

UNIT OUTLINE

Semester: 1

Year: 2021

Accreditation: M

Timetable Period: Line 3, 6, 4

Classroom Teachers: Rendall Wagner/Renee Couto/Helen Clarke

Executive Teachers: Jane Watson/Andraya Stapp-Gaunt

Course Title	Contemporary English (M)	Course Code:	0191
Semester Unit	Contemporary English Unit 3 (M)	Unit Value/Code:	(1.0) 05020
Term 1 Unit	Contemporary English 3a (M)	Unit Value/Code:	(0.5) 05021
Term 2 Unit	Contemporary English 3b (M)	Unit Value/Code:	(0.5) 05022

Specific Unit Goals:

- Identify information and ideas 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
- Create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
- Identify points of view that are presented in texts
- Create oral, written and multimodal texts that convey a point of view
- Create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Summary:

- Identify personally relevant information and ideas
- Use strategies to locate specific information
- Identify information and ideas from texts
- Use strategies to identify information within texts
- Convey a simple opinion or factual information in writing
- Demonstrate basic vocabulary, grammatical accuracy and understanding of conventions of written text
- Produce familiar text types using basic vocabulary, grammatical structures and conventions
- Present information in a style appropriate to audience and purpose
- Select vocabulary and conventions appropriate to the text
- Give or elicit basic information in short, simple oral texts
- Listen for basic information in short, simple oral texts
- Use everyday language to provide information or maintain a conversation in familiar spoken contexts
- Listen for relevant information in oral texts across familiar contexts
- Demonstrate strategies to establish and maintain spoken communication in familiar and some familiar contexts
- Derive meaning from a range of oral texts in familiar and some unfamiliar contexts

Cost of Materials: N/A

Assessment:

TASK	DUE DATE	WEIGHTING
Responding Task 1	Week 5	30%
Creative Task 1	Week 8	20%
Responding Task 2	Week 13	20%
Creative Task 2	Week 17	30%

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

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.

For more information please use: http://www.bsss.act.edu.au/_data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf

Achievement Standards for English M Course – Years 11 and 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">- responds to a variety of texts for differing purposes and audiences, with independence- explains ideas, attitudes and points of view in texts, with independence- reflects with insight on their thinking and learning, with independence	<ul style="list-style-type: none">- responds to a variety of texts for differing purposes and audiences, with some independence- explains ideas, attitudes and points of view in texts, with some independence- reflects with insight on their thinking and learning, with some independence	<ul style="list-style-type: none">- responds to texts for differing purposes and audiences, with assistance- explains ideas and points of view in texts, with assistance- reflects on their thinking and learning, with assistance	<ul style="list-style-type: none">- responds to texts for differing purposes, with repeated cueing- explains ideas in texts, with repeated cueing- reflects on their thinking and learning, with repeated cueing	<ul style="list-style-type: none">- responds to texts, with direct instruction- identifies ideas in texts, with direct instruction- reflects in a limited way on their thinking and learning, with direct instruction
Creating	<ul style="list-style-type: none">- applies literacy skills in a variety of contexts, with independence- creates a variety of texts in different modes for different purposes, with independence	<ul style="list-style-type: none">- applies literacy skills in a variety of contexts, with some independence- creates a variety of texts in different modes for different purposes, with some independence	<ul style="list-style-type: none">- applies literacy skills in different contexts, with assistance- creates in different modes for different purposes, with assistance	<ul style="list-style-type: none">- applies literacy skills in some contexts, with repeated cueing- creates texts for different purposes, with repeated cueing	<ul style="list-style-type: none">- applies literacy skills in limited contexts, with direct instruction- creates different texts, with direct instruction

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