



**Unit Outlines:**

**Unit 3:**

- Develops knowledge and understanding of the relationship between language, culture and identity in literary texts.
- Focuses on the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms.
- Develops critical analysis and evaluation of the values and attitudes represented in and through texts and their impact on the reader.
- Develops your analytical responses: they should be more confident, engaging and feature informed observations.
- Create imaginative texts which experiment with language, adapt forms and challenge conventions and ideas.

**Learning outcomes:**

<ul style="list-style-type: none"><li>• Understand the relationship between language and representations of culture and identity</li><li>• Develop your own analytical responses by synthesising and/or challenging other interpretations.</li><li>• Create oral and/or written and/or multimodal texts that experiment with literary style</li></ul>	<p>You will need to demonstrate you can do the following:</p> <ol style="list-style-type: none"><li>1) Evaluate the ways in which literary texts represent culture and identity</li><li>2) Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts</li><li>3) Create analytical texts</li><li>4) Create imaginative texts</li></ol>
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**Unit 4:**

- Develop your appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres, styles.
- Reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response.
- Focus on the dynamic nature of literary interpretation and consider the insights the texts offer, their use of literary conventions and aesthetic appeal.
- Develop analytical responses that demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses.
- In creating imaginative texts, you experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

**Learning outcomes:**

<ul style="list-style-type: none"><li>• Understand the relationship between the representation of values and ideas in texts and how they are received by audiences.</li><li>• Justify your own critical appreciation or reading of a text.</li><li>• Create oral and/or written and/or multimodal texts blending and borrowing literary conventions</li></ul>	<p>You will need to demonstrate that you can do the following:</p> <ol style="list-style-type: none"><li>1) Evaluate the dynamic relationship between authors, texts, audiences and contexts.</li><li>2) Evaluate and reflect on the ways in which literary texts can be interpreted.</li><li>3) Create analytical texts.</li><li>4) Create imaginative texts.</li></ol>
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## Year 12 ATAR Literature Assessment Outline 2016

The Year 12 ATAR Literature course has strict rules about how much weighting can be assigned to each type of task:

Type of Assessment	Weighting
<b>Extended written Response</b> This can include analytical, discursive and reflective responses in a number of forms, for example long essays, research assignments, feature articles or a collection of journal entries	15%
<b>Short Written Response</b> This can include analytical, discursive and reflective responses in a number of forms, for example, short essays, close readings, short responses to a series of questions or individual journal entries,	35%
<b>Creative production of literary texts</b> This can include writing in the three genres of poetry, prose fiction and drama or the production of multimodal texts	10%
<b>Oral</b> This can include oral work in a number of forms, for examples, speeches, tutorials, group discussions, panel discussions or performances such as role play or reader's theatre.	10%
<b>Examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	30%









The assessment outline must:

- Include a set of assessment tasks
- Include a general description of each task
- Include the unit content to be assessed
- Indicate a weighting for each task and assessment type
- Include the approximate timing of each task (due date)
- Include each assessment task at least twice, for example 2 x Oral assessments

Semester One

Task Type and Title	Unit Content being assessed				Due Date	Weighting
	Unit 3	Unit 4	Units 3 and 4	Units 3 and 4		
	Evaluate the ways in which literary texts represent culture and identity	Evaluate the dynamic relationship between authors, texts, audiences and contexts	Create analytical texts	Create imaginative texts		
<b>Task 1: Individual Oral</b> Tutorial focused on Australian Literature In class					Term 1, Week 3	5%
<b>Task 2: Short Written Responses</b> to questions on 'The Turning' In class					Term 1, Week 5	8.75%
<b>Task 3: Extended Written Response</b> on 'The Turning' Take Home					Term 1, Week 7	5%
<b>Task 4: Close Reading Analysis (Short Written Response)</b> In Class					Term 1, Week 9	8.75%
<b>Task 5: Extended Written Response</b> to <i>The Merchant of Venice</i> and <i>A View From the Bridge</i> Take Home					Term 2, Week 1	5%
<b>Task 6: Group Oral Presentation</b> focused on the drama texts studied In class					Term 2, Week 3	5%
<b>Task 7: Short Written Response</b> on Australian Poetry In class					Term 2, Week 6	8.75%
<b>Task 8: Exam</b>					Term 2, Week 6/7	15%

## Semester Two

Task Type and Title	Unit Content being assessed				Due Date	Weighting
	<b>Unit 3</b>  Evaluate the ways in which literary texts represent culture and identity	<b>Unit 4</b>  Evaluate the dynamic relationship between authors, texts, audiences and contexts	<b>Units 3 and 4</b>  Create analytical texts	<b>Units 3 and 4</b>  Create imaginative texts		
<b>Task 9: Extended Written Response</b> on the novel <i>Beloved</i> by Toni Morrison In class					Term 3, Week 2	5%
<b>Tasks 10 (a) and (b): Creative Writing</b> <b>10 (a)</b> will include a selection of journal entries/original productions of literary texts <b>10 (b)</b> will include a creative piece in the style of a text studied this year <b>Take home</b>					Term 3, Week 5	10%
<b>Task 11: Short Written Response:</b> Close Reading in preparation for Section One of the Exam <b>In class</b>					Term 3, Week 7	8.75%
<b>Task 12: Exam</b>					Term 3, Week 8/9	15%

## **The marking process**

From the perspective of the school, it is vital that we have comparability between classes and that the final results for students accurately reflect their relative rank and range. As there is only one Year 12 Literature Class at Kalamunda Senior High School, I will be moderating your work with teachers from other schools to ensure they are a true reflection of what is seen state-wide. In addition one of the school's aims is to ensure that students are adequately prepared for their exams, while another aim is to ensure that there is a high correlation between students' school achievement and their achievement in the exams. To ensure comparability between classes I will routinely cross mark and hold consensus meetings to insure marking is accurate.

## **Assessment Policy and Extensions**

The Kalamunda Senior High Upper School Assessment Policy will be strictly applied. Students who miss in-class assessments must provide a written explanation for their absence and see me on the day they return to school to arrange an alternative time to sit the assessment.

## **The Production Process**

It is important for students to learn and practise correct writing conventions including correct punctuation of titles, accurate grammar and spelling and comprehensive and planning and drafting. In addition, for extended writing pieces you will be expected to use a referencing system, such as Harvard.

It is your responsibility to ensure that your writing is legible. You will not be given credit for work that I cannot read.

## **Wide Reading and Viewing**

In Literature the difference between a good student and a mediocre one is often the amount of exposure they have to a wide range of texts. As the course progresses, ensure you make a note of any recommended reading suggested in class and make an effort to seek those texts out. Remember that at University this is a requirement that is simply expected of you, so it makes sense to start taking on good practices now.

## **Resources**

Copies of electronic documents will be stored on Connect.

## **Out of Class Support**

After School Homework Classes will be held in T6 on most Thursdays between 3-4pm. Check the daily notices for any changes to dates. You are also more than welcome to email me at [emma.cox-flory@education.wa.edu.au](mailto:emma.cox-flory@education.wa.edu.au) or come and see me to arrange a time for extra support. I am more than happy to help and I promise I don't bite!

## **Your out of class obligations**

In order to be successful by the year's end in ATAR Literature it is recommended that you work for 40 minutes or so almost every night. Even if homework is not specifically assigned there is plenty to work on: assessments, reading assigned texts, recommended/contextual reading and research, practising creative writing in different forms.

**Reflection to be completed at the end of Semester One**

Semester One Reflection

My strengths

What I need to work on

Action - what realistic, small steps  
can you take to achieve these targets  
in...

The next three weeks...

By the end of term 3...