

UNIT OUTLINE

Year: 11 Accreditation: A

Timetable Period: Semester 1, 2021

Classroom Teacher: Tanya Turner

Executive Teacher: Andraya Stapp-Gaunt & Jane Watson

Course Title	Contemporary English	Course Code:	0175
Semester Unit	Contemporary English	Unit Value/Code:	1 / 04983
Term Unit (a)	'Spiders in the Web'	Unit Value/Code:	0.5 / 04984
Term Unit (b)	'Just for Laughs'	Unit Value/Code:	0.5 / 04985

The **CONTEMPORARY ENGLISH** unit will allow you to:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices in a range of texts and the likely or intended effect of these choices on the audience
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
- examine the ways that points of view are presented in texts for different purposes and contexts
- create oral, written and multimodal texts that convey a point of view
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes

Content Summary:

- identifies personally relevant information and ideas from texts on highly familiar topics (CEA01)
- uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts (CEA02)
- identifies and interprets relevant information and ideas from texts on familiar topics (CEA03)
- uses a number of reading strategies to identify and interpret relevant information within familiar text types (CEA04)
- evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types (CEA05)
- selects and applies a range of reading strategies as appropriate to purpose and text type (CEA06)
- conveys a simple idea, opinion, factual information or message in writing (CEA07)
- demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text (CEA08)
- conveys intended meaning on familiar topics for a limited range of purposes and audiences (CEA09)
- produces familiar text types using simple vocabulary, grammatical structures and conventions (CEA10)
- communicates relationships between ideas and information in a style appropriate to audience and purpose (CEA11)
- selects vocabulary, grammatical structures and conventions appropriate to the text (CEA12)
- gives or elicits basic information in a short, simple spoken context (CEA13)
- listens for basic information in short, simple oral texts (CEA14)
- uses everyday language to provide information or maintain a conversation in familiar spoken contexts (CEA15)
- listens for relevant information in oral texts across familiar contexts (CEA16)
- selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts (CEA17)
- derives meaning from a range of oral texts in familiar and some unfamiliar contexts (CEA18)

Assessment:

TASK	DUE DATE	WEIGHTING
Responding Task 1 (In Class)	Week 5	30%
Creative Task 1 (Oral Presentation)	Week 8	20%
Responding Task 2 (Learning Journal)	Week 14	20%
Creative Task 2 (Creating)	Week 17	30%

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

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 and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- 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.
- 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 penalty of 35% or the notional zero is reached. 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.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- 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.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.
- 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.

For more information please use: http://www.bsss.act.edu.au/__data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf

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February, 2021

Achievement Standards for English A Courses – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Respon	<ul style="list-style-type: none"> analyses the effectiveness of text structures and language features used to achieve particular purposes and effects analyses how effectively details and examples are used to support main ideas and viewpoints in texts analyses how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity reflects independently on their learning to extend and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> explains text structures and how language features are used to achieve particular purposes and effects explains how details and examples are used to support main ideas and viewpoints in texts explains how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning to develop and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> describes text structures and how language features are used to achieve purposes and effects describes how details and examples are used to support main ideas and viewpoints in texts describes how ideas and information are represented in texts to engage and persuade an audience researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning and adjusts their approach to thinking and learning 	<ul style="list-style-type: none"> identifies text structures and some reference to how language features are used identifies some details and examples to support ideas in texts, with some reference to viewpoints identifies how some ideas and information are represented in texts with some reference to audience engagement researches information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately reflects on their thinking with some adjustment to their learning 	<ul style="list-style-type: none"> identifies text structures and little or no reference to how language features are used identifies details in texts with little or no reference to examples and viewpoints identifies ideas and/or information in texts with little or no reference to audience engagement researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques reflects on their thinking with little or no adjustment to their learning
Cre	<ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate ideas for different purposes, contexts and audiences creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research communicates ideas demonstrating clarity, fluency and accurate expression 	<ul style="list-style-type: none"> creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences creates texts using a selection of language features and text structures, to influence and engage particular audiences constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research communicates ideas demonstrating clarity and accuracy of expression 	<ul style="list-style-type: none"> creates texts in different modes to present ideas for different purposes, contexts and audiences creates texts using a variety of language features and text structures, with consideration of audience presents a logical argument supported by relevant evidence and examples communicates ideas clearly 	<ul style="list-style-type: none"> creates texts for different purposes for particular contexts or audiences creates texts using language features and text structures, with some consideration of audience presents an argument using some relevant evidence and examples communicates ideas with uneven expression 	<ul style="list-style-type: none"> creates different texts with little or no reference to purpose, context or audience creates texts using a few basic language features and text structures, with some consideration of audience presents ideas or an opinion with little or no reference to evidence and examples expresses ideas without clarity

Unit Schedule Semester 1 – Contemporary English Unit 1

Week	Dates	Content	General Info	Assessment	Weight	T E R M 1	
1	1/02	<ul style="list-style-type: none"> Introduction to the Unit and topics 					
2	8/02	<p>'SPIDERS IN THE WEB'</p> <p><i>What are the dangers of the internet?</i> <i>How safe are you truly on 'the web'?</i> <i>How do you know what is real?</i></p> <ul style="list-style-type: none"> Dangers of the internet introduction Social media platforms News articles (Real versus Fake news) YouTube clip on fake news and how quickly it spreads <p>Skills</p> <ul style="list-style-type: none"> can identify relevant information understanding what a reliable source is 	PAT Testing				
3	15/02						
4	22/02						
5	1/03			Moderation Day 2/03	Responding Task 1		30%
6	8/03			Canberra Day 8/03			
7	15/03	<p>'SPIDERS IN THE WEB'</p> <p><i>How do other people use the internet for bad?</i> <i>How do you avoid people seeking your information?</i> <i>Who is trustworthy and how do you know?</i></p> <ul style="list-style-type: none"> 'Catfish' 'You' Fraud Cyberbullying Identify Theft Hacking Scams <p>Skills</p> <ul style="list-style-type: none"> identifies and interprets relevant information to find out the truth when everything appears trustworthy constructs meaning using different strategies communicates research effectively 					
8	22/03				Creative Task 1		20%
9	29/03			Good Friday 2/04			
11	19/04	<p>'JUST FOR LAUGHS'</p> <p><i>What is the purpose of 'satire'?</i> <i>Why do creators use humour to get a serious message across?</i> <i>How can you identify the message?</i></p> <ul style="list-style-type: none"> Satire introduction Exaggeration Irony & Parody Caricature Incongruity & Reversal 'The Simpsons' & Disney/Pixar Newspaper caricatures <p>Skills</p> <ul style="list-style-type: none"> locates specific messages from sources that hide behind humour conveys a simple idea, opinion, factual information or message in writing 				T E R M 2	
12	26/04			ANZAC Day 26/04			
13	03/05						
14	10/05				Responding Task 2		20%

15	17/05	<p>'JUST FOR LAUGHS'</p> <p><i>What is important to you?</i></p> <p><i>What message do you want to share with the world?</i></p> <p><i>Which form is most appealing to reach a bigger audience?</i></p> <ul style="list-style-type: none"> - Saturday Night Live - Eli Rezkallah photography collection - Parody music videos <p>Skills</p> <ul style="list-style-type: none"> ● acknowledge the strengths of different forms of texts ● selects engaging elements to speak to a wide audience <p>Post semester surveys</p> <p>Goals for next semester</p> <p>Catch up on any outstanding assessment</p>				
16	24/05					
17	31/05		Reconciliation Day 31/05	Creative Task 2	30%	
18		EXAM WEEK				
19						
20						