

| Assessment Type         | Marking Rubric | Stage |
|-------------------------|----------------|-------|
| Critical Response Essay | 40             | 6     |

## Outcomes

- **EE12-1:** demonstrates and applies insightful understanding of the dynamic, often subtle, relationships between text, purpose, audience and context, across a range of modes, media and technologies.
- **EE12-2:** analyses and experiments with language forms and features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- **EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- **EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

## Objectives

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- express understanding of how cultural, historical and social contexts are represented in critical and creative texts

# Task Description

Students are to write a Critical Response Essay evaluating, comparing and contrasting, how texts challenge and reflect cultural contexts and how values and assumptions shape meaning.

The Essay will address the statement below:

***Texts can offer creative and provocative insights into humanity by challenging the known, questioning the unknown and exploring the possibilities of different realities. They can push the boundaries of the imagination in creating new worlds and alternative experiences in order to offer new insights.***

Students must directly reference at least **two set texts and one supplementary text**.

Essay Length: **1500 words**

## Due Date: Friday 12<sup>th</sup> July 2019

Emailed to [kristie.anderson1@det.nsw.edu](mailto:kristie.anderson1@det.nsw.edu)

Students please request a read receipt as proof of submission by 5pm on due date.

# Marking Criteria

## Critical Response

| Marking Criteria  | Mark  |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates sophisticated insight into a text's ability to challenge reality through the creation of reimagined worlds.</li><li>• Demonstrates insightful use of own and prescribed texts</li><li>• Crafts a sustained composition with skilful control of language.</li></ul>     | 17-20 |
| <ul style="list-style-type: none"><li>• Demonstrates well-developed insight into a text's ability to challenge reality through the creation of reimagined worlds.</li><li>• Demonstrates skilful use of own and prescribed texts</li><li>• Crafts a sustained composition with well-developed control of language</li></ul> | 13-16 |
| <ul style="list-style-type: none"><li>• Demonstrates sound understanding of a text's ability to challenge reality through the creation of reimagined worlds.</li><li>• Demonstrates appropriate use of own and prescribed texts</li><li>• Crafts a coherent composition with skilful control of language</li></ul>          | 9-12  |
| <ul style="list-style-type: none"><li>• . Demonstrates some understanding of text's ability to challenge reality through the creation of reimagined worlds.</li><li>• Demonstrates some use of own and prescribed texts</li><li>• Writes a composition with some control of language</li></ul>                              | 5-8   |
| <ul style="list-style-type: none"><li>• Demonstrates minimal understanding</li><li>• Demonstrates minimal use of own or prescribed texts</li><li>• Attempts to write a composition.</li></ul>   | 1-4   |
| <ul style="list-style-type: none"><li>• Task not attempted</li></ul>  | 0     |

Summative Comment: