



SAMPLE ASSESSMENT TASKS

ENGLISH
ATAR YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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.

Sample assessment task

English – ATAR Year 11

Task 4 – Unit 1

Assessment type: Responding

Conditions

Time for the task: One lesson – in-class essay

Suggested length: 500–700 words

Task weighting

7.5% of the school mark for this pair of units

Explore how text structures and language features communicate ideas and represent people and/or events in one extended text you have studied.

Marking key for sample assessment task 4 – Unit 1

Task 4: Explore how text structures and language features communicate ideas and represent people and/or events in one extended text you have studied.

Criteria and categories	Marks	Value
Exploration of how text structures communicate ideas and represent people and/or events. Your exploration is	/5	X 2 = /10
comprehensive and convincing	5	
considered and detailed	4	
considered but brief	3	
limited	2	
minimal	1	
Exploration of how language features communicate ideas and represent people and/or events. Your exploration is		
comprehensive and convincing	5	
considered and detailed	4	
considered but brief	3	
limited	2	
minimal	1	
The quality of the expression of your ideas. Your essay	/5	/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	
Use of supporting evidence. Your response	/5	/5
makes insightful use of supporting evidence, including quotes and/or examples	5	
makes appropriate use of supporting evidence, including quotes and/or examples	4	
makes some use of supporting evidence, including quotes and/or examples	3	
makes limited use of supporting evidence, including quotes and/or examples	2	
makes minimal use of supporting evidence, including quotes and/or examples	1	
Development of structure. Your response exhibits	/5	/5
a skilful and sophisticated use of structure	5	
an effective use of structure	4	
a suitable use of structure	3	
a limited use of structure	2	
minimal use of structure	1	
Total out of 25 marks for this task		/25
Total out of 7.5% for this task		/7.5%

Sample assessment task

English – ATAR Year 11

Task 10 – Unit 2

Assessment type: Responding

Conditions

Time for the task: three weeks

In-class responses written in one period. Semester 2, Week 13

Suggested length: 200–300 words per question

Task weighting

7.5% of the school mark for this pair of units.

Task 10: Read this excerpt from an online rendition of Carl Sagan’s *Pale blue dot: A vision of the human future in space* and write a response to each of the questions below.

View the adapted excerpt at:

<http://gizmodo.com/5513783/the-world-would-be-better-if-everyone-watched-this-video>

1. How has this text used techniques from different modes and mediums to shape audience response?
2. How can it be that responses to this text might change over time and in different cultural contexts?

Marking key for sample assessment task 10 – Unit 2

Task 10: Read this excerpt from an online rendition of Carl Sagan’s *Pale blue dot: A vision of the human future in space* and write a response to each of the questions below.

1. How has this text used techniques from different modes and mediums (the prose script and the short film representation) to shape audience response?
2. How can it be that responses to this text might change over time and in different cultural contexts?

Criteria and categories	Marks
Discussion of the use of techniques from different text types. Your discussion is	/5
comprehensive and convincing	5
considered and detailed	4
considered but brief	3
limited	2
minimal	1
Discussion of how responses to a text change over time and in different cultural contexts. Your discussion is	/5
comprehensive and convincing	5
considered and detailed	4
considered but brief	3
limited	2
minimal	1
The quality of the expression of your ideas. Your essay	/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
Use of supporting evidence. Your response	/5
makes insightful use of supporting evidence, including quotes and/or examples	5
makes appropriate use of supporting evidence, including quotes and/or examples	4
makes some use of supporting evidence, including quotes and/or examples	3
makes limited use of supporting evidence, including quotes and/or examples	2
makes minimal use of supporting evidence, including quotes and/or examples	1
Total out of 20 marks for this task	/20
Total out of 7.5% for this task	/7.5%

A formative activity leading to the summative assessment, Task 10, Q2.

Notes on how interpretations of a text are formed, why responses to texts change, why readers might 'read' a text in different ways.

