

Friday 27 May 2016

Question book

English

Year 11 — Supervised assessment

Time allowed 120 minutes

Materials provided

1. Question book (this book)
2. Instrument-specific standards (at the back of this book)
3. Response book
4. Quotation book
5. Drafting paper.

Equipment

Equipment	Comments
pens (black ink only)	use black ink for your response
correction fluid/tape	remember to write over what you have corrected
highlighters	may be used for identifying key information

Guidelines

The assessment presents two questions for each of the following texts:

- Shakespeare's *Macbeth*
- Arthur Miller's *The Crucible*.

Choose **one** question relating to the text you have studied and write an analytical essay in response

Write about 500–700 words (excluding quotations).

The questions for *Macbeth* are on page 2. (Choose one)

The questions for *The Crucible* are on page 4. (Choose one)

Handwrite your response in the space provided in the supplied response book. Only the response book will be collected.

You may use this book and drafting paper for planning, but they will not be marked.

Each question is designed for you to be able to demonstrate the syllabus objectives across the range of standards within the time allowed and length guidelines.



Queensland
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Queensland Curriculum
& Assessment Authority

Planning space

Text 1: *Macbeth*

Conditions	Conditions are identical for both texts
Genre	analytical exposition — essay
Purpose	to communicate an informed perspective on the ways representations are constructed in a literary text and influence audiences
Audience	readers who have a deep understanding of the play; you can assume the reader is familiar with the play's setting, plot and characters
Length	about 500–700 words (excluding quotations)

Respond to *either* Question 1 or Question 2 (answer one question only).

Question 1

Focus: Representations of **power** in the play *Macbeth*

Shakespeare's play *Macbeth* conveys many different ideas about the nature of power and the way it operates.

Choose one main idea about power from the play that is communicated to the audience through the representation of a particular character or characters.

In your essay, analyse how the play's representation of the character/s invites the audience to view this idea about power.

In your essay, you should:

- establish your thesis/central idea
- develop this thesis/central idea using at least two main points
- use supporting evidence from the play, including quotations
- provide a conclusion.

Question 2

Focus: Representations of **gender** in the play *Macbeth*

Shakespeare's play *Macbeth* presents a range of ideas, attitudes and behaviours associated with ways of being a man and ways of being a woman.

Choose one main idea about masculinity and/or femininity that the play presents.

In your essay, analyse how the play invites the audience to view this idea about masculinity and/or femininity.

In your essay, you should:

- establish your thesis/central idea
- develop this thesis/central idea using at least two main points
- use supporting evidence from the play, including quotations
- provide a conclusion.

Planning space

Text 2: *The Crucible*

Conditions	Conditions are identical for both texts
Genre	analytical exposition — essay
Purpose	to communicate an informed perspective on the ways representations are constructed in a literary text and influence audiences
Audience	readers who have a deep understanding of the play; you can assume the reader is familiar with the play's setting, plot and characters
Length	about 500–700 words (excluding quotations)

Respond to *either* Question 1 or Question 2 (answer one question only).

Question 1

Focus: Representations of **personal integrity** in the play *The Crucible*

Arthur Miller's play *The Crucible* includes a number of characters who must decide whether to protect their reputation or to protect their personal integrity.

Choose at least one character from the play who represents a particular idea about personal integrity.

In your essay, analyse how the play's construction of the character/s invites the audience to view this idea about personal integrity.

In your essay, you should:

- establish your thesis/central idea
- develop this thesis/central idea using at least two main points
- use supporting evidence from the play, including quotations
- provide a conclusion.

Question 2

Focus: Representations of **community and social context** in the play *The Crucible*

Arthur Miller's play *The Crucible* depicts a community that is, for a number of reasons, experiencing social disharmony.

Choose at least one main cause of this disharmony.

In your essay, analyse ways in which the play invites the audience to view this cause/s of the social disharmony depicted.

In your essay, you should:

- establish your thesis/central idea
- develop this thesis/central idea using at least two main points
- use supporting evidence from the play, including quotations
- provide a conclusion.

