

English, Humanities & Languages Academy Unit Outline

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

Course Title	Literature T (Cambridge)	Course Code:	0298
Semester Unit	Unit 1: Ways of Reading and Creating	Unit Value/Code:	1.0 / 03389
Term Unit (a)	Unit 1A: Ways of Reading and Creating A	Unit Value/Code:	0.5 / 03390
Term Unit (b)	Unit 1B: Ways of Reading and Creating B	Unit Value/Code:	0.5 / 03391
Teachers	Andraya Stapp-Gaunt Andraya Stapp-Gaunt & Jane Watson	Google Classroom Code and Line	77Mijvo Line 2
Executive Teachers			

Ways of Reading and Creating

This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Outcomes

By the end of this unit, students:

- understand how language, structure and stylistic choices are used in different literary forms
- examine the ways in which contexts shape how a text is received and responded to by audiences

- create oral, written and multimodal responses that explore and draw on the structure and style of literary texts.

Content Descriptions

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

Investigate and reflect on different ways of reading literary texts including:

- the degree to which individual points of view, experiences and contexts shape responses to texts (ACELR001)
- how **mode**, **medium** and **form** shape responses to texts (ACELR002)
- the differences between initial personal responses and more studied and **complex** responses (ACELR003)
- how responses of readers and viewers can range from empathetic to critical. (ACELR004)

Analyse distinctive features in literary texts including:

- how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005)
- different points of view represented in texts, for example, those of characters, narrators and the implied author (ACELR006)
- approaches to characterisation, for example, the inclusion of archetypal figures, authorial intrusion, the dramatisation of a character's inner life, and the use of interior monologue (ACELR007)
- different narrative approaches, for example, eye-witness accounts, multiple narrators, the unreliable narrator and the omniscient narrator (ACELR008)
- the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (ACELR009)
- the use of sound and visual devices in literary texts to create particular effects, for example, assonance, prosody, rhyme, animation and voice-over narration. (ACELR010)

Create Analytical Texts:

- structuring arguments and points of view using relevant textual evidence (ACELR011)
- using appropriate linguistic, stylistic and critical terminology to respond to texts (ACELR012)
- using stylistic features to craft and articulate points of view (ACELR013)
- experimenting with different modes, mediums and forms. (ACELR014)

Create Imaginative Texts:

- developing connections between real and imagined experiences (ACELR015)
- drawing on knowledge and understanding of storytelling, style and the structure of texts (ACELR016)
- experimenting with aspects of style and form to achieve deliberate effects (ACELR017)
- reflecting on familiar and emerging literary forms for particular audiences and purposes. (ACELR018)

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 creative written response to an articulated theme in one of the poems studied, accompanied by a rationale.	Week 8, Term 1 26/3	25%
Responding – Essay	Week 14, Term 2; Double Lesson	25%
Oral Presentation - A comparative oral presentation based on two texts we have studied this semester with a focus on character, style and structure, themes and explored through a literary lens.	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
Responding	<ul style="list-style-type: none"> · critically analyses the relationship between context, purpose and audience and how they shape meaning · critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences · researches independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity · evaluates arguments and viewpoints, justifies responses using a discerning and concise 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"> · analyses the relationship between context, purpose and audience and how they shape meaning · analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences · researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, 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"> · explains the relationship between context, purpose and audience to convey meaning · explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences · researches independently, explaining information for a range of purposes, 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 and adjusts their approach to thinking and learning 	<ul style="list-style-type: none"> · describes context, purpose and audience with some reference to how meaning · describes how literary conventions, language and stylistic features are used for different audiences · researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity · 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"> · identifies context, purpose and audience and makes some reference to meaning · identifies language or stylistic features with little or no reference to meaning and consideration of audience · researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques · 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

Creatin g	<ul style="list-style-type: none"> communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts and audiences 	<ul style="list-style-type: none"> communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences 	<ul style="list-style-type: none"> communicates ideas across a range of texts for different purposes, contexts and audiences 	<ul style="list-style-type: none"> communicates ideas for different purposes with some consideration of contexts and audiences 	<ul style="list-style-type: none"> communicates straightforward ideas for different purposes with little or no reference to context and audiences
	<ul style="list-style-type: none"> manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner 	<ul style="list-style-type: none"> effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences 	<ul style="list-style-type: none"> uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences 	<ul style="list-style-type: none"> uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes 	<ul style="list-style-type: none"> uses basic stylistic features in texts with little or no consideration of conventions in different modes
	<ul style="list-style-type: none"> communicates fluently and expressively using precise expression and language conventions 	<ul style="list-style-type: none"> communicates fluently using accurate expression and language conventions 	<ul style="list-style-type: none"> communicates clearly using mainly accurate expression and language conventions 	<ul style="list-style-type: none"> communicates using some accurate expression and some understanding of language conventions 	<ul style="list-style-type: none"> communicates using some accurate expression

Unit Schedule Semester 1 2021: 11T Cambridge Literature English Unit 1 – Ways of Reading and Creating

Week	Dates	Content	General Info	Assessment	Weight
1	1/2	Introduction to College, building skills for English T. Focus on context, audience and purpose.			
2	8/2	Poetry taken from <i>Songs of Ourselves</i> : Skills:			
3	15/2	<ul style="list-style-type: none"> Critically analyses context, purpose and audience 			
4	22/2	<ul style="list-style-type: none"> Analyses the use of language features and text structures for effect 			
5	1/3	<ul style="list-style-type: none"> Constructs critical and creative responses to stimuli, exploring the use of language features and text structures for creative effect 			
6	8/3	<ul style="list-style-type: none"> Communicates using accurate expression 	Moderation Day 2/3		
7	15/3	Creative Response/Rationale Skills: <ul style="list-style-type: none"> Researches independently applying academic integrity Communicates ideas using language features and text structures for effect, considering audience, context and 	Canberra Day 8/3	Portfolio Due 10/3	25%
			TEST WEEK		

8	23/3	<p>purpose</p> <ul style="list-style-type: none"> Reflects on learning and adjusts their approach to thinking and learning Communicates using accurate expression 		Creative/Rationale Due 26/3	25%	
9	29/3	Oral Presentation Assessment Task and Novels to be handed out	Good Friday 2/4			
Holidays 5 April – 18 April						
10	19/4	<p>CTA style essay in response to an unseen text</p> <p>Skills:</p> <ul style="list-style-type: none"> Researches independently applying academic integrity Evaluates arguments and justifies viewpoints Explains arguments in a structured manner and selects relevant evidence, examples and/or textual references 				
11	26/4		26/4 Anzac Day Holiday			
12	3/5					
13	10/5					
14	17/5		Investigative Oral on one of the 'selected' short stories from <i>Stories for Ourselves Volume 2</i> .		Essay During Double Lesson on Friday 15/5	25%
15	24/5	Skills:				
16	31/5	<ul style="list-style-type: none"> Researches independently applying academic integrity Evaluates arguments and justifies viewpoints Explains arguments in a structured manner and selects relevant evidence, examples and/or textual references Critically analyses context, purpose and audience 	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						

