

Introduction

Welcome to the Year 12 English Language and Literature assessment. This assessment is designed to evaluate your understanding of literary texts, language structures, and conventions. You will have 60 minutes to complete the assessment, which consists of multiple-choice, short-answer, and essay questions.

Section 1: Multiple Choice Questions (15 minutes, 20 marks)

Choose the correct answer for each question.

1. What literary device is used in the poem "The Love Song of J. Alfred Prufrock" to convey the speaker's emotions?
 - a) Metaphor
 - b) Simile
 - c) Personification
 - d) Imagery
2. Which of the following authors is known for their use of stream-of-consciousness narration?
 - a) James Joyce
 - b) Virginia Woolf
 - c) William Faulkner
 - d) Ernest Hemingway
3. What is the term for the repetition of initial consonant sounds in words, as seen in the phrase "she sells seashells by the seashore"?
 - a) Alliteration
 - b) Assonance
 - c) Consonance
 - d) Onomatopoeia
4. What is the purpose of the author's use of symbolism in the play "The Glass Menagerie"?
 - a) To create a sense of realism
 - b) To convey the theme of the play
 - c) To develop the characters
 - d) To create a sense of tension
5. How does the poet use language to convey the theme of identity in the poem "The Song of the Old Mother"?
 - a) Through the use of imagery and metaphor
 - b) Through the use of personification and simile
 - c) Through the use of alliteration and assonance
 - d) Through the use of consonance and onomatopoeia

Section 2: Short Answer Questions (20 minutes, 30 marks)

Answer each question in 1-2 paragraphs.

1. Analyze the use of imagery in the novel "The Great Gatsby" to explore the theme of the American Dream. (6 marks)

2. Discuss the role of symbolism in the play "The Glass Menagerie" and its significance to the plot. (6 marks)

3. How does the poet use language to convey the theme of identity in the poem "The Song of the Old Mother"? (6 marks)

4. What is the purpose of the author's use of foreshadowing in the play "The Glass Menagerie"? (6 marks)

5. Analyze the use of language in the novel "The Great Gatsby" to create a sense of atmosphere. (6 marks)

Section 3: Essay Question (25 minutes, 50 marks)

Discuss the impact of language on our perception of reality, using examples from at least two texts studied in the course. How do authors use language to shape our understanding of the world and ourselves?

Marking Guide

The marking guide will be used to assess your responses.

- Section 1: Multiple Choice Questions (20 marks)
 - Each correct answer will be awarded 1 mark
 - A mark scheme will be provided to guide the marking of questions
- Section 2: Short Answer Questions (30 marks)
 - Each question will be marked out of 6 marks, using the following criteria:
 - Knowledge and understanding of literary devices, language structures, and conventions (2 marks)
 - Analysis and interpretation of literary texts (2 marks)
 - Effective communication and use of language (1 mark)
 - Adherence to the question and task requirements (1 mark)
- Section 3: Essay Question (50 marks)
 - The essay will be marked out of 50 marks, using the following criteria:
 - Depth and complexity of analysis and interpretation (20 marks)
 - Use of evidence from the texts to support arguments (15 marks)
 - Effective communication and use of language (10 marks)
 - Adherence to the question and task requirements (5 marks)

Teaching Tips

The following teaching tips can be used to support student learning:

- Provide students with opportunities to practice analyzing and interpreting literary texts
- Encourage students to use evidence from the texts to support their arguments
- Model effective communication and use of language in the classroom
- Provide feedback and guidance on student work, highlighting areas of strength and weakness
- Use technology, such as online resources and multimedia, to engage students and support their learning

Bloom's Taxonomy Alignment

The following Bloom's Taxonomy alignment can be used to support student learning:

- Knowledge: recalling previously learned information
- Comprehension: understanding the meaning of information
- Application: using learned information to solve problems
- Analysis: breaking down information into component parts
- Synthesis: combining information to form a new whole
- Evaluation: making judgments about the value or quality of information

Multiple Intelligence Approaches

The following multiple intelligence approaches can be used to support student learning:

- Linguistic intelligence: the ability to use language effectively
- Logical-mathematical intelligence: the ability to reason and solve problems
- Spatial intelligence: the ability to think in three dimensions and visualize spatial relationships
- Bodily-kinesthetic intelligence: the ability to use the body to solve problems and create products
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- Interpersonal intelligence: the ability to understand and interact with others
- Intrapersonal intelligence: the ability to understand oneself and one's thoughts and feelings
- Naturalistic intelligence: the ability to understand and appreciate the natural world

Clear Success Criteria

The following clear success criteria can be used to support student learning:

- The success criteria for the assessment will be clearly communicated to students, using a range of strategies, including:
 - Providing students with a copy of the assessment paper and marking guide
 - Discussing the assessment requirements and expectations in class
 - Providing feedback and guidance on student work, highlighting areas of strength and weakness
 - Using technology, such as online resources and multimedia, to support student learning and understanding

Evidence Collection Methods

The following evidence collection methods can be used to support student learning:

- Student responses to multiple-choice, short-answer, and essay questions
- Student participation in class discussions and activities
- Student use of evidence from the texts to support their arguments
- Student demonstration of critical thinking and problem-solving skills

Feedback Opportunities

The following feedback opportunities can be used to support student learning:

- Providing students with feedback on their work, highlighting areas of strength and weakness
- Using technology, such as online resources and multimedia, to support student learning and understanding
- Encouraging students to reflect on their own learning and identify areas for improvement
- Providing students with opportunities to revise and resubmit their work, based on feedback and guidance

Differentiation Options

The following differentiation options can be used to support student learning:

