

YEAR 11 T CREATIVE  
TASK



TITLE: CREATIVE RESPONSE AND RATIONALE	
Course:	EAL T
Unit:	Language and Culture
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> <li>- Creative Response and Rationale</li> <li>- Individual task</li> <li>- Short Story Response</li> <li>- 60% (of 0.5 Unit)</li> <li>- Handwritten task</li> <li>- 120minutes</li> <li>- Test conditions but known task, paper dictionaries allowed, no notes</li> </ul>
Prior learning:	The class has been studying 'The Drover's Wife by Henry Lawson' and creative writing techniques.

### TASK SUMMARY:

Imagine yourself as a reporter for the *Guardian* newspaper. It often provides stories of interest to women, such as interviews with eminent women, parenting, cooking and fashion. For your project you need to focus on the empowerment of women and to collect information on this subject you have decided to interview the protagonist of *The Drover's Wife*. For your creative response you need to write an interview between you and the wife. You need to include both the questions and answers in your creative response.

#### Points for Consider for an Interview

- Beginning of the interview- welcome the interviewee by stating their name, position in relation to other characters and events in the story.
- Focus on events, situations, or relationships in the text that develop Lawson's arguments about the power and importance of women's lives and experiences.
- Vary the topic of your questions and answers and do not repeat information.
- Creatively fill in characters and events that are implied in Lawson's story.
- Ask significant and valuable questions which helps the reader to understand key features of the story, such as, characters, their actions/choices, relationships, lifestyle, aspirations, future plans etc.
- Make your characters believable, e.g., show their strengths, flaws, likes, fears.
- Be creative and engaging to your reader.

#### Part Two – Rationale

Your creative response must be accompanied by a 300-400 word rationale in which you explain your creative choices and analysis of *The Drover's Wife*. You will explain the questions asked and answers given. You will quote 'The Drover's Wife' to support your choice of questions and answers.

Some consideration for your rationale:

- The rationale is like a mini-essay deconstructing your work
- It can be written in the first person
- Write formally and in proper paragraphs
- Explain how the interview helps the reader understand the story better

LINKS TO BSSS EAL COURSE

**Unit: Language and Culture**

Content Descriptions	Elaborations
<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding</li> <li>• using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays</li> <li>• understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance</li> <li>• understanding and using a range of common cultural references, idiomatic expressions and colloquialisms</li> <li>• understanding and using culturally accepted politeness, conventions and protocols in various contexts</li> <li>• using active listening strategies and working collaboratively with others</li> </ul> <p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• predicting the form and content of texts from structural and visual elements and contextual information</li> <li>• describing linguistic and structural features of a range of more complex text types including literary and transactional texts</li> <li>• distinguishing between fact and opinion, main ideas and supporting details presented in texts</li> <li>• defining common cultural references and implied meanings in texts</li> <li>• locating suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information</li> <li>• using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension</li> <li>• using strategies to reflect on and consolidate own learning</li> </ul> <p><b>Language and text analysis skills and strategies including:</b> describing how different purposes and contexts influence language choices and meaning</p>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• Investigating regional and chronological variation in Australian English by drawing on Australian literature and cultural products to develop intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays. Informative settings rehearse and consolidate skills in acquiring new language and expression skills</li> <li>• Engaging in formative classwork that provides situations in pairs and groups for the analysis of text and context in Australian literature and cultural products that allow students to practice and experiment with gesture, listening and speaking using appropriate conventions and modes.</li> </ul> <p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• Analysing a range of Australian texts and cultural products in formative situations that culminate in summative tasks in which students transfer skills and knowledge developed in unseen questions.</li> <li>• Investigating the context of literary texts and other cultural products and using that process to develop academic research skills including finding, summarising information, making notes and applying to answering questions.</li> <li>• Using research contexts in formative work to rehearse and acquire techniques for predicting meaning and confirming guesses using paper and electronic sources.</li> </ul> <p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• Analysing a range of Australian texts and cultural products in formative situations that culminate in summative tasks in which students transfer skills and knowledge developed in unseen questions.</li> <li>• Students develop skill sin comprehending literary ad other texts in and Australian context</li> <li>• They apply techniques of literary analysis to deepen their capacity to analyse texts and interpret layers of meaning in short stories, poetry and songs by Australian writers and musicians.</li> </ul> <p><b>Create a range of texts:</b></p>

<ul style="list-style-type: none"> <li>• explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance</li> <li>• describing the effect of register, style and tone on meaning</li> <li>• explaining the effects of descriptive language and imagery in texts</li> <li>• analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity</li> </ul> <p>describing the forms and conventions of texts created in different modes and mediums including visual texts</p> <ul style="list-style-type: none"> <li>• describing similarities in and differences between texts</li> <li>• using metalanguage to discuss texts and their composition</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>• using digital, multimodal and print-based technologies</li> </ul> <p>using common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</p> <ul style="list-style-type: none"> <li>• using description, characterisation, and direct and indirect speech</li> <li>• using cohesive devices at sentence, paragraph and whole text level</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigate the form and style of a range of text types. They will create academic texts and spoken texts in formative tasks and experiments of with style and register.</li> <li>• They will create analytical and creative texts in response to Australian literature.</li> </ul>
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> <li>• communicate ideas and opinions in a range of contexts</li> <li>• demonstrate literal and inferential comprehension of information, ideas and language used in texts</li> <li>• understand and apply social and cultural references from different contexts</li> <li>• plan and create oral, written and multimodal texts appropriate to purpose and audience</li> </ul>
Cross-curriculum priorities:	Students consider Aboriginal and Torres Strait Islander experiences and cultures through investigating Australian literature and cultural products.
General Capabilities:	<ul style="list-style-type: none"> <li>• Literacy,</li> <li>• Numeracy,</li> <li>• Information and communication technology (ICT)</li> <li>• Critical and creative thinking</li> <li>• Personal and social</li> <li>• Intercultural understanding</li> </ul>

RUBRIC Name:				Grade:	Score:	
Y11T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for any audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

### 1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

#### COMMENTS

Clearly identifies Content Descriptions from the "Language and Culture" unit indicating those that are most appropriate for this type of task. Students are focused on how language and culture interact in a study of Australian literature.

### 2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

#### COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task, and the marking rubric provides a direct line of sight between it and the Achievement Standards. There is clarity in that each grade begins with the cognitive demand, i.e. evaluates, analyses etc.

### 3. BIAS AWARENESS

High Bias Awareness - The suite of assessment tasks is designed that promote the diverse needs of gender, socio-economic status, disabilities and/or cultures, and that do not marginalise or favour a student or group of students, or advantage or disadvantage certain background knowledge or ways of thinking.

#### COMMENTS

The task is appropriate to the discipline and focuses on disciplinary skills that are the purpose of the class and explicitly taught to all. The magazine format is more accessible to students who read magazines of that type. The open ended nature of the task allow students to develop their own ideas and perspectives.

#### 4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

#### COMMENTS

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Higher Order Thinking is evident in this task as students create a magazine interview and rationale by applying their literary and communication techniques to explore cultural questions. Further in the rationale, students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify a their creative choices.

#### 5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

#### COMMENTS

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In this task, students develop a creative project that was initiated by class work. Students are supported to pursue their own creative ideas in relation to the task. The explicit connection to a more structured genre, that magazine interview, enables access by different abilities but also for extension.

#### 6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

#### COMMENTS

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Academic integrity and plagiarism are mentioned on the task sheet. The in-class, handwritten nature of the task mitigates against misconduct and is a lever to develop preparation practices that support academic integrity going forward.

Note: Originally handwritten but transcribed with corrections made by student included.

Today, we are very honoured to have Mary – The Drover’s Wife – here with us. She is a very brave and independent woman who is also the mother of 4 children and the owner of a small farm. For most of the time, she need to take care of the children and the farm on ~~she~~ her own due to her husband’s absence.

- Now Mary, would you please tell us a little bit about your family?

I am blessed with 2 boys and 2 girls. The eldest one is called Tommy, he is 11 now. All my children are very considerate and I love them very much. My husband, Jone, is a drover. He was a squatter when we got married, but had to start droving again because of a drought.

- ~~You’ve~~ Speaking of your husband, you have mentioned before that you consider him as a ‘good enough husband’. Why is that? Don’t you think that he should be spending more time with the family?

