

Literature 2019 v1.4

Unit 1 sample assessment instrument

October 2018

Examination — analytical written response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once..

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of an analytical essay to inform readers of an interpretation of a literary text
2. establish and maintain the role of essay writer and relationships with readers
3. analyse perspectives and representations of concepts, identities, times and places in a literary text, and others' interpretations of, and/or responses to, this text
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin a literary text and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in a literary text in prompting critical and emotional responses
6. select and synthesise subject matter to support perspectives in an essay
7. organise and sequence subject matter to inform readers of an interpretation of a literary text
8. use cohesive devices to emphasise ideas and connect parts of an essay
9. make language choices for particular purposes and contexts in an essay
10. use grammar and language structures for particular purposes in an essay
11. use written features, including conventional spelling and punctuation, to achieve particular purposes in an essay.

Subject	Literature		
Technique	Examination — analytical written response		
Unit	Unit 1: Introduction to literary studies		
Conditions			
Time	2 hours	Perusal	15 minutes planning time
Word length	800–1000 words	Seen/unseen	Seen (students to be given the specific task one week prior to the assessment)
Other	<ul style="list-style-type: none"> • Genre: analytical essay • Purpose: to inform readers of an interpretation of the film <i>Jasper Jones</i> • Audience: readers who have a developed understanding of the film and are familiar with the setting, plot and characters 		
Instructions			
<ul style="list-style-type: none"> • The response is to be completed under supervised conditions, with no access to teacher advice, guidance or feedback once the task is distributed. • 200 words of quotations from the studied text/s allowed; must be signed by the teacher. • No notes allowed. 			
Context			
<p>In this unit, you have been investigating the imaginative power of the story and storytelling. You have explored a range of literary texts and the ways aesthetic features of language, including film language, can be manipulated to construct meaning, create particular emotional and critical effects, and engage readers or viewers in critical reflection.</p> <p>In your close study of the film <i>Jasper Jones</i>, you have explored and engaged with the ways particular literary texts construct representations of coming-of-age stories, and how readers or viewers respond to these texts both emotionally and critically.</p> <p>To help you develop deeper and more complex interpretations of the film, you have read/viewed/listened to and discussed others' perspectives of it, including its director Rachel Perkins and screenwriter Craig Silvey.</p>			
Task			
<p>Write an analytical essay in response to the following:</p> <p>Rachel Perkins has said <i>Jasper Jones</i> is a coming-of-age story that is ultimately about empathy, testing preconceptions and transforming opinions. She sees Charlie as the main vehicle for this through the relationships he has with people and the world he lives in.</p> <p>Using Rachel Perkins' perspective, analyse how the film invites viewers to see the role at least one significant relationship plays in Charlie's coming of age.</p>			
Stimulus			
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Feedback			