

Possible assessment tasks	Assessment period	Topics and/or Concepts	The achievement grade includes assessment from the following tasks:
<p>Texts:</p> <p>Poetry</p> <p>Raymond Carver Short Stories</p> <p>Close Analysis Task (Outcome 1)</p>	<p>Headstart – (Assessment Cycle 1)</p> <p>Weeks 1-6</p>	<p>READING PRACTICES</p> <p>Outcome 1: Respond to a range of texts and reflect on influences shaping these responses</p>	<p>Examples of learning activities:</p> <ul style="list-style-type: none"> - undertake a close reading experience of key passages/scenes/aspects of a text; identify the features of the text, including the way the text is presented, that influence this perspective of the text’s ideas and concerns - keep a reading journal that documents responses to ideas, character, setting and events in text/s; select one text and examine and discuss how ideas, characters, settings and events are developed - select a text and distribute examples of different viewpoints about the text (eg. Review articles, blogs); place these viewpoints on a continuum that makes clear the degree to which they either agree or disagree about aspects of the text

<p>Doll's House (Outcome 2 – oral eg. Characters in the hot seat, panel discussion or class tutorial)</p>	<p>Week 7-18 (Assessment Cycle 2 and 3)</p>	<p>IDEAS AND CONCERNS IN TEXTS Outcome 2: Analyse the ways in which texts reflect or comment on the ideas and concerns of individuals and particular groups in society</p>	<p>Examples of learning activities:</p> <ul style="list-style-type: none"> - identify possible links between the author's personal and/or contextual experiences and those narrated in the text, using evidence from the text to support these links, for example the ways in which Harper Lee's childhood experiences may be reflected in 'To Kill a Mockingbird' - develop a character chart that explores the ways an author has created and used character/s to explore particular ideas and concerns

<p>Henry IV Part 1 – Shakespeare Outcome 1 (analytical essay and creative response)</p> <p>‘The Age of Innocence’ Outcome 2 (comparative essay of 1000-1500 words)</p>	<p>Semester 2</p>	<p>THE TEXT, THE READER AND THEIR CONTEXTS Outcome 1: Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context</p> <p>EXPLORING CONNECTIONS BETWEEN TEXTS Outcome 2: Compare texts considering the dialogic nature of texts and how they influence each other</p>	<p>Examples of learning activities:</p> <ul style="list-style-type: none"> - discuss particular moments in a historical novel that might be considered contentious in the light of the contemporary views <p>Examples of learning activities:</p> <ul style="list-style-type: none"> - identify common historical, social and cultural contexts of set texts in a table of shared features and points of difference. Extension activity – write an analysis essay of your findings.
--	-------------------	---	---