



Apex Exam Guide

English

Year 12 QCE

Queensland Curriculum

2025 Edition

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Apex Exam Guide

English

Year 12 QCE

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Books available in this series

Mathematics	Sciences	English
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Humanities and Social Sciences	Health and Physical Education	Technologies
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Acknowledgements

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Notes	<p>The Essay practice sections are lined pages to allow for students to write practice exams if this book has been printed.</p> <p>The Sample responses included at the end of this book are from 2023 exams onwards. This is because exam marking guides pre 2023 did not include sample responses.</p> <p>In 2023 some of the texts in the exam questions changed compared to the previous year’s questions. The old exam text questions have still been included as a reference to develop familiarity with the types of exam questions that have appeared in previous years.</p> <ul style="list-style-type: none"> • There were no exam questions in 2023 for the texts: <ul style="list-style-type: none"> ○ Cat’s Eye ○ Nineteen Eighty-Four. • New exam question texts in 2023 were: <ul style="list-style-type: none"> ○ Never Let Me Go ○ The Yield
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Instructions

Instructions from Question book

- There are two questions for each of the eight texts.
- Respond to one of the questions for your chosen text in the form of an analytical essay.
- Respond in 800–1000 words in the response book.

Instructions from Response book

- Select one text.
- Select one question from the question book.
- Indicate the text and question you have selected by filling in the bubbles on the next page completely.
- If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely.

Example:

<i>Burial Rites</i>	<i>Hamlet</i>	<i>Jane Eyre</i>	<i>Macbeth</i>	<i>Never Let Me Go</i>	<i>The White Earth</i>	<i>We Are All Completely Beside Ourselves</i>	<i>The Yield</i>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Cancel any incorrect response by drawing a line through your work. If you do not do this, your original response will be marked.

Exam Questions

Burial Rights

2023 Paper 1 Section 1	<i>Burial Rites</i> by Hannah Kent
Burial Rights	a) What point of view about social status is communicated in <i>Burial Rites</i> ? OR b) Analyse the significance of Blöndal's character in the novel.
2022 Paper 1 Section 1	<i>Burial Rites</i> by Hannah Kent
Burial Rights	a) What perspective about the experience of women is communicated in <i>Burial Rites</i> ? OR b) Analyse how the ending of the novel invites the reader to view Agnes.
2021 Paper 1 Section 1	<i>Burial Rites</i> by Hannah Kent
Burial Rights	a) What perspective about judging others is communicated in the novel? OR b) Analyse how the representation of Agnes's relationship with the farming family in Kornsó is significant in <i>Burial Rites</i> .
2020 Paper 1 Section 1	<i>Burial Rites</i> by Hannah Kent
Burial Rights	a) 'We agreed that I would come live with him ... He would give me springtime.' (Agnes) Analyse the significance of Agnes's move to Illugastadir in the construction of her character. OR b) How is the reader invited to view the concept of violence in <i>Burial Rites</i> ?

Hamlet

2023 Paper 1 Section 1 Hamlet	<i>Hamlet</i> by William Shakespeare a) What point of view about trust is communicated in the play? OR b) 'In seeking to do what is right, Hamlet does more harm than good.' To what extent do you agree with this statement?
2022 Paper 1 Section 1 Hamlet	<i>Hamlet</i> by William Shakespeare a) What perspective about fathers is communicated in Shakespeare's <i>Hamlet</i> ? OR b) Analyse how the ending of the play invites the audience to view Hamlet.
2021 Paper 1 Section 1 Hamlet	<i>Hamlet</i> by William Shakespeare a) Analyse how the concept of guilt is significant in <i>Hamlet</i> . OR b) What does the representation of Hamlet's relationship with Ophelia reveal about his character?
2020 Paper 1 Section 1 Hamlet	<i>Hamlet</i> by William Shakespeare a) To what extent are Ophelia's deterioration and death significant in the play? OR b) What perspective on family is communicated in <i>Hamlet</i> ?

Jane Eyre

2023 Paper 1 Section 1 Jane Eyre	<i>Jane Eyre</i> by Charlotte Brontë a) What point of view about the concept of family is communicated in the novel? OR b) 'I am a free human being with an independent will.' (Jane) To what extent do you agree with this interpretation of Jane's character?
2022 Paper 1 Section 1 Jane Eyre	<i>Jane Eyre</i> by Charlotte Brontë a) How is the relationship between Jane and Rochester represented in <i>Jane Eyre</i> ? OR b) Analyse how the ending of the novel invites the reader to view Jane.
2021 Paper 1 Section 1 Jane Eyre	<i>Jane Eyre</i> by Charlotte Brontë a) How is women's experience of marriage represented in <i>Jane Eyre</i> ? OR b) Analyse how the representation of Jane's relationship with St John Rivers is significant in the novel.
2020 Paper 1 Section 1 Jane Eyre	<i>Jane Eyre</i> by Charlotte Brontë a) Analyse the impact of Jane's flight from Thornfield in shaping her character. OR b) How is education represented in the novel?

Macbeth

2023 Paper 1 Section 1 Macbeth	<i>Macbeth</i> by William Shakespeare a) What point of view about loyalty is communicated in <i>Macbeth</i> ? OR b) How is the audience invited to view Lady Macbeth's character in the play?
2022 Paper 1 Section 1 Macbeth	<i>Macbeth</i> by William Shakespeare a) Analyse the significance of the change in Macbeth and Lady Macbeth's relationship across the play. OR b) To what effect is the symbol of blood used in the play?
2021 Paper 1 Section 1 Macbeth	<i>Macbeth</i> by William Shakespeare a) How is the reader invited to view the concept of masculinity in <i>Macbeth</i> ? OR b) Macduff describes Macbeth as a 'coward'. To what extent do you agree with Macduff's assessment of Macbeth's character?
2020 Paper 1 Section 1 Macbeth	<i>Macbeth</i> by William Shakespeare a) Analyse the significance of the murder of Macduff's household in the play. OR b) Insecurity shapes Macbeth's reign as king. To what extent do you agree with this statement?

The White Earth

2023 Paper 1 Section 1 The White Earth	<i>The White Earth</i> by Andrew McGahan a) What point of view about the significance of land is communicated in the novel? OR b) Analyse the importance of Ruth's character in the novel.
2022 Paper 1 Section 1 The White Earth	<i>The White Earth</i> by Andrew McGahan a) Analyse the significance of John and Ruth's relationship in <i>The White Earth</i> . OR b) To what effect is the symbol of fire used in the novel?
2021 Paper 1 Section 1 The White Earth	<i>The White Earth</i> by Andrew McGahan a) How is the reader invited to view the concept of family in <i>The White Earth</i> ? OR b) Analyse the influence of John McIvor on the development of William's character.
2020 Paper 1 Section 1 The White Earth	<i>The White Earth</i> by Andrew McGahan a) Analyse the impact of the rally in shaping William's character. OR b) The concept of inheritance extends beyond land and property. To what extent do you agree with this interpretation of <i>The White Earth</i> ?

We Are All Completely Beside Ourselves

2023 Paper 1 Section 1 We Are All Completely Beside Ourselves	<i>We Are All Completely Beside Ourselves</i> by Karen Joy Fowler a) What point of view about the concept of family is communicated in the novel? OR b) Analyse the significance of Lowell's character in the novel.
2022 Paper 1 Section 1 We Are All Completely Beside Ourselves	<i>We Are All Completely Beside Ourselves</i> by Karen Joy Fowler a) What perspective about Rosemary and Fern's relationship is communicated in the novel? OR b) Analyse how the ending of the novel invites the reader to view Rosemary.
2021 Paper 1 Section 1 We Are All Completely Beside Ourselves	<i>We Are All Completely Beside Ourselves</i> by Karen Joy Fowler a) How is the reader invited to view the issue of the treatment of animals in <i>We Are All Completely Beside Ourselves</i> ? OR b) Analyse the influence of Harlow on the development of Rosemary's character.
2020 Paper 1 Section 1 We Are All Completely Beside Ourselves	<i>We Are All Completely Beside Ourselves</i> by Karen Joy Fowler a) Analyse the significance of the farmhouse in shaping Rosemary's character. OR b) What perspective on loyalty is communicated in the novel?

Never Let Me Go

<p>2023 Paper 1 Section 1</p> <p>Never Let Me Go</p>	<p>Never Let Me Go by Kazuo Ishiguro</p> <p>a) What point of view about what it means to be human is communicated by the novel's representation of the clones?</p> <p>OR</p> <p>b) How is the reader invited to view Kathy's character in the novel?</p>
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The Yield

<p>2023 Paper 1 Section 1 The Yield</p>	<p><i>The Yield</i> by Tara June Winch</p> <p>a) Albert said that words were ‘paramount’. What point of view about the significance of language is communicated in the novel?</p> <p>OR</p> <p>b) How is the reader invited to view Reverend Ferdinand Greenleaf’s character in the novel?</p>
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Cat's Eye

2022 Paper 1 Section 1 Cat's Eye	<i>Cat's Eye</i> by Margaret Atwood a) How is the reader invited to view Elaine's mother in <i>Cat's Eye</i> ? OR b) Analyse the significance of Elaine's retrospective exhibition of paintings in the novel.
2021 Paper 1 Section 1 Cat's Eye	<i>Cat's Eye</i> by Margaret Atwood a) How is the reader invited to view the issue of bullying in <i>Cat's Eye</i> ? OR b) Analyse the significance of Cordelia in shaping Elaine's character in the novel.
2020 Paper 1 Section 1 Cat's Eye	<i>Cat's Eye</i> by Margaret Atwood a) Analyse the impact of Elaine's adolescence in shaping her character. OR b) What perspective on the role of parents is communicated in <i>Cat's Eye</i> ?

Nineteen Eighty-Four

2022 Paper 1 Section 1 Nineteen Eighty-Four	<i>Nineteen Eighty-Four</i> by George Orwell a) How does the representation of the Proles invite the reader to view the Party in <i>Nineteen Eighty-Four</i> ? OR b) Analyse how the ending of the novel invites the reader to view Winston
2021 Paper 1 Section 1 Nineteen Eighty-Four	<i>Nineteen Eighty-Four</i> by George Orwell a) What perspective about the role of technology in society is communicated in the novel? OR b) Analyse the significance of O'Brien's character in <i>Nineteen Eighty-Four</i> .
2020 Paper 1 Section 1 Nineteen Eighty-Four	<i>Nineteen Eighty-Four</i> by George Orwell a) What comment does Orwell make through the representation of Room 101? OR b) Analyse the role surveillance plays in Winston's decision-making

Marking Guides

2023 Marking Guide

Criterion: Knowledge application

The response, for analysis of perspectives and representations	The response, for analysis of the ways ideas underpin the literary text	The response, for analysis of the writer's choices
<p>[6 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an authoritative interpretation of these perspectives or representations 	<p>[6 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[6 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices
<p>[5 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a purposeful interpretation of these perspectives or representations 	<p>[5 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[5 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a purposeful interpretation of these stylistic or aesthetic choices
<p>[4 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an interpretation of these perspectives or representations 	<p>[4 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[4 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an interpretation of these stylistic or aesthetic choices
<p>[3 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a summary of these perspectives or representations 	<p>[3 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a summary of these cultural assumptions, attitudes, values or beliefs 	<p>[3 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a summary of these stylistic or aesthetic choices
<p>[2 marks]</p> <ul style="list-style-type: none"> identifies relevant perspectives or representations evident in the text 	<p>[2 marks]</p> <ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs in the text 	<p>[2 marks]</p> <ul style="list-style-type: none"> identifies stylistic or aesthetic choices of the writer in the text
<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some views or roles in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some ideas in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some choices of the writer in the text
<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above.

Criterion: Organisation and development

The response, for development	The response, for selection and synthesis	The response, for sequencing and organisation	The response, for cohesion
[5 marks] <ul style="list-style-type: none">• provides a discriminating thesis that responds to the question/task• develops arguments to strengthen the thesis across the response• provides clear conclusions based on the arguments	[5 marks] <ul style="list-style-type: none">• provides a well-considered selection of evidence from the text• uses this explicitly to support arguments	[3 marks] <ul style="list-style-type: none">• demonstrates logical sequencing of information and ideas in and between paragraphs	[3 marks] <ul style="list-style-type: none">• uses cohesive devices to connect, develop, emphasise and transition between ideas within paragraphs and across the response
[4 marks] <ul style="list-style-type: none">• provides a credible thesis that responds to the question/task• develops arguments to strengthen the thesis across the response• provides clear conclusions based on the arguments	[4 marks] <ul style="list-style-type: none">• provides a well-considered selection of evidence from the text• uses this to support arguments	[2 marks] <ul style="list-style-type: none">• demonstrates sequencing of information and ideas in paragraphs	[2 marks] <ul style="list-style-type: none">• uses cohesive devices to connect and develop ideas
[3 marks] <ul style="list-style-type: none">• provides a credible thesis that responds to the question/task• includes statements to support the thesis	[3 marks] <ul style="list-style-type: none">• provides relevant evidence from the text• uses this in connection with arguments	[1 mark] <ul style="list-style-type: none">• includes fragmented information and ideas	[1 mark] <ul style="list-style-type: none">• uses some connecting phrases or words to link ideas
[2 marks] <ul style="list-style-type: none">• provides a statement that responds to an aspect of the question	[2 marks] <ul style="list-style-type: none">• provides evidence from the text• connects this to some arguments	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.
[1 mark] <ul style="list-style-type: none">• includes some statements on the literary text	[1 mark] <ul style="list-style-type: none">• includes evidence from the text		
[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.		

Criterion: Textual features

The response, for grammar and sentence structure	The response, for language choices	The response, for punctuation	The response, for spelling
[3 marks] • uses a range of grammatically accurate sentence structures to develop ideas	[4 marks] • uses vocabulary with discrimination to develop ideas • uses register appropriate to the role of the essay writer with discrimination	[2 marks] • uses punctuation accurately and purposefully	[2 marks] • uses simple and complex words that are mostly spelt correctly
[2 marks] • uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	[3 marks] • uses suitable vocabulary to develop ideas • uses register appropriate to the role of the essay writer	[1 mark] • uses punctuation with lapses that may affect fluency, but meaning is still discernible	[1 mark] • uses words in a way that fluency may be affected, but meaning is still discernible
[1 mark] • uses grammar and sentence structures that may have lapses that impede meaning	[2 marks] • uses vocabulary that may affect development of ideas, but meaning is still discernible	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
[0 marks] • does not satisfy any of the descriptors above.	[1 mark] • uses vocabulary that may have lapses that impede meaning		
	[0 marks] • does not satisfy any of the descriptors above.		

2022 Marking Guide

Criterion: Knowledge application

The response, for analysis of perspectives and representations	The response, for analysis of the ways ideas underpin the literary text	The response, for analysis of the writer's choices
<p>[6 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an authoritative interpretation of these perspectives or representations 	<p>[6 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[6 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices
<p>[5 marks]</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a purposeful interpretation of these perspectives or representations 	<p>[5 marks]</p> <ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[5 marks]</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a purposeful interpretation of these stylistic or aesthetic choices
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<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some views or roles in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some ideas in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> identifies some choices of the writer in the text
<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above.

