Task for *Ruby Moonlight*

**Synthesising Task: Visual Task**

Create your own visual representation of one of the poems.

**Assessment task requirements:**

**Image**

- uses colour, lines and/or texture to represent the emotions from the poem
- uses symbolism to represent themes in the text.

**Written rationale**

- describes the colour, lines and/or texture used to represent emotions from the poem
- describes the symbolism used to represent themes in the text.

**Language use**

- accurate spelling, punctuation, and grammar
- selection of appropriate vocabulary and quotes
- editing for clarity and meaning.

**Australian Curriculum**

- Create imaginative texts that make relevant thematic and intertextual connections with other texts *(ACELT1644)*
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts *(ACELT1814)*
- Reflect on, extend, endorse or refute others’ interpretations of and responses to literature *(ACELT1640)*
### Image

<table>
<thead>
<tr>
<th>Area of the achievement standard being assessed:</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students show how the selection of language features can achieve precision and stylistic effect.</td>
<td>Sophisticated use of colour, line and/or texture to represent the emotions.</td>
<td>Satisfactory use of colour, line and/or texture to represent the emotions.</td>
<td>Limited use of colour, line and/or texture to represent the emotions.</td>
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<tr>
<td></td>
<td>Sophisticated use of symbols to represent themes in the poem.</td>
<td>Satisfactory use of symbols to represent themes in the poem.</td>
<td>Limited use of symbols to represent themes in the poem.</td>
</tr>
</tbody>
</table>

### Written rationale

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<td>They develop their own style by experimenting with language features, stylistic devices, text structures and images.</td>
<td>Sophisticated use of a range of language features, stylistic devices and images to persuade the reader.</td>
<td>Satisfactory use of language features, stylistic devices and images to persuade the reader.</td>
<td>Limited use of language features, stylistic devices and images.</td>
</tr>
<tr>
<td>Vary vocabulary for impact.</td>
<td>Sophisticated use of vocabulary.</td>
<td>Vocabulary is varied.</td>
<td>Limited vocabulary.</td>
</tr>
<tr>
<td>Use accurate spelling and punctuation when creating and editing texts.</td>
<td>Consistent use of accurate spelling and purposeful use of punctuation.</td>
<td>Spelling and punctuation are accurate.</td>
<td>Spelling and punctuation are inconsistent and fragmented.</td>
</tr>
</tbody>
</table>

**Teacher feedback:**

**Student response:**