****ENGLISH **Unit 4: Outcome 2**

**Text Response Essay *Mabo***

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| --- | --- | --- | --- | --- | --- |
|  | **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| **Interpretation** | Construction of a well-developed and sustained interpretation of the text.(10-9) | Construction of a soundly developed and sustained interpretation of the text.(8-7) | A generally well-sustained interpretation of a selected text.(6-5) | Limited interpretation of a selected text.(4-3) | Little, if any, interpretation of a selected text.(2-1) |
| **Evidence** | Interpretation is supported by the considered selection and use of highly appropriate textual evidence.(10-9) | Interpretation is supported by the careful selection and use of appropriate textual evidence.(8-7) | Interpretation is supported by textual evidence.(6-5) | Interpretation is supported by some use of textual evidence.(4-3) | Interpretation is supported with minimal textual evidence.(2-1) |
| **Understanding** | Thorough and thoughtful understanding of the ideas, characters and themes constructed and presented in the text.(10-9)  | Thorough knowledge of the ideas, characters and themes constructed and presented in the text.(8-7) | Knowledge of the ideas, characters and themes constructed and presented in the text.(6-5) | Some knowledge of the ideas, characters and themes constructed and presented in the text.(4-3) | Limited knowledge of the ideas, characters and themes constructed and presented in the text. (2-1) |
| **Authorial choices** | Detailed discussion and thorough analysis of the ways in which the author constructs meaning and expresses or implies a point of view and values.(10-9) | Well-developed discussion and sound analysis of the ways in which the author constructs meaning and expresses or implies a point of view and values.(8-7) | Discussion and some analysis of the ways in which the author constructs meaning and expresses or implies a point of view and values. (6-5) | Generalised discussion of the ways in which the author constructs meaning and expresses or implies a point of view and values.(4-3) | Little, if any, discussion of the ways in which the author constructs meaning and expresses or implies a point of view and values.(2-1) |
| **Writing** | Highly organised, fluent and sustained writing with excellent control of the conventions of written English.(10-9) | Organised, fluent and relevant writing with good control of the conventions of written English.(8-7) | Organised and relevant writing with sound control of the conventions of written English.(6-5) | Some relevance and organisation in the writing and some control of the conventions of written English.(4-3) | Limited relevance and organisation in the writing and some control of the conventions of written English. (2-1) |

**TOTAL SCORE: /50**

***Comments:***

***Breaking down the criteria***

***Analyse the ways in which the author constructs meaning***

Complex discussion and critical analysis of the structures, features and conventions used by the author to construct meaning.

***How a text is constructed:***

* Structures – chronological, flashbacks.
* Narrative point of view- first person, third person etc. TBL: first person introspective, shifting narration between an adult observer and a child participant
* Language and style- formal, colloquial etc.
* Figurative language- similes, metaphors, irony etc.
* Symbols- white paint, guns, dying salmon, mouldy chestnuts, decomposing beaver
* Characters- fictional constructs of the author- Often the protagonists are very changed by the end of the text and the main message of the author is embedded in the way the character is viewed in the end. Often this will depend upon the experiences, relationships and reactions that the character has to the events that shape them.
* Themes- It is important to remember that a character is constructed by an author to represent particular ideas, themes and values in the text.
* Views and values- views and values presented in a text are the attitudes, beliefs and ideas of the people and societies depicted also the author’s own views and values are presented. TBL- masculinity
* In other words, authors may portray positively or negatively a particular set of behaviours, a social convention, a political philosophy.

***Social, historical or cultural values that are embodied in the text***

* The specific time period and historical setting of the story will shape the way you understand the concerns of the author.
* The context of a text provides you with a greater understanding of why characters are depicted in a certain way, why a particular setting was chosen and the specific themes an author wants to convey.
* TBL: 1955 through to early 1960s (we know this as Rosemary is said to be working on JFKs presidential campaign); unhappy upbringing in working-class Washington state; the uranium boom in Utah- “dreams of transformation, Western dreams, dreams of freedom and dominion and taciturn self-sufficiency”
* Rosemary’s a single mother- marries Dwight- reflection of context

***How can you incorporate discussion of structures features and conventions in your text response essay?***

* The author’s irony is used to depict…
* The author's imagery of ... illustrates …
* The author uses ... to symbolise …
* The author's narrative structure helps to position the way we perceive the values of ...
* A device favoured by author to express his view is ...
* "The text validates its protagonist's violent rebellion through its depiction of a bloody and oppressive regime . . ."
* "The author affirms the need for a balance between reason and emotion by showing the unhappy consequences of . . ."
* "It is through the author's affectionate portraits of eccentric individuals that the novel undermines social pressure to . . ."
* "The narrative critiques the notion that the society offers equal opportunity for all by showing how jobs and justice are far more readily obtained by the rich . . ."
* Use verbs to identify what the text / author, playwright, poet, fim director, is doing (e.g. explores, challenges, illustrates, etc.)
* Text X explores the consequences when . . . through the patterns of imagery that .
* The author evokes . . . our sympathy for character A by having him unjustly accused of . . .
* The juxtaposition of images . . . suggest the impermanence of . . .
* The conflict between character A and character B reflects the fundamental dichotomy between . . .
* In this passage our first impressions of character C are challenged because C's private reflections on the issue illustrate . . .