



Final Examination 2023

NSW Year 11 English Advanced

**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 questions 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:

- compose an engaging story
- explore a concept relevant to the question that is appropriate to audience and purpose
- demonstrate control of language through the appropriate use of form and literary techniques.

Question 1 (20 marks)

Compose a piece of imaginative writing that explores feeling trapped in a world of disorder.

OR

Question 2 (20 marks)

Compose a piece of imaginative writing that uses a letter as the central metaphor.

OR

Question 3 (20 marks)

Time passes, but memories pervade.

Compose a piece of imaginative writing that uses flashbacks to explore the power of memory.

SECTION II – MODULE A: NARRATIVES THAT SHAPE OUR WORLD**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 your understanding of the module using detailed textual support
- analyse and explain the effect of language forms and textual features on the creation of meaning
- construct a sustained and cohesive response to the question using language appropriate to audience, purpose and context.

Question 1 (20 marks)

To what extent does the power of storytelling lie in the composer's ability to leave the audience questioning themselves and the world around them?

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

OR

Question 2 (20 marks)

How does your prescribed text use characterisation to create meaning and connect people across different communities?

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

OR

Question 3 (20 marks)

To what extent do narratives inspire readers to make sense of their own lives?

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

SECTION III – MODULE B: CRITICAL 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 an informed understanding of the ideas expressed in the text
- organise, develop and express ideas using language appropriate to audience, purpose and form.

Question 1 (20 marks)

The role of literature is to challenge assumptions about the world and represent them in new ways.

To what extent does your prescribed text align with this statement?

OR

Question 2 (20 marks)

Context and meaning are intertwined; each is shaped by the other.

To what extent does your prescribed text align with this statement?

OR

Question 3 (20 marks)

A composer's purpose is to deepen and question the audience's understanding of the world around them.

To what extent does your prescribed text align with this statement?

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

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

Handwriting area with 24 horizontal lines.

If you require more space to answer the Section I question, you may ask for an extra writing booklet.

If you have used an extra writing booklet for the Section I question, tick here.

End of Section I

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 25 horizontal lines for writing.

A large rectangular area containing 35 horizontal lines for writing.

If you require more space to answer the Section III question, you may ask for an extra writing booklet.

If you have used an extra writing booklet for the Section III question, tick here.

End of Section III



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Marking Guidelines

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

Syllabus content	Syllabus outcomes
Reading to Write	EA11-1, EA11-3, EA11-4, EA11-5

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> being an engaging piece of imaginative writing that explores feeling entrapped in a world of disorder representing and exploring a concept in an insightful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a developed piece of imaginative writing that explores feeling entrapped in a world of disorder representing and exploring a concept in an insightful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that explores feeling trapped in a world of disorder representing and exploring a concept in a general manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that attempts to explore feeling trapped in a world of disorder representing and/or exploring some interesting ideas demonstrating control of language through some use of form and literary techniques. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> compose a piece of imaginative writing with some relevance to the question demonstrate a basic control of language. 	1–4

Question 2

Syllabus content	Syllabus outcomes
Reading to Write	EA11-1, EA11-3, EA11-4, EA11-5

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> being an engaging piece of imaginative writing that uses a letter as the central metaphor representing and exploring a concept in an insightful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a developed piece of imaginative writing that uses a letter as the central metaphor representing and exploring a concept in an thoughtful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that uses a letter as the central metaphor representing and exploring a concept in a general manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that attempts to use a letter as the central metaphor representing and/or exploring some interesting ideas demonstrating control of language through some use of form and literary techniques. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> compose a piece of imaginative writing with some relevance to the question demonstrate a basic control of language. 	1–4

Question 3

Syllabus content	Syllabus outcomes
Reading to Write	EA11-1, EA11-3, EA11-4, EA11-5

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> being an engaging piece of imaginative writing that uses flashbacks to explore the power of memory representing and exploring a concept in an insightful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> being a developed piece of imaginative writing that uses flashbacks to explore the power of memory representing and exploring a concept in an insightful manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that uses flashbacks to explore the power of memory representing and exploring a concept in a general manner that is appropriate to audience and purpose demonstrating control of language through the appropriate use of form and literary techniques to convey meaning. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> being a piece of imaginative writing that attempts to use flashbacks to explore the power of memory representing and/or exploring some interesting ideas demonstrating control of language through some use of form and literary techniques. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> compose a piece of imaginative writing with some relevance to the question demonstrate a basic control of language. 	1–4

SECTION II – MODULE A: NARRATIVES THAT SHAPE OUR WORLD**Question 1**

Syllabus content	Syllabus outcomes
Narratives that Shape our World	EA11-3, EA11-5, EA11-7, EA11-9

