



SAMPLE COURSE OUTLINE

ENGLISH
ATAR YEAR 12

Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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 – ATAR Year 12

Unit 3 and Unit 4

These units have been programmed over 15 weeks, each with six tasks per semester to provide assessment options. Teachers may choose to reduce the number of tasks and modify task weightings and timing according to their context. While unit content dot points are generally 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.

Semester 1

Week	Key teaching points	Syllabus content	Assessment tasks
1	<ul style="list-style-type: none"> Unit overview Task expectations Written and oral communication standards Review of course terminology Commence reading/viewing program 	<ul style="list-style-type: none"> Rationale Aims Organisation Examination design brief Grade descriptions Glossary Assessment outline 	
2–3	<p>Through the study of various model text extracts, students will learn how to manipulate narrative point of view, stream of consciousness, metaphorical language and other language features.</p>	<p>Create a range of texts:</p> <ul style="list-style-type: none"> making innovative and imaginative use of language features using and experimenting with text structures and language features related to specific genres for particular effects using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different texts represent similar ideas in different ways comparing and evaluating the impact of language features used in a variety of texts and genres. 	<p>Task 1: 7% Creating (Set Week 2, due Week 3) In class and at home</p> <p>Write a prose fiction narrative based on one of the stimuli below in which you experiment with the techniques of narrative point of view, stream of consciousness and metaphorical language to shape reader response.</p> <p>Stimuli:</p> <ol style="list-style-type: none"> your thoughts and observations during a 20 minute walk a section of a film with the sound off a series of photos images in a poem the events/characters/setting depicted in a painting the tone, rhythm, style, mood and/or atmosphere of a piece of music.
3–5	<p>Students explore a variety of prose fiction, prose non-fiction and multimodal texts across a range of genres to identify how texts conform to or challenge the conventions of particular genres or modes. They compare texts from similar and different genres and examine how language</p>	<p>Compare texts from similar or different genres and contexts by:</p> <ul style="list-style-type: none"> analysing language, structural and stylistic choices explaining how each text conforms to or challenges the conventions of particular genres or modes. 	<p>Task 2: 5% Responding (Set Week 4, due Week 5) In class</p> <p>You will be provided with three previously unseen texts – one prose fiction, one prose non-fiction and one multimodal – from a range of genres. Respond in 150–200 words to each of the</p>

Week	Key teaching points	Syllabus content	Assessment tasks
	<p>features and conventions of genres may influence audience responses.</p> <p>Possible choices of texts: Short fiction: short stories from <i>Reading Fictions</i>, <i>Gendered Fictions</i> or <i>Investigating Texts</i>. Non-fiction: articles by columnists like Ros Thomas, Robert Drewe or Nikki Gemmill. Extracts from expository texts like <i>Real Gorgeous</i>, <i>Perth</i> and <i>Unreliable Memoirs</i>. Everyday texts: newspaper and magazine articles, online multimodal websites, blogs, narratives, for example, flash-fiction. (See syllabus, page 4.)</p>	<p>Compare and contrast distinctive features of genres by:</p> <ul style="list-style-type: none"> analysing the techniques and conventions used in different genres, media and modes considering how the conventions of genres can be challenged, manipulated or subverted. 	<p>three questions below based on the content for Weeks 3–5.</p> <ol style="list-style-type: none"> Discuss one language feature that the prose fiction text uses to engage the reader. Discuss a generic convention that the prose non-fiction text uses effectively. Discuss how the use of a visual element in the multimodal text shapes audience response.
6–9	<p>Students examine a variety of texts across a range of genres and consider how language features and generic conventions influence audience responses. They assess how similar themes, issues and/or ideas are treated and consider relationships between texts, audiences, purposes, genres and contexts.</p>	<p>Analyse and critically appraise how the conventions of texts influence responses, including:</p> <ul style="list-style-type: none"> the ways language patterns can create meaning how responses to texts and genres may change over time and in different cultural contexts the role of the audience in making meaning how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted. <p>Compare texts from similar or different genres and contexts by:</p> <ul style="list-style-type: none"> analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. <p>Compare and contrast distinctive features of genres by:</p> <ul style="list-style-type: none"> examining how genres and their conventions have changed and been adapted over time. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate quotation and referencing protocols using strategies for planning, drafting, editing and 	<p>Task 3: 5% Responding (Set Week 6, due Week 8) In class and at home</p> <p>Maintain a reflective journal for each text covered in which you:</p> <ul style="list-style-type: none"> identify any language features and/or generic conventions that impacted on you as a reader/viewer and briefly explain why evaluate the ways in which textual and language features have shaped your responses to ideas/issues/themes for each genre you have studied consider the extent to which responses to your chosen texts may differ over time in different cultural contexts. <p>Your journal must include one entry for each of five or six text types, such as: a feature film, a poem, a short play, a documentary, an episode from a sitcom, a cartoon or comic strip.</p> <p>Task 4: 5% Responding (Set Week 6, due Week 9) In-class essay. You will be required to write on one of the following:</p> <ul style="list-style-type: none"> Compare how two texts from different genres use conventions to influence audience response.

