

Task for *Carry Me Down* and *The Children's Bach*

Composite Assessment Task: Formal comparative essay (750–1000 words)

The following extract is part of the [Australian Curriculum's Senior Secondary Literature Unit 2](#):

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing.

And the Learning Outcomes:

- Understand how structural and stylistic choices and language patterns shape meaning in literary texts.
- Investigate the interrelationships between texts, audiences and contexts.

NB: The [Carry Me Down](#) unit is designed for AC-SSE Literature Unit 1. However, the demands of the comparative essay align with [The Children's Bach](#) unit and more closely with AC-SSE Literature Unit 2.

Student name: _____

Total word count: _____

By the end of AC: Literature – Unit 2, students will address the following performance standards	Approaching or below AC: Literature – Unit 2 standard	At AC: Literature – Unit 2 standard	Above AC: Literature – Unit 2 standard
Demonstrating close, informed reading and analysis of the context in which Garner and Hyland wrote, together with the construction of an argument about whether either or both are able to effectively 'construct' domestic spaces as disruptions where 'ice axes' break the 'sea frozen' within the central characters. (ACELR020) (ACELR022) (ACELR023)	Has demonstrated insufficient development of an argument, with limited understanding of the key literary concepts and terms to adequately address the set topic. There is some attempt to incorporate evidence from the texts and writers.	Has demonstrated sound knowledge and understanding of the text, and thoughtful, relevant analysis of the influence of context, construction and style of the texts.	Has demonstrated excellent knowledge and understanding of the text, and thoughtful, critical analysis of the influence of context, construction and style of the texts.

<p>Demonstrating cohesive organisation of key ideas and arguments for a formal essay, using appropriate literary terminology to discuss and compare texts and writers, and selecting appropriate evidence to support the development of argument to address the set topic.</p> <p>(ACELR029) (ACELR030) (ACELR031)</p>	<p>Has demonstrated insufficient development of an argument, with limited understanding of the key literary concepts and terms to adequately address the set topic. There is some attempt to incorporate evidence from the text.</p>	<p>Has constructed a cohesive argument, demonstrating appropriate understanding of the key literary concepts and terms to address the set topic. Evidence from the text has been selected carefully and incorporated appropriately.</p>	<p>Has constructed an original cohesive argument, demonstrating insight and advanced understanding of the key literary concepts and terms to address the set topic. Evidence from the text has been skilfully selected and incorporated to enhance the argument developed.</p>
<p>Word limit (750-1000 words), layout and narrative conventions; especially sentence structure; spelling; and close editing (for meaning and narrative); and proofreading (for the mechanics of language).</p> <p>(ACELR034) (Personal Capability: Literacy)</p>	<p>Has addressed some of the requirements required in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>	<p>Has addressed the requirements to a satisfactory standard in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>	<p>Has addressed the requirements to a high standard in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>
<p>Student comment and self-assessment:</p> <p><i>For example: Comment on understanding of Garner’s and Hyland’s distinctive styles in relation to the quote. How accurate is this quote in reference to either or both of the writers? What do you believe are the strengths of your essay? What was most difficult for you? To what extent has this assignment supported your understanding of both writers? (This reflection addresses ACELR036)</i></p>			
<p>Teacher assessment:</p>	<p>Approaching or below AC: Literature - Unit 2 standard</p>	<p>At AC: Literature - Unit 2 standard</p>	<p>Above AC: Literature - Unit 2 standard</p>
<p>Teacher comment:</p>			