

Task for *Ruby Moonlight*

Moving Beyond the Text: Productive mode



Think deeply about what you've learnt in this unit of work. Draw upon the characters, themes, points of view and historical elements studied. What is it that you would like to further explore? How could this be represented?

Ideas to explore:

- How does Australia feel about its history? Why does Australia hide its history?
- Why does history repeat itself in Australia?
- The effect of colonisation on Aboriginal Australia
- Australia Day/Invasion Day in Australia.

Ideas for presentation:

- graphic essay
- feature article
- poem
- speech/debate/presentation
- short film
- song
- opinion piece/letter.

Assessment task requirements:

Analysis

- Discusses the emotional connection between our past and our future
- Analyses perspectives on Australian History
- Discusses how the perspective has affected our history
- Uses symbolism to represent themes in the text.

Language:

- Uses accurate spelling, punctuation, and grammar
- Selects appropriate vocabulary and quotes
- Edits for clarity and meaning.

[\(ACELY1756\)](#), [\(ACELY1776\)](#)

| Area of the achievement standard being assessed: | Outstanding | Satisfactory | Limited |
|---|---|---|--|
| <i>They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.</i> | Sophisticated explanation of different viewpoints, attitudes and perspectives. | Explanation of different viewpoints, attitudes and perspectives. | Identification or limited explanation of different viewpoints, attitudes and perspectives. |
| | Sophisticated development and justification of interpretation through cohesive and logical arguments. | Satisfactory justification of interpretation through cohesive and logical arguments. | Limited justification and evidence to support interpretations; the argument is fragmented. |
| <i>They develop their own style by experimenting with language features, stylistic devices, text structures and images.</i> | Sophisticated use of a range of language features, stylistic devices and images to persuade the reader. | Satisfactory use of language features, stylistic devices and images to persuade the reader. | Limited use of language features, stylistic devices and images. |
| <i>Vary vocabulary for impact.</i> | Sophisticated use of vocabulary. | Vocabulary is varied. | Limited vocabulary. |
| <i>Use accurate spelling and punctuation when creating and editing texts.</i> | Consistent use of accurate spelling and purposeful use of punctuation. | Spelling and punctuation are accurate. | Spelling and punctuation are inconsistent and fragmented. |
| Teacher feedback: | | | |
| Student response: | | | |