

UNIT OUTLINE

Year: 12 **Accreditation:** A

Timetable Period: Semester 1, 2021

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Executive Teacher: Andraya Stapp-Gaunt & Jane Watson

| | | | |
|----------------------|--------------------------------|-------------------------|-------------|
| Course Title | Essential English | Course Code: | 0268 |
| Semester Unit | Understanding Perspectives | Unit Value/Code: | 1 / 04989 |
| Term Unit (a) | Understanding Perspectives (a) | Unit Value/Code: | 0.5 / 04995 |
| Term Unit (b) | Understanding Perspectives (b) | Unit Value/Code: | 0.5 / 04996 |

The **UNDERSTANDING PERSPECTIVES** unit will allow you to:

- examine the ways that points of view are presented in texts for different purposes and contexts
- understand how language choices persuade specific audiences
- create oral, written and multimodal texts that convey a point of view.

Content Summary:

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts (EEA01)
- identifying facts, opinions, supporting evidence and bias (EEA02)
- understanding the way attitudes and values are represented (EEA03)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (EEA04)

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts (EEA05)
- use of mediums, types of texts, text structures and language features; for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font-style in websites and use of questioning strategies and tone of voice in interviews (EEA06)
- the use of narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator (EEA07)

Using information for specific purposes and contexts by:

- gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources (EEA08)
- categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices (EEA09)
- understand ethical research practices (EEA10)

Create a range of texts

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (EEA11)
- selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues (EEA12)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (EEA13)
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. (EEA14)

Assessment:

| TASK | DUE DATE | WEIGHTING |
|-----------------------|--------------------------|-----------|
| Extended Response | Week 6 Double Lesson | 25% |
| Creative Presentation | Week 8 | 25% |
| In-Class Essay | Week 15 Double Lesson | 25% |
| Oral Presentation | Week 17 | 25% |

*Oral Presentations will occur in lesson time, or on a free line (you cannot schedule your oral when you have a class)

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

Achievement Standards for English A Courses – Year 12

| | <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> |
|---------------------------------------|--|---|--|---|---|
| Re sp on di ng | <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 and develop authorial viewpoints in texts analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide 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 the effectiveness of text structures and language features used to achieve particular purposes and effects explains how effectively details and examples are used to support and develop authorial viewpoints in texts explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience researches widely and independently, explains information and viewpoints for a wide 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 how text structures and language features are used to achieve particular purposes and effects describes how details and examples are used to support and develop authorial viewpoints in texts describes how perspectives and ideas are represented in texts to engage and persuade an audience researches and explains 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"> describes text structures, with some reference to language features describes how details and examples support are used in texts with some reference to authorial viewpoints describes perspectives and ideas in texts with little or no reference to audience engagement researches and describes 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 with little or no reference to language features identifies details from texts with little or no reference to authorial viewpoints identifies perspectives and ideas in texts with little or no reference to audience engagement researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques reflects on their thinking with little or no adjustment to their learning |
| Cre atin g | <ul style="list-style-type: none"> creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression | <ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research communicates ideas demonstrating some logic, clarity and accuracy of expression | <ul style="list-style-type: none"> creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences creates texts using a selection of language features and text structures intended to influence and engage audiences presents a coherent argument supported by relevant evidence and examples from target texts communicates ideas accurately | <ul style="list-style-type: none"> creates texts for different purposes, with some reference to contexts and audiences creates texts using language features and text structures for an effect with some consideration of audience presents an argument using some evidence and examples from target text communicates ideas with some accurate grammar and simple paragraphs | <ul style="list-style-type: none"> creates different texts with little or no reference to purpose, context or audience uses language features in texts with little or no consideration of audience presents ideas or an opinion with little or no reference to evidence and examples expresses ideas in sentences fragments and attempts simple paragraphs |

Unit Schedule Semester 1 – Essential English Unit 3: Understanding Perspectives

| Week | Dates | Content | General Info | Assessment | Weight | T E R M 1 | |
|------|-------|--|------------------|-------------------|-------------------|-----------------------|-----|
| 1 | | <ul style="list-style-type: none"> Introduction to the Unit and topics Values and WorldView Understandings | | | | | |
| 2 | | <i>Crime and Punishment</i> readings and unpacking: <ul style="list-style-type: none"> Reflective writing activities on each part of expose Students track changing perspectives and why their opinions have changed throughout Skills development: persuasive writing in preparation for Task 1 | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | Creative Writing Skills: <ul style="list-style-type: none"> How to create a strong voice through creative writing Making sure you are considering multiple perspectives in one creative response Writing a rationale that reflects on the work you have produced – how can I be analytical of my own work? | Canberra Day 8/3 | Extended Response | 25% | | |
| 7 | | | | | | | |
| 8 | | | | | Creative Response | | 25% |
| 9 | | | | Good Friday 2/4 | | | |
| | | | | | | | |
| | | | | | | | |
| 11 | | <i>Redfern Now</i> – Understanding Indigenous Perspectives <ul style="list-style-type: none"> Watch class episodes “Family,” “Stand Up,” and “Pretty Boy Blue.” Contextual understanding of issues raised – why are these issues the Indigenous population are dealing with? Evidence analysis and using evidence to help shape your response Analysis of multiple perspectives in text and how these can shape understanding of issues – should we be taking sides? | | | | T E R M 2 | |
| 12 | | | ANZAC Day 26/4 | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | Choosing a qualitative text that showcases demonstrates a perspective on an issue: <ul style="list-style-type: none"> What are quality texts? Why do authors create them? Purpose How do they inform my opinion? How does the text challenge my opinion? | | In Class Essay | 25% | | |
| 16 | | | | | | | |
| 17 | | | | | Oral Presentation | | 25% |
| 18 | | EXAM WEEK | | | | | |
| 19 | | | | | | | |
| 20 | | | | | | | |

