



SAMPLE COURSE OUTLINE

ENGLISH
GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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.

Unit 1 focuses on students comprehending and responding to the ideas and information presented in a range of texts.

Week	Key teaching points	Syllabus content	Assessment tasks
1–5	<p>Know how</p> <p>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.</p> <p>Refer to the English General Year 11 and 12 suggested text list https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2.</p>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> predicting meaning by interpreting text structures and language features (written, visual and/or audio) relating texts to personal life and other texts. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how texts are constructed for particular purposes, audiences and contexts. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning understanding how texts are structured to organise and communicate information. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and/or workplace contexts. 	<p>Task 1: 7.5% Responding (set Week 1, due Week 3):</p> <p>In class, students 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% Creating (set Week 1, due Week 5):</p> <p>In class and at home, students create a multimodal presentation in pairs or small groups, using appropriate language and content to communicate ideas and information for one of the following contexts: everyday, community, social, further education, training and/or workplace.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
		Communicating and interacting with others by: <ul style="list-style-type: none"> communicating ideas and information clearly working collaboratively and cooperatively. 	