



## SAMPLE ASSESSMENT OUTLINE

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LITERATURE  
ATAR YEAR 12

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## Sample assessment outline

### Literature – ATAR Year 12

#### Unit 3 and Unit 4

Assessment type	Assessment type weighting	Assessment task weighting	Due date	Assessment task	Relevant syllabus content
Extended written response	15%	7.5%	Semester 1 Week 9	<b>Task 5:</b> Drama – At home, 1500–2000 words Written by a Western Australian author, set in WA, and incorporating information about key people and events in WA history, <i>No Sugar</i> enables us as readers to view a representation of our cultural past. Discuss the representation of Australian culture, place and identity in <i>No Sugar</i> , considering how your context and cultural assumptions influence your reading.	<p><b>Evaluate the ways in which literary texts represent culture and identity, including:</b></p> <ul style="list-style-type: none"> <li>how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs</li> </ul> <p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which representations of the past allow a nation or culture to recognise itself</li> <li>the influence of the reader's context, cultural assumptions, social position and gender</li> </ul>
		7.5%	Semester 2 Week 10	<b>Task 13:</b> Prose – At home, 1500–2000 words How has Gail Jones used specific literary elements to shape meaning and achieve ideological, aesthetic and/or social purposes in <i>Sorry</i> ?	<p><b>Evaluate and reflect on the ways in which literary texts can be interpreted, including:</b></p> <ul style="list-style-type: none"> <li>how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences</li> <li>how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li> </ul>
Short written response	35%	5%	Semester 1 Week 4	<b>Task 2:</b> Poetry – Close reading – in-class assessment You will present a close reading of a previously unseen poem.	<p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts</li> </ul>

		5%	Semester 1 Week 5	<p><b>Task 3:</b> Poetry – in-class assessment Essay on Gwen Harwood's poetry – respond to one unseen essay question from a choice of two provided.</p>	<p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts</li> </ul>
		5%	Semester 1 Week 7	<p><b>Task 4:</b> Drama – in-class assessment Write an essay in response to a previously unseen question that will require you to discuss the use of language and dramatic conventions used in the exposition to the play. Look closely at Act 1, Scene 2 in preparation.</p>	<p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas</li> </ul> <p><b>Evaluate the ways in which literary texts represent culture and identity, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which authors represent Australian culture, place and identity both to Australians and the wider world</li> </ul>
		5%	Semester 1 Week 12	<p><b>Task 6:</b> Prose – Close reading – in-class assessment You will be provided with an extract from <i>Heart of Darkness</i>. Apply a close reading from a post-colonial perspective to the selected section.</p>	<p><b>Evaluate the ways in which literary texts represent culture and identity, including:</b></p> <ul style="list-style-type: none"> <li>how readers are influenced to respond to their own and others' cultural experiences</li> <li>the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context</li> </ul> <p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the impact of the use of literary conventions and stylistic techniques</li> <li>how representations vary according to the discourse. Different groups of people use different terms to represent their ideas about the world and these different discourses (ways of thinking and speaking) offer particular representations of the world</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts</li> </ul>

		5%	Semester 2 Week 2	<p><b>Task 9:</b> Drama – Close reading – in-class assessment You will complete a close reading of an unseen passage during one lesson of class time.</p>	<p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>developing a creative, informed and sustained interpretation supported by close textual analysis</li> </ul> <p><b>Evaluate and reflect on the ways in which literary texts can be interpreted, including:</b></p> <ul style="list-style-type: none"> <li>how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li> </ul>
		5%	Semester 2 Week 4	<p><b>Task 10:</b> Drama – in-class assessment Discuss the ways in which ideological perspectives are conveyed in <i>The Tempest</i> and if these views remain relevant for a contemporary audience.</p>	<p><b>Evaluate the dynamic relationship between authors, texts, audiences and contexts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which ideological perspectives are conveyed through texts drawn from other times and cultures, and how these perspectives may be reviewed by a contemporary Australian audience</li> <li>the ways in which the expectations and values of audiences shape readings of texts and perceptions of their significance; and how the social, cultural and historical spaces in which texts are produced and read mediate readings</li> </ul>
		5%	Semester 2 Week 12	<p><b>Task 14:</b> Poetry – in-class assessment <b>Part A:</b> You will be provided with a range of questions in the style you can expect in Section Two of the WACE examination. Choose one question and respond using poetry as your primary text focus. <b>Part B:</b> To be done in the lesson following the in-class essay: You will be given 20 minutes to write a reflective evaluation of your own response, considering how you approached the task, the selection of question, structure of your response, the content you included, your use of direct evidence from the text, your use of literary terms, your time management, and anything further you think is relevant.</p>	<ul style="list-style-type: none"> <li>Syllabus point relevant to the specific question chosen</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>developing a creative, informed and sustained interpretation supported by close textual analysis</li> <li>using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts</li> <li>critically evaluating their own and others' justifications, evidence and interpretations /readings</li> </ul>
Creative production of literary texts	10%	5%	Semester 1 Week 2	<p><b>Task 1:</b> At home, choice of genre Produce a piece of creative writing that challenges conventions either in content, form, style or medium. You may consider merging forms, as the essays in 'Memoir Intervention' do with the incorporation of poetry within reflective essays, or you may alter a form in another way. Alternatively, you may consider representation of</p>	<p><b>Create imaginative texts, including:</b></p> <ul style="list-style-type: none"> <li>experimenting with content, form, style, language and medium. Writers may manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes</li> <li>drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts</li> </ul>

