 Assessment task

Module B – TS Eliot

Purpose of task: Literary review of prescribed poems.

| Assessment type | Marking rubric | Stage |
| --- | --- | --- |
| Literary review and feature article – ‘Why Eliot Must Be Read’ | 20 | 6 |

Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

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

Values and attitudes

* The diversity and aesthetics of language gained by appreciating and applying notions of textual integrity, the unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.
* The personal enrichment to be gained responding to texts by encompassing the personal and intellectual connections a student makes with texts.
* The power of language to explore and express views of themselves as well as views resonant in the contextual factors acting upon composers and responders that impinge on meaning.
* The independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge and understanding

* Use language to shape and make meaning according to audience, purpose and form.
* Respond to the text in an interpretive and critical way in order to communicate their own interpretation of the text
* Reflect on their learning

Learning across the curriculum

General capabilities

* Critical and creative thinking
* Intercultural understanding
* Literacy
* Personal and social capability

Other areas of learning

* Civics and citizenship
* Difference and diversity

Teacher notes

Task type

Literary review and feature article

Task description

* You are to compose a literary review titled ‘Why Eliot Must Be Read’. This review will be in the form of a feature article critiquing the extent to which the poetry of TS Eliot reflects both modernist and contemporary perspectives and arguing for the benefits of studying TS Eliot’s poetry.

In your response you are to refer to at least two of the prescribed poems set for study:

* The Love Song of J. Alfred Prufrock
* Preludes
* Rhapsody on a Windy Night
* The Hollow Men
* Journey of the Magi

Task criteria

* Word Limit 1200 to1500
* Use of ICT software to embed the form and features of a feature article (For example: Word, Publisher, Canva, Pages or other options negotiated with your teacher)
* A hard copy of your feature article must be submitted on the due date

Marking guideline and rubric

Marking rubric

Your answer will be assessed on how well you:

* Develop your own interpretation of the text
* Demonstrate evidence of further research and reading
* Express the value and meaning of the text
* Organise, develop and express ideas using language appropriate to audience, purpose and context

| Criteria | Marks |
| --- | --- |
| * Communicates an insightful interpretation of the text, basing judgements on detailed evidence drawn from sophisticated critical academic research and reading * Demonstrates a perceptive understanding of context, language, forms, features and ideas using well selected and detailed textual references * Composes a thoughtful argument using language appropriate to audience, purpose and form | 17-20 |
| * Communicates a substantial interpretation of the text, basing judgements on detailed evidence drawn from critical academic research and reading * Demonstrates a substantial understanding of context, language, forms, features and ideas using detailed textual references * Composes a substantial argument using language appropriate to audience, purpose and form | 13-16 |
| * Communicates a sound interpretation of the text, basing judgements on evidence drawn from academic research and reading * Demonstrates a sound understanding of context, language, forms, features and ideas using textual references * Composes a sound argument using language mainly appropriate to audience, purpose and form | 9-12 |
| * Communicates a limited interpretation of the text, basing judgements on some evidence drawn from readings * Demonstrates a limited understanding of context, language, forms, features and ideas using some textual references * Composes a limited argument using language mainly appropriate to audience, purpose and form | 5-8 |
| * Communicates a basic interpretation of the text * Demonstrates a basic understanding of context, language, forms, features and/ or ideas * Composes a basic argument using language that attempts to discuss audience, purpose and/or form | 1-4 |
| * Non-serious attempt or not submitted | 0 |