

Year 11 Unit 2 Literature: *The Children's Bach* by Helen Garner

Assessment task 2: A formal essay (750-1,000 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.

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
<p>Demonstrating close, informed reading and analysis of the context in which Garner wrote, together with the construction of an argument about whether or not her writing effectively constructs mundane worlds that are lurching towards pain or regret.</p> <p>(ACELR020) (ACELR022) (ACELR023)</p>	<p>Has demonstrated limited knowledge and understanding of the text, and analysis of the influence of context, construction and style of the texts.</p>	<p>Has demonstrated sound knowledge and understanding of the text, and thoughtful, relevant analysis of the influence of context, construction and style of the texts.</p>	<p>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>
<p>Demonstrating cohesive organisation of key ideas and arguments for a formal essay, using appropriate literary terminology to discuss and compare texts, 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 skillfully selected and incorporated to enhance the argument developed.</p>
<p>Word limit (750-1,000 words): incorporating: references from the texts, layout and narrative conventions (especially sentence structure); spelling; and close editing (for meaning and narrative); and proofreading (for the mechanics of language).</p> <p>(ACELR029) (Personal Capability: Literacy)</p>	<p>Has addressed some of the requirements required in regard to: references from the texts, 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: references from the texts, 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: references from the texts, word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>
<p>Student comment and self-assessment: <i>For example: Comment on your understanding of Garner's writing style and characterisation as they relate to the quote provided. What did you set out to achieve? 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 the novel?</i> (This reflection addresses ACELR036)</p>			
Teacher assessment:	Approaching or below AC: Literature – Unit 2 standard	At AC: Literature – Unit 2 standard	Above AC: Literature – Unit 2 standard
Teacher comment:			