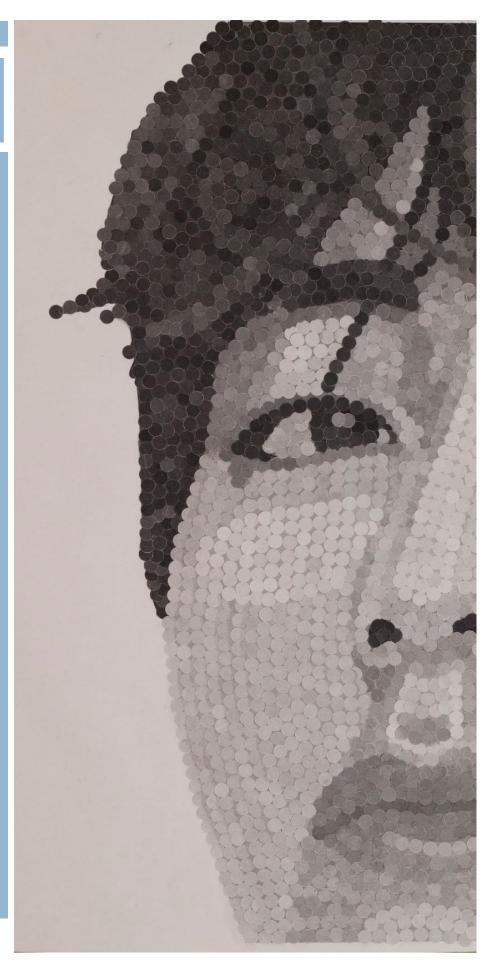ESSENTIAL ENGLISH
INVESTIGATION TEST YR
11

Cover art and internal art:
Elesa Stellios 2019

English Year 11 Creative Task A Grade Annotated Exemplar

INVESTIGATION TEST

Course:	ESSENTIAL ENGLISH A
Unit:	Unit 2 – Making Connections
Year Group:	11
Assessment Conditions:	• Test with unseen questions following an investigation focused on a documentary series. • Double lesson, 100 min • 30% • Exam conditions • Hand annotated copy of LONGTERMISM article and 1 page of research notes: • What is longtermism? - BBC Future
Prior learning:	This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts. Students have studied the documentary series *The Future Of…* and read an article about William Macaskill's concept of 'longtermism'.

TASK SUMMARY:

In this in-class Investigating task you must answer all questions in full sentences and paragraphs. For Questions 1-3, use evidence from the documentary episodes
For Question 4, refer to the article and your independent research, citing your sources.

Answer in full sentences, giving examples and references in your answers.

LINKS TO BSSS ESSENTIAL ENGLISH A COURSE

Unit: Making Connections

Content Descriptions	Elaborations
Use strategies and skills for comprehending texts including: • interpreting structural and language features and aural and visual cues used in texts • making inferences from content, text structures and language features • summarising ideas and information presented in texts	Students will demonstrate comprehension of the ideas and arguments in the 'Future Of…' texts. They will interpret meaning in relation to the rhetorical strategies employed and discuss the effect of those strategies.

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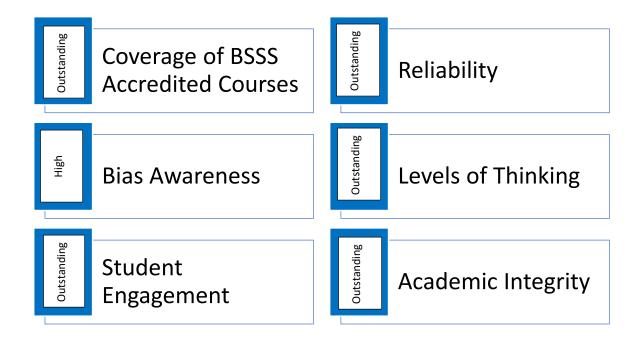|	
• identifying similarities and differences between own response to texts and responses of others	
Consider the ways in which context, purpose and audience influence meaning including: • the ways in which main ideas, values and supporting details are represented in social, community and workplace texts • the effects of mediums, types of texts and text structures on audiences, for example, pop-ups on websites, flashbacks in films and intonation in speeches • the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games	Students will consider the techniques and rhetorical strategies of documentary film makers.
Using information for specific purposes and contexts by: • locating and selecting information from a range of sources • identifying the relevance and usefulness of each source • using different strategies for finding information such as taking notes to summarise and/or paraphrase information	Students will construct notes on key issues and rhetoric of the documentary series to support answering unseen questions. They will access and interpret notes under test conditions.
Create a range of texts: • using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts • selecting text structures, language features and visual techniques to communicate and represent ideas and information • developing appropriate vocabulary and using accurate spelling, punctuation and grammar • using strategies for planning, drafting and proofreading, and appropriate referencing	Students communicate their answers to questions in clear and logical paragraphs using evidence.
Key concepts and ideas:	examine how the structure and language of texts varies in different modes, mediums and contexts understand reasons for language choices and their effects on audiences in a variety of texts and contexts create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

Cross-curriculum priorities:	Students will engage with broad ethical questions posed by questions about the future and technology. They will consider the implications of technology developed and used in Asia and Australia.
General Capabilities:	• Literacy, • Numeracy, • Information and communication technology (ICT) • Critical and creative thinking • Personal and social, Intercultural understanding • Ethical Understanding Through interpreting texts and analysing arguments rhetorical and persuasive techniques that enhance and obscure meaning, to clarify their own positions, and communicating arguments that engage with ethical questions raised by social and technology problems, students will engage with the General Capabilities.

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

| Outstanding | Coverage of BSSS Accredited Courses |
| Outstanding | Reliability |

| High | Bias Awareness |
| Outstanding | Levels of Thinking |

| Outstanding | Student Engagement |
| Outstanding | Academic Integrity |

1. Coverage of BSSS Accredited Courses

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly engages with key concepts of the unit indicating those that are most appropriate for this type of task. Students are focused on analysing texts for form and content. The concept of "longtermism" – the idea that positively influencing the future is a key moral priority of our time – clearly addresses the cross-curriculum priority of sustainability and the general capabilities of ethical understanding and personal and social capacity, in addition to the expected literacy and critical and creative thinking capabilities.

2. Reliability

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e., instructions, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e., evaluates, analyses etc. The comparability of responses is high.

3. Bias Awareness

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

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All students complete a similar task. There is variation in task type, with this final task being a test. The questions are focused on key concepts and content in the course that was taught and so students were able to prepare if had chosen to do so. The test corresponds to core disciplinary capabilities.

4. Levels of Thinking

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students are asked to analyse and evaluate sources. Students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a stand or decision.

5. Student Engagement

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

Students are motivated by the testing condition to prepare and retain knowledge, as well as practice skills. With the chance to prepare and use their own notes they are supported in learning research techniques and being well-prepared for the task. Purposeful connection to ethical issues and the future appeal to student cohorts; research shows that concern about the future, equity and climate change are salient concerns for today's youth.

6. Academic Integrity

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

As an unseen task under exam conditions, students are unable to plagiarise or access unauthorised assistance. While students may be able to write general commentary based on plagiarised or AI sources, their ability to fit this information to the questions provided still permits assessment of critical thinking and appropriacy of choices.

English Year 11 Creative Task A Grade Annotated Exemplar

1. **The Future of Health explores technological innovations which could allow us to live longer, healthier lives.**

-   **analyse how the creators of this episode make the information presented engaging and thought-provoking for viewers**
-   **Give examples of specific techniques used and their effect on the audience to support your analysis.**

You could analyse: the inclusion of interviews with experts; the impact of music and voiceover; the use of graphics; the role of transplant recipient Damien's personal story.

