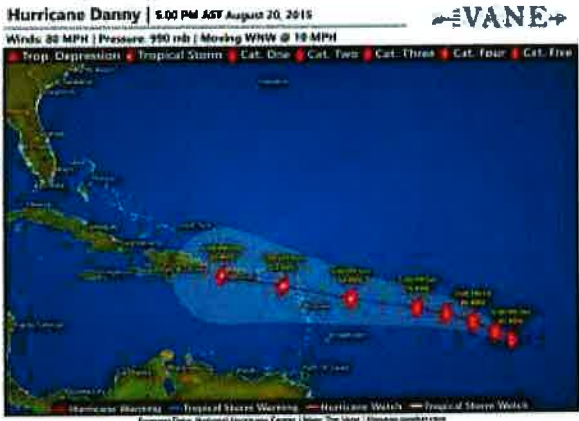


Third Level

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading</p> <p><i>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</i></p> <p><i>I can identify sources to develop the range of my reading.</i></p> <p style="text-align: right;">LIT 3-11a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p style="text-align: right;">LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p style="text-align: right;">LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail; • make inferences from key statements; and • identify and discuss similarities and differences between different types of text. <p style="text-align: right;">LIT 3-16a</p>	<p>1.) Climate Change</p> <p>Watch and make notes on the Al Gore documentary film on climate change. Go on to select, read and makes notes on the climate change articles, and news reports on this year's hurricane season in the Caribbean.</p> <p>Referring to your notes, write an article for the school newsletter in which you persuade the reader that the events in the Caribbean are or are not due to climate change.</p>  <p>Hurricane Danny 5:00 PM AST August 20, 2015</p> <p>Winds: 88 MPH Pressure: 990 mb Moving WNW @ 18 MPH</p> <p>Legend: Trop. Depression Tropical Storm Cat. One Cat. Two Cat. Three Cat. Four Cat. Five</p> <p>Map labels: Hurricane Warning, Tropical Storm Warning, Hurricane Watch, Tropical Storm Watch</p>
<p>Writing</p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.</i></p> <p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i></p> <p style="text-align: right;">LIT 3-25a</p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p style="text-align: right;">LIT 3-26a / LIT 4-26a</p>	


These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p style="text-align: right;">ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i></p> <p style="text-align: right;">LIT 3-13a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p style="text-align: right;">LIT 3-14a / LIT 4-14a</p>	<p>2.) Cloze procedure:</p> <p>Read the following passage and complete the blanks using the list of words at the bottom of the page.</p> <p style="text-align: center;"><u>First Day of Work</u></p> <p>Yesterday morning I felt _____ because I was starting my first day of work at a company of the market's reputation. I got absorbed in the new world my superior taught me for weeks, and absorbed my class for a part of those that were _____ for standing on my feet all day.</p> <p>I finished class twice in all the first four my 20th class had prepared for me. I to my feet and _____ but I also didn't really because I wasn't sure to find _____ of this world. I grabbed my jacket and ran to the door and looked up at the hallway. "This is _____ day" my teacher called to me as I headed down the porch stairs.</p> <p>The teacher was _____ especially after the _____ above the right before, so I decided to walk the same stairs to the store. Finding this corner I picked a path that was _____ and _____ paths in the street. One of the store workers stepped to the left. I looked at her just as a part of mind later that from the _____ she was to my left. I tried to look at the door and felt _____ but I didn't have to do much more _____ job like the other workers.</p> <hr/> <p>and busy in the store, a new method by which _____ days that had resulted in me and getting that better. "Don't worry," the man said to me. "I'm sure you'll see _____ day." I decided to cross to the other side of the street, just to see. I wasn't going to get anything out of _____ day. Just as I reached the other side of the street I was _____ by speaking the other from a public area my side.</p> <p>By the time I reached the teacher's store, my feet were aching and my _____ to have more. I had done as much as I could for the first day. I felt _____ that I wasn't sure. But I knew I had to keep going. My _____ was depending on me. I finally stood up and pulled on the door to the store, but it did not open. Then I noticed that it was dark inside the store, and a sign was posted on the door. CLOSED DUE TO POWER OUTAGE. I had been down on the bench when I _____ day!</p>


These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading</p> <p><i>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</i></p> <p><i>I can identify sources to develop the range of my reading.</i> LIT 3-11a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail;</i> • <i>make inferences from key statements; and</i> • <i>identify and discuss similarities and differences between different types of text.</i> <p style="text-align: right;">LIT 3-16a</p>	<p>3.) World cities</p> <p>Choose a major world city to research and present information on in a way that you consider most appropriate. Select texts from the school library; watch any relevant documentaries and carry out online research from the librarian's list of suggested websites. Make notes based on your research and organise these under those headings you consider most appropriate e.g. demographics, local employment etc. Use your research to create a PowerPoint presentation, detailed mind map or illustrated poster about your chosen city.</p> <p>Go on to prepare a short talk in which you convey what you have learned to the rest of your group.</p> 
<p>Listening and Talking</p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>communicate information, ideas or opinions;</i> <input checked="" type="checkbox"/> <i>explain processes, concepts or ideas; and</i> <input type="checkbox"/> <i>identify issues raised, summarise findings or draw conclusions.</i> <p style="text-align: right;">LIT 3-09a</p> <p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i> LIT 2-10a / LIT 3-10a</p>	


