



## SAMPLE ASSESSMENT TASKS

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LITERATURE  
GENERAL YEAR 12

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## Sample assessment task

### Literature – General Year 12

#### Task 1 – Semester 1

**Assessment type:** Extended written response (journal)

**Conditions**

Commence Part A of this task in Week 3 Term 1. Submit completed journal in Week 15.

**Task weighting**

7.5% of the school mark for this pair of units

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**Relevant Syllabus Content**

Language and generic conventions

- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre

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

- 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

Producing texts

- 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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There are three parts to this task. Some class time will be provided to work on each part of the task. For Parts A and B, you may also work on this at home to increase the amount and range of writing you include about the poetry and multimodal text.

You will receive formative feedback from your teacher during class lessons on Part A and Part B.

All writing for this task is to be submitted together in Week 15.

### **Part A**

Write a journal entry for at least two poems studied in class. In your response to each poem, discuss the use of language and conventions in the poem, the context and how you read the poem's representation of one of the following: a cultural group, gender, class, desire or place. Include your personal response to the poem. (Weeks 3 and 4)

### **Part B**

Respond in your journal to issues that arise in class as we analyse the text *Home and Away* by John Marsden and Matt Ottley. You will write about the form of the text as well as the language and content. Explain what makes this text literary. (Week 7)

### **Part C**

Write a reflection on your work completed this semester. Elaborate on your strengths and weaknesses across the range of tasks and activities completed and explain which areas you would like to improve on in the following unit. (In class: Week 15)

## Marking key for sample assessment Task 1

### Journal

Extended written response	Marks
<b>Engagement with the task</b>	<b>/6</b>
demonstrates a comprehensive and thoughtful engagement with the task	6
demonstrates a 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
<b>Quality of readings</b>	<b>/5</b>
presents effective, thoughtful and informed readings of the texts, addressing all task instructions	5
presents logical readings, making clear reference to the areas specified in the task instructions	4
presents adequate readings, making reference to ideas, form and conventions	3
makes some general points about texts studied	2
shows limited understanding of the texts	1
<b>Expression of ideas</b>	<b>/5</b>
expresses ideas in a convincing, clear, and well-structured manner	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
<b>Reflection</b>	<b>/5</b>
is highly reflective and evaluates own performance in an effective manner	5
shows sound reflection and evaluates own performance in a clear manner	4
shows adequate reflection and evaluates some aspects of own performance	3
shows limited reflection and evaluation of own performance	2
attempts to reflect on and evaluate performance	1
<b>Use of textual evidence</b>	<b>/4</b>
makes effective use of textual evidence, including quotes and/or examples	4
makes appropriate use of textual evidence, including quotes and/or examples	3
makes some use of textual evidence, including quotes and/or examples	2
makes limited use of textual evidence, including quotes and/or examples	1
<b>Total</b>	<b>/25</b>
<b>Mark converted to percentage out of 7.5% for this pair of units</b>	<b>/7.5%</b>

## Sample assessment task

### Literature – General Year 12

#### Task 2 – Semester 1

**Assessment type:** Creative production

**Conditions**

Period allowed for completion of the task: four weeks

Due Week 5

**Task weighting**

10% of the school mark for this pair of units

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#### Relevant Syllabus Content

Language and generic conventions

- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre

Producing texts

- produce ... creative texts taking into account considerations of audience, purpose and context
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#### Poetry: Henry Lawson, Archie Roach, Paul Kelly, Joanne Burns

**Part A:** Write a poem in the style of one of the poems studied. This may be in response to the original poem, or showing a different perspective to the subject.

When planning your poem, consider how your context as writer is different from the context of the poet you have selected. Your poem should reflect your context.

When writing your poem, you should also consider:

- the conventions of the poem
- stylistic elements of language used in the poem chosen
- the subject/ideas presented in the poem.

**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.

## Marking key for sample assessment Task 2

Part A: Write a poem in the style of one of the poems studied.

Part B: Write a reflection on your poetry writing experience.

<b>Creative production task</b>	<b>Marks</b>
<b>Use of language and poetry conventions</b>	<b>/5</b>
shows control and inventiveness in the use of language and poetry conventions	5
shows control and experimentation with language and uses a range of poetry conventions	4
shows adequate control of language and poetry conventions	3
makes some use of poetry conventions and appropriate language	2
attempts to create a poem which conforms to some poetry conventions	1
<b>Stylistic similarities to chosen poem</b>	<b>/4</b>
effectively adopts a range of stylistic devices used in original poem	4
effectively uses some stylistic devices used in original poem	3
attempts to imitate style of original poem, using one or two similar devices	2
use of similar stylistic devices is limited	1
<b>Presentation of ideas</b>	<b>/5</b>
creates a convincing and meaningful response to the original poem, including thought-provoking content and relevant ideas	5
creates an effective response to the original poem, conveying well-considered and relevant ideas	4
creates a satisfactory response to the original poem, conveying appropriate ideas	3
creates a response to the original poem, attempting to convey ideas	2
creates a poem with unclear ideas or with little connection to the original poem	1
<b>Use of context</b>	<b>/5</b>
makes effective creative choices to reflect an appropriate contemporary context	5
makes sound creative choices to reflect an appropriate contemporary context	4
reflects an appropriate context satisfactorily	3
attempts to convey a particular context	2
shows limited awareness of context	1
<b>Reflection</b>	<b>/6</b>
provides a detailed reflection, effectively evaluating own strengths/weaknesses as well as providing strong information and connections to original poem	6
provides a sound reflection, with clear discussion of own skills and logical connections to original poem	5
provides an adequate evaluation of own work and some appropriate information about the original poem	4
reflects broadly on performance, including some information about the original poem	3
attempts to reflect on performance, including limited reference to the original poem	2
comments briefly on one aspect only	1
<b>Total</b>	<b>/25</b>
<b>Mark converted to percentage out of 10% for this pair of units</b>	<b>/10%</b>

## Sample assessment task

### Literature – General Year 12

#### Task 6 – Semester 1

**Assessment type:** Oral

**Conditions**

All presentations will be conducted during Week 14, semester one. You must be prepared to present when called upon.

