



YEAR 12 ENGLISH (ADVANCED)
MODULE C: REPRESENTATION AND TEXT
ELECTIVE 1: REPRESENTING PEOPLE AND POLITICS

Due Date: Term 3, Week 6, 30 th August 2018 by 3:20pm	Assessment Name: Module C Personal Response
Mark: x/20	Weighting: 20%

SYLLABUS OUTCOMES TO BE ASSESSED:

1. A student **explains** and **evaluates** the effects of different contexts of responders and composers on texts
- 2a. A student **recognises** different ways in which particular texts are valued
10. A student analyses and **synthesises** information and ideas into sustained and logical argument for a range of purposes, audiences and contexts

DIRECTIVES TO BE ASSESSED:

Evaluate – Make a judgement based on criteria; determine the value of

Explain – Relate cause and effect; make the relationships between things evident; provide why and/or how

Recognise - Identify (someone or something)

Synthesise - Putting together various elements to make a whole

TASK DESCRIPTION:

Part 1

You are required to listen to an extract from Malcolm X's *The Ballot or the Bullet* speech (link below).

<https://m.youtube.com/watch?v=Sc4BPYIqm6k>

Students who are unable to access the speech from home will be given opportunities to listen to the speech at school. An MP3 file of the speech will also be available for all students to access.

Part 2

You will then write a personal response to the following statement:

Evaluate the significance of representation when determining the political perspective of the composer.

Throughout your response you must make detailed references to your prescribed text (*W.H Auden. Prescribed poems*) and Malcolm X's *The Ballot or the Bullet* speech extract.

Your response should demonstrate:

- How the texts represent individual, shared or competing political perspectives
- How the texts represent people's political motivations and actions
- The relationship between representation and meaning

ASSESSMENT CRITERIA AND STUDENT CHECKLIST

You will be assessed on your ability to:

- **Explain** and **evaluate** how composers represent political perspectives throughout their texts
- **Recognise** the relationship between representation and meaning
- **Synthesise**, organise, develop and express ideas using language appropriate to audience, purpose and form
- Write a response should be between **1200** and **1500 words**.

**YEAR 12 ENGLISH (ADVANCED) MODULE C ASSESSMENT TASK
PERSONAL RESPONSE**

ASSESSMENT MARKING CRITERIA	
Critical Response	
Criteria	Mark
<ul style="list-style-type: none"> • Explains and evaluates skilfully the significance of representation when determining the political perspective of the composer (<u>Outcome 1</u>) • Recognises skilfully the relationship between representation and meaning using well selected and detailed textual references (<u>Outcome 2a</u>) • Composes a skilful response that synthesises ideas using language appropriate to audience, purpose and form (<u>Outcome 10</u>) 	<p>A</p> <p>17- 20</p>
<ul style="list-style-type: none"> • Explains and evaluates effectively the significance of representation when determining the political perspective of the composer (<u>Outcome 1</u>) • Recognises effectively the relationship between representation and meaning using relevant and detailed textual references (<u>Outcome 2a</u>) • Composes an effective response that synthesises ideas using language appropriate to audience, purpose and form (<u>Outcome 10</u>) 	<p>B</p> <p>13 - 16</p>
<ul style="list-style-type: none"> • Explains and evaluates soundly the significance of representation when determining the political perspective of the composer (<u>Outcome 1</u>) • Recognises the relationship between representation and meaning with some relevant textual references (<u>Outcome 2a</u>) • Composes a sound response that synthesises ideas using language appropriate to audience, purpose and form (<u>Outcome 10</u>) 	<p>C</p> <p>9 - 12</p>
<ul style="list-style-type: none"> • Attempts to explain the significance of representation when determining the political perspective of the composer (<u>Outcome 1</u>) • Demonstrates limited recognition of the relationship between representation and meaning with limited textual references (<u>Outcome 2a</u>) • Composes a limited response (<u>Outcome 10</u>) 	<p>D</p> <p>5 - 8</p>
<ul style="list-style-type: none"> • Little-to-no discussion of the political perspectives represented in the texts (<u>Outcome 1</u>) • Demonstrates an elementary recognition of the relationship between representation and meaning (<u>Outcome 2a</u>) • Attempts to compose a response (<u>Outcome 10</u>) 	<p>E</p> <p>1 - 4</p>
