

English, Humanities & Languages Academy Unit Outline

Year: 11

Accreditation: A

Timetable Period: Semester 1 2021

Course Title	Contemporary English M	Course Code:	0191
Semester Unit	Comprehending and Responding	Unit Value/Code:	1.0 / 04987
Term Unit (a)	Comprehending and Responding 1a	Unit Value/Code:	0.5 / 04991
Term Unit (b)	Comprehending and Responding 1b	Unit Value/Code:	0.5 / 04992
Teacher/s	Jane Watson Heather Coulson Joseph Nadler Linda Edstrom	Google Classroom Code and Line	Line 2: gyfep4 Line 7: vomwaas Line 3: auxifig Line 4: kfk3qp7 Line 6 3qewbri Line 1: ekukaco
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

Unit Description

Specific Unit Goals

By the end of this unit, students:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts

Content Descriptions

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence
- predicting meaning using text structures and language features
- making personal connections with texts
- questioning texts to draw conclusions.

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts
- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements
- the use of narrative features, for example, point of view in film, fiction and video games.

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information
- understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes
- using strategies and tools for collecting and processing information, for example graphic information and spreadsheets

Using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character’s back story
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, recording sources of information and proofreading.

Assessment

Task	Due Date	Weighting
Responding Task (In class)	Week 5	25%
Investigative Task - Report	Week 9	25%
Creative Task - Website	Week 14	25%
Responding Task – Film Study	Week 17	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:

- 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: 11 A Essential English Unit 1 – Comprehending and Responding

Week	Dates	Content	General Info	Assessment	Weight	T E R M 1
1	1/2	<i>Who are we?</i> Getting to know the people in the class. Introduction to 11A Unit focus: How do we know what is true?				
2	8/2	<i>How do we communicate?</i> Different Modes of Communication and the development of Visual Literacy Skills:				
3	15/2	<ul style="list-style-type: none"> describes text structures and how language features are used to achieve purposes and effects 				
4	22/2	<ul style="list-style-type: none"> describes how ideas and information are represented in texts to engage and persuade an audience 				
5	1/3	<ul style="list-style-type: none"> reflects on their learning and adjusts their approach to thinking and learning creates texts in different modes to present ideas for different purposes, contexts and audiences 	Moderation Day 2/3	In class Responding Task (Double lesson)	25%	
6	8/3	<i>How do we critically evaluate the information that is given to us?</i> An investigation and evaluation of current conspiracy theories	Canberra Day 8/3			
7	15/3	Student Inquiry Task				
8	23/3	Skills: <ul style="list-style-type: none"> describes how details and examples are used to support main ideas and viewpoints in texts 				
9	29/3	<ul style="list-style-type: none"> researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity presents a logical argument supported by relevant evidence and examples communicates ideas clearly reflects on their learning and adjusts their approach to thinking and learning 	Good Friday 2/4	Investigative Report submitted 29/3	25%	
Holidays 5 April – 18 April						
10	19/4	<i>What do we mean by 'reality'?</i> An Examination of Reality TV				
11	26/4	Reality TV Website Skills: <ul style="list-style-type: none"> creates texts in different modes to present ideas for different purposes, contexts and audiences 	26/4 Anzac Day Holiday			T E R M 2
12	3/5	<ul style="list-style-type: none"> creates texts using a variety of language features and text structures, with consideration of audience 				
13	10/5	<ul style="list-style-type: none"> communicates ideas clearly reflects on their learning and adjusts their 				

		approach to thinking and learning			
14	17/5	Film Study – <i>The Truman Show</i> Skills:		Reality TV Website submitted	25%
15	24/5	<ul style="list-style-type: none"> describes how ideas and information are represented in texts to engage and persuade an audience describes text structures and how language features are used to achieve purposes and effects 			
16	31/5	<ul style="list-style-type: none"> presents a logical argument supported by relevant evidence and examples 	31/5 Reconciliation Day		
17	7/6			In class Responding – Film Study (double lesson)	25%
18	14/6		Exam Week 14/6 Queen's Birthday		
19	21/6				
End of Term 2					

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- ding	<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- ating	<ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate considered 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 	<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 	<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 	<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 	<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

	<ul style="list-style-type: none">communicates ideas demonstrating clarity, fluency and accurate expression	<ul style="list-style-type: none">communicates ideas demonstrating clarity and accuracy of expression	<ul style="list-style-type: none">communicates ideas clearly	<ul style="list-style-type: none">communicates ideas with uneven expression	<ul style="list-style-type: none">expresses ideas without clarity
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