



## Assessment Task Notification

All students are asked to sign the teacher's copy to verify this notification has been distributed at least two weeks before the task date.

<b><u>Course:</u></b>	<b>Year 12 Extension English 1</b>
<b><u>Task Number:</u></b>	<b>1</b>
<b><u>Date of Task:</u></b>	Due Term One, Week
<b><u>Task Value:</u></b>	<b>30%</b>
<b><u>Nature of Task:</u></b>	Essay
<b><u>Word/Page Limit:</u></b> (plus, any penalties applicable)	Writing Task will be 1500-1700 words in total.
<b><u>Other Information:</u></b>	
<b><u>Outcomes Assessed:</u></b>	<b>1, 3</b>

### Syllabus rubric:

- It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts.
- A climate of Cold War anxiety permeates these texts in a number of ways.
- The texts may emerge from, respond to, critique, and shape our understanding of ways of thinking during this period.
- Many of these texts have a common focus on the personal and political ramifications of this era.
- They are often characterised by an intensified questioning of humanity and human beliefs and values.
- Experimentation with ideas and form may reflect or challenge ways of thinking during this period.

E X T E N S I O N   E N G L I S H   1  
( A F T E R   T H E   B O M B )

**ASSESSMENT NO. 1**

**TOPIC:** Text and Ways of Thinking - After the Bomb.  
**DUE:** 16<sup>th</sup> March, Week 9, Term 1.  
**VALUE:** Knowledge and Skills 30%

**TARGETED OUTCOMES:**

1. A student distinguishes and evaluates the values expressed through texts.
3. A student composes extended texts.

After the Bomb period saw the emergence of texts that challenged conventional ways of thinking through the ideas they explored and through their manipulation of textual form.”

To what extent does this statement reflect your understanding of the After the Bomb period?

In your response, refer to Artist of the Floating World and One texts of your own choosing.

Texts created 'after the bomb' both reflect and challenge the personal and political values of their time, using their textual forms as vehicles to respond to the world around them. Evaluate this statement.

Political and Social Anxiety are the main concerns of the elective *After the Bomb*. How are these elements given in significance in the texts studied for this elective? In your response, refer to TWO of your prescribed texts, and at least TWO texts of your own choosing.

<b>Marking Guidelines</b>	<b>Criteria Mark</b>
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated ability to evaluate the given statement in relation to ways of thinking in the elective After the Bomb</li> <li>• Demonstrates sophisticated ability to compose an essay that makes insightful use of <u>Artist of a Floating World</u> and own text(s)</li> <li>• Displays a highly-developed control of language to express complex ideas with clarity and originality</li> </ul>	21---25
<ul style="list-style-type: none"> <li>• Demonstrates substantial ability to evaluate the given statement in relation to ways of thinking in the elective After the Bomb</li> <li>• Demonstrates substantial ability to compose an essay that makes skilful use of <u>Artist of a Floating World</u> and own text(s)</li> <li>• Displays effective control of language to express complex ideas with clarity and originality</li> </ul>	16---20
<ul style="list-style-type: none"> <li>• Demonstrates sound discussion of the given statement in relation to ways of thinking in the elective After the Bomb</li> <li>• Demonstrates sound ability to compose an essay that makes appropriate use of <u>Artist of a Floating World</u> and own text(s)</li> <li>• Displays competent control of language to express some complex ideas</li> </ul>	11---15
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the given statement in relation to ways of thinking in the elective After the Bomb</li> <li>• Demonstrates limited ability to compose an essay and makes limited use of <u>Artist of a Floating World</u> and own text(s)</li> <li>• Displays limited control of language</li> </ul>	6---10
<ul style="list-style-type: none"> <li>• Demonstrates minimal engagement with the given statement</li> <li>• Displays minimal ability to discuss texts</li> <li>• Displays minimal control of language</li> </ul>	1---5

