



UNIT OUTLINE
SEMESTER 1 2019

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|----------------------|---|--------------------|--------------|
| Course Title | ESSENTIAL ENGLISH A | Course Code | 0268 |
| Unit Title | COMPREHENDING AND RESPONDING | Unit Code | 04987 |
| Semester Unit | Comprehending and Responding | Unit Value | 1.0 |
| Term 1 Unit | Comprehending and Responding 1a (04991) | Unit Value | 0.5 |
| Term 2 Unit | Comprehending and Responding 1b (04992) | Unit Value | 0.5 |

SPECIFIC UNIT GOALS

By the end of this unit, students:

- comprehend information, ideas and language 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

CONTENT SUMMARY

Further elaborations on the content of this unit are available at:

<https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/essential-english/?unit=Unit+1>

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence
- predicting meaning using text structures and language features
- making personal connections with texts
- questioning texts to draw conclusions.

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts
- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements
- the use of narrative features, for example, point of view in film, fiction and video games.

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information
- understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes
- using strategies and tools for collecting and processing information, for example graphic information and spreadsheets

Using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, recording sources of information and proofreading.

ASSESSMENT

| TASK | DUE DATE | WEIGHTING |
|-----------------------|----------|-----------|
| Short Response | Week 5 | 25% |
| Creative Presentation | Week 9 | 25% |
| Essay | Week 14 | 25% |
| Oral Presentation | Week 17 | 25% |

Specific Entry & Exit Requirements for Term Units

Students that wish to exit after Term 1 must complete the Short Response and the Creative Presentation.

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:

- an ability to respond critically to texts and logically justify viewpoint
- effective and competent use of language for a range of purposes and audiences
- imagination and originality
- ability to locate, synthesise and reference material from various sources
- control of appropriate medium

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.45pm on that day unless negotiated with the teacher. After 3.45pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

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. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher: Danielle Banks

Class Teacher: Tiana Liddell

Date: Feb 2019

Unit Grade Descriptors for A Courses

| | <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 critically | <ul style="list-style-type: none"> ● responds to texts critically and with insight ● justifies viewpoint through logical argument and effective use of relevant examples | <ul style="list-style-type: none"> ● responds to texts with insight ● justifies viewpoint and makes effective use of examples | <ul style="list-style-type: none"> ● understands and responds to key ideas in texts ● demonstrates a viewpoint, not always justified | <ul style="list-style-type: none"> ● understands simple ideas and retells narrative ● shows some capacity to form a viewpoint | <ul style="list-style-type: none"> ● paraphrases or retells ● does not express a viewpoint |
| Evaluation and synthesis of ideas | <ul style="list-style-type: none"> ● synthesises and evaluates material in a competent manner to construct a perceptive response | <ul style="list-style-type: none"> ● synthesises and evaluates material to construct a competent response | <ul style="list-style-type: none"> ● evaluates material to construct a satisfactory response | <ul style="list-style-type: none"> ● evaluates some material in a limited manner to construct a response | <ul style="list-style-type: none"> ● constructs a simplistic or incomplete response |
| Imagination and originality | <ul style="list-style-type: none"> ● effectively demonstrates creativity and originality | <ul style="list-style-type: none"> ● demonstrates creativity and originality | <ul style="list-style-type: none"> ● demonstrates some creativity ● may present work that is derivative in nature | <ul style="list-style-type: none"> ● demonstrates limited creativity ● presents a literal interpretation | <ul style="list-style-type: none"> ● demonstrates little understanding of simple and concrete ideas |
| Use of language | <ul style="list-style-type: none"> ● communicates with effective control of language for a range of purposes and audiences | <ul style="list-style-type: none"> ● communicates with control of language for a range of purposes and audiences | <ul style="list-style-type: none"> ● communicates with developing control of language for a range of purposes and audiences | <ul style="list-style-type: none"> ● demonstrates a partial understanding of the medium and limited use of its conventions | <ul style="list-style-type: none"> ● does not demonstrate understanding of the conventions of the medium |
| Control of medium | <ul style="list-style-type: none"> ● demonstrates effective and consistent control of the conventions of the medium | <ul style="list-style-type: none"> ● demonstrates consistent control of the conventions of the medium | <ul style="list-style-type: none"> ● demonstrates understanding of the conventions of the medium but applies them inconsistently | <ul style="list-style-type: none"> ● demonstrates a partial understanding of the medium and limited use of its conventions | <ul style="list-style-type: none"> ● does not demonstrate understanding of the conventions of the medium |