 Resource 2 – Annotated rubric

Standard module A: Language, identity and culture

| From the rubric | Annotations |
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| How their responses to written, spoken, audio and visual texts can shape their self-perception. | Techniques used to challenge personal views. |
| Impact texts have on shaping a sense of identity for individuals and/or communities. | Ways in which a text can mould social attitudes and views, and create a sense of identity and community. |
| Deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups. | Experimentation with language techniques in own responding and composing. |
| A range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. | Related texts related to individual and community identity and cultural perspectives. |
| How textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives. | Technical features used to influence cultural perspectives of ourselves and others. |
| Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects. | Student experimentation and composition – critical and imaginative responses. |