

### SACE Stage 2 ENGLISH PATHWAYS

# TASK SHEET SCHOOL No: 322 SACE No:

## Assessment Type 2: Text Production

**Purpose: To Communicate Observations or Information**

To communicate observations or information through an instructional text.

**Things to consider**

There are a range of different styles for instructional or “how to” videos and texts. For this task you will need to choose a topic that you are familiar with and clearly instruct your audience through a video or published book. You will need to give careful thought and planning to:

* The topic you choose
* The intended target audience
* The “persona” you will take on
* The stages and order needed to convey the key information
* The format of your production.

**You will need to:**

1. Choose a subject about which you know a lot or with which you are familiar
2. Collect the information which you want to pass on to an audience. What do they need to know to acquire this skill or knowledge?
3. Investigate and choose a format and appropriate software tools for communicating your message and engaging your audience.
4. Organise and stage your factual information and images in a way which clearly communicates your intended meaning to your target audience.

**Presentation options**

1. **Instructional video (2-3 mins**). You can use a range of which must include:
   1. Title slide and closing credits
   2. Text slides (or other clear visual cues) for each stage of the process you are teaching
   3. Your own video footage with your own voice.
2. **Published book including images and text (20 pages + front and back cover).** Use BigW Photos Online to create your book. Suggested contents:

* 1. Dedication page
* 2. Publisher’s details page
* 3. Internal title page / Content page
* 4. to 19. Your writing and images
* 20. Bibliography

***Due***

You have two weeks to complete the task and are expected to draft and edit the piece to a publishable standard.

|  | **Knowledge and Understanding** | **Analysis** | **Application** | **Communication** |
| --- | --- | --- | --- | --- |
| **A**  15  14  13 | Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts.  Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques to make meaning.  Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences. | Detailed analysis of complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar and unfamiliar texts.  Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar texts.  Perceptive analysis of aspects of familiar and unfamiliar cultural, social, and technical roles of language that support effective interactions in different contexts. | Use of a comprehensive range of language skills to interact effectively in different contexts, and to analyse and solve simple and complex problems.  Location, recording, analysis, and synthesis of knowledge relevant to familiar and unfamiliar contexts.  Sophisticated skills in reproducing the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes. | Fluent and precise writing and speaking, using an appropriate style and structure for a range of mainly unfamiliar audiences and contexts.  Appropriate use of language to convey mostly complex meaning in a range of familiar and unfamiliar contexts. |
| **B**  12  11  10 | Sound knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts.  Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques to make meaning.  Sound knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences. | Analysis of some complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar, and some unfamiliar, texts.  Well-considered analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, texts.  Well-considered analysis of aspects of mainly familiar, and some unfamiliar, cultural, social, or technical roles of language that support effective interactions in different contexts. | Use of a sound range of language skills to interact effectively in different contexts, and to solve simple and complex problems.  Location, recording, analysis, and occasional synthesis of knowledge relevant to mostly familiar contexts.  Sound skills in reproducing some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes. | Mostly fluent and precise writing and speaking, using an appropriate style and structure for a range of mostly familiar audiences and contexts.  Appropriate use of language to convey complex and simple meaning in a range of familiar, and some unfamiliar, contexts. |
| **C**  9  8  7 | Knowledge and understanding of some ideas, values, or beliefs in familiar texts.  Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use some language techniques to make meaning.  Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences. | Competent analysis of simple connections between personal experiences, ideas, values or beliefs and those explored in familiar texts.  Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar texts.  Competent analysis of some aspects of mainly familiar cultural, social, or technical roles of language that support effective interactions in different contexts. | Use of competent language skills to interact effectively in different contexts, and to solve routine problems in familiar contexts.  Location, recording, and occasional analysis of knowledge relevant to a familiar context.  Skills in reproducing some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes. | Generally clear and accurate writing and speaking, using an appropriate style and structure for familiar audiences and contexts.  Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts. |
| **D**  6  5  4 | Identification of some simple ideas, values, or beliefs in some familiar texts.  Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use a restricted range of language techniques to make simple or factual meaning.  Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences. | Reference to simple connections between uncomplicated personal experiences, ideas, values or beliefs, and those explored in familiar texts.  Reference to some ways in which authors use a narrow range of language techniques to influence opinions and decisions in familiar texts.  Reference to some simple aspects of familiar cultural, social, or technical roles of language that support effective interactions in one or more contexts. | Use of a restricted range of language skills to interact in familiar contexts, and to solve simple problems.  Location and recording of factual knowledge relevant to a familiar context.  Limited skills in reproducing some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose. | A level of fluency in writing and speaking in personally relevant situations, using an appropriate style and structure for a narrow range of familiar audiences and contexts.  Occasionally appropriate use of language to convey simple meaning in familiar contexts. |
| **E**  3  2  1 | Identification of a simple idea, value, or belief in a familiar text.  Some knowledge and emerging understanding of the way in which a creator or reader of a highly familiar text uses a language technique to make factual meaning.  Some knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences. | Recognition of a simple connection between a straightforward personal experience, idea, value or belief, and that explored in a highly familiar text.  Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar text.  Recognition of some simple aspects of highly familiar cultural, social, or technical roles of language that support effective interactions in one or more contexts. | Use of a restricted range of language skills to interact in highly familiar contexts, and to solve simple problems.  Location or recording of factual knowledge relevant to a highly familiar context.  Restricted skills in reproducing a limited number of structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose. | Emerging development of fluency in writing and speaking in personally relevant situations, using an appropriate style and structure for a narrow range of highly familiar audiences and contexts.  Occasionally appropriate use of language to convey literal meaning in highly familiar contexts. |