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English instrument-specific standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Understanding and responding to contexts	<ul style="list-style-type: none"> • exploitation of genre patterns and conventions of an analytical essay to achieve specific purposes • discerning selection, organisation and synthesis of relevant and substantive subject matter to support opinions and perspectives • manipulation and control of role of the essay writer and relationship with readers 	<ul style="list-style-type: none"> • effective control of genre patterns and conventions of an analytical essay to achieve specific purposes • effective selection, organisation and synthesis of relevant subject matter to support opinions and perspectives • establishment and control of role of the essay writer and relationship with readers 	<ul style="list-style-type: none"> • use of genre patterns and conventions of an analytical essay to achieve purposes • selection, sequencing and organisation of relevant subject matter to support opinions and perspectives • establishment and maintenance of role of the essay writer and relationship with readers 	<ul style="list-style-type: none"> • use of aspects of genre patterns and conventions of an analytical essay to achieve some purposes or perspectives • selection and organisation of subject matter to support opinions or perspectives • establishment of role of the essay writer and relationship with readers 	<ul style="list-style-type: none"> • use of aspects of genre patterns and conventions of an analytical essay • selection of some subject matter to state an opinion • use of role of the essay writer
Understanding and controlling textual features	<ul style="list-style-type: none"> • a discerning combination of a range of grammatically accurate language structures for specific effects, including clauses and sentences • discerning use of cohesive devices to develop and emphasise ideas and connect parts of the analytical essay, including paragraphing • discerning use of a wide range of apt vocabulary for specific purposes • discerning use of written features to achieve specific effects: <ul style="list-style-type: none"> – conventional spelling and punctuation 	<ul style="list-style-type: none"> • control of a range of grammatically accurate language structures to achieve effects, including clauses and sentences • effective use of cohesive devices to develop and emphasise ideas and connect parts of the analytical essay, including paragraphing • effective use of a range of apt vocabulary for specific purposes • effective use of written features to achieve effects: <ul style="list-style-type: none"> – conventional spelling and punctuation 	<ul style="list-style-type: none"> • use of a range of mostly grammatically accurate language structures to achieve purposes, including clauses and sentences • use of cohesive devices to develop and emphasise ideas and connect parts of the analytical essay, including paragraphing • use of suitable vocabulary for purposes • suitable use of written features to achieve purposes: <ul style="list-style-type: none"> – conventional spelling and punctuation 	<ul style="list-style-type: none"> • inconsistency in the use of grammar and language structures to meet a purpose • use of some cohesive devices to connect parts of the analytical essay, including paragraphing • use of vocabulary that varies in suitability for a purpose • use of written features that vary in suitability: <ul style="list-style-type: none"> – conventional spelling and punctuation 	<ul style="list-style-type: none"> • grammar and language structures that impede meaning • some connections between parts of the analytical essay • use of vocabulary that distracts from purpose • written features that distract from meaning: <ul style="list-style-type: none"> – conventional spelling and punctuation
Evaluating meaning	<ul style="list-style-type: none"> • discerning analysis of the ways ideas, attitudes and values underpin the play and influence audiences • subtle and complex evaluation of perspectives and representations of concepts, identities, times and places in the play • discerning evaluation of aesthetic features and their effects in the play 	<ul style="list-style-type: none"> • effective analysis of the ways ideas, attitudes and values underpin the play and influence audiences • effective evaluation of perspectives and representations of concepts, identities, times and places in the play • effective evaluation of aesthetic features and their effects in the play 	<ul style="list-style-type: none"> • analysis of the ways ideas, attitudes and values underpin the play and influence audiences • evaluation of perspectives and representations of concepts, identities, times and places in the play • identification and explanation of aesthetic features and their effects in the play 	<ul style="list-style-type: none"> • identification of ideas, attitudes and values that underpin the play and influence audiences • identification of some perspectives and representations of concepts, identities, times and places in the play • identification of aesthetic features and some effects in the play 	<ul style="list-style-type: none"> • identification of some ideas, attitudes and values in the play • identification of some concepts, identities, times and places in the play • identification of some aesthetic features in the play