

Task for *Burial Rites*

Rich Assessment Task 1: The Panel Discussion

A panel discussion brings together expert panellists from a variety of backgrounds and perspectives to debate contemporary issues. Panel discussions provide a platform for rigorous debate with an opportunity for audience questions and input. They are facilitated by a moderator who ensures roughly equal contributions from all panellists as well as maintaining a smooth flow of conversation. Examples of panel discussions include those on television programs such as *The View*, *The Footy Show*, *The Panel*, *Studio 10*, *Book Club*, and others.

Task

Devise a panel scenario where you demonstrate your understanding of the novel and the strength of your speaking and listening skills. The panel should comprise approximately four people, such as:

- three literary critics discussing the symbolism in the novel
- three students arguing different readings of the novel
- three Icelanders discussing the representation of Iceland – how does it make us look? (this option could be staged in a more modern context)
- three local gossips discussing whether or not women should behave as Agnes and Sígga did (use Lauga and Steina as points of comparison or contrast)
- Blöndal, Tóti, Jón and a moderator – that justice was served in the execution of Agnes
- three writers or historians in today's context debating whether or not Agnes got what she deserved
- Lauga, Steina and Jón interviewed one year after Agnes's execution.

In addition to the three panellists you will need to appoint a moderator who is the central thread of the conversation. The moderator is responsible for maintaining the flow in conversation. He or she might be a character too, but whoever takes on this role will need to have a clear and comprehensive understanding of the topic well enough to follow the discussion, and who is skilled in negotiating social interactions.

As a group, you should devise some questions for the moderator and devise panellist answers.

In your discussions, expose the relationships and sensitivities between characters, particularly between individuals and Agnes. Where appropriate, remain true to the characterisation in the novel.

In the final option above, for instance Lauga would be more socially savvy and class aware than Steina who would be more honest and oblivious to the effects of what she is saying. Jón could be composed and express his desire to protect his family, showing deepest respect for his wife, who is possibly now deceased.

You should also attempt to capture the harshness of the environment including the hard work and damp of Kornsó. You may even be able to incorporate some of the symbolic elements of the novel.

Assessment guide: Panel discussion

Criteria	Standard
Presents quality research with clear arguments and ideas, using textual examples and evidence to illustrate and substantiate points	Standard
Demonstrates a sophisticated understanding of the text/topic. Makes intelligent and thorough use of supporting evidence that is explained in good detail.	Well above standard
Demonstrates a clear understanding of text/topic. Makes effective use of supporting evidence and includes explanation and analysis.	Above standard
Demonstrates a general understanding of the text /topic. Makes use of evidence and includes some explanation.	At standard
Demonstrates limited understanding of the text /topic. Makes some use of supporting evidence.	Below standard
Does not demonstrate understanding of the issues/topic. Makes no use of supporting evidence.	Well below standard

Listens and engages with panellists and moderator	Standard
Responds to panellists in a way that indicates active listening skills and the ability to engage with and synthesise new and existing information in an analytical way.	Well above standard
Responds to panellists in a way that indicates the ability to respond to new information and respond in a thorough way.	Above standard
Responds to panellists in a way that indicates active listening and the ability to respond to information with some explanations.	At standard
Responds to panellists in a way that indicates listening and retrieval of information.	Below standard
Makes minimal attempt to address opponents' points.	Well below standard

Use of varied vocabulary, terminology, rhetorical and persuasive devices to achieve purpose	Standard
Utilises vocabulary and key concepts in a sophisticated manner. Makes frequent and effective use of a range of rhetorical and persuasive language.	Well above standard
Utilises vocabulary and key concepts in a thoughtful manner. Makes frequent and effective use of a range of rhetorical and persuasive language.	Above standard
Utilises vocabulary and key concepts in a light manner. Makes frequent use of a range of persuasive devices.	At standard
Minimal use of vocabulary and key concepts. Makes some use of rhetorical and persuasive devices.	Below standard
Use of vocabulary and key concepts is not considered. Makes little use of rhetorical and persuasive devices.	Well below standard

Ability to engage and involve audience through eye contact and hand gestures	Standard
Speaks fluently with minimum reference to notes and an excellent level of eye contact with panellists. Apt posture and gestures used extensively for emphasis and attention.	Well above standard
Speaks mostly fluently with minimum reference to notes and frequent eye contact with panellists. Apt posture and gestures used effectively for emphasis and attention.	Above standard
Speaks with regular reference to notes and some eye contact with panellists. Some consideration of posture and gesture.	At standard
Speaks with constant reference to notes and little eye contact with panellists. Little consideration of posture and gesture.	Below standard
Speech is predominately read. Does not make eye contact or use gestures.	Well below standard

Voice: clarity, projection, fluency, pronunciation used for meaning and engagement	Standard
Speaks clearly, fluently with suitable volume, controlled pace and persuasive use of intonation.	Well above standard
Speaks mostly fluently with apt volume, pace and intonation.	Above standard
Speaks with some clarity and consideration of volume, pace and intonation.	At standard
Delivery demonstrates limited consideration of volume, pace and intonation.	Below standard
Delivery demonstrates little consideration of volume, pace and intonation.	Well below standard
Overall assessment:	
Teacher feedback:	
Student self-reflection:	

[\(ACELR057\)](#), [\(ACELR058\)](#), [\(ACELR060\)](#), [\(ACELR061\)](#), [\(ACELR062\)](#), [\(ACELR063\)](#), [\(ACELR064\)](#), [\(ACELR065\)](#),
[\(ACELR066\)](#), [\(ACELR067\)](#), [\(ACELR069\)](#)