



Final Examination 2022

NSW Year 11 English Standard

**General
Instructions**

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black pen
- A writing booklet is provided

**Total Marks:
60**

SECTION I – 20 marks (page 2)

- Attempt ONE question from Section I
- Allow about 40 minutes for this section

SECTION II – 20 marks (page 3)

- Attempt ONE question from Section II
- Allow about 40 minutes for this section

SECTION III – 20 marks (page 4)

- Attempt ONE question from Section III
- Allow about 40 minutes for this section

SECTION I – COMMON MODULE: READING TO WRITE

20 marks

Attempt ONE question from Section I

Allow about 40 minutes for this section

Your answer will be assessed on how well you:

- craft language to address the demands of the question
- use language appropriate to audience, purpose and context to shape meaning.

Question 1 (20 marks)

‘Stories matter.’ (Chimamanda Ngozi Adichie, 2009)

Compose a piece of imaginative, persuasive or discursive writing that shares a story that matters.

OR

Question 2 (20 marks)

‘The purpose of narrative is to present us with complexity and ambiguity.’ (Scott Turow, 2002)

Compose a piece of imaginative, persuasive or discursive writing that explores the complexity and ambiguity of experiences.

OR

Question 3 (20 marks)

‘The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.’ (Brandon Sanderson, 2010)

Compose a piece of imaginative, persuasive or discursive writing that reflects a key question explored in one of your prescribed texts.

SECTION II – MODULE A: CONTEMPORARY POSSIBILITIES**20 marks****Attempt ONE question from Section II****Allow about 40 minutes for this section**

Your answer will be assessed on how well you:

- demonstrate understanding of how ideas about different communication technologies shape the ways that we read, navigate, understand and respond to texts
- demonstrate understanding of the power of communication technologies to reach a broad audience for a range of purposes
- organise, develop and express ideas using language appropriate to audience, purpose and form.

Question 1 (20 marks)

In what ways does your prescribed text challenge or affirm the importance of representation in texts?

OR

Question 2 (20 marks)

Discuss the impact of rapidly evolving communication technologies on the way society receives information from texts.

In your response, make close reference to your prescribed text.

OR

Question 3 (20 marks)

To what extent do texts communicate key concerns in a global world?

In your response, make close reference to your prescribed text.

SECTION III – MODULE B: CLOSE STUDY OF LITERATURE

20 marks

Attempt ONE question from Section III

Allow about 40 minutes for this section

Your answer will be assessed on how well you:

- demonstrate understanding of a text’s distinctive qualities and how these shape meaning
- organise, develop and express ideas using language appropriate to audience, purpose and form

Question 1 (20 marks)

In what ways does context influence the construction of a text?

In your response, make close reference to your prescribed text.

OR

Question 2 (20 marks)

How do the distinctive qualities of a text reflect the key values of society?

In your response, make close reference to your prescribed text.

OR

Question 3 (20 marks)

‘Literature always anticipates life. It does not copy it, but moulds it to its purpose.’ (Oscar Wilde, 1891)

Evaluate how this statement reflects your understanding of the way the composer has crafted your prescribed text.

End of paper



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Writing Booklet

Instructions

- Answer ONE question from each section
- If you need more space to answer the questions, you may ask for an extra writing booklet
- Write using a black pen

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Section III – Answer ONE question from Section III

Write the question number you have selected in the space provided.

Question Number

Answer this question on pages 16–22.

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Marking Guidelines

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SECTION I – COMMON MODULE: READING TO WRITE**Question 1**

Syllabus content	Syllabus outcomes
Reading to Write	EN11–1, EN11–3, EN11–4, EN11–5, EN11–7

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a piece of engaging imaginative, persuasive or discursive writing that shares a story that matters using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> being a piece of developed imaginative, persuasive or discursive writing that shares a story that matters using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that shares a story that matters its use of language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that attempts to share a story that matters its use of language showing control of language and structure. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> show composition of a piece of imaginative, persuasive or discursive writing with some relevance to the question show basic control of language and structure. 	1–4

Question 2

Syllabus content	Syllabus outcomes
Reading to Write	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a piece of engaging imaginative, persuasive or discursive writing that explores the complexity and ambiguity of experiences using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> being a piece of developed imaginative, persuasive or discursive writing that explores the complexity and ambiguity of experiences using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that explores the complexity and ambiguity of experiences its use of language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that attempts to explore the complexity and ambiguity of experiences its use of language showing control of language and structure. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> show composition of a piece of imaginative, persuasive or discursive writing with some relevance to the question show basic control of language and structure. 	1–4

Question 3

Syllabus content	Syllabus outcomes
Reading to Write	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a piece of engaging imaginative, persuasive or discursive writing that reflects a key question explored in the prescribed text using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> being a piece of developed imaginative, persuasive or discursive writing that reflects a key question explored in the prescribed text using crafted language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that reflects a key question explored in the prescribed text its use of language showing control of language and structure that is appropriate for the audience, purpose, context and selected form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative, persuasive or discursive writing that attempts to reflect a key question explored in the prescribed text its use of language showing control of language and structure. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> show composition of a piece of imaginative, persuasive or discursive writing with some relevance to the question show basic control of language and structure. 	1–4

SECTION II – MODULE A: CONTEMPORARY POSSIBILITIES**Question 1**

Syllabus content	Syllabus outcomes
Contemporary Possibilities	EN11–1, EN11–3, EN11–5, EN11–7, EN11–8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the ways the prescribed text challenges or affirms the importance of representation in texts using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> evaluating the ways the prescribed text challenges or affirms the importance of representation in texts using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the ways the prescribed text challenges or affirms the importance of representation in texts using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the text with some reference to the question using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

Question 2

Syllabus content	Syllabus outcomes
Contemporary Possibilities	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> discussing the impact of rapidly evolving communication technologies on the way society receives information from texts using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> discussing the impact of rapidly evolving communication technologies on the way society receives information from texts using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the impact of rapidly evolving communication technologies on the way society receives information from texts using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the text with some reference to the statement using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

Question 3

Syllabus content	Syllabus outcomes
Contemporary Possibilities	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which texts communicate key concerns in a global world using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> evaluating the extent to which texts communicate key concerns in a global world using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how texts communicate key concerns in a global world using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the text with some reference to the question using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

SECTION III – MODULE B: CLOSE STUDY OF LITERATURE**Question 1**

Syllabus content	Syllabus outcomes
Close Study of Literature	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> explaining how context influences the construction of the prescribed text using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> explaining how context influences the construction of the prescribed text using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how context influences the construction of the prescribed text using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the prescribed text with some reference to the question using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

Question 2

Syllabus content	Syllabus outcomes
Close Study of Literature	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating how the distinctive qualities of a text reflect the key values of society with close reference to the prescribed text using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> evaluating how the distinctive qualities of a text reflect the key values of society with close reference to the prescribed text using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how the distinctive qualities of a text reflect the key values of society with reference to the prescribed text using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the prescribed text with some reference to the question using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

Question 3

Syllabus content	Syllabus outcomes
Close Study of Literature	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which the statement reflects the way the prescribed text has been crafted using relevant, detailed evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> evaluating the extent to which the statement reflects the way the prescribed text has been crafted using relevant evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how the statement reflects the way the prescribed text has been crafted using some evidence from the prescribed text organising and expressing ideas using language that is appropriate for the audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the prescribed text with some reference to the statement using evidence from the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4