



Government of **Western Australia**
School Curriculum and Standards Authority



LITERATURE

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

Language and generic conventions

Students demonstrate an understanding that:

- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre
- language is a medium used to offer representations of the world and to position readers
- writers select grammatical and stylistic elements of language that invite responses
- the different ways in which language can be used involves choices about audience, purpose and genre
- language is open to interpretation and different people may respond to it in different ways

Contextual understandings—the relationships between writer, reader, text and context

Students demonstrate an understanding that:

- the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes
- in responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world.

Producing texts

Students are able to:

- develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts
- produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context.

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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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.

Literature

Externally set task

Working time for the task: 60 minutes

Total marks: 20 marks

Weighting: 15% of the school mark

1. Read the text, 'Days of the Bleak' on page 3.

Create a reading or interpretation of this text in which you consider these points:

- What is this poem about? What do you think are the important ideas developed in this poem?
- Why is the structure of this poem significant?
- What issues are raised?
- Why do you agree or disagree with the ways of thinking about the world expressed in the poem?
- Discuss the choices of language made in this poem and how those choices allow us to make meaning.

(20 marks)

Days of the Bleak

Mud day;
Communal
Washing in
the near-bye swamp

Shoe-less day;
naked stompers
tread lightly on
prosperous earth

Wellness day;
health check ups
by the local
witch doctor

Furs day;
A trip
to the river.
Hides cleansed

Fry day;
Women fry
animal carnage
feeding the tribe

Saturn Day;
Look up to stars
Dazzled by
what we see

Fun day;
A day of
dancing, singing
magic story telling

Monday;
first day.
Back to
Work/School

Tuesday;
I break printer.
Mum screams,
Lit. essay due

Wednesday;
Surprise spot
test: Fail.
Heart drops

Thursday:
Boyfriend texts;
"This isn't working
Sorry sweetie."

Friday;
Bestie drops fun
plans for new crush.
Endure: family night

Saturday;
Working nine to five
Leftovers for lunch
Forgot: free dress

Sunday;
Walk dog, homework
Bed: ready for
the working week