

Erindale College

Assessment Period:	2021 S2
Course:	ESSENTIAL ENGLISH
Unit:	Unit 2: Making Connections (1.0)
Accreditation:	A
Year:	11

Unit Goals

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts. Refer to Appendix F for elaborations on content descriptors

Content Description

Use strategies and skills for comprehending texts including:

- interpreting structural and language features and aural and visual cues used in texts
- making inferences from content, text structures and language features
- summarising ideas and information presented in texts
- identifying similarities and differences between own response to texts and responses of others

Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts
- the effects of mediums, types of texts and text structures on audiences, for example, pop-ups on websites, flashbacks in films and intonation in speeches
- the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources
- identifying the relevance and usefulness of each source
- using different strategies for finding information such as taking notes to summarise and/or paraphrase information

Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts
- selecting text structures, language features and visual techniques to communicate and represent ideas and information
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, drafting and proofreading, and appropriate referencing

Assessment Tasks

Name	Due Date	Weighting
Oral Presentation	2 August - 6 August	25%
Portfolio	3 September	25%
Website	5 November	25%
Exam	15 November	25%

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 ESSENTIAL ENGLISH A - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Creating	<ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate considered ideas for different purposes, contexts and audiences creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research communicates ideas demonstrating clarity, fluency and accurate expression 	<ul style="list-style-type: none"> creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences creates texts using a selection of language features and text structures, to influence and engage particular audiences constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research communicates ideas demonstrating clarity and accuracy of expression 	<ul style="list-style-type: none"> creates texts in different modes to present ideas for different purposes, contexts and audiences creates texts using a variety of language features and text structures, with consideration of audience presents a logical argument supported by relevant evidence and examples communicates ideas clearly 	<ul style="list-style-type: none"> creates texts for different purposes for particular contexts or audiences creates texts using language features and text structures, with some consideration of audience presents an argument using some relevant evidence and examples communicates ideas with uneven expression 	<ul style="list-style-type: none"> creates different texts with little or no reference to purpose, context or audience creates texts using a few basic language features and text structures, with some consideration of audience presents ideas or an opinion with little or no reference to evidence and examples expresses ideas without clarity
Responding	<ul style="list-style-type: none"> 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 main ideas and viewpoints in texts analyses how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity reflects independently on their learning to extend and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> explains text structures and how language features are used to achieve particular purposes and effects explains how details and examples are used to support main ideas and viewpoints in texts explains how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning to develop and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> describes text structures and how language features are used to achieve purposes and effects describes how details and examples are used to support main ideas and viewpoints in texts describes how ideas and information are represented in texts to engage and persuade an audience researches and presents 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 	<ul style="list-style-type: none"> identifies text structures and some reference to how language features are used identifies some details and examples to support ideas in texts, with some reference to viewpoints identifies how some ideas and information are represented in texts with some reference to audience engagement researches 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 	<ul style="list-style-type: none"> identifies text structures and little or no reference to how language features are used identifies details in texts with little or no reference to examples and viewpoints identifies ideas and/or information in texts with little or no reference to audience engagement researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques reflects on their thinking with little or no adjustment to their learning