Stage 2 English

Assessment Type 1: Responding to Texts

Performance poetry

In the form of a written essay up to a maximum of 1000 words in length answer the following question:

“Powerful poetry can be dynamic and unsettling.” Select at least one poem by two or three of the studied poets and compare the ways the poets present their poems to be dynamic and unsettling. Consider the language and stylistic features of the poems as well as the techniques used in the live performances or readings.

Select from the following poets who are well known for live performances of their poetry or suggest some alternative poets. Listen to the audio or watch the videos of the live performances.

Gen X-Y: Josephine Rowe, Craig Billingham, L.K. Holt and Aidan Coleman – podcast available at <http://www.abc.net.au/rn/legacy/features/pod/poets/genxy.htm> (Aidan Coleman is from Adelaide)

Sukhjit Kaur Khalso - article and video of performance available at http://www.sbs.com.au/yourlanguage/hindi/en/article/2016/02/09/meet-sukhjit-kaur-khalsa-australias-latest-sensation

Shane Koyczan - poetry available on YouTube or <https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful?language=en>

Omar Musa – Australian-Malaysian poet, rapper and novelist – poetry available on multiple sites including <https://twitter.com/obmmusic/media> or <https://vimeo.com/156828060> or his Ted-X presentation from Sydney at <https://www.youtube.com/watch?v=XZfJsOGOxnw>

Zohab Zee Khan – Australian Poetry Slam Champion <https://www.youtube.com/watch?v=VQ8cWushNq0> or <https://www.youtube.com/watch?v=MEgPTuH1MUg>

In this task you should:

1. demonstrate knowledge and understanding of ideas and perspectives in the poems (KU1)
2. demonstrate knowledge and understanding of the ways the poets use language features, stylistic features, and conventions (KU2)
3. analyse and evaluate the ways ideas, perspectives, and/or aspects of culture are represented in the poems (An1)
4. analyse the language features, stylistic features, and conventions, and evaluate how they influence the audience (An2)
5. analyse the similarities and differences between the techniques and performances of the two or three poems (An3)
6. use evidence form the texts (Ap2)
7. produce clear and coherent writing, using appropriate vocabulary (Ap3)

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |