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| **Bremer_FinalSelection_Color[1]** | **Bremer State High School** | |
| Student Name: | Teacher Name: |
| Teacher Email: | Draft Due: Monday Week 6 |
|  | Due Date: Monday Week 8 |

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| **Subject** | Literature | **Task no.** | FIA2 |
| **Technique** | Extended Response - imaginative spoken/multimodal | | |
| **Unit** | Unit 1 – Introduction to Literary Studies | | |
| **Conditions** | | | |
| **Mode and length** | Spoken Monologue | **Length** | Spoken/signed (live or recorded) up to 7 minutes;  OR  Multimodal (at least two modes, one spoken. Delivered at the same time): up to 8 minutes |
| **Individual/ group** | Individual | **Other** | * Students receive 4 weeks notification of task. * Students can develop their responses in class time and their own time. * This is an individual task. |
| **Resources available** | Students have open access to resources. | | |
| **Context** | | | |
| In this unit, you have been investigating the imaginative power of the story and storytelling. You have explored a range of literary texts, with a close focus on *Macbeth*, and the ways aesthetic features, including dramatic devices, can be manipulated:   * to construct meaning * create intentional emotional and critical effects * engage readers or viewers in critical and emotional reflection   As developing writers, you have been exploring the textual and structural choices used by a range of creators of literary texts to shape imaginative realities and prompt emotional and critical reactions. | | | |
| **Task** | | | |
| **Create** and **present** an imaginative spoken or multimodal monologue response to *Macbeth*. Your response should:   * **develop** a reinterpretation of a character and/or representation of a concept, identity, time or place from the original play. * **develop** a new cultural context that differs from the original play * **invite** the audience to question or reflect on the dominant cultural assumptions, attitudes, values and beliefs that underpin the original play and/or the new context. * **use** mode-appropriate narrative techniques, aesthetic features and stylistic devices to create particular effects in your imaginative spoken or multimodal text to purposefully prompt critical and emotional audience responses   Submission requirement:   * **record** yourself delivering your monologue either as a spoken response or as a multimodal response and save it as an MP4 | | | |
| **Assessment Objectives** | | | |
| 1. Use patterns and conventions of an imaginative genre to engage audiences with a reimagined text and invite them to reinterpret the base text.  2. Establish and maintain the role of the speaker/designer and relationships with audiences.  3. Create perspectives and representations of concepts, identities, times and/or places in a reimagined text.  4. Make use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts to invite audiences to reinterpret the base text.  5. Use aesthetic features and/or stylistic devices in a reimagined text to prompt emotional and critical responses.  6. Select and synthesise subject matter to support perspectives in the reimagined text.  7. Organise and sequence subject matter to achieve particular purposes.  8. Use cohesive devices to emphasise ideas and connect parts of the reimagined text.  9. Make language choices for particular purposes and contexts.  10. Use grammar and language structures for particular purposes.  11. Use mode-appropriate features to achieve particular purposes. | | | |