



SAMPLE ASSESSMENT TASKS

LITERATURE
GENERAL YEAR 11

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Sample assessment task

Literature – General Year 11

Task 1 – Semester 1

Assessment type: Extended written response

Conditions

Period allowed for completion of the task: two weeks

Due Week 4

Task weighting

5% of the school mark for this pair of units

Relevant Syllabus Content

Language and generic conventions

- there are similarities and differences in the conventions and language of literary texts and these allow us to identify genres

Producing texts

- develop a vocabulary to articulate understandings of literary texts
 - produce ... reflective ... texts taking into account considerations of audience, purpose and context
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Novel: *Zac and Mia*

In a series of journal entries, write responses to the following questions. Your responses should be approximately 250 words each.

1. Reflect on the character that you most identify with and explain why.
2. How effectively has the author created two distinct major characters? Consider how language and narrative devices such as point of view and structure have been used to accentuate these differences.
3. Consider how the novel explores the impact of serious illness on individuals and families. Write a reflection, explaining your response in relation to the novel's exploration of this issue.
4. How does this novel compare with other novels you have read in the genre of realistic fiction? Refer specifically to the conventions of this genre, in your response.

Marking key for sample assessment task 1

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, *Zac and Mia*. Your overall response should be approximately 1000 words.

Reflective/reading task	Marks
Engagement with the questions. The response	/6
demonstrates a comprehensive and illuminating engagement with the questions	6
demonstrates a thoughtful and purposeful engagement with the questions	5
demonstrates a mostly purposeful engagement with the questions	4
demonstrates a general engagement with most of the questions	3
demonstrates a limited or simplistic engagement with the questions	2
demonstrates little engagement with the questions	1
demonstrates no engagement with the questions	0
Understanding of realistic fiction genre. The response	/5
demonstrates a sound understanding of generic conventions and makes insightful comparisons with other novels	5
demonstrates an understanding of generic conventions and makes relevant comparisons with at least one other novel	4
demonstrates a satisfactory understanding of generic conventions and makes some relevant comparisons with at least one other novel	3
demonstrates a broad understanding of generic conventions and makes some comparisons with at least one other novel	2
demonstrates a limited understanding of generic conventions and may attempt to make a comparison with another novel	1
demonstrates no understanding of generic conventions	0
Expression of ideas. The response	/5
expresses ideas in a sophisticated and lucid style	5
expresses ideas in a clear, well-structured and coherent manner	4
expresses ideas clearly, making an attempt to structure the response	3
expresses some ideas clearly	2
expresses ideas in a manner that is unstructured and incoherent	1
does not express any ideas clearly	0
Evaluation of character portrayal. The response	/5
evaluates the portrayal of characters effectively, referring to a range of language and narrative devices	5
expresses an opinion on the portrayal of characters, making specific reference to some language and narrative devices	4
explains character differences, referring broadly to language and narrative devices	3
describes character differences, making broad reference to some language and/or narrative devices	2
describes characters with little or no reference to language or narrative devices	1
does not demonstrate an understanding of the novel's characters	0
Use of supporting detail. The response	/4
makes insightful use of supporting detail	4
makes frequent and appropriate use of supporting detail	3
makes some use of supporting detail	2
makes limited use of supporting detail	1
makes no use of supporting detail	0
Total	/25
Mark converted to percentage out of 5% for this pair of units	/5%

Sample assessment task

Literature – General Year 11

Task 3 – Semester 1

Assessment type: Short written response

Conditions

Time for the task: 60 minutes

(One page of notes, in class, Week 9)

Task weighting

7.5% of the school mark for this pair of units

Relevant Syllabus Content

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

- when we refer to reading a text, we are referring to the meaning that we can make of a text
- reading a literary text involves considering social, cultural and historical contexts
- 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

Producing texts

- produce analytical ... texts taking into account considerations of audience, purpose and context
-

Discuss your reading or interpretation of a range of *Calvin and Hobbes* 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.

Marking key for sample assessment task 3

Discuss your reading or interpretation of a range of *Calvin and Hobbes* 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.

Analytical/reading task	Marks
Engagement with the task. The response	/6
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
Quality of reading. The response	/5
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
Expression of ideas. The response	/5
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
Use of key literary concepts and terms. The response	/5
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
Use of supporting evidence. The response	/4
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
Total	/25
Mark converted to percentage out of 7.5% for this pair of units	/7.5%

Sample assessment task

Literature – General Year 11

Task 11 – Semester 2

Assessment type: Oral

Conditions

Time for the task: 20 minutes in-class presentation

Period allowed for completion of the task: one week preparation time

Due Week 13

Task weighting

10% of the school mark for this pair of units

Relevant Syllabus Content

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

- 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
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As part of a panel of three, present a multimodal, intertextual discussion of the representation of ‘conflict’ and ‘love’ in these two films: *Romeo and Juliet* and *Ten things I hate about you*. 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.

Marking key for sample assessment task 11

As part of a panel of three, present a multimodal, intertextual discussion of the representation of 'conflict' and 'love' in these two films: *Romeo and Juliet* and *Ten things I hate about you*. 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.

	Marks
Discussion of the representation of 'conflict' (Group mark)	/5
The group's performance in the panel discussion includes	
an engaging, insightful analysis of the representation of 'conflict'	5
a thorough analysis of the representation of 'conflict'	4
a general but well-made analysis of the representation of 'conflict'	3
a simplistic analysis of the representation of 'conflict'	2
minimal analysis of the representation of 'conflict'	1
Discussion of the representation of 'love' (Group mark)	/5
The group's performance in the panel discussion includes	
an engaging, insightful analysis of the representation of 'love'	5
a thorough analysis of the representation of 'love'	4
a general but well-made analysis of the representation of 'love'	3
a simplistic analysis of the representation of 'love'	2
minimal analysis of the representation of 'love'	1
Discussion of intertextual connections (Group mark)	/5
The group's performance in the panel discussion includes	
an engaging, insightful analysis of intertextual connections	5
a thorough analysis of the intertextual connections	4
a general but well-made analysis of the intertextual connections	3
a simplistic analysis of the intertextual connections	2
minimal analysis of the intertextual connections	1
Group total	/15
Involvement	/5
The individual student's performance in the panel discussion: this student	
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, appears distracted, off task	1
Expression	/5
The individual student's performance in the panel discussion: this student	
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
Individual total	/10
Mark out of 25 converted to mark out of 10% for this pair of units	/10%

Sample assessment task

Literature – General Year 11

Task 6 – Semester 1

Assessment type: Creative production of a literary text

Conditions

Period allowed for completion of the task: two weeks

Due Week 15

Task weighting

15% of the school mark for this pair of units

Relevant Syllabus Content

Language and generic conventions

- language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories
- 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

Producing texts

- develop an understanding of the processes of textual production and describe those processes in reflecting upon their work
 - produce ... creative texts taking into account considerations of audience, purpose and context
-

Write a story using one of the following grammatical styles:

- a) a first person narrative in future tense
- b) a second person narrative in present tense
- c) 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.

Marking key for sample assessment task 6

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.

	Marks
Use of language and language devices. The response	/5
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
Use of narrative point of view. The response	/5
uses narrative point of view with imagination and skill	5
uses narrative point of view convincingly	4
uses one narrative point of view effectively	3
uses only one narrative point of view that is partially effective	2
uses only one narrative point of view and it is inconsistent	1
Use of tense. The response	/4
uses one tense with impressive results	4
uses one tense effectively	3
uses one tense consistently	2
uses one tense but not effectively	1
Quality of ideas explored (issues raised, themes developed, meanings made possible). The response	/6
explores thought-provoking, complex and challenging ideas	6
explores thought-provoking ideas	5
explores carefully-considered ideas	4
explores familiar ideas	3
explores a range of ideas, none of which is clearly developed	2
presents one idea	1
Comment on tone. The response	/5
provides a comprehensive and convincing analysis of the desired tone	5
makes pertinent comments about the desired tone	4
identifies and describes the desired tone	3
Identifies the desired tone but the comment is unconvincing	2
seems uncertain about the desired tone	1
Discussion of imagery. The response	/5
provides a detailed analysis of the imagery employed	5
explains most of the imagery employed	4
identifies and provides some explanation of some images	3
mentions images but explanations are unconvincing	2
skips from one image to another without explaining their significance	1
Total	/30
Mark converted to percentage out of 15% for this pair of units	/15%