



**Aspley English Department
Key Learning Area: Senior English
Assessment Task Sheet**

YEAR 12 ENGLISH

Analytical Exposition in response to literature,

Written _____

Date of issue: _____

Unit Title: Taste and See

Teacher:

Student Name: _____

Class: _____

Context:

A Classic text is

“The taste for literary art – for writing that is both formally interesting (whatever that means) and true (whatever truth means)

– is a deep human need,” Peter Craven, Weekend Australian

“It does seem odd, at first glance, that one person’s impression of a literary work should be accepted as more correct than that of someone else.” Michael Mason, Introduction to Jane Eyre,

Task:

You have been asked to contribute to a new publication called Regarding the Classics. This is a journal which explores how and why some texts come to be regarded as ‘classics’. In this modern era we are continually examining how the attitudes, values and beliefs in some classic texts can be reinterpreted and reshaped to have contemporary relevance.

Use one of these questions as a basis for your hypothesis, or construct a hypothesis of your own, and write an analytical essay which explores the issue you have nominated.

**Either draw solely upon the text you have studied in class,
Or use your studied text as a starting place and discuss other texts as well.**

Questions:

Why are some texts regarded as Classics and others not?

What elements of your novel contribute to it being labelled as classic?

Does everyone draw the same conclusions and ideals from a text?

Why do we value some texts more than others?

Does a text have to be popular to be considered a classic?

Does a book have to be old, dusty and complicated to be considered a classic?

How well do your texts lend themselves to transformation to other genres- and why are certain genres e.g. narratives, valued over others?

The definitions talk about truth- does your novel have a “memorable truth” in it?

Will today’s classic texts be accepted as classics forever?

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an ‘E’ standard. An incomplete in-class item will be awarded an ‘E-’ unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a “NR- not rated” at the end of the semester.

Genre: Analytical essay

Audience: Publishing house editorial staff

Purpose: To persuade, to challenge prevailing views

Draft Due Date: _____ **Final Due Date:** Week beginning _____

Length: 800 -1000 words

Conditions:

Prepared or unseen task	<ul style="list-style-type: none">• Prepared task
Prior notice of task Final draft (due date):	2 weeks notice of task Week beginning
Familiarity with: <input type="checkbox"/> Subject matter	<ul style="list-style-type: none">• Novel read and studied in class• Genre of the classic novel/ classic texts• Argumentative essay
Access to resources during drafting: Access to resources during final draft:	<ul style="list-style-type: none">• Teacher, library books, internet• As above
Layout conventions:	<ul style="list-style-type: none">• Handwritten or word processed
Referencing conventions:	<ul style="list-style-type: none">• Bibliography of resources used needs to be attached to the essay.

Student Documentation of Drafting Process

Material Resources	Stages of Text Production		
	Original ideas	Rough drafts	Final copy
Internet School Library Outside Libraries Computer Magazine Other:			
Human Resources			
Teacher Peers Member of family Librarian Tutor Other:			
I declare that the submitted assignment is my own original work, that is, the ideas are mine and I have not copied any material from other sources, including tutors or other teachers, nor has the work been <u>substantially</u> edited by another person or persons.			
Signed:		Date:	

TASK SPECIFIC CRITERIA AND STANDARDS SHEET

A	B	C	D	E
Knowledge and control of texts in their contexts				
<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by -</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by –</i>
<ul style="list-style-type: none"> Exploiting the patterns and conventions of the essay to achieve cultural purposes Selecting and synthesizing substantial, relevant subject matter Interpreting, inferring from, analysing and evaluating information, ideas, argument and images in great depth Substantiating opinions with well-balanced and relevant argument and evidence 	<ul style="list-style-type: none"> Employing the patterns and conventions of the essay to achieve cultural purposes Selecting and usually synthesizing considerable relevant subject matter Interpreting, inferring from, analysing and evaluating information, ideas, argument and images in depth Substantiating opinions with relevant argument and evidence 	<ul style="list-style-type: none"> In the main, employing the patterns and conventions of the essay to achieve particular cultural purposes Selecting sufficient relevant subject matter Interpreting and explaining information, ideas, argument and images, with some analysis and evaluation Supporting opinions with relevant argument and evidence 	<ul style="list-style-type: none"> Unevenly using the patterns and conventions of the essay to achieve cultural purposes Selecting some relevant subject matter Interpreting and explaining some information, ideas, images Supporting opinions with a little argument and evidence 	<ul style="list-style-type: none"> Occasionally using some conventions of the essay to achieve some purposes Selecting some subject matter that relates to tasks Stating opinions
Knowledge and control of textual features				
<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by –</i>
<ul style="list-style-type: none"> Exploiting the sequencing and organization of subject matter in stages Making discerning use of cohesive ties to emphasise ideas and connect parts of texts Exploiting an extensive range of apt vocabulary, including figurative uses Combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy Sustaining control of paragraphing and a wide range of punctuation Controlling conventional spelling 	<ul style="list-style-type: none"> Sequencing and organizing subject matter logically in stages Controlling the use of cohesive ties to connect ideas and parts of texts Selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses Controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy Sustaining control of paragraphing and a wide range of punctuation Controlling conventional spelling, with occasional lapses 	<ul style="list-style-type: none"> In the main, sequencing and organizing subject matter in stages Usually linking ideas with cohesive ties using suitable vocabulary Using a range of clause and sentence structures with occasional lapses in grammatical accuracy Controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops Using conventional spelling, in the main 	<ul style="list-style-type: none"> Occasionally sequencing and organizing subject matter in stages Making lapses in linking ideas with cohesive using basic vocabulary Using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject-verb agreement, continuity of tenses and pronoun references Using paragraphing and punctuation accurately in places, but with frequent lapses Using conventional spelling, with frequent lapses 	<ul style="list-style-type: none"> Linking some ideas with conjunctions Using a narrow range of basic vocabulary Using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding Using some punctuation though not paragraphing Using some conventional spelling, but lapses impede understanding

Knowledge and application of the constructed ness of texts

<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by -</i>
<ul style="list-style-type: none"> Evaluating how cultural assumptions, values, beliefs and attitudes underpin definitions of classic texts Thoroughly analysing how readers are invited to take up positions in relation to texts that are currently considered to be classics. 	<ul style="list-style-type: none"> Examining how cultural assumptions, values, beliefs and attitudes underpin definitions of classic texts Analysing how readers are invited to take up positions in relation to texts that are currently considered to be classics. 	<ul style="list-style-type: none"> Identifying and explaining cultural assumptions, values, beliefs and attitudes underpin definitions of classic texts Identifying and explaining ways readers have been invited to take up positions in relation to text that are currently considered to be classics. 	<ul style="list-style-type: none"> Identifying some of the ways cultural assumptions, values, beliefs and attitudes underpin definitions of classic texts Recognizing and describing some ways readers have been invited to take up positions in relation to text that are regarded as classics. 	<ul style="list-style-type: none"> Sometimes identifying some attitudes and beliefs in classic texts

COMMENTS: _____

TEACHER'S SIGNATURE: _____

DATE: _____

RESULT

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