



SAMPLE ASSESSMENT TASKS

LITERATURE
ATAR YEAR 11

Acknowledgement of Country

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Sample assessment task

Literature – ATAR Year 11

Task 5 – Unit 1

Assessment type:	Extended written response
Conditions:	Time for the task: four weeks Due: Semester 1 Week 14 Suggested length: 1200–1500 words
Task weighting:	5% of the school mark for this pair of units

What you need to do

Discuss how the novel *Black Swan Green* exhibits the key features of the genre of novel called Bildungsroman and how knowledge of that genre has affected your reading of that text.

Central to the idea of the Bildungsroman is that the narrative allows the reader to witness the development of the mind and character of the protagonist. In this novel there is, arguably, one main character, Jason Taylor. You might like to consider these questions as you develop your essay:

- Is one character more of a main character than the others and therefore the central figure of the Bildungsroman?
- How does the narrative technique allow the reader to witness the development of the main character?
- What development of character takes place in terms of social, cultural, moral, ethical, philosophical and spiritual?
- Which events or episodes in the novel allow the reader to witness the development of the main character/s?

Marking key for sample assessment task 5 – Unit 1

Discuss how the novel *Black Swan Green* exhibits the key features of the genre of novel called Bildungsroman and how knowledge of that genre has affected your reading of that text.

The response	Marks
Engagement with the task	
demonstrates a comprehensive and illuminating engagement with the task	6
demonstrates a thoughtful and purposeful engagement with the task	5
demonstrates a mostly purposeful engagement with the task	4
demonstrates a general engagement with most of the task	3
demonstrates a limited or simplistic engagement with the task	2
demonstrates little engagement with the task	1
demonstrates no engagement with the task	0
Subtotal	/6
Quality of reading	
presents a detailed, insightful and informed reading of the text	5
presents a detailed, feasible reading of the text	4
presents a feasible reading of the text	3
makes some general points	2
shows limited understanding of the text	1
shows no understanding of the text	0
Subtotal	/5
Expression of ideas	
expresses ideas in a sophisticated and lucid style	5
expresses ideas in a clear, well-structured and coherent manner	4
expresses ideas clearly	3
expresses some ideas clearly	2
expresses ideas in a manner that is unstructured and incoherent	1
does not express any ideas clearly	0
Subtotal	/5

The response	Marks
Use of key literary concepts and terms	
demonstrates a consistently accurate understanding of key literary concepts and terms	5
demonstrates a sound understanding of a range of key concepts and makes effective use of appropriate literary terms	4
demonstrates some understanding of key concepts and attempts to use some appropriate literary terms	3
makes limited use of key concepts and of literary terms	2
makes very limited use of key concepts and literary terms	1
makes no use of key concepts or literary terms	0
Subtotal	/5
Use of supporting evidence	
makes insightful use of supporting evidence including quotes and/or examples	4
makes frequent and appropriate use of supporting evidence including quotes and/or examples	3
makes some use of supporting evidence including quotes and/or examples	2
makes limited use of supporting evidence including quotes and/or examples	1
makes no use of supporting evidence	0
Subtotal	/4
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – ATAR Year 11

Task 12 – Unit 2

Assessment type:	Short written response
Conditions:	Time for the task: 50 minutes, in class, one page of notes Due: Semester 2 Week 15
Task weighting:	5% of the school mark for this pair of units

What you need to do

Create multiple readings of one poem and explain why you chose the reading practices you have employed.

Suggested approach:

1. Review the reading practices covered this year, for example, gender, psychoanalytical, race/ethnicity, post-colonial and reading by genre. Re-read the relevant chapters in *Literary Terms* if necessary.
2. Choose a poem from one of the six poets that lends itself to being read by more than one reading practice.
3. Create one page of notes about those readings to bring to class.

Marking key for sample assessment task 12 – Unit 2

Create multiple readings of one poem and explain why you chose the reading practices you have employed.

The response	Marks
Engagement with the task	
demonstrates a comprehensive and illuminating engagement with the task	6
demonstrates a thoughtful and purposeful engagement with the task	5
demonstrates a mostly purposeful engagement with the task	4
demonstrates a general engagement with most of the task	3
demonstrates a limited or simplistic engagement with the task	2
demonstrates little engagement with the task	1
demonstrates no engagement with the task	0
Subtotal	/6
Quality of readings	
presents detailed, insightful and informed readings of the text	5
presents detailed, feasible readings of the text	4
presents feasible readings of the text	3
makes some general points	2
shows limited understanding of the text	1
shows no understanding of the text	0
Subtotal	/5
Expression of ideas	
expresses ideas in a sophisticated and lucid style	5
expresses ideas in a clear, well-structured and coherent manner	4
expresses ideas clearly	3
expresses some ideas clearly	2
expresses ideas in a manner that is unstructured and incoherent	1
does not express any ideas clearly	0
Subtotal	/5

The response	Marks
Use of key literary concepts and terms	
demonstrates a consistently accurate understanding of a range of key literary concepts and terms	5
demonstrates a sound understanding of key concepts and makes good use of appropriate literary terms	4
demonstrates some understanding of key concepts and attempts to use some appropriate literary terms	3
makes limited use of key concepts and of literary terms	2
makes very limited use of key concepts and literary terms	1
makes no use of key concepts or literary terms	0
Subtotal	/5
Use of supporting evidence	
makes insightful use of supporting evidence including quotes and/or examples	4
makes frequent and appropriate use of supporting evidence including quotes and/or examples	3
makes some use of supporting evidence including quotes and/or examples	2
makes limited use of supporting evidence including quotes and/or examples	1
makes no use of supporting evidence	0
Subtotal	/4
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – ATAR Year 11

Task 6 – Unit 1

Assessment type:	Creative production of a literary text
Conditions:	Time for the task: three weeks Suggested length: 1200–1500 words Due: Semester 1 Week 15
Task weighting:	10% of the school mark for this pair of units

What you need to do

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.

