

# DRAFT



West Moreton Anglican College (Karrabin)

## English & Literature Extension

IA2

Student name

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Student number

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Teacher

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Issued

21/07/2020

Due date

22/07/2020

### Marking summary

Criterion	Marks allocated	Provisional marks
Understanding and analysis of literary texts	5	
Understanding and application of theories	6	
Evaluation and synthesis	5	
Controlling textual features and conventions	4	
<b>Overall</b>	<b>20</b>	

# DRAFT

## Conditions

<b>Technique</b>	Extended response — complex transformation and defence
<b>Unit</b>	Unit 3: Ways of reading
<b>Topic/s</b>	Area of study: Complex transformation and defence
<b>Duration</b>	5 weeks notification and preparation
<b>Mode / length</b>	Original complex transformation: <ul style="list-style-type: none"><li>• Written: 100–800 words</li></ul> Defence: <ul style="list-style-type: none"><li>• Spoken/signed: 8–10 minutes</li></ul>
<b>Individual / group</b>	Individual
<b>Other</b>	Students have open access to resources

# DRAFT

## Context

In this area of study, you have explored the relationship between writing practices and reading positions. You have investigated the invited readings of texts that you might want to challenge, constructing alternative meanings by intervening in those texts, by applying text-centred and world-context-centred theoretical approaches. You have considered particular textual features that could be manipulated to produce alternative meanings and reposition audiences.

You have explored the concept that, in a *complex transformation*, the rewritten text invites alternative and/or resistant readings other than those that the base text seems to invite, and that alternative and resistant readings require an ideological shift that moves beyond mere inversion.

## Task

To complete this task you must:

- Select a poem, children's story, fairy tale or graphic novel for your base text

### Part 1: Complex transformation

- **Construct** a complex transformation by **selecting** and **applying** aspects and strategies from text-centred and world-context-centred theoretical approaches to intervene in and rewrite a self-selected short literary text to offer readers an alternative position that is theoretically defensible.

### Part 2: Defence

- **Demonstrate** your understanding of relevant aspects of text-centred and world-context-centred theoretical approaches, and the relationships among and within the theoretical approaches, in order to explore meaning in the base text and the complex transformation.
- **Analyse** how the genre, structure and textual features of the base text and the complex transformation support valid interpretations.
- **Evaluate** the aspects of the text-centred and world-context-centred theoretical approaches used to determine the invited and alternative readings of the base text and to reposition audiences within the complex transformation.
- **Evaluate** the alternative reading position offered by the complex transformation, making explicit the aspects of text-centred and world-context-centred theoretical approaches that underpin it.

- **Synthesise** your analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches, and the resultant interpretations with supporting evidence.
- **Create** an extended theorised, spoken analytical response for an academic audience.
- **Use** appropriate textual features, patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions.

## Stimulus

The term *complex transformation* is often used to describe the process whereby a base text is transformed through micro and macro linguistic changes to create a new text that is more socially just (Pope, 1995). To be in a position to create a *complex transformation*, you must first possess an explicit understanding that different reading practices help to produce different readings and subsequently, re-writings of a base text (Johnson, 2001).

Through the selection and use of aspects and strategies from text-centred and world-context-centred theoretical approaches, you are to intervene in a focal base text to create a *complex transformation*. Your rewritten text must deliver an alternative and/or resistant invited reading to the focal base text and move beyond merely inverting the original views, values and ideologies. To assist you to transform your selected base text, and defend it, consider the following questions:

- Whose experiences and what kinds of experiences are privileged in the text?
- What cultural and ideological assumptions (discourses) support the text (e.g. assumptions about gender roles or relationships, social class, age, social customs or cultural identities implicit in the text)?
- Are the cultural and ideological assumptions on which the text is based consistent, or are there traces of conflicting discourses?
- How are the cultural and ideological assumptions constructed through the text's use of language, literary devices, writing strategies and genre?
- What alternative cultural and ideological assumptions have been left out or silenced in the text?
- How has the text been shaped by the cultural context in which it was produced?
- How does the text position the reader to accept its cultural and ideological assumptions?
- What is an alternative and resistant reading, and what purposes do they serve?

# DRAFT

## Checkpoints

- Week 1 of task: Consult with teacher about your choice of base text and ideas for the complex transformation and defence.
- Week 2 of task: Submit outline of key ideas for the complex transformation and defence.
- Week 3 of task: Submit a draft via NEST for teacher feedback.
- Week 4 of task: Submit the final response via NEST along with any presentations aids. Commencement of seminar presentations.

