

Erindale College

Assessment Period:	2021 S2
Course:	CONTEMPORARY ENGLISH
Unit:	Unit 4: Contemporary English (1.0)
Accreditation:	M
Year:	11

Unit Goals

- identify information and ideas in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- 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
- identify points of view that are presented in texts
- create oral, written and multimodal texts that convey a point of view
- create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Description

- identifies personally relevant information and ideas
- uses strategies to locate specific information
- identifies information and ideas from texts
- uses reading strategies to identify information within texts
- conveys a simple opinion or factual information in writing
- demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text
- produces familiar text types using basic vocabulary, grammatical structures and conventions
- presents information in a style appropriate to audience and purpose
- selects vocabulary 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
- demonstrates 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	Week 4: 6 August	25%
Responding Task	Week 7: 27 August	25%
Creating Task	Week 12: 15 October	25%
Responding Task	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 M - 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"> • applies literacy skills in a variety of contexts, with independence • creates a variety of texts in different modes for different purposes, with independence 	<ul style="list-style-type: none"> • applies literacy skills in a variety of contexts, with some independence • creates a variety of texts in different modes for different purposes, with some independence 	<ul style="list-style-type: none"> • applies literacy skills in different contexts, with assistance • creates in different modes for different purposes, with assistance 	<ul style="list-style-type: none"> • applies literacy skills in some contexts, with repeated cueing • creates texts for different purposes, with repeated cueing 	<ul style="list-style-type: none"> • applies literacy skills in limited contexts, with direct instruction • creates different texts, with direct instruction
Responding	<ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with independence • explains ideas, attitudes and points of views in texts, with independence • reflects with insight on their thinking and learning, with independence 	<ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with some independence • explains ideas, attitudes and points of view in texts, with some independence • reflects with insight on their thinking and learning, with some independence 	<ul style="list-style-type: none"> • responds to texts for differing purposes and audiences, with assistance • explains ideas and points of view in texts, with assistance • reflects on their thinking and learning, with assistance 	<ul style="list-style-type: none"> • responds to texts for differing purposes, with repeated cueing • explains ideas in texts, with repeated cueing • reflects on their thinking and learning, with repeated cueing 	<ul style="list-style-type: none"> • responds to texts, with direct instruction • identifies ideas in texts, with direct instruction • reflects in a limited way on their thinking and learning, with direct instruction