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The response, for development	The response, for selection and synthesis	The response, for sequencing and organisation	The response, for cohesion
[5 marks] <ul style="list-style-type: none">• provides a discriminating thesis that responds to the question/task• develops arguments to strengthen the thesis across the response• provides clear conclusions based on the arguments	[5 marks] <ul style="list-style-type: none">• provides a well-considered selection of evidence from the text• uses this explicitly to support arguments	[3 marks] <ul style="list-style-type: none">• demonstrates logical sequencing of information and ideas in and between paragraphs	[3 marks] <ul style="list-style-type: none">• uses cohesive devices to connect, develop, emphasise and transition between ideas within paragraphs and across the response
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[2 marks] • uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	[3 marks] • uses suitable vocabulary to develop ideas • uses register appropriate to the role of the essay writer	[1 mark] • uses punctuation with lapses that may affect fluency, but meaning is still discernible	[1 mark] • uses words in a way that fluency may be affected, but meaning is still discernible
[1 mark] • uses grammar and sentence structures that may have lapses that impede meaning	[2 marks] • uses vocabulary that may affect development of ideas, but meaning is still discernible	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
[0 marks] • does not satisfy any of the descriptors above.	[1 mark] • uses vocabulary that may have lapses that impede meaning		
	[0 marks] • does not satisfy any of the descriptors above.		

2021 Marking Guide

Criterion: Knowledge application

Analysis of perspectives and representations	Analysis of the ways ideas underpin the literary text	Analysis of the writer's choices
[6 marks] • examines relevant perspectives or representations in the text • provides an authoritative interpretation of these perspectives or representations	[6 marks] • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs	[6 marks] • examines how the writer's stylistic or aesthetic choices shape the text • provides an authoritative interpretation of these stylistic or aesthetic choices
[5 marks] • examines relevant perspectives or representations in the text • provides a purposeful interpretation of these perspectives or representations	[5 marks] • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs	[5 marks] • examines how the writer's stylistic or aesthetic choices shape the text • provides a purposeful interpretation of these stylistic or aesthetic choices
[4 marks] • examines relevant perspectives or representations in the text • provides an interpretation of these perspectives or representations	[4 marks] • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides an interpretation of these cultural assumptions, attitudes, values or beliefs	[4 marks] • examines how the writer's stylistic or aesthetic choices shape the text • provides an interpretation of these stylistic or aesthetic choices
[3 marks] • examines relevant perspectives or representations in the text • provides a summary of these perspectives or representations	[3 marks] • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides a summary of these cultural assumptions, attitudes, values or beliefs	[3 marks] • examines how the writer's stylistic or aesthetic choices shape the text • provides a summary of these stylistic or aesthetic choices
[2 marks] • identifies relevant perspectives or representations evident in the text	[2 marks] • identifies cultural assumptions, attitudes, values or beliefs in the text	[2 marks] • identifies stylistic or aesthetic choices of the writer in the text
[1 mark] • identifies some views or roles in the text	[1 mark] • identifies some ideas in the text	[1 mark] • identifies some choices of the writer in the text
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Organisation and development

Development	Selection and synthesis	Sequencing and organisation	Cohesion
[5 marks] <ul style="list-style-type: none">• provides a discriminating thesis that responds to the question/task• develops arguments to strengthen the thesis across the response• provides clear conclusions based on the arguments	[5 marks] <ul style="list-style-type: none">• provides well-considered selection of evidence from the text• uses this explicitly to support arguments	[3 marks] <ul style="list-style-type: none">• demonstrates logical sequencing of information and ideas in and between paragraphs	[3 marks] <ul style="list-style-type: none">• uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response
[4 marks] <ul style="list-style-type: none">• provides a credible thesis that responds to the question/task• develops arguments to strengthen the thesis across the response• provides clear conclusions based on the arguments	[4 marks] <ul style="list-style-type: none">• provides well-considered selection of evidence from the text• uses this to support arguments	[2 marks] <ul style="list-style-type: none">• demonstrates sequencing of information and ideas in paragraphs	[2 marks] <ul style="list-style-type: none">• uses cohesive devices to connect and develop ideas
[3 marks] <ul style="list-style-type: none">• provides a credible thesis that responds to the question/task• includes statements to support the thesis	[3 marks] <ul style="list-style-type: none">• provides relevant evidence from the text• uses this in connection with arguments	[1 mark] <ul style="list-style-type: none">• includes fragmented information and ideas	[1 mark] <ul style="list-style-type: none">• uses some connecting phrases or words to link ideas
[2 marks] <ul style="list-style-type: none">• provides a statement that responds to an aspect of the question	[2 marks] <ul style="list-style-type: none">• provides evidence from the text• connects this to some arguments	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.
[1 mark] <ul style="list-style-type: none">• includes some statements on the literary text	[1 mark] <ul style="list-style-type: none">• includes evidence from the text		
[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.	[0 marks] <ul style="list-style-type: none">• does not satisfy any of the descriptors above.		

Criterion: Textual features

Grammar and sentence structure	Language choices	Punctuation	Spelling
[3 marks] • uses a range of grammatically accurate sentence structures to develop ideas	[4 marks] • uses vocabulary with discrimination to develop ideas • uses register appropriate to role of the essay writer with discrimination	[2 marks] • uses punctuation accurately and purposefully	[2 marks] • uses simple and complex words that are mostly spelt correctly
[2 marks] • uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	[3 marks] • uses suitable vocabulary to develop ideas • uses register appropriate to the role of the essay writer	[1 mark] • uses punctuation with lapses that may affect fluency, but meaning is still discernible	[1 mark] • uses words in a way that fluency may be affected, but meaning is still discernible
[1 mark] • uses grammar and sentence structures that may have lapses that impede meaning	[2 marks] • uses vocabulary that may affect development of ideas, but meaning is still discernible	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
[0 marks] • does not satisfy any of the descriptors above.	[1 mark] • uses vocabulary that may have lapses that impede meaning		Note: 'Mostly' allows for occasional minor lapses.
	[0 marks] • does not satisfy any of the descriptors above.		

2020 Marking Guide

Criterion: Knowledge application

Analysis of perspectives and representations	Analysis of the ways ideas underpin the literary text	Analysis of the writer's choices
<p>[6 marks]</p> <ul style="list-style-type: none"> • examines relevant perspectives or representations in the text • provides an authoritative interpretation of these perspectives or representations 	<p>[6 marks]</p> <ul style="list-style-type: none"> • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[6 marks]</p> <ul style="list-style-type: none"> • examines how the writer's stylistic or aesthetic choices shape the text • provides an authoritative interpretation of these stylistic or aesthetic choices
<p>[5 marks]</p> <ul style="list-style-type: none"> • examines relevant perspectives or representations in the text • provides a purposeful interpretation of these perspectives or representations 	<p>[5 marks]</p> <ul style="list-style-type: none"> • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[5 marks]</p> <ul style="list-style-type: none"> • examines how the writer's stylistic or aesthetic choices shape the text • provides a purposeful interpretation of these stylistic or aesthetic choices
<p>[4 marks]</p> <ul style="list-style-type: none"> • examines relevant perspectives or representations in the text • provides an interpretation of these perspectives or representations 	<p>[4 marks]</p> <ul style="list-style-type: none"> • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	<p>[4 marks]</p> <ul style="list-style-type: none"> • examines how the writer's stylistic or aesthetic choices shape the text • provides an interpretation of these stylistic or aesthetic choices
<p>[3 marks]</p> <ul style="list-style-type: none"> • examines relevant perspectives or representations in the text • provides a summary of these perspectives or representations 	<p>[3 marks]</p> <ul style="list-style-type: none"> • examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs • provides a summary of these cultural assumptions, attitudes, values or beliefs 	<p>[3 marks]</p> <ul style="list-style-type: none"> • examines how the writer's stylistic or aesthetic choices shape the text • provides a summary of these stylistic or aesthetic choices
<p>[2 marks]</p> <ul style="list-style-type: none"> • identifies relevant perspectives or representations evident in the text 	<p>[2 marks]</p> <ul style="list-style-type: none"> • identifies cultural assumptions, attitudes, values or beliefs in the text 	<p>[2 marks]</p> <ul style="list-style-type: none"> • identifies stylistic or aesthetic choices of the writer in the text
<p>[1 mark]</p> <ul style="list-style-type: none"> • identifies some views or roles in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> • identifies some ideas in the text 	<p>[1 mark]</p> <ul style="list-style-type: none"> • identifies some choices of the writer in the text
<p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	<p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above.

