English, Humanities & Languages Academy
Unit Outline

Year: 11
Accreditation: T
Timetable Period: Semester 1 2021

Course Title	English	Course Code:	0296
Semester Unit	Unit 1: Communication of Meaning	Unit Value/Code:	1.0 / 03377
Term Unit (a)	Unit 1a: Communication of Meaning	Unit Value/Code:	0.5 / 03378
Term Unit (b)	Unit 1b: Communication of Meaning	Unit Value/Code:	0.5 / 03379
Teachers	Andraya Stapp-Gaunt Tanya Turner Heather Coulson Carley Love	Line and Google Classroom Code	Line 4toi5lbb Line 1 uwtfl6y Line 5 o74hfle Line 2 peprwmh Line 7 6adpe2w
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

Communication of Meaning

In Unit 1 students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Learning Goals

This unit should enable students 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 Descriptions

Below is a summary of the content for this unit. Full course documents can be found on the [ACT BSSS Website](#).

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

Students will be assessed on the degree to which they demonstrate an understanding of:
· responding
· creating.

Assessment

Task	Due Date	Weighting
Responding/Creative – portfolio of short responses (creative and analytical) to a range of text types	Week 6, Term 1, 10/3	25%
Creative - A sustained creative story that builds from the previous task	Week 8, Term 1, 26/3	25%
Responding – Novel Essay	Week 14, Term 2; Double Lesson	25%
Responding - An investigative and comparative oral presentation of two texts with a focus on 'place'.	Week 16 Term 2; presentation slides submitted and orals commence	25%

BSSS Policies

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

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 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.

Further information on relevant BSSS policies can be found here:

http://www.bsss.act.edu.au/__data/assets/pdf_file/0004/479803/_P_and_P_Manual_2021_v3.pdf

Achievement Standards for English 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
<u>Respon ding</u>	· critically analyses the relationship between context, purpose and audience and how they shape meaning	· analyses the relationship between context, purpose and audience and how they shape meaning	· explains the relationship between context, purpose and audience to convey meaning	· describes context, purpose and audience with some reference to how meaning	· identifies context, purpose and audience and makes some reference to meaning
	· critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences	· analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences	· explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences	· describes how literary conventions, language and stylistic features are used for different audiences	· identifies language or stylistic features with little or no reference to meaning and consideration of audience
	· researches independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity	· researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity	· researches independently, explaining information for a range of purposes, applying the principles of academic integrity	· researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity	· researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques
	· evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references	· analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references	· explains arguments in a structured manner and selects relevant evidence, examples and/or textual references	· describes ideas with some evidence or examples and/or textual references	· identifies straightforward ideas with little or no use of evidence or examples and/or textual references
	· reflects independently on their learning to extend and refine their thinking and	· reflects on their learning to develop and refine their thinking and approaches to	· reflects on their learning and adjusts their approach to thinking and learning	· reflects on their thinking with some adjustment to their learning	· reflects on their thinking with little or no adjustment to their learning

	approaches to learning	learning			
Creating	· communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts and audiences	· communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences	· communicates ideas across a range of texts for different purposes, contexts and audiences	· communicates ideas for different purposes with some consideration of contexts and audiences	· communicates straightforward ideas for different purposes with little or no reference to context and audiences
	· manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner	· effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences	· uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences	· uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes	· uses basic stylistic features in texts with little or no consideration of conventions in different modes
	· communicates fluently and expressively using precise expression and language conventions	· communicates fluently using accurate expression and language conventions	· communicates clearly using mainly accurate expression and language conventions	· communicates using some accurate expression and some understanding of language conventions	· communicates using some accurate expression

Unit Schedule Semester 1 2021: 11 T English Unit 1 – Communication of Meaning

Week	Dates	Content	General Info	Assessment	Weight	
1	1/2	Introduction to College, building skills for English T, Introduction place-based learning				
2	8/2	Short Texts/Excerpts: Fiction, non-fiction, poetry and drama				
3	15/2	Skills: • Explains how context, purpose and audience conveys meaning				
4	22/2	• Analyses the effect of language features and text structures on an audience • Constructs critical and creative responses to stimulus, using text structures and language features for effect				
5	1/3		Moderation Day 2/3			
6	8/3	Creative Response/Rationale Skills: • Researches independently applying	Canberra Day 8/3	Portfolio Due 10/3	25%	

7	15/3	academic integrity ● Communicates ideas using language features and text structures for effect, considering audience, context and purpose ● Reflects on learning and adjusts their approach to thinking and learning ● Communicates using accurate expression and language conventions	TEST WEEK			
8	23/3			Creative/Rationale Due 26/3	25%	
9	29/3		Good Friday 2/4			
		Oral Presentation Assessment Task and Novels to be handed out				
Holidays 5 April – 18 April						
10	19/4	Novel Study: The Dry' – Jane Harper Skills: ● Analyses how text ● structures and language features communicate the main ideas in a text ● Constructs evidence-based ● arguments				
11	26/4		26/4 Anzac Day Holiday			T E R M 2
12	3/5					
13	10/5					
14	17/5	Investigative Oral Skills ● Explains how context, purpose and audience convey meaning ● Researches independently applying academic integrity ● Communicates ideas effectively. ● Analyses the use of language features and text structures for effect		Responding Essay Across the Double	25%	
15	24/5					
16	31/5		31/5 Reconciliation Day	Investigating - Oral Presentations Week 16 and 17 during class. Slides are due 28/5	25%	
17	7/6		14/6 Queen's Birthday			
18	14/6		EXAM WEEK			

19	21/6					
End of Term 2						