UNIT OUTLINE
SEMESTER 1, 2019

Course Title	CONTEMPORARY ENGLISH	Course Code	0191
Unit Title	CONTEMPORARY ENGLISH (M)	Unit Code	05020
		Unit Value	1.0
Term 1 Unit	Contemporary English 3a	Unit Code	05021
		Unit Value	0.5
Term 2 Unit	Contemporary English 3b	Unit Code	05022
		Unit Value	0.5

SPECIFIC UNIT GOALS

By the end of this unit, students:
- Identify information and ideas 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
- Create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
- Identify points of view that are presented in texts
- Create oral, written and multimodal texts that convey a point of view
- Create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

CONTENT SUMMARY

- Identify personally relevant information and ideas
- Use strategies to locate specific information
- Identify information and ideas from texts
- Use strategies to identify information within texts
- Convey a simple opinion or factual information in writing
- Demonstrate basic vocabulary, grammatical accuracy and understanding of conventions of written text
- Produce familiar text types using basic vocabulary, grammatical structures and conventions
- Present information in a style appropriate to audience and purpose
- Select vocabulary and conventions appropriate to the text
- Give or elicit basic information in short, simple oral texts
- Listen for basic information in short, simple oral texts
- Use everyday language to provide information or maintain a conversation in familiar spoken contexts
- Listen for relevant information in oral texts across familiar contexts
- Demonstrate strategies to establish and maintain spoken communication in familiar and some familiar contexts
- Derive meaning from a range or oral texts in familiar and some unfamiliar contexts

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Responding Task 1	Week 5	20%
Oral presentation	Week 9	30%
Responding Task 2	Week 14	20%
Creative Task	Week 17	30%

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.

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: Renee Couto

Date: February 2019

Achievement Standards for M Courses

	A student who achieves an **A** grade typically, independently	A student who achieves a **B** grade typically, with some assistance	A student who achieves a **C** grade typically, with occasional assistance	A student who achieves a **D** grade typically, with continuous guidance	A student who achieves an **E** grade typically, with direct instruction
Responding critically	• describes how features of texts achieve a particular purpose and effect • describes how examples are used to support ideas in a text	• identifies how features of texts achieve a particular purpose • identifies how examples are used to support the main ideas in texts	• identifies features of texts • identifies main ideas and supporting details in texts	• identifies some features in familiar texts • identifies some main ideas and information in a text	• identifies some features in familiar texts • identifies some ideas or information in a text
Evaluation and synthesis of ideas	• selects relevant information from different sources	• selects relevant information from sources	• selects relevant information from sources	• selects some information from different sources	• locates some information in texts
Imagination and originality	• presents ideas and opinions appropriately in texts	• presents ideas and opinions appropriately in texts	• presents ideas and opinions in texts	• presents some ideas and opinions	• presents some ideas and opinions
Use of language	• uses appropriate language for a range of purposes and audiences	• uses appropriate language for a range of purposes and audiences	• uses appropriate language for a range of purposes and audiences	• uses language appropriate to purpose and audience	• uses language appropriate to purpose and audience
Control of medium	• communicates simple ideas, using conventions of the medium	• communicates simple ideas using conventions of the medium	• communicates simple ideas using some conventions of the medium	• communicates basic ideas using some conventions of the medium	• communicates basic ideas using some conventions of the medium