 Assessment task

Critical study of literature

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Dramatic scene and reflection | 20 | 6 |

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
* EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
* EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
* EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

All outcomes referred to in this unit come from [English Advanced Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesaglish%20/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017)

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Objectives

Values and attitudes

* The power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* The power of effective communication using the language modes of reading, writing, and representing
* The diversity and aesthetics of language through literary and other texts
* The independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical

Learning across the curriculum

General capacities

* Critical and creative thinking
* Literacy

Task description

Write a dramatic script that transforms one scene from ‘A Doll’s House’ into a different context, maintaining the key ideas, characterisation and dramatic structure of the scene. Your scene should be between 3 and 5 typed pages and should conform to the conventions of a dramatic script (cast list; stage directions for movement, costume, backdrop and props; dialogue for each character) and use dramatic forms and features to convey the ideas, themes and elements of characterisation that are considered the distinguishing aspects of the text.

Write a 500 word reflection on your script, which outlines your creative choices and how these demonstrate that elements of the text have the power to endure beyond the text’s original context. In your reflection, refer to critical perspectives of the text, significant aspects of context and analysis of a range of textual evidence from both ‘A Doll’s House’ and your original scene.

Marking criteria

| Marking criteria (Script) | Mark |
| --- | --- |
| Script:   * Demonstrates a sophisticated understanding of the distinctive elements of the text that endure across contexts. * Demonstrates a skilful manipulation of dramatic and language forms and features to convey ideas, themes and characterisation relevant to context, audience and purpose. | 8-10 |
| Script:   * Demonstrates a well-developed understanding of the distinctive elements of the text that endure across contexts. * Demonstrates an effective manipulation of dramatic and language forms and features to convey ideas, themes and characterisation relevant to context, audience and purpose. | 7-9 |
| Script:   * Demonstrates a sound understanding of the distinctive elements of the text that endure across contexts. * Applies knowledge of dramatic and language forms and features to convey ideas, themes and characterisation relevant to context, audience and purpose. | 4-6 |
| Script:   * Demonstrates a basic understanding of elements of text that have value. * Demonstrates a basic knowledge of dramatic and language forms and features. | 2-3 |
| Script:   * Demonstrates little to no understanding of elements of text that have value. * Demonstrates little to no understanding of dramatic and/or language forms and features. | 1 |
| * Presents nothing of relevance to the task. | 0 |

| Marking criteria (Reflection) | Mark |
| --- | --- |
| Reflection:   * Supports creative choices with consistent, detailed reference to a range of well-chosen aspects of ‘A Doll’s House’ and original script, including sophisticated analysis of language forms and features. * Integrates skilfully a reflection on the influence of critical perspectives on their creative choices and personal interpretation of ‘A Doll’s House’. * Skilfully constructs a reflection, demonstrating sophisticated control of language, including language forms and features appropriate to audience and purpose. | 8-10 |
| Reflection:   * Supports creative choices with well-chosen aspects of ‘A Doll’s House’ and original script, including thorough analysis of language forms and features. * Integrates a reflection on the influence of critical perspectives on their creative choices and personal interpretation of ‘A Doll’s House’. * Effectively constructs a reflection, demonstrating well-developed control of language, including language forms and features appropriate to audience and purpose. | 7-9 |
| Reflection:   * Supports creative choices with relevant aspects of ‘A Doll’s House’ and original script, including some analysis of language forms and features * Sound reference to critical perspectives on their choices and personal interpretation of ‘A Doll’s House’. * Constructs a reflection, demonstrating sound control of language, including language forms and features appropriate to audience and purpose. | 4-6 |
| Reflection:   * Makes some general references to aspects of ‘A Doll’s House’ and original script, possibly including some textual evidence. Possibly not clearly connected to ideas. * Might mention critical perspectives but gives no detail * Attempts to construct a reflection, demonstrating inconsistent control of language appropriate to audience and purpose. | 2-3 |
| Reflection:   * Makes little reference to specific aspects of the text or to critical perspectives of that text. * Makes little to no attempt to construct a reflection, demonstrating consistent difficulties with control of language. | 1 |
| * Presents nothing of relevance to the task | 0 |