</li> </ul>