(The four approaches to characterisation mentioned in the Unit 1 syllabus content are: the use of archetypal figures, authorial intrusion, the dramatisation of a character's inner life and the use of interior monologue. The four narrative approaches mentioned are: multiple narrators, the unreliable narrator, the omniscient narrator and the use of specific characters' points of view.)

You will be assessed according to the criteria in the marking key below.

Marking key for sample assessment task 6 – Unit 1

Convert a real-life experience (one of your own or one about which you have read) into a fictional short story.

The response	Marks
Use of language and language devices	
makes creative use of language and language devices to produce a meaningful text with strong aesthetic qualities	5
makes thought-provoking use of language and language devices	4
makes competent use of language/language devices	3
makes unvaried and clichéd use of language/language devices	2
uses language but doesn't use language devices	1
Subtotal	/5
Approaches to characterisation	
uses approaches to characterisation with imagination and skill	5
uses approaches to characterisation convincingly	4
uses approaches to characterisation effectively	3
uses only one approach to characterisation that is effective	2
uses only one approach to characterisation but it is ineffective	1
uses none of the four approaches to characterisation mentioned	0
Subtotal	/5
Use of narrative approaches	
uses one or more narrative approaches that work to perfection	4
uses one narrative approach effectively	3
uses one narrative approach with some success	2
uses one narrative approach but not effectively	1
makes no use of at least one of the narrative approaches mentioned	0
Subtotal	/4
Quality of ideas explored (issues raised, themes developed, meaning made possible)	
presents thought-provoking, complex and challenging ideas	6
presents thought-provoking ideas	5
presents carefully-considered ideas	4
presents ideas	3
explores a range of ideas, none of which are clearly developed	2
presents one idea	1
presents no ideas, issues, themes or meanings	0
Subtotal	/6

The response	Marks
Awareness of audience and contexts	
orients and engages the reader in a perceptive manner	5
interprets audience and context for writing effectively	4
creates a clear sense of audience and context	3
creates some sense of audience	2
suggests uncertainty about who the audience is	1
lacks completely a sense of audience	0
Subtotal	/5
Total	/25
Mark converted to percentage out of 10% for this pair of units	/10%

Sample assessment task

Literature – ATAR Year 11

Task 3 – Unit 1

Assessment type:	Oral
Conditions:	Time for the task: 12–15 minutes of panel discussion Period allowed for completion of the task: 2 weeks In class Semester 1, Week 9 Students will be assessed as a group for content related to ‘text structures, language features and stylistic elements’ Students will be assessed individually on their performance as a panel member with regard to the criteria, ‘Involvement’ and ‘Expression’
Task weighting:	5% of the school mark for this pair of units

What you need to do

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.

Marking key for sample assessment task 3 – Unit 1

Discuss the text structures, language features and stylistic elements of two short stories that you have studied and the subsequent meanings that you have made of those texts.

The group's performance in the panel discussion includes:	Marks
Discussion of the structure of the two short stories (Group mark)	
an engaging, insightful analysis of text structure	5
many well-made points about text structure	4
several relevant, well-made points about text structure	3
a few points made about text structure	2
one or two points made about text structure	1
no relevant points made about text structure	0
Subtotal	/5
Discussion of the language features of the two short stories (Group mark)	
an engaging, insightful analysis of language features	5
many well-made points about language features	4
several relevant, well-made points about language features	3
a few points made about language features	2
one or two points made about language features	1
no points made about language features	0
Subtotal	/5
Discussion of the stylistic elements of the two short stories (Group mark)	
an engaging, insightful analysis of stylistic elements	5
many well-made points about stylistic elements	4
a few points made about stylistic elements but made really well	3
a few points made about stylistic elements	2
one or two points made about stylistic elements	1
no points made about stylistic elements	0
Subtotal	/5

The individual student's performance in the panel discussion. This student:	Marks
Involvement	
contributes effectively, brings other panel members into the discussion and engages the audience at all times	5
contributes effectively as an individual and as a team member	4
contributes as an individual but teamwork skills are ineffective	3
appears to listen actively but doesn't contribute effectively	2
contributes very little	1
appears distracted, off task	0
Subtotal	/5
Expression	
expresses ideas using an appropriate literary discourse, engaging the audience and consolidating the panel's arguments	5
expresses ideas fluently, using appropriate literary terms,	4
expresses ideas logically, using some appropriate literary terms	3
expresses ideas in a grammatically-correct fashion but without recourse to any appropriate literary terms	2
struggles to express ideas in a clear, grammatically-correct fashion	1
Subtotal	/5
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%