# PMS logoYear 12 Literature 2024

# Learning task 7: Literary Journaling

**Conditions**

Maintain your in-class writing journal throughout the year.

Cover and clearly name an A4/Foolscap writing exercise booklet or choose what type of journal you would like to work with throughout the year. Be sure to compile something that will collate *a year’s worth* of in and out of class activities and writing exercises.

|  |  |
| --- | --- |
| **First journal submission due – Final week of TERM 2, 2024** | **Final journal submission due – End of TERM 3, 2024** |
| **Weighting – 9%** | **Weighting – 2%** |

**Details**

Your journal will need to reflect your **academic engagement** with the Unit 3 & 4 Literature course. This composition will support your study skills, personal writing habits and academia during and after your final year at Perth Modern.

Your journal may include:

* In-class notetaking
* Carefully titled and labeled topic pages
* Frameworks with new vocabulary lists, concept definitions and technical terminology
* Your personal insights, ideas, understandings and responses to texts that you have been studying.
* Compiled research with sited works and contextual information
* Planning and drafting for assessments, plus reflections once these are returned\*
* Diagrams and mind-maps
* Spelling corrections and strategies
* Timed writing exercises\*
* Quote banks
* Peer assessment paragraphs
* Pasted graphics, text excerpts, inspiring quotations and/or images
* Personal creative writing
* Personal diary work

**\* = Compulsory component**

# Grade descriptions Year 12

|  |  |
| --- | --- |
| **A** | Demonstrates sustained control, coherence and/or inventiveness in the use of language and language features appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Critically analyses and evaluates the language and language features used in literary texts. |
| Demonstrates sustained control and/or inventiveness in the use of generic conventions appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Critically analyses and evaluates the genre and generic conventions used in literary texts. |
| Demonstrates a sophisticated understanding of how different contexts affect the reading of literary texts and the production of analytical, reflective and imaginative texts. |
| Produces convincing readings of more complex literary texts, drawing on compelling evidence. |
| Produces written, oral and/or multimodal work showing a sophisticated understanding of the relationship of content to purpose and audience. |

|  |  |
| --- | --- |
| **B** | Demonstrates effective control, coherence and/or inventiveness in the use of language and language features appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Produces sound analyses of language and language features used in literary texts. |
| Demonstrates effective control and/or inventiveness in the use of generic conventions appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Produces sound analyses of genre and generic conventions used in literary texts. |
| Demonstrates a strong understanding of how different contexts affect the reading of literary texts and the production of analytical, reflective and imaginative texts. |
| Produces convincing readings of literary texts, drawing on relevant evidence. |
| Produces written, oral and/or multimodal work showing a strong understanding of the relationship of content to purpose and audience. |

|  |  |
| --- | --- |
| **C** | Demonstrates reasonable control of, and some experimentation with, language and language features appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Presents some discussion and some analysis of language and language features used in literary texts. |
| Demonstrates reasonable control of, and some experimentation with, generic conventions appropriate to the task, the audience and the purpose in analytical, reflective and imaginative responses.  Presents some discussion and some analysis of genre and generic conventions used in literary texts. |
| Demonstrates a reasonable understanding of how different contexts affect the reading of literary texts and the production of analytical, reflective and imaginative texts. |
| Produces logical readings of literary texts, with supporting evidence. |
| Produces written, oral and multimodal work showing a reasonable understanding of the relationship of content to purpose and audience. |

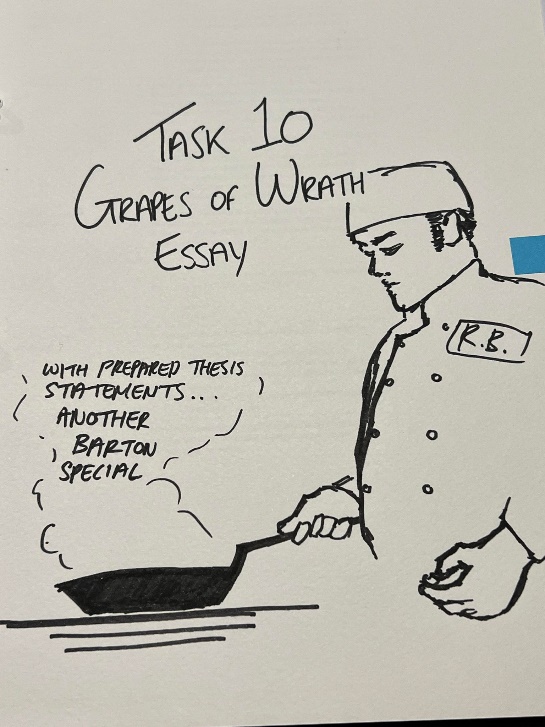
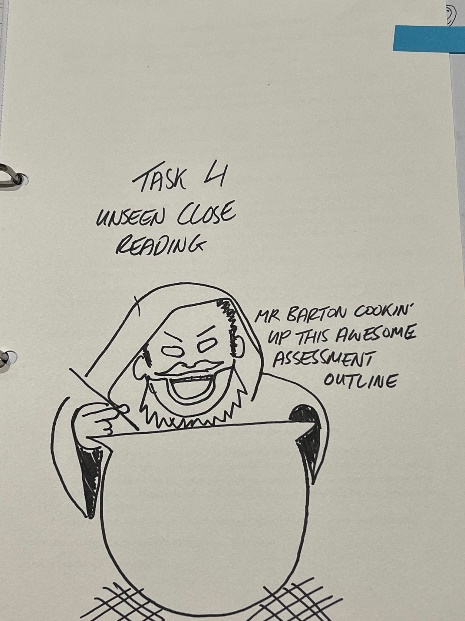
**Your journal is assessed according to the grade criteria above. The table below addresses what you have presented:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Limited**  **<8** | **Good**  **9-11** | **Great**  **12-13** | **Excellent**  **14-18** |
| Completed class work/tasks |  |  |  |  |
| Notes from secondary sources that show regular reading and research |  |  |  |  |
| Class resources that have been annotated and adapted |  |  |  |  |
| Personal reflective writing on studied texts |  |  |  |  |
| Reflections on assessments and attempts to improve |  |  |  |  |
| Multimodal elements and/or attempts to make the presentation engaging |  |  |  |  |
| Readings of texts and passages |  |  |  |  |
| Planning and practice for assessments |  |  |  |  |
| Total:  *This accounts for 9% of your grade* |  |  |  |  |
| Student has added meaningful content from Term 3 to their journal | 2 | *This total accounts for 2% of your grade* | | |
| Student has added some content from Term 3 to their journal | 1 |
| Student has not added Term 3 content to their journal | 0 |

A picture containing text

Description automatically generated A picture containing person, indoor

Description automatically generated

Text, letter

Description automatically generatedA close-up of some money

Description automatically generated with low confidence