

	<b>Bremer State High School</b>		
	<b>Student Name:</b>		<b>Teacher Name:</b> Mrs Wood
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			<b>Due Date:</b> Term 1 Year 11 Block Release

Subject	Literature	Task no.	FIA1
Technique	Examination – Extended Response		
Unit	Unit 1 – Introduction to Literary Studies		
Conditions			
Mode	Analytical Essay	Length	2 hours + 15 minutes planning time
Individual/group	Individual	Other	<ul style="list-style-type: none"><li>• Assessment question released Thursday Week 6</li><li>• No teacher advice, guidance or feedback once question is released</li><li>• No notes or copies of the text permitted in the exam</li></ul>
Resources available	Open access to online and text resources for one week prior to exam		

### Context

In this unit, you have been investigating the imaginative power of the story and storytelling. You have explored a range of literary texts and the ways aesthetic features and language of film can be manipulated to construct meaning, create particular emotional and critical effects, and engage readers or viewers in critical reflection. In your close study of the film *Jasper Jones*, you have explored and engaged with the ways particular literary texts construct representations of coming-of-age stories, culture and authenticity. You have also explored how readers or viewers respond to these texts both emotionally and critically. To help you develop deeper and more complex interpretations of the film, you have read/viewed/listened to and discussed others' perspectives of the film..

### Task

**Create** an analytical essay in response to the following:

Aboriginal writer Ellen van Neerven states:

"By telling its story from the perspective of its adolescent white protagonist, *Jasper Jones* channels the innocence and openness of youth; in doing so, however, it also inevitably glosses over the harsher sociocultural realities, watering down the political commentary latent in its narrative."

To what extent do you agree with van Neerven's perspective?

Quote from "Through the Window: the trap of curiosity in Rachel Perkins' *Jasper Jones*." Ellen van Neervan, *Metro Magazine* 7 Aug 2017

## Assessment Objectives

1. Use patterns and conventions of an analytical essay to inform readers of an interpretation of a literary text.
2. Establish and maintain the role of essay writer and relationships with readers.
3. Analyse perspectives and representations of concepts, identities, times and/or places in a literary text, and others' interpretations of, and/or responses to, this text.
4. Analyse the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions.
5. Analyse the effects of aesthetic features and/or stylistic devices in a literary text in prompting critical and emotional responses.
6. Select and synthesise subject matter to support perspectives in an essay.
7. Organise and sequence subject matter to inform readers of an interpretation of a literary text.
8. Use cohesive devices to emphasise ideas and connect parts of an essay.
9. Make language choices for particular purposes and contexts in an essay.
10. Use grammar and language structures for particular purposes in an essay.
11. Use written features, including conventional spelling and punctuation, to achieve particular purposes in an essay.