

Module C: Conflicting Perspectives

Module C: Conflicting Perspectives Ted Hughes



Oral Presentation & Written Response

Weight: 15% **Due date:** Tuesday, June 11 2013

There are two parts to this assessment. I will be discussing these tasks in detail, during class time. Please post any questions on the blog.

Part 1: Written response 500-600 words (Approximately 250 per poem).

Select TWO of Hughes' poems. For each of your selected poems write an analytical response to the following question:

How can one explore and understand conflicting perspectives through a study of this poem?

Part 2: Speech on ONE related text and your TWO selected poems.

Find ONE related text that you can use with both of these poems. Present a lecture relating this text to, the TWO poems that you have selected, and to a wider extent conflicting perspectives. Visual aids are not necessary. I will be collecting your lecture notes once you have spoken.

Note: You cannot choose 'Daddy' by Sylvia Plath or 'Sylvia' the film. I will be using these texts as examples and will scaffold one of these as a replica for the assignment.

Important information:

1. Formatting – size 12, Calibri or Times New Roman font, double line spacing, printed, stapled and no plastic sleeves or folders. Formatting is important; a) It makes it easier to read & I have significant seeing issues and; b) It is good practice for university.
2. This assignment is due at the **beginning** of the period on Tuesday, June 11. You **MUST** have all parts printed ready to hand in.
3. If you have a illness misadventure you **MUST** follow the correct procedures outlined in the assessment guideline booklet, it is **YOUR** responsibility to chase this up.
4. Please ask for assistance if you need help, I will only answer questions in class time or online via the blog. This is a transparent process and equal opportunity.
5. You will have **NO** class time to complete this assignment.

Marking Criteria	Marks
<ul style="list-style-type: none"> • Composes a sophisticated argument or response showing an insightful understanding of the representation of conflicting perspectives of the event, personality or situation • Convincingly explains and evaluates the effects of different contexts of responders and composers on texts • Demonstrates insightful understanding and evaluation of the ways texts present information and ideas and the significance of purpose, audience and media of production on the language used in texts. • Demonstrates sophisticated expression, using appropriate language forms, features and structures. 	13-15
<ul style="list-style-type: none"> • Composes a well developed argument or response showing a well developed understanding of the representation of conflicting perspectives of the event, personality or situation • Explains and evaluates the effects of different contexts of responders and composers on texts • Demonstrates well developed understanding and evaluation of the ways texts present information and ideas, and the impact of purpose, audience and media of production on the language used in texts. • Demonstrates fluent expression using appropriate language forms, features and structures. 	10-12
<ul style="list-style-type: none"> • Composes a sound argument or response showing an understanding of the representation of conflicting perspectives of the event, personality or situation • Explains and attempts to evaluate the effects of different contexts of responders and composers on texts • Demonstrates sound understanding and evaluation of the ways texts present information and ideas, and the impact of purpose, audience and media of production on the language used in texts. • Demonstrates sound expression, using appropriate language forms, features and structures. 	7-9
<ul style="list-style-type: none"> • Composes a generalised argument or response showing limited understanding of the representation of conflicting perspectives of the event, personality or situation • Attempts to explain and evaluate the effects of different contexts of responders and composers on texts • Explains and evaluates the effects of different contexts of responders and composers on texts • Demonstrates limited understanding of the ways texts present information and ideas, and the impact of purpose, audience and media of production on the language used in texts. • Demonstrates variable expression, using some limited appropriate language forms, features and structures. 	4-6
<ul style="list-style-type: none"> • Composes an undeveloped response showing little understanding of the relationship of the representation of conflicting perspectives of the event, personality or situation • Little attempt to explain and evaluate the effects of different contexts of responders and composers on texts • Demonstrates elementary ability to describe the ways texts present information and ideas. • Demonstrates limited expression, with little use of appropriate language forms, features and structures. 	1-3