 Assessment task

Exploring cultural connection

Intercultural connections in Oodgeroo Noonuccal’s poetry

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Multimodal – speech with visual representation | 20 | 6 |

Outcomes

* EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
* EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

All outcomes referred to in this unit come from [English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017)  
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Values and attitudes

Student will value and appreciate:

* the importance of the English language as a key to learning
* 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 speaking, listening, reading, writing, viewing and representing
* 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
* express themselves and their relationships with others and their world

Learning across the curriculum

* Cross-curriculum priorities
  + Aboriginal and Torres Strait Islander histories and cultures
  + Asia and Australia’s engagement with Asia
* General capabilities
  + Critical and creative thinking
  + Information and communication technology capability
  + Intercultural understanding
  + Literacy
* Other areas of learning
  + Civics and citizenship
  + Difference and diversity

Teacher notes

Context of unit for the task

In this unit, students have studied the set text of Oodgeroo Noonuccal’s selected poems (The Past, China... Woman, Reed Flute Cave, Entombed Warriors, Visit to Sun Yat-Sen Memorial Hall, Sunrise on Huampu River, A Lake Within a Lake). They have engaged in the extensive exploration and interpretation of the text and the ways Noonuccal portrays people, ideas, settings and situations through poetic language, particularly the idea of intercultural understanding. They have explored the relationships between language, culture, identity and values, particularly Aboriginal and Torres Strait Islander Peoples and Australia’s engagement with Asian cultures. They are able to appreciate and empathise with the cultural beliefs, attitudes and values of others, considering how cultural concepts, beliefs, practices and perspectives are represented in poetry.

Task

You have been asked to present at the Sydney Writer’s Festival, Secondary schools' day, discussing the significance of Poetry as an oral tradition for building cultural interconnections.

You will present a 5-6 minute speech in which you explore the power of poetry to connect people from all backgrounds and cultures, focusing on the poetry of Oodgeroo Noonuccal as part of a new oral tradition.

When thinking about your presentation, remember that during her time in China, Oodgeroo Noonuccal experimented with Chinese painting and composed 16 poems in three weeks. (She had not written in about 6 years). (Jose, 1994; Manning, 1988) What does this suggest about the power of experiencing different cultures to reflect on our own world?

Within your speech, you are to:

* Highlight the significance of place and its effect on the individual (for example, but not limited to; shaping identity or evoking memories)
* Reflect on intercultural connections creating unity
* Analyse how her poetry can shape new perspectives, identities and futures
* Highlight, through the visual elements of your presentation, the recurring themes and your ideas and valuing of her poetry.
* Analyse the thematic motifs of Noonuccal’s poetry
* Examine how the themes are universally accessible and or relevant

The format of your visual representation may be in the following formats: PowerPoint slides with different images, quotes and information to support different stages of your talk, video snippets of Oodgeroo or others, readings of sections of the poems, artworks, sketches etc. Your visual choices should serve as key illustrations of the power of Noonuccal’s poetry to connect people from different backgrounds and cultures.

Remember your audience when composing your presentation.

