# Picture 1

# Year 12 Literature 2024

# Learning Task 3

**ORAL – Group Tutorial – POETRY**

**Weighting:** 10%

**Due date:** PowerPoints and Scripts due in the final lesson of Term 1.

**Starting Date:** Presentations begin in Week 1 of Term 2.

**The Task:** Students will create a short tutorial presentation in their groups, on their close reading of one **Modernist** poem from a poet that features on the [Literature set text list](https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0015/1021425/Literature-ATAR-Year-11-12-Prescribed-Text-Lists-from-2024.PDF).

Students use a routine for stepping into poetry with a focus on developing their generic vocabulary, poetic deconstruction, contextual understanding and analytical skills.

Students can choose any poem that has NOT been taught in their Literature class. Furthermore, it’s advisable that groups negotiate their choice of poem with their individual teacher.

**Task Guidelines:**

* Conditions: In class oral presentation
* 5 minutes per speaker in each group
* Group sizes to be negotiated with the teacher
* Use of visuals and resources to support the tutorial

**Assessment Criteria:**

Your task should demonstrate

* Engagement with and an understanding of the selected poem’s overarching ideas
* Engagement with and an understanding of poetic terms and techniques
* Exploration and understanding of the context of production
* An ability to step into your selected text and focus on close reading skills from whole text to line by line deconstruction.

**Syllabus Content Addressed:**

* the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context
* how representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs
* how specific literary elements and forms shape meaning and influence responses.

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| **Oral** | **Marks** |
| **Reading/s or analyses of text**  The student demonstrates: **/7** | |
| a nuanced, coherent and informed reading/s using appropriate reading strategies and/or reading practices with reference to relevant course concepts. | 7 |
| a perceptive and coherent reading/s using appropriate reading strategies and/or practices with reference to course concepts. | 6 |
| an informed reading using mostly appropriate reading strategies and/or practices with some reference to course concepts. | 5 |
| a general reading that makes some use of appropriate reading strategies and/or practices with some reference to course concepts. | 4 |
| an inconsistent reading imposing reading strategies and/or practices inappropriately with limited reference to course concepts. | 3 |
| a vague reading with little use of reading strategies and/or course concepts. | 2 |
| a limited reading showing little understanding of the text or course concepts. | 1 |
| no evidence of this criterion. | 0 |
| **Close textual analysis**  The student uses: **/6** | |
| close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout the response to develop and support the reading/s. | 6 |
| close textual analysis of language, text examples and/or generic conventions and reference to cultural contexts where appropriate throughout most of the response to support the reading/s. | 5 |
| some close textual analysis of language, text examples, and/or generic conventions with some reference to cultural contexts where appropriate to largely develop the reading/s. | 4 |
| some textual analysis of relevant examples from the text that generally develop the reading/s. | 3 |
| little text analysis of examples that do not always develop a reading. | 2 |
| limited evidence to support a reading. | 1 |
| no evidence of this criterion. | 0 |
| **Linguistic, stylistic and critical terminology**  The student shows: **/6** | |
| a sophisticated and comprehensive use of linguistic, stylistic and critical terminology suited to the reading. | 6 |
| a comprehensive use of linguistic, stylistic and critical terminology appropriate to the reading. | 5 |
| a consistent use of linguistic, stylistic and critical terminology mostly related to the reading. | 4 |
| some use of linguistic, stylistic and critical terminology mostly related to the reading. | 3 |
| infrequent use of linguistic, stylistic and critical terminology not always appropriate to the reading. | 2 |
| limited and/or inaccurate use of linguistic, stylistic and critical terminology. | 1 |
| no evidence of this criterion. | 0 |
| **Engagement with the audience**  The student: **/6** | |
| sustains the interest and involvement of the audience through the highly effective use of a variety of verbal and non-verbal techniques, including eye-contact and visual aids. | 6 |
| engages the interest and involvement of the audience through the use of verbal and non-verbal techniques, including good use of eye-contact. | 5 |
| engages and involves the audience to some degree through the use of verbal and non-verbal techniques, including sound use of eye-contact. | 4 |
| attempts to engage the interest of the audience through the use of some verbal and non-verbal techniques, including intermittent use of eye-contact. | 3 |
| attempts to engage the interest of the audience through the use of a limited range of verbal and non-verbal techniques. | 2 |
| achieves limited engagement with the audience and uses minimal eye-contact. | 1 |
| gives no evidence of this criterion. | 0 |
| **Use of voice**  The student: **/5** | |
| is fluent and expressive, using a well-modulated voice, with varied and effective use of pitch, pace, volume and pausing. | 5 |
| is articulate and clear, making good use of pitch, pace and volume. | 4 |
| uses a clear voice, demonstrating some ability to vary pitch, pace and volume. | 3 |
| uses a generally clear voice with use of pitch, pace and volume that varies in suitability. | 2 |
| uses an unvaried or monotone voice demonstrating limited ability to use pitch, pace and volume for effect. | 1 |
| gives no evidence of this criterion. | 0 |
| **Total** | **/30** |

Comment: