



SAMPLE ASSESSMENT TASKS

LITERATURE
ATAR YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

Literature – ATAR Year 12

Task 2 – Unit 3

Assessment type: Short written response

Conditions

To be completed in 60 minutes of class time under test conditions.

Due Week 4

Task weighting

5% of the school mark for this pair of units

(25 marks)

Syllabus content

Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:

- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas.

Create analytical texts, including:

- using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts.
-

Question

With close reference to the poem, consider the ways in which language and conventions are used to communicate attitudes and shed new light on familiar ideas.

You will be assessed on:

- your reading/s of the text (7 marks)
- your close textual analysis (6 marks)
- your use of literary language (6 marks)
- your expression of ideas. (6 marks)

Poem: 'At Mornington' by Gwen Harwood

Marking key for sample assessment task 2 – Unit 3

Task: With close reference to the poem, consider the ways in which language and conventions are used to communicate attitudes and shed new light on familiar ideas.

Short written response – Close reading	Marks
Reading/s of text	
The student presents:	/7
a nuanced, coherent and informed reading/s using appropriate reading strategies and/or reading practices.	7
a perceptive and coherent reading/s using appropriate reading strategies and/or practices.	6
an informed reading using mostly appropriate reading strategies and/or practices.	5
a general reading that makes some use of appropriate reading strategies and/or practices.	4
an inconsistent reading imposing reading strategies and/or practices inappropriately.	3
a vague reading with little use of reading strategies.	2
a limited reading showing little understanding of the text.	1
no evidence of this criterion.	0
Close textual analysis	
The student uses:	/6
close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout the response to develop and support the reading/s.	6
close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout most of the response to support the reading/s.	5
some close textual analysis of language, text examples, and/or generic conventions with some reference to cultural contexts where appropriate to largely develop the reading/s.	4
some textual analysis of relevant examples from the text that generally develop the reading/s.	3
little text analysis of examples that do not always develop a reading.	2
limited evidence to support a reading.	1
no evidence of this criterion.	0
Linguistic, stylistic and critical terminology	
The student shows:	/6
a sophisticated and comprehensive use of linguistic, stylistic and critical terminology suited to the reading.	6
a comprehensive use of linguistic, stylistic and critical terminology appropriate to the reading.	5
a consistent use of linguistic, stylistic and critical terminology mostly related to the reading.	4
some use of linguistic, stylistic and critical terminology mostly related to the reading.	3
infrequent use of linguistic, stylistic and critical terminology not always appropriate to the reading.	2
limited and/or inaccurate use of linguistic, stylistic and critical terminology.	1
no evidence of this criterion.	0
Expression of ideas	
The student expresses ideas:	/6
in controlled language and style, logical argument and structure.	6
in coherent language and style, argument and structure.	5
in a purposeful and mostly methodical argument.	4
in a largely clear way, but not always coherently structured.	3
in a disjointed style, characterised by unclear language use.	2
that are difficult to follow because of unclear language use and lack of structure.	1
that provide no evidence of this criterion.	0
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – ATAR Year 12

Task 7 – Unit 3

Assessment type: Oral

Conditions

Text choices to be nominated in Week 11

Presentations delivered in Week 13

Task weighting

5% of the school mark for this pair of units

(40 marks)

Syllabus content

Create analytical texts, including:

- 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
- experimenting with different modes, media and forms
- evaluating their own and others' ideas and readings using logic and evidence.

Part A

Present a close reading of either a Gwen Harwood poem, or a scene from *No Sugar*, or an extract from *Heart of Darkness*. 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.

Part 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, you should use evidence from the presentation and critique your partner's presentation in a respectful and constructive way.

You will be assessed on your:

- reading/s of the text (7 marks)
- close textual analysis (6 marks)
- use of literary language (6 marks)
- engagement with the audience (6 marks)
- use of voice (5 marks)
- use of supporting material (5 marks)
- reflection on another student's presentation. (5 marks)

Marking key for sample assessment task 7 – Unit 3

Present a close reading of either a Gwen Harwood poem, or a scene from *No Sugar*, or an extract from *Heart of Darkness*.

Oral	Marks
Reading/s of text	
The student demonstrates:	/7
a nuanced, coherent and informed reading/s using appropriate reading strategies and/or reading practices.	7
a perceptive and coherent reading/s using appropriate reading strategies and/or practices.	6
an informed reading using mostly appropriate reading strategies and/or practices.	5
a general reading that makes some use of appropriate reading strategies and/or practices.	4
an inconsistent reading imposing reading strategies and/or practices inappropriately.	3
a vague reading with little use of reading strategies.	2
a limited reading showing little understanding of the text.	1
no evidence of this criterion.	0
Close textual analysis	
The student uses:	/6
close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout the response to develop and support the reading/s.	6
close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout most of the response to support the reading/s.	5
some close textual analysis of language, text examples, and/or generic conventions with some reference to cultural contexts where appropriate to largely develop the reading/s.	4
some textual analysis of relevant examples from the text that generally develop the reading/s.	3
little text analysis of examples that do not always develop a reading.	2
limited evidence to support a reading.	1
no evidence of this criterion.	0
Linguistic, stylistic and critical terminology	
The student shows:	/6
a sophisticated and comprehensive use of linguistic, stylistic and critical terminology suited to the reading.	6
a comprehensive use of linguistic, stylistic and critical terminology appropriate to the reading.	5
a consistent use of linguistic, stylistic and critical terminology mostly related to the reading.	4
some use of linguistic, stylistic and critical terminology mostly related to the reading.	3
infrequent use of linguistic, stylistic and critical terminology not always appropriate to the reading.	2
limited and/or inaccurate use of linguistic, stylistic and critical terminology.	1
no evidence of this criterion.	0
Engagement with the audience	
The student:	/6
sustains the interest and involvement of the audience through the highly effective use of a variety of verbal and non-verbal techniques, including eye-contact and visual aids.	6
engages the interest and involvement of the audience through the use of verbal and non-verbal techniques, including good use of eye-contact.	5
engages and involves the audience to some degree through the use of verbal and non-verbal techniques, including sound use of eye-contact.	4
attempts to engage the interest of the audience through the use of some verbal and non-verbal techniques, including intermittent use of eye-contact.	3
attempts to engage the interest of the audience through the use of a limited range of verbal and non-verbal techniques.	2
achieves limited engagement with the audience and uses minimal eye-contact.	1
gives no evidence of this criterion.	0

Oral	Marks
Use of voice	
The student:	/5
is fluent and expressive, using a well-modulated voice, with varied and effective use of pitch, pace, volume and pausing.	5
is articulate and clear, making good use of pitch, pace and volume.	4
uses a clear voice, demonstrating some ability to vary pitch, pace and volume.	3
uses a generally clear voice with use of pitch, pace and volume that varies in suitability.	2
uses an unvaried or monotone voice demonstrating limited ability to use pitch, pace and volume for effect.	1
gives no evidence of this criterion.	0
Support materials	
The student provides:	/5
highly effective and detailed supporting material.	5
effective and informative supporting material.	4
clear and organised supporting material.	3
some supporting material.	2
limited or ineffective supporting material.	1
no supporting material.	0
Reflection on another student's presentation	
The student:	/5
critically and constructively reflects on a peer's presentation, drawing on specific evidence and making comprehensive links to their own work and understandings.	5
constructively reflects on a peer's presentation, drawing on relevant evidence and making strong links to their own work and understandings.	4
makes relevant observations about the quality and content of a peer's presentation, drawing on some evidence, with some links to their own work and understandings.	3
makes some observations about a peer's presentation, drawing on limited supporting evidence and with limited links to their own work and understandings.	2
provides some description of a peer's presentation.	1
provides no evidence of this criterion.	0
Total	/40
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – ATAR Year 12

Task 11 – Unit 4

Assessment type: Creative production of literary texts

Conditions

Period allowed for completion of the task: one week

Due Week 5

Task weighting

5% of the school mark for this pair of units

(25 marks)

Syllabus content

Create imaginative texts, including:

- adapting medium, form, style, point of view and language
- experimenting with elements of style and voice to achieve specific effects
- manipulating literary conventions for different audiences and contexts
- reflecting on the ways in which the expectations and values of audiences might shape the created text.

Literary texts often respond to specific events within society or use the text to challenge 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 challenge 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.

You will be assessed on:

- your use of language and language features (5 marks)
- your use of form and generic conventions (5 marks)
- the quality of ideas you explore (5 marks)
- your awareness of audience and purpose (5 marks)
- your reflection of your literary text and how you considered audience. (5 marks)

Marking key for sample assessment task 11 – Unit 4

Using a recent newsworthy event or cultural issue as stimulus for your writing, create a literary text that presents an alternative perspective to challenge that shown in the mainstream news.

Write a brief reflection on what you were trying to achieve with the text and how you considered the expectations of audiences.

