 Unit rationale and assessment outline

| Unit Overview | Key aspects |
| --- | --- |
| Module/ Unit Title: | Module A: Texts and Human Experiences |
| Core Text(s): | Past the Shallows |

| Rationale | Key Questions |
| --- | --- |
| In their study of this module students will deal with the question of what it means to be human by interpreting and responding to a variety of texts.  In particular, their exploration of Favel Parrett’s novel Past the Shallows will enable them to reflect on the human qualities and emotions associated with the experiences of the characters in the text. They will explore the experience of coming of age and the different ways that humans interact with the natural world and with one another. Their study of the text will explore the effects of human drama and tragedy.  Students will explore and reflect on how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. | 1. How will a study of this text/these texts develop students’ understanding of key ideas in the unit?    * Identify key ideas from the syllabus rubric for this unit. These do not need to be words that appear in the rubric itself, but should be terms and phrases that capture the learning outlined by the rubric.    * Identify specific aspects of the core text(s) that will be explored to assist students in understanding the key ideas of the unit. Key ideas are likely to informed by textual concepts |
| Students are given opportunities to appreciate, explore and analyse the ways in which texts are acts of representation. They will consider the purpose and context of texts, and describe and evaluate the use of language forms and features to represent human traits, aspirations and behaviours. Their study of the texts will be focused on point of view, distinctions and connections between composers, narrators or personas, and characters in texts, and the use of descriptive and expressive language to represent aspects of the ‘human condition’. | 1. How will approaches to teaching and learning assist students in developing this understanding?    * Describe any key teaching and learning approaches that will be used to target the development of this understanding. |
| Students will be given the opportunity to explore and analyse a range of texts that represent human experiences. They will work independently and in groups to interpret and respond to texts as they deal with ideas such as how our experiences shape us and the ways composers use language forms and features to convey human experiences. Students will respond to a range of texts by composing their own analytical, interpretive and imaginative texts in response to the texts they have studied, and to communicate personal and fictional experiences and perspectives. | 1. How will students demonstrate this understanding?    * Outline the range of ways in which students will demonstrate their understanding of key ideas. |

Assessment Outline

| Assessment for learning | Assessment as learning | Assessment of learning |
| --- | --- | --- |
| Assessment that occurs usually throughout the unit and can be referred to as ‘formative’- used to inform and clarify teaching and learning as we move forward.  Creative writing tasks  Extended responses  Close reading and analysis of texts | Assessment where students monitor and assess their own learning by reflective questioning and strategic implementation of solutions  Peer editing of creative writing  Contextual research task  Exploration of various texts with analysis  Class discussion | Assessment where teachers use evidence of student learning by matching that learning to standards and outcomes- usually end of the unit and referred to as ‘summative’  Formal Assessment Task:   * Book trailer and reflection statement * Option of the family counselling session as a multimodal assessment task. |