				<p>characters, culture or place in an unexpected way, like some of the stories and poems studied have done, or may experiment with writing from a different cultural or gender position, as Gwen Harwood is described to have done. Your submission must be accompanied by a reflection (approximately one page) discussing how you have drawn on elements of form, style, language and content to engage and position your reader.</p>	<ul style="list-style-type: none"> <li>• adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives</li> <li>• reflecting on the different ways in which form, personal style, language and content engage and position the audience</li> </ul>
		5%	Semester 2 Week 5	<p><b>Task 11:</b> At home – choice of genre Literary texts often respond to specific events within society or use the text to comment on or reflect cultural issues. Authors may also manipulate conventions of texts to draw reference to other texts, or for aesthetic purposes. Using a recent newsworthy event or cultural issue as stimulus for your writing, create a literary text that presents an alternative perspective to that shown in the mainstream news. Provide either a copy of a news item or a reference to indicate what news item or cultural issue you are using as your stimulus. Write a brief reflection on what you were trying to achieve with the text and how you considered the expectations of audiences.</p>	<p><b>Create imaginative texts, including:</b></p> <ul style="list-style-type: none"> <li>• adapting medium, form, style, point of view and language</li> <li>• experimenting with elements of style and voice to achieve specific effects</li> <li>• manipulating literary conventions for different audiences and contexts</li> <li>• reflecting on the ways in which the expectations and values of audiences might shape the created text</li> </ul>
Oral	10%	5%	Semester 1 Week 13	<p><b>Task 7:</b> Close reading – choice of genre – 7–10 minutes <b>Part A:</b> Present a close reading of either a Gwen Harwood poem, or a scene from <i>No Sugar</i>, or an extract from <i>Heart of Darkness</i>. Your oral presentation should be accompanied by notes or annotations in multimodal form and/or in a handout that can be distributed to the class. Handouts should be submitted the day prior to your presentation to enable them to be copied for the class. Your text choice must not be a poem, scene or extract that has previously been analysed in class. Your presentation should be between 7 and 10 minutes in length. <b>Part B:</b> You will be allocated one of your peers' oral presentations for this part of the task. Following their presentation, you will write a reflection which evaluates the material presented, the manner and mode of delivery, and how you could incorporate aspects or learn from their presentation for future oral tasks. In writing this reflection,</p>	<p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>• developing independent interpretations of texts supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world</li> <li>• experimenting with different modes, media and forms</li> <li>• evaluating their own and others' ideas and readings using logic and evidence</li> </ul>

				you should use evidence from the presentation and critique your partner's presentation in a respectful and constructive way.	
		5%	Semester 2 Week 8–9	<p><b>Task 12:</b> Prose – Preparation at home; presentation in class Select one topic from the list of options and present an oral presentation of 8–10 minutes, providing references from <i>Sorry</i> to support your points. Each student will be given a presentation date between Weeks 8–9, depending on the topic of their presentation.</p>	<ul style="list-style-type: none"> <li>Syllabus points relevant to the specific question addressed.</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>experimenting with different modes, media and forms</li> </ul>
Examination	30%	10%	Examination week	<b>Task 8: Semester 1 examination</b>	
		20%	Examination week	<b>Task 15: Semester 2 examination</b>	
<b>Total</b>	<b>100%</b>	<b>100%</b>			