



PERTH MODERN SCHOOL
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Year 11 Literature 2021

Learning Task 1

Group Oral Presentation: Analytical Response – Close Reading of Poetry

The Task:

In groups of up to 5, orally present an analysis (or ‘reading’) of the given unseen poem.

Task Procedure:

- 5 minutes individual reading and annotating the poem
- 20 minutes group discussion, note taking and assessed group presentation planning; **two groups can prepare concurrently for different poems**
- 10 minutes presentation time **per group** (strict limit)
- 5 minutes class discussion **per group** – questions and answers, individual reflection and note-taking

Assessment Criteria:

- Demonstrate your ability to collaborate with peers
- Demonstrate your ability to construct a succinct and cohesive response under timed conditions
- Demonstrate your ability to express your ideas verbally – presentation skills
- Demonstrate your ability to use literary concepts and terms
- Demonstrate your ability to use supporting evidence

Please see marking key for this task, for further details on assessed criteria

Syllabus Content:

- Explore how text structures, language features and stylistic elements shape meaning and create particular effects and nuances.
- Structure a brief argument/analysis using relevant textual evidence
- Use appropriate terminology to respond to a text
- Understand the differences between initial personal responses and more studied and complex responses
- Explore the use of figurative language, including simile, metaphor, symbolism, metonymy and synecdoche to represent concepts; and rhetorical devices to shape texts, including irony, hyperbole and exclamation
- Explore the use of sound devices in literary texts to create particular effects, including alliteration, assonance, prosody, rhyme, imagery

Assessment Date and Weighting:

- **Term 1, Week 4, in your allocated 55-minute period (two groups per period; see Task Procedure).**
- **Weighted 5%.**

Assessment Guidance:

Remember all responses to texts include a **what** and a **how** – what is the poem doing, and how is it being done? These simple questions should guide how you tackle this task and present a reading of your given poem.

What?:

- Read the poem to find meaning – what idea(s), thought(s) and/or emotion(s) is/are being conveyed?
- Write a short interpretation of the poem – you may even choose to translate it into prose, in your own words, conveying what you understand the poem to be ‘saying’.
- Does your understanding of context help you to find meaning in the poem? How so? Make notes on contextual understanding.

How?:

- How is meaning conveyed? Step into the poem to look for features employed by the poet, in order to communicate the ‘what?’
- ‘Umbrella’ (conventions) terms for discussing poetry are: persona, figurative language and symbolism, tone, mood, sound, structure and movement
- ‘Smaller’ terms may fall under more than one ‘umbrella’ – i.e. a pensive persona and tone.

Presentation:

- Ensure collaboration
- Presentation must be cohesive and analytical
- How will you present an analysis to the class? Will you incorporate technology and multimodal aspects? How much should each person say? How will it be broken up?

[Insert Quarantined Poem Here]

Marking Rubric:

Criterion	Response	Marks
Addressing question/task criteria and understanding of course concepts	Your presentation engages with all parts of the task/question competently, demonstrating a very good understanding of the main ideas and concepts in the poem. A sophisticated and insightful response is given. An excellent understanding of course concepts is demonstrated.	5-6
	Your presentation engages with most parts of the task/question competently and show a clear understanding of the main ideas and concepts in the poem. A very good understanding of course concepts is demonstrated.	4
	Your presentation shows general engagement with the task/question and a broad or general understanding of the main ideas in the poem. A competent understanding of course concepts is demonstrated.	3
	Your presentation shows some engagement with the task/question and some understanding of the main ideas. You may describe rather than interpret the ideas in the poem. Limited understanding of course concepts is demonstrated.	2
	Your presentation shows little engagement with the task/question and limited understanding of the main ideas in the poem. Very limited understanding of course concepts is demonstrated.	1
	Your presentation shows no engagement with the question and very little understanding of the main ideas and concepts. No understanding of course concepts is demonstrated.	0
Understanding of the poem, conventions, and features/devices and contextual understanding	Your presentation shows an excellent understanding of how language and conventions are used in the text. Your understanding of how language is used for purpose and effect is excellent. You have an extensive knowledge of language features. You demonstrate an excellent understanding of contextual ideas and movements.	5
	Your presentation shows a very good understanding of how language and conventions are used in the text. Your understanding of how language is used for purpose and effect is very good. You have very good knowledge of language features. You demonstrate a good understanding of contextual ideas and movements.	4
	You show a general understanding of how language and conventions are used in the text. Your understanding of how language is used for purpose and effect is competent. You have a solid knowledge of language features. You demonstrate some understanding of contextual ideas and movements.	3
	You demonstrate some understanding of how language and conventions are used in the text. You show some understanding of how language is used for purpose and effect. You have some knowledge of language features. You demonstrate limited understanding of contextual ideas and movements.	2
	Your presentation demonstrates a little understanding of conventions, features, and/or the text. No understanding of context is demonstrated.	1
	Your presentation demonstrates very little or no understanding of conventions and features, or the text.	0
Use of evidence and examples	Your presentation skilfully incorporates relevant evidence and examples, and you explain in detail how it/they support your ideas.	4
	You use evidence and examples well, giving some explanation as to how they support your ideas.	3
	You use evidence and examples but need to explain further how they support your ideas.	2
	You use some evidence and/or examples.	1
	You do not use evidence or examples.	0
Structural clarity and cohesion	Your presentation is structured very clearly and cohesively, and you maintain flow and focus on the topic.	3
	Your presentation is structured well and you maintain focus on the topic.	2
	Your presentation has some structure, but you do not maintain focus on the topic, or may be repetitive.	1
	Your presentation has very little or no structure and does not maintain focus on the topic.	0
Oral presentation skills	You speak fluently, using language effectively and pronounce words clearly and audibly. You speak very confidently, with poise and enthusiasm.	4
	You speak fluently, using language well and pronounce words clearly and audibly. You speak with confidence and some enthusiasm.	3
	You speak clearly and audibly, and vary tone appropriately. You speak with some confidence.	2
	You speak quite clearly and audibly, but could speak more confidently and with more variety of tone.	1
	You do not speak clearly and audibly. There is very little expression in your voice and presentation style.	0
Engagement with audience/peers	You engage your audience very effectively through tone and expression, referring only subtly to notes. You use multiple modes to enhance your presentation and engage the audience. Eye contact is used well.	3
	You engage your audience well through tone and expression, referring sometimes to notes. Visual aids (or other modes) are used well.	2
	You could engage your audience more effectively by referring less often to your notes and by varying your expression. You could incorporate multimodal components more effectively.	1
	You could engage your audience more by referring less often to your notes, using more eye contact and some variation of tone. Multimodal components would enhance your presentation.	0-1
	You do not engage your audience and should refer less often to your notes and speak with more confidence, poise or enthusiasm. Or you do not contribute to the presentation.	0
Total		/25

