



<b>Unit of Study</b>	Dreaming Tracks	<b>Stage 4 / Year 8</b>	
<b>Task No.1</b>	Visual Representation and Personal Reflection	<b>Faculty</b>	<b>English</b>
<b>Weighting</b>	<b>25%</b>	<b>HT</b>	<b>C. Taylor</b>
<b>Due Date</b>	Week 10, Term 1, to be submitted at the beginning of the first lesson - week beginning Monday 31st March	<b>Teachers</b>	P Jerred, J Ryan, Z Vardy, R Tyson

### Outcomes

**EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.

**EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures.

**EN4-URB-01** examines and explains how texts represent ideas, experiences and values.

**EN4-URC-01** identifies and explains ways of valuing texts and the connections between them.

### Task Description

**Guided Question:** How can the culture of a country or group of people be expressed through literature, language, art, dance, music, sport and celebrations?

#### Visual Representation

Students are to create a visual representation that reflects aspects of Indigenous Cultures featured in a novel or text\* studied in their class. The visual representation can be in any form, for example: an artwork in the form of a painting, digital representation, watercolour, sculpture, jewellery or tattoo design.

#### Reflection Statement – approx. 300 words

Write a short personal reflection that evaluates the effectiveness of your visual representation. Using your own words identify the text that you are representing and explain the meaning of your stylistic choices. You should explain your chosen subject, background, perspective, colour, pattern, symbolism, etc. This task is a hand-written, in-class component.

**Expectations:** Submission of a high-quality product regardless of the medium used.

You will be assessed on how well you:

Reflect an understanding of the culture you are representing.

Reflect an understanding of the importance of symbolism as a means of expressing cultural beliefs.

*\*The text can be any form of poetry, dance, play, song, fictional work, speech, or non-fiction work studied in class.*

## Marking Guidelines

<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>● Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses <b>EN4-RVL-01</b></li> <li>● Analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning <b>EN4-URA-01</b></li> <li>● Explore how specific elements of languages, including Standard Australian English, Aboriginal and Torres Strait Languages, and Aboriginal English, can shape expressions of cultural context in texts <b>EN4-URB-01</b></li> <li>● Analyse how texts can participate in larger, established patterns of narrative, purpose, theme and tone by exhibiting and challenging conventions, and experiment with conventions in own texts <b>EN4-URC-01</b></li> <li>● The visual representation reflects multiple layers of Indigenous content of your chosen text.</li> </ul>	O U T S T A N D I N G	25  24  23  22  21
<p><b>High</b></p> <ul style="list-style-type: none"> <li>● Using a range of texts, describe how Aboriginal and Torres Strait Islander authors convey connections between Culture and identity <b>EN4-RVL-01</b></li> <li>● Explain how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning <b>EN4-URA-01</b></li> <li>● Explore how the perspectives of audiences shape engagement with, and response to, texts <b>EN4-URB-01</b></li> <li>● Explain how texts can participate in larger, established patterns of narrative, purpose, theme and tone by exhibiting and challenging conventions, and experiment with conventions in own texts <b>EN4-URC-01</b></li> <li>● The visual representation effectively reflects the Indigenous content of your chosen text.</li> </ul>	H I G H	20  19  18  17  16
<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>● Read a variety of texts that present a range of perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including sustained written responses where appropriate <b>EN4-RVL-01</b></li> <li>● Understand how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning <b>EN4-URA-01</b></li> <li>● Examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions <b>EN4-URB-01</b></li> <li>● Understand how genres may be adapted to different modes and media <b>EN4-URC-01</b></li> <li>● The visual representation reflects the Indigenous content of your chosen text.</li> </ul>	S O U N D	15  14  13  12  11
<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>● Apply reading pathways to determine form, purpose and meaning <b>EN4-RVL-01</b></li> <li>● Understand how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning <b>EN4-URA-01</b></li> <li>● Consider the influence of cultural context on language <b>EN4-URB-01</b></li> <li>● Understand that particular genres may be adapted to different modes and media <b>EN4-URC-01</b></li> <li>● Attempts to create a visual representation that reflects the Indigenous content of your chosen text.</li> </ul>	B A S I C	10  9  8  7  6
<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>● Understands the main ideas and themes posed by a text <b>EN4-RVL-01</b></li> <li>● Understand that Aboriginal and Torres Strait authors use language to shape meaning <b>EN4-URA-01</b></li> <li>● Understand how all perspectives are shaped by language and text <b>EN4-URB-01</b></li> <li>● Understand how genres may be adapted to different modes and media <b>EN4-URC-01</b></li> <li>● Attempts to create a visual representation that reflects the Indigenous content of your chosen text.</li> </ul>	L I M I T E D	5  4  3  2  1
<ul style="list-style-type: none"> <li>● Late submission – no misadventure</li> <li>● Assessment not submitted</li> </ul>		0  00