 Unpacking the textual conversationsrubric

| Feature of the rubric | In your own words/ as a question |
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| In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. |       |
| Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. |       |
| In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted |       |
| By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning. |       |
| Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. |       |
| As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions. |       |
| By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. |       |
| They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. |       |
| They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure. |       |
| By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective. |       |