



SAMPLE COURSE OUTLINE

ENGLISH
GENERAL YEAR 12

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Disclaimer

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 – General Year 12

Unit 3 and Unit 4

While unit content dot points may be identified only once in the syllabus content column below, many are covered more than once. Opportunities exist across this teaching and learning program for teachers to incorporate general capabilities and cross-curriculum priorities.

Four tasks have been programmed per semester to ensure students have the opportunity to explore a wide range of text forms and types.

Semester 1

Week	Key teaching points	Syllabus content	Assessment tasks
1–4	<p>Insights Students explore a range of social issues from several perspectives across language modes and types of literary, everyday and workplace texts. They consider how certain perspectives and values are presented in texts to influence audiences. (Examples of social issues:</p> <ul style="list-style-type: none"> • abuse and violence • bullying • discrimination (race, gender, age, religion, sexuality etc.) • drug and alcohol abuse • mental health • obesity • sexual violence • sustainability • smoking.) 	<ul style="list-style-type: none"> • identify facts, opinions, supporting evidence and bias. • distinguish different perspectives about the main ideas in texts • consider how different perspectives and values are presented in texts • gather different viewpoints • select text structures, language features and visual techniques to communicate and present ideas and information • speak clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • plan and carry out projects in small groups, sharing tasks and responsibilities • use appropriate vocabulary, spelling and sentence structures • understand the way attitudes and values are presented 	<p>Task 1A: 5% <i>Responding: (In class and at home)</i> Maintain a reflective journal and respond to a series of focus questions across your reading and viewing.</p> <p>Task 1B: 10% <i>Creating: (In class)</i> Group presentation to the class which conveys a range of perspectives on one social issue facing young Australians and explores some of the values underpinning these perspectives. The aim of the presentation is to engage, inform and educate.</p>
5–8	<p>Comic or not? Students read and view selected comic books/picture books and/or graphic novel/s to consider how changing purposes, contexts and audiences have influenced the world views and values these texts have conveyed over time.</p>	<ul style="list-style-type: none"> • apply different reading strategies • explore attitudes, text structures and language features to understand a text's meaning and purpose • use information for specific purposes and contexts • examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning • explaining shifts in tone and perspectives and identifying the effect of language choices on an audience 	<p>Task 2: 10% <i>Responding: (In class)</i> Short answer responses to questions based on studied texts.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
9–12	<p>Unreal TV Students explore the extent to which the world is depicted in a realistic way in a selected mainstream television series. Students focus on how different perspectives and values are presented in one series and how these views are communicated, presenting their findings in a comprehensive feature article. (Some areas to consider: Is mainstream drama too ‘Americanised’; do the police and lawyers always get the bad guys/girls in police/law dramas; are nerds misrepresented in <i>The Big Bang Theory</i>; how close is <i>CSI</i> to real-life policing; is crime portrayal realistic; is the world really this violent?)</p>	<ul style="list-style-type: none"> consider how different perspectives and values are presented in texts including relationships between context, purpose and audience select text structures, language features and visual techniques to communicate and present ideas and information categorise and integrate ideas and evidence about specific issues employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion use strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing learn how to communicate logically, persuasively and imaginatively for different purposes use appropriate vocabulary, spelling and sentence structures 	<p>Task 3: 10% <i>Creating: (In class and at home)</i> Create a digital or print multimodal feature article for a website or magazine of your choice, exploring how one television series/program presents the world in a particular way.</p>
13–15	<p>Not fair Students work in groups to research a workplace issue affecting young members of the workforce for a panel discussion which explores this issue from a range of viewpoints and perspectives. Some issues to consider may be equal work for equal pay, discrimination, bullying in the workplace or workplace health and safety issues.</p>	<ul style="list-style-type: none"> recognise when to work with others and when to work independently use the language of negotiation, problem solving and conflict resolution categorise and integrate ideas and evidence about specific issues express a logical point of view about an idea, issue or event determine the relevance of source material to the context and topic listening actively; being prepared to assert personal views 	<p>Task 4: 15% Externally set task</p> <p>Task 5: 5% <i>Responding: (Oral and written in class and at home)</i> Panel discussion exploring at least one workplace issue from a range of viewpoints and perspectives. Each group to create an infographic which summarises its findings for distribution to the class. Panelists are expected to be aware of workplace rights and obligations.</p>

Semester 2

Week	Key teaching points	Syllabus content	Assessment tasks
1–4	<p>Australia in conflict Students read and view a wide range of texts considering alternative views and perspectives on Australian service men and women’s involvement in twentieth century conflicts. Students examine how some perspectives are privileged while others are marginalised. (Some issues to consider across these conflicts may be Breaker Morant in the Boer War, indigenous Australian service men and women’s treatment in WW2, conscription in the Vietnam War, Australian attitudes to returned soldiers from Vietnam or attitudes towards Australia’s involvement in the Afghanistan conflict.)</p>	<ul style="list-style-type: none"> consider how some perspectives are privileged while others are marginalised or silenced consider how attitudes and assumptions are presented in texts evaluate the evidence upon which different views are based investigate and synthesise ideas and collate appropriate information from a range of source material 	<p>Task 6: 10% <i>Responding: (In class)</i> Explore how some perspectives are privileged while others are marginalised or silenced in at least one reading and/or viewing text you have studied this year.</p>
5–7	<p>Hope in dark times Students read and view a range of dystopian and post-apocalyptic texts to consider the perspectives offered and examine how written and visual language is used to appeal to the beliefs, attitudes and values of an audience.</p>	<ul style="list-style-type: none"> explain how texts use language to appeal to the beliefs, attitudes and values of an audience discuss the way ideas and information are presented in texts use appropriate vocabulary, spelling and sentence structures consider how attitudes and assumptions are presented in texts 	<p>Task 7: 10% <i>Creating: (In class and at home)</i> Write a series of journal entries/a diary entry/an extract from the autobiography of a character in a dystopian/post-apocalyptic text to provide a perspective on an event or events in the text to appeal to the beliefs, attitudes and values of a particular audience.</p>
8–10	<p>Hip-hopping mad Students explore an issue in popular music culture and examine the role of social media in communicating perspectives and shaping viewpoints. (Issues may include Iggy Azalea/Azealia Banks/Eminem lyrics conflicts; the cultural appropriation issue; the treatment of females as objects in music video clips; the sexualising of male and female stars such as Justin Bieber and Miley Cyrus and their influence on adolescent attitudes.)</p>	<ul style="list-style-type: none"> analyse issues and ideas in texts and explain perspectives and implications discuss the way ideas and information are presented in texts create oral texts that communicate ideas and perspectives 	<p>Task 8: 10% <i>Responding: (Oral)</i> Individually or in pairs, research a range of different viewpoints on a controversial issue in popular music culture and examine the role of social media in communicating perspectives and shaping viewpoints. Your presentation to the class may include video clips, recorded music or printed lyrics and should consider how and why some viewpoints are given preference over others.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
11–15	<p>Your West Weekend Students work cooperatively and collaboratively to create a magazine similar in format to <i>West Weekend</i>, targeting a specified audience to communicate a range of relevant information using different types of texts (see Glossary) and including original photographs and advertising. Students have the opportunity to create a wide range of text types and forms in a range of language modes. A focus of this activity is fostering effective group work practices. The project encourages individual initiative, independence and interdependence and provides opportunities for students to learn from each other.</p>	<ul style="list-style-type: none"> • consider how attitudes and assumptions are presented in texts, including the use of media, types of texts, text structures and language features • employ ethical research practices such as acknowledging sources and avoiding plagiarism and collusion • integrate text structures, language features and visual techniques to engage and persuade audiences • use editing processes and appropriate referencing. • use and adapt text structures and language features to communicate ideas in a range of media • recognise when to work with others and when to work independently • use the language of negotiation, problem solving and conflict resolution 	<p>Task 9: 15% Creating: (In class and at home) Working cooperatively and collaboratively in groups, students create and publish a magazine similar in format to the <i>West Weekend</i>, targeting a specified audience. Communicate to this audience a range of relevant information using different types of texts and including original photographs and advertising.</p>