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will produce a unique response by self-selecting a short literary text and applying text-centred and world-context-centred theoretical approaches.
- You will submit the final copy of your *complex transformation and defence* via NEST. Plagiarism-detection software will be applied prior to the commencement of seminar presentations.
- You will provide documentation of your progress at the checkpoints listed above.

## Scaffolding

- Carefully consider your choice of short literary text to ensure it is suited to the demands of this assessment instrument and identify aspects of the base text that allows opportunities for intervention.
- Apply reader-centred reading strategies and text-centred reading strategies to support you as you read the base text, identify the 'obvious' and 'natural' meaning of the text, and discuss the reading the text invites you to make.
- Identify and record in your journal the ways specific textual features of the base text invite a particular reading.
- Identify and record the specific assumptions and values promoted by the base text and consider the one/s you might wish to challenge or oppose.
- Apply a world-context-centred reading in order to (re)read your selected base text.

- Produce your (re)reading as a *complex transformation* that will reposition your reader from an invited reading of the base text to an alternative and/or resistant reading.
- Construct a spoken defence of your *complex transformation* that accounts for the aspects and strategies from the text-centred and world-context-centred theoretical approaches you applied to intervene in the base text, or part of the text, to invite alternative and/or resistant readings other than those the base text seems to invite.
- Check that the defence of your *complex transformation* explains what you did and why, making explicit the writing practices used and their theoretical underpinnings, and that it shows how your rewriting of the base text constitutes a *complex transformation* and therefore an ideological repositioning of the reader.
- Ensure you record and submit full bibliographical details of any reference materials that you accessed in developing your response to this task.

## Instrument-specific marking guide (IA2): Extended response — complex transformation and defence (20%)

### Criterion: Understanding and analysis of literary texts

#### Assessment objectives

1. demonstrate understanding of the selected base text in order to develop a valid interpretation
5. analyse how the genre, structure and textual features of the base text and the complex transformation support valid interpretations

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of the selected base text in order to develop <u>discriminating</u> interpretations</li> <li>• discerning analysis of how the genre, structure and textual features of the base text and the complex transformation support discriminating interpretations.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of the selected base text in order to develop an <u>informed</u> interpretation</li> <li>• effective analysis of how the genre, structure and textual features of the base text and the complex transformation support informed interpretations.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of the selected base text in order to develop a <u>valid</u> interpretation</li> <li>• adequate analysis of how the genre, structure and textual features of the base text and the complex transformation support valid interpretations.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of the selected base text in order to develop a <u>rudimentary</u> interpretation</li> <li>• superficial analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of the selected base text, resulting in a <u>disjointed</u> interpretation</li> <li>• uneven analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Understanding and application of theories

#### Assessment objectives

2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation
3. demonstrate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation
4. apply appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through constructing a complex transformation

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation</li> <li>• discerning understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation</li> <li>• discerning application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	6
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation</li> <li>• effective understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation</li> <li>• effective application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation</li> <li>• adequate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation</li> <li>• adequate application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation</li> <li>• superficial understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex transformation</li> <li>• superficial application of aspects of text-centred and world-context-centred theoretical approaches to reposition audiences through the construction of a complex transformation.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation</li> <li>• uneven understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex transformation</li> <li>• uneven application of aspects of text-centred and world-context-centred theoretical approaches.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluation and synthesis

#### Assessment objectives

8. evaluate the aspects of the text-centred and world-context-centred theoretical approaches used to determine the invited and alternative readings of the base text and to reposition audiences within the complex transformation
9. evaluate the alternative reading position offered by the complex transformation, making explicit the aspects of text-centred and world-context-centred theoretical approaches that underpin it

10. synthesise analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches, and the resultant interpretations with supporting evidence.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• discerning evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• discerning synthesis of analysis of <u>literary texts</u>, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>effective</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• effective evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• effective synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>adequate</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• adequate evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• adequate synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>superficial</u> evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation</li> <li>• superficial evaluation of the reading position offered by the complex transformation, and of aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• superficial evaluation of literary texts, theoretical approaches and interpretations</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation</li> <li>• uneven evaluation of the reading position offered by the complex transformation, and of aspects of text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• uneven evaluation of literary texts, text-centred and world-context-centred theoretical approaches and interpretations.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

#### Criterion: Controlling textual features and conventions

##### Assessment objectives

6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience
7. use textual features to create an extended theorised, spoken analytical response for an academic audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• discerning use of textual features to create desired effects for an academic audience.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>effective</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• effective use of textual features to create desired effects for an academic audience.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>suitable</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• suitable use of textual features to create an extended theorised, spoken analytical response for an academic audience.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> use of appropriate patterns and conventions of academic genres and communication</li> <li>• uneven use of textual features to create effects for an academic audience.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0