Erindale College

Assessment Period:	2021 S2
Course:	CONTEMPORARY ENGLISH
Unit:	Unit 2: Contemporary English (1.0)
Accreditation:	A
Year:	11

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	Friday Week 4: 6 August	25%
Responding Task	Friday Week 7: 27 August	25%
Creating Task	Friday Week 12: 15 October	25%
Responding Task	Friday Week 16: 12 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 CONTEMPORARY ENGLISH A - Year 11

	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 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	● 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	● 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	● 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	● 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	● 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	● 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	● 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	● 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	● 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