

Name:

Teacher:

YEAR 11 ENGLISH SEMESTER 1, 2017

Task 3: Essay Exam on *The Crucible*

Context:

You have studied Arthur Miller's *The Crucible* this term. Your study has encompassed the ways in which the play depicts, and positions readers in relation to, characters, issues, and themes.

Role:

Your job now is to write an **analytical essay** in response to One of the questions below. Your readership is comprised of your Year 11 contemporaries at other Brisbane schools who will be able to read your essay via our School's new online database of student responses to literature. You should assume knowledge of literary terms and concepts, and of the play and its contexts.

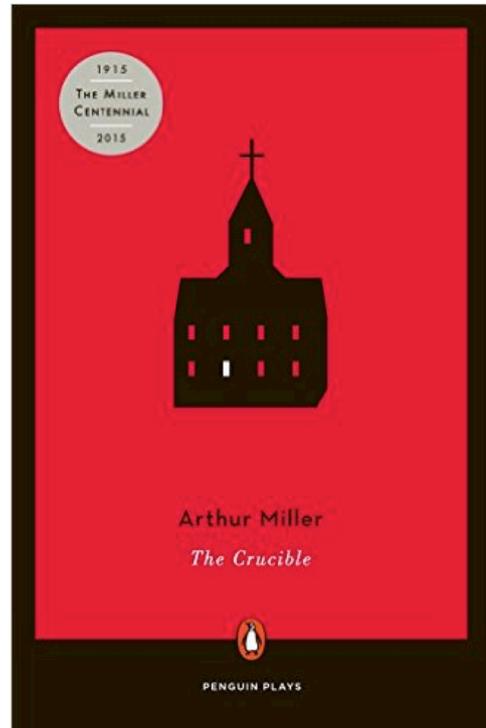
Task:

Analyse and evaluate the play in response to one of these questions:

1. **What concept of integrity is privileged in the play?**
2. **How is the community of Salem represented in the play?**
3. **What view of diabolism is presented in the play?**
4. **What attitude to reputation is endorsed in the play?**

Guidelines:

- Follow the generic essay structure for analytical exposition
- Refer to specific textual features of your novel



Conditions:

- 20 minutes planning on the yellow sheet provided
- 90 minutes writing
- Approx 700 words
- No notes allowed
- Clean copy of play allowed
- No notice of topic
- Supervised exam conditions
- Teacher input into content and genre

Dimension	A	B	C	D	E
Understanding and responding to contexts	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> exploitation of a range of genre patterns and conventions to achieve specific purposes discerning selection, organisation and synthesis of relevant and substantive subject matter to support opinions and perspectives manipulation and control of roles of the writer and relationships with audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective control of a range of genre patterns and conventions to achieve specific purposes effective selection, organisation and synthesis of relevant subject matter to support opinions and perspectives establishment and control of roles of the writer and relationships with audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> use of genre patterns and conventions to achieve purposes selection, sequencing and organisation of relevant subject matter to support opinions and perspectives establishment and maintenance of roles of the writer and relationships with audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> use of aspects of genre patterns and conventions to achieve some purposes selection and organisation of subject matter to support opinions or perspectives establishment of some roles of the writer and relationships with audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> use of aspects of genre patterns and conventions selection of some subject matter to state an opinion use of roles of the 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 mode- appropriate cohesive devices to develop and emphasise ideas and connect parts of texts, including paragraphing discerning use of a wide range of apt vocabulary for specific purposes discerning use of written features to achieve specific effects: spelling 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 mode- appropriate cohesive devices to develop and maintain ideas and connect parts of texts, including paragraphing effective use of a range of apt vocabulary for specific purposes effective use of written features to achieve effects: spelling 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 mode- appropriate cohesive devices to link ideas and connect parts of texts, including paragraphing use of suitable vocabulary for purposes suitable use of written features to achieve purposes: spelling punctuation 	<ul style="list-style-type: none"> inconsistency in the use of grammar and language structures to meet a purpose use of some mode- appropriate cohesive devices to connect parts of texts, including paragraphing use of vocabulary that varies in suitability for a purpose use of written features that vary in suitability: spelling punctuation 	<ul style="list-style-type: none"> grammar and language structures that impede meaning some connections between parts of texts use of vocabulary that distracts from purpose features that distract from meaning: spelling punctuation
Creating and evaluating meaning Evaluating	<ul style="list-style-type: none"> discerning analysis of the ways ideas, attitudes and values underpin texts and influence audiences subtle and complex evaluation of perspectives and representations of concepts, identities, times and places in texts discerning evaluation of aesthetic features and their effects in texts. 	<ul style="list-style-type: none"> effective analysis of the ways ideas, attitudes and values underpin texts and influence audiences effective evaluation of perspectives and representations of concepts, identities, times and places in texts effective evaluation of aesthetic features and their effects in texts. 	<ul style="list-style-type: none"> analysis of the ways ideas, attitudes and values underpin texts and influence audiences evaluation of perspectives and representations of concepts, identities, times and places in texts identification and explanation of aesthetic features and their effects in texts. 	<ul style="list-style-type: none"> identification of ideas, attitudes and values that underpin texts and influence audiences identification of some perspectives and representations of concepts, identities, times and places in texts identification of aesthetic features and some effects in texts. 	<ul style="list-style-type: none"> identification of some ideas, attitudes and values in texts identification of some concepts, identities, times and places in texts identification of some aesthetic features in texts.

Teacher Feedback:

Grade Awarded:

