Erindale College

Assessment Period:	2021 S2
Course:	CONTEMPORARY ENGLISH
Unit:	Unit 4: Contemporary English (1.0)
Accreditation:	A
Year:	12

Unit Goals

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices in a range of texts and the likely or intended effect of these choices on the audience
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
- examine the ways that points of view are presented in texts for different purposes and contexts
- create oral, written and multimodal texts that convey a point of view
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes

Content Description

- identifies personally relevant information and ideas from texts on highly familiar topics
- uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts
- identifies and interprets relevant information and ideas from texts on familiar topics
- uses a number of reading strategies to identify and interpret relevant information within familiar text types
- evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types
- selects and applies a range of reading strategies as appropriate to purpose and text type
- conveys a simple idea, opinion, factual information or message in writing
- demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text
- conveys intended meaning on familiar topics for a limited range of purposes and audiences
- produces familiar text types using simple vocabulary, grammatical structures and conventions
- communicates relationships between ideas and information in a style appropriate to audience and purpose
- selects vocabulary, grammatical structures and conventions appropriate to the text
- gives or elicits basic information in a short, simple spoken context
- listens for basic information in short, simple oral texts
- uses everyday language to provide information or maintain a conversation in familiar spoken contexts
- listens for relevant information in oral texts across familiar contexts
- selects and uses appropriate strategies to establish and maintain spoken communication in familiar

and some unfamiliar contexts

- derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Assessment Tasks

Name	Due Date	Weighting
Creating Task	Week 4: 6 August	25%
Responding Task	Week 7: 27 August	25%
Creating Task	Week 12: 15 October	25%
Responding Task	Week 16: 12 November	25%

Specific Unit Information

Our Google Class Code is tv7ojiz

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for CONTEMPORARY ENGLISH A - Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Creating	● creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences ● creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences ● constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research ● communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	● creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences ● creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences ● constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research ● communicates ideas demonstrating some logic, clarity and accuracy of expression	● creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences ● creates texts using a selection of language features and text structures intended to influence and engage audiences ● presents a coherent argument supported by relevant evidence and examples from target texts ● communicates ideas accurately	● creates texts for different purposes, with some reference to contexts and audiences ● creates texts using language features and text structures for an effect with some consideration of audience ● presents an argument using some evidence and examples from target text ● communicates ideas with some accurate grammar and simple paragraphs	● creates different texts with little or no reference to purpose, context or audience ● uses language features in texts with little or no consideration of audience ● presents ideas or an opinion with little or no reference to evidence and examples ● expresses ideas in sentences fragments and attempts simple paragraphs
Responding	● analyses the effectiveness of text structures and language features used to achieve particular purposes and effects ● analyses how effectively details and examples are used to support and develop authorial viewpoints in texts ● analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience ● researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide range of purposes, applying the principles of academic integrity ● reflects independently on their learning to extend and refine their thinking and approaches to learning	● explains the effectiveness of text structures and language features used to achieve particular purposes and effects ● explains how effectively details and examples are used to support and develop authorial viewpoints in texts ● explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience ● researches widely and independently, explains information and viewpoints for a wide range of purposes, applying the principles of academic integrity ● reflects on their learning to develop and refine their thinking and approaches to learning	● describes how text structures and language features are used to achieve particular purposes and effects ● describes how details and examples are used to support and develop authorial viewpoints in texts ● describes how perspectives and ideas are represented in texts to engage and persuade an audience ● researches and explains information and viewpoints for a range of purposes, applying the principles of academic integrity ● reflects on their learning and adjusts their approach to thinking and learning	● describes text structures, with some reference to language features ● describes how details and examples support are used in texts with some reference to authorial viewpoints ● describes perspectives and ideas in texts with some reference to audience engagement ● researches and describes information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately ● reflects on their thinking with some adjustment to their learning	● identifies text structures with little or no reference to language features ● identifies details from texts with little or no reference to authorial viewpoints ● identifies perspectives and ideas in texts with little or no reference to audience engagement ● researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques ● reflects on their thinking with little or no adjustment to their learning

Unit 4 CONTEMPORARY ENGLISH Semester 2 - Visual Unit Planner - 2021

Week	Dates	Course Content	General Information	Assessment	Weight
1	12-16 July	Introduction/Welcome **Unit: Hero or Hoodlum? Is it a matter of perspective?** Survey of faces - why do people judge? ACT Human Rights Commission - physical appearance Previewing video for *Boy* by Taika Waititi		Formative: Hero or Hoodlum Survey to powerpoint slide Portfolio Sheet 1 and 2	
2	19 - 23 July	View *Boy* by Taika Waititi Responses: character and Setting		Portfolio Work	
3	26 - 30 July	Creative Task handed out		Portfolio Work	
4	2 - 6 Aug	Working on the Creative Task. Creative Task due on Friday at the end of the double		**Creative Task Due**	**25%**
5	9 - 13 Aug	*Boy* and Portfolio Work		Portfolio work	
6	16 - 20 Aug	Joseph Campbell's The Hero's Journey - why does everyone need to be a hero?		Portfolio work	
7	23 - 27 Aug	Unit: Travel and Transformation Where in the world have you been? Where in the world are we going?		**Portfolio 1 Due**	**25%**
8	30 Aug - 3 Sep		AST Tues 31st/Wed 1st		
9	6 - 10 Sep	Food or travel writing/reviewing	Term 4 Starts		
10	13 - 17 Sep	Places to see in the ACT			
Term Break: 20 September - 3 October					
11	4 - 8 Oct	Working towards Food/Travel Blog Post	Labour Day 4 October		
12	11 - 15 Oct	Unit: Over the Horizon Artificial Intelligence - Rights of Robots		**Blog Post Due**	**25 %**
13	18 - 22 Oct	Digital Waste/ Digital Slums		Portfolio work	
14	25 - 29 Oct	Dolly The Sheep and Vacanti Mouse *Film: Never Let Me Go*		Portfolio work	
15	1 - 5 Nov	Future of Planet Earth - Sustainability		Portfolio work	
16	8-12 Nov	Structured Group Discussion on Friday During Double		**Portfolio 2 Due**	**25%**
17	15 - 19 Nov	**Exam Week**			
18	22 - 26 Nov				
19	29 Nov - 3 Dec	**Marking, moderating, reporting** **Year 12 Formal**			

| 20 | 6 - 10 Dec | **Year 12 Graduation** |
| 21 | 13 - 17 Dec | **Last day of term: 17 Dec** |