The Future of Health episode and other episodes use auditory and visual techniques to engege the audience while also feeding information to supplement there points and to better the audiences understanding of what they are trying to convey. The episodes mainly use short durations for clips to keep the audience engaged in the content. For example, it switched from a scientist talking to Damien talking about experiences, to a clip of what might happen to the commentator talking over interesting pictures. That suits how people watch media now, for example in Tik Tok and Instagram people like short clips that change quickly and that keeps their attention. The clips are also so short to match the sentences, rather than a single clip to explain it all. The sentences are punchy and fast and don't drag on getting boring and complex.

> KU2 B; KU3 B; C4 A; The student analyses the text to identify the rhetorical strategies and techniques used. There is some detail about how they are used but would have been better supported by specific examples and quotations. A few spelling and punctuations errors, but still fluent.

2. **The Future of SPORT explores how technology could affect the experience of sport for both athletes and spectators.**

-   **Outline the arguments for and against increasing the use of technology in sport**
-   **Argue for your opinion on why we should or should not permit more technology in sport in the future.**

Technology is rapidly changing and growing because of this its also creating changes in other fields like sports. These changes are very hard to stop or control once people have them, like with mobile phones in class and stopping students using them. Sports organisations will have to adjust to the changes as they can't stop them. For example, mostly sports can't prevent doping and drug use to improve performance. Just like with drugs is sports, many people don't like it so some of these changes and possible advancements for the future of sports have caused a divide in whether or not they should be let through into sports. The advancements in technology can helps sports by lowering the chance of getting injured with exoskeletons or more durable body parts, increase the limits of the human body, or recover

> KU1- A; KU2/KU3- A; C2- A; C4- B; The student introduces the argument and also the outline of the arguments for and against. Sentence has too many clauses which are not cohesively linked therefore it lacks for clarity and fluency.

English Year 11 Creative Task A Grade Annotated Exemplar

broken ones with special natural or unnatural implants, and to monitor and analyse athletes to maximise efficiency and athletes abilities better than humans right now. These improvements will also spread outside of sports to help regular people rather than just athletes, such as better sport shoes, improving prosthetics and wheelchairs. Although there are many pros, it doesn't mean there are no cons to the idea of increasing technology in sports. Besides the problems of unknown risks to some of these advancements, and one of the biggest problems is the accessibility of the improvements. If these changes are permitted to sports it will mean that many will be unable to participate because it is too expensive and change the competition into a money contest. That already happens in sports like the Winter Olympics, swimming or formula one. That is a problem because sport is enjoyed for its amazing feats but it is also enjoyed because of the athletes overcoming the problems and limits. Technology will change the heart of sports by making it just about the technology and not the people and because of that its better to create a new thing rather than deleting an old one. There can be competitions for the enhanced people but separate ones for natural people. People can decide what they want to do and watch. Then you can have both and still have benefits like things that help non-sports people, such as better prosthetic legs and arms.

> KU2/3- A; A clear and concise summation of the information in the texts studied.

> C4- A; A clear and effective transition signal.

> KU1 A; Introduces own research and information to test and support the arguments from the text. The examples support the argument to follow.

> C3 A; C4 A; Student returns to initial argument with a proposed solution. Examples of benefits and cons have strengthened the argument to reach this conclusion.

3. The Future of LIFE AND DEATH examines how digital data could be used to help people remember their loved ones.

<u>Analyse your perspective</u> on this possibility <u>with reference to specific examples</u>. Is it something we should be doing or avoiding? What are some of the risks involved, and how can we guard against them?

