

## Truth Rich Assessment Task 1a

### Option 1: In-class Essay

In an in-class situation, students are expected to plan and draft an essay of approximately six paragraphs, incorporating textual evidence and maintaining a clear thesis. They should ensure they leave sufficient time to proofread their work.

#### Unit 3

Drawing on their research into the crime genre, students write an essay exploring the ways in which *Truth* either conforms to or challenges generic expectations.

- This task assesses ACEEN041, ACEEN042, ACEEN043, ACEEN048, ACEEN049, ACEEN053, ACEEN055, ACEEN056.
- Content Descriptions for Unit 3 can be found [here](#).

#### Unit 4

Drawing on their exploration of various readings of the novel, students write an essay discussing the ways in which *Truth* offers a challenging insight into an aspect of Australian culture.

- This task assesses ACEEN060, ACEEN061, ACEEN065, ACEEN067, ACEEN068, ACEEN071, ACEEN072, ACEEN073, ACEEN075.
- Content Descriptions for Unit 4 can be found [here](#).

Assessment	A	B	C	D	E
Understands how the context of <i>Truth</i> shapes meaning and responses.	Critically analyses how relationships between context and point of view shape meaning in texts and achieve particular effects.	Analyses how relationships between context and point of view shape meaning in texts.	Explains how context and point of view shape meaning in texts.	Describes some aspects of context and point of view in texts.	Identifies some aspects of context or meaning in texts.
Understands the conventions and stylistic devices used in <i>Truth</i> and the effects they have on readers.	Critically analyses different language conventions and stylistic devices and evaluates how they combine in different modes and mediums to influence audiences.	Analyses different language features, conventions and stylistic devices and evaluates how they are used in different modes and mediums to influence audiences.	Explains different language features, conventions and stylistic devices and analyses how they are used in different modes and mediums to influence audiences.	Describes different language features and conventions used in different modes and mediums.	Identifies some language features and conventions used in different modes and mediums.
Compares representations of ideas in <i>Truth</i> with other examples of the crime genre or other interpretations.	Undertakes a comparative analysis of texts and evaluates how they represent ideas, attitudes and concepts.	Undertakes a comparative analysis of texts and how they represent ideas, attitudes and concepts.	Compares how texts represent ideas, attitudes and concepts.	Compares some aspects of ideas or attitudes represented in texts.	Identifies some ideas represented in texts.
Constructs a coherent reading of <i>Truth</i> .	Justifies their own considered and coherent interpretations of texts.	Defends their own reasoned interpretations of texts.	Develops a reasoned interpretation of a text.	Describes own and others' responses to texts.	Provides a limited response to texts.
Communicates ideas effectively.	Communicates fluently and expressively using precise and nuanced expression.	Demonstrates effective control of expression.	Demonstrates control of expression.	Demonstrates variable control of expression.	Demonstrates limited control of expression.
Uses the features of the essay form, demonstrating planning and drafting strategies.	Adapts text structures and conventions when synthesising and conveying ideas.	Selects text structures and conventions to appropriately and effectively communicate and develop ideas.	Uses text structures and conventions appropriately to communicate ideas.	Uses text structures and language features to communicate some ideas.	Uses some text structures and language features.

### Comments