

English, Humanities & Languages Academy

Unit Outline

Year: 12

Accreditation: T

Timetable Period: Semester 1 2021

Course Title	English	Course Code:	0298
Semester Unit	Comparative Texts	Unit Value/Code:	1
Term Unit (a)	Comparative Texts	Unit Value/Code:	0.5
Term Unit (b)	Comparative Texts	Unit Value/Code:	0.5
Teacher/s	Kelby Pointon, Tiana Liddell, Carley Love	Google Classroom Code and Line	Line 1 - 6d5ggs5 Line 2 - ksqcf2m Line 4 - kh4o2lv Line 5 - o5de7rv Line 6 - mvv4j7g
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

Unit Description

Specific Unit Goals

- Understand the relationship between texts, genres and contexts.
- Investigate the effects of different conventions and mediums on responses.
- Create, transform and adapt oral, written and multimodal texts in a range of mediums and styles.

Content Descriptions

Compare texts from similar or different genres and contexts by:

- analysing language, structural and stylistic choices) (ENGT01)
- explaining how each text conforms to or challenges the conventions of particular genres or modes such as crime fiction, advertising or short films (ENGT02)
- analysing and evaluating how similar themes, ideas or concepts are treated in different texts. (ENGT03)

Compare and contrast distinctive features of genres by:

- analysing the techniques and conventions used in different genres, mediums and modes (ENGT04)
- considering how the conventions of genres can be challenged, manipulated or parodied (ENGT05)
- examining how genres and their conventions have changed and adapted over time. (ENGT06)

Analyse and evaluate how the conventions of texts influence responses including:

- the ways language patterns can create shades of meaning (ENGT07)
- how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted (ENGT08)
- how responses to texts and genres may change over time and in different cultural contexts. (ENGT09)

Create a range of texts:

- transforming and adapting texts for different purposes, contexts and audiences (ENGT10)
- making innovative and imaginative use of language features (ENGT11)
- using and experimenting with text structures and language features related to specific genres for particular effects (ENGT12)
- sustaining analysis and argument (ENGT13)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ENGT14)
- using strategies for planning, drafting, editing and proofreading (ENGT15)
- using accurate spelling, punctuation, syntax and metalanguage. (ENGT16)

Reflect on their own and others’ texts by:

- analysing and evaluating how different texts represent similar ideas in different ways (ENGT17)
- explaining how meaning changes when texts are transformed into a different genre or medium (ENGT18)
- comparing and evaluating the impact of language conventions used in a variety of texts and genres. (ENGT19)

Achievement Standards for English 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
Responding	<ul style="list-style-type: none"> · critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects · critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences · evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts 	<ul style="list-style-type: none"> · analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects · analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences · analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts 	<ul style="list-style-type: none"> · explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects · explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences · explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts 	<ul style="list-style-type: none"> · describes the relationships between context, purpose and audience with reference to meaning, attitudes and values · describes how literary conventions, language or stylistic features are used to position audiences · describes how personal, social and/or cultural perspectives are represented in texts 	<ul style="list-style-type: none"> · identifies aspects of context, purpose and audience and makes some reference to meaning · identifies language and stylistic features used and makes some reference to meaning · identifies how personal, social and/or cultural perspectives are used in texts

	<ul style="list-style-type: none"> · researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity · evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references · reflects independently on their learning to extend and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> · researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity · analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references · reflects on their learning to develop and refine their thinking and approaches to learning 	<ul style="list-style-type: none"> · researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity · explains arguments in a structured manner and selects relevant evidence, examples and/or textual references · reflects on their learning in order to adjust their approach to thinking and learning 	<ul style="list-style-type: none"> · researches information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing · describes ideas with some evidence or examples and/or textual references · reflects on their thinking with some adjustment to their learning 	<ul style="list-style-type: none"> · researches and relays information and attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique · identifies straightforward ideas with little or no use of evidence or examples and/or textual references · reflects on their thinking with little or no adjustment to their learning
Creating	<ul style="list-style-type: none"> · communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts 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 · communicates fluently and expressively using concise, precise and nuanced language 	<ul style="list-style-type: none"> · communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences · employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner · communicates fluently using precise expression 	<ul style="list-style-type: none"> · communicates ideas and perspectives across a range of texts for different purposes, contexts and audiences · uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences · communicates clearly using accurate expression 	<ul style="list-style-type: none"> · communicates perspectives in a range of texts for different purposes, contexts and audiences · uses stylistic features in different modes, mediums and genres for specific purposes and audiences · communicates using mainly accurate expression 	<ul style="list-style-type: none"> · communicates fragmented perspectives for different purposes, contexts and audiences · use basic stylistic features for a purpose and audience · communicates using some accurate expression

Assessment

Task	Due Date	Weighting
Comparative Essay	Tuesday 9th March, 11:59pm, Week 6	25%
Creative Presentation	Wednesday 31st March, 11:59pm, Week 9	25%
Genre Essay	Double Lesson, Week 15	25%

Response to Stimulus	Double Lesson, Week 17	25%
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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:

- Responding
- Creating

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. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11 Notional Zeros). Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.
- 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.

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

Unit Schedule Semester 1 2021: 12 T English - Unit 3: Comparative Texts

Week	Dates	Content	General Info	Assessment	Weight	T E R M 1
1	1/2	Intro to Genre & Crime/Speculative Fiction				
2	8/2	Compare and Contrast Crime/Speculative Texts: - Poetry - Short Stories - TV/Film Excerpts Skills: - Compare and Contrast texts - Analyse impact of purpose, context & audience on texts - Analyse, use & manipulate genre conventions - Essay & Creative writing skills *Note: Hand Out Novels in Week 9! *				
3	15/2					
4	22/2					
5	1/3			Moderation Day 2/3		
6	8/3			Canberra Day 8/3	Comparative Essay, Tuesday 9th March 11:59pm	25%
7	15/3					
8	23/3					
9	29/3			Good Friday 2/4	Creative Response,	25%

				Wednesday 31st March 11:59pm			
Holidays 5 April – 18 April							
10	19/ 4	<p>Close Study of Text:</p> <ul style="list-style-type: none"> - Novel Study <p>Skills:</p> <ul style="list-style-type: none"> - Analysing how text adheres to and challenges, genre conventions - Analysing links between texts & society - Developing line of argument - AST extended response skills 					
11	26/ 4		26/4 Anzac Day Holiday				T E R M 2
12	3/5						
13	10/ 5						
14	17/ 5						
15	24/ 5			In Class Genre Essay, Double Lesson	25%		
16	31/ 5		31/5 Reconciliation Day				
17	7/6		Exam Week	Response to Stimulus, Week 17	25%		
18	14/ 6		14/6 Queen's Birthday				
19	21/ 6						
End of Term 2							