Overall, I believe its important to not avoid any technological advancements but to avoid implementing them right away is another thing entirely. In the episode Life and Death we are explained that in the future we will be able to scan digital and physical information of people who have passed and turn it into a high level chatbot to preserve the dead and to console those who are mourning. Ignoring the fact that using a chatbot to help people move on has its own problems, I think it depends on the person for whether or not it will help them or hurt them. For example, a person who has been traumatised by an abuser isn't going to like having to have a chat bot of their abuser around. From the public data available on a person to put into an AI chatbot, the dark side of the person the chat bot is based on might not be known or included and that would be

> C3- A; constructs the paragraph with an argumentative structure that makes the view clear and is built around a specific example as demanded by the question.

very invalidating for victims. The real problem lies in the data as even though most of the data was probably acquired through public sources, some will not like it if their family knew something and put it in the AI or from physical items like a diary. It might involve the chatbot saying information people or victims might prefer to be secret. Choosing the data will be very difficult and sensitive. Just like with some information might not be information the deceased wanted to be stored in that it could be hacked or publicly viewed, especially since the computers of the future will be able to hack into and access anything easily with quantum technology. However, ignoring to advance technology would mean that we lose access to not just these possibilities but also what ever is ahead of them, like scanning the brain, which also means the accuracy of the chatbots will improve if implemented. The best way to guard against these problems is either to avoid implementing it until its security and accuracy has been improved. Also systems that protect privacy and make good choices about data will be needed first.

> KU1 A; Uses own example to develop the point.

> KU1- A; Analyses to move from the example to the principle. Focuses on a particular point of principle and develops a response that considers the particular and the general implications.

4. **The philosopher William Macaskill thinks that we should plan for the future using the concept of "longtermism".**

- **Define what longtermism is**
- **Analyse the challenge or opportunity you investigated using an independent source**
- **Argue for how what you learned from your source fits in with longtermist thinking: Will it be important for and of benefit to future people? Why should we use time, effort and resources to develop this opportunity or challenge?**

Effective altruism is a social movement started by Oxford philosopher William MacAskill made with the goal of spreading good ideas. 'Longtermism' is one of the ideas and it is the idea that positively influencing the long-term future is a key moral priority of our time. This idea is becoming more popular and widespread. However, Katie Steele from ANU in 2022 wrote Longtermism problem is making good guesses about the future which might be wrong. They could easily pick the wrong thing as being important. For example, a few people might be starving or in a war or in trouble but longtermism might let them die because they think that a longterm goal like saving a forest or protecting a boarder will help more people in the future. It seems cruel to watch children die while spending charity money on a long term goal that might not come true instead when you know how to save the children right now. We have to figure out how to help people now and in the future. There is lots

> KU2/KU3- A; Effectively summarises the article. The analysis using a critique and showing their own view indicates critical thinking, even if the critique tends to strawman the longtermist, the parts about accurate prediction are reasonable and the contrary example of Mane is useful and shows independent research and knowledge of the world.

of money to do both if rich people want to. For example, the rich soccer player Sadio Mane spends lots of money on his hometown in Senegal. He is helping people now and for the future with emergency help in the pandemic and also building a school and a hospital. Mane shows you can do both. This is better long term thinking.

One idea that is being improved and researched is intelligence connected cars, as a step between our current system and the future system that uses complete automation for driving and traffic safety. This step in between may seem useless at first, but this will be vital in bringing change as it makes the transition smoother and safer for the people of today to help the people of tomorrow. Intelligence connected cars are able to connect to other cars and road tech like traffic lights using the system to compile an abundance of data to assist ourselves and our cars. This system will make driving easier and saves time picking the best route while avoiding jams and problems unexpected to us, even though some people will not like not being in charge of the driving. The efficiency of the system helps build trust in our relationship with technology while reducing the environment impact they could have caused. These cars and system will allow us to transition to safer and smoother to the future while reducing our environmental impact for the future. Even though it will be expensive and annoying now, this technology will be very helpful for saving future people from accidents and pollution that is why it is Longtermist.

KU1-A; uses a key principle of the Longtermist thinking to analyse the example.

KU1-A; C2-A; Analysis moves plausibly from the particular to the general in demonstrating the benefits of the example.

