

Literature 2019 v1.4

Unit 2 sample assessment instrument

October 2018

Extended response — imaginative 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 imaginative genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with audiences
3. create perspectives and representations of concepts, identities, times and places in an imaginative text
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use aesthetic features and stylistic devices in an imaginative text to prompt emotional and critical audience responses
6. select and synthesise subject matter to support perspectives in an imaginative text
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an imaginative text
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes.

Subject	Literature
Technique	Extended response — imaginative written response
Unit	Unit 2: Intertextuality

Conditions			
Duration	4 weeks notification and preparation (in-class and out-of-class time)		
Mode	Written	Length	1500–2000 words
Individual/group	Individual	Other	<ul style="list-style-type: none"> • Genre: short story • Purpose: to engage readers critically and emotionally • Audience: readers of the literary section of the school magazine
Resources available	This is an open-ended task responding to a range of Gothic fiction texts. You can access a variety of resources to support the development of your short story.		
Context			
<p>In this unit, you have studied key stylistic features of Gothic texts; in particular, the use of multiple narrative voices, genres and perspectives to tell a story. You have examined how Gothic short stories differ from conventional short stories, and considered how Gothic texts could be transformed by using a school or contemporary Australian context. You have developed a writing journal in which you have recorded your ideas and understandings about the craft of writing; experimented with language features, aesthetic features and stylistic devices; and explored ways these operate in Gothic fiction.</p>			
Task			
<p>Create a first-person Gothic short story that is an adaptation of a Gothic tale you have studied across the unit. This short story should challenge a particular cultural assumption, attitude, value or belief encountered in the original text, and it should be set in a contemporary context.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • use a first-person narrative voice and create a perspective that undermines the idea of a stable frame of reference for that character and/or the reader • use techniques that will create unease in the reader — description, foreshadowing, building tension • use description to create the effects of the uncanny, especially in relation to setting and character. 			
Stimulus			
<p>The stimulus for the reimagined Gothic short story will be a student-chosen text from a range of Gothic texts studied in class. These Gothic texts will be from different times and places.</p>			
Checkpoints			
<input type="checkbox"/> Week 1: Consult with teacher about the idea for your short story.			
<input type="checkbox"/> Week 2: Hand in plan for short story.			
<input type="checkbox"/> Week 3: Hand in draft and consult with teacher about writing journal to check drafting process.			
<input type="checkbox"/> Week 4: Submit final short story using school's authentication software, and hard copy to teacher.			

Feedback

Authentication strategies

- Students will provide documentation of their progress through a writing journal at indicated checkpoints. This will document decision-making and creative processes regarding ideas, key elements and stages of planning, drafting, editing and proofreading, and feedback sought and provided.
- Students will use plagiarism-detection software at submission of the response.

Scaffolding

- Use the conventions and stylistic devices of the Gothic short story.
- Use aesthetic features and stylistic devices to develop and reflect the characters' perspectives and to undermine the idea of a stable point of truth or reality.
- Choose a suitable context to meet the purposes of your Gothic adaptation.
- Plan, draft and seek feedback from fellow students on the effectiveness of your short story in engaging the reader.
- Refine, edit and finalise your short story.