**Year 11 ATAR Literature English**

**Comprehending**

**Question:**

Present a reading of **one** of the following three texts.

In your Semester 1 examination, you will be given a choice of THREE texts. This resource only has ONE text.

**Text 1**

*Text 1 is an extract from the short story ‘Mother Says’ by Craig Ensor.*

*Craig Ensor lives in Sydney and has published numerous short stories.*

Tonight, I am going to pierce my ears. This will make me feel better about myself.

The first step is to take a needle from Mother’s sewing kit and some ice cubes from the freezer, then fill the washbasin in the bathroom with cold water. Then, with a felt-tip pen, I draw a little dot on each ear lobe where I want the holes to go. The dots appearing like unsqueezed blackheads. I hold the ice up to my ear until it goes numb. The needle panics in my hand. It shakes like my grandfather’s hand used to shake. I take a deep breath and with one eye looking at the mirror to get the aim right, I prick the tip of the needle on the dot and, holding the needle steady, push it through my right ear lobe.

The flesh tears. The pain is too much.

I stop and look in the mirror and a three-inch needle is stuck halfway through my ear lobe. I pack more ice onto my ear until the numbness takes over. Then, I have another go and this time, the needle slides through my ear lobe and pops when it comes out the other side. Not my hands, but an energy inside me pushes the needle through. It’s the same energy when I feel Mother’s clothes against my skin. I swab the blood away with wet tissues. I take Mother’s dangly sapphire earrings from her jewellery box and slip the gold rod through my hole then clip the earring shut. I shake my hair out like Mother does when she swallows a pill and the earring dangles and electrifies in the fluorescent light. Only then do I feel satisfied all over.

**Tasks**

1. In pairs, deconstruct the question and conference potential readings of the text.
2. Individually write a Close Reading response to the question and text above, using the guidance and support material we’ve explored together in class.
3. Peer assess your response with the person sitting next to you using the assessment criteria on the following page.

**ATAR Literature- Close Reading**

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| **Close Reading Response** | **Marks** |
| **Reading of text /8** | |
| presents a sophisticated reading using appropriate reading strategies, making a detailed analysis of language and/or generic conventions and/or context | 6-8 |
| presents a perceptive reading, making a detailed analysis of language and/or generic conventions and/or context | 5 |
| presents a sustained reading, making relevant reference to language and/or generic conventions and/or context | 4 |
| presents a reading making some reference to language and/or generic conventions and/or context | 3 |
| presents an inconsistent reading with little reference to the language and/or generic conventions and/or context | 2 |
| presents a limited reading that shows little understanding of the text | 1 |
| **Expression of ideas /7** | |
| expresses ideas in a coherent, sophisticated, lucid and sustained style | 5-7 |
| expresses ideas in a coherent and sustained style | 4 |
| expresses ideas clearly, but not always linked coherently | 3 |
| expresses ideas in a disjointed style, characterised by unclear expression | 2 |
| expresses ideas that are difficult to follow because of the way they are expressed | 1 |
| **Use of evidence /5** | |
| uses strategic and critical quotation, and/or pertinent examples from text/s and/or pertinent reference to cultural contexts | 5 |
| uses strategic, appropriate quotation, and/or appropriate examples from text/s and/or appropriate reference to cultural context/s | 4 |
| uses some quotation, and/or some relevant examples from text/s and/or cultural context/s | 3 |
| uses few relevant quotes, and/or few relevant examples from text/s and/or cultural context/s | 2 |
| uses limited supporting evidence | 1 |
| **Literary discourse /5** | |
| demonstrates informed understanding of literary concepts and sophisticated use of literary terminology related to the reading | 4 |
| demonstrates sound understanding of literary concepts and competent use of literary terminology related to the reading | 3 |
| demonstrates some understanding of literary concepts and some use of appropriate literary terminology related to the reading | 2 |
| demonstrates little understanding of literary concepts and limited use of appropriate terminology | 1 |
| **Total** | **/25** |