

# Erindale College

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

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