

Erindale College

Assessment Period:	2022 S1
Course:	ENGLISH
Unit:	Unit 1: Communication of Meaning (1.0)
Accreditation:	T
Year:	11

Specific Unit Goals

This unit should enable students to:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning
- investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts

Content Descriptions

Investigate the relationships between language, context and meaning by

- explaining how texts are created in and for different contexts
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts

Examine similarities and differences between imaginative, persuasive and interpretive texts including:

- explaining the ways language features, text structures and conventions communicate ideas and points of view
- explaining the ways text structures, language features and stylistic choices are used in different types of texts
- analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts
- evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts

Analyse and evaluate how responses to texts, including students' own responses, are influenced by:

- purpose, taking into account that a text's purpose is often open to debate
- personal, social and cultural context
- the use of imaginative, persuasive and interpretive techniques

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts
- drawing on a range of technologies in, for example, research, communication and representation of ideas
- combining visual, spoken and written elements where appropriate
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- using evidence-based argument
- using appropriate quotation and referencing protocols
- using strategies for planning, drafting, editing and proofreading
- using accurate spelling, punctuation, syntax and metalanguage

Reflect on their own and others' texts by:

- analysing textual evidence to assess the purpose and context of texts
- questioning responses to texts
- investigating the impact and uses of imaginative, interpretive and persuasive texts

Assessment Tasks

Name	Due Date	Weighting
Responding Task 1	Week 6 during the double: 7 March - 11 March	25%
Creating Task 1	Week 8 during the double: 21 March - 25 March	25%
Creating Task 2	Week 13: 13 May	25%
Responding Task 2	Week 17: 10 June	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.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for ENGLISH T - 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>
Responding	<ul style="list-style-type: none"> critically analyses the relationship between context, purpose and audience and how they shape meaning critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches widely and independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> analyses the relationship between context, purpose and audience and how they shape meaning analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> explains the relationship between context, purpose and audience to convey meaning explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences researches independently, explaining information for a range of purposes, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning and adjusts their approach to thinking and learning 	<ul style="list-style-type: none"> describes context, purpose and audience with some reference to how meaning describes how literary conventions, language and stylistic features are used for different audiences researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning 	<ul style="list-style-type: none"> identifies context, purpose and audience and makes some reference to meaning identifies language or stylistic features with little or no reference to meaning and consideration of audience researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning
Creating	<ul style="list-style-type: none"> communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts and audiences manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner communicates fluently and expressively using precise expression and language conventions 	<ul style="list-style-type: none"> communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates fluently using accurate expression and language conventions 	<ul style="list-style-type: none"> communicates ideas across a range of texts for different purposes, contexts and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates clearly using mainly accurate expression and language conventions 	<ul style="list-style-type: none"> communicates ideas for different purposes with some consideration of contexts and audiences uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes communicates using some accurate expression and some understanding of language conventions 	<ul style="list-style-type: none"> communicates straightforward ideas for different purposes with little or no reference to context and audiences uses basic stylistic features in texts with little or no consideration of conventions in different modes communicates using some accurate expression