

**ASSESSMENT OUTLINE  
YEAR 12 LITERATURE  
2021**

Assessment Type	Assessment Type Weighting	Assessment Task Weighting	Due Date	Assessment Task	Syllabus Content
Extended written response	15%	8%	Term 1 Week 9	<b>Task 4: TS Eliot</b> Complete a comparative essay on the role of Intertextuality or the discourse adopted in Eliot's poetry	<b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b> <ul style="list-style-type: none"> <li>how representations vary according to the discourse. Different groups of people use different terms to represent their ideas about the world and these different discourses (ways of thinking and speaking) offer particular representations of the world</li> <li>how reading intertextually helps readers to understand and critique representations</li> </ul> <b>Create analytical texts, including:</b> <ul style="list-style-type: none"> <li>evaluating their own and others' ideas and readings using logic and evidence</li> </ul>
		7%	Term 3 Week 6	<b>Task 10: Samuel Wagan-Watson</b> You will complete a comparative essay in which you discuss the ideological perspective or the representations of powerful groups in at least two of Samuel Wagan Watson's poem.	<b>Evaluate the dynamic relationship between authors, texts, audiences and contexts, including:</b> <ul style="list-style-type: none"> <li>the ways in which ideological perspectives are conveyed through texts drawn from other times and cultures, and how these perspectives may be reviewed a contemporary Australian audience.</li> </ul> <b>Evaluate and reflect on the ways in which literary texts can be interpreted, including:</b> <ul style="list-style-type: none"> <li>how ideas, values and assumptions are conveyed, that is, how 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. Some literary texts reflect the system of attitudes, values, beliefs and assumptions (ideology) of powerful groups. In this way, literary texts may be used to 'naturalise' particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups</li> </ul>
Short written response	35%	6%	Term 1 Week 3	<b>Task 1: Australian Prose</b>	<b>Evaluate the ways in which literary texts represent culture and identity, including:</b>

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				Complete a short answer response after closely reading examples of Australian literature/Miles Franklin Award winners.	<ul style="list-style-type: none"> <li>the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context</li> <li>the ways in which authors represent Australian culture, place and identity both to Australians and the wider world.</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>developing independent interpretations of texts supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world</li> </ul>
		6%	Term 1 Week 5	<p><b>Task 2: A Farewell to Arms</b> Write a short essay on a set of prepared questions on Ernest Hemingway's novel <i>A Farewell to Arms</i>.</p>	<p><b>Evaluate the ways in which literary texts represent culture and identity, including:</b></p> <ul style="list-style-type: none"> <li>how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs</li> </ul> <p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including</b></p> <ul style="list-style-type: none"> <li>the ways in which representations of the past allow a nation or culture to recognise itself</li> <li>the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts</li> </ul>
		8%	Term 2 Week 3	<p><b>Task 5: Short Written Response-Hamlet</b> Construct a response to a series of questions on</p>	<p><b>Evaluate the ways in which literary texts represent culture and identity, including:</b></p>

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				Shakespeare's <u>Hamlet</u> which ask you to reflect on the role of reader's context, cultural assumptions, social position and gender in making meaning of the play.	<ul style="list-style-type: none"> <li>how readers are influenced to respond to their own and other's cultural experiences</li> <li>how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs</li> </ul> <p><b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b></p> <ul style="list-style-type: none"> <li>the impact of the use of literary conventions and stylistic techniques</li> <li>the influence of the reader's context, cultural assumptions, social position and gender</li> </ul>
		8%	Term 2 Week 11	<p><b>Task 7: Close reading-Comedy/Drama</b> Complete a short answer response after closely reading excerpts of plays that are considered comedies: ensure that you have revised the generic conventions of <b>farce /comedy of manners/satires</b> before the assessment</p>	<p><b>Evaluate and reflect on the ways in which literary texts can be interpreted, including:</b></p> <ul style="list-style-type: none"> <li>how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences</li> <li>how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li> </ul>
		7%	Term 3 Week 5	<p><b>Task 9: Australian Poetry</b> You will complete a close reading of ONE unseen poem during one lesson of class time</p>	<p><b>Evaluate the dynamic relationship between authors, texts, audiences and contexts, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which the expectations and values of audience's shape readings of texts and perceptions of their significance; and how the social, cultural and historical spaces in which texts are produced and read mediate readings</li> <li>the ways in which ideological perspectives are conveyed through texts drawn from other times and cultures, and how these perspectives may be reviewed by a contemporary Australian audience.</li> </ul> <p><b>Evaluate and reflect on the ways in which literary texts can be interpreted, including:</b></p>

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					<ul style="list-style-type: none"> <li>exploring a range of critical interpretations produced by adopting a variety of reading strategies. Multiple readings of a text are possible.</li> </ul>
<b>Creative production of a literary text</b>	<b>10%</b>	10%	Term 3 Week 7	<b>Task 11: Australian identity/satire</b> Using the knowledge you developed of comedy from <i>Rosencrantz and Guildenstern are Dead</i> and the social awareness you developed from Samuel Wagan Watson; write a poem or scene from a play that satirizes an Australian way of thinking or the behaviour of a powerful group.	<b>Create imaginative texts, including:</b> <ul style="list-style-type: none"> <li>adapting medium, form, style, point of view and language</li> <li>experimenting with elements of style and voice to achieve specific effects</li> <li>manipulating literary conventions for different audiences and contexts</li> <li>reflecting on the ways in which the expectations and values of audiences might shape the created text.</li> </ul>
<b>Oral</b>	<b>10%</b>	5%	Term 1 Week 8	<b>Task 3: TS Eliot's Poetry</b> In partners, teach a nominated poem from the TS Eliot's anthology. In your tutorial you need to reflect on your experience/s of reading the poem and explain how it is responsible for effecting the way you think about the world.	<b>Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, including:</b> <ul style="list-style-type: none"> <li>the influence of the reader's context, cultural assumptions, social position and gender.</li> </ul> <b>Create analytical texts, including:</b> <ul style="list-style-type: none"> <li>developing independent interpretations of texts supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world</li> <li>experimenting with different modes, media and forms.</li> </ul>

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		5%	Term 3, Week 2	<p><b>Task 8: <i>Rosencrantz and Guildenstern are Dead</i></b> Complete a speech (using multimedia) on a nominated scene which addresses the adaptations of form and traditions or the representations of cultural change in <u><i>Rosencrantz and Guildenstern are Dead</i></u>.</p>	<p><b>Evaluate the dynamic relationship between authors, texts, audiences and contexts, including:</b></p> <ul style="list-style-type: none"> <li>• how literature represents and/or reflects cultural change and difference</li> <li>• how texts in different literary forms, media or traditions are similar or different</li> <li>• how interpretations of texts vary over time</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>• developing a creative, informed and sustained interpretation supported by close textual analysis</li> <li>• using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts</li> <li>• critically evaluating their own and others' justifications, evidence and interpretations/readings</li> <li>• experimenting with different modes, media and forms.</li> </ul>
Examinations	30%	14.5%	Term 2 Weeks 5-6	<b>Task 6: Examination</b> During school's examination week	
		15.5%	Term 3 Weeks 9-10	<b>Task 12: Examination</b> During school's examination week	