 Assessment task: module a textual conversation

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Podcast Transcript – Comparative critical analysis | 20 | 6 |

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
* EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
* EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Values and Attitudes

* The importance of the English language as a key to learning
* The complex dynamic of making meaning which is shaped by a multiplicity of factors- textual codes and convention, representation of universal human experiences and context
* The different ways in which texts may reflect and/or challenge and extend the conventions of other texts

Knowledge and Understanding

Through responding to and composing a wide range of texts and through a comparative study of texts, students will develop knowledge, understanding and skills in order to:

* think imaginatively, creatively, interpretively and critically
* effectively communicate in a range of modes: viewing, representing, speaking, listening, viewing, reading and writing
* use language and structure to shape meaning according to purpose, audience and context

Learning across the Curriculum

Cross-Curriculum Priorities

* Sustainability

General Capabilities

* Critical and creative thinking
* Intercultural understanding
* Literacy

Other areas of Learning

* Civics and citizenship
* Difference and diversity

Task

Write a podcast transcript of an imagined conversation between William Shakespeare and Margaret Atwood.

In the transcript discuss the dynamic influence of context on representation and understanding. Focus the transcript on the imprisonment motif in the textual conversation between Shakespeare’s ‘The Tempest’ and Margaret Atwood’s ‘Hag-Seed’.

(Other motifs that could be substituted: the theatricality of life, the corruptibility of power, the trappings of perspective, the representation of the other).

Marking Guideline/ Rubric

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates insightful understanding of how composers are influenced by another text’s concepts and values
* Skilfully evaluate the relationships between texts and contexts
* Supports arguments with judiciously selected, detailed reference to a wide range of aspects of the texts, including language forms and features.
* Skilfully constructs a realistic podcast transcript, demonstrating sophisticated control of language and structure, including language forms and features appropriate to audience and purpose.
 | 17-20 |
| * Demonstrates a well-developed understanding of how composers are influenced by another text’s concepts and values
* Effectively evaluate the relationships between texts and contexts
* Supports arguments with appropriately selected, detailed reference to a range of aspects of the texts, including language forms and features.
* Effectively constructs a podcast transcript, demonstrating well developed control of language and structure, including language forms and features appropriate to audience and purpose.
 | 13-16 |
| * Demonstrates understanding of how composers are influenced by another text’s concepts and values
* Evaluate the relationships between texts and contexts
* Supports arguments with relevant references to aspects of the texts, including language forms and features.
* Constructs a podcast transcript, demonstrating a sound control of language and structure, including some language forms and features appropriate to audience and purpose.
 | 9-12 |
| * Demonstrates some understanding of how composers are influenced by another text’s concepts and values
* Describes the relationships between texts and contexts
* Supports arguments with some general references to aspects of the text/s, including language forms and features.
* Attempts to constructs a podcast transcript, demonstrating inconsistent control of language appropriate to audience and purpose.
 | 5-8 |
| * Demonstrates some understanding of how composers are influenced by other texts
* Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount
* Writing and structure of text demonstrate little awareness of audience and control of language and structure.
 | 1-4 |
| * Non-serious attempt
 | 0 |

Comments