 Assessment task: module A – textual conversations - poetry of Hughes and Plath

| Assessment type | Marking Rubric | Stage |
| --- | --- | --- |
| Discursive Feature Article | 20 | 6 |

Outcomes

English advanced Stage 6

EA12-6 - investigates and evaluates the relationships between texts

EA12-7 - evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 - explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 - reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

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

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

Critical and creative thinking

Ethical understanding

Intercultural understanding

Literacy

Other areas of learning

Difference and diversity

Task

Students are to draw on their learning from this Module and do further research to write a discursive feature article, suitable for publication in the Australian literary magazine ‘Voiceworks’, entitled “Dialogues between the poetry of Sylvia Plath and Ted Hughes.”

In it students must discuss the ways contextual background informs our understanding of the prescribed poems, as well as exploring the textual conversation between these poems, with detailed reference to and discussion of at least 3 of the set poems from each poet.

Marking guideline/rubric

| Criteria | Grade/Mark |
| --- | --- |
| * Skilfully constructs a discursive feature article which demonstrates insightful understanding of how composers are influenced by another text’s content, concepts and values * Skilfully evaluate the relationships between texts and contexts. Includes judiciously chosen images and a varied bibliography. * Supports arguments with judiciously selected, detailed reference to at least 6 set texts, including thoughtful analysis of language forms and features. * Demonstrates skilful control of language and structure, including language forms and features appropriate to audience and purpose. | A  17-20 |
| * Effectively constructs a discursive feature article which demonstrates a well-developed understanding of how composers are influenced by another text’s content, concepts and valuesCi * Effectively evaluate the relationships between texts and contexts. Includes well-chosen images and a varied bibliography. * Supports arguments with appropriate, detailed reference to at least 6 set texts, including analysis of language forms and features. * Demonstrates well developed control of language and structure, including language forms and features appropriate to audience and purpose. | B  13-16 |
| * Constructs a discursive feature article which demonstrates sound understanding of how composers are influenced by another text’s content, concepts and values * Discusses the relationships between texts and contexts. Includes chosen images and a bibliography. * Supports arguments with some relevant references to aspects of at least 6 set texts, including some analysis of language forms and features. * Demonstrates a sound control of language and structure, including some language forms and features appropriate to audience and purpose. | C  9-12 |
| * Attempts to construct a discursive feature article which demonstrates limited understanding of how composers are influenced by another text’s content, concepts and values * Describes the relationships between texts and contexts. May include images and/or a bibliography. * Supports arguments with some references to aspects of the text/s, including language forms and features. May not discuss 6 set texts. * Demonstrates inconsistent control of language appropriate to audience and purpose. | D  5-8 |
| * Demonstrates basic understanding of how composers are influenced by other texts. May not be a discursive feature article. * May mention texts, contexts and may include images and/or a basic bibliography. * Makes limited reference to specific aspects of the texts, relying instead on generalisations and textual recount * Writing and structure of text demonstrate little awareness of audience or control of language and structure. | E  1-4 |
| * Non –serious attempt | 0 |

Comments: