 Assessment task

Critical study of literature

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Critical article | 20 | 6 |

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
* EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
* EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

All outcomes referred to in this unit come from [English Advanced Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesaglish%20/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017)

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Objectives

Values and attitudes

* 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 reading, writing, and representing
* The diversity and aesthetics of language through literary and other texts
* 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

Learning across the curriculum

General capacities

* Critical and creative thinking
* Literacy

Task description

Write a reply to a critic of ‘A Doll’s House’ in the form of a critical article, arguing in favour of or against their position about the text’s enduring value. Your article should be composed for an audience of the same academic journal in which the original article was published and should be approximately 1000 words in length. You may choose one of the articles provided, or you may source your own article, but you must check this with your teacher if you take up that option.

Your article should refer to a wide range of textual evidence from ‘A Doll’s House’, as well as demonstrate your knowledge of context, reception, textual integrity and dramatic and language forms and features.

Marking criteria

| Marking criteria | Mark |
| --- | --- |
| * Demonstrates a sophisticated understanding of the distinctive elements of the text that endure across contexts.
* Supports ideas with consistent, detailed reference to a wide range of well-chosen aspects of ‘A Doll’s House’, including sophisticated analysis of language forms and features.
* Skilfully constructs an academic article, demonstrating sophisticated control of language, including language forms and features appropriate to context, audience and purpose.
 | 17-20 |
| * Demonstrates a well-developed understanding of the distinctive elements of the text that endure across contexts.
* Supports ideas with detailed reference to well-chosen aspects of ‘A Doll’s House’, including effective analysis of language forms and features.
* Effectively constructs an academic article, demonstrating control of language, including language forms and features appropriate to context, audience and purpose.
 | 13-16 |
| * Demonstrates a sound understanding of the elements of the text that endure across contexts.
* Supports ideas with reference to specific aspects of ‘A Doll’s House’, including some analysis of language forms and features.
* Constructs an academic article, demonstrating sound control of language, including language forms and features appropriate to context, audience and purpose.
 | 9-12 |
| * Demonstrates a basic understanding of the elements of the text.
* Supports ideas with some general references to ‘A Doll’s House’.
* Attempts to construct an academic article, demonstrating inconsistent control of language.
 | 5-8 |
| * Demonstrates a limited understanding of elements of text that have value.
* Makes little reference to specific aspects of the text.
* Makes a limited attempt to construct an article, demonstrating consistent difficulties with control of language.
 | 1-4 |
| * Presents nothing of relevance to the task.
 | 0 |