



SAMPLE ASSESSMENT OUTLINE

LITERATURE
ATAR YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment outline

Literature – ATAR Year 11

Units 1 and 2

| Assessment type and weighting (from syllabus) | Assessment task weighting | Week due | Content | Assessment task |
|-----------------------------------------------|---------------------------|-----------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Extended written response 15% (10–20%) | 5% | Semester 1 Week 14 | Genre, generic conventions and readings | Task 5: Discuss how the novel <i>Jasper Jones</i> exhibits the key feature of the genre of novel called Bildungsroman and how that has affected your reading of that text. |
| | 10% | Semester 2 Week 5 | Contexts, readings/interpretations | Task 7: How does your understanding of historical and cultural contexts enhance your reading/interpretation of Winton’s novel <i>Cloudstreet</i> ? |
| Short written response 30% (30–40%) | 5% | Semester 1 Week 4 | Genre, generic conventions and readings | Task 1: Explain how two poems you have studied have conformed to the form or sub-genre in which they were written and how that has affected your reading of the poems. |
| | 5% | Semester 1 Week 5 | Reading practices; readings; representation | Task 2: Construct two different readings of the same poem. Identify and describe the two reading practices that you used. |
| | 5% | Semester 1 Week 11 | Genre, generic conventions and readings | Task 4: Explain the extent to which the play <i>Death of a Salesman</i> exhibits the qualities usually associated with tragedy. |
| | 5% | Semester 2 Week 7 | Genre and generic conventions; transformation and adaptation; readings/interpretations | Task 8: To what extent has the transformation of the novel <i>Cloudstreet</i> into a play reinforced/challenged some of the interpretations that reading the novel allowed? |
| | 5% | Semester 2 Week 9 | Genre, generic conventions, dramatic techniques; audience expectations; readings/interpretations | Task 9: Describe the generic (dramatic) conventions evident in the play <i>The Female of the Species</i> ; discuss the expectations that the reader might therefore have; and explain your reading of the important moments and key ideas in this play. |
| | 5% | Semester 2 Week 15 | Reading practices; readings; representation | Task 12: Create multiple readings of one poem and explain why you chose the reading practices you have employed. |

| Assessment type and weighting (from syllabus) | Assessment task weighting | Week due | Content | Assessment task |
|-----------------------------------------------------|---------------------------|-----------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creative production of a literary text 15% (10–20%) | 10% | Semester 1 Week 15 | Style; form; storytelling; approaches to characterisation; narrative approaches | Task 6: Convert a real-life experience (one of your own or one about which you have read) into a fictional short story. In an accompanying analysis, explain how you used at least two of the approaches to characterisation and at least one of the narrative approaches mentioned in the Unit 1 syllabus content. |
| | 5% | Semester 2 Week 13 | Readings; reading practices; multiple readings; use of literary techniques | Task 11: Use one poem studied as the starting point for a creative production of a literary text of your own. The text may take the form of poetry, prose fiction, drama or multimodal text. In an accompanying piece, explain the relationship between your text and the original and reflect on what you were trying to achieve. |
| Oral 10% (10–20%) | 5% | Semester 1 Week 9 | Text structures; language features; stylistic elements; meanings | Task 3: Discuss the text structures, language features and stylistic elements of two short stories that you have studied and the subsequent meanings that you made of those texts. |
| | 5% | Semester 2 Week 11 | Text structures; language features; generic conventions; audience expectations stylistic choices; meanings | Task 10: How does <i>Box the Pony</i> differ from <i>The Female of the Species</i> in its genre and use of dramatic conventions? What are the advantages and disadvantages of each style of play? How was your interpretation of <i>Box the Pony</i> affected by its use of conventions? |
| Examination 30% (20–30%) | 15% | Examination week | A representative sample of unit content | Semester 1 examination: The examination will have the same structure as the ATAR Year 12 examination: Section One, Close reading (30%); and Section Two, Extended response (70%). Students will be required to refer to the three genre, prose fiction, poetry and drama in their three responses. |
| | 15% | Examination week | A representative sample of unit content | Semester 2 examination: The examination will have the same structure as the ATAR Year 12 examination: Section One, Close reading (30%); and Section Two, Extended response (70%). Students will be required to refer to the three genre, prose fiction, poetry and drama in their three responses. |
| Total | 100% | | | |