 Assessment Task 3: Yearly examination

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Writing (Weighting: 40%) | 25 | 6 |

Outcomes

EE11-2B, EE11-5D

Values and attitudes

Students will value and appreciate:

* the importance of independent thinking, investigation and experimentation as a key to learning
* the personal enrichment to be gained from a love of English and an appreciation of the diversity and aesthetics of literature
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing.

Knowledge and understanding

Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

* articulate understanding through speaking, listening, reading, writing, viewing and representing
* craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
* express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
* express understanding of how cultural, historical and social contexts are represented in critical and creative texts
* reflect on and evaluate their own processes of learning and creativity.

General capabilities

[x] Critical and creative thinking

[x] Ethical understanding

[x] Literacy

Task Description

This task is designed to provide summative assessment of the knowledge and skills students acquire over the Year 11 English Extension 1 course.

The examination will have two sections:

Section I

Students will compose an extended analytical response in which they demonstrate their knowledge and understanding of how TWO of the texts studied in class, as well as one related text of their own choosing, contribute to a complex understanding of ideas in the unit.

Section II

Students will compose a piece of imaginative writing in response to a stimulus, in which they creatively convey a representation of the complex relationship between power and morality within a specific context.

Section 1: Extended Analytical Response

Question Options:

(Teacher to select question)

1. Power belongs to those who take it, regardless of the methods used to claim that power.
2. Powerful individuals may commit evil acts without necessarily being evil themselves.
3. Intent determines the morality of an individual’s actions, not the consequences of those actions.
4. A powerful individual’s morality can only be determined by their actions.
5. The consequences of an individual’s actions always justify those actions.
6. When an individual serves themselves, they serve others.
7. When an individual serves themselves, they serve the greater good.
8. Powerful individuals must balance the needs of the many with the needs of the few in order to rule justly.
	* To what extent does this statement reflect your understanding of the relationship between power and morality?

In your response, refer to TWO prescribed texts and ONE other related text of your own choosing.

Section II: Imaginative Composition

Question Options:

1. Compose a piece of imaginative writing that involves a crisis of conscience about a decision that will affect an individual’s position of power.
2. Compose a piece of imaginative writing in which a power struggle between two individuals reveals the ambiguous relationship between power and morality.
3. Compose a piece of imaginative writing in which your protagonist responds to a morally ambiguous act made by a secondary character.
4. Use a stimulus image to inspire a piece of imaginative writing that reveals the ambiguous relationship between power and morality.