

English

IA1

Student name

Student number

Teacher

Issued

20/02/2023

Due date

27/03/2023

Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	9	
Organisation and development	8	
Textual features	8	
Overall	25	

Conditions

Technique	Extended response — written response for a public audience
Unit	Unit 3: Textual connections
Topic/s	Topic 1: Conversations about concepts in texts
Duration	5 weeks notification and preparation
Mode / length	Written: 1000–1500 words (may be accompanied by digital elements appropriate to the type of publication)
Individual / group	Individual
Other	Open access to resources

Context

You have examined Jhumpa Lahiri's novel *The Namesake* and Jonathon Dayton and Valerie Faris's film *Little Miss Sunshine*; both texts explore how people respond to adversity.

Kill Your Darlings is one of Australia's leading arts and culture magazines. It is a vibrant and eclectic online magazine providing commentary and discussion of literature.

Task

Write a discursive essay for the online publication *Kill Your Darlings* analysing the representation of a key concept across two texts: Jhumpa Lahiri's novel *The Namesake*, and Jonathon Dayton and Valerie Faris's film *Little Miss Sunshine*. Both texts should be subject to equal examination in your essay.

Choose one of the following concepts as the focus of your discursive essay:

- Family
- Identity
- Growing up

Stimulus

Jhumpa Lahiri - *The Namesake*

Jonathon Dayton and Valerie Faris - *Little Miss Sunshine*

Online magazine - *Kill Your Darlings*

Checkpoints

- ☐ Four weeks prior to due date: conference with teacher about chosen concept, thesis and discussion points
- ☐ Two weeks prior to due date: submit draft in hard copy and to Turnitin for teacher feedback
- ☐ On the due date: submit final in hard copy and to Turnitin

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.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will ensure class cross-marking occurs.
- You will use Turnitin to submit your response.

Scaffolding

To complete this task, you must:

1. Select a key concept from the list above and use this to focus your essay.
2. Reflect on how this concept is represented in each text.
3. Use this reflection to develop a thesis statement about the representation of your chosen concept.
4. Develop this thesis across the essay, supporting your perspectives with evidence from both texts. Consider characters, key events, aesthetic features and stylistic devices.
5. Use the generic conventions and range of textual features of a discursive essay to comment on how each text explores the concept.
6. Format your work using complementary features suitable to an online essay. These may include: breakout quotes, images, masthead, captions, and by-lines.

Instrument-specific marking guide (IA1): Extended response — written response for a public audience (25%)

Criterion: Knowledge application

Assessment objectives

3. analyse perspectives and representations of concepts, identities, times and places in two texts
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in the two texts

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>discerning</u> analysis of perspectives and representations of concepts, identities, times and places in the texts • discerning analysis of the ways <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs underpin the texts and invite audiences to take up positions • discerning analysis of the effects of <u>aesthetic features</u> and <u>stylistic devices</u> in the texts. 	8–9
<ul style="list-style-type: none"> • <u>effective</u> analysis of perspectives and representations of concepts, identities, times and places in the texts • effective analysis of the ways <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs underpin the texts and invite audiences to take up positions • effective analysis of the effects of <u>aesthetic features</u> and <u>stylistic devices</u> in the texts. 	6–7
<ul style="list-style-type: none"> • <u>adequate</u> analysis of perspectives and representations of concepts, identities, times and places in the texts • adequate analysis of the ways <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs underpin the texts and invite audiences to take up positions • adequate analysis of the effects of <u>aesthetic features</u> and <u>stylistic devices</u> in the texts. 	4–5
<ul style="list-style-type: none"> • <u>superficial</u> analysis of perspectives and representations of concepts, identities, times and places in the texts • superficial analysis of the ways <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs underpin the texts and invite audiences to take up positions • identification of <u>aesthetic features</u> and <u>stylistic devices</u> and some effects. 	2–3
<ul style="list-style-type: none"> • identification of some perspectives and representations of concepts, identities, times and places in the texts • identification of some <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs in texts • identification of some <u>aesthetic features</u> and <u>stylistic devices</u>. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Organisation and development

Assessment objectives

1. use patterns and conventions of the chosen genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a text for a public audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>discerning</u> use of the <u>patterns and conventions</u> of an article/column/blog/essay and the role of the writer to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter, including discerning use of <u>cohesive devices</u> to emphasise ideas and connect parts of a text. 	7–8
<ul style="list-style-type: none"> • <u>effective</u> use of the <u>patterns and conventions</u> of an article/column/blog/essay and the role of the writer to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter, including effective use of <u>cohesive devices</u> to emphasise ideas and connect parts of a text. 	5–6
<ul style="list-style-type: none"> • <u>suitable</u> use of the <u>patterns and conventions</u> of an article/column/blog/essay and the role of the writer to achieve a particular purpose • suitable selection and <u>adequate</u> synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter, including suitable use of <u>cohesive devices</u> to emphasise ideas and connect parts of a text. 	3–4

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>inconsistent</u> use of the <u>patterns and conventions</u> of an article/column/blog/essay to achieve a particular purpose, and the role of the writer established • <u>narrow</u> selection of subject matter to support perspectives • inconsistent organisation and sequencing of subject matter and some use of <u>cohesive devices</u> to connect parts of a text. 	2
<ul style="list-style-type: none"> • <u>fragmented</u> use of the <u>patterns and conventions</u> of an article/column/blog/essay, and aspects of the role of the writer established • fragmented selection of subject matter • some connections between parts of a text. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Textual features

Assessment objectives

9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, and complementary features if appropriate, to achieve particular purposes.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>discerning</u> language choices for particular purposes • discerning combination of a range of grammatically <u>accurate</u> / <u>appropriate</u> language structures, including clauses and sentences, to achieve particular purposes • discerning use of written features, including conventional spelling and punctuation, and complementary features if appropriate, to achieve particular purposes. 	7–8
<ul style="list-style-type: none"> • <u>effective</u> language choices for particular purposes • effective use of a range of grammatically <u>accurate</u> / <u>appropriate</u> language structures, including clauses and sentences, to achieve particular purposes • effective use of written features, including conventional spelling and punctuation, and complementary features if appropriate, to achieve particular purposes. 	5–6
<ul style="list-style-type: none"> • <u>suitable</u> language choices for particular purposes • suitable use of a range of mostly grammatically <u>accurate</u> / <u>appropriate</u> language structures, including clauses and sentences, to achieve particular purposes • suitable use of written features, including conventional spelling and punctuation, and complementary features if appropriate, to achieve purposes. 	3–4
<ul style="list-style-type: none"> • language choices that vary in suitability • <u>inconsistent</u> use of grammar and language structures • use of written features, including conventional spelling and punctuation, and complementary features if appropriate, that vary in suitability. 	2
<ul style="list-style-type: none"> • <u>inappropriate</u> language choices • fragmented use of grammar and language structures • <u>variable</u> and inappropriate use of written features, including spelling and punctuation, and complementary features if appropriate. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0