English, Humanities and Languages Academy

Erindale College

UNIT OUTLINE

Year: 12 Accreditation: T

Timetable Period: Semester 2 2020

Classroom Teacher: Carley Love **Executive Teacher: Leica Burt**

Course Title	English	**Course Code:**	0296
Semester Unit	Unit 4: Perspectives	**Unit Value/Code:**	1.0 / 03386
Term Unit (a)	Unit 4a: Perspectives a	**Unit Value/Code:**	0.5 / 03387
Term Unit (b)	Unit 4b: Perspectives b	**Unit Value/Code:**	0.5 / 03388

Prerequisites:

Unit 2 from either English T Type 2 (integrating Australian Curriculum) or Literature T Type 2 (integrating Australian Curriculum).

Specific Unit Goals:

This unit should enable students to:

- 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:

Investigate and evaluate the relationships between texts and contexts by:

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

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

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

Evaluate how texts convey perspectives through:

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

Create a range of texts:

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

Reflect on their own and others' texts by:

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

Assessment:

TASK	DUE DATE	WEIGHTING
Investigative Oral Presentation	Week 5, Term 3; Monday 17th Aug*	30%
Responding Exam Essay	Week 10, Term 3; Tuesday 22nd Sept	40%
Creative Response	Week 15, Term 4; Thursday 12th Nov	30%

* Presentations to be submitted on Google Classroom or via email by Monday 17th of August, 11:59pm. Presentations will take place in class during Week 5.

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a semester unit, students wishing to exit after the end of term 3 must have the change approved by the Academy Executive Leader and need to complete the Oral and Responding Exam Essay to meet unit requirements.

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 Teachers: K. Pointon, T. Turner, J. Watson, C. Love**

Date: July 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

Unit Schedule Semester 2 2020: 12 T English Unit 4 – Perspectives

Week	Dates	Content	General Info	Assessment	Weight	
1	20/7	Australian Perspectives • Investigation & analysis of differing perspectives (text creator, audience & wider society) • Analysis of how perspectives are conveyed Focus Text: The Australian Dream directed by Daniel Gordon Skills: • Developing question of enquiry & line of argument • Oral Presentation techniques				TERM 3
2	27/7					
3	3/8					
4	10/8					
5	17/8		Moderation Day 20/8	Investigative Oral Presentation – Due 17/8	30%	
6	24/8	Conveying Perspective through Form, Structure & Technique • Exploration of how form, structure & technique help to convey perspective • Analysis of perspective within single text Focus Text: *The 7 Stages of Grieving* by Wesley Enoch & Deborah Mailman Skills: Further development of • Exam technique • Essay writing				
7	31/8		AST 1st & 2nd Sept			
8	7/9					
9	14/9					
10	21/9			Responding Examination Essay – Due 22/9	40%	
Holidays 28th September – 11th October						
11	12/10	Conveying perspective in own creative work using content, form, structure & technique.				TERM 4
12	19/10					
13	26/10					
14	2/11					
15	9/11			Creative Response Due – 12/11	30%	
16	16/11					
17	23/11					
18	30/11					
19	7/12					
20	14/12					