Criterion: Organisation and development

Development	Selection and synthesis	Sequencing and organisation	Cohesion
[5 marks] • provides a discriminating thesis that is to be substantiated • develops arguments to support the thesis across the response • provides clear conclusions based on the arguments	[5 marks] • provides well-considered selection of evidence from the text • uses this explicitly to support arguments	[3 marks] • demonstrates logical sequencing of information and ideas in and between paragraphs	[3 marks] • uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response
[4 marks] • provides a credible thesis that is to be substantiated • develops arguments to support the thesis across the response • provides clear conclusions based on the arguments	[4 marks] • provides well-considered selection of evidence from the text • uses this to support arguments	[2 marks] • demonstrates sequencing of information and ideas in paragraphs	[2 marks] • uses cohesive devices to connect and develop ideas
[3 marks] • provides a credible thesis that is to be substantiated • includes statements to support the thesis	[3 marks] • provides evidence from the text • uses this in connection with arguments	[1 mark] • includes fragmented information and ideas	[1 mark] • uses some connecting phrases or words to link ideas
[2 marks] • provides a statement that responds to an aspect of the question	[2 marks] • provides evidence from the text • connects this to some arguments	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
[1 mark] • includes some statements on the literary text	[1 mark] • includes evidence from the text		
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.		

Criterion: Textual features

Grammar and sentence structure	Language choices	Punctuation	Spelling
[3 marks] • uses grammatically accurate sentence structures	[4 marks] • uses vocabulary with discrimination to develop ideas • uses register appropriate to role of the essay writer with discrimination	[2 marks] • uses punctuation accurately and purposefully	[2 marks] • uses simple and complex words that can be understood in context
[2 marks] • uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	[3 marks] • uses suitable vocabulary to develop ideas • uses register appropriate to the role of the essay writer	[1 mark] • uses punctuation with lapses that may affect fluency, but meaning is still discernible	[1 mark] • uses simple words in a way that fluency may be affected, but meaning is still discernible
[1 mark] • uses grammar and sentence structures that may have lapses that impede meaning	[2 marks] • uses vocabulary that may affect development of ideas, but meaning is still discernible	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
[0 marks] • does not satisfy any of the descriptors above.	[1 mark] • uses vocabulary that may have lapses that impede meaning		
	[0 marks] • does not satisfy any of the descriptors above.		

