Task for *Carry Me Down*

Assessment task 2 (Productive): Formal literary essay

The following extract is PART of the description for the Australian Curriculum's Senior Secondary Literature: Unit 1:

Students analyse the relationships between language, text, contexts, individual points of view and response. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence.
The task addresses all three Learning outcomes.

Student name: _____   Total word count: _____

By the end of AC: Literature Unit 1 students will address the following performance standards:	Approaching or below AC: Literature – Unit 1 standard	At AC: Literature – Unit 1 standard	Above AC: Literature – Unit 1 standard
Understanding of character, narrative, theme and point of view, tense, and ability to discuss individual interpretation. (ACELR001) (ACELR006)	Some evidence of understanding of character, narrative, theme and/or point of view; tense; and some discussion of individual interpretation.	Evidence of sound understanding of character, narrative, theme and/or point of view; tense; and discussion of individual interpretation.	Sophisticated understanding of character, narrative, theme and/or point of view; tense; and convincing discussion of individual interpretation.
Uses relevant textual evidence, and appropriate linguistic, stylistic and critical terminology to respond to and discuss textual analysis. (ACELR011) (ACELR012)	Some textual evidence to justify interpretation, with some literary terminology in response to the essay question.	Sound textual evidence to justify interpretation, with relevant stylistic and critical terminology in response to the essay question.	Compelling textual evidence to justify original interpretation and analysis using stylistic and critical terminology in response to the essay question.
Evidence of understanding and application of text structures and stylistic features of a formal essay to craft and articulate a point of view. (ACELR013)	Uses some text structures and stylistic features in an attempt to craft and articulate a point of view.	Uses text structures and stylistic features to effectively craft and articulate a point of view.	Uses text structures and stylistic features in a sophisticated way to articulate a point of view.

Word limit (750–1000 words), essay conventions (especially quotations from literature); spelling; sentence structures; and close editing (for meaning and narrative); and proofreading (for the mechanics of language). (ACELR013) (Personal Capability: Literacy)	Has addressed some of the requirements required in regard to word limits, essay conventions, quotations from literature, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)	Has addressed the requirements to a satisfactory standard in regard to word limits, essay conventions, quotations from literature, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)	Has addressed the requirements to a high standard in regard to word limits, essay conventions, quotations from literature, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)
Student comment and self-assessment: *For example: Comment on your reading and understanding on the text as a whole, and how you feel you have performed in the construction of a response to the set question. Are there areas of analysis or formal essay writing that you would like to improve? How closely have your edited and checked your work against the performance standards. You could initial the column you believe you have achieved for each standard.* (This reflection addresses ACELR018)			
Teacher assessment:	Approaching or below AC: Literature - Unit 1 standard	At AC: Literature - Unit 1 standard	Above AC: Literature - Unit 1 standard
Teacher comment:			

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