 Critical response and panel discussion

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Critical Writing, Panel Discussion | Part 1-15 marks, Part 2-15 marks | 6 |

Outcomes

* EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
* EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
* EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
* EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Values and attitudes

* Students will value and appreciate the importance of independent thinking, investigation and experimentation as a key to learning
* Students will value and appreciate 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
* Students will value and appreciate the power of effective communication using the language modes of speaking, listening, reading and writing

Knowledge, understanding and skills

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

* articulate understanding through speaking, listening, reading and writing
* express interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
* reflect on and evaluate their own processes of learning

Cross-Curriculum Priorities

* Asia and Australia’s engagement with Asia

General Capabilities

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

Task Description

This assessment task has two parts:

Part 1: Critical Response

Students are to a craft a 1000-1200 word critical response to the following:

* evaluate the way in which socio-political upheaval can shape representations of the relationship between the individual and society.
* in your response, refer to one of your set texts and at least one related text of your own choosing.

Part 2: Panel Discussion

Students are to participate in a panel discussion in groups of 3-4 discussing their exploration of their related text and its context, and their composition of the critical response. Students will also be required to reflect on how they have reconsidered and appraised their values in light of the Worlds of Upheaval module.

Discussions will be hosted by the teacher, who will ask some of the following suggested questions:

* how has your related text represented a period of change and upheaval?
* what is the impact of the context on your related text?
* why did you choose your related text?
* in what ways are forms and features used to challenge literary conventions in your related text?
* what connections have you found between your related and set texts?
* what has been the most transformative textual experience in this Module for you?
* how have your studies informed your creative compositions in this Module?
* in what ways has the Module inspired you to consider the potential of texts to activate change?

Students are expected to ask clarifying questions, respond and engage with other students’ ideas, and to challenge or support others’ opinions.

Marking Criteria

Part 1: Critical Response

| Marking Criteria | Mark |
| --- | --- |
| * Constructs a sophisticated response to the question, demonstrating an informed and critical perspective on the prescribed and related texts.
* Demonstrates sophisticated analysis of language forms and features with a range of consistent, effective and judiciously selected textual references.
* Demonstrates highly developed control of language and structure to express complex ideas.
 | 13-15 |
| * Demonstrates a well-developed response to the question, demonstrating an informed and critical perspective on the prescribed and related texts.
* Demonstrates effective analysis of language forms and features with a range of consistent and judiciously selected textual references.
* Demonstrates developed control of language and structure to express complex ideas.
 | 10-12 |
| * Demonstrates a competent response to the question, demonstrating an informed perspective on the prescribed and related texts.
* Demonstrates sound analysis of language forms and features with a range of relevant textual references.
* Demonstrates sound control of language and structure to express complex ideas.
 | 7-9 |
| * Demonstrates a limited response to the question, attempting to demonstrate an informed perspective.
* Demonstrates limited analysis of language forms and features with some textual references.
* Demonstrates limited control of language and/or structure.
 | 4-6 |
| * Demonstrates a limited response to the question.
* Demonstrates minimal analysis of language forms and features with little to no textual references.
* Demonstrates minimal control of language and/or structure.
 | 1-3 |
| * Presents nothing of relevance to the task
 | 0 |

Part 2: Panel Discussion

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates sophisticated ability to make complex connections between texts and concepts.
* Demonstrates insightful reflection on and evaluation of their personal engagement with texts, ideas and values.
* Demonstrates highly developed ability to engage verbally with complex ideas through questioning, responding and elaborating on contributions of others.
 | 13-15 |
| * Demonstrates well-developed ability to make complex connections between texts and key ideas.
* Demonstrates thoughtful reflection on and evaluation of their personal engagement with texts, ideas and values.
* Demonstrates well developed ability to engage with complex ideas through questioning, responding and elaborating on contributions of others.
 | 10-12 |
| * Demonstrates sound ability to make connections between texts and key ideas.
* Demonstrates sound reflection on and evaluation of their engagement with texts, ideas and values.
* Demonstrates sound ability to engage with ideas through questioning and responding.
 | 7-9 |
| * Demonstrates limited ability to make connections between texts and key ideas.
* Demonstrates limited reflection on their engagement with texts, ideas and/or values.
* Demonstrates limited ability to engage with ideas through questioning and/or responding.
 | 4-6 |
| * Makes little to no attempt to make connections between texts and key ideas.
* Makes little to no attempt to reflect on their engagement with texts, ideas and/or values
* Makes little to no attempt to engage with ideas through questioning or responding.
 | 1-3 |
| * Presents nothing of relevance to the task.
 | 0 |