**SCSC – Year 12 English 2016**

**Unit 4 - Outcome 2 – SAC**

**Creating and Presenting- Whose reality?**

This task asks you to:

* Draw on ideas and/or arguments suggested by the chosen Context- Whose reality? to **create a written text** for a specified audience and purpose;

AND

* Discuss and analyse your decisions about form, purpose, language, audience and context in the form of a **written explanation**.

To do this, you must complete an extended written response in expository, persuasive or imaginative style and complete a written explanation. Your writing must draw from the selected text *Wag the Dog* as well as other examples, and explore the idea:

You will be asked to respond to one of the three prompts listed below on Thursday 4th August.

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| ***In the end, we are always forced to face reality.*** |

OR

|  |
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| ***The reality we create is unique to our own experiences.*** |

OR

|  |
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| ***The consequences of not facing reality are severe.*** |

The assessment criteria for this task is available overleaf.



**Unit 3 English: Outcome 2 – *Creating and Presenting – Whose Reality***

Unit 4 SAC 2: Creating and Presenting Criteria

**Student Name:**

**Teacher Name:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **9-10 marks** | **7-8 marks** | **5-6 marks** | **3-4 marks** | **1-2 marks** |
| **Shaping of ideas, arguments and language appropriate to the chosen form, audience, purpose and context.** | Skilful shaping of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. | Considered use of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. | Suitable use of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. | Use of ideas, arguments and language generally appropriate to the chosen form, audience, purpose and context. | Little evidence of an ability to use ideas, arguments and language appropriate to the chosen form, audience, purpose and context. |
| **Understanding of complex ideas and/or arguments relevant to the chosen Context and presented in selected text.** | Sophisticated understanding of complex ideas and/or arguments relevant to the chosen Context and presented in selected text. | Thorough understanding of ideas and/or arguments relevant to the chosen Context and presented in selected text. | Clear understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected text. | Some understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected text. | Limited understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected text. |
| **Ability to draw on and develop these ideas and/or arguments in the creation of own text/s.** | A demonstrated ability to draw on ideas and/or arguments and develop these in the creation of own text/s. | A demonstrated ability to draw purposefully on these in the creation of own text/s. | A demonstrated ability to draw on these to some degree in the creation of own text/s. | Some evidence of an ability to draw on these in the creation of own text/s. | Little evidence of an ability to draw on these in the creation of own text/s. |
| **Use of appropriate metalanguage and quality of written explanation.** | Use of appropriate metalanguage to present an insightful, highly expressive and coherent written explanation of personal authorial choices. | Use of appropriate metalanguage to present a considered, expressive and coherent written explanation of personal authorial choices. | Use of metalanguage to present a clear, coherent and general explanation of personal authorial choices. | Use of limited metalanguage to present a general explanation of personal authorial choices. | Little use of metalanguage and minimal discussion of authorial choices. |
| **Plan and revise written work for expressiveness, fluency and coherence.** | Highly expressive, fluent and coherent writing. | Expressive, fluent and coherent writing. | Generally expressive, fluent and coherent writing. | Clear expression of ideas in writing. | Simple expression of ideas in writing. |

**Total Marks : /50**