

Task for *Hotel Sorrento*

Rich assessment task 2 (Responding): Pitch a new production

It might be argued that the cultural context of Australia today is quite different to that of the 1980s. Has *Hotel Sorrento* and its themes stood the test of time to remain relevant to Australian audiences today? This question will be at the centre of this task.

From the perspective of a bold, new director, you are to write a speech to pitch a new production of *Hotel Sorrento* to the board of a theatre group. This is a complex task that will require you to effectively synthesise several understandings.

In your speech, you will need to demonstrate a clear understanding of the play and its themes, as well as the cultural context which spawned it. You will need to demonstrate insight into Australia's current cultural climate in order to argue why the play remains relevant to contemporary Australian audiences. You will need to draw on your close study of the text and your personal responses to it, as well as your research into current and historical contexts, understandings of concepts such as 'centre and periphery' and the 'cultural cringe' and finally, your understanding of the role of literature in exploring the cultural milieu, in order to craft a compelling argument. Furthermore, you will also need to reflect on the processes of textual production and reception in order to justify any adaptations you believe are required of the text.

Your speech should go for approximately 10 minutes. This is to be delivered orally to the class.

In addition, you are to write a reflection evaluating not just your own finished piece, but also the process of collaboration engaged in during the preparation phase, considering how you developed your own and others' ideas.

Hand in:

- Planning
- Draft of your speech
- Reflection (300 words)

Deliver:

- Your speech (10 minutes)

Due:

Assessment rubric:

	A	B	C	D	E
Understands the ways in which texts are influenced by other texts and by contexts (ACELR019).	Demonstrates a sophisticated understanding of the shifts in Australian socio-historical contexts over time. <input type="checkbox"/>	Demonstrates a sound understanding of the shifts in Australian socio-historical contexts over time. <input type="checkbox"/>	Demonstrates a satisfactory understanding of the shifts in Australian socio-historical contexts over time. <input type="checkbox"/>	Demonstrates some understanding of Australian socio-historical context. <input type="checkbox"/>	Demonstrates limited or no understanding of Australian socio-historical context. <input type="checkbox"/>
Explores the relationship between conventions of genre, audience expectations, and interpretations of texts (ACELR020).	Demonstrates thoughtful consideration of contemporary audience expectations of the play and caters for likely interpretations. <input type="checkbox"/>	Demonstrates sound consideration of contemporary audience expectations of the play and anticipates likely interpretations. <input type="checkbox"/>	Demonstrates awareness of contemporary audience expectations of the play and acknowledges some likely interpretations. <input type="checkbox"/>	Demonstrates limited awareness of audience expectations of the play and acknowledges aspects of possible interpretations. <input type="checkbox"/>	Demonstrates little or no awareness of contemporary audience expectations of the play nor possible interpretations. <input type="checkbox"/>
Understands the ways in which informed reading influences interpretation of texts. (ACELR022).	Pitch clearly synthesises crucial aspects of wider reading from several sources. <input type="checkbox"/>	Pitch clearly incorporates relevant aspects of wider reading from several sources. <input type="checkbox"/>	Pitch includes some relevant aspects of wider reading from few sources. <input type="checkbox"/>	Pitch makes some reference to wider reading from limited sources. <input type="checkbox"/>	Pitch makes little or no relevant reference to wider reading. <input type="checkbox"/>
Organises points of view and arguments in different ways, for example, in essays, reviews and visual presentations (ACELR029).	Pitch demonstrates a sophisticated and persuasive structure to its argument. <input type="checkbox"/>	Pitch demonstrates a thoughtful and effective structure to its argument. <input type="checkbox"/>	Pitch demonstrates a clear and logical structure to its argument. <input type="checkbox"/>	Pitch demonstrates some structure to its argument. <input type="checkbox"/>	Pitch demonstrates little or no structure to its argument. <input type="checkbox"/>
Selects appropriate argument and evidence to support points of view (ACELR031).	Pitch synthesises precise evidence from <i>Hotel Sorrento</i> and extensive wider reading to enhance argument. <input type="checkbox"/>	Pitch incorporates relevant evidence from <i>Hotel Sorrento</i> and wider reading to strengthen argument. <input type="checkbox"/>	Pitch includes some relevant evidence from <i>Hotel Sorrento</i> and some wider reading to support argument. <input type="checkbox"/>	Pitch includes limited evidence from <i>Hotel Sorrento</i> and some wider reading which may or may not assist argument. <input type="checkbox"/>	Pitch includes little or no evidence from <i>Hotel Sorrento</i> nor wider reading to assist argument. <input type="checkbox"/>
Experiments with different modes, mediums and forms. (ACELR032).	Uses a wide range of verbal and non-verbal skills to deliver a highly effective pitch clearly targeting the audience. <input type="checkbox"/>	Uses a range of verbal and non-verbal skills to deliver an effective pitch targeting the audience. <input type="checkbox"/>	Uses several verbal and non-verbal skills to deliver a sound pitch to an audience. <input type="checkbox"/>	Uses some verbal and non-verbal skills to deliver a pitch. <input type="checkbox"/>	Is ineffective in the use of verbal and non-verbal skills to deliver a pitch. <input type="checkbox"/>

Comments:

Result: