



SAMPLE COURSE OUTLINE

ENGLISH
ATAR YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

English – ATAR Year 11

Unit 1

In Unit 1 students consider how meaning is constructed through the relationships between language, purpose, context and audience. Students reflect on their own and others' texts by analysing textual evidence to assess the purpose and context of texts, questioning their responses to texts and investigating the impact and uses of imaginative, interpretive and persuasive texts in written, visual, and spoken modes, and combinations of these modes.

Week	Key teaching points	Syllabus content	Assessment tasks
1	<ul style="list-style-type: none"> Unit overview Task expectations Written and oral communication standards 	<ul style="list-style-type: none"> Rationale Aims Organisation Grade descriptions Glossary Assessment outline 	
2–4	Through the close study of one text or text extract (e.g. short story, feature article, memoir extract), consider how meaning is shaped through the relationships between language, text, purpose, context and audience.	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> explaining how texts are created in and for different contexts analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and perspectives explaining the ways text structures, language features and stylistic choices are used in different types of texts. 	<p>Task 1: 5% (Set Week 2, due Week 4) Responding: In-class short answer format, responding in one to two paragraphs per question.</p> <ol style="list-style-type: none"> Explain one way in which your reading of a studied text has been influenced by knowledge of the context in which it was created. Briefly explain how significant language features and generic conventions shaped your response to a studied text.
5–8	Students to view and read a variety of imaginative, interpretive and persuasive texts and reflect on their impact. Students to consider how language features, text structures and conventions of form communicate ideas and perspectives; explain the ways text structures, language features and stylistic choices are used in different types of texts; analyse how vocabulary,	<p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and perspectives explaining the ways text structures, language features and stylistic choices are used in different types of texts analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts 	<p>Task 2: 7.5% (Set Week 5, due Week 8) Responding: In-class essay.</p> <p>Choice of questions:</p> <p>Evaluate the impact of imagery in two texts.</p> <p>OR</p> <p>Explain the way language features communicate ideas and perspectives in two texts.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
	<p>idiom and rhetoric are used for different purposes and contexts; and evaluate the impact of description and imagery.</p>	<ul style="list-style-type: none"> evaluating the impact of description and imagery evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> the use of techniques associated with imaginative, interpretive and persuasive texts. <p>Reflecting on their own and others' texts by:</p> <ul style="list-style-type: none"> investigating the impact and uses of imaginative, interpretive and persuasive texts. 	
9	<p>Apply knowledge of text form and type to create a persuasive multimodal text that presents a perspective and shapes audience response.</p>	<p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts drawing on a range of technologies combining visual, spoken and written elements where appropriate using evidence-based argument using appropriate quotation and referencing protocols using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage. 	<p>Task 3: 10% (Set Week 5, due Week 9) Creating: Class and home. All drafting and editing to be submitted. Construct a multimodal text in a form of your choice to persuade your intended audience about a particular issue or idea.</p>
10–13	<p>Focus on an extended imaginative, interpretive or persuasive text, analysing the relationship between purpose, context and audience and how these relationships influences a text and its meaning; investigate how text structures and language features communicate ideas and represent people and events in a text. (Consider cross-curriculum priorities and contemporary issues that students face in a globalised world.)</p>	<p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate personal, social and cultural context the use of techniques associated with imaginative, interpretive and persuasive texts. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing textual evidence to assess the purpose and context of texts. 	<p>Task 4: 7.5% (Set Week 10, due Week 13) Responding: In-class essay on an extended text. Analyse how your response to one extended text has been influenced by purpose, context and the use of techniques appropriate to the genre of your chosen text. OR Explore how text structures and language features communicate ideas and represent people and/or events in one extended text you have studied.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
14	Research the context of a text and author of choice to discuss how understandings of this text have been influenced by contextual factors.	<p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts • using evidence-based argument • using appropriate quotation and referencing protocols • using strategies for planning, drafting, editing and proofreading. 	<p>Task 5: 7.5% (Set Week 10, due Week 14) Creating: Oral presentation. Research the context of a text and the author/creator of a text not studied in class. Present a panel discussion in which the author/creator, someone impressed by the text and someone not impressed by the text argue about its ideas, representations, perspectives, values, structure and techniques.</p>
15	<ul style="list-style-type: none"> • Review syllabus content. • Review individual strengths and areas for focus. • Review time management skills for test conditions. • Review short answer and essay response formats. 	Revision	
16		Task 6: Semester One Examination 10%	

Unit 2

In Unit 2 students consider how ideas, attitudes and voices are represented in texts and how language and structural choices shape perspectives. Students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and create texts for different purposes, contexts and audiences.