A reader's **response** to a text is sometimes referred to as an **interpretation** or a **reading** of the text. Some **interpretations** or **readings** of texts are based on **ways of reading** texts that have developed over time and these **ways of reading** texts are sometimes referred to as **reading practices**. Some would argue that a **reading practice** involves looking through a particular (theoretical) lens and that your reading of the text depends upon which lens you adopt and what it is that you pay attention to.

With any text, ask 'What is the story or argument? What happens? What is the history or context that it refers to? How is the story told, how does the argument unfold? What voices are there? What language or language features (words, phrases, images, sounds, rhymes) gain your attention? Why? Which lines/images do you like most?'

Work your way through the list of lenses in the table below, beginning with language. And keep in mind that your **reading** of a text might, in the end, be a product of a **combination** of some (or all) of these **ways of reading** texts.

<p>Ways of reading texts</p>	<p>Text: <i>The pale blue dot</i> by Carl Sagan http://gizmodo.com/5513783/the-world-would-be-better-if-everyone-watched-this-video</p>
<p>Create a reading of this text, paying particular attention to the use of language; for example, choices of words, use of literal/figurative language, creation of images, sentence structure, tone, style, language techniques.</p>	<p>Figurative language; for example, the metaphor comparing the earth to a mote which, in turn, suggests the Earth's relative insignificance, a theme developed throughout the piece.</p> <p>The tone in the first paragraph is authoritative and reflective.</p> <p>The language features; for example, anaphora used in the series of clauses in the first paragraph which start 'every ... every ... every ...' .</p> <p>The footage contains graphic images of the naked Vietnamese child running in terror from the advance of the Vietcong.</p> <p>Other images in the footage worthy of comment are: the rocket blasting off; outer space; human achievement, joy, love and suffering; (the fictional character of film representations of such); war; the scene from <i>Citizen Kane</i>; Superman; from Asian/Chinese films; the Earth sitting, a pixel, in a beam of light.</p>

<p>Create a reading of this text paying particular attention to generic conventions; for example, how the text is typical/atypical of a particular genre or form; for example, how it conforms or doesn't conform to a specific form (e.g. ode, short story, absurdist drama) within a broad genre of poetry, prose or drama. Discuss techniques used that are typical of the form.</p>	<p>It's a hybrid text, combining the features of an essay (an extended argument) with visuals that one would associate with a documentary. A docu-essay? An essay-doc? What are the conventions that are employed in this text that we associate with each genre?</p>
<p>Create a reading of this text paying particular attention to the historical context in which it was written, including the time and place, and the values of that society or culture at the time.</p>	<p>Created in an era of space exploration, an era when space exploration had had its hits and misses, when some were questioning various countries' involvement in space exploration when money could have been re-directed to social issues like poverty, employment and education.</p>
<p>Create a reading of this text paying particular attention to the historical context in which it is being read now, the time and place in which it is being read now and the values of this contemporary society or culture.</p>	<p>It's ironic and sad that we need to spend billions on space research to reach Sagan's conclusion that we (and we only) can fix our problems on Earth which, in turn, many would argue, could be fixed, at least in part, by using those billions. A starving person does not need a photo from Saturn to be reminded that poverty is an issue here on Earth.</p> <p>Is space research an aspect of our scientific curiosity that needs to be satisfied?</p>
<p>Create a reading of this text paying particular attention to comparing/contrasting how the historical /cultural contexts affect the way the text was read when it was written and how the text is being read now.</p>	<p>As in the two sides of the debate outlined above.</p>
<p>Create a reading of this text paying particular attention to representations of class within the text or implied by the text; for example, whether 'society' is represented as being divided into classes and whether one class is deemed to have power over another.</p>	<p>Arguably, a class issue exists regarding how a government allocates taxpayers' money to health, education, welfare etc. compared to space exploration.</p>
<p>Create a reading of this text paying particular attention to representations of race/ethnicity; for example, what the text is suggesting, or implying about particular abstract ideas about race or ethnic groups.</p> <p>Create a post-colonial reading of this text.</p>	<p>Sagan's article refers to one of the probes regarding Saturn. Nonetheless, other space research has considered the questions: is there other life out there? Are conditions conducive to life on ...? Could humans survive on ...? The first man to walk on the moon planted a USA flag. Are there characteristics of colonialism in space research? What uses will other planets/aspects of space be put to?</p>