C3-A; a clear conclusion that agrees with the introduction and argument.

CRITERIA	A	B	C	D	E	
RESPONDING						
Knowledge of text	Demonstrates e comprehensive knowledge of the sources' form and content	Demonstrates good knowledge of the sources' form and content	Demonstrates sound knowledge of the sources' content with some reference to form	Demonstrates knowledge of the sources' content	Demonstrates some knowledge of the sources' content	KU 2 KU 3
Critical and analytical skills	Analyses the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Explains the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Describes ideas and issues of the sources with understanding of their perspective on the topic studied in class	Identifies some ideas and issues in the sources with little understanding of the perspective it's written from	Identifies few ideas or details from the source with minimal reference to the purpose and perspectives of the material	KU 1
CREATING						
Use of examples/ quotations within the response	Presents well-reasoned interpretations, selecting and integrating a range of relevant, persuasive and precise examples and quotes	Presents commentary supported by relevant examples and quotes	Presents relevant examples to support ideas	Uses some relevant examples to support ideas	Presents opinions with little or no reference to evidence	C3
Control of technical aspects such as grammar, spelling and punctuation	Communicates clearly, accurately and fluently	Communicates clearly and accurately	Communicates clearly with some accuracy	Communicates with inconsistent clarity and partial accuracy	Communicates without clarity and with limited accuracy	C4
Control of paragraph form and sense of audience	Effectively constructs a sustained, comprehensive response, communicating a variety of considered ideas	Constructs a logical, thorough response to communicate focused ideas	Constructs response with a sense of logic and development	Constructs a partially developed, inconsistently structured response	Uses some basic structural features with limited logic or development	C2

COMMENT:
Grade & score:

English Year 11 Creative Task A Grade Annotated Exemplar

1. The Future of Health explores technological innovations which could allow us to live longer,

healthier lives.

- **analyse how the creators of this episode make the information presented engaging and thought-**

    provoking for viewers

- **Give examples of specific techniques used and their effect on the audience to support your analysis.**

You could analyse: the inclusion of interviews with experts; the impact of music and voiceover; the

use of graphics; the role of transplant recipient Damien's personal story.

The Future of Health episode in the 'Future of…' documentary looks at how

the technology enhancements could allow for humans to live forever, but also

about prolonging the lives of people with chronic illnesses. This episode is

KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarises the point of the episode.

significantly eye-catching to watch, which makes the viewers even more engaged. The colours,

sounds, transitions, and interviews are all separate aspects, but are all brought together to create

an intriguing show for all viewers. Adding on to this, Damien's personal story

takes the episode to a much deeper level, as this new and improving

C3- A; Interprets the examples to support an argument about audience impact.

technology actually saved his life. Adding in little snippets of stories like this

makes the viewer want to pay more attention, rather than if the doctors are just talking about

statistics and information. It actually makes you wonder how many other

lives this ever improving technology could save, forcing the viewer to

C2- A; Analysis moves from the particular to the general with a clear conclusion to the sustained argument over the paragraph.

become invested in this topic after only 20minutes of viewing.

2. The Future of SPORT explores how technology could affect the experience of sport for both

athletes and spectators.

- **Outline the arguments for and against increasing the use of technology in sport**

- **Argue for your opinion on why we should or should not permit more technology in sport in the future.**

English Year 11 Creative Task A Grade Annotated Exemplar

The Future of Sport episode discusses how the improvements in technology surrounding sport could heavily affect the experience of sport for athletes and spectators. In sport today, there is already a crazy amount of technology used compared to 30years ago, which is used to enhance the sport for both the athletes and the fans. Advantages to even more technological enhancements consist of there being more sports competitions overall, it being more engaging for a wider range of audiences, enhancing the athletes' capabilities which will also make it more interesting for the spectators.

> KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarises the point of the episode.

> C4-A; Accurate, concise and clear outline of arguments against as required.

