



UNIT OUTLINE  
SEMESTER 1, 2019

<b>Course Title</b>	<b>CONTEMPORARY ENGLISH</b>	<b>Course Code</b>	0175
<b>Unit Title</b>	<b>CONTEMPORARY ENGLISH</b>	<b>Unit Code</b>	04983
		<b>Unit Value</b>	<b>1.0</b>
<b>Term 1 Unit</b>	Contemporary English 3a 'Spiders in the Web'	<b>Unit Code</b>	04984
		<b>Unit Value</b>	<b>0.5</b>
<b>Term 2 Unit</b>	Contemporary English 3b 'Just for Laughs'	<b>Unit Code</b>	04985
		<b>Unit Value</b>	<b>0.5</b>

SPECIFIC UNIT GOALS:

<b>A course</b>	<b>M course</b>
<ul style="list-style-type: none"> <li>comprehend information, ideas and language in texts selected from everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>identify information and ideas in texts selected from everyday contexts</li> </ul>
<ul style="list-style-type: none"> <li>understand language choices in a range of texts and the likely or intended effect of these choices on the audience</li> </ul>	<ul style="list-style-type: none"> <li>understand language choices and the likely or intended effect of these choices in a range of texts</li> </ul>
<ul style="list-style-type: none"> <li>create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts</li> </ul>
<ul style="list-style-type: none"> <li>create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts</li> </ul>	<ul style="list-style-type: none"> <li>create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts</li> </ul>
<ul style="list-style-type: none"> <li>examine the ways that points of view are presented in texts for different purposes and contexts</li> </ul>	<ul style="list-style-type: none"> <li>identify points of view that are presented in texts</li> </ul>
<ul style="list-style-type: none"> <li>create oral, written and multimodal texts that convey a point of view</li> </ul>	<ul style="list-style-type: none"> <li>create oral, written and multimodal texts that convey a point of view</li> </ul>
<ul style="list-style-type: none"> <li>create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>create oral, written and multimodal texts that communicate ideas and a point of view on issues and events</li> </ul>

## CONTENT DISCRIPTIONS

A course	M course
<ul style="list-style-type: none"> <li>identifies personally relevant information and ideas from texts on highly familiar topics (CEA01)</li> </ul>	<ul style="list-style-type: none"> <li>identifies personally relevant information and ideas (CEM01)</li> </ul>
<ul style="list-style-type: none"> <li>uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts (CEA02)</li> </ul>	<ul style="list-style-type: none"> <li>uses strategies to locate specific information (CEM02)</li> </ul>
<ul style="list-style-type: none"> <li>identifies and interprets relevant information and ideas from texts on familiar topics (CEA03)</li> </ul>	<ul style="list-style-type: none"> <li>identifies information and ideas from texts (CEM03)</li> </ul>
<ul style="list-style-type: none"> <li>uses a number of reading strategies to identify and interpret relevant information within familiar text types (CEA04)</li> </ul>	<ul style="list-style-type: none"> <li>uses reading strategies to identify information within texts (CEM04)</li> </ul>
<ul style="list-style-type: none"> <li>evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types (CEA05)</li> </ul>	
<ul style="list-style-type: none"> <li>selects and applies a range of reading strategies as appropriate to purpose and text type (CEA06)</li> </ul>	
<ul style="list-style-type: none"> <li>conveys a simple idea, opinion, factual information or message in writing (CEA07)</li> </ul>	<ul style="list-style-type: none"> <li>conveys a simple opinion or factual information in writing (CEM05)</li> </ul>
<ul style="list-style-type: none"> <li>demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text (CEA08)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text (CEM06)</li> </ul>
<ul style="list-style-type: none"> <li>conveys intended meaning on familiar topics for a limited range of purposes and audiences (CEA09)</li> </ul>	
<ul style="list-style-type: none"> <li>produces familiar text types using simple vocabulary, grammatical structures and conventions (CEA10)</li> </ul>	<ul style="list-style-type: none"> <li>produces familiar text types using basic vocabulary, grammatical structures and conventions (CEM07)</li> </ul>
<ul style="list-style-type: none"> <li>communicates relationships between ideas and information in a style appropriate to audience and purpose (CEA11)</li> </ul>	<ul style="list-style-type: none"> <li>presents information in a style appropriate to audience and purpose (CEM08)</li> </ul>
<ul style="list-style-type: none"> <li>selects vocabulary, grammatical structures and conventions appropriate to the text (CEA12)</li> </ul>	<ul style="list-style-type: none"> <li>selects vocabulary and conventions appropriate to the text (CEM09)</li> </ul>
<ul style="list-style-type: none"> <li>gives or elicits basic information in a short, simple spoken context (CEA13)</li> </ul>	<ul style="list-style-type: none"> <li>gives or elicits basic information in a short, simple spoken context (CEM10)</li> </ul>
<ul style="list-style-type: none"> <li>listens for basic information in short, simple oral texts (CEA14)</li> </ul>	<ul style="list-style-type: none"> <li>listens for basic information in short, simple oral texts (CEM11)</li> </ul>
<ul style="list-style-type: none"> <li>uses everyday language to provide information or maintain a conversation in familiar spoken contexts</li> </ul>	<ul style="list-style-type: none"> <li>uses everyday language to provide information or maintain a conversation in familiar spoken contexts (CEM12)</li> </ul>
<ul style="list-style-type: none"> <li>listens for relevant information in oral texts across familiar contexts (CEA15)</li> </ul>	<ul style="list-style-type: none"> <li>listens for relevant information in oral texts across familiar contexts (CEM13)</li> </ul>
<ul style="list-style-type: none"> <li>selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts (CEA16)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts (CEM14)</li> </ul>
<ul style="list-style-type: none"> <li>derives meaning from a range of oral texts in familiar and some unfamiliar contexts (CEA17)</li> </ul>	<ul style="list-style-type: none"> <li>derives meaning from a range of oral texts in familiar and some unfamiliar contexts (CEM15)</li> </ul>

## ASSESSMENT

TASK	DUE DATE	WEIGHTING
Responding Task	Wednesday 6 <sup>th</sup> March (Week 5)	20%
Oral presentation	Friday 5 <sup>th</sup> April (Week 9)	30%
Responding Task	Friday 24 <sup>th</sup> May (Week 14)	20%
Creative Task	Wednesday 12 <sup>th</sup> June (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.

## **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:** Tanya Turner

**Date:** February, 2019