Jone is a very responsible and caring person. We love each other. He is very patient with the children and is working really hard to provide us with a better life. When he is home, he would try to do everything and let me take a rest. He would give most of the cheque to me, and if he gets a good cheque, he would go to the city and bring me and the children home some presents. Sometimes it would be a dress, sometimes magazines and sometimes some books as he know that I am very into fashion. When he is back, he would play football with the children, he would take them hunting and teach them how to ride. I am very lucky to watch my children grow up. My husband, due to his job, unfortunately, is missing out a lot of these presious moments. He would love to spend more time with us, but he had to go droving and earn money to support the family, and I understand that, so I’m not disappointed or unhappy about him being away for a long time, even though I miss him very much instead. I am thankful that he is willing to sacrifice many things for me and the children.

- We know that living in the outback is hard and dangerous, you have encountered many problems and had to deal with stressful situations on your own. Could you tell us one event that was very challenging for you, and who helped you through that?

It was a stormy night, and a lightening struck one of the trees nearby, the cows got frightened, broke the fence and ran away. During the same night, my youngest child developed a fever. I tried to cool her down, but her temperature kept rising. I rode 18 miles in rain, carrying her to the nearest town for a doctor. Thankfully, after some medicine, the fever was gone. I thought I would have lost the cows, but when I was back, I found them back on the farm. It was Tommy who took Aligator with home

Manipulates linguistic features to establish a plausible journalistic voice in the informal lifestyle story format, an communicates clearly and confidently. Edits well in an unprepared topic. (C2-A; C3-A)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author’s context. (R2-B; R5-B)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author’s context. (R3-B; R5-B)

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. Minor errors reasonable for test setting in EAL. (C3-B)

Manipulates linguistic and stylistic features to create voice and use the character to create atmosphere, tone and narrative tension in telling the story. (C2-A; R5-B)

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. (C3-A)



and found the cows and brought them back, he knew that I couldn't afford losing them.

- What's your future plan for the children, how are you planning to achieve that?

I just want my children to be healthy and grew up happily. I don't expect them to have great successful, but a happy family. Jone has been talking about moving the family to the nearest town once we've got enough money. In the meantime, I will try my best to teach the children how to read and write. I have asked Jone to bring back some books. I think education is really important and it can change your life.

- What are some ways or thing you do to entertain yourself?

I love reading 'The Young Lady's Journal'. I have also keep a diary. I found out the writing my emotions out can really help me to keep a positive mind set. If I gets time, I would sit down with the children next to the fireplace and read them a short story. Every Sunday afternoon, I would dress myself and the children up and go we would go on to a walk along the bush track.

- Due to the absence of your husband, you basically need to take on the role of 'the husband' as well as the mother. How do you feel about that, would you rather to just be 'the mother' and rely on the men?

I think ~~this role~~ has time has definitely not been easy for me to take 2 roles at once. I would not often get time to demonstrate much of the feminine side. In the other hand, this gave me more power and freedom. I ~~at can man am~~ am able to make decisions for myself and my children. I don't think I would want to fully rely on my husband even if I had the chance.

- Thank you, Mary! Your ideas and experiences are very inspiring and interesting. I hope this interview would help people another way of viewing the topic of women empowerment.

Communicates clearly and confidently in using some complex sentence structures to communicate some insightful ideas and culturally informed analysis with evidence from text. (C3-A)

Manipulates linguistic features to establish a plausible journalistic voice in the informal magazine format, and communicates clearly and confidently. Edits well in an unprepared topic. (C2-B; C3-B)

Develops a coherent and credible viewpoint using evidence from the story and draws on an evaluation of the culture and idea of the author's context. (R3-B; R5-B)

### Rationale

I have chosen to investigate, explore and develop mainly on 'The Drover's Wife' in my creative response, which is an interview with the drover's wife on the topic of women's empowerment. I focused on the relationship of her with her family, the challenges she faced, her future plans, and lastly her opinion on women's empowerment.

Effective introduction for a short essay with reference to analysis of own and original text foreshadowed. (C3-A; R1-B)

Family and relationships is one of the major themes in the original text. To reflect on that, I started by having the drover's wife introducing her family. Based on the information provided in

the story, I added more details, such as the gender of her children and drover quit squatting due to a drought. These doesn't only help me to connect my creative piece to the original text, but also makes it more complete. I have also chosen to develop more on the drover though the drover's wife as he is a very important character who has not been explored in detail. From the drover's wife opinion towards her husband in the original text, a conclusion of the drover as a good and responsible father can be drawn. Therefore in my creative, the drover is very caring and he has a good and loving relationship with his families. Furthermore, the drover's wife considered herself as 'lucky'. This is in responding with the original text 'she seems contented with her lot.' In addition to that, it also implies that that drover's wife is a very understanding and an optimistic as she doesn't think that she is in a very bad situation. This idea is carried on in my creative piece, as late on, she said that she is happy with her life and she is thankful that the drover is being responsible and supportive.

As the topic of the interview is about women empowerment, I have chosen to exhibit her character though some challenges she has faced. Therefore, in my creative response, the drover's wife shared another challenging event. As she has faced a lose of one children, and as a mother, this would be the hardest thing she's ever faced. Hence in my creative response, she is facing the possibility of losing another child. This event indicated that she is strong both mentally and physically, which is contrasting the gender roles of women back then in the 1890s. I have also briefly developed on Tommy's character. His actions indicated that he cares about his mother. It also foreshadows that as Tommy gets older, he would be able to help out the family, hence they would have a better life.

In the drover's wife future plans, education is a significant factor. She is planning on educating her children, as stated before, she has two girls. This indicates that she would be contributing to women's empowerment by educating her girls, as this is a way to help them gain power and freedom. None the less, in my creative, she said that she is able to 'make decisions for herself' and consider that as something really important to her. Again this is an indication of her independence.

Through the interview of the drover's wife, I exhibited that she is caring, strong, independent and optimistic person. Her relationship with her family has also been explored though the challenges she faced and her opinion on her husband.

Communicates clearly and with effective transitions and complex structures confidently, but with some minor errors. (C3-B)

Analyses texts for meaning and purpose and develops a coherent and credible argument with evidence. (R1-B; R5- C)

Effective conclusion for a short essay with reference to analysis and viewpoint argued for. (C3-A; R1-A)

RUBRIC Name:				Grade:	Score:	
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PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for an audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3

**Interview**

Interviewer Oprah Winfrey: Good day, everyone! Today, we have special guest with me, The Drover's Wife. Thank you for coming today.

Uses the style, convention and language of an interview. (C2 C)

The Drover's Wife: G'day! Its pleasure to be here.

Uses Australian idiom for an Australian audience. (C2 C)

OW: People like Penguin Books say your story "has captured the imagination of many and has become an iconic representation of resilience and empowerment and she has become a symbol for women everywhere" What do you think about that?

Communicated an idea and a perspective by using a relevant quotation from the critical essay attached to the story. (C1 C)

The Drover's Wife: Well, when I was living in the Aussie outback, life was tough. I had to solve many problems while my husband was out droving. Such as, wild animals and harsh weather were just the beginning.

I found strength in myself. I learned being resourceful, to think on my feet, and to make my best. I had to be strong and learn to carry on, not for myself but for my children as well. Many women who faced their own struggles are inspired because my overcome adversity.

Communicates under test conditions with some control of genre, style and register. For example, in this passage there are minor punctuation and grammar error as the 'such as' begins fragment rather than a sentence. This is similar to the next paragraph too with an error not using the gerund form of 'overcome' and idiom error of 'make my best', but also successful idiom 'think on my feet' which fits well with genre and register of a magazine article. (C3 C; C2 C)

OW: You have overcome many hardships. How are you a role model for women today?

The Drover's Wife: I think the lessons I learned can help any women. An important things I learned was the power of self-belief. Even with challenges, you must trust in yourself and have confidence in yourself. Women today face many difficulties, but they can overcome anything.

I also want to talk about the importance of friends, family and community support. Today, women have access to many friends and family, both online and offline, that can provide help and warm friendship. It's important for women to have people who are good for them. Friends and family help in troubles like Black Mary helped me and like my brother in law brings me supplies. Also, Tommy is helping me everyday with the smaller children. He is a good boy to his mother.

Selects relevant evidence from the story to support the argument about support networks helping women. (R5 C)

OW: Yes! Friends and support is so important to women. In what ways do you inspire women today with your story?

The Drover's Wife: Firstly, I think it's important for women to see that they are strong. Women should never underestimate their abilities or have societal expectations hold them. In life there are many problems, but women survive and a keep on trying. They have to for their family. Society relies on women to be strong, and we are.

This passage clearly communicates sound ideas about women's lives with a feminist perspective. The ideas are relevant to the text studied and are plausible. (C1 B)

Secondly, women should be adaptable. Life has many unexpectedly challenging, and being able to think and find solutions is key. Women today have access to knowledge and friends, for example the internet and smart phones, and they should use them. I didn't have that except for the *Ladies Home Journal*, women today have more.

Lastly, I would encourage women to have friends. Having friends who believe in you and your dreams is very helpful. Whether it's friends or family, having people who lift you up is so good. Don't marry man who can't help you though. Marry a better husband than mine. Maybe mine is dead I don't know. He has been gone a long time. But I don't need him anymore.

OW: Thank you for sharing those inspiring words, and thank you for joining us today, The Drover's Wife. Your story is so important for women everywhere.

The Drover's Wife: Thank you for having me. It's been a pleasure to share my story with others. Remember, every woman has the power to create her own pathway to success.

Using style and conventions of interviews in magazines that use the direct interview transcription format. (C2 B)

### Rationale

In writing the interview, I used language to appeal with the target audience and their preferred style. Here's a rationale for the language and ideas used.

C3 C - Rationale has a simple introduction and conclusion that introduces and concludes paragraphs topics. Also follows formal structure of essay/rationale with topics sentences and attempted TEXAS/PEEL paragraphs.

The language used in the interview is relatable and accessible to women who read magazine. It incorporates commonly used phrases, slang, and expressions that people are familiar with, like "G'Day" and "its been a pleasure". This is like Drover's Wife and children too. She doesn't speak formal English.

Some explanation of how audience was considered in creating the article. (R1 C)

The interview emphasize story themes of empowerment and resilience, which are important for women. DW says "Firstly, I think it's important for women to see that they are strong". This helps with sex discrimination. Writing about the Drover's Wife overcome challenges and the self-belief, the interview inspires women to find strength and face their own obstacles, like the Drover's Wife fight fires, flooding, kill cows and guard farm all alone. Women see their life is now very easy.

Explains use of literary devices, in this case idiom by providing a plausible reason for selection. Quotes evidence to support explanation. (R2 C; R6 C)

The interview shows her need for community and support networks that Drover's Wife didn't have. She is all alone with only children and Black Mary. She says "I also want to talk about the importance of friends, family and community support". It encourages women to ask for help from friends, family, because they can. They are not alone in their struggles and can get help and encouragement. Not like the Drover's Wife. She tells women to get a better husband too. The Drover is not much good as he is away too long, or he is dead.

Describes different cultural perspectives by showing what the DW would think of modern problems. This needs more nuance and recognition of different norms. (C3 D)

Overall, the choice of language and ideas in the interview helps women reading a magazine. It capturing their attention and providing a story that they can relate to. It encourages women to think about their own strengths and growth.

A good explanation of different cultural experiences speaking to each other and how they can use Lawson's lesson in the present. This is linked to textual evidence in interview and short story. (C3 C)

Explains the cultural context the article if written for and in, and their perspective on it. (R3 C)

RUBRIC Name:				Grade:	Score:	
Y11T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses Australian specific linguistic and stylistic features and conventions effectively to create a magazine interview based on 'The Drover's Wife'	uses accepted Australian specific structural conventions and language features to create a magazine interview based on 'The Drover's Wife'	uses Australian language features and structural conventions to create a magazine interview based on 'The Drover's Wife'	uses basic Australian language features and conventions to create a magazine interview based on 'The Drover's Wife'	R2/C2
	communicates insightful ideas and analyses perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates considered ideas and explains perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates ideas and describes perspectives relating to 'The Drover's Wife' for a <i>Guardian</i> audience	communicates straightforward ideas relating to 'The Drover's Wife' for an audience	communicates fragmented ideas	R5/ C1
RATIONALE	reflects independently on the learning of literary devices in creative writing to represent own thinking and approach to the task	reflects on the of literary devices in creative writing to represent own thinking and their approach to the task	reflects on the learning of literary devices in creative writing to represent ideas in the task	reflects on the learning of literary devices in creative writing in their piece	reflects in a limited way on the of literary devices in creative writing in their piece	R6
	analyses the relationship between context, purpose and audience in creative writing and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an in creative writing and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in in creative writing and how they shape meaning	describes context, purpose and audience in in creative writing with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an in creative writing and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in creative writing and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in in creative writing	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of a magazine interview.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of a magazine interview.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction of a magazine interview.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction of a magazine interview.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in a magazine interview.	writes confidently and clearly with control of the style and structure required in a magazine interview.	writes clearly with control of the style and structure required in a magazine interview.	writes with some control of the style and structure required in a magazine interview.	writes with minimal control of the structure needed in a magazine interview.	C3