Statistics

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Responding to task demands

Candidates must adapt what they have learned to properly respond to the examination questions. Candidates who can write quite competently are disadvantaging themselves by not constructing responses that address the demands of the tasks. Many candidates showed they understood the meaning of the texts but they did not use this understanding to respond to the topics.

Criterion 1 — Knowledge and control of texts in their contexts

Characteristics of good responses

Success in this criterion is achieved when candidates show an awareness of how meanings in texts are shaped by purpose, cultural context and social situation.

Candidates were rewarded for demonstrating their ability to:

- discriminate in the selection of subject matter
- exploit the conventions of genres for particular purposes
- substantiate analysis with appropriate and well-balanced evidence
- analyse texts, ideas and issues
- respond to the demands placed on them through the roles and relationships adopted when responding to particular questions.
Suggestions

Candidates should:
- go beyond recounting the plot of texts and provide genuine analysis and evaluation of texts
- employ appropriate tone and tenor
- construct responses that are consistent with the actions and words of selected characters
- make work responsive to the nuances and demands of the tasks provided
- understand that there are particular patterns and conventions required for their chosen genres and use these patterns and conventions
- develop and extend ideas throughout the progression of their responses.

Criterion 2 — Knowledge and control of textual features

Characteristics of good responses

Success in this criterion is achieved when candidates show an awareness of appropriateness of textual features for purpose, genre and register.

Candidates were rewarded for demonstrating their ability to:
- logically and cohesively organise and arrange ideas
- control spelling, punctuation and paragraphing
- use clause and sentence structures for effect
- maintain grammatical accuracy
- use a wide range of vocabulary including figurative uses.

Suggestions

Candidates should:
- integrate and synthesise direct evidence within responses for the purpose of analysis
- be fluent with the language of the syllabus (specifically the terms from the glossary)
- avoid common mistakes with run-on sentences, fragments, basic punctuation and spelling
- employ paragraphs
- allocate time to perform a careful proofread.
Criterion 3 — Knowledge and application of the constructedness of texts

Characteristics of good responses
Success in this criterion is achieved when candidates show an awareness of the ways in which texts are selectively constructed and read.

Candidates were rewarded for demonstrating their ability to:

- make choices that invite the reader to take up intended positions
- analyse how readers are invited to take up positions
- evaluate representations
- shape representations
- examine how cultural assumptions, values, beliefs and attitudes underpin texts.

Suggestions
Candidates should:

- provide specific evidence to, and analysis of, the topics in the examination
- analyse and evaluate texts
- make purposeful choices that invite the reader to take up positions about texts
- use evidence to support a point as opposed to simply making it
- identify the positions readers take in response to texts and explain how these readings are produced
- consider cultural assumptions, values, beliefs and attitudes
- make deliberate language choices when shaping and evaluating character representations.

Resources and required texts
Candidates are required to study a range of texts to prepare for the examination, specifically:

- expository texts, e.g. analytical, persuasive, reflective, argumentative, satirical
- two to four prose texts, including at least one novel and one work of non-fiction (such as a biography/autobiography, memoir or substantial expository or analytical text)
- one to two drama texts (in most cases one Shakespearean play), e.g. scripted drama, television and film scripts
- media texts, e.g. CD-ROM, World Wide Web, film, documentary film, television programs. Candidates should specialise in one medium for purposes of the examination (i.e. one medium selected from print, including newspapers and/or magazines, radio, television, advertising, both print and electronic)
- 10–12 poems including a range of poetic forms, selected from lyric, narrative and dramatic poetry, across cultures and time.
Sample responses

Sample essay responses that met the A or B standard as defined in the assessment criteria have been included in previous assessment reports.