ENGLISH ACADEMY

UNIT OUTLINE
SEMESTER 1 2019

Course Title	Beginning French (T)	Course Code	5334
Semester Unit	**The World Around Us**	**Unit Value & code**	1.00 53348
Term 1 Unit	**Social Issues**	**Unit Value & code**	0.5 53349
Term 2 Unit	**Work and Technology**	**Unit Value**	0.5 53350

Specific Unit Goals

By the end of this unit, students (T):

- explain their preferred leisure activities,
- explain a healthy lifestyle
- discuss arrangements/appointments
- explain symptoms of illnesses or injuries
- interpret instructions regarding medicines and prescriptions
- examine vocabulary relating to professions and possible careers
- discuss and reflect on their future work/study
- create a short CV and basic covering letter
- investigate job possibilities via the internet and other media
- analyse technological innovations
- justify opinions regarding the content

CONTENT SUMMARY:

- health and lifestyles
- hobbies and entertainment
- health and fitness
- emergencies (medicine and prescriptions)
- the future
- professional choices
- work skills
- calls, emails, fax, internet
- technological innovation
- media

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Reading comprehension test	Week 5	20%
Listening comprehension test	Week 10	30%
Writing test	Week 16	30%
Oral test	Week 18	20%

Specific Entry & Exit Requirements for Term Units
This is a Semester Unit for most students, but it is possible to complete a Term Unit with approval from the Academy Leader.

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.

Unit Grade Descriptors for Beginning T Courses – Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Understanding	• analyses language and culture in a variety of familiar contexts • explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • analyses perspectives represented in texts	• analyses language and culture in most familiar contexts • explains some interconnections between own beliefs, practices, and ideas represented or expressed in texts • explains perspectives represented in texts	• describes language and culture in most familiar contexts • describes interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • explains some perspectives represented in texts	• identifies language and culture in some familiar contexts • identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies perspectives represented in texts	• identifies minimal language and culture in rehearsed contexts • identifies few interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies aspects of the perspectives represented in texts
Communicating	• produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses • applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing	• produces texts displaying breadth in the treatment of the topic and constructs well-structured responses • applies conventions of texts to represent ideas and experiences appropriate to audience and purpose • displays accurate language use and a variety of vocabulary and grammar both orally and in writing	• produces texts displaying some breath in the treatment of the topic and constructs conclusions • applies some conventions of texts to represent experiences appropriate to audience and/or purpose • uses familiar vocabulary and grammar with some accuracy both orally and in writing	• produces texts displaying some knowledge of the topic • applies few conventions of texts to represent experiences appropriate to audience or purpose • displays some vocabulary of the language both orally and in writing	• produces texts displaying little or no understanding of the topic • applies limited or no conventions of texts • displays limited or no vocabulary of the language both orally and in writing

Unit Grade Descriptors for Beginning T Courses – Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Understanding	• evaluates language and culture in familiar and unfamiliar contexts • analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • evaluates concepts and perspectives represented in texts	• analyses language and culture in familiar and unfamiliar contexts • explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • analyses perspectives represented in texts	• describes language and culture in familiar contexts • explains some interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • explains perspectives represented in texts	• identifies language and culture in familiar contexts • identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies perspectives represented in texts	• identifies some features of language and culture in familiar contexts • identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies aspects of the perspectives represented in texts
Communicating	• produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses • applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing	• produces texts displaying breadth in the treatment of the topic and constructs well-structured responses • applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use and a variety of vocabulary and grammar both orally and in writing	• produces texts displaying some breath in the treatment of the topic and constructs conclusions • applies some conventions of texts to represent experiences appropriate to audience and/or purpose • uses familiar vocabulary and grammar with some accuracy both orally and in writing	• produces texts displaying some knowledge of the topic • applies few conventions of texts to represent experiences appropriate to audience or purpose • displays some vocabulary of the language both orally and in writing	• produces texts displaying little or no understanding of the topic • applies very few conventions of texts • displays limited vocabulary of the language both orally and in writing

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

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

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 e.g. 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 3.30pm on that day. After 3.30pm, 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.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

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 un-assessable 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.

UNIT SCORES

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or back scaling.

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: Amy Smith

Class Teacher (Name):   Helen Souflias-Mantinaos

Date: February 2019