

Task for *Carry Me Down*

Assessment task 1 (Creative): Create a domestic vignette in the style of M. J. Hyland

The following extract is PART of the description for the [Australian Curriculum's Senior Secondary Literature: Unit 1](#):

This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences...In the creation of imaginative texts, students explore and experiment with aspects of style and form.

The task addresses [the first and third Learning outcomes](#):

understand how language, structure and [stylistic choices](#) are used in different literary [forms](#)

create oral, written and multimodal responses that explore and draw on the structure and [style](#) of literary texts.

Student name: _____ Total word count: _____

By the end of the AC: Literature – Unit 1, students will address the following performance standards	Approaching or below AC: Literature – Unit 1 Standard	At AC: Literature – Unit 1 Standard	Above AC: Literature – Unit 1 Standard
<p><i>Create characters, avoiding stereotypes, and incorporating an authorial voice for the unreliable narrator</i></p> <p>(ACELR007) (ACELR008)</p>	<p>Some evidence of original characterisation, authorial voice with an attempt to create the persona of an unreliable narrator.</p>	<p>Evidence of original characterisation, with the development of an authorial voice of an unreliable narrator</p>	<p>Compelling and original characterisation, with a credible authorial voice of an unreliable narrator</p>
<p><i>Develop an imaginative family vignette, drawing on knowledge and understanding of M. J. Hyland's storytelling and literary style.</i></p> <p><i>This should include all of the following literary features:</i></p> <ul style="list-style-type: none"> • Present tense • First person point of view • Unreliable narrator • Minimalist style with few adjectives – 'showing, not telling' • Consistency of dialogue tags and beats 	<p>Some evidence of an imaginative approach to the creation of a family vignette, drawing on the literary features listed in the left-hand column.</p>	<p>Evidence of an imaginative approach to the creation of an effective family vignette, reflecting Hyland's storytelling and her literary style, including all of the literary features listed in the left-hand column.</p> <p>There <i>may</i> also be an attempt at balancing humour, irony and serious concerns.</p>	<p>An imaginative, original approach to the creation of a compelling family vignette, demonstrating mastery of the literary features listed in the left-hand column.</p> <p>There <i>may</i> also be a balance of humour, irony and serious concerns.</p>

<p><i>The best vignettes MIGHT also balance humour, irony and serious concerns.</i></p> <p>(ACELR015) (ACELR016) (ACELR017)</p>			
<p>Word limit (750–1000 words), layout and narrative conventions (especially dialogue); spelling; sentence structures; and close editing (for meaning and narrative); and proofreading (for the mechanics of language).</p> <p>(ACELR016) (ACELR017) (Personal Capability: Literacy)</p>	<p>Has addressed some of the requirements required in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>	<p>Has addressed the requirements to a satisfactory standard in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>	<p>Has addressed the requirements to a high standard in regard to word limits, layout, spelling, sentence structures, editing and proofreading. (Cross out those not evident.)</p>
<p>Student comment and self-assessment:</p> <p><i>For example: Comment on understanding of Hyland’s literary style and how you approached this task. What did you set out to achieve? What do you believe are the strengths of your vignette? What was most difficult for you? To what extent has this assignment supported your understanding of the novel? (This reflection addresses ACELR018)</i></p>			
<p>Teacher assessment:</p>	<p>Approaching or below AC: Literature – Unit 1 Standard</p>	<p>At AC: Literature – Unit 1 Standard</p>	<p>Above AC: Literature – Unit 1 Standard</p>
<p>Teacher comment:</p>			