

**UNIT OUTLINE
SEMESTER 1, 2019**

Course Title	ESSENTIAL ENGLISH A	Course Code	0268
Unit Title	UNIT 3: Understanding Perspectives	Unit Code	04989
Semester Unit	Unit 3: Understanding Perspectives	Unit Value	1.0
Term 1 Unit	Unit 3a: Understanding Perspectives (04995)	Unit Value	0.5
Term 2 Unit	Unit 3b: Understanding Perspectives (04996)	Unit Value	0.5

SPECIFIC UNIT GOALS

By the end of this unit, students who put in the effort will be able to:

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

CONTENT SUMMARY

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts
- identifying facts, opinions, supporting evidence and bias
- understanding the way attitudes and values are represented
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts
- use of mediums, types of texts, text structures and language features; for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font-style in websites and use of questioning strategies and tone of voice in interviews
- the use of narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator

Using information for specific purposes and contexts by:

- gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources
- categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices
- understand ethical research practices

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies
- selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Short Response	Week 6	25%
Creative Presentation	Week 10	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 Oral 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 for further advice on the 'appeal process'.

Unit Grade Descriptors for A Courses

Assessment criteria	Responding critically	Evaluation and synthesis of ideas	Imagination and originality	Use of language	Control of medium
A student who achieves an A grade typically	<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"> • synthesises and evaluates material in a competent manner to construct a perceptive response 	<ul style="list-style-type: none"> • effectively demonstrates creativity and originality 	<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"> • demonstrates effective and consistent control of the conventions of the medium
A student who achieves a B grade typically	<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"> • synthesises and evaluates material to construct a competent response 	<ul style="list-style-type: none"> • demonstrates creativity and originality 	<ul style="list-style-type: none"> • communicates with control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates consistent control of the conventions of the medium
A student who achieves a C grade typically	<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"> • evaluates material to construct a satisfactory response 	<ul style="list-style-type: none"> • demonstrates some creativity • may present work that is derivative in nature 	<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 understanding of the conventions of the medium but applies them inconsistently
A student who achieves a D grade typically	<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"> • evaluates some material in a limited manner to construct a response 	<ul style="list-style-type: none"> • demonstrates limited creativity • presents a literal interpretation 	<ul style="list-style-type: none"> • communicates with partial control of language with little understanding of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates a partial understanding of the medium and limited use of its conventions
A student who achieves an E grade typically	<ul style="list-style-type: none"> • paraphrases or retells • does not express a viewpoint 	<ul style="list-style-type: none"> • constructs a simplistic or incomplete response 	<ul style="list-style-type: none"> • demonstrates little understanding of simple and concrete ideas 	<ul style="list-style-type: none"> • communicates with little control of language 	<ul style="list-style-type: none"> • does not demonstrate understanding of the conventions of the medium

Executive Teacher: Danielle Banks

Class Teacher: Jane Watson Date: S1, 2019