



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English
Year: 11

Course: English Extension 1

Assessment Task: Yearly Examination

Assessment Weighting: 30% **Due:** Term 3, Weeks 9 & 10

Task Type: In Class Task

Outcomes assessed (NESA)
EE11-1, EE11-2, EE11- 3, EE11-5
Task Description/Overview
Students will complete an examination, based upon the concept of “The Darkness Within” studied throughout Year 11’s core focus of Gothic Conventions. Examination time: 2 hours + 10 minutes reading time.
Detailed Assessment Task Description
The examination will be divided into TWO sections: Section 1 Short Answer – 20 marks (suggested time 60 mins) This section will require students to engage with their prescribed Gothic text Bram Stoker’s <i>Dracula</i> , in conjunction with up to TWO related texts and complete an extended response to an unseen question. The response will require students to demonstrate their capacity to synthesise different texts to analyse the ways context, values and ideas are represented through different forms and features. Section 2 Imaginative Response – 20 marks (suggested time 60 mins) Students will engage with an unseen stimulus based on “The Darkness Within”. In their response, students will demonstrate knowledge and skills learned through their critical immersion in Gothic Conventions. A reflection on the impact of their creative choices, figurative language/language techniques, structure, form and characterisation may be required.

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Marking Criteria for Section I – Extended Response

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Composes an insightful response to the question with reference to the prescribed text Presents a skilful response with detailed analysis of well-chosen textual evidence from the prescribed text Writes a coherent and sustained response using language appropriate to audience and context 	17-20
High (H)	<ul style="list-style-type: none"> Composes a thoughtful response to the question with reference to the prescribed text Presents an effective response with analysis of well-chosen textual evidence from the prescribed text Writes an organised response using language appropriate to audience, purpose and context 	13-16
Sound (S)	<ul style="list-style-type: none"> Composes an adequate response to the question with some reference to the prescribed text Presents a response with some analysis of textual evidence from the prescribed text Write an adequate response using language that somewhat appropriate to audience, purpose and context 	9-12
Basic (B)	<ul style="list-style-type: none"> Attempts to compose a basic response to the question with inconsistent reference to the prescribed text Describes aspects of the text Attempts to compose a response with basic control of language that is inconsistently to audience, purpose and context 	5-8
Limited (L)	<ul style="list-style-type: none"> Refers to the text in a limited way Attempts to compose a response 	1-4

Marking Criteria for Section II – Creative Writing and Reflection

Creative Writing Criteria	Mark Range
<ul style="list-style-type: none"> Composes an engaging piece of writing that has insightful links to the stimulus Uses figurative language to effectively convey ideas Demonstrates effective control of language and structure, appropriate to purpose, context and form 	10-12
<ul style="list-style-type: none"> Composes a piece of writing that has relevant links to the stimulus Uses figurative language to competently convey ideas Demonstrates competent control of language and structure appropriate to audience, purpose, context and form 	7-9
<ul style="list-style-type: none"> Composes a piece of writing that has satisfactory links to the stimulus Uses figurative language to adequately convey ideas Demonstrates adequate control of language and structure appropriate to audience, purpose, context and form 	4-6
<ul style="list-style-type: none"> Composes a piece of writing that has some relevance to the stimulus Demonstrated limited control of language 	1-3

Reflection Criteria	Mark Range
<ul style="list-style-type: none"> Provides a detailed explanation of how figurative language or stylistic features have been used for a particular purpose using well-chosen detailed textual evidence 	8
<ul style="list-style-type: none"> Provides some explanation of how figurative language or stylistic features have been used for a particular purpose using relevant textual references Demonstrates competent control of evaluative language 	7-9
<ul style="list-style-type: none"> Provides a description or recount of how figurative language or structural features have been used Demonstrates variable control of evaluative language 	4-6
<ul style="list-style-type: none"> Provides some relevant information about their own writing 	1-3