

**UNIT OUTLINE**

**Year:** 11      **Accreditation:** T      **Timetable Period:** Semester 1, 2020

**Classroom Teacher:** Amy Smith      **Executive Teacher:** Leica Burt

<b>Course Title</b>	Literature (Cambridge)	<b>Course Code:</b>	0298
<b>Semester Unit</b>	Unit 1: Ways of Reading and Creating	<b>Unit Value/Code:</b>	1.0 / 03389
<b>Term 1 Unit</b>	Unit 1a: Ways of Reading and Creating A	<b>Unit Value/Code:</b>	0.5 / 03390
<b>Term 2 Unit</b>	Unit 1b: Ways of Reading and Creating B	<b>Unit Value/Code:</b>	0.5 / 03391

**SPECIFIC UNIT GOALS:**

The *Ways of Reading and Creating* will enable you to:

- understand how language, structure and stylistic choices are used in different literary forms
- examine the ways in which contexts shape how a text is received and responded to by audiences
- create oral, written and multimodal responses that explore and draw on the structure and style of literary texts

**CONTENT SUMMARY**

In the *Ways of Reading and Responding Unit* you will:

**Investigate and reflect on different ways of reading literary texts including:**

- the degree to which individual points of view, experiences and contexts shape responses to texts (LITT01)
- how mode, medium and form shape responses to texts (LITT02)
- the differences between initial personal responses and more studied and complex responses (LITT03)
- how responses of readers and viewers can range from empathetic to critical (LITT04)

**Analyse distinctive features in literary texts including:**

- how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (LITT05)
- different points of view represented in texts, for example, those of characters, narrators and the implied author (LITT06)
- approaches to characterisation, for example, the inclusion of archetypal figures, authorial intrusion, the dramatisation of a character’s inner life, and the use of interior monologue (LITT07)
- different narrative approaches, for example, eye-witness accounts, multiple narrators, the unreliable narrator and the omniscient narrator (LITT08)
- the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (LITT09)
- the use of sound and visual devices in literary texts to create particular effects, for example, assonance, prosody, rhyme, animation and voice-over narration (LITT10)

**Create analytical texts:**

- structuring arguments and points of view using relevant textual evidence (LITT11)
- using appropriate linguistic, stylistic and critical terminology to respond to texts (LITT12)
- using stylistic features to craft and articulate points of view (LITT13)
- experimenting with different modes, mediums and forms (LITT14)

## Create imaginative texts:

- developing connections between real and imagined experiences (LITT15)
- drawing on knowledge and understanding of storytelling, style and the structure of texts (LITT16)
- experimenting with aspects of style and form to achieve deliberate effects (LIT17)
- reflecting on familiar and emerging literary forms for particular audiences and purposes (LITT18)

## Assessment:

TASK	DUE DATE	WEIGHTING
Responding – Short Response Exam (Poetry)	Week 6, Term 1; Double Lesson (Thursday)	25%
Creating – Poetry Creative Response (Poetry)	Week 9, Term 1; Thursday	25%
Responding – Exam Essay (Play)	Week 15, Term 2; Double Lesson (Thursday)	25%
Investigative – Oral Presentation	Week 17, Term 2	25%

## 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

- Students will be assessed on the degree to which they demonstrate:
- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

## 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: Leica Burt**

**Class Teacher: A. Smith**

**Date: Feb 2020**

**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\\_2020\\_V1.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2020_V1.pdf)

Unit Schedule Semester 1 2020: 11 T Literature Unit 1 – *Ways of Reading and Creating*

Week	Dates	Content	General Info	Assessment	Weight	
1	3/2	Introduction to College, building skills for Literature T, Introduction to Robert Frost				TERM 1
2	10/2	Poetry Study: Robert Frost				
3	17/2	Skills: <ul style="list-style-type: none"> <li>• Articulating understanding of purpose and context</li> <li>• Analysis of language choices</li> <li>• Constructing critical responses to literary texts</li> <li>• Demonstrate understanding through creating written texts</li> <li>• Understanding literary techniques</li> </ul>				
4	24/2					
5	2/3		Moderation Day 3/3			
6	9/3		Canberra Day 9/3	Responding Exam - Poetry - Over Double	25%	
7	16/3					
8	23/3					
9	30/3			Creative – Due 2/4 - 11:59pm	25%	
10	6/4		Term 2 Starts - Oral Presentation task distributed.	Good Friday 10/4		
<b>Holidays 10<sup>th</sup> April – 24<sup>th</sup> April</b>						
11	27/4	Play Study: <i>Much Ado About Nothing</i> William Shakespeare  Skills: <ul style="list-style-type: none"> <li>• Explaining and analysing text structures and stylistic choices</li> <li>• Constructing evidence-based arguments</li> <li>• Evaluating mode and medium</li> </ul>				TERM 2
12	4/5					
13	11/5					
14	18/5					
15	25/5			Responding Exam – Essay – Play – Over Double	25%	
16	1/6	Preparation of Oral Presentations: Comparative Study: <i>Much Ado</i> with students' own text choice	Reconciliation Day 1/6			
17	8/6		Queen's Birthday 8/6	Investigating - Oral Presentations – Due 9/6 – Presentations Week 7 during class.	25%	
18	15/6					
19	22/6					
20	29/6					