



SAMPLE ASSESSMENT OUTLINE

LITERATURE
GENERAL 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.

Assessment type	Assessment type weighting	Assessment task weighting	Start and submission date	Assessment task	Relevant syllabus content
Short written response	30%	7.5%	Semester 1 Week 7	<p>Task 3: <i>Home and Away</i> presents an alternative view of asylum seekers to what is generally presented to Australian audiences. Explain, referring to techniques used, how this has been achieved by the author and illustrator, and their impact on your interpretation of the text. You may focus on the book, the DVD or both. (In class)</p>	<p>Contextual understandings – the relationships between writer, reader, text and context</p> <ul style="list-style-type: none"> 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 reading a literary text involves applying strategies which help us make meaning of texts such as reading with an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections among texts. Different reading strategies produce different readings and therefore, multiple readings of a text are possible <p>Language and generic conventions</p> <ul style="list-style-type: none"> the different ways in which language can be used involves choices about audience, purpose and genre language is a medium used to offer representations of the world and to position readers
		7.5%	Semester 1 Week 11	<p>Task 4: Discuss how minor characters in the novel, <i>The Story of Tom Brennan</i>, enable the development of the protagonist and the plot. (In class, using notes prepared both in class and at home)</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre language is open to interpretation and different people may respond to it in different ways <p>Producing texts:</p> <ul style="list-style-type: none"> develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts
		5%	Semester 2 Week 8	<p>Task 9: Write a theatre review for the performance attended, commenting on generic features of the text as well as performance aspects and evaluating the success of the production.</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context

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		5%	Semester 2 Week 11	<p>Task 10: Discuss how <i>Of Mice and Men</i> portrays events to reflect particular values and attitudes that may leave readers without a clear stance on the issues presented. In your response, you might consider discussing the way the novel deals with the killings involving Lenny and George, as well as the representation of Crooks.</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the different ways in which language can be used involves choices about audience, purpose and genre <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> 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
		5%	Semester 2 Week 14	<p>Task 11: With reference to at least two poems studied, explain how language offers representations of the world.</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> writers select grammatical elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses
Creative production	20%	10%	Semester 1 Week 5	<p>Task 2: Part A: Write a poem in the style of one of the poems studied. This may be in response to the original poem or a follow up or a text showing a different perspective to the subject. Part B: Write a reflection on your poetry writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your poem connects to the original and why you selected that poem. You should discuss your use of language, conventions and context. This response should be approximately 250–500 words.</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre <p>Producing texts:</p> <ul style="list-style-type: none"> produce ... creative texts taking into account considerations of audience, purpose and context
		10%	Semester 2 Week 4	<p>Task 7: Working with a partner, create a multimodal literary text that presents a character from your context detailing a conflict faced in his/her life. Write a 300 word reflection to accompany your literary text, commenting on your individual contribution and the collaboration with your partner.</p>	<p>Producing texts:</p> <ul style="list-style-type: none"> produce ... reflective and creative texts taking into account considerations of audience, purpose and context develop an understanding of the processes of textual production, reflecting upon their own work and making informed judgements about the strengths and weaknesses of their work, either individually or collaboratively

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Oral	20%	10%	Semester 1 Week 14	Task 6: Deliver a tutorial presentation for your class, focusing on representations of culture, class or gender OR of desire and place, in texts studied this semester. You must refer to more than one text studied.	Producing texts: <ul style="list-style-type: none"> develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts Contextual understandings – the relationships between writer, reader, text and context: <ul style="list-style-type: none"> reading intertextually allows students to draw on ways of thinking they have encountered in other texts
		10%	Semester 2 Week 6	Task 8: Working in small groups you will workshop a scene from <i>Bran Nue Dae</i> to perform for the class. At the conclusion of the performance, your group will then present an analysis of the scene for the class, with each group member focusing on a different aspect of the scene. You could discuss the language and/or language techniques used in the scene, the generic conventions, ideas represented in this scene and any links or comparisons you can make to other texts you have previously read.	Language and generic conventions: <ul style="list-style-type: none"> language is a medium used to offer representations of the world and to position readers Contextual understandings – the relationships between writer, reader, text and context: <ul style="list-style-type: none"> 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 reading intertextually allows students to draw on ways of thinking they have encountered in other texts Language and generic conventions: <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre
Externally set task	15%	15%	Semester 1 Week 12	Task 5: A task set by the School Curriculum and Standards Authority (the Authority) based on the following content from Unit 3 – <teacher to insert information provided by the Authority>.	– <teacher to insert information provided by the Authority>.
Total	100%	100%			