



SAMPLE COURSE OUTLINE

ENGLISH
GENERAL 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 – General Year 11

Unit 1

These units have been programmed over 16 weeks with six tasks per semester. Teachers may reduce the number of tasks and modify task weightings and timing according to their context. While unit content dot points are 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.

Students focus on comprehending and responding to the ideas and information presented in texts.

Week	Key teaching points	Syllabus content	Assessment tasks
1–5	<p>Know how Students locate, comprehend and critically appraise relevant information and ideas from a range of texts found in everyday and workplace contexts. They create a multimodal presentation to communicate ideas and information for a specified purpose, context and audience. (See Suggested Texts – Everyday and Workplace texts.)</p>	<ul style="list-style-type: none"> • Use strategies and skills for comprehending texts. • Consider the ways in which texts communicate ideas. • Use information for specific purposes and contexts. • Create a text to communicate ideas and information. • Communicate and interact with others. • Create texts using written and visual language to shape audience response. 	<p>Task 1: 7.5% (Set Week 1, due Week 3) <i>Responding:</i> In class. View an unseen, complex, informational text that includes infographics and answer questions which assess literal and inferential comprehension skills and basic critical literacy.</p> <p>Task 2: 7.5% (Set Week 1, due Week 5) <i>Creating:</i> In class and at home. Pairs or small groups. Create a multimodal presentation using appropriate language and content to communicate ideas and information for one of the following contexts: everyday, community, social, further education, training or workplace.</p>
6–9	<p>What’s the Story? Students read and view a range of texts to explore how narrative techniques shape audience response in a range of modes and mediums. Text choice could include some of the following: fables, fairy tales, short stories, novels, autobiography, biography, short films, films, TV soap opera, picture books, comics, graphic novels, computer games.</p>	<ul style="list-style-type: none"> • Consider the ways in which texts communicate ideas, attitudes and values. • Consider how texts are constructed to engage and shape audience response. • The use of narrative techniques. 	<p>Task 3: 7.5% (Set Week 6, due Week 8) <i>Responding:</i> In-class short answer responses. Students are provided with an unseen written text and an unseen visual/multimodal text and respond to three short answer questions.</p> <p>Question 1: What is the main idea that is developed in ONE text? Explain with supporting evidence.</p> <p>Question 2: How is one narrative technique used to engage the reader/viewer in ONE text? Explain with supporting evidence.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
			<p>Question 3: Compare the texts provided and explain why you believe one is more engaging to you than the other.</p> <p>Task 4: 5% (Set Week 6, due Week 9) <i>Creating:</i> In class and at home. Maintain a journal based on your personal reading and viewing. Class and homework time allocated. Journal entries for each text must:</p> <ul style="list-style-type: none"> include title, author/creator and when published/made available briefly describe what the text is about (its content and its ideas) consider how particular narrative techniques have shaped your response to the text explain any influence or impact on your life/thoughts/beliefs.
10–12	<p>Why buy? Students explore a range of informational texts that provide comparisons and/or reviews of products and services to explore how these are constructed to communicate information. See Suggested Texts – Everyday and Workplace texts, also:</p> <p>http://www.engadget.com/ http://www.productreview.com.au/ http://www.infochoice.com.au/ http://www.digitaltrends.com/ http://www.cnet.com/au/</p>	<ul style="list-style-type: none"> Locate and extract information from texts. Use strategies and tools for collecting and processing information. Understand how texts are structured to organise and communicate information. 	<p>Task 5: 7.5% (Set Week 10, due Week 12) <i>Responding:</i> Home and in class. Examine a range of informational print texts and/or websites that compare or review a wide range of products and/or services and write a report in which you explain how one of these compares or reviews goods and services effectively. Your report should:</p> <ul style="list-style-type: none"> identify what is effective communication of information in your chosen medium consider the elements of construction in your chosen text and how each element communicates information effectively explain how all elements of the text or website combine to communicate information effectively to the intended audience conclude with a summary of your findings.

Week	Key teaching points	Syllabus content	Assessment tasks
			All argument is to be supported with evidence. Students are also required to provide evidence of research, drafting and editing.
13–16	<p>Look away now Students examine the Australian Council on Children and the Media website, exploring the arguments for and against censorship across a range of written, multimodal, visual texts and/or computer-video games.</p>	<ul style="list-style-type: none"> • Relate texts to personal life and other texts. • Pose and answer questions that clarify meaning and promote deeper understanding of texts. 	<p>Task 6(a): 7.5% (Set Week 13, due mid-Week 15) <i>Creating:</i> Pairs or small groups. Present a radio or television interview or panel discussion which debates the pros and cons of one of the following media codes, standards or guidelines: http://childrenandmedia.org.au/taking-action/media-codes-guidelines-and-standards.</p> <p>Task 6(b): 5% (Set Week 13, due Week 16) <i>Creating:</i> In class, two lessons; notes submitted. Write a letter to the editor arguing for or against one form of censorship. (See http://childrenandmedia.org.au/taking-action/how-to-complain)</p>

Unit 2

Students focus on interpreting ideas and arguments in a range of texts and contexts.

Week	Key teaching points	Syllabus content	Assessment tasks
1–5	<p>News to me Students read and view news bulletins and publications from local, national and international news sources across a range of media. They compare how any two news sources communicate information, ideas and values to their audiences.</p>	<ul style="list-style-type: none"> Summarise ideas and information presented in texts. Consider the ways in which main ideas, values and supporting details are presented in everyday texts. Use persuasive, visual and literary techniques to engage audiences in a range of modes and media. Consider the effects of media, types of texts and text structures on audiences. Planning, organising, drafting and presenting information or arguments for particular purposes and audiences. 	<p>Task 7: 7.5% (Set Week 1, due end Week 3) <i>Creating:</i> In class and home. Evidence required of planning, drafting and editing. Create a digital or print feature article for an overseas publication in which you argue for or against a significant issue e.g. censorship in China, gun control in America, whaling in Japan.</p> <p>Task 8: 7.5% (Set Week 2, due Week 5) <i>Responding:</i> In-class essay. Compare how any two news sources communicate information, ideas and values to their audiences.</p>
6–8	<p>Skilling Me Softly Students research and workshop the employability or ‘soft’ skills and attributes required for employment and further learning.</p>	<ul style="list-style-type: none"> Locate and select information from a range of sources. Identify the relevance and usefulness of each source depending on the context in which used. Use a range of strategies for finding information. Speak coherently and with confidence for different audiences and purposes. Be receptive to others’ ways of thinking and learning. 	<p>Task 9: 10% (Set Week 6, due Week 8) <i>Creating:</i> In class and at home. Pairs or small groups of career interest. Create a presentation to demonstrate employability skills relevant to your chosen potential career area. Each presentation must include at least one role-play scenario featuring relevant employability skills.</p>
9–12	<p>Elementary Students read and view a range of fiction and non-fiction forensic-related texts to foster their critical thinking and inquiry skills. They analyse and evaluate ideas and information and aim to communicate their findings logically and clearly. Activities are designed for students to work both independently and collaboratively. Texts could include fictional texts such as detective fiction, graphic novels and television programs, as well as non-fiction texts such as newspapers, websites, expository texts and documentaries.</p>	<ul style="list-style-type: none"> Identify facts, opinions, supporting evidence and bias. Select text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts. Plan, organise, draft and present information or arguments for particular purposes and audiences. Interact confidently with others. 	<p>Task 10: 7.5% (Set Week 9, due Week 12) <i>Creating:</i> In class and at home with evidence of original work required. Create an engaging narrative in a form of your choice in which forensic principles are used to solve a mystery.</p> <p>Task 11: 7.5% (Set Week 9, due Week 11) <i>Responding:</i> In class and at home. Pairs or small groups. Select a well-publicised crime (solved or unsolved), and research how forensic principles and techniques have been used to solve or attempt to solve it.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
			Deliver the group's findings in a convincing multimodal presentation to the class as though it is being delivered by the prosecution in a courtroom.
13–16	<p>Super-bad Students read and view a range of superhero texts/text extracts across a number of genres and consider how these are constructed to engage their audiences. They explore the ways in which their main ideas and values are presented and examine how super-villains/ super-villainesses have been constructed to generate a response.</p>	<ul style="list-style-type: none"> • Consider the ways in which context, purpose and audience influence meaning. • Identify similarities and differences between own responses to texts and responses of others. • Make inferences from content, text structures and language features. • Consider the use of language features, such as tone, register and style to influence responses. 	<p>Task 12(a): 5% (Set Week 13, due Week 15) <i>Responding:</i> In class and at home. Evidence of planning, drafting and editing must be included. Write an autobiographical extract from the point of view of either a super-villain/villainess OR super-hero/heroine which provides an insight into their character.</p> <p>Task 12(b): 7.5% (Set Week 13, due Week 16) <i>Responding:</i> Oral presentation. Explain how one villain/villainess in a superhero text has been constructed to create an audience response to them and why they may be loved and/or hated.</p>