

Erindale College

Assessment Period:	2021 S2
Course:	ESSENTIAL ENGLISH
Unit:	Unit 4: Local and Global (1.0)
Accreditation:	A
Year:	12

Unit Goals

- understand ways in which language is used to influence and engage different audiences
- investigate the way language is used to represent issues and attitudes
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes

Content Description

Use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts and explaining points of view and implications
- evaluating the evidence upon which different views are based
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience
- reflecting on the way ideas and information are presented in texts

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts
- the use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites
- how some points of view are privileged while others are marginalised or silenced; for example, the unreliable narrator in fiction and film, the antagonists in drama and video games or the presentation of only one point of view in a news story

Using information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material
- determining the relevance of source material to the context and topic
- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion

Create a range of texts:

- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies
- integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using an effective editing processes and appropriate referencing in the presentation of work

Assessment Tasks

Name	Due Date	Weighting
Exam	Undertaken on double lesson Wk 6: 16 August - 20 August	30%
Oral Presentation	Notes due on 06/08: 6 September	30%
Portfolio	Activities undertaken in class: 12 November	40%

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 12

	<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 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<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 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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