

SEMESTER 1, 2019

Course Title	English (T)	Course Code	00296	
Unit Title	Communication of Meaning	Unit Code	03377	
		Unit Value		
Term 1 Unit	Communication of Meaning 1a	Unit Code	03378	
		Unit Value		
Term 2 Unit	Communication of Meaning 1b	Unit Code	03379	
		Unit Value		

SPECIFIC ENTRY AND EXIT REQUIREMENTS

This is a 1 unit value semester unit. 0.5 value term units are available as outlined in the table at top of the page.

UNIT GOALS

The **Communication of Meaning Unit** will enable you to:

- Understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning.
- Investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts.
- Create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

CONTENT SUMMARY

In the **Communication of Meaning** unit you will:

- **Investigate the relationships between language, context and meaning by:**
 - Explaining how texts are created in and for different contexts
 - Analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience.
 - Evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.
- **Examine similarities and differences between imaginative, persuasive and interpretive texts including:**
 - Explaining the ways language features, text structures and conventions communicate ideas and points of view
 - Explaining the ways text structures, language features and stylistic choices are used in different types of texts
 - Analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts

- Evaluating the impact of description and imagery including figurative language and still and moving images in digital and multimodal texts.
- **Analyse and evaluate how responses to texts are influenced by:**
 - Purpose, taking into account that a text's purpose is often open to debate
 - Personal, social and cultural context
 - The use of imaginative, persuasive and interpretive techniques
- **Create a range of texts:**
 - Using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.
 - Drawing on a range of technologies in, for example, research, communication and representation of ideas
 - Combining visual, spoken and written elements where appropriate
 - Using evidence-based argument
 - Using appropriate quotation and referencing protocols
 - Using strategies for planning, drafting, editing and proofreading
 - Using accurate spelling, punctuation, syntax and metalanguage
- **Reflect on your own and others' texts by:**
 - Analysing textual evidence to assess the purpose and context of texts
 - Questioning responses to texts
 - Investigating the impact and uses of imaginative, interpretive and persuasive texts.

ASSESSMENT

Task	Weight	Due
Short Response Examination	25%	Friday, 15 th March (Week 6)
Creative Presentation	25%	Wednesday, 10 th April (Week 10)
Examination Essay	25%	Friday 31 st May (Week 15)
Oral Presentation	25%	13 th , 14 th June (Week 17)

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Assessment criteria are to be used holistically on tasks and in determining the unit grade.

Assessment Criteria

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

ASSESSMENT GRADE DESCRIPTORS FOR T COURSES

Assessment criteria	Responding critically	Evaluation and synthesis of ideas	Imagination and originality	Use of language	Control of medium
A student who achieves an A grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with a high degree of insight • Justifies viewpoint through well-structured, logical argument and highly effective use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material in a complex manner to construct a perceptive response 	<ul style="list-style-type: none"> • Demonstrates a high degree of creativity and originality 	<ul style="list-style-type: none"> • Communicates with a sophisticated control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates a highly developed control and use of the conventions of the medium
A student who achieves a B grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with insight • Justifies viewpoint through structured, logical argument and effective use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material in an effective manner to construct a competent response 	<ul style="list-style-type: none"> • Effectively demonstrates creativity and originality 	<ul style="list-style-type: none"> • Communicates with effective control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates an effective and consistent control and use of the conventions of the medium
A student who achieves a C grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with some insight • Justifies viewpoint through structured argument and some use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material to construct a satisfactory response 	<ul style="list-style-type: none"> • Demonstrates some creativity and originality • May present work that is derivative in nature 	<ul style="list-style-type: none"> • Communicates with developing control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates understanding of the conventions of the medium but applies them inconsistently
A student who achieves a D grade typically	<ul style="list-style-type: none"> • Responds to texts with occasional insight • Shows some capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • Synthesises and evaluates material in a limited manner to construct a response 	<ul style="list-style-type: none"> • Demonstrates limited creativity and little in the way of originality • May present a literal interpretation 	<ul style="list-style-type: none"> • Communicates with inconsistent control of language with limited understanding of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the medium and limited use of its conventions
A student who achieves an E grade typically	<ul style="list-style-type: none"> • Paraphrases or retells • Shows little capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • Constructs a simplistic or incomplete response 	<ul style="list-style-type: none"> • Demonstrates an understanding of simple and concrete ideas • Presents a literal interpretation 	<ul style="list-style-type: none"> • Communicates with limited control of language 	<ul style="list-style-type: none"> • Demonstrates little understanding of the conventions of the medium

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 TERTIARY 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 3.30pm 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 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

Classroom Teacher: Tanya Turner

Date: Feb 2019