 Resource 4 – Assessment Task: Textual Conversations

| Assessment type | Marking Rubric | Stage |
| --- | --- | --- |
| Multimodal Presentation | 20 | 6 |

Outcomes

English Advanced Stage 6

* **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
* **EA12-6** investigates and evaluates the relationships between texts
* **EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Teacher notes

NB: The seminar presentation is classed as assessment AS learning, and the learning journal is classed as assessment OF learning.

Task

Assessment as learning

At the start of the module, students will be given a module outline. They will then need to select a week where they present (in pairs/threes) a seminar-style multimodal presentation based on the focus for that week. This will require them to analyse an aspect of the text (poem or film) and then present to the class their understanding of a critical reading in relation to the text and facilitate a discussion about this aspect.

Each presentation should use one or more of the central characteristics of Romanticism as the basis for their presentation/discussion. These concepts/characteristics should be used to link the texts, the critical material and their personal response. This presentation could include discussion questions, worksheets, visual aids such as Prezi, PowerPoint, iMovie or education games. The critical material is outlined in the unit.

Assessment of learning

The students will also need to keep a progressive journal (similar to a learning journal) where they respond to and reflect on the presentations and discussions each week. It will be submitted at the conclusion of the module. In this journal, students should analyse and evaluate their developing understanding of Romanticism. The journal should also include reflections on how their personal understanding, appreciation and enjoyment of both texts have been enhanced through the comparative study. They need to evaluate what each text has contributed to the understanding of the other for them.

Focus of each week

**Week 1:** What is Romanticism?

**Week 2:** Stillinger and Keats

**Week 3:** Jane Campion’s Bright Star article

**Week 4:** Abrams, M.H. ‘Keats’ Poems: The Material Dimensions’ in Bloom’s Period Studies English Romantic poetry. Chelsea House Publishers: Philadelphia, pp 319-335

**Week 5:** Sheats, P.D. ‘Keats and the Ode’ in S.J. Wolfson (ed) 2001 The Cambridge Companion to Keats. Cambridge University Press: Cambridge, pp 86-101.

**Week 6:** Robert Gittings and Keats Journal Review Article

Marking Guideline/Rubric

| MARKING CRITERIA | MARK |
| --- | --- |
| * Analyses perceptively the extent to which the literary focus is supported by their study of text(s) as part of the module Textual Conversations
* Demonstrates skilfully an understanding of the relationship between the set texts and the critical material, using well-selected and detailed textual references to both texts
* Facilitates a perceptive discussion using language appropriate to audience, purpose and form
* Records, analyses and perceptively evaluates own ideas about both the poem/film and the critical material in a learning log
 | 17 – 20 |
| * Analyses thoughtfully the extent to which the literary focus is supported by their study of text(s) as part of the module Textual Conversations
* Demonstrates perceptively an understanding of the relationship between the set texts and the critical material using well-selected and detailed textual references to both texts
* Facilitates a thoughtful discussion using language appropriate to audience, purpose and form
* Records, analyses and evaluates own ideas about both the poem/film and the critical material in a learning log
 | 13 – 16 |
| * Analyses the extent to which the literary focus is supported by their study of text(s) as part of the module Textual Conversations
* Demonstrates a sound understanding of the relationship between the set texts and the critical material using textual references to both texts
* Facilitates a discussion using language appropriate to audience, purpose and form
* Records own ideas about both the poem/film and the critical material in a learning log
 | 9 – 12 |
| * Describes the literary focus of the critical material
* Demonstrates a limited understanding of the relationship between the two texts
* Facilitates a limited discussion
* Records limited ideas, which may be descriptive or narrative, in a learning log
 | 5 – 8 |
| * Describes aspects of the texts using elementary knowledge
* May attempt to describe the relationship between the two texts
* Attempts to facilitate a discussion
* Attempts to record ideas in a learning log
 | 1 - 4 |
| * No attempt
 | 0 |