



English General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2025

This document is an extract from the *English General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

Unit description

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

Students:

- explore how text structures and language features convey attitudes and meaning
- examine relationships between context, purpose and audience and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Learning outcomes

By the end of this unit, students:

- examine the ways that perspectives are presented in a range of texts
- understand how language choices influence specific audiences
- create oral, written and multimodal texts that convey a perspective.

Unit content

An understanding of the English General Year 11 course is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Use strategies and skills for comprehending texts, including:

- 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
- identifying facts, opinions, supporting evidence and bias
- understanding the way attitudes and values are presented
- explaining shifts in tone and perspectives and identifying the effect of language choices on an audience.

Consider how different perspectives and values are presented in texts, including:

- the relationships between context, purpose, and audience in a range of texts
- the use of text types, 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, and choice of colour and font style in websites
- the use of narrative techniques, for example, characterisation and narrative point of view.

Use information for specific purposes and contexts by:

- 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.

Create a range of texts by:

- using appropriate vocabulary, spelling and sentence structures
- using personal voice and adopting different viewpoints and/or perspectives to influence audiences
- selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.

Communicating and interacting with others by:

- 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, for example, collaborating using digital tools
- listening actively; being prepared to assert personal views
- applying critical thinking and problem solving cooperatively.