SUBMISSION INSTRUCTIONS

Students will complete a 1.5 hour examination during the Year 11 Examination block in Week 7.
You will need to bring writing materials only to the examination. Paper will be supplied.
Preparation notes may NOT be brought into the examination.
Refer to the Assessment and Reporting Policy Handbook for Stage 6 regarding absences due to illness and misadventure.

CONTEXT (OR PURPOSE) FOR THE TASK

This examination is a part of the culmination of the assessment programme for the Year 11 Standard English course. The examination assesses students’ knowledge and understanding of the key concepts of the Reading to Write Module, Contemporary Possibilities and Close Study of Literature Modules.

TASK RUBRIC

- Students will be assessed on how well they:
- Demonstrate an understanding of the way that language features, text structures and stylistic choices can be used in literary texts.
- Describe, explain and analyse the relationship between language, text and context.
- Use language appropriate to audience, purpose and form.

THE TASK

Students will complete TWO sections in the examination.
Section 1: Short answer critical responses based on the Reading to Write Module
Section 2: An extended critical response (essay) based on the Close Study of Literature Module.

OUTCOMES BEING ASSESSED, GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES

| EN11-3 | A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains the effects on meaning. | ● Collecting, analysing and organising information. ● Communicating ideas and information. ● Planning and organising activities |
| EN11-5 | A student thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments. | |
| EN11-7 | A student understands and explains the diverse ways texts can represent personal and public worlds | |
| EN11-8 | A student identifies and explains cultural assumptions in texts and their effects on meaning. | |