Apex Exam Guide

Literature

Year 12 QCE
Queensland Curriculum

2025 Edition

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Apex Exam Guide
Literature
Year 12 QCE

Key Features of the Apex Exam Guides
- Contains the past four years of QCE exam questions from 2023 to 2020, categorised based on the most up to date QCAA syllabus reviews.
- Significantly reduced overall cost compared to alternative book options.
- Future editions will be released with the most up to date QCE exams.
- Students can review chapters, specific questions or solutions at any given time throughout the course.
- Students can refer to relevant chapters to complete during class or for private study to prepare for topic tests or exams.
- Teachers can use these eBooks as a great reference point for lesson planning, developing internal assessments or when preparing class activities to ensure alignment with exam level questions.
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- Fully worked answers from the QCE marking guide are included for feedback.
- Increase student confidence and enable high achievement.

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Purchase of these eBook PDFs allows your students access to previous QCE exam questions, arranged by syllabus topics and answers from the marking guide. Revision for QCE assessments or exams becomes much more straightforward. Students can review chapters, specific questions or solutions at any given time throughout the course. Students can be referred to relevant chapters to complete during class or privately to prepare for topic tests or exams. These textbooks also act as a great reference for teachers regarding lesson planning, developing internal assessments or when preparing class activities to ensure alignment with exam level questions.

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Contents

Notes	The Essay practice sections are lined pages to allow for students to write practice exams if this book has been printed.
	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.

	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.
	• There were no exam questions in 2023 for the texts:
	    o Bleak House
	    o The Quiet American
	• New exam question texts in 2023 were:
	    o Catch-22
	    o Wuthering Heights

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:

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	●	○	✖	○	○	○

• 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

In Cold Blood

2023 **Paper 1** **Section 1** **In Cold Blood**	*In Cold Blood* **by Truman Capote** a) How is the reader invited to view the concept of suffering in In Cold Blood? OR b) To what effect does Capote challenge narrative conventions in the non-fiction novel?

2022 **Paper 1** **Section 1** **In Cold Blood**	*In Cold Blood* **by Truman Capote** a) Nancy Clutter represents the loss of innocence in *In Cold Blood*. Discuss. OR b) Analyse the significance of the final scene in relation to the text as a whole.

2021 **Paper 1** **Section 1** **In Cold Blood**	*In Cold Blood* **by Truman Capote** a) Analyse perspectives on the concept of justice in the novel. OR b) To what effect does Capote use foreshadowing and flashbacks in *In Cold Blood*?

2020 **Paper 1** **Section 1** **Question 1** **In Cold Blood**	*In Cold Blood* **by Truman Capote** a) To what extent does Capote suggest society is responsible for the demise of Dick and Perry? OR b) To what effect does Capote use narrative viewpoint in the novel?

King Lear

2023 **Paper 1** **Section 1** **King Lear**	***King Lear* by William Shakespeare** a) In the play, Lear is destroyed because of his misplaced trust. Discuss. OR b) Analyse the significance of blindness in King Lear

2022 **Paper 1** **Section 1** **King Lear**	***King Lear* by William Shakespeare** a) The death of Cordelia is the most devastating event in *King Lear*. Discuss. OR b) Analyse the significance of Lear's 'love test' in the play

2021 **Paper 1** **Section 1** **King Lear**	***King Lear* by William Shakespeare** a) Analyse perspectives on the concept of suffering in the play. OR b) How does Shakespeare use nature as a setting in *King Lear* to position audiences?

2020 **Paper 1** **Section 1** **Question 1** **King Lear**	***King Lear* by William Shakespeare** a) The sibling relationships are the most dysfunctional in the play. To what extent do you agree with this interpretation? OR b) How is juxtaposition used to drive the conflict in King Lear?

Mrs Dalloway

2023 **Paper 1** **Section 1** **Mrs Dalloway**	***Mrs Dalloway* by Virginia Woolf** a) Peter Walsh's relationship with Clarissa Dalloway is a key aspect of the novel. To what extent do you agree with this interpretation? OR b) To what effect does Woolf use memory in Mrs Dalloway?

2022 **Paper 1** **Section 1** **Mrs Dalloway**	***Mrs Dalloway* by Virginia Woolf** a) How is the reader invited to view Clarissa Dalloway's values in the novel? OR b) Analyse the significance of the dinner party in *Mrs Dalloway*.

2021 **Paper 1** **Section 1** **Mrs Dalloway**	***Mrs Dalloway* by Virginia Woolf** a) Analyse perspectives on the concept of education in the novel. OR b) To what effect does Woolf use stream of consciousness as a narrative device in *Mrs Dalloway*?

