



SAMPLE ASSESSMENT TASKS

ENGLISH
ATAR YEAR 12

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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 12

Task 1 – Unit 3

Assessment type: Creating

Conditions: The task will be completed over two weeks in Semester 1 (Weeks 2–3)

Task weighting: 7% of the school mark for this pair of units

Content covered by this task: Making innovative and imaginative use of language features; experimenting with text structures and language techniques for particular effects.

Task 1

(30 marks)

Write a prose fiction narrative based on one of the stimuli below in which you experiment with the techniques of narrative point of view, stream of consciousness and metaphorical language to shape reader response.

Stimuli

- 1: a 20-minute walk, paying attention to what you observe, feel and think
- 2: a section of a film with the sound off
- 3: a series of photos
- 4: images in a poem
- 5: the events/characters/setting depicted in a painting
- 6: the tone, rhythm, style, mood and/or atmosphere of a piece of music

Reflect on your first draft by discussing these questions with a peer:

- What issues, if any, are raised by what your character(s) observes?
- What issues, if any, are raised by what your character(s) feels?
- What issues, if any, are raised by what your character(s) thinks?
- Did you choose first, second or third person narrative? Why?
- Evaluate the usefulness of the stream of consciousness technique?
- What did you learn about metaphorical language?

After this conversation, refine your piece of writing.

Concept based on idea in: Tredinnick, M. (2006). *The little red writing book*. Sydney: University of NSW Press Ltd.

Marking key for sample assessment task 1

Task 1: Write a prose fictional narrative in which you experiment with the techniques of narrative point of view, stream of consciousness, and metaphorical language to shape reader response.

Criteria and categories		Marks
Use of metaphorical language – the response:		/5
• makes skilful use of metaphorical language		5
• makes effective use of metaphorical language		4
• makes appropriate use of metaphorical language		3
• makes clichéd use of metaphorical language		2
• uses literal language only		1
Use of narrative point of view – the response:		/5
• uses narrative point of view skilfully		5
• uses narrative point of view effectively		4
• uses narrative point of view appropriately		3
• uses narrative point of view with some effectiveness		2
• uses narrative point of view ineffectively		1
Use of the stream of consciousness technique – the response:		/5
• uses stream of consciousness skilfully		5
• uses stream of consciousness effectively		4
• uses stream of consciousness appropriately		3
• uses a stream of consciousness with some effectiveness		2
• uses a stream of consciousness ineffectively		1
Expression – the response:		/5
• uses coherent and sophisticated language		5
• uses coherent and sustained language		4
• uses purposeful and/or methodical language		3
• uses clear but not always coherent language		2
• uses disjointed language, characterised by unclear expression		1
Shaping reader response		/10
• shapes reader response skilfully	5	x2 i.e. double the value of the mark for this criterion
• shapes reader response effectively	4	
• shapes reader response appropriately	3	
• shapes reader response ineffectively	2	
• shapes reader response incoherently	1	
Total		/30
Mark converted to percentage out of 10% for this pair of units		/10%

Sample assessment task

English – ATAR Year 12

Task 8 – Unit 4

Assessment type: Responding

Conditions: Time for the task: three weeks
In class Semester 2, Week 4
Suggested length: 700–1000 words

Task weighting: 5% of the school mark for this pair of units.

Task 8

(20 marks)

Write an essay in which you discuss the language features that generate empathy or controversy in one of Nikki Gemmell’s columns and the possible readings of that text.

Read a selection of Gemmell’s columns at:

<https://www.theaustralian.com.au/author/Nikki%20Gemmell>

Marking key for sample assessment task 8

Task 8: Write an essay in which you discuss the language features that generate empathy or controversy in one of Nikki Gemmell's columns and the possible readings of that text.

Criteria and categories	Marks
Discussion of possible readings of Gemmell's text. Your essay ...	/5
• provides comprehensive and convincing discussion	5
• provides sound and detailed discussion	4
• provides sound but brief discussion	3
• provides limited discussion	2
• provides minimal discussion	1
Discussion of language features that generate empathy or controversy. Your essay ...	/5
• provides comprehensive and convincing discussion	5
• provides sound and detailed discussion	4
• provides sound but brief discussion	3
• provides limited discussion	2
• provides minimal discussion	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 and well-structured	4
• expresses ideas clearly	3
• expresses some ideas clearly	2
• expresses ideas in a manner that is unstructured and unclear	1
Use of supporting evidence. Your essay ...	/5
• makes skilful use of supporting evidence, including quotes and/or examples	5
• makes effective 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 10% for this task	/10%

Appendix to Task 8: Ways of reading texts. There are many different ways of reading texts, of creating an interpretation. You might like to use the chart below to make notes about the text you chose for Task 8 or, indeed, any text that you study in this course. Make some notes in the right hand column if the way of reading a text described in the left-hand column seems to apply to your text. Use the notes you have made to create your reading (or interpretation) of your text.

Some different ways of reading texts	
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, use of language techniques.	
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 not, 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.	
Create a reading of this text paying particular attention to the historical contexts ; for example, the way the text was read when it was written and how the text is being read now.	
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.	
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. Create a post-colonial reading of this text.	
Create a reading of this text paying particular attention to representations of gender ; for example, of 'male' or 'female' or 'feminine' or 'masculine'. A feminist reading is an example of a gendered reading.	
Create a reading of this text paying particular attention to representations of culture , cultural identity or nationality; for example, of groups of people, for example,	

<p>'Australians' or 'immigrants' or 'country people' or 'bikies' or 'emos'.</p> <p>Does the text, through such representations, naturalise aspects of culture?</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>Create a reading of this text paying particular attention to representations of 'the other' or 'the marginalised'; for example, of minority groups within society, (for example, the disabled, the ill, the unemployed, the itinerant, the disempowered, the old.) Alternatively, pay attention to how a text marginalises certain groups of people by hardly mentioning them at all or by omitting them altogether.</p>	
<p>Create a reading of this text paying particular attention to representations of any number of abstract concepts 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>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>Create a reading of this text paying particular attention to the author: that is, the author's context, biography, values, attitudes, beliefs and/or oeuvre.</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 convention, genre, reading practice employed, ideology, context.</p>	

<p>Create a reading of this text paying particular attention to the reader, to your response as a reader, your context, the values and attitudes, beliefs and ideologies that you bring to the text, your preferred ways of reading texts.</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. What is 'beautiful' (in literature, fiction, non-fiction, film etc.)? Who decides? How do we decide?</p>	
<p>Create a psychoanalytical reading of this text. Psychoanalytical readings tend to focus on desires and motivations, values and attitudes, ideologies perhaps, for example, of characters, of real-life individuals, of authors, even of cultures or societies.</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, a 'Romantic' text, a 'metaphysical' text, an 'existentialist' text, Victorian, 'Dickensian', a post-modern text, science fiction, social media, hybrid, comedy, tragedy, satire, magic realism.</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. This way of reading texts is sometimes referred to as an eco-critical reading practice.</p>	
<p>Create a reading of this text paying attention to any combination of some of the above reading practices.</p>	