 Assessment task – Module A

Henry Lawson – Imaginative task

|  |  |  |
| --- | --- | --- |
| Assessment task – Imaginative task | Marking rubric | Stage |
| Part A – Written componentPart B – Reflection | 155 | 6 |

Part A – Visual representation

* EN12-1 – A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EN12-4 – A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
* EN12-5 – A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

Part B – Reflection

* EN12-3 – A student analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
* EN12-8 – A student explains and assesses cultural assumptions in texts and their effects on meaning
* EN12-9 – A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Knowledge and understanding

Through writing, speaking and representing, students will develop knowledge, understanding and skills in order to:

* experiment with language and form to create texts that explore representations of Language, Identity and Culture.
* analyse, assess and critique the specific language features and form of texts.
* investigate how textual forms and conventions are used to communicate different ideas, values and attitudes of Language, Identity and Culture.
* adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.

Introduction to the task

* In your study of Module A: Language, Identity and Culture, you have questioned and challenged how assumptions and beliefs about identity are formed, both collectively and individually. We have explored and examined the Australian identity, its origins and its creation through language, by examining the short stories of Henry Lawson and other texts. We have also composed our own creative texts in response to the original texts.
* This task requires you to write a 600 too1000 word short story. It should be a polished version of one of the springboard prompts you covered in class.

Part A – The story

Students are required to creatively reimagine one of the prompts given during their study of Lawson’s stories. They must affirm, challenge and disrupt the same idea about culture and identity presented in the original story.

Some of the prompts you will have encountered are:

The Drover’s Wife

* Write the scene where the child dies and she is alone with the other children. What happened?
* Place the Drover’s Wife in present day drought. Use current news reports and information to assist you. Write what her life is like living during contemporary times in our agricultural centres.
* Take us back to when the Drover’s wife was a newlywed. They had money, trips, she was a city girl then. Use textual evidence and write a letter to the Drover’s wife’s sister or mother describing the first few months of married life. End with the hint that they are about to move out into the bush
* Imagine the Drover’s life. Start your story with “I had been 6 months since I was home. The stars keep me company as I listen to the small secret sounds of the bush:”
* Tell Black Mary’s story - The King’s Wife. The indigenous stories here are only used to act as warnings or humorous interludes. Draw on your knowledge of history and Aboriginal texts you have studied through years 7-11 to assist you.

The Union Buries its dead

* Imagine you are searching through ancestry.com for your family tree. J.T comes up as your distant relative. Write about his life before the day at the billabong. Give him a family, a job and even some evidence that someone searched for him. Think about why he might have been going by a fake name.
* Imagine that JT is the Drover’s Wife’s husband. He has now been missing for three years. The last time we met her he had only been gone 6 months. Write a letter to him from her pleading with him to come home and telling him everything that happened since he left.

Part B – Reflection

Write a 200-word reflection explaining how you challenged, affirmed and disrupted the ideas on culture and identity from the original story. Explain why you did this. Explain what your short story suggests about the collective Australian Identity or about your individual identity.

Marking criteria

Part A – The story

| Marking criteria | Mark |
| --- | --- |
| * Is highly creative in representing aspects of cultural identity from the original text.
* Shows perceptive understanding of the concepts of language, culture and identity.
* Shows sophisticated understanding of the prescribed text and can transfer this knowledge into their own composition.
* Demonstrates a sophisticated understanding of how to use literary forms and features.
 | 9-10 |
| * Is creative in representing aspects of cultural identity from the original text.
* Shows a well-developed understanding of the concepts of language, culture and identity.
* Shows a well-developed understanding of the prescribed text and can transfer this knowledge into their own composition.
* Demonstrates a well-developed understanding of how to use literary forms and features.
 | 7-8 |
| * Soundly represents aspects of cultural identity from the original text.
* Shows a sound understanding of the concepts of language, culture and identity.
* Shows a sound understanding of the prescribed text and attempts to use it for inspiration for their own composition.
* Demonstrates a sound understanding of literary forms and features.
 | 5-6 |
| * Attempts to represent aspects of cultural identity from the original text.
* Shows a basic understanding of the concepts of language, culture and identity.
* Shows a basic understanding of the prescribed text and may be able to locate a contemporary reiteration of concepts.
* Demonstrates a basic understanding of literary forms and features.
 | 3-4 |
| * Attempts to write a story.
* Shows little to no understanding of the concepts of language, culture and identity.
* Shows little to no understanding of the prescribed text.
* Demonstrates little to no understanding of literary forms and features.
 | 1-2 |
| * • Presents nothing of relevance to the task.
 | 0 |

Part B – Reflection

| Marking criteria | Mark |
| --- | --- |
| * Student demonstrates sophisticated skills of reflection through insightful references to the text and critical analysis of language techniques used in their own composition.
* Student explains, using sophisticated language, how their composition affirms, challenges and disrupts the culture and identity of the original text.
 | 5 |
| * Student demonstrates well-developed skills of reflection through effective references to the text and close analysis of language techniques used in their own composition.
* Student explains, using effective language how their composition affirms, challenges and disrupts the culture and identity of the original text.
 | 4 |
| * Student demonstrates sound skills of reflection through clear references to the text and some analysis of language techniques used in their own composition.
* Student explains, using sound language, how their composition affirms, challenges and disrupts the culture and identity of the original text.
 | 3 |
| * Student demonstrates basic skills of reflection through simple references to the text and attempted analysis of language techniques used in their own composition.
* Student explains, using basic language, how their composition affirms, challenges and disrupts the culture and identity of the original text
 | 2 |
| * Student completes a limited reflection.
 | 1 |
| * •Presents nothing of relevance to the task.
 | 0 |