



PERTH MODERN SCHOOL  
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**Year 12 Literature 2021/2022**  
**Learning task 1: Creative Writing**

**Reinterpreting Helen Garner's *Monkey Grip***

**Take Home Assessment**

**All hardcopies due Thursday, Week 8**

**Submit**

**Main text**

Create a narrative extract using one of the prompts below.

Strictly 1000 – 1200 words, Arial font size 12.

**Authentication**

Attach an earlier draft to justify your editing and proofreading processes.

You will be asked to write a 20-minute reflection in class in Week 8. At this time, you will answer four simple questions that will support you in verifying the decisions you made during this writing journey.

**Prompts**

1. Garner blends the generic elements of the early Post-Modernist era and Domestic Realism. Likewise, create an extract from a novel that incorporates this blend of elements.
2. It is said that: "Garner is scrupulous, painstaking, and detailed, with sharp eyes and ears. She is everywhere at once, watching and listening, a recording angel at life's secular apocalypses." Likewise, create a narrative extract fashioning Garner's style.
3. Garner in her text *Monkey Grip* uses language and structure in an imaginative way to engage all of the reader's senses. In the same manner, create a narrative extract that aesthetically drives a climax to secure a reader's intended reaction.
4. Garner can embellish a vignette to create an extended nuanced moment in time. Likewise, create a text that explores the importance of a moment.
5. Garner's texts create male and female characters that question stereotypes prevalent in our society. They risk their social credibility to ensure visionary and emancipatory futures for all. Explore this

notion by creating a novel's extract that represents male and/or female characters questioning norms in contemporary Australia.

6. "As in matters involving love, which has so many different meanings, you find that the feeling that we label 'love' is not a simple feeling, it's a very complex one. Under the heading 'love' can come all sorts of rage and desperation." With this quotation in mind, explore the notion of time and human experience by building an extract from a novel.
7. Garner often examines the symbolism of place in her novels. She exposes the setbacks prevalent in Melbourne's ever changing social landscape. Represent this epoch establishing a novel's setting in a narrative extract.
8. Helen Garner draws on her own personal context when addressing her common themes of love, individualism and barriers to social cultural expectation. She does this by endorsing the environment as a healing place for self-discovery. Create an autobiographical extract that thoughtfully explores one or more these themes.

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### **Assessment Criteria**

See rubric attached.

This task is worth 5%. It is an official Year 12 assessment that will count toward your Year 12 results next year, so please bear this in mind.

### **Syllabus Points Covered:**

- adapting medium, form, style, point of view and language
- experimenting with elements of style and voice to achieve specific effects
- manipulating literary conventions for different audiences and contexts
- reflecting on the ways in which the expectations and values of audiences might shape the created text.
- experimenting with content, form, style, language and medium. Writers may manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes
- drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts
- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives
- reflecting on the different ways in which form, personal style, language and content engage and position the audience.

**Year 12 ATAR Literature: Creative Writing Marking Rubric**

<b>Generic Conventions</b>	Demonstrates sustained, highly sophisticated control and/or inventiveness in the use or challenging of generic conventions appropriate to the task, audience and purpose.	Demonstrates sustained control and/or inventiveness in the use of generic conventions appropriate to the task, the audience and the purpose.	Demonstrates sustained control in the use of generic conventions appropriate to the task, the audience and the purpose.	Offers generic conventions suitable for the selected genre and appropriate to the task, the audience and the purpose.	Simplistic or limited use of generic conventions.
<b>Text structure and use of language</b>	Demonstrates sustained, sophisticated control, coherence and/or inventiveness in use of structure, language and language devices.	Demonstrates sustained control, coherence and/or inventiveness in use of structure, language and language devices.	Demonstrates control and coherence in use of appropriate structure, language and language devices.	Develops appropriate structure and language to suit creative purpose/s.	Little attempt to develop appropriate structure or language to suit creative purpose/s. Elements lack cohesion.
<b>Voice, tone and style</b>	Effectively experiments with, manipulates and sustains voice, tone and style for targeted effects.	Consciously experiments with and sustains voice, tone and style for targeted effects.	Experiments with appropriate manipulation of voice, tone and style for targeted effects.	Creates targeted effects with some consistent aspects of voice, tone or style.	Demonstrates some to limited control of voice, tone and style.
<b>Fluency and expression</b>	Demonstrates highly fluent and precise expression. Employs inventive and effective use of sentence variety and rich word choice.	Demonstrates fluent and precise expression. Accurately and consistently uses sentence variety and word choice to desired effect.	Demonstrates effective and controlled expression. Offers some effective use of sentence variety and word choice.	Demonstrates control of expression. Attempts to vary sentence structure and word choice.	Demonstrates variable or limited control of expression. Limited sentence variety and vocabulary.
<b>Ideas and Perspectives</b>	Accurately identifies and imaginatively reinterprets ideas perspectives and concerns in selected text.	Identifies and reinterprets ideas perspectives and concerns in selected text.	Identifies and partially reinterprets ideas, perspectives and concerns in selected text.	Identifies ideas and perspectives and concerns in selected text.	Demonstrates some to limited understanding of ideas and perspectives in selected text.

On balance mark

25-24-23--                      22---21-----20-----19-----                      18-----17-----16-----                      15-----14-----13-----                      12—10-----5--1

Comments:

Mark:  <div align="right" style="font-size: 1.5em; font-weight: bold;">/25</div>
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