Although there are quite a few bonuses, a few arguments against even more technology being introduced is that takes away from the pure natural talent of the athletes, giving some competitors an unfair advantage, players who are wealthier are more likely to have access to the enhancements, also the fact that who actually owns the rights to the information about enhancements and what can they do with it might be hard to control. In my opinion, improving technology is not always a bad thing, but it is crucial to not let it get too far. Too far is the point where the athletes are more robot than they are human and only the rich could afford it. Sport is great for peoples' health and happiness and it gives opportunities to poor people like Yvonne Goolagong, Neymar or Carlos Teves who because they were such poor children could never have become the greatest players if they had to have had enhancements to succeed. If we are not careful then this could get way out of hand extremely quickly, and it would be so much harder to go back.

> C2-A; Effective transition signal.

> C4-A; Accurate, concise and clear outline of arguments for as required.

> KU1-A; C3-B; Extends and supports argument with reference to own knowledge and is a persuasive choice, but use of idiom is imprecise. Clearer language would be better.

3. **The Future of LIFE AND DEATH examines how digital data could be used to help people remember their loved ones.**

Analyse your perspective on this possibility with reference to specific examples. Is it something we should be doing or avoiding? What are some of the risks involved, and how can we guard against them?

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In the Future of Life and Death episode, it explores how digital data stored on the internet should be used for people to remember their past loved ones. I believe that using digital data from dead loved ones to remember them is unethical and should not be happening. Death is something that happens every day and everyone needs to go though it, as it makes you grow and become a bigger person through it. Death is something that human beings have had to deal with forever, and why should we alter how the afterlife works now? Some of the risks involved in this type of data sharing includes the fact that dead people could be doing or saying things that they never would have when they were alive because they could get it really wrong. It also means that we cannot control who has access to this data. For example, in the documentary they talk about what could happen when Facebook or Instagram have access to a past loved ones voice, photos etc. These major companies could practically do anything that they want with that information, like using it to promote something that that person would have never done or believed in when they were alive, which is a big risk for famous people. For example, Prince Harry and Megan Markle would be really angry if the newspapers make AI chatbots of them with the hacked information about them from their phones and letters after they were dead. Or if they made a Chatbot AI of Maradona and he was all drugged and drunk and not about his great playing it would upset his fans and relatives. As much as anyone would love more than anything to catch up with someone close to them who has passed away, the risks and ethics behind it are significantly larger than the benefits. Overall, it would be easier not to even start doing this and sharing information to this extent, because once it starts it will be even harder to stop and take it all back.

> KU2/KU3-A; Demonstrates comprehensive knowledge by effectively summarises the point of the episode.

> C2- A; A clear thesis statement.

> C4/C3- C; Rhetorical questions is an ineffective rhetorical strategy as the argument is unclear.

> KU1- A; Analysis moves from the general principle to the specific example from the text to support the developing argument.

> KU1- A; C4- A; C2- A; a clear formulation of the cost-benefit analysis at the core of the piece's argument, and that follows into a clear conclusion.

English Year 11 Creative Task A Grade Annotated Exemplar

4. The philosopher William MacAskill thinks that we should plan for the future using the concept of "longtermism".

- **Define what longtermism is**
- **Analyse the challenge or opportunity you investigated using an independent source**
- **Argue for how what you learned from your source fits in with longtermist thinking: Will it be important for and of benefit to future people? Why should we use time, effort and resources to develop this opportunity or challenge?**

'Long termism is the ethical view of positively influencing the long-term future, and the fact that it should be a priority right now. It is presenting the idea that "The future population matters just as much as people who are here right now."(MacAskill, 2022) I looked closely into the 'Future of Dating' episode on Netflix, which presented the idea that finding the 'perfect match' could become reliant on Artificial Intelligence, by gauging the compatibility between two people. The episode also explores how much data that dating apps already currently hold on us, and how the extensively detailed algorithms work. For example, they know how long you looked at a person's profile, what type of people you are attracted to, whether that is age, gender, race, skills, hobbies etc. But it also shows just how much further they could keep going, like being able to set you up with someone who is your 'perfect match', but you will have no clue and still think it is a coincidence. The idea of this type of match making presents multiple advantages and also disadvantages. Examples of some of the advantages to AI matchmaking consist of less effort needing to be put into finding your 'perfect match' and having less stress wondering if you are with the right person (the AI's will not be wrong). Keeping this in mind, the less disadvantages outweigh the advantages in my opinion, for example, it takes away from the fun and surprise of dating, out might not actually find your 'perfect match' attractive, also what you think you want in a relationship is not necessarily who the AI's would know to pair you with. In saying this, it is not a completely terrible idea, as it would also promote long termism by resulting in less divorce, less stress that come along with

KU2/KU3/C3- A; Defines clearly with a supporting quotation to summarise the point of the text.

C3- A; extends argument with a persuasive example.

C4/C2- A; a clear transition signal to progress the argument.

English Year 11 Creative Task A Grade Annotated Exemplar

dating, everyone will have a 'perfect match' etc. Therefore, this style of dating app will most often be fine, but they come along with their own risks and side-effects. A problem with longtermism in this example is not thinking enough about he problems of dating apps now because you are thinking about how it will be better in the future. Now there are lots of problems with harassment and assault with dating apps. Avani Dias on the Hack on JJJ in 2020 and 2022 reported on the all the problems with apps making money while women get assaulted, but long termism is just thinking about AI making it better in the long term, not fixing it now. They should fix it now rather than in the future with better policies like verifying identities better. Though in the future AIs in apps will also prevent assaults because they will help catch them afterwards because they can't hide their identity from the AI. So they won't do it because they know they can be caught easily, unlike now. In conclusion, dating apps can be a lot better with thinking about the long term like including AI assistance.

> KU1- A; extends analysis by applying own knowledge of the general to the particular of the article. The student entertains a critique but then comes to their own conclusion.

English Year 11 Creative Task A Grade Annotated Exemplar

CRITERIA	A	B	C	D	E	
RESPONDING						
Knowledge of text	Demonstrates e comprehensive knowledge of the sources' form and content	Demonstrates good knowledge of the sources' form and content	Demonstrates sound knowledge of the sources' content with some reference to form	Demonstrates knowledge of the sources' content	Demonstrates some knowledge of the sources' content	KU 2 KU 3
Critical and analytical skills	Analyses the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Explains the ideas and issues of the sources and their perspective with emphasis on the topic studied in class	Describes ideas and issues of the sources with understanding of their perspective on the topic studied in class	Identifies some ideas and issues in the sources with little understanding of the perspective it's written from	Identifies few ideas or details from the source with minimal reference to the purpose and perspectives of the material	KU 1
CREATING						
Use of examples/ quotations within the response	Presents well-reasoned interpretations, selecting and integrating a range of relevant, persuasive and precise examples and quotes	Presents commentary supported by relevant examples and quotes	Presents relevant examples to support ideas	Uses some relevant examples to support ideas	Presents opinions with little or no reference to evidence	C3
Control of technical aspects such as grammar, spelling and punctuation	Communicates clearly, accurately and fluently	Communicates clearly and accurately	Communicates clearly with some accuracy	Communicates with inconsistent clarity and partial accuracy	Communicates without clarity and with limited accuracy	C4
Control of paragraph form and sense of audience	Effectively constructs a sustained, comprehensive response, communicating a variety of considered ideas	Constructs a logical, thorough response to communicate focused ideas	Constructs response with a sense of logic and development	Constructs a partially developed, inconsistently structured response	Uses some basic structural features with limited logic or development	C2

COMMENT:
Grade & score:

English Year 11 Creative Task A Grade Annotated Exemplar