



## SAMPLE ASSESSMENT OUTLINE

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LITERATURE  
GENERAL YEAR **11**  
(SAMPLE 2)

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Sample assessment outline  
Literature – General Year 11  
Unit 1 and Unit 2

Assessment type	Assessment type weighting	Assessment task weighting	Start and submission date	Assessment task	Relevant syllabus content
Extended written response (10%)	10%	5%	Semester 1 Week 11	<b>Task 4:</b> Write an opinion piece discussing the purpose behind Free Comic Book Day and explaining your thoughts on whether comic books have a place in the Literature course.	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres</li> <li>different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text</li> </ul>
		5%	Semester 2 Week 5	<b>Task 8:</b> Create a press kit for the novel – this should include a new front and back cover and blurb, author interview, and reading group questions.	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>reading a literary text involves considering social, cultural and historical contexts</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context.</li> </ul>
Short written response (30–40%)	40%	10%	Semester 1 Week 3	<b>Task 1:</b> Close reading of a short story from a selected genre.	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres</li> </ul>

				<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>when we refer to reading a text, we are referring to the meaning that we can make of a text</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>develop a vocabulary to articulate understandings of literary texts.</li> </ul>
10%	Semester 1 Week 8	<p><b>Task 3:</b></p> <p><b>Part A:</b> You are to participate in an ‘in real time’ Twitter narrative. Each student will be allocated a character(s) from <i>Romeo and Juliet</i> and you will tweet as if you are part of the action and as if the story is playing out now. You must screen capture your own tweets so you have a collected record of your contribution to the group task.</p> <p><b>Part B:</b> Write a reflection on your participation in the Twitter narrative, reflecting on the strengths and weaknesses of your work. You should discuss your use of language, Twitter conventions and textual references. This response should be approximately 250 words.</p>	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories</li> <li>different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>reading a literary text involves considering social, cultural and historical contexts</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context.</li> </ul>	
10%	Semester 2 Week 9	<p><b>Task 10:</b></p> <p>Write a blog exploring an issue raised in <i>Blackrock</i> (e.g. objectification of women, mateship, masculinity, parenting).</p>	<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>reading a literary text involves considering social, cultural and historical contexts</li> <li>when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context.</li> </ul>	
10%	Semester 2 Week 12	<p><b>Task 11:</b></p> <p>Close reading of a selected e e cummings’ poem.</p>	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive</li> </ul>	

					<ul style="list-style-type: none"> <li>• readers' experience of language, for example, readers' understanding of particular words, has an effect on how readers respond to literary texts</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>• when we refer to reading a text, we are referring to the meaning that we can make of a text</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>• develop a vocabulary to articulate understandings of literary texts</li> </ul>
Creative production (30–40%)	30%	7.5%	Semester 1 Week 4	<p><b>Task 2:</b></p> <p><b>Part A:</b> Write a short story from a particular genre (e.g. science fiction, fantasy, romance, western, crime, thriller/suspense, horror, ghost, adventure, humour, war).</p> <p><b>Part B:</b> Write a reflection on your short story writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your short story fits into that particular genre. You should discuss your use of language, conventions and context. This response should be approximately 250 words.</p>	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>• language has grammatical and stylistic elements that produce certain effects. Grammatical elements include use of tense and development of sentence structure. Stylistic elements include use of first, second or third person narrative; development of tone; and creation of imagery</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>• reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of the processes of textual production and describe those processes in reflecting upon their work</li> </ul>
		7.5%	Semester 1 Week 15	<p><b>Task 6:</b></p> <p><b>Part A:</b> Write a poem focusing on the representation of a particular subject (e.g. war, love, family, nature).</p> <p><b>Part B:</b> Write a reflection on your poetry writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your poem represents your chosen subject. You should discuss your use of language, conventions and context. This response should be approximately 250 words.</p>	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>• language has grammatical and stylistic elements that produce certain effects. Grammatical elements include use of tense and development of sentence structure. Stylistic elements include use of first, second or third person narrative; development of tone; and creation of imagery</li> </ul> <ul style="list-style-type: none"> <li>• readers' experience of language, for example, readers' understanding of particular words, has an effect on how readers respond to literary texts</li> </ul>

					<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>develop an understanding of the processes of textual production and describe those processes in reflecting upon their work.</li> </ul>
		7.5%	Semester 2 Week 8	<p><b>Task 9:</b>  <b>Part A:</b> Write a monologue from the perspective of one of the characters from <i>Blackrock</i>.  <b>Part B:</b> Write a reflection on your monologue writing experience, reflecting on the strengths and weaknesses of your work. You should discuss your use of language, conventions and context. This response should be approximately 250 words.</p>	<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>reading a literary text involves considering social, cultural and historical contexts</li> <li>when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>develop an understanding of the processes of textual production and describe those processes in reflecting upon their work produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context.</li> </ul>
		7.5%	Semester 2 Week 15	<p><b>Task 12: Part A:</b> You are to create four pages from a picture book based on the life and work of a selected poet, incorporating poetry, illustrations and biographical details.  <b>Part B:</b> Write a reflection on the creation of your picture book, reflecting on the strengths and weaknesses of your work, as well as explaining which biographical details and poetry you chose to include. You should discuss your use of language, conventions and context. This response should be approximately 250 words.</p>	<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>develop a vocabulary to articulate understandings of literary texts develop an understanding of the processes of textual production and describe those processes in reflecting upon their work.</li> </ul>
Oral (10–20%)	20%	10%	Semester 1 Week 14	<p><b>Task 5:</b>  You are to deliver a tutorial to your class focusing on the representation of a particular subject (e.g. war, love, family, nature). You must refer to two poems</p>	<p><b>Language and generic conventions:</b></p> <ul style="list-style-type: none"> <li>language has grammatical and stylistic elements that produce certain effects. Grammatical elements include use of tense and development of sentence</li> </ul>

				and your presentation must incorporate multimodal techniques.	<p>structure. Stylistic elements include use of first, second or third person narrative; development of tone; and creation of imagery</p> <ul style="list-style-type: none"> <li>• readers' experience of language, for example, readers' understanding of particular words, has an effect on how readers respond to literary texts</li> </ul> <p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>• when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text</li> <li>• reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer</li> </ul>
		10%	Semester 2 Week 4	<p><b>Task 7:</b> Working in pairs, create a 10–15 minute podcast explaining at least three of the 1980s contextual references in <i>Black swan green</i>.</p>	<p><b>Contextual understandings – the relationships between writer, reader, text and context:</b></p> <ul style="list-style-type: none"> <li>• reading a literary text involves considering social, cultural and historical contexts</li> </ul> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>• produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context.</li> </ul>
<b>Total</b>	<b>100%</b>	<b>100%</b>			