



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.

(It is recommended that Year 12 General course and assessment outlines are adjusted to ensure the selected Unit 3 syllabus content for the Externally set task is covered prior to the sitting of the EST.)

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.</p> <p>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. 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic • distinguishing different perspectives about the main ideas in texts. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, spelling and sentence structures • using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media • selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts • planning and carrying out projects in small groups, sharing tasks and responsibilities • listening actively; being prepared to assert personal views • applying critical thinking and problem solving cooperatively. 	<p>Task 1: 10% Creating: Speaking/listening (In class and at home)</p> <p>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. Each group is to create a poster for classroom display.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
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>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the use of narrative techniques; for example, characterisation and narrative point of view. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. 	<p>Task 2: 10% Responding (In-class essay)</p> <p>Students are provided with a range of question options to consider how changing purposes, contexts and audiences have influenced the world views and values these texts have conveyed over time.</p>
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>	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate vocabulary, spelling and sentence structures using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> gathering different viewpoints; for example, through interviews, surveys, questionnaires, library and/or internet resources categorising and integrating ideas and evidence about specific issues employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. 	<p>Task 3: 10% Creating (In class and at home)</p> <p>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> <p>Task 4: 15% Externally set task</p>

Week	Key teaching points	Syllabus content	Assessment tasks
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 discrimination, bullying in the workplace or workplace health and safety issues.</p>	<p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the relationships between context, purpose, and audience in literary, everyday and workplace texts the use of media, types of texts, text structures and language features; for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews. <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> identifying facts, opinions, supporting evidence and bias understanding the way attitudes and values are presented. 	<p>Task 5: 10% Responding (In class and at home PowerPoint presentation)</p> <p>As a Human Resources manager in a workplace of your choice, create a PowerPoint presentation and handout to inform and teach a group of young employees how to deal with a particular workplace issue or issues.</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>	<p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> community, local or global issues in literary, everyday and workplace texts the use of media, types of texts, text structures and language features how some perspectives are privileged while others are marginalised or silenced. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate vocabulary, spelling and sentence structures expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies. <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> analysing issues and ideas in texts and explaining perspectives and implications evaluating the evidence upon which different views are based 	<p>Task 6: 10% Responding (In-class essay)</p> <p>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>

Week	Key teaching points	Syllabus content	Assessment tasks
		<ul style="list-style-type: none"> explaining how texts use language to appeal to the beliefs, attitudes and values of an audience. 	
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>	<p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> determining the relevance of source material to the context and topic investigating and synthesising ideas and collating appropriate information from a range of source material employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> analysing issues and ideas in texts and explaining perspectives and implications evaluating the evidence upon which different views are based explaining how texts use language to appeal to the beliefs, attitudes and values of an audience. 	<p>Task 7: 10% Creating (In class and at home)</p> <p>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; the treatment of females as objects in music video clips; the sexualising of males and females.)</p>	<p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> community, local or global issues in literary, everyday and workplace texts the use of media, types of texts, text structures and language features how some perspectives are privileged while others are marginalised or silenced. <p>Create a range of texts:</p> <ul style="list-style-type: none"> integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program 	<p>Task 8: 10% Responding Speaking/listening (In class and at home)</p> <p>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
		<ul style="list-style-type: none"> • using editing processes and appropriate referencing • using and adapting text structures and language features to communicate ideas in a range of media. <p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • creating oral texts that communicate ideas and perspectives. 	
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 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.</p> <p>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>	<p>Communicating and interacting with others:</p> <ul style="list-style-type: none"> • recognising when to work with others and when to work independently • using the language of negotiation, problem solving and conflict resolution. <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • analysing issues and ideas in texts and explaining perspectives and implications • evaluating the evidence upon which different views are based • explaining 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. 	<p>Task 9: 15% Creating (In class and at home)</p> <p>Working cooperatively and collaboratively in groups, 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 include original photographs and advertising.</p>