

Teacher guidelines

Poetry that speaks

Year 8

English

Students critically analyse a poem then write an analytical essay.

Time allocation 5 hours

Context for assessment

We are bombarded daily with messages about issues that are facing us in society. We watch television, listen to the radio, read stories and see images in newspapers, magazines and the internet. One much overlooked medium for expressing ourselves is through poetry. Poetry can be a very powerful medium. Poetry can speak for us. By listening to what poets have to say, a whole new world can be opened up to us.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 9
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts recognise and select vocabulary and interpret and apply literal and figurative language interpret and analyse how language elements and other aspects of texts position readers/ viewers/listeners construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts. 	<p>Knowledge and understanding</p> <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multi-modal texts across local, national and global contexts.</p> <ul style="list-style-type: none"> Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text. Comprehension involves drawing on knowledge of the subject matter, contextual clues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts. Words and their meanings are decoded by using the cueing systems together (grapho-phonetic, semantic, syntactic), and by using word origins. Readers and viewers use a number of active comprehension strategies to interpret text, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> Text users make choices about grammar and punctuation to affect meaning. Writers and designers draw on their knowledge of word origins, sound and visual patterns, syntax and semantics to spell. Writers and designers refer to authoritative sources and use a number of writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

	<p>Language elements</p> <p>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</p> <ul style="list-style-type: none"> • Paragraphs build and sustain cohesion and develop a central idea. • Relationships between ideas in texts are signalled by connectives to sequence and contrast ideas, show cause and effect, and clarify or add information. • Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere. • Punctuation, including colons and semicolons, signals meaning. • Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility. <p>Literary and non-literary texts</p> <p>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned. • Texts can reflect an author's point of view, beliefs and cultural understandings. • Literary texts entertain, evoke emotion, create suspense, parody and develop themes. • Non-literary texts analyse, inform, argue and persuade. • Feature articles, current affairs and news report, formal letters, editorials, radio programs, film documentaries, reviews, biographies, advertisements, letters to the editor, expositions, formal meetings and debates, and extended presentations are types of non-literary texts. • Non-literary texts can focus on a major point that is supported by elaboration. • Reasoning, points of view and judgements are supported by evidence that can refer to authoritative sources. • Non-literary texts can conclude with recommendations, restating the main arguments or summarising a position.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Interpreting texts • Constructing texts 	

Source: Queensland Studies Authority 2007, *English Essential Learnings by the end of Year 9*, QSA, Brisbane.

Links to other KLAs

This assessment could be expanded to assess the following **Essential Learnings**:

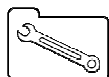
SOSE	Essential Learnings by the end of Year 9
Ways of working Students are able to: <ul style="list-style-type: none"> identify a research focus from broad topics and design focus questions and sub-questions research and analyse data, information and evidence from primary and secondary sources communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts. 	Knowledge and understanding Place and space Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes. <ul style="list-style-type: none"> Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems. Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production.
Source: Queensland Studies Authority 2007, <i>SOSE Essential Learnings by the end of Year 9</i> , QSA, Brisbane.	

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Explicit teaching of poetry analysis, figurative language and poetic devices.
- Explicit teaching of invited and resistant readings. Students will need to have had some experience of being able to recognise these to help them complete the assessment.
- Revise grammatical features including conjunctions, their use and purpose.
- Experience of interpreting texts, evaluating their value and their content.
- Experience of forming an opinion and justifying it — deciding what is useful, reliable and relevant.
- Explicit teaching of the skills of analysing text.
- Explicit teaching of how to write analytical essays.



Teacher resources

- The Leaning Place includes strategies to decode words for learning spelling and reading. Building in contextual clues: <www.learningplace.com.au/deliver/content.asp?pid=28828>.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
Section 1. Poetry analysis		
2 hours	Read poem. Complete structured analysis questions.	Lead the reading — note that “Gilbert Bromden” is actually a pseudonym for two teachers, who wrote this poem specifically for this assessment. Supervise work on analysis questions. Analysis questions should be marked and handed back to students before they start writing the analytical essay.
Section 2. Analytical essay		
3 hours	Consider analytical responses to questions in Section 1 and use them as the basis for writing your analytical essay. Get a peer and teacher to edit your work before handing it in.	Have a feedback session on the structured analysis after it has been marked and ensure that all students have a sound understanding of poetry analysis before attempting the analytical essay. Students may be given help with scaffolding of essay writing or a graphic organiser can be given to students. Guide students and give feedback on drafts as required.

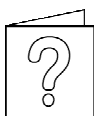
Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.