



## SAMPLE ASSESSMENT OUTLINE

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LITERATURE  
GENERAL YEAR 11

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Sample assessment outline  
Literature – General Year 11  
Unit 1

Assessment type (from syllabus) and weighting	Assessment task weighting	Week due	Assessment task	Relevant Syllabus Content
Extended written response (10%)	5%	Semester 1 Week 4	<b>Task 1:</b> In a series of journal entries, write responses to questions which require you to reflect on the use of language and conventions of genre in the novel, <i>Zac and Mia</i> . Your overall response should be approximately 1000 words.	<b>Language and generic conventions:</b> <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> <b>Producing texts:</b> <ul style="list-style-type: none"> <li>develop a vocabulary to articulate understandings of literary texts</li> <li>produce ... reflective ... texts taking into account considerations of audience, purpose and context</li> </ul>
	5%	Semester 2 Week 4	<b>Task 7:</b> Explore and discuss the language, the language devices and the generic conventions used in the graphic novel and the animated film, both of which are called <i>Persepolis</i> . Use the analytical essay form and aim for 1000 words.	<b>Language and generic conventions:</b> <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> <b>Producing texts:</b> <ul style="list-style-type: none"> <li>develop a vocabulary to articulate understandings of literary texts</li> </ul>
Short written response (30–40%) 40%	7.5%	Semester 1 Week 7	<b>Task 2:</b> Choose three poems from the anthology, <i>Top lines</i> ; discuss the different ways language is used and how your responses to each poem are affected by your understanding of particular words.	<b>Language and generic conventions:</b> <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> <li>readers' experience of language, for example, readers' understanding of particular words, has an effect on how readers respond to literary texts</li> </ul>
	7.5%	Semester 1 Week 9	<b>Task 3:</b> Discuss your reading or interpretation of a range of <i>Calvin and Hobbes</i> comic strips or Leunig cartoons. Pay particular attention to the contexts in which those strips or cartoons were produced or received originally and explain how your interpretation of them is influenced by your own context as a reader.	<b>Contextual understandings – the relationships between writer, reader, text and context:</b> <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> <li>reading a literary text involves considering social, cultural and historical contexts</li> <li>reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic</li> </ul>

Assessment type (from syllabus) and weighting	Assessment task weighting	Week due	Assessment task	Relevant Syllabus Content
				<p>conventions and the understandings of the world that other texts offer</p> <p><b>Producing texts:</b></p> <ul style="list-style-type: none"> <li>produce analytical ... texts taking into account considerations of audience, purpose and context</li> </ul>
	5%	Semester 1 Week 12	<p><b>Task 4:</b> Discuss the representation of the youth/surfing sub-culture presented in the play, <i>Blackrock</i>. How relevant to you and your social and cultural context are the issues raised in this play?</p>	<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>produce analytical, [or] reflective ... texts taking into account considerations of audience, purpose and context</li> </ul>
	7.5%	Semester 2 Week 7	<p><b>Task 8:</b> Choose two poems from two different poets which deal with a similar issue or have contextual similarities. Discuss the different ways language is used and how your response to each poem is affected by your understanding of the other one.</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> <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>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>produce analytical ... texts taking into account considerations of audience, purpose and context</li> </ul>
	7.5%	Semester 2 Week 9	<p><b>Task 9:</b> Discuss your reading or interpretation of the novel <i>Deadly Unna</i>. Pay particular attention to the historical context in which that novel was written, the cultural context represented within the novel and the social context in which you are reading that novel.</p>	<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> <li>reading a literary text involves considering social, cultural and historical contexts</li> </ul>

Assessment type (from syllabus) and weighting	Assessment task weighting	Week due	Assessment task	Relevant Syllabus Content
				<p><b>Producing texts:</b> produce analytical ... texts taking into account considerations of audience, purpose and context</p>
	5%	Semester 2 Week 12	<p><b>Task 10:</b> Discuss the representation of Australian life and society presented in the play, <i>Cloudstreet</i>. How relevant to you and your social and cultural context are the issues raised in this play?</p>	<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 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, [or] reflective ... texts taking into account considerations of audience, purpose and context</li> </ul>
Oral (10–20%) 20%	10%	Semester 1 Week 13	<p><b>Task 5:</b> You will be participating in a Socratic Circle discussion based on the play, <i>Blackrock</i>. Create an open-ended, thought-provoking question using the play as your stimulus. You will be required to act as a discussion leader, posing your question to the group and facilitating a 10 minute discussion. You will be assessed based on how well you facilitate a meaningful discussion as well as your participation overall.</p>	<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> <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, [or] reflective ... texts taking into account considerations of audience, purpose and context</li> </ul>
	10%	Semester 2 Week 13	<p><b>Task 11:</b> As part of a panel of three, present a multimodal, intertextual discussion of the representation of ‘conflict’ and ‘love’ in these two films: <i>Romeo and Juliet</i> and <i>Ten things I hate about you</i>. You may also refer intertextually to any other literary texts that you have read, listened to or viewed during this year. Support your arguments by referring to evidence, e.g. quotes, examples, images, footage, excerpts from texts.</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>

Assessment type (from syllabus) and weighting	Assessment task weighting	Week due	Assessment task	Relevant Syllabus Content
Creative production of a literary text (30–40%) 30%	15%	Semester 1 Week 15	<p><b>Task 6:</b> Write a story using one of the following grammatical styles: a first person narrative in future tense a second person narrative in present tense a third person narrative in past tense In an accompanying paragraph, comment on the tone you were attempting to develop and what you consider to be the most important images in your story.</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>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>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> <li>produce ... creative texts taking into account considerations of audience, purpose and context</li> </ul>
	15%	Semester 2 Week 15	<p><b>Task 12:</b> Create a multimodal text (one that uses at least two of the three components, text, image and sound) that tells a story and expresses ideas. In an accompanying set of paragraphs, discuss the ideas that you were trying to express (350 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>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>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> <li>produce ... creative texts taking into account considerations of audience, purpose and context</li> </ul>
<b>Total</b>	<b>100%</b>			