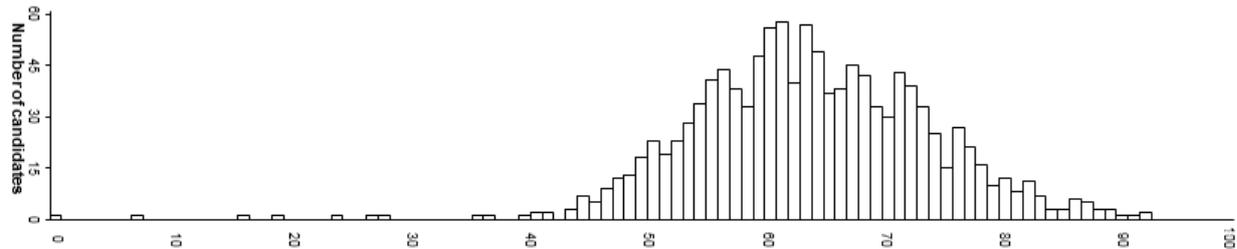




Summary report for candidates on the 2014 WACE examination in Literature Stage 3

Year	Number who sat	Number of absentees
2014	1191	12
2013	1708	15
2012	1810	14

Examination score distribution



Summary

The written examination had a mean of 64.32%. Candidate scores for the written examination ranged from a minimum of 0% to a maximum of 93.10%. The standard deviation was 10.20%. The section means were: Section One: Response—Close reading 62.48%; Section Two: Extended response 65.29%.

General comments

There was a good variety of questions in Section Two that allowed candidates to draw upon their existing course knowledge, analytical skills and writing skills. While Question 3 was the most popular and Questions 6 and 8 the least, the mean scores were consistent throughout the paper. All candidates understood the requirements of the different sections, the necessity to write on three distinct genres and generally managed their time effectively.

Section One offered candidates three passages of comparable length and difficulty. The shorter passages were designed to encourage candidates to pay close attention to the meaning-making process and not fall into the trap of retelling the plot, especially in the Prose and Drama responses. Markers reported that Section Two of the examination provided candidates with a range of question types including assertions, which could be defended or challenged, and questions to answer. It provided questions that were largely accessible and allowed stronger candidates to write in a sophisticated manner, to write in depth and to engage in the 'spirit' of the question. Weaker candidates addressed the questions in a more general way by focusing on one aspect of the question, or one particular keyword.

For a course designed to 'stimulate intellectual curiosity and to promote creative, logical and analytical thinking', it is pleasing to report that the carefully-ordered questions deterred prepared or rote-learned responses. A candidate's knowledge of a text is exhibited by his or her ability to apply and adapt textual knowledge to the specifics of the question.

Advice for candidates

- Pay close attention to the clarity of your written expression and handwriting.
- Be mindful that examination questions have a number of elements that act as discriminators to allow for a distribution in marks allocation.
- Take time to structure a response that addresses all the key criteria and avoid verbosity or meandering.
- Make sure that if you opt to complete the Close reading after you have completed Section Two, that you have given yourself enough time to have a strong understanding of the selected text before you write.

- The syllabus can be interpreted in a number of ways and questions can vary and look 'different' on first reading.
- Do not rely on simply providing strong textual knowledge; be convincing in your argument in order to score well.