



Year 11 English Advanced

Task 4: Yearly Exam

Due Date: Yearly Exam Period
Monday 16th September, 2024 (Week 9)

Task Distributed: Monday 2nd September, 2024

Weighting: 40%

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

Task Type: Examination

Outcomes: EA11-1, EA11-3, EA11-5, EA11-8

Task Description

There is ONE PAPER in your English Advanced Yearly Examination. It will comprise of THREE sections.

Students will have 2 hours and 10 min reading time to complete this examination.

Section 1: 20 marks

Reading to Write

This section will ask students to:

1. Read a variety of unseen texts (eg: cartoons, poems, articles, short stories, etc.) and answer a series of short answer questions based on these texts. These 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.

2. Compose an imaginative response based on an unseen stimulus. Students should aim to write approx. 500 words and follow the appropriate narrative structure.

Students should strive to include figurative language and other literary devices that are reflective of their study of *Reading to Write*.

Section 2: 20 marks

Module A: Narratives that Shape Our World

In this section, students will need to compose an extended response which responds to the given question. This question may or may not include a stimulus.

In developing their response, students will need to consider how each respective text portrays a key narrative about our world, and consider how the modern text, *New Boy*, has been influenced by the original text, *Othello*, in terms of style, concepts and values.

In this response, students will be required to refer to their TWO prescribed texts, *Othello* by William Shakespeare and *New Boy* by Tracey Chevalier.

Section 3: 20 marks:

Module B: Critical Study of Literature

In this section, students will be required to develop an extended response that responds to the given question. This question may or may not include a stimulus. In developing this response, students will need to make detailed reference to the distinctive stylistic features of a substantial literary text, and how these features convey specific ideas.

In this response, students will be required to refer to their prescribed text: *Dunkirk* by Christopher Nolan.

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 the examination room.

Teacher Feedback and Student Self-Reflection

- The task will 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 speaking 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 task relates to the following Yearly Reporting Outcomes:

3. Understands the forms and features of language, and the structures of different texts, in shaping meaning, through both analytical and creative responses (Section 1)

4. Effectively synthesises multiple perspectives, narratives and cultural assumptions in two prescribed texts through a sustained evaluative response. (Section 2)

5. Develops a sustained, synthesised personal response that communicates values, cultural assumptions and ideas within the substantial prescribed text, while communicating complex ideas and arguments. (Section 3)

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.