# Year 9 Unit: *Strange Objects* by Gary Crew
# Rich Assessment Task 2: Textual Analysis Essay

**Task:** Students are to write an essay exploring how the construction of the novel has contributed to their understanding of one of its themes.

They are to pick one of the themes that you have explored within *Strange Objects* and write a six-paragraph essay (introduction, four main body paragraphs, conclusion) in which they explain how their understanding of that theme has been influenced by one or more conventions employed by Gary Crew. Each main body paragraph should clearly explore an aspect of their chosen theme and connect it to one or more conventions, providing textual evidence.

An essay planning template is provided in the 'Informed reaction' section for *Strange Objects* on the Reading Australia website to assist students in planning their essay.

| By the end of Year 9, students will meet the following Achievement Standards | Approaching or below Year 9 Standard | At Year 9 Standard | Above Year 9 Standard |
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| **Productive mode:** Students understand how to use a variety of language features to create different levels of meaning. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.<br><br>Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | | | |
| Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features. (ACELY1746) | The student's essay demonstrates use of the basic structural features of an essay, developing a single line of argument and using paragraphs and textual evidence. | The student's essay demonstrates clear use of the structural and language features of an essay, developing a single line of argument using paragraphs, textual evidence and appropriate language. | The student's essay demonstrates sophisticated use of the structural and language features of an essay, developing a complex line of argument using paragraphs, transition markers, textual evidence and sophisticated language. |
| Review and edit student's own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features. (ACELY1747) | The student makes some attempt to plan and proofread their work to improve its quality. | The student plans and proofreads their work to improve clarity, content and style. | The student plans and proofreads their work to improve clarity, content and style, demonstrating thoughtful consideration of audience and purpose. |
| **Receptive mode:** By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.<br><br>They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. | | | |
| Understand that authors innovate with text structures and language for specific purposes and effects. (ACELA1553) | The student identifies some aspects of the structure and language used in *Strange Objects* and suggests reasons for their use. | The student identifies several aspects of the structure and language used in *Strange Objects* and explains their use and effects. | The student identifies several aspects of the structure and language used in *Strange Objects*, explaining why they are innovative and evaluating their use and effects. |
| Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts. (ACELT1633) | The student makes reference to the historical context of *Strange Objects* when discussing the characters. | The student connects the historical context of *Strange Objects* to the way characters are represented within it. | The student articulates the historical context of *Strange Objects* and interrogates the representation of characters in relation to it. |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text. (ACELT1771) | The student's explanation of their theme is based on their understanding of parts of *Strange Objects.*<br><br>They are able to provide some evidence to support their argument. | The student's discussion of their theme is based on their understanding of *Strange Objects* as a whole.<br><br>They support their argument through clear analysis of several examples. | The student's argument regarding their theme is based on their thoughtful understanding of *Strange Objects* as a whole.<br><br>They support their argument through articulate analysis of several interrelated examples. |
| Explore and reflect on personal understanding of the world and significant human experience | The student provides some personal comments about the theme they are discussing. | The student provides a clear personal response to the theme they are discussing. | The student articulates a thoughtful personal response to the theme they are discussing. |

| gained from interpreting various representations of life matters in texts. (ACELT1635) | | | |
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| Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes. (ACELT1637) | The student identifies symbols in *Strange Objects* and draws connections to their theme. | The student identifies symbols, metonyms and other examples of figurative language in *Strange Objects* and explains their use in relation to their theme. | The student identifies symbols, metonyms and other examples of figurative language in *Strange Objects* and analyses their use and effects in relation to their theme. |

**Student comment and self assessment:**
For example: What goals did you set yourself? How successful have you been, do you think, with this assignment? What was most difficult or most enjoyable?

| Teacher assessment: | Approaching or below Year 9 Standard | At Year 9 Standard | Above Year 9 Standard |
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Teacher comment:

Please see Year 9 English Portfolio Samples for *At, Below and Above Year 9 Standard:*
http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=9