

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