

Task for *Burial Rites*

Rich Assessment Task 2: Creative Response

Burial Rites relies upon narrative modes other than conventional methods of prose storytelling such as letters and poems.

Choose a character and write an imaginary letter or diary entry to express your feelings about Agnes to a recipient who is not necessarily in the novel.

For example, you might adopt the persona of:

- Blöndal's diary confessing his thoughts about Agnes – keep the formality of the era and his position, or reporting on Tóti's visit
- Dagga or Róslín writing to a friend
- Róslín writing to a relative or friend at a nearby town
- Natan writing to Rosa
- Sigga writing to a friend
- Lauga or Steina writing to a friend about Blöndal's visit or Agnes's arrival
- Margrét reporting Agnes's arrival at Kornsó
- Natan's brother
- Fridrik
- Daniel
- Tóti - it is reported that Agnes's death 'had broken' Tóti.

Draw on one or more key events from the novel and use those as the purpose of the letter. That is, know why the sender is writing and how that sender would bother to communicate about Agnes.

- Why would the sender tell the person about Agnes?
- How will details and emotions be reflected/included in the letter?
- Is Agnes the sole purpose of the letter?

Consider some of the nuances of the respective character's speech and voice:

- What details would you know about Agnes?
- What references to the novel can you make?

You may need to revise the conventions of letter-writing such as layout of address, date, salutation and paragraphing.

Assessment key for letter writing task

Content:		
Articulates personal point of view relevant to an appropriate issue or event in the novel	Shows knowledge of the nature of the appropriate issue by establishing it clearly; expresses a relevant point of view and supports it with fully developed arguments and evidence.	Above standard
	Defines an issue and presents a personal point of view with one or two ideas to support it.	At standard
	Presents a personal point of view on an issue but with little or no supporting evidence.	Below standard
Demonstrates awareness of various perspectives relevant to the issue/text	Refers to a number of perspectives additional to the writer's viewpoint.	Above standard
	Demonstrates awareness of at least one other perspective on the issue.	At standard
	Conveys awareness of only their own perspective or viewpoint on the issue.	Below standard
Gives evidence of knowledge of some of the arguments used to support these perspectives	Identifies and gathers accurate information and supported opinions to effectively qualify these perspectives	Above standard
	Attempts to qualify this perspective but with little supporting evidence or evidence that is not accurate.	At standard
	Makes no attempt to refute or qualify any other position.	Below standard
Skills:		
Ability to sort, organise and present relevant information in an appropriate way to support a personal position on the issue	Organises and sequences relevant information in a clear, logical and coherent manner.	Above standard
	Organises mainly relevant information about each main idea but coherence and/or logic may be lacking.	At standard
	Generally shows little evidence that information has been sorted and arranged in any logical order.	Below standard
Ability to use the conventions of letter writing and show an awareness of audience and purpose	Uses correctly all letter conventions e.g. paragraphing, layout, use of formal language, conventions such as inside address and formal closing. Demonstrates an awareness of audience by using an appropriate style of writing.	Above standard
	Uses letter writing conventions and shows an awareness of audience.	At standard
	Demonstrates a lack of knowledge of letter writing conventions and little awareness of audience.	Below standard
Comment:		

[\(ACELR058\)](#), [\(ACELR060\)](#), [\(ACELR066\)](#), [\(ACELR067\)](#), [\(ACELR068\)](#), [\(ACELR069\)](#)