 Module B rubric sheet

Module B: Close study of literature

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

Students study one literary print text, for example a prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.

Through their critical and creative responses to the text, students develop their understanding of the use and effects of elements such as style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.

Through their engagement with the text and their own compositions, students further develop their personal connections with, and enjoyment of the text, enabling them to express their personal interpretation of its meaning and importance. They express their ideas clearly and cohesively using appropriate register, structure and modality. They plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

Rubric key phrases/ words

All definitions came from the Stage 6 syllabus

* Identify: Recognise and name
* Analyse: Identify components and the relationship between them; draw out and relate implications
* Respond(ing) -The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:
	+ reading, listening and viewing that depend on, but go beyond, the decoding of texts
	+ identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.
* Language features: The features of language that support meaning, for example sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning (see structures of texts). These choices vary according to the purpose of a text, its subject matter, audience and mode or media of production.
* Text structures: The ways information is organised in different types of texts, for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning
* Stylistic Choices (features): The ways aspects of texts, for example words, sentences and images, are arranged, and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, use of figurative language and tone.
* Conventions: An accepted language practice that has developed over time and is generally used and understood, for example use of punctuation.

Phrases that incorporate the meaning of the module

* Ways that authors use, manipulate and/or challenge those conventions
* Critical and creative responses
* Analyse and assess the ways meaning is shaped and conveyed.
* Personal interpretation of its meaning and importance

Based on the following focus questions and your understanding of the Rubric, in the space below write a paragraph describing your interpretation of this module.

Focus questions

1. Evaluate the role of context in shaping your understanding of Jasper Jones.
2. In what ways does the composer use Jasper Jones to convey key ideas relating to Australian society?

What is personal voice? In pairs, discuss then note down what you believe this means in relation to this module.

KWL sheet

Glue this in at the beginning of your module. You will come back to this at the end to complete the learnt part of the table.

| What I Know? | What I Want to Know? | What I Have learnt |
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|       |       |       |