Due Week 14

**Task weighting**

10% of the school mark for this pair of units

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**Relevant Syllabus Content**

Producing texts

- develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts

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

- reading intertextually allows students to draw on ways of thinking they have encountered in other texts
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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.

- identify which representation focus you will use for your presentation
- select the texts that you will discuss
- do further research on your selected texts and/or authors to seek new information to provide for your peers
- identify key points that you will use as the basis for your talk
- select specific textual examples you can discuss to support your key points
- plan your presentation, considering how to maintain interest in your subject as well as provide insightful information for your peers
- consider your use of oral expression, volume, pitch, tone; and your engagement with the audience through eye contact, body language, posture, gesture etc.
- you should be prepared to ‘present’ your ideas for your class; this means you will not read a prepared presentation and should make minimal use of notes. Where appropriate use props or audio visual support materials



## Marking key for sample assessment 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.

<b>Oral</b>	<b>Marks</b>
<b>Discussion of representation in more than one text studied</b>	<b>/10</b>
demonstrates insight into the chosen representation focus in multiple texts studied; presents a thorough and effective analysis of ideas	9–10
demonstrates sound knowledge of the chosen representation focus in more than one text; including analysis of ideas	7–8
demonstrates appropriate knowledge of the chosen representation focus in more than one text	5–6
demonstrates some knowledge about representation in more than one text	3–4
demonstrates a limited understanding of representation in one or more texts	1–2
<b>Use of textual evidence</b>	<b>/3</b>
makes effective use of textual evidence, including quotes and/or examples that enhance the presentation	3
makes appropriate use of textual evidence, including quotes and/or examples	2
makes limited use of textual evidence referring broadly to the text(s)	1
<b>Use of vocabulary and literary terms</b>	<b>/2</b>
uses effective vocabulary, integrating appropriate literary terms, to articulate strong understandings of texts	2
uses appropriate vocabulary, including some literary terms, to articulate understandings of texts	1
<b>Expression</b>	<b>/5</b>
is expressive, clear and uses varied tone, pitch, and pace	5
is fluent and clear with good use of pitch, pace and expression	4
is clear and has adequate pitch, pace and expression	3
is mostly clear, although expression may be flat or pace fast	2
is difficult to hear or understand due to volume, pace and pitch	1
<b>Engagement with audience</b>	<b>/5</b>
shows effective engagement with the audience, using a range of appropriate presentation techniques to maintain audience attention and involvement	5
shows sound engagement with the audience, using a range of strategies to involve the audience	4
shows adequate engagement with the audience, using eye contact and body language	3
engages with the audience in minimal ways	2
barely engages with the audience	1
<b>Total</b>	<b>/25</b>
<b>Mark out of 25 converted to mark out of 10% for this pair of units</b>	<b>/10%</b>

## Sample assessment task

### Literature – General Year 12

#### Task 9 – Semester 2

**Assessment type:** Short written response

**Conditions**

Attend a live theatre performance as a class group. Use this experience to write a theatre review.  
Due Week 8

**Task weighting**

5% of the school mark for this pair of units

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**Relevant Syllabus Content**

Language and generic conventions

- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre

Producing texts

- produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context
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**Drama**

This task is a response to our class attendance at a performance of *Hamlet* by Bell Shakespeare at the State Theatre Centre.

Task: 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.

You will be provided with samples of professional theatre reviews. Use these as examples to guide you on the type of content to include and the style of language. Present your review as though it will be published and identify the publication. Your review may be for an online or hard copy audience, or both.

You need to demonstrate your level of understanding and interpretation of the play through your review. Consider the complexities of the plot, theme, characters, conflict (i.e. script elements), as well as the quality of the performance by the actors, and other performance aspects such as lighting, music, staging etc.

## Marking key for sample assessment 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.

Short written response	Marks
<b>Production of text – form, style, control of language</b>	<b>/10</b>
is engaging, coherent and effective in the use of language, and uses an appropriate form for the selected publication and audience; has a strong voice and style	9–10
is engaging and uses sound structure, form and choice of language; shows sound awareness of style for publication and audience	7–8
shows reasonable control of some aspects of production and experimentation with others	5–6
attempts to write in an appropriate form and control language	3–4
shows minimal awareness of the form of writing and shows minimal control of language	1–2
<b>Generic features and performance elements</b>	<b>/5</b>
targets comments on generic features and performance elements effectively	5
comments on important generic features and performance elements to enhance the review	4
makes adequate reference to generic features and performance elements and refers to them in appropriate context	3
makes some reference to generic features and performance elements	2
makes minimal reference to generic features or performance elements	1
<b>Understanding and interpretation of the play</b>	<b>/5</b>
shows effective comprehension and interpretation of the play	5
shows sound comprehension and interpretation of the play	4
shows adequate understanding of the play and emerging interpretation	3
shows limited understanding of the play and attempts some interpretation	2
shows minimal understanding of the play	1
<b>Evaluation of production</b>	<b>/5</b>
critiques the performance in an effective manner, using well-chosen textual references to provide clear information for potential audiences	5
provides clear, evaluative comments for potential audiences with specific and appropriate detail	4
provides an adequate evaluation of production with sufficient evaluative detail	3
provides a satisfactory overall evaluation	2
provides minimal evaluation	1
<b>Total</b>	<b>/25</b>
<b>Mark converted to percentage out of 5% for this pair of units</b>	<b>/5%</b>