Creative production task	Marks
Use of language and language features	
The student demonstrates:	/5
sustained control, coherence and/or inventiveness in the use of language and language features.	5
effective control, coherence and/or inventiveness in the use of language and language features.	4
reasonable control of, and some experimentation with, language and language features.	3
limited control of language and language features.	2
very limited control of language.	1
no evidence of this criterion.	0
Use of form and generic conventions	
The student demonstrates:	/5
sustained control, coherence and/or inventiveness in the use of generic conventions.	5
effective control, coherence and/or inventiveness in the use of generic conventions.	4
reasonable control of, and some experimentation with, generic conventions.	3
adequate control of some generic conventions.	2
very limited control of generic conventions.	1
no evidence of this criterion.	0
Quality of ideas explored	
The student presents:	/5
an alternative view of challenging and complex ideas.	5
an alternative view of challenging idea/s.	4
an alternative view of simple ideas.	3
a simple idea.	2
an attempt to engage with an idea.	1
no evidence of this criterion.	0
Awareness of audience and purpose	
The student shows:	/5
a sophisticated understanding of the relationship of content to purpose and audience.	5
a strong understanding of the relationship of content to purpose and audience.	4
a reasonable understanding of the relationship of content to purpose and audience.	3
a limited understanding of the relationship of content to purpose and audience.	2
a very limited understanding of the relationship of content to purpose and audience.	1
no evidence of this criterion.	0
Reflection	
The student:	/5
critically reflects and evaluates the language and generic conventions used, what was achieved, and how the audience was considered.	5
produces sound reflection and evaluation on language and generic convention use, what was achieved, and consideration of audience.	4
presents some discussion and analysis of language and generic convention use, and what was attempted for audience.	3
presents some description and some discussion of language and generic convention use, and consideration of audience.	2

Creative production task	Marks
presents very limited discussion of text.	1
gives no evidence of this criterion.	0
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – ATAR Year 12

Task 13 – Unit 4

Assessment type: Extended written response

Conditions

All hand written notes, plans and drafts must be submitted.

Due: Week 10

Task weighting

7.5% of the school mark for this pair of units

(30 marks)

Syllabus content

Evaluate and reflect on the ways in which literary texts can be interpreted, including:

- 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
- how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations.

Write an extended response to the following question.

How has Gail Jones used specific literary elements to shape meaning and achieve ideological, aesthetic and/or social purposes in *Sorry*?

You will be assessed on your:

- engagement with the question (6 marks)
- knowledge and application of course concepts (6 marks)
- use of evidence (6 marks)
- use of literary language (6 marks)
- expression of ideas. (6 marks)

Marking key for sample assessment task 13 – Unit 4

How has Gail Jones used specific literary elements to shape meaning and achieve ideological, aesthetic and/or social purposes in *Sorry*?

Extended written response	Marks
Engagement with the question	
The student demonstrates:	/6
a sophisticated and critical engagement with all parts of the question.	6
a comprehensive and detailed engagement with all parts of the question.	5
a purposeful engagement with all parts of the question.	4
a general engagement with most parts of the question.	3
a limited or simplistic engagement with the question.	2
little or no engagement with the question.	1
no evidence of this criterion.	0
Course concepts	
The student shows:	/6
a sophisticated understanding and application of course concepts.	6
a well-informed understanding and application of course concepts.	5
a sound understanding and some application of course concepts.	4
a general understanding and application of course concepts.	3
a vague understanding of course concepts.	2
a limited understanding of course concepts.	1
no evidence of this criterion.	0
Use of evidence	
The student uses:	/6
pertinent text references and/or generic conventions and reference to cultural contexts where appropriate throughout to develop and support the answer.	6
appropriate text references and/or generic conventions and reference to cultural contexts where appropriate throughout most of the response to support the answer.	5
some appropriate text references, and/or generic conventions with some reference to cultural contexts where appropriate to largely develop the answer.	4
some relevant text references that generally support the answer.	3
few text references that support the answer.	2
limited evidence to support the answer.	1
no evidence of this criterion.	0
Linguistic, stylistic and critical terminology	
The student shows:	/6
a sophisticated and comprehensive use of linguistic, stylistic and critical terminology suited to the answer.	6
a comprehensive use of linguistic, stylistic and critical terminology appropriate to the answer.	5
a consistent use of linguistic, stylistic and critical terminology mostly related to the answer.	4
some use of linguistic, stylistic and critical terminology mostly related to the answer.	3
infrequent use of linguistic, stylistic and critical terminology not always appropriate to the answer.	2
limited and/or inaccurate use of linguistic, stylistic and critical terminology.	1
no evidence of this criterion.	0

Extended written response	Marks
Expression of ideas	
The student expresses ideas:	/6
in controlled language and style, logical argument and structure.	6
in coherent language and style, argument and structure.	5
in a purposeful and mostly methodical argument.	4
in a largely clear way, but not always coherently structured.	3
in a disjointed style, characterised by unclear language use.	2
that are difficult to follow because of unclear language use and lack of structure.	1
with no evidence of this criterion.	0
Total	/30
Mark converted to percentage out of 7.5% for this pair of units	/7.5%