Week	Key teaching points	Syllabus content	Assessment tasks
1–3	Consider how texts represent the world and human experience, analysing the representation of ideas, attitudes and voices in a variety of contexts, media and modes.	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> explaining the relationship between purpose and context analysing the style and structure of texts. <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations analysing the effects of using multimodal and digital features analysing how attitude and mood are shaped. 	<p>Task 7: 5% (Set Week 1, due Week 3) Responding: In-class short answer format. Three unseen texts provided across a range of contexts, media and modes.</p> <ol style="list-style-type: none"> How is the same issue represented in different ways in two of the texts provided? Explain how one of the voices in one text is used to shape audience response.
4–7	<p>Study an extended text (such as a novel, a hybrid text, e.g. graphic novel, biography, autobiography, play, feature film, documentary, a website) to determine how texts represent the world and human experience.</p> <p>Critically examine the effect of stylistic choices in texts and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives.</p>	<p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations evaluating the effects of rhetorical devices analysing the effects of using multimodal and digital features. 	<p>Task 8: 7.5% (Set Week 4, due Week 7) Responding: In-class essay. Discuss how one extended text you have studied has been constructed to present a particular perspective. OR Evaluate the effectiveness of one extended text you have studied in representing ideas, attitudes and voices.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
8–10	<p>Building on syllabus content and texts covered from the commencement of Unit 2, work cooperatively to create a news/current affairs program that represents the world in a particular way. (Time and planning opportunities allocated Weeks 5–8.)</p>	<p>Create a range of texts:</p> <ul style="list-style-type: none"> using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences experimenting with text structures, language features and multimodal devices developing and sustaining voice, tone and style selecting and applying appropriate textual evidence to support arguments using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage using appropriate quotation and referencing protocols. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing the values and attitudes expressed in texts evaluating the effectiveness of texts in representing ideas, attitudes and voices. 	<p>Task 9: 9% (Set Week 8, due Week 10) Creating: Oral presentation (in class and at home). Working in pairs or a small group, present a news or current affairs program that represents the world and human experience in a particular way. (Group mark and individual oral presentation mark.) Students assessed on syllabus content Weeks 1–8.</p>
11–13	<p>Consider how imaginative, interpretive and persuasive elements are used across a range of text types.</p> <p>Analyse changing responses to texts over time and in different cultural contexts.</p>	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> evaluating the construction of hybrid texts. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations the ways ideas, attitudes and voices are represented the interplay between imaginative, interpretive and persuasive techniques analysing changing responses to texts over time and in different cultural contexts. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> critically examining how and why texts position readers and viewers questioning responses to texts 	<p>Task 10: 7.5% (Set Week 11, due Week 13) Responding: Short answer responses.</p> <ol style="list-style-type: none"> How has one text you have studied used techniques from different text types to shape audience response? How can responses to a text change over time and in different cultural contexts? Briefly explain in relation to one text you have studied.

Week	Key teaching points	Syllabus content	Assessment tasks
14	Apply understanding of context, purpose and genre to position the audience to respond in a particular way in a form of choice.	Create a range of texts: <ul style="list-style-type: none"> using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences developing and sustaining voice, tone and style using accurate spelling, punctuation, syntax and metalanguage. 	Task 11: 8.5% (Set Week 14, due Week 14) Creating: In class composition. Students draft, edit and complete in class, no notes (two lessons). In a form of your choice, position an audience to respond in a particular way to the image provided.
15	<ul style="list-style-type: none"> Review syllabus content. Review individual strengths and areas for focus. Review time management skills for test conditions. Review short answer and essay response formats. 	Revision	
16		Task 12: Semester Two Examination 15%	