2023 Sample Response: Hamlet

Knowledge application	Organisation and development	'In seeking to do what is right, Hamlet does more harm than good.' To what extent do you agree with this statement?	Textual features
<p>analysis of perspectives and representations examines relevant perspective/s or representations in the text provides an authoritative interpretation of these perspective/s or representations</p> <p>analysis of the ways ideas underpin the literary text examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs</p>	<p>development provides a discriminating thesis that responds to the question/task develops arguments to strengthen the thesis across the response provides clear conclusions based on the arguments</p> <p>cohesion uses cohesive devices to connect, develop, emphasise and transition between ideas within paragraphs and across the response</p> <p>selection and synthesis provides a well-considered selection of evidence from the text uses this explicitly to support arguments</p>	<p>Shakespeare's <i>Hamlet</i> is renowned as one of the greatest revenge plays ever written. The main character of the play, Hamlet, has been interpreted in a variety of ways, from a noble prince who suffers from a profound melancholy to an insane man whose madness precipitates his country's demise. A key question that arises from these interpretations is to what extent Hamlet is culpable for some of his more questionable moral actions, including his treatment of Ophelia, the murder of Polonius, and sentencing his two old friends, Rosencrantz and Guildenstern, to death. In attempting to follow his father's ghost's orders and get revenge for his father's murder, Hamlet does significantly more harm than good. This can be seen in his treatment of Polonius, Ophelia and Rosencrantz and Guildenstern. Through his representation of Hamlet, Shakespeare reinforces the idea that revenge, however justly motivated, is ultimately violent and destructive.</p> <p>Hamlet's hesitation in carrying out his father's order is caused by his realisation that revenge is problematic. When Hamlet is visited by his dead father's ghost and told to kill Claudius to get revenge, the ghost horrifies Hamlet by hinting at the torture that he endures every day in purgatory as penance for the sins he committed in his lifetime. As the ghost walks abroad dressed in a full suit of armour, the audience at the time would have inferred that Hamlet's father was likely being punished for violence he had committed in wars as a king. While the king's explicit instructions are to get revenge in the name of honour, his own fate shows Hamlet that those who kill in the name of honour will be punished in the hereafter. The ghost's direction to Hamlet to 'taint not thy mind' in pursuing revenge makes Hamlet's task impossible — how can he kill his own uncle without corrupting his own soul? It is the contradictory nature of the king's message that causes Hamlet to hesitate. This is why, in his famous 'to be or not to be' soliloquy, Hamlet says it is 'the threat of something after death' that causes him to hesitate: he knows that the king's direction threatens his immortal soul. This is also why he suspects at the end of Act 2 that 'the spirit I have seen may be the devil'. He suspects this because it has instructed him to do something evil. In implying that the act of revenge is evil, Shakespeare is foreshadowing the destruction that Hamlet will cause when he seeks to enact his father's orders.</p> <p>It is when Hamlet embraces his quest for revenge that he begins to harm innocent people. After the scene in which he has revealed Claudius's guilt using the staging of the play, Hamlet says that now he could 'drink hot blood, and do such bitter business as the day would quake to look on'. This</p>	<p>language choices uses vocabulary with discrimination to develop ideas uses register appropriate to the role of essay writer with discrimination</p> <p>grammar and sentence structure uses a range of grammatically accurate sentence structures to develop ideas</p> <p>punctuation uses punctuation accurately and purposefully</p> <p>spelling uses simple and complex words that are mostly spelt correctly</p>
<p>analysis of the writer's choices examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices</p>	<p>sequencing and organisation demonstrates logical sequencing of information and ideas in and between paragraphs</p>	<p>gruesome gustatory image of drinking hot blood clearly positions the audience to see how Hamlet is setting aside all moral qualms to prepare himself to kill to avenge his father. The reference to the day in these lines could be symbolic of God — another reference to the fact that God disapproves of repaying violence with violence. It is this night that Hamlet impulsively murders Polonius in his mother's room, mistaking him for the king. Even though Hamlet has killed the father of Ophelia, his romantic interest, he does not show any remorse for his actions, referring to Polonius as 'the guts' and making puns as he drags his body from the room. In this scene, the audience sees that Hamlet, because he has dedicated himself to getting revenge and put morality aside, is now able to murder without feeling or regret.</p> <p>This change in Hamlet's character is reinforced by his final lines as he watches Fortinbras's army cross Denmark to fight over a small, worthless piece of land. Hamlet approves of the waste of human life because 'honour is at stake' and finishes the monologue with the famous lines: 'from this time forth, my thoughts be bloody or be nothing worth'. In this scene, we see that Hamlet is willing to accept that a great number of innocent people may have to die to achieve the 'honourable' ambition of a prince. The audience is then not surprised that Hamlet organises the death of his old friends, Rosencrantz and Guildenstern, at the hands of the English, and justifies his actions by saying that the two unlucky men came between the 'fell incensed points of mighty opposites'. This metaphor clearly positions the reader to view Hamlet as having no regard for the lives of his friends — they are but collateral damage in a fight between himself and the king.</p> <p>In the last act, we see Hamlet's response to Ophelia's death. Although Hamlet does express sadness at Ophelia's passing, he does not see himself as responsible for her suicide and is shocked that Laertes is angry at him, even though Laertes's situation is a mirror image of his own. The moment he made up his mind to get revenge at any cost, Hamlet became indifferent to the damage he had done. This decision directly caused the deaths of four relatively innocent characters.</p> <p>While seeking to avenge his father's death, Hamlet undoubtedly does more harm than good. The moment he dedicates himself to the path of revenge, Hamlet accepts that innocent people will have to die and shows no remorse for the collateral damage that is effected by his ruthless determination to kill King Claudius. By showing the destruction Hamlet causes when he dedicates himself to revenge, Shakespeare reinforces the point that paying back violence with violence can only lead to further tragedy.</p>	