



Course Title	ENGLISH	Course Code:	0296
Semester Unit	Unit 4: Perspectives	Unit Value/Code:	1.0
Term Unit (a)	Perspectives	Unit Value/Code:	0.5
Term Unit (b)	Perspectives	Unit Value/Code:	0.5

Specific Unit Goals:

By the end of this unit, students:

- understand how content, structure, voice and perspective in texts shape responses and interpretations
- examine different interpretations of texts and how these resonate with, or challenge, their own responses
- create cohesive oral, written and multimodal texts in a range of forms, mediums and styles.

Content Summary:

Further elaboration on the content of this unit is available at:

<http://www.australiancurriculum.edu.au/SeniorSecondary/English/English/Curriculum/SeniorSecondary>

Investigate and evaluate the relationships between texts and contexts by:

- undertaking close analysis of texts (ENGT01)
- examining how each text relates to a particular context or contexts (ENGT02)
- comparing the contexts in which texts are created and received. (ENGT03)

Evaluate different perspectives, attitudes and values represented in texts by:

- analysing content, purpose and choice of language (ENGT04)
- analysing the use of voice and point of view such as in feature articles, reporting of current events or narration (ENGT05)
- exploring other interpretations and aspects of context to develop a considered response. (ENGT06)

Evaluate how texts convey perspectives through:

- the selection of mode, medium, genre and type of text (ENGT07)
- the ways points of view and values are represented (ENGT08)
- the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text. (ENGT09)

Create a range of texts:

- using appropriate language and stylistic features to sustain a personal voice and point of view (ENGT10)
- using nuanced language (ENGT11)
- synthesising ideas and opinions to develop complex argument (ENGT12)
- substantiating and justifying their own responses using textual evidence (ENGT13)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ENGT14)
- using strategies for planning, drafting, editing and proofreading (ENGT15)
- using accurate spelling, punctuation, syntax and metalanguage. (ENGT16)

Reflect on their own and others' texts by:

- analysing and evaluating how different attitudes and perspectives underpin texts (ENGT17)
- questioning the assumptions and values in texts (ENGT18)
- identifying omissions, inclusions, emphases and marginalisations (ENGT19)
- discussing and evaluating different readings of texts. (ENGT20)

Assessment:

TASK	DUE DATE	WEIGHTING
Responding In-Class Essay	Week 5	40%
Creative Response to Novel	Week 11	30%
Investigating Task	Week 16	30%

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

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

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

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: Danielle Banks **Class Teacher:** Tanya Turner

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

Unit Schedule Semester 2 – English 12 T Unit 4: Perspectives

Week	Dates	Content	General Info	Assessment	Weighting	
1	22/7	Introduction to genre Conventions, Academic Honesty/Plagiarism	Review Team in school			TERM 3
2	29/7	The Immigrant Experience: Poetry <ul style="list-style-type: none"> Poetic Devices Poetic Form Purpose and audience Skills: Paragraph structure Using evidence Articulating purpose Using PEEL Introductions & Conclusions				
3	05/8		Moderation Day Thursday 8 August			
4	12/8		V-Grade Alerts			
5	19/8		Responding In Class Essay	40		
6	26/8	Perspectives of the Novel <ul style="list-style-type: none"> Understanding imagination and creativity Manipulation of language for purpose and audience Point of view Skills: Writing the Rationale Thinking creatively in English Visual Literacy and Design				
7	02/9		Tues/Wed: Yr 12 AST			
8	09/9		X-line Testing			
9	16/9					
10	23/9		Parent/Teacher Night 6.00 – 8.00pm			
30 September – 11 October						
11	14/10			Creatives	30	TERM 4
12	21/10	Perspectives through Film: <ul style="list-style-type: none"> From page to screen How cinematic technique shapes understanding of character Critical analysis of film study How do techniques influence Skills: Using perspective for audience Research skills Creating a presentation				
13	28/10		V-Grade Alerts			
14	04/11					
15	11/11		Investigating Draft			
16	18/11		Investigating	30		
17	25/11		Last day for Submissions			
18	02/12	Assessment & Reporting				Assessment
19	09/12	Assessment & Reporting	Reports Collection Day			
20	16/12	Assessment & Reporting	Yr 12 Graduation			