2020 **Paper 1** **Section 1** **Question 1** **Mrs Dalloway**	***Mrs Dalloway* by Virginia Woolf** a) In Mrs Dalloway, no character is certain of their identity. To what extent do you agree with this interpretation? OR b) To what effect does Woolf use satire in the novel?

That Deadman Dance

2023 **Paper 1** **Section 1** **That Deadman Dance**	*That Deadman Dance* **by Kim Scott** a) How is the reader invited to view Christine's relationship with Bobby in the novel? OR b) To what effect is narrative perspective used in the novel That Deadman Dance?

2022 **Paper 1** **Section 1** **That Deadman Dance**	*That Deadman Dance* **by Kim Scott** a) Analyse the development of Bobby's character in *That Deadman Dance*. OR b) Discuss the impact of Dr Cross's death on the relationship between the Noongar people and the settlers in the novel.

2021 **Paper 1** **Section 1** **That Deadman Dance**	*That Deadman Dance* **by Kim Scott** a) Analyse perspectives on colonisation in the novel. OR b) How does Scott use memory to position readers in *That Deadman Dance*?

2020 **Paper 1** **Section 1** **Question 1** **That Deadman Dance**	*That Deadman Dance* **by Kim Scott** a) What is the significance of William Skelly as a character in the novel? OR b) To what effect does the author use the letters to shape Bobby's identity?

The Poisonwood Bible

2023 Paper 1 Section 1 The Poisonwood Bible	*The Poisonwood Bible* by Barbara Kingsolver a) What comment does Kingsolver make about faith in the novel? OR b) Analyse the significance of Nathan's garden in The Poisonwood Bible.

2022 Paper 1 Section 1 The Poisonwood Bible	*The Poisonwood Bible* by Barbara Kingsolver a) What comment does Kingsolver make about Adah Price's character in the novel? OR b) Analyse the significance of Orleanna leaving Nathan Price in *The Poisonwood Bible*.

2021 Paper 1 Section 1 The Poisonwood Bible	*The Poisonwood Bible* by Barbara Kingsolver a) Analyse perspectives on the concept of captivity in the novel. OR b) To what effect does Kingsolver use biblical symbols to position readers in *The Poisonwood Bible*?

2020 Paper 1 Section 1 Question 1 The Poisonwood Bible	*The Poisonwood Bible* by Barbara Kingsolver a) To what extent does Nathan's guilt motivate his choices in the novel? OR b) To what effect does Kingsolver use the motif of animals in the novel?

The Tempest

2023 **Paper 1** **Section 1** **The Tempest**	***The Tempest* by William Shakespeare** a) No character in The Tempest is truly free. Discuss. OR b) To what effect does Shakespeare use illusion in the play?

2022 **Paper 1** **Section 1** **The Tempest**	***The Tempest* by William Shakespeare** a) How is the audience invited to view master and servant relationships in the play? OR b) Analyse the significance of Ariel's magic in *The Tempest*.

2021 **Paper 1** **Section 1** **The Tempest**	***The Tempest* by William Shakespeare** a) Analyse perspectives on the concept of forgiveness in *The Tempest*. OR b) How does Shakespeare use humour to explore power in the play?

2020 **Paper 1** **Section 1** **Question 1** **The Tempest**	***The Tempest* by William Shakespeare** a) Miranda is pivotal in the development of the play. To what extent do you agree with this interpretation? OR b) To what effect does Shakespeare use music in *The Tempest*?

Catch-22

2023 Paper 1 Section 1 Catch-22	*Catch-22* by Joseph Heller
	a) How is the reader invited to view Yossarian's attitude towards war in Catch-22?
	OR
	b) To what effect does Heller use narrative structure in the novel?

Wuthering Heights

2023 Paper 1 Section 1 **Wuthering Heights**	*Wuthering Heights* **by Emily Brontë** a) Heathcliff suffers because of the attitude of others in Wuthering Heights. Discuss. OR b) To what effect does Brontë contrast the two settings in the novel?

Bleak House

2022 **Paper 1** **Section 1** **Bleak House**	***Bleak House* by Charles Dickens** a) How is the reader invited to view the role of servants in the novel? OR b) Analyse the significance of Mr Tulkinghorn's murder in *Bleak House*.

2021 **Paper 1** **Section 1** **Bleak House**	***Bleak House* by Charles Dickens** a) Analyse perspectives on the concept of secrecy in *Bleak House*. OR b) How does Dickens use satire in the novel to position readers?

2020 **Paper 1** **Section 1** **Question 1** **Bleak House**	***Bleak House* by Charles Dickens** a) To what extent is Esther's character shaped by the absence of a mother figure? OR b) To what effect does Dickens use multiple narrators in the novel?

The Quiet American

2022 **Paper 1** **Section 1** **The Quiet American**	*The Quiet American* **by Graham Greene** a) Greene characterises Fowler as someone whose remorse comes too late. Discuss. OR b) Analyse the significance of the events at Phat Diem in *The Quiet American*.

2021 **Paper 1** **Section 1** **The Quiet American**	*The Quiet American* **by Graham Greene** a) Analyse perspectives on the concept of betrayal in *The Quiet American*. OR b) How does Greene use characterisation to juxtapose conflicting beliefs in the novel?

2020 **Paper 1** **Section 1** **Question 1** **The Quiet American**	*The Quiet American* **by Graham Greene** a) What is the significance of Phuong's character in the novel? OR b) To what extent can readers trust Fowler as the narrator of the novel?

Space for student essay practice

Essay practice 1

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
◯	◯	◯	◯	◯	◯	◯	◯

Fill in the bubble to indicate the question you have selected.

a) ◯	b) ◯

Essay practice 2

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 3

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 4

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 5

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 6

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 7

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
◯	◯	◯	◯	◯	◯	◯	◯

Fill in the bubble to indicate the question you have selected.

a) ◯	b) ◯

Essay practice 8

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 9

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 10

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 11

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

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Essay practice 12

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
◯	◯	◯	◯	◯	◯	◯	◯

Fill in the bubble to indicate the question you have selected.

a) ◯	b) ◯

Essay practice 13

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

Essay practice 14

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

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Essay practice 15

Fill in the bubble to indicate the text you have selected.

Catch-22	In Cold Blood	King Lear	Mrs Dalloway	That Deadman Dance	The Poisonwood Bible	The Tempest	Wuthering Heights
○	○	○	○	○	○	○	○

Fill in the bubble to indicate the question you have selected.

a) ○	b) ○

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:
[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

The response, for development	The response, for selection and synthesis	The response, for sequencing and organisation	The response, for cohesion
[5 marks] • 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] • provides a 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 responds to the question/task • develops arguments to strengthen the thesis across the response • provides clear conclusions based on the arguments	[4 marks] • provides a 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 responds to the question/task • includes statements to support the thesis	[3 marks] • provides relevant 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

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
[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
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[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

The response, for development	The response, for selection and synthesis	The response, for sequencing and organisation	The response, for cohesion
[5 marks] • 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] • provides a 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 responds to the question/task • develops arguments to strengthen the thesis across the response • provides clear conclusions based on the arguments	[4 marks] • provides a 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 responds to the question/task • includes statements to support the thesis	[3 marks] • provides relevant 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

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
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[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
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[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.
Interpretation: a unique account that draws meaning about the perspectives or representations in the text relevant to the selected question/task *Summary:* a recount of the perspectives or representations in the text.	*Interpretation:* a unique account that draws meaning about how the text is underpinned by cultural assumptions, attitudes, values or beliefs relevant to the selected question/task *Summary:* a recount of the cultural assumptions, attitudes, values or beliefs in the text.	*Interpretation:* a unique account that draws meaning about the stylistic or aesthetic choices in the text relevant to the selected question/task *Summary:* a recount of the stylistic or aesthetic choices in the text.

Criterion: Organisation and development

Development	Selection and synthesis	Sequencing and organisation	Cohesion
[5 marks] • 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] • 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 responds to the question/task • develops arguments to strengthen 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 responds to the question/task • includes statements to support the thesis	[3 marks] • provides relevant 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 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
[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] • 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 some 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		

Sample Responses

2023 Sample Response: King Lear

Knowledge application	Organisation and development	**In the play, Lear is destroyed because of his misplaced trust. Discuss.**	Textual features
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	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	In Shakespeare's *King Lear*, the inferior, ego-driven judgment of the titular character in matters of trust is directly responsible for his downfall. Lear errs in eschewing Cordelia's sincerity in favour of the fake idolatry of his other daughters, Goneril and Regan. He exacerbates this error by disregarding his Fool's warnings about his rash decision-making and, when ejected from his former realm into the wilderness, turns to the rambling philosophies of Poor Tom as a pathetic alternative to self-trust. Lear's eventual demise is ostensibly triggered by the death of Cordelia; however, a more accurate contention is that Lear is destroyed because of the poor judgments that ensue from his misplaced trust.	Language choices uses vocabulary with discrimination to develop ideas uses register appropriate to the role of essay writer with discrimination
Analysis of perspectives and representations examines relevant perspective/s or representations in the text provides an authoritative interpretation of these perspective/s or representations	Cohesion uses cohesive devices to connect, develop, emphasise and transition between ideas within paragraphs and across the response Selection and synthesis provides a well-considered selection of evidence from the text	The play opens with Gloucester's portentous comment to Kent that Lear, who is planning to divide his kingdom, will do so with 'equalities [that] are so weighed'. This sets up a key trait: Lear's tendency to politicise matters that would better be left to the heart. His terrible decision to 'weigh' the division of his kingdom on false rhetoric clearly indicates his inability to correctly understand his daughters and place his trust accordingly. In addition, the fact that he feels he must divide the kingdom rather than rule himself because of a need to 'shake all care and business from our age' indicates a chronic lack of self-trust. His divisional blustering, masquerading as the need to turn to others for love, masks the real issue: that Lear cannot engage in honest self-appraisal. In matters of trust, he cannot even turn to himself. As the scene develops, Shakespeare ensures that flattery ousts integrity. Lear decides to trust, without prompting, the syrupy claims of Goneril, who claims to love him 'more than word can yield the matter' and Regan who is 'made of that self mettle'. He is similarly quick to decry the honesty of his youngest daughter, Cordelia, who is determined to reject the 'glib and oily art' and respond to her father with the 'right fit', that is, with no more or less love than he deserves. In disclaiming 'all paternal care' for Cordelia, and in violently banishing Kent who advises against such rashness, Lear demonstrates both his lack of foresight and his inability or unwillingness to trust in those who dare to challenge the preset rigidity of his ideas.	Grammar and sentence structure uses a range of grammatically accurate sentence structures to develop ideas Spelling uses simple and complex words that are mostly spelt correctly Punctuation uses punctuation accurately and purposefully
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	uses this explicitly to support arguments Throughout Sequencing and organisation demonstrates logical sequencing of information and ideas in and between paragraphs	By the end of this abrasive opening scene, the circle of mistrust is complete: Lear has sided with treachery. In so doing, he has exiled sincerity and its quiet companion, love. The unequivocal, inevitable patterning of Lear's misplaced trust continues. He accepts 'Caius' into his retinue, despite Kent's alter ego professing to own the very same qualities — including 'honest counsel' and delivering 'a plain message bluntly' — that Kent had. This clearly demonstrates Lear's inability to know who, or more significantly, how, to trust. When the Fool, as a flinty arbiter of truth, tries to point out Lear's iniquity using the metaphor of an egg and 'two crowns', Lear threatens to have him whipped. The Fool's response, that Lear has 'pared thy wit o'both sides and left nothing i'th'middle', proves to be prescient when Goneril and Regan both renege on their earlier professions of unqualified love and reject Lear's presence in their houses using the folly of his over-sized retinue as an excuse. By Act III, the pivotal point of Shakespearean drama, the king's misplacement of his trust has led, inevitably, to his exile onto a storm-blasted heath, where 'this tempest in my mind doth from my senses take all feeling'. In one of the many ironies of the play, Lear is assisted at this point by Gloucester, who will also perish because of misplaced trust, an indirect result of the actions of his treacherous, bastard son, Edmund. Gloucester can set aside Lear's bombast and continue to love him by providing him with shelter and trying to protect the king from an impending assassination plot. Lear offers Gloucester a begrudging level of trust but also finds a new accord with Edgar's fabrication, Poor Tom, valued as a 'noble philosopher' who may shed some light on the inexplicable treacheries of the common world. While this may temporarily gladden Lear's heart, it is also a sign of his inability to look within and see that his arrogant determination to conjoin himself with those who are least deserving has been the major source of his downfall. Throughout the play, Lear has been obtuse to love, sincerity and truth. The pathos of this situation is exemplified when he re-joins the blinded Gloucester and realises that these two men, both formerly powerful, now victims of their own moral sightlessness, can now do little more than 'wawl and cry' on 'this great stage of fools' (Act 4, Scene 6). From this point on, Lear's destruction is assured; the decisions made in Act 1 Scene 1 will have their final consequence. His howl at Cordelia's death is accompanied by the terrible knowledge that he 'might have saved her' had he trusted in her initial declaration of love. Lear is destroyed because of his misplaced trust. In privileging the disingenuousness of Goneril and Regan, and rejecting, harshly and violently, the truths of Cordelia and the Fool,	
		the old king places himself on a slippery slope to doom. Had Lear known himself better, this progression could have been halted. Instead, he is left with nihilism, a kingdom and family destroyed and himself with no more to do than gaze in vain at the deathly pale lips of his beloved daughter.	