- For students with disabilities:
 - Additional time to complete the assessment
 - Use of assistive technology, such as text-to-speech software
 - Provision of a reader or scribe
- For English language learners:
 - Access to a bilingual dictionary or thesaurus
 - Use of graphic organizers or concept maps to support understanding
 - Provision of additional time to complete the assessment
- For gifted and talented students:
 - Additional challenges or extension questions
 - Opportunity to complete an alternative assessment task that demonstrates a deeper understanding of the subject matter
 - Provision of feedback and guidance on how to improve their work

Implementation Guidelines

The following implementation guidelines can be used to support student learning:

- The assessment will be administered in a 60-minute time block
- Students will be provided with a copy of the assessment paper and a writing booklet
- The assessment will be supervised by a qualified teacher or invigilator
- Students will be expected to follow all instructions and guidelines provided

Conclusion

This assessment is designed to evaluate your understanding of literary texts, language structures, and conventions. You will have 60 minutes to complete the assessment, which consists of multiple-choice, short-answer, and essay questions. Remember to read each question carefully and use evidence from the texts to support your arguments. Good luck!

Literary Devices and Techniques

Literary devices and techniques are used by authors to convey meaning, create mood, and engage the reader. Some common literary devices include metaphor, simile, personification, imagery, and symbolism. Understanding these devices is essential for analyzing and interpreting literary texts.

Example: Metaphor

In the poem "The Love Song of J. Alfred Prufrock," T.S. Eliot uses the metaphor "I have measured out my life with coffee spoons" to convey the speaker's feelings of monotony and routine.

Activity: Identifying Literary Devices

Read the following passage and identify the literary devices used: "The city was a beast, its streets a tangled web of steel and stone." What devices are used, and what effect do they create?

Language Structures and Conventions

Language structures and conventions refer to the rules and patterns that govern language use. Understanding these structures and conventions is essential for effective communication and for analyzing and interpreting literary texts. Some common language structures include syntax, semantics, and pragmatics.

Case Study: Syntax

In the novel "The Great Gatsby," F. Scott Fitzgerald uses complex syntax to create a sense of tension and foreboding. For example, the sentence "So we beat on, boats against the current, borne back ceaselessly into the past" uses a complex sentence structure to convey the sense of inevitability and tragedy.

Reflection: Language and Meaning

How do language structures and conventions contribute to the meaning of a text? Consider the ways in which syntax, semantics, and pragmatics work together to create a particular effect or mood.

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Critical Thinking and Analysis

Critical thinking and analysis are essential skills for evaluating and interpreting literary texts. Critical thinking involves analyzing information, identifying patterns and relationships, and making informed judgments. Analysis involves breaking down complex information into smaller parts, examining each part, and reassembling the parts to form a new understanding.

Example: Critical Thinking

In the play "The Glass Menagerie," Tennessee Williams uses the character of Amanda to explore the theme of illusion vs. reality. A critical thinker might analyze the ways in which Amanda's language and behavior reveal her illusions about her past and her relationships with her children.

Group Activity: Analyzing a Text

Divide into small groups and analyze the following text: "The yellow fog that rubs its back upon the window-panes, the yellow smoke that rubs its muzzle on the window-panes." What literary devices are used, and what effect do they create? How does the text contribute to the overall meaning of the poem?

Assessment and Evaluation

Assessment and evaluation are essential components of the learning process. Assessment involves measuring student learning and understanding, while evaluation involves making judgments about the quality of student work. Effective assessment and evaluation strategies include using clear criteria, providing feedback, and encouraging self-assessment and peer review.

Case Study: Assessment and Evaluation

In a literature class, the teacher uses a rubric to assess student essays. The rubric includes criteria such as content, organization, and style. The teacher provides feedback to students on their essays, highlighting areas of strength and weakness. Students are also encouraged to peer review each other's work, using the same rubric to evaluate and provide feedback.

Reflection: Assessment and Evaluation

What are the benefits and challenges of using clear criteria and providing feedback in assessment and evaluation? How can self-assessment and peer review be used to support student learning and understanding?

Conclusion

In conclusion, literary devices, language structures, and conventions are essential components of literary texts. Critical thinking and analysis are necessary skills for evaluating and interpreting these texts. Assessment and evaluation are crucial components of the learning process, and effective strategies include using clear criteria, providing feedback, and encouraging self-assessment and peer review.

Example: Conclusion

In the novel "The Great Gatsby," F. Scott Fitzgerald uses literary devices, language structures, and conventions to create a sense of tension and foreboding. The novel requires critical thinking and analysis to evaluate and interpret the themes and characters. Effective assessment and evaluation strategies, such as using clear criteria and providing feedback, can support student learning and understanding of the novel.

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Activity: Creating a Literary Text

Create a short literary text using literary devices, language structures, and conventions. Consider the themes and characters you want to explore, and use critical thinking and analysis to evaluate and interpret your text.

References

The following references were used in the creation of this document:

- Eliot, T.S. (1915). The Love Song of J. Alfred Prufrock.
- Fitzgerald, F.S. (1925). The Great Gatsby.
- Williams, T. (1944). The Glass Menagerie.

Reflection: References

What are the benefits and challenges of using references in a literary text? How can references be used to support student learning and understanding?

Glossary

The following glossary defines key terms used in this document:

- Literary device: a technique used by authors to convey meaning and create effect.
- Language structure: the rules and patterns that govern language use.
- Convention: a standard or traditional way of doing something in language or literature.

Example: Glossary

In the poem "The Love Song of J. Alfred Prufrock," T.S. Eliot uses the literary device of metaphor to convey the speaker's feelings of monotony and routine. The poem also uses language structures such as syntax and semantics to create a sense of tension and foreboding.

Activity: Creating a Glossary

Create a glossary of key terms related to literary devices, language structures, and conventions. Consider the themes and characters you want to explore, and use critical thinking and analysis to evaluate and interpret the terms.



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TEACHERS

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