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating the extent to which the power of storytelling lies in the composer's ability to leave the audience questioning themselves and the world around them demonstrating an extensive understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing an insightful argument using language that is appropriate to audience, purpose and context. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which the power of storytelling lies in the composer's ability to leave the audience questioning themselves and the world around them demonstrating an understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing a thoughtful argument using language that is appropriate to audience, purpose and context. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the extent to which the power of storytelling lies in the composer's ability to leave the audience questioning themselves and the world around them demonstrating an understanding of how texts represent ideas using some evidence from the prescribed text providing an argument using language that is appropriate to audience, purpose and context. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the module and prescribed text with some reference to the question demonstrating a limited understanding of how texts represent ideas using minimal evidence from the prescribed text. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the module and prescribed text organise ideas in a basic manner. 	1–4

Question 2

Syllabus content	Syllabus outcomes
Narratives that Shape our World	EA11-3, EA11-5, EA11-7, EA11-9

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating how the prescribed text uses characterisation to create meaning and connect people across different communities demonstrating an extensive understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing an insightful argument using language that is appropriate to audience, purpose and context. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating how the prescribed text uses characterisation to create meaning and connect people across different communities demonstrating an understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing a thoughtful argument using language that is appropriate to audience, purpose and context. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how the prescribed text uses characterisation to create meaning and connect people across different communities demonstrating an understanding of how texts represent ideas using some evidence from the prescribed text providing an argument using language that is appropriate to audience, purpose and context. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the module and prescribed text with some reference to the question demonstrating a limited understanding of how texts represent ideas using minimal evidence from the prescribed text. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the module and prescribed text organise ideas in a basic manner. 	1–4

Question 3

Syllabus content	Syllabus outcomes
Narratives that Shape our World	EA11-3, EA11-5, EA11-7, EA11-9

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating the extent to which narratives inspire readers to make sense of their own lives demonstrating an extensive understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing an insightful argument using language that is appropriate to audience, purpose and context. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which narratives inspire readers to make sense of their own lives demonstrating an understanding of how texts represent ideas using detailed analysis of carefully selected evidence from the prescribed text providing a thoughtful argument using language that is appropriate to audience, purpose and context. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the extent to which narratives inspire readers to make sense of their own lives demonstrating an understanding of how texts represent ideas using some evidence from the prescribed text providing an argument using language that is appropriate to audience, purpose and context. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the module and prescribed text with some reference to the question demonstrating an understanding of how texts represent ideas using minimal evidence from the prescribed text. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the module and prescribed text organise ideas in a basic manner. 	1–4

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

Syllabus content	Syllabus outcomes
Critical Study of Literature	EA11-1, EA11-3, EA11-5, EA11-8

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating the extent to which the prescribed text challenges assumptions about the world and represents them in new ways demonstrating an extensive understanding of context, language, form and ideas using relevant and detailed analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which the prescribed text challenges assumptions about the world and represents them in new ways demonstrating an understanding of context, language, form and ideas using relevant analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the extent to which the prescribed text challenges assumptions about the world and represents them in new ways demonstrating an understanding of context, language, form and ideas using evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to 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 demonstrating a limited understanding of context, language, form and ideas using minimal evidence from the prescribed text organising, developing and expressing 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
Critical Study of Literature	EA11-1, EA11-3, EA11-5, EA11-8

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating the extent to which context and meaning are intertwined and shaped by the other in the prescribed text demonstrating an extensive understanding of context, language, form and ideas using relevant and detailed analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which context and meaning are intertwined and shaped by the other in the prescribed text demonstrating an understanding of context, language, form and ideas using relevant analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the extent to which context and meaning are intertwined and shaped by the other in the prescribed text demonstrating an understanding of context, language, form and ideas using evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to 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 demonstrating a limited understanding of context, language, form and ideas using minimal evidence from the prescribed text organising, developing and expressing 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
Critical Study of Literature	EA11-1, EA11-3, EA11-5, EA11-8

Criteria	Marks
<p>The response is skilful in:</p> <ul style="list-style-type: none"> evaluating the extent to which the prescribed text deepens and questions the audience's understanding of the world around them demonstrating an extensive understanding of context, language, form and ideas using relevant and detailed analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	17–20
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating the extent to which the prescribed text deepens and questions the audience's understanding of the world around them demonstrating an understanding of context, language, form and ideas using relevant analysis of evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining the extent to which the prescribed text deepens and questions the audience's understanding of the world around them demonstrating an understanding of context, language, form and ideas using evidence from the prescribed text organising, developing and expressing ideas using language that is appropriate to 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 demonstrating a limited understanding of context, language, form and ideas using minimal evidence from the prescribed text organising, developing and expressing 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