

**UNIT OUTLINE**

Year: 2020 Accreditation: T/A

Timetable Period: Semester 2

Classroom Teacher: Iwen Chow

Executive Teacher: Leica Burt

<b>Course Title</b>	English as a Second Language	<b>Course Code:</b>	0461/0462
<b>Semester Unit</b>	Issues and Attitudes	<b>Unit Value/Code:</b>	07202/07190
<b>Term Unit (a)</b>	Issues and Attitudes a	<b>Unit Value/Code:</b>	07203/07191
<b>Term Unit (b)</b>	Issues and Attitudes b	<b>Unit Value/Code:</b>	07204/07192

**Unit Description**

**Specific Unit Goals**

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> <li>respond to issues and ideas using sustained and effective communication</li> <li>understand the relationships between information, ideas, language and values in a range of texts</li> <li>understand personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts</li> <li>plan and create oral, written and multimodal texts appropriate to specific contexts, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>respond to issues and ideas using sustained, persuasive and effective communication</li> <li>investigate the relationships between information, ideas, language and values in a range of texts</li> <li>examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts</li> <li>plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.</li> </ul>

**Content**

**Engage with texts**

A Course	T Course
<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>participating in collaborative discussions and presentations in a range of contexts, for example plays, role plays and seminars</li> <li>using pausing, stress, rhythm, pitch and intonation for particular effects</li> </ul>	<p><b>Communication skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars</li> <li>using pausing, stress, rhythm, pitch and intonation for particular effects</li> <li>using a range of non-verbal cues to complement and enhance meaning</li> </ul>

<ul style="list-style-type: none"> <li>• using a range of non-verbal cues to complement and enhance meaning</li> <li>• modulating register and tone to achieve specific purposes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• using devices such as understatement, exaggeration and stereotyping</li> <li>• modulating register and tone to achieve specific purposes and effects.</li> </ul>
<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• comparing different forms and mediums, their purposes and effects, and the values, attitudes reflected in these texts</li> <li>• representing connotations and figurative language, for example, metaphors, imagery and personification</li> <li>• explaining how rhetorical devices are designed to influence and persuade</li> <li>• understanding how audience response to ideas and issues is used</li> <li>• using ideas and information from a range of literary and reference texts using direct quotation</li> <li>• understanding and reflecting on personal interpretations and those of others.</li> </ul>	<p><b>Comprehension skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts</li> <li>• analysing connotations and figurative language, for example, metaphors, imagery and personification</li> <li>• evaluating how rhetorical devices are designed to influence and persuade</li> <li>• evaluating how audience response to ideas and issues is manipulated</li> <li>• integrating ideas and information from a range of literary and reference texts using direct and indirect quotation</li> <li>• reflecting on and evaluating personal interpretations and those of others.</li> </ul>

<b>A course</b>	<b>T course</b>
<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• explaining how changes in context create changes in meaning (ESLA11)</li> <li>• demonstrating how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues (ESLA12)</li> </ul>	<p><b>Language and text analysis skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• analysing and explaining how changes in context create changes in meaning (ESLT12)</li> <li>• analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues (ESLT13)</li> </ul>

<ul style="list-style-type: none"> <li>relating how culturally based representations of concepts such as knowledge or authority are conveyed (ESLA13)</li> <li>investigating the manipulation of text structures and language features for different purposes (ESLA14)</li> <li>describing and using elements of texts to convey attitudes and opinions. (ESLA15)</li> </ul>	<ul style="list-style-type: none"> <li>analysing how culturally based representations of concepts such as knowledge or authority are conveyed (ESLT14)</li> <li>evaluating the manipulation of text structures and language features for different purposes (ESLT15)</li> <li>analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts. (ESLT16)</li> </ul>
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**Assessment:**

TASK	DUE DATE	WEIGHTING
In-Class Writing Essay	Week 6	20%
Creative Writing	Week 8	30%
In-Class Test	Week 14	20%
Oral Presentation	Week 15	30%

(Weightings are those prescribed in the course outline)

**Specific Entry & Exit Requirements for Term Units**

This is a Semester Unit.

**ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT**

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student’s performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

Listening and Speaking:

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| <ul style="list-style-type: none"> <li>• speak in a variety of situations using appropriate registers;</li> <li>• comprehend and use correctly a range of language and structures;</li> <li>• participate actively and cooperatively in groups;</li> <li>• listen actively and make considered responses (either oral or written);</li> </ul> | <ul style="list-style-type: none"> <li>• use spoken language for a variety of purposes (such as to narrate, explain, question, persuade explore, discuss, negotiate, report and describe);</li> <li>• select key information from a range of aural texts and self-correct writing</li> </ul> |
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Reading and Viewing:

- recognise meaning and purpose;
- understand a range of texts in different genres;
- identify structures and conventions of genres;
- understand and respond appropriately to a variety of language structures and features;
- use appropriate reading and research techniques;
- critically analyse and synthesise material from various texts;
- respond with understanding, insight and creativity;
- identify the social and cultural contexts of texts; and
- use video and cyber texts in addition to printed texts.

Writing:

- communicate meaning clearly and fluently;
- write effectively in a range of genres;
- write effectively for a variety of audiences and purposes (to narrate, explain, persuade, explore, report and describe);
- reflect on and refine their own process of writing;
- collaborate effectively in a writing group;
- use research and reference skills and synthesise information from a range of sources;
- respond critically and imaginatively to print, aural and screen based texts; and understand and reflect on issues and structures in Australian society.

**UNIT GRADES DESCRIPTORS FOR ‘T’ COURSES**

Grade	Descriptor
Students who achieve the grade <b>A</b>	<ul style="list-style-type: none"> <li>• uses the English language highly competently</li> <li>• comprehends subtlety</li> <li>• is able to use critical analysis and interpret a wide range of texts;</li> <li>• synthesises complex information from a variety of sources and exhibits insights into issues.</li> </ul>
Students who achieve the grade <b>B</b>	<ul style="list-style-type: none"> <li>• uses language effectively;</li> <li>• understands implied meanings;</li> <li>• writes confidently and</li> <li>• is able to analyse and synthesise information.</li> </ul>
A student who achieves the grade <b>C</b>	<ul style="list-style-type: none"> <li>• communicates competently in a range of situations</li> <li>• shows a developing control of spoken and written language.</li> </ul>
Students who achieve the grade <b>D</b>	<ul style="list-style-type: none"> <li>• uses straightforward language satisfactorily;</li> <li>• focuses on literal meaning;</li> <li>• can interpret and present basic information; writes with assistance for specific purposes.</li> </ul>
Students who achieve the grade <b>E</b>	<ul style="list-style-type: none"> <li>• has completed the minimum number of assessment items;</li> <li>• is comfortable with basic texts and writes with assistance and encouragement.</li> </ul>

**UNIT GRADE DESCRIPTORS FOR ‘A’ COURSE**

Students who achieve an <b>A</b> grade typically	<ul style="list-style-type: none"> <li>• Demonstrates a very high degree of reflection</li> <li>• Demonstrates detailed understanding of the relationships between texts and their social and cultural contexts</li> <li>• Responds to texts with a high degree of insight and creativity and employs sophisticated vocabulary and syntax</li> <li>• Demonstrates excellent oral skills, selects relevant ideas and information</li> <li>• Displays a competent use of a variety of forms and structures</li> <li>• Locates and competently interprets relevant information from varied sources</li> <li>• Applies the language learned in a familiar and predictable range of contexts and purposes</li> </ul>
Students who achieve a <b>B</b> grade typically	<ul style="list-style-type: none"> <li>• Demonstrates a degree of reflection</li> <li>• Demonstrates a degree of understanding of the relationships between texts and their social and cultural contexts</li> <li>• Responds to texts with some insight and creativity, employing vocabulary and syntax competently</li> <li>• Demonstrates effective oral skills and displays a competent use of a forms and structures</li> <li>• Locates and interprets relevant information from sources</li> <li>• Selects some relevant ideas and information</li> <li>• Applies the language learned in familiar and predictable contexts and purposes</li> </ul>
Students who achieve a <b>C</b> grade typically	<ul style="list-style-type: none"> <li>• Refers to some relevant examples of the text</li> <li>• Demonstrates some understanding of the relationships between texts and their social and cultural contexts</li> <li>• Responds creatively to text and employs vocabulary and syntax appropriately</li> <li>• Demonstrates satisfactory oral skills and displays some use of different forms and structures</li> <li>• Locates and selects relevant information</li> <li>• Applies the language learned in familiar and predictable contexts and for a limited range of purposes</li> </ul>
Students who achieve a <b>D</b> grade typically	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of the relationships between texts and their contexts</li> <li>• Responds to texts with some creativity</li> <li>• Employs limited vocabulary and syntax and demonstrates limited oral skills</li> <li>• Displays some use of forms and structures</li> <li>• Locates and selects only simple ideas and information</li> <li>• Applies the language learned with limited understanding of contexts and purposes</li> </ul>
Students who achieve an <b>E</b> grade typically	<ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of the texts</li> <li>• Responds to texts with minimal or no creativity</li> <li>• Employs basic vocabulary and syntax and demonstrates minimal oral skills</li> <li>• Displays minimal use of forms and structures</li> </ul>

	<ul style="list-style-type: none"> <li>• Locates (with assistance) and records information, selecting ideas with assistance</li> <li>• Very limited application of language</li> </ul>
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**SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:**

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

**ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT**

**Attendance and Participation**

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

**Completion of Assessment Items**

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

**Late Submission of Assessment Items**

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

**Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

**Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

**Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Executive Teacher:**

**Class Teachers:**

**FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0010/313777/P\\_and\\_P\\_Manual\\_2019\\_V5.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf)

