

Access to HE Diploma Assignment Brief (Form AP3)



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| Provider name: | Sunshine College |
| Access Diploma title: | Access to HE Diploma (Humanities) |
| Unit title and code: | English Literature FC4/3/AA/03G |
| Assignment title and number, e.g. 1 of 1 or 1 of 2 etc: | Poetry Presentation Assignment 1 of 3 |
| Assessor name: | Jane Brown |

Assignment briefing and mapping to unit:

Poetry Presentation

Select two poems on the theme of relationships which were written in different eras, e.g. one from the 20th Century and one from the Renaissance. By referring closely to the use of language (AC 3.1), annotate the poems and illustrate your findings using PowerPoint slides. Deliver a presentation (10 minutes maximum) in which you examine and analyse the central concerns (the themes of the poem: AC 4.1 and AC 4.2) and evaluate how the use of language contributes to the overall meanings and effects of the poems (AC 3.2).

You should show your chosen poems to your tutor to check that they are suitable

Remember to hand in a bibliography along with your PowerPoint slides and notes/cue cards

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| Assignment hand out date: | |
| Assignment submission deadline date: | |
| Draft(s) permitted: Yes/No <i>If yes, include deadline date(s) for draft(s)</i> | No |

Mapping to Unit

This assignment covers the following learning outcomes & assessment criteria.

- LO3 Understand the use of language in works of literature
 - 3.1 Describe a range of language features used in works of literature
 - 3.2 Evaluate the use of language in Literature
- LO4 Understand the use of themes in literature
 - 4.1 Examine themes in works of literature.
 - 4.2 Analyse the development and significance of themes in a work of literature

Grading information for this assignment*(Add/delete sections below if this assignment uses more than two grade descriptors)*

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| Grade descriptor: | 7a: Quality |
| The student, student's work or performance: | |
| For a pass: | Meets the assessment criteria to achieve the learning outcomes for the unit |
| For Merit: | a is structured in a way that is generally logical and fluent Contextualisation: your presentation should include an introduction, main body and conclusion. Most points will be linked so that ideas are mainly logically connected. Ideas will generally be expressed in clear, fluent language which is mostly appropriate for your audience. |
| For distinction: | a is structured in a way that is consistently logical and fluent Contextualisation: your presentation should include an introduction, main body and conclusion. All points will be linked so that ideas are consistently logically connected. Ideas will be expressed in clear, fluent language which is entirely appropriate for your audience. |
| Additional Guidance notes | <ul style="list-style-type: none"> • Make sure you proof-read your PowerPoint slides really carefully, and keep them clear and uncluttered • Think carefully about how you will begin and end your presentation. You might want to start by simply saying why you chose these particular poems. • You should also read the poems to your audience. This will be part of the 10 minutes available! • Make sure your presentation does not overrun. Practise beforehand. • Use notes for reference only so that you speak directly and naturally to your audience. Do not simply read out the PowerPoint slides. |

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| Grade descriptor: | 1 a: Understanding of the Subject |
| The student, student's work or performance: | |
| For a pass: | Meets the assessment criteria to achieve the learning outcomes |
| For Merit: | a demonstrates a very good grasp of the relevant knowledge base Contextualisation: you will cover most of the significant poetic features in your chosen poems (for example metaphor, simile, assonance, alliteration, onomatopoeia, full and half rhyme). You will also take account of relevant poetic forms (for example the sonnet, ode, lyric, ballad) and some of the themes in the poems, which might well relate to the contexts of the poems, ie the poets' lives and experiences, the times in which they lived and any relevant social, political or cultural influences. |
| For distinction: | a. demonstrates an excellent grasp of the relevant knowledge base Contextualisation: you will cover all of the significant poetic features in your chosen poems (for example metaphor, simile, assonance, alliteration, onomatopoeia, full and half rhyme) You will also take full account of poetic forms (for example the sonnet, ode, lyric, ballad) and most of the themes in the poems, which might well relate to the |

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| | contexts of the poems, ie the poets' lives and experiences, the times in which they lived and any relevant social, political or cultural influences. |
| Additional Guidance notes | Try to give an even balance in your presentation between demonstrating your knowledge of the language in the poems and of the significant themes. |

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| Grade descriptor: | 2 a, b – Application of knowledge |
| The student, student's work or performance: | |
| For a pass: | Meets the assessment criteria to achieve the learning outcomes for the unit |
| For Merit: | <p>a makes use of relevant</p> <ul style="list-style-type: none"> • ideas • facts <p>with either</p> <p>b breadth or depth that goes beyond the minimum required to Pass</p> <p>Contextualisation: you will apply what you have learnt about poetry in some detail. Most key features will be explored and some themes.</p> |
| For distinction: | <p>a) makes use of relevant</p> <ul style="list-style-type: none"> • ideas • facts <p>with both</p> <p>b) breadth and depth</p> <p>Contextualisation: you will apply what you have learnt about poetry in great detail and depth. All key features will be explored and all important themes.</p> |
| Additional Guidance notes | Try to apply what you have learnt about poetry and the themes which your chosen poets are exploring in as much detail and depth as you can within the timeframe available. Focus on precise details of the poems, such as the choice of words, and use of imagery, and do explore them carefully and thoroughly. Try to show awareness of responses and potential interpretations which may differ from yours. |

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| Declaration: I confirm that this assignment is my best attempt and all my own work and that it conforms to the course policy on plagiarism. | | |
| Print name: | Student signature: | Date: |
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