<p>Create a reading of this text paying particular attention to representations of gender; ‘male’ or ‘female’ or ‘feminine’ or ‘masculine’. A feminist reading is an example of a gendered reading.</p>	<p>For the most part, Sagan creates a gender-neutral text although he does refer to king (not queen), hero (not heroine) and then to generals and emperors who are would-be ‘masters’.</p>
<p>Create a reading of this text paying particular attention to representations of culture, cultural identity or nationality; of groups of people; for example, ‘Australians’ or ‘immigrants’ or ‘country people’ or ‘bikies’ or ‘emos’.</p> <p>Does the text, through such representations, ‘naturalise’ aspects of culture?</p>	<p>One positive aspect of Sagan’s script is that he objects to our preoccupation with nationalism; simultaneously; however, the text reminds us of how ‘inconsequential’ we are and our ‘imagined self-importance’ which is useful, especially with regard to the negative things humans have done to each other, has the effect of homogenising the human race, denying it its cultural and ideological diversity.</p>
<p>Create a reading of this text paying particular attention to representations of religion or religious groups; for example, ‘fundamentalists’ or ‘Christianity’ or ‘hotgospellers’ or ‘pantheism’.</p> <p>Discuss the pervading ideology of the text: is it pro-religion, pro-secularism, pro-freedom of choice?</p>	<p>The reference to ‘confident religions’ might be read as a criticism of them, especially in the context of Sagan’s interest in the scientific evidence of other worlds, other universes out there and his avowed caution about religions’ claims.</p>
<p>Create a reading of this text paying particular attention to the way some minority groups are marginalised by the text, that is, left out of the discussion?</p>	<p>One imagines that some people, due to poverty or lack of educational opportunity are not referred to in the text nor are they part of the target audience of the text.</p>
<p>Create a reading of this text paying particular attention to representations of any number of abstracts like ‘love’ or ‘responsibility’ or ‘morality’ or ‘the rights of the individual’ or ‘power’.</p> <p>Discuss the moral, ethical or philosophical ideas represented in the text.</p>	<p>Space exploration is represented in a positive light either, or both because of its intrinsic value, or for what it reveals about our own world.</p>
<p>Create a reading of this text paying particular attention to representations of any number of groups; for example, ‘teenagers’, ‘labourers’, ‘children’, ‘students’, ‘shoppers’, ‘capitalists’.</p> <p>What groups are ‘represented’ in this text? In what ways? Why? What values and attitudes are at work, are being challenged?</p>	<p>The casual, ‘I thought it would be a good idea ...’ bespeaks of a somewhat privileged status that some space scientists have and perhaps the nobility of their cause, a representation, as suggested, that is subject to debate.</p>

<p>Create a reading of this text paying particular attention to the author, that is, the author's context, the author's biography, the author's values, attitudes and beliefs, the author's oeuvre.</p>	<p>Sagan's parents were not scientists, but they encouraged him to think analytically. His creative endeavours led to producing science fiction films and writing a novel called <i>Contact</i>.</p> <p>Sagan made contributions to describing surface conditions on Venus, but he is best known for his contributions to the scientific research of extraterrestrial life, including experimental demonstration of the production of amino acids from basic chemicals by radiation. Sagan assembled the first physical messages that were sent into space, and was an advocate of the creation of time capsules that provide a snapshot of life on earth.</p>
<p>Create a reading of this text paying particular attention to the intertextual links that one can observe with other texts. Such links might work in relation to theme, style, technique, generic conventions, genre, reading practice employed, ideology, context.</p>	<p>How Sagan's text sits intertextually: <i>2001: A space odyssey</i> (Kubric), <i>Star wars</i>, <i>The day the earth stood still</i>, <i>The matrix</i>, <i>Brave new world</i>, <i>War of the worlds</i>, <i>Minority report</i>, <i>Do androids dream of electric sheep?</i> (a story by Phillip K. Dick which was filmed as <i>Blade runner</i> by Ridley Scott), <i>Contact</i> (Sagan) <i>Living in a demon-haunted world</i> (Sagan), <i>Total recall</i> (Dick), <i>The adjustment bureau</i>, <i>A scanner darkly</i> (Dick).</p> <p><i>My favourite martian; The Jetsons; Star trek.</i></p>
<p>Create a reading of this text paying particular attention to the reader, to your response as a reader, to your context, to the values and attitudes, beliefs and ideologies that you bring to the text, to your reading practices.</p>	<p>Knowledge of science, space science.</p> <p>Religious beliefs or lack thereof.</p> <p>Degree of scepticism.</p>
<p>Create a reading of this text paying particular attention to the aesthetic qualities of the text as opposed to the ideological qualities, the form as opposed to the content, the expression as opposed to the ideas, the beauty (or otherwise) of the technique as opposed to the theme.</p> <p>What is 'beautiful' (in literature, fiction, non-fiction, film etc.)? Who decides? How do we decide?</p>	<p>Quite a compelling argument, expressed well for the most part. Some clever use of language.</p>
<p>Create a psychoanalytical reading of this text. Psychoanalytical readings tend to focus on desires and motivations, values and attitudes, ideologies; for example, of characters, real-life individuals, authors, even of cultures or societies.</p>	<p>Sagan's voice-over suggests two competing desires, a desire for the advancement of space research and the desire for those on Earth to look after the earth, including those on Earth, better than we do now.</p>

<p>Create a reading of this text in which you argue that this text is typical/atypical of texts belonging to a particular period or style; for example, 'Romantic', 'metaphysical', 'existentialist', Victorian, 'Dickensian', post-modern, science fiction, social media, hybrid, comedy, tragedy, satire, magic realism ...</p>	<p>Perhaps typical of a popular science text, pitched to a general audience, not an audience of science specialists.</p>
<p>Create a reading of this text paying attention to ideologies relating to ecology or conservation, to representations of the landscape and cultures' relationships with the landscape, to images of the urban and industrial, or the rural, regional or pastoral.</p>	<p>Sagan's text (and beliefs) are eco-critical given the emphasis on caring for our environment (even though he allegedly once agreed with the idea of detonating a nuclear device on the moon's surface).</p>

[Carl Sagan. (n.d.). Contribution to research on extra-terrestrial life. In *Wikipedia*. Retrieved February, 2020, from https://en.wikipedia.org/wiki/Carl_Sagan
Used under Creative Commons Attribution-ShareAlike 3.0 Unported License]

Sample assessment task

English – ATAR Year 11

Task 11 – Unit 2

Assessment type: Creating

Conditions

Time for the task: Two lessons

Suggested length: 500–700 words

Task weighting

8.5% of the school mark for this pair of units

In a form of your choice, position an audience to respond in a particular way to the image provided.

Evidence of planning and drafting must be submitted and will be considered in assessment.

Marking key for sample assessment task 11 – Unit 2

Task 11: In a form of your choice, position an audience to respond in a particular way to the image provided.

Evidence of planning and drafting must be submitted and will be considered in assessment.

Criteria and categories	Marks	Valued
Your use of form is	/5	/15
comprehensive and convincing	5	
considered and effective	4	
partially effective	3	
limited	2	
minimal	1	
Your positioning of your audience is	/5	/15
sustained and skilful	5	
effective	4	
partially effective	3	
limited	2	
minimal	1	
The quality of the expression of your ideas. Your piece of writing	/5	/10
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	
express ideas incoherently	1	
Use of planning and drafting strategies. Your response	/5	/10
makes creative and insightful use of planning and drafting strategies	5	
makes capable use of planning and drafting strategies	4	
makes some use of planning and drafting strategies	3	
makes limited use of planning and drafting strategies	2	
makes minimal use of planning and drafting strategies	1	
Total out of 50 marks for this task		/50
Total out of 7.5% for this task		/7.5%