Marking guideline and rubric

| Mark | Guideline | What do we expect to see in an answer in this range? |
| --- | --- | --- |
| 17-20 | * Creates a skilful and engaging spoken presentation and articulates complex ideas with precision in a clear and concise manner * Creates a highly-developed, imaginative visual representation that effectively supports key themes from Noonuccal’s poetry and your understanding of the significance of Poetry as an oral tradition for building cultural interconnections. * Skilfully articulate a highly-detailed analysis of the ways language forms and features create and convey meaning * Skilfully analyse the power of creative expression for building intercultural connection and poetry as part of a new oral tradition | Dot point one:   * Student uses highly effective expressive voice, making good use of pitch, pace, pauses and tone, intentionally varied to add meaning * Ideas are cohesive and synthesised in a highly effective manner to promote and sustain audience engagement   Dot point two:   * Highly thoughtful and creative visual choices (images, motifs and symbols and so on) to express their understanding of Noonuccal’s poetry * • Explicit links to the key themes of Noonuccal’s poetry   Dot point three:   * Judicious selection of textual evidence * Skilful understanding and articulation of how language forms and features affect meaning * Skilful links to effect (not superficial or obvious); links intercultural connections in the text (purpose, audience, context, between poet and their audience) * Insightful links to the overarching thematic concerns of the text   Dot point four:   * Addresses the brief directly, consistently linking to ideas about how creative expression can support intercultural connections |
| 13-16 | * Creates a substantial spoken presentation and articulates ideas in an organised and logical manner * Creates a well-developed, imaginative visual representation that supports key themes from Noonuccal’s poetry and your understanding of the significance of Poetry as an oral tradition for building cultural interconnections. * Substantially articulate a detailed analysis of the ways language forms and features create meaning * Substantially analyse the power of creative expression for building intercultural connection and poetry as part of a new oral tradition | Dot point one:   * Student uses expressive voice, making use of pitch, pace, pauses and tone, varied to add meaning * Ideas are well-developed manner to promote and sustain audience engagement   Dot point two:   * Considered creative visual choices (images, motifs and symbols and so on) to express their understanding of Noonuccal’s poetry * Clear links to the key themes of Noonuccal’s poetry   Dot point three:   * Well-chosen selection of textual evidence * Thorough understanding and articulation of how language forms and features affect meaning * Thorough links to effect (not superficial or obvious); links intercultural connections in the text (purpose, audience, context, between poet and their audience) * Substantial links to the overarching thematic concerns of the text   Dot point four:   * Addresses the brief, linking to ideas about how creative expression can support intercultural connections |
| 9-12 | * Creates a sound spoken presentation and communicates ideas in a satisfactory manner * Creates an imaginative visual representation that communicates themes from Noonuccal’s poetry and your understanding of the significance of Poetry as an oral tradition for building cultural interconnections, this may vary in depth. * Soundly communicates ideas with some analysis of the ways language forms and features * Some analysis of the power of creative expression for building intercultural connection and poetry as part of a new oral tradition | Dot point one:   * Selects verbal and presentation elements * Student uses a clear voice in some areas and makes some use of pace, pitch, pauses and tone * Organisation of ideas may be variable   Dot point two:   * Satisfactory use of visual choices (images, motifs and symbols etc) to communicate some understanding of Noonuccal’s poetry * Some links to the themes of Noonuccal’s poetry   Dot point three:   * Sound selection of textual evidence * Sound understanding of how language forms and features affect meaning, may be variable in depth * Links to effect (may be superficial or obvious); may link intercultural connections in the text (these could include purpose, audience, context, between poet and their audience) * Links to the overarching thematic concerns of the text   Dot point four:   * Addresses the brief with some links to ideas, this may vary in depth. |
| 5-8 | * Create a spoken presentation with variable control over language * Create a visual representation with variable control, linked to key themes from Noonuccal’s poetry attempting to use motifs, imagery and or symbol * Describe the ways a limited range of language forms and features create meaning * May consider how creative expression builds connections between cultures or how poetry is part of a new oral tradition * • Creates a substantial spoken presentation and articulates ideas in an organised and logical manner * Creates a well-developed, imaginative visual representation that supports key themes from Noonuccal’s poetry and your understanding of the significance of Poetry as an oral tradition for building cultural interconnections. * Substantially articulate a detailed analysis of the ways language forms and features create meaning * Substantially analyse the power of creative expression for building intercultural connection and poetry as part of a new oral tradition | Dot point one:   * Selection of some verbal/presentation elements * Student voice attempts to use pace, pitch, pauses and tone in some areas * Attempts to connect ideas in a sequence   Dot point two:   * Some use of visual choices attempting to communicate a descriptive understanding of Noonuccal’s poetry * May link to a theme from Noonuccal’s poetry (could be superficial)   Dot point three:   * Selects textual extracts. Attempts to reference techniques (obvious) * Attempts to discuss effect. Links may be descriptive or recount. * May links to effect (superficial or obvious); may link intercultural connections in the text (this could be missing in this range) * Attempts to link to the overarching thematic concerns of the text   Dot point four:   * Attempts to address the brief |
| 0-4 | * Attempts to create a spoken presentation with elementary control over language * Attempts to create a visual representation which may be linked to themes from Noonuccal’s poetry or attempts to use motifs, imagery or symbol * May describe or identify language forms and/or features * May refer to the text | Dot point one:   * Selection of verbal elements may not communicate any understanding of Noonuccal’s poetry * No attempt to incorporate student voice into presentation or voice is unintelligible * Limited information, disorganised and/or incomplete task   Dot point two:   * Attempts to include visual choices but is obvious and/or incomplete. * Elementary or no thematic link(s) to Noonuccal’s poetry   Dot point three   * Limited selection of extracts * Recount only * Little to no links between own language choices and Noonuccal’s poetry   Dot point four:   * Does not address the brief * Little or no discussion of new oral traditions and or intercutural connections * No personal perspective |