

Unit & Assessment Outline for Students & Parents Grades 11 – 12.

Year	2018	Semester	2	Grade	12	Unit Value	0.5
Curriculum	ACT ESSENTIAL ENGLISH						
Subject Title/s	APPLIED ENGLISH						
Course Name	Local and Global						
Code/Unit	0466/07223						

Assessment Tasks

Week Due	Topic(s)	Type of Task	Weighting
5	In-Class Test: Text Analysis	Investigating & Responding	50%
7	Applied English MOCK Exam	Responding	50%

ACT. Learning outcomes against which the students will be reported.

Develop reasoned responses to community, local or global issues and ideas presented in texts

Develop independent points of view by synthesising information from a range of sources and analyse how ideas, attitudes and values are represented.

Analyse the way authors use evidence, persuasive techniques and language choices to influence and position audiences.

Discuss opportunities and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade and engage audiences for a range of purposes and in different contexts.

Emphasise articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context.

Create imaginative, analytical and interpretive texts that are representations of ideas and issues to an audience and their response.

PNG. Assessment Criteria.

1. SPEAKING & LISTENING

- Interviews
- Questions
- Group Discussions
- Brainstorming
- Class group discussions
- Power-point presentations

2. READING & VIEWING


- Read newspapers, reports and periodicals
- Read a novel, short story or poetry
- View a film, documentary or television show

3. WRITING & VISUAL CREATION

- Write essays to inform or persuade
- Write reports
- Write short stories, poetry, song lyrics, drama scripts for performance

Summary of Content

Weeks	Content Outline	Curriculum Links
1-2	<p>1. <u>USE STRATEGIES AND SKILLS FOR COMPREHENDING TEXTS</u></p> <p>Analysing issues and ideas represented in a range of texts and explaining points of view and implications</p> <ul style="list-style-type: none"> - identify issues and ideas in a range of texts using both local and global contexts - discuss the points of view the authors are conveying - compare and contrast the ideas and points of view the authors are conveying - consider how the ideas may have consequences by using prediction and inference 	ACT/PNG
2-3	<p>Evaluating the evidence upon which different views are based</p> <ul style="list-style-type: none"> - choose evidence from the texts to support the viewpoints being portrayed - make judgments about the effectiveness of the evidence by comparing evidence and looking at what is convincing <p>Explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</p> <ul style="list-style-type: none"> - identify language techniques being used to engage an audience in a range of texts - consider the point of view of the audience and their social context <p>discuss how the language techniques are used to manipulate or control audience response (such as positioning the audience response to a particular issue)</p>	ACT/PNG
3-4	<p>Reflecting on the way ideas and information are presented in texts</p> <ul style="list-style-type: none"> - discuss how the authors have conveyed their ideas through a variety of techniques <p>consider connections between the texts and personal experience, context, environment etc</p>	ACT/PNG
4-5	<p>2. <u>CONSIDER HOW ASSUMPTIONS ARE PRESENTED IN TEXTS INCLUDING</u></p> <p>The representation of community, local or global issues in social, community, workplace or literary texts</p> <ul style="list-style-type: none"> - identify local and global issues in a range of texts - examine how these issues are conveyed - explore how bias is used to manipulate audience response in a range of texts <p>The use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites</p> <p>identify a range of mediums used to convey ideas and</p> <ul style="list-style-type: none"> - attitudes - identify text structures used in different mediums (such as chronological organisation, non-chronological organisation) 	ACT/PNG

	<ul style="list-style-type: none"> - identify language features used in different mediums (such as headlines, rhetorical devices, emotive language) <p>compare how point of view/ bias differs or not in a range of mediums</p>	
5-6	<p> (Assessment Task 1 – Week 5)</p> <p>3. <u>USING INFORMATION FOR SPECIFIC PURPOSES AND CONTEXTS BY:</u></p> <p>Investigating and synthesising ideas and information from a range of source material</p> <ul style="list-style-type: none"> - identify the purpose of texts - explore issues, ideas or events from a range of texts <p>draw on issues, and ideas from a range of texts to create new texts, form conclusions or present an argument</p>	ACT/PNG
6-7	<p>Determining the relevance of source material to the context and topic</p> <ul style="list-style-type: none"> - identify a range of sources related to a topic - make judgments about the value and reliability of the source in relation to the topic <p>Employing ethical research practices such as acknowledging sources and avoiding plagiarism and collusion</p> <ul style="list-style-type: none"> - explore different methods of referencing (such as Harvard, Chicago and Oxford styles) - identify plagiarism/ collusion <p>explore the impact of plagiarism / collusion including on the original author and the person committing plagiarism</p>	ACT/PNG
7-8	<ul style="list-style-type: none"> - (Assessment Task 2 – Week 7) - MOCK EXAM 	ACT/PNG
8-9	<p>4. <u>CREATE A RANGE OF TEXTS:</u></p> <p>Expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies</p> <ul style="list-style-type: none"> - explore models of writing that convey a logical point of view - brainstorm and then sequence ideas using a range of graphic organisers (such as fishbone, T diagram, concept maps etc) <p>construct a point of view in a range of mediums and digital technologies (such as a blog, a series of Twitter feeds, website, letter)</p>	ACT/PNG
9-10	<p>Integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program</p> <ul style="list-style-type: none"> - examine the features of a multimedia advertising campaign, a PowerPoint report, a picture book and a radio talkback program - explore features of persuasive texts (such as rhetorical devices, emotive language, juxtaposition, montage, exaggeration in cartoons) - create a multi modal text to persuade and engage an audience 	ACT/PNG

10-11	<p>Developing appropriate vocabulary and using accurate spelling, punctuation and grammar</p> <ul style="list-style-type: none">- build a bank of words relevant to the task or topic- revise spelling, punctuation and grammar as appropriate to the task <p>use drafting and editing techniques to refine tasks</p> <ul style="list-style-type: none">- Using an effective editing process and appropriate referencing in the presentation of work <p>apply effective planning, drafting, proofreading and referencing strategies when creating texts (such as use of graphic organisers, writing frames, check lists, peer review)</p>	ACT/PNG
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UNIT 4: LOCAL AND GLOBAL**Suggested Unit Resources****A RANGE OF TEXT TYPES:**

Interview, newspaper articles, magazine articles, websites, documentary, fiction

FILM

The Kite Runner

V for Vendetta

Batman

The Reluctant Fundamentalist

Never Let Me Go

Bicentennial Man

Hunger Games

Tracker

Beneath Clouds

Deadly Ana

Bran Nue Dae

Mississippi Burning

The Removalist

Beast of the Southern Wild

Once Were Warriors

Atonement

Rocky

Outfoxed

Catfish

Kumare

Shattered

TV SHOWS

River Cottage

Stand Up Comedians

Q and A

Redfern Now

NOVELLA

Do Androids Dream of Electric Sheep

DRAMA

Black Rock

Beautiful Words

Assessment Criteria

RESPONDING

- Respond to fiction, nonfiction and/or multimodal texts
- Students may respond in analytical forms such as short response, essay, report writing, review, letters, multimodal, blog, email, oral presentation

CREATING

- Students may create imaginative, entertaining, persuasive, interpretive or informative texts
- Students may create in oral, written or non-written forms (e.g. diary entries, short stories, letters, websites, character interviews, short film)
- All creative tasks must include an explanation of creative choices

INVESTIGATING

- Plan and enquire into and draw conclusions about texts and/or key unit concepts
- Students may respond in forms such as note-taking, paraphrasing, reports, interviews, film making, oral presentation, independent research, writing for publication