Week	Key teaching points	Syllabus content	Assessment tasks
		<p>proofreading</p> <ul style="list-style-type: none"> using accurate spelling, punctuation, syntax and metalanguage. 	<ul style="list-style-type: none"> Discuss how and why different audiences/readers may make different meanings of one text you have studied. Examine how similar themes/issues/ideas are treated in two texts you have studied. Your answer should give some consideration to language features and generic conventions.
10–13	Students read a range of narrative texts to develop and enhance their understanding of narrative techniques. Through a series of drafts in their writing of a prose narrative, students consider use of language and language features, use of narrative style, development of 'voice', development of ideas and themes and attention to issues, purpose, audience and context.	<p>Create a range of texts:</p> <ul style="list-style-type: none"> transforming and adapting texts for different purposes, contexts and audiences sustaining analysis and argument using appropriate quotation and referencing protocols. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> explaining how meaning changes when texts are transformed into a different genre or medium. 	<p>Task 5: 7% Creating (Set Week 10, due Week 13)</p> <p>In class</p> <p>Select one text you have studied and transform part of this into a different genre, adapting it for a different purpose, context and/or audience. Your text should demonstrate a clear understanding of the language features and textual conventions of your adopted genre.</p>
14	Students learn to comprehend texts and develop arguments.	<p>Create a range of texts:</p> <ul style="list-style-type: none"> sustaining analysis and argument. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different texts represent similar ideas in different ways comparing and evaluating the impact of language features used in a variety of texts and genres. 	<p>Task 6: 6% Creating (Set Week 12, due Week 14)</p> <p>Speaking and listening task</p> <p>Choose two short texts that deal with the same issue, one prose fiction or non-fiction and one multimodal/visual. Using persuasive techniques, argue a case for one text being more effective than the other. Aim for 5–8 minutes in total. You may use audio/visual technology in your presentation.</p> <p>Students are required to respond to questions from the audience.</p>
15			Examination: 10%

Semester 2

Week	Key teaching points	Syllabus content	Assessment tasks
1–4	Students examine how perspectives are presented in texts across a range of modes, mediums, genres and types of texts. They evaluate the way in which particular texts represent points of view and critically appraise the values that underpin them.	<p>Evaluate different perspectives, attitudes and values represented in texts by:</p> <ul style="list-style-type: none"> analysing content, purpose and choice of language analysing the use of voice and narrative point of view exploring other interpretations and aspects of context to develop a considered response. <p>Evaluate how texts offer perspectives through:</p> <ul style="list-style-type: none"> the selection of mode, medium, genre and type of text the ways viewpoints and values are represented the selection of language features that generate empathy or controversy. 	<p>Task 7: 5% Responding (Set Week 1, due end Week 2) In class Three texts will be provided, one prose fiction, one prose non-fiction and one multimodal text. Respond in 250–300 words to each of the three questions below. You must refer to each of the three texts at some stage. Provide brief examples to support your answers where relevant.</p> <ol style="list-style-type: none"> 1. Explain how your context has influenced your reading of one text. 2. Briefly explain how the genre of the text has influenced the development of the perspective offered in two of the three texts. 3. How has the use of language features in one text been effective in shaping your response to that text? <p>Task 8: 5% Responding (Set Week 1, due Week 4) In-class essay Students will be presented with a selection of previously unseen non-fiction texts. Write an essay in which you discuss the language features that generate empathy or controversy in one of the non-fiction texts provided and the possible readings of that text.</p>
5–7	Students explore a range of interpretive texts (for example, feature articles) and text extracts (for example, from longer expository texts) which offer perspectives on the world and which have been created in, and responded to, by audiences in a variety of contexts. Students consider and question how different values, attitudes and assumptions underpin texts.	<p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate language and stylistic features to sustain a personal voice and perspective using nuanced language. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different attitudes and perspectives underpin texts questioning the assumptions and values in texts. 	<p>Task 9: 7.5% Creating (Set Week 5, due Week 7) In-class (one page of notes allowed) Choose a text that you have studied that presents a perspective and, in one paragraph, summarise the values that underpin that perspective. Then, in a form of your choice, create a text that sustains a strong sense of voice while it challenges the perspective presented in the original text.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
8–11	<p>Students will engage in a teacher-directed study of a novel analysing its issues, attitudes, perspectives, values and assumptions and how different readings of that novel vary according to different contexts and audiences. Each student will then be required to choose another text that in some way relates to the novel. Texts may include short stories, feature films, short films, television programs, comics, graphic novels and picture books.</p>	<p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different attitudes and perspectives underpin texts questioning the assumptions and values in texts discussing and evaluating different readings of texts. <p>Investigate and evaluate the relationships between texts and contexts by:</p> <ul style="list-style-type: none"> undertaking close analysis of texts examining how each text relates to a particular context or contexts <p>comparing the contexts in which texts are created and received.</p>	<p>Task 10: 10% Responding (Set Week 8, due Week 11) Speaking and listening task Group work on novel Working in small groups, create a multimodal presentation in which you discuss the connections between the novel and the other texts you have chosen. Focus on representations, issues, attitudes, perspectives, values and/or assumptions of all texts and how different readings of those texts vary according to different contexts and audiences.</p>
12–14	<p>Students examine how arguments are effectively constructed to persuade and engage a particular audience and consider a variety of text types, modes and media, such as print and digital newspaper and magazine articles, essays, speeches and non-fiction persuasive texts.</p>	<p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate language and stylistic features to sustain a personal voice and perspective using nuanced language synthesising ideas and opinions to develop complex argument substantiating and justifying their own responses using textual evidence using appropriate quotation and referencing protocols using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> identifying omissions, inclusions, emphases and marginalisations. 	<p>Task 11: 7.5% Creating (Set Week 12, due Week 14) In class (No notes allowed) Create an interpretive magazine or newspaper article (digital or print) for a specified audience in which you advocate strongly on behalf of a marginalised group. Your clearly structured article should seek to raise awareness of the issues confronting this group and detail what can be done for these issues to be addressed. Your article should be thoroughly researched and supported with factual evidence.</p>
15			<p>Examination 20%</p>