 Assessment task

Texts and Human Experience. Lucy Walker, Waste Land

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Discursive writing | 20 | 6 |

Context

In this unit, students have explored a range of texts with challenges to cultural assumptions. The representations of human experience they have encountered will have had an impact on their views of the world and their personal understandings. Through their interactions with texts, their ideas about poverty, art, social justice and human worth will have been challenged, confirmed, re-defined or synthesised.

This task gives students the opportunity to explore their new understandings of the human experience discursively. They may write formally or informally, seriously or humorously. Central to their purpose is the discussion of their new understanding of the human experience.

Outcomes

* EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
* EN12-6 investigates and explains the relationships between texts
* EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
* EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

Values and attitudes

* the personal enrichment to be gained from a love of English, literature and 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

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
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

* Critical and creative thinking
* Ethical understanding
* Personal and social capability

Other areas of learning

* Difference and diversity

Task

You will be required to compose an extended response to the following question on (insert date here). Please ensure you are following the task instructions for the course you are enrolled in.

Task instructions

Write an extended discursive response of approximately 800 words that explores your understanding of texts and human experiences. Discuss how ‘Waste Land’ and other texts you have experienced have influenced your understanding of the relationship between individual and collective experiences.

You may write formally or informally, seriously or humorously.

In your response, make sure you refer to a related text of your choosing that you have not studied in class.

Marking guidelines and rubric

| Marking criteria | Marks |
| --- | --- |
| * Expresses deep understanding of complex ideas about human experiences, individual and collective, represented in texts * Skilfully synthesises information in a sophisticated discursive response * Skilfully applies understanding of ideas and language in the creation of a discerning response * Composes a sustained response using language appropriate to audience, purpose and context | A  17-20 |
| * Expresses thoughtful understanding of ideas about human experiences, individual and collective, represented in texts * Effectively synthesises complex information in a clear discursive response * Effectively applies understanding of ideas and language in the creation of a thoughtful response * Composes a well-developed response using language appropriate to audience, purpose and context | B  13-16 |
| * Expresses some understanding of ideas about human experiences, individual and collective, represented in texts * Incorporates complex information in a complete discursive response * Systematically applies understanding of ideas and language in the creation of a structured response * Composes a complete response using language appropriate to audience, purpose and context | C  9-12 |
| * Expresses limited understanding of ideas about human experiences, individual and/or collective, represented in texts * Incorporates some relevant information in a discursive response * Applies understanding of ideas and language in an attempt to create a response * Composes a response with some evidence of control of language and form | D  5-8 |
| * Writes a response with some features of a discursive article or essay * Describes aspects of the text/s * Attempts to compose a response with elementary control of language and form | E1-4 |
| * • Non-serious attempt | 0 |