 **Birdwood High School**

**Stage 1 SACE**

**English**

**Assignment Cover Sheet**

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| **Student Name** |  | | | **Teacher** | | **Mr. Djukic** | | |
| **SACE Stage** | 1 | **Subject** | English | | **Topic** | | Responding to Texts | |
| **Assignment** | Students attend or view a live performance and write a review, identifying theatrical techniques, effectiveness, impact on audience and examples from the play. | | | | | | | |
| **Assignment Description** | Written review or Multi-modal (video review, podcast, etc) | | | | | | | |
| **Assignment Conditions: word limits, time allowed, due date media, supervision.** | Review max 800 words.  Must be appropriate for publication in a reputable written media form.  DRAFT Due Week 9 – Email and Hard Copy | | | | | | | |
| **Assessment Criteria** | **DRAFT FEEDBACK:** | | | | | | | **Grade** |
| **Knowledge & Understanding** |  | | | | | | |  |
| Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning. | | | | | | |  |
| Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | | | | | | |  |
| **Analysis** | Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types. | | | | | | |  |
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| **Application** | Fluent and precise writing and speaking. | | | | | | |  |
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| Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. | | | | | | |  |
| **Final Grade** |  | | | | | | |  |
| **Feedback** |  | | | | | | |  |

**Performance Standards for Stage 1 English**

**‘Play’ Review**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types. | Fluent and precise writing and speaking.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| **B** | Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Analysis of how language features, stylistic features, and conventions influence readers in various text types. | Mostly fluent and precise writing and speaking.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| **C** | Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types. | Generally fluent and accurate writing and speaking.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| **D** | Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Reference to some ways in which conventions and language features influence readers in some text types. | Some control and fluency of expression.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| **E** | Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Recognition of a way in which language features influence readers in a text type. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose. |