The Slap

Task 2: Oral production – Tsiolkas on Trial

Task:

Imagine that Tsiolkas has been put on trial for defaming Australia on the international stage with his critical representation of Australian culture in The Slap.

The class will be divided into two groups. Each group will then be divided into two teams: one will prepare the case for the defence and one will prepare the case for the prosecution. The four teams will operate independently of each other, although the rules of discovery will apply. If one person finds a resource to use, it must be shared with their opposing team.

Important cases often involve teams of barristers who each make arguments at different points in the trial. Several students in your group may take on the role of barrister within each team, while others may wish to take on roles such as expert witnesses.

During the presentations, one group will act as the jury for the other, deciding the case based on the merits of each team's argument.

In preparing your cases, your team will need to draw together:

- your critical understanding of The Slap, particularly in evaluating its representation of Australian cultural identity,
- the arguments and responses surrounding The Slap in the public domain,
- your understanding of the use of polyphony as a strategy to mediate narrative perspective in The Slap,
- your understanding of the ways in which language, structural and stylistic choices within The Slap communicate values and attitudes, positioning both Australians and the wider world,
- your understanding of Australian cultural identity and how a text such as The Slap may operate within that.

In addition, you will need to demonstrate your skills in:

- articulating a critical and informed response to the text, using appropriate metalanguage,
- evaluating their own and others' ideas and points of view using logic and evidence,
- experimenting with content, form, style, language within the medium of verbal argument, such as using rhetorical devices and evidence,
- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives, by exposing how others may interpret Tsiolkas' writing.

In your role as jury, each team will also evaluate the ways in which your peers used language and content to position an audience.

To do:

- Decide who amongst your group will take on the roles of barristers, expert witness and Tsiolkas himself,
- Working together as a team, prepare and draft your case,
- Each person should write their own argument, developing the agreed upon case, using evidence and a range of rhetorical devices,
- Rehearse, developing your speaking skills to position your audience – the judge and jury.

Due:

Further notes:

© Copyright Adam Kealley 2015
See over for assessment rubric.

**Assessment rubric:**

<table>
<thead>
<tr>
<th>Argument</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments reflect an understanding of how Tsiolkas represents Australian culture, making reference to specific language usage (ACELR038) (ACELR040)</td>
<td>Demonstrates sophisticated understanding of Tsiolkas’ cultural representations &amp; language use</td>
<td>Demonstrates thoughtful understanding of Tsiolkas’ cultural representations &amp; language use</td>
<td>Demonstrates satisfactory understanding of Tsiolkas’ cultural representations &amp; language use</td>
<td>Demonstrates some understanding of Tsiolkas’ cultural representations &amp; language use</td>
<td>Demonstrates limited understanding of Tsiolkas’ cultural representations &amp; language use</td>
</tr>
<tr>
<td>Arguments reflect an understanding of how Tsiolkas actively positions readers, challenging cultural perceptions of Australia (ACELR037) (ACELR039)</td>
<td>Demonstrates sophisticated understanding of Tsiolkas’ positioning of readers’ perceptions of Australia</td>
<td>Demonstrates thoughtful understanding of Tsiolkas’ positioning of readers’ perceptions of Australia</td>
<td>Demonstrates satisfactory understanding of Tsiolkas’ positioning of readers’ perceptions of Australia</td>
<td>Demonstrates some understanding of Tsiolkas’ positioning of readers’ perceptions of Australia</td>
<td>Demonstrates limited understanding of Tsiolkas’ positioning of readers’ perceptions of Australia</td>
</tr>
<tr>
<td>Argument explores specifically the impact and effectiveness of polyphony and other literary conventions (ACELT042) (ACELT043)</td>
<td>Demonstrates sophisticated analysis of polyphony and other literary conventions</td>
<td>Demonstrates thoughtful analysis of polyphony and other literary conventions</td>
<td>Demonstrates satisfactory analysis of polyphony and other literary conventions</td>
<td>Demonstrates some analysis of polyphony and other literary conventions</td>
<td>Demonstrates limited analysis of polyphony and other literary conventions</td>
</tr>
<tr>
<td>Develops an effective line of argument justified with textual and other evidence (ACELR045)</td>
<td>Develops a sophisticated and well-justified line of argument</td>
<td>Develops a thoughtful and soundly-justified line of argument</td>
<td>Develops several points of argument with relevant evidence</td>
<td>Develops a some points of argument and refers to some evidence</td>
<td>Limited development of argument and little or no evidence</td>
</tr>
<tr>
<td>Uses appropriate analytical metalanguage (ACELR046)</td>
<td>Integrates metalanguage seamlessly into analysis</td>
<td>Employs a range of metalanguage to enhance analysis</td>
<td>Employs some examples of metalanguage correctly within analysis</td>
<td>Employs few examples of metalanguage within analysis</td>
<td>Employs little or no metalanguage within analysis</td>
</tr>
<tr>
<td>Uses a range of rhetorical devices in the presentation of argument (ACELR052)</td>
<td>Offers sophisticated evaluation of own work and effects on audience</td>
<td>Offers thoughtful evaluation of own work and effects on audience</td>
<td>Offers satisfactory evaluation of own work and effects on audience</td>
<td>Offers some relevant evaluation of own work</td>
<td>Offers limited relevant evaluation of own work</td>
</tr>
<tr>
<td>Employs a range of effective verbal and non-verbal elements to impact on audiences</td>
<td>Uses a range of verbal and non-verbal techniques for effect</td>
<td>Uses a range of verbal and non-verbal techniques for effect</td>
<td>Uses some verbal and non-verbal techniques for effect</td>
<td>Attempts use of some verbal and non-verbal techniques for effect</td>
<td>Little attempt to use verbal or non-verbal techniques for effect</td>
</tr>
</tbody>
</table>

© Copyright Adam Kealley 2015
<table>
<thead>
<tr>
<th>(ACELR048)</th>
<th>(\square)</th>
<th>(\square)</th>
<th>(\square)</th>
<th>(\square)</th>
<th>(\square)</th>
<th>(\square)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on own and others' arguments employing logic and evidence (ACELR047)</td>
<td>Offers sophisticated evaluation of own and others' work</td>
<td>Offers thoughtful evaluation of own and others' work</td>
<td>Offers satisfactory evaluation of own and others' work</td>
<td>Offers some relevant evaluation of own and/or others' work</td>
<td>Offers limited relevant evaluation of own or others' work</td>
<td>(\square)</td>
</tr>
</tbody>
</table>

**Comments:**

**Result:**