



## 2015 Unit 1 English Language Nature and Function of Language SAC Guidelines

### Outcome 1

**TASK:** On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

#### Timeline for the completion of this SAC:

Week 3 15-20 minutes	Period 1	Period 2	Period 3	Period 4 Assessment-Week 4
Teacher distributes topics Class brainstorms and plans, drawing on any resources  SAC topics to be taken home for you to continue planning	Planning/writing essay  Drafts may be taken home for you to plan/write	Planning/writing essay  Drafts may be taken home for you to plan/write	Planning/writing essay  Drafts may be taken home for you to plan/write	You will submit your completed essay at the end of the double period. This time is not negotiable and will not be changed (see 'Absences')

#### Allowable Materials

- Coursework notes
- Textbook

#### Absences

- Students who miss their appointed assessment time due to illness will need to provide a medical certificate immediately upon returning to school.
- Failure to produce a medical certificate will mean you receive an N for this Outcome.

#### Assessment of SAC

- There are 20 possible marks for this SAC. Use the marking rubric provided to ensure your responses demonstrate the key knowledge and skills of this Outcome.

#### **SAC TASK**

Using the notes and ideas from your coursework, select one of the topics below and write a 500-700 word essay in response to the topic. You must include linguistic evidence to support your argument. Any references must be included in a bibliography and in text references must follow the MLA format.

- a) Discuss how language influences people's perceptions, thoughts and behaviour.
- b) Should the community be concerned that technology is replacing traditional forms of oral communication, such as face-to-face conversation?
- c) Despite our differences, we are united by our need for language. To what extent do you agree?



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### Marking Criteria

Student's Name:

1. UNDERSTANDING OF LINGUISTIC IDEAS	Mark Range	Mark Achieved
Thorough and insightful understanding of the ideas relevant to the essay topic.	5	
Thorough knowledge of the ideas relevant to the essay topic.	4	
Knowledge of the ideas relevant to the essay topic.	3	
Some knowledge of the ideas relevant to the essay topic.	2	
Limited knowledge of the ideas relevant to the essay topic.	1	
2. ARGUMENT	Mark Range	Mark Achieved
Construction of a sophisticated argument which acknowledges various aspects of the issue. Discussion is complex and the essay topic is critically analysed.	5	
Construction of a well-developed argument which acknowledges some of the elements of the issue. Discussion is well-developed and the text provides a critical analysis of the topic.	4	
Construction of a general argument which identifies some ideas relevant to the issue. There is some discussion and some analysis of the essay topic	3	
Some evidence of an ability to construct a general response to the text. Generalised discussion of the essay topic	2	
Little evidence of ability to analyse the essay topic or to identify an argument. Generalized discussion as opposed to analysis. Minimal, if any, identification of the essay topic	1	
3. STRUCTURE	Mark Range	Mark Achieved
Ideas are ordered into a logical structure and links are made between paragraphs/ideas.	5	
Ideas are ordered into a logical structure and links are usually made between paragraphs/ideas.	4	
Ideas may be expressed in paragraphs and sometimes link.	3	
Ideas are ordered into paragraphs, but do not make links between each idea/argument.	2	
Poor structure and no linking of ideas.	1	
4. USE OF METALANGUAGE AND SUPPORTING EVIDENCE	Mark Range	Mark Achieved
Considered selection and use of significant linguistic evidence and highly appropriate use of relevant metalanguage to support analysis.	5	
Careful selection and use of suitable linguistic evidence and appropriate use of relevant metalanguage to support analysis.	4	
Suitable use of linguistic evidence and appropriate use of some relevant metalanguage to support analysis.	3	
Some use of linguistic evidence and use of some relevant metalanguage to support analysis.	2	
Minimal use of linguistic evidence or relevant metalanguage.	1	

**TOTAL / 20**

**FEEDBACK:**