

Task 3: Yearly Exam

Due Date: Yearly Exam Period, Term 3 Weeks 9-10
Monday 14th September, 2020

Task Distributed: Monday 31st August
2020

Unit: ALL: Common Module, Module A, Module B

Task Type: Examination

Task Weighting: 40%

Outcomes: EN11-1, EN11-3, EN11-5, EN11-8

Task Description

There is ONE PAPER in your English Yearly Examination. It will comprise of THREE sections. **Students will have 2 hours and 10min reading time to complete this examination.**

Section 1: 20 marks

Short Answer: this section will ask students to read a variety of unseen texts (eg: cartoons, poems, articles, short stories, etc.) and answer a series of questions based on these texts. Some questions will be common between the Advanced and Standard examination.

Students should read the questions carefully, as they require textual analysis and clear references made to the texts. They will need to relate their understanding back to the Common Module: *Change*.

Section 2: 20 marks- Module A: Contemporary Possibilities

In this section, students will need to compose an extended response which answers a particular question on this module. In developing their response, students will need to consider the purpose and features of multimodality and how multimodal features are used in texts to convey various ideas. **In this response, students will be required to show their understanding of at least TWO prescribed texts.** The prescribed texts for this module are:

- *Stop it or Cop It* (advertisement)
- *7 Deadly Sins* (interactive website)
- *Sand Art* (art performance)
- *Grandmother's Lingo* (interactive website)
- Bear Grylls' *You vs. Wild* (interactive series)
- The student selected text analysed for the Independent Study of a Multimodal Text

Section 3: 20 marks: Module B: Close Study of Literature

In this section, students will need to compose an extended response that answers a particular question on this module. In developing their response, they should **consider the distinctive qualities of a substantial literary text and how these language features convey specific ideas.** The prescribed text for this module is: *Jasper Jones* by Craig Silvey.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- EXPLORE: discuss in detail
- EVALUATE: Make a judgement based on criteria; determine the value of..
- ANALYSE: Identify components and the relationship between them; draw out and relate implications.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This task will be completed under exam conditions during the Year 11 Examination Period in Week 9. Please consult your examination timetable to confirm the date of the exam.

Students must bring their own required equipment for the examination, which is a black pen. The examination and writing paper will be provided. Students are NOT to bring study notes into examination room.

Teacher Feedback and Student Self-Reflection

- The task be returned to students at the beginning of Term 4.
- At this time feedback including information on how to improve will be provided through an explicit marking criteria for each section of the exam, as well as marker comments.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- At the end of the examination period and upon return to class, students will also be expected to complete a self- reflection on their exam performance. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified as requiring strengthening for the future. This is an imperative task as we prepare for Year 12.

How does this link to my learning?

This tasks relates to the following Yearly Reporting Outcomes:

- Section 1: Understands and analyses the forms and features of language, and the structures of different texts, in shaping meaning about the concept of Change.
- Section 2: Effectively evaluates, through an extended response, how composers manipulate a variety of multimodal features in digital texts to convey specific ideas.
- Section 3: Develops a sustained, analytical response that communicates values, cultural assumptions and ideas within the prescribed text.

This task has also been modelled off the structure of the HSC English examination. Completion of this task will give students valuable practice of completing a HSC style examination and provide valuable feedback on their skills and knowledge as they commence their HSC next term.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures. Students who are absent from the examination, or have a legitimate reason for missing the task, must notify the school before the exam commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.