These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading <i>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</i></p> <p><i>I can identify sources to develop the range of my reading.</i> LIT 3-11a</p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p>I can:</p> <ul style="list-style-type: none"> discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p style="text-align: right;">ENG 3-19a</p>	<p>4.) The Carnegie Medal Shadowing</p> <p>Choose one of the Carnegie Medal shortlisted books (from any year), available from the school library/English department. As you read, make notes that will enable you to write a review of the text in which you evaluate the story i.e. discuss those aspects you did/did not enjoy. You may wish to focus on the following:</p> <ul style="list-style-type: none"> A plot summary Main characters/relationships Setting in time and place Theme – what message does the author convey? The author's style and how it is used to particular effect <p>Referring to your notes, participate in a group discussion on the text with other members of your book group.</p> <p>Go on to write your book review, giving reasons why you would/would not recommend the text to others.</p> <div style="text-align: center;"> <p>The Awards Timetable Shadowing Anniversary Press Resources Log In</p> <p>The CILIP Carnegie Medal Shortlist for 2017</p>  <p>Facebook Twitter @hg@cilip.org.uk</p> </div>

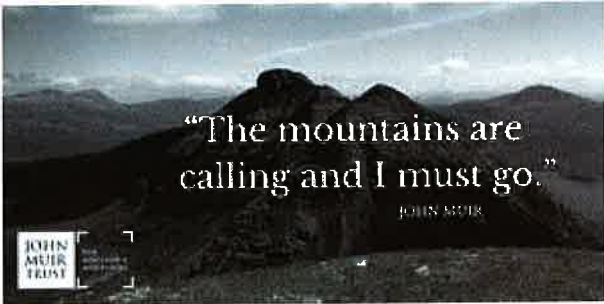
These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading <i>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</i></p> <p><i>I can identify sources to develop the range of my reading.</i> LIT 3-11a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; • identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>ENG 3-19a</p> <p>Writing <i>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</i> LIT 3-29a</p>	<p>5.) Film Review</p> <p>After watching the film E.T. (directed by Steven Spielberg), study the opening scene and, using the template provided, make detailed notes on the following:</p> <ul style="list-style-type: none"> • Diegetic sounds: shouting, footsteps, car exhaust, screeching tyres etc. • Non-diegetic sounds: music; sound effects • Lighting: soft, blue-white light, harsh flashlights • Director's use of camera shots/camera angles <p>By focusing on the opening scene, write about how the director inverts the stereotypical idea of aliens, as they are usually conveyed in popular culture.</p> 

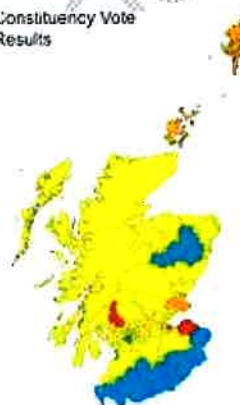
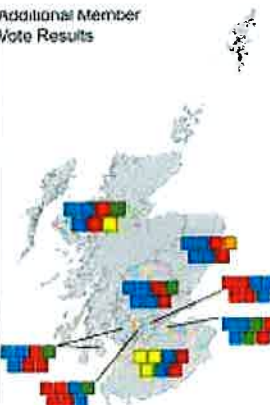
These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes		Holistic Assessment Task
<p>Reading</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail;</i> • <i>make inferences from key statements; and</i> • <i>identify and discuss similarities and differences between different types of text.</i> <p>LIT 3-16a</p> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i> LIT 3-18a</p> <p>Writing</p> <p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i> LIT 3-28a</p>	<p>6.) John Muir Trust</p> <p>As part of your wider achievement activities with the John Muir Trust, research the purpose and aims of the Trust by reading:</p> <ul style="list-style-type: none"> • The John Muir Trust website • John Muir Trust promotional literature • Written and video reports from last year's John Muir Trust participants <p>Next, devise a set of questions with which to interview your S6 wider achievement leader and coordinating teacher.</p> <p>Go on to design an informative leaflet and illustrated poster that promote the work of The John Muir Trust and the school based activities in which you are participating this year. You should include quotations from the interviews you have carried out.</p> 	

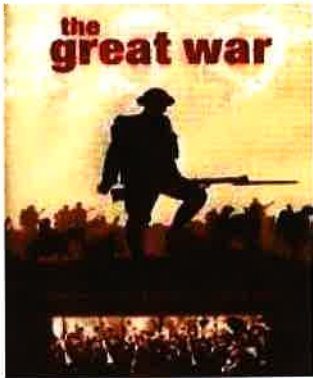
These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> <i>identify and consider the purpose, main concerns or concepts and use supporting detail;</i> <i>make inferences from key statements; and</i> <i>identify and discuss similarities and differences between different types of text.</i> <p>LIT 3-16a</p>	<p>7.) Democracy in Scotland</p> <p>Read the chapter of the textbook titled 'Democracy in Scotland' (page 57). After reading, discuss the advantages and disadvantages of proportional representation electoral systems, before giving your own opinion. Include examples of different forms of proportional representation in your answer. You should think carefully about the best way to present your learning.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="877 896 1149 1299"> <p>Constituency Vote Results</p>  </div> <div data-bbox="1165 896 1468 1299"> <p>Additional Member Vote Results</p>  </div> </div>


These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading <i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail;</i> • <i>make inferences from key statements; and</i> • <i>identify and discuss similarities and differences between different types of text.</i> <p>LIT 3-16a</p> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i> LIT 3-18a</p>	<p>8.) The era of the Great War</p> <p>Causes, effects and consequences of the First World War upon Scottish society.</p> <p>Read the various sources of evidence on the impact of war on life at home during the Great War i.e. rationing, the changing role of women; propaganda; conscription and conscientious objectors; casualties and deaths.</p> <p>Consider the reliability of each source in turn and discuss whether each is mainly based on fact or opinion. Use the grid provided to record your conclusions and to summarise the points made by each source.</p> 

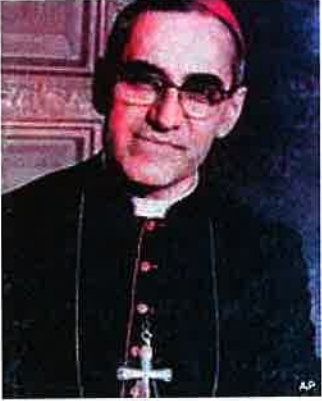

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes		Holistic Assessment Task
<p>Reading</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p style="text-align: right;">LIT 3-15a / LIT 4-15a</p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail;</i> • <i>make inferences from key statements; and</i> • <i>identify and discuss similarities and differences between different types of text.</i> <p style="text-align: right;">LIT 3-16a</p> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i></p> <p style="text-align: right;">LIT 3-18a</p> <p>Writing</p> <p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i></p> <p style="text-align: right;">LIT 3-28a</p>	<p>9.) JFK</p> <p>Write a newspaper article describing the events around the assassination of President Kennedy. You should base the information in the article on notes you have made from:</p> <ul style="list-style-type: none"> • Watching the documentary on JFK • Watching extracts from the film 'JFK' • Completing the timeline and factfile on the assassination • The PowerPoint presentation on Russian communism and the events around the Bay of Pigs, Cuba • Group discussion of the president's domestic allies and enemies 	


These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes		Holistic Assessment Task
<p>Reading</p>	<p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i> LIT 3-18a</p>	<p>10.) RMPS: Belief in Action</p> <p>Read the detailed case studies of the lives of Bishop Desmond Tutu of South Africa and Archbishop Oscar Romero of El Salvador.</p> <p>In your own words, summarise the main ideas of each case study and go on to create a series of questions that could be asked in modern day television interviews with Desmond Tutu and Archbishop Romero.</p> <p>Next, swap questions with another member of your group and, by assuming the role of Bishop Tutu and Archbishop Romero, produce written responses to each other's questions. The questions and your responses should be based on your understanding of the circumstances described in each case study.</p>
<p>Writing</p>	<p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i> LIT 3-28a</p>	 

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes		Holistic Assessment Task
Reading	<p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i></p> <p style="text-align: right;">LIT 3-13a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p style="text-align: right;">LIT 3-15a / LIT 4-15a</p>	<p>11.) Technical Education</p> <p>Product evaluation report:</p> <p>Analyse a piece of furniture or household appliance and choose suitable areas to investigate. Research and evaluate these design features so that conclusions can be drawn. Produce your evaluation in the form of a report which provides test results and conclusions. Use these to display a product specification for the next version of the item.</p>
Writing	<p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i></p> <p style="text-align: right;">LIT 3-28a</p> <p><i>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 3-29a</p>	

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Experiences and Outcomes	Holistic Assessment Task
<p>Reading Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</i> LIT 3-13a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. ENG 3-17a</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; • identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>ENG 3-19a</p>	<p>12.) Choose a section of the narrative poem 'The Highwayman' by Alfred Noyes to annotate, paying particular attention to incident, rhythm, rhyme and the poet's use of language to dramatise the narrative.</p> <p>Come up with a set of textual analysis questions that can be given to another member of the class in order to test his/her understanding of the content, structure and language of the section.</p> <p>After answering the questions provided by your partner, discuss your answers and add to your notes on the poem.</p> <div data-bbox="995 1059 1437 1391" data-label="Complex-Block"> <p>The Highwayman</p> <ul style="list-style-type: none"> • There is a lot more to a narrative poem than just the story. Let's discover the rhythm and figures of speech contained in this narrative. • Get out your Poetry Vocabulary and Definitions list. • This is where you can find a copy of the list: • Poetry Terms and Definitions </div>