

Erindale College

Assessment Period:	2021 S2
Course:	ENGLISH
Unit:	Unit 2: Representations Through Texts (1.0)
Accreditation:	T
Year:	11

Unit Goals

- understand the ways in which ideas and attitudes are represented in texts
- examine the ways texts are constructed to influence responses
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts

Content Description

Compare texts in a variety of contexts, mediums and modes by:

- explaining the relationship between purpose and context
- analysing the style and structure of texts including digital texts
- evaluating similarities and differences between hybrid texts, for example, infotainment, product placement in movies, hypertext fiction

Investigate the representation of ideas, attitudes and voices in texts including:

- analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences
- evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument
- analysing the effects of using multimodal and digital conventions such as navigation, sound and image
- analysing how attitude and mood are created, for example, through the use of humour in satire and parody

Analyse and evaluate how and why responses to texts vary through:

- the impact of language and structural choices on shaping own and others' perspectives
- the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media
- the interplay between imaginative, persuasive and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising
- analysing changing responses to texts over time and in different cultural contexts

Create a range of texts:

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences
- experimenting with text structures, language features and multimodal devices
- developing and sustaining voice, tone and style
- selecting and applying appropriate textual evidence to support arguments
- using strategies for planning, drafting, editing and proofreading

• using accurate spelling, punctuation, syntax and metalanguage

Reflect on their own and others' texts by:

- analysing the values and attitudes expressed in texts
- evaluating the effectiveness of texts in representing ideas, attitudes and voices
- explaining how and why texts position readers and viewers

Assessment Tasks

Name	Due Date	Weighting
Responding Essay	20 August	40%
Creative Response	15 October	30%
Responding Presentation	3 November	30%

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>
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
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