 Resource 15

Advice for teachers on the assessment task

The main focus of this task should be getting students to engage with the ‘textual conversations’ in the poetry and discuss the poet’s purposes and methods in creating these, as well as the contextual influences involved. While quotes and some analysis is required, remember it is NOT an analytical essay, so paragraphs do not need to follow structures such as PEEL, TEEL, PETAL, WHY or whatever your school teaches. Encourage students to focus on the interaction and interconnections between and within the chosen poems. If you give feedback on drafts, keep this in mind too.

There are many web-based resources on how to write discursive feature articles, other than those mentioned in Resource 13.

You should also find examples of such articles and use them as models for students.

The assessment task has given them a real literary magazine to write for, so show them the [Voiceworks site](http://www.voiceworksmag.com.au/)

‘Voiceworks offers something completely different to the other magazines on this list. This magazine is entirely by young people, for young people. All writers, artists, and editors are twenty-five and under! It is uncensored and entirely contribution and primarily volunteer driven. Voiceworks simply by being who they are empower young people to create and represent themselves and create a sense of equality between creator and reader because without either Voiceworks simply would not exist.’ [Top 5 Australian literary magazines](https://theplusones.com/sydney/2017/07/10/top-5-australian-literary-magazines/)

With this in mind, you could decide to get some students (maybe the top 3?) to submit their feature article to the magazine. That way they would be writing for a real purpose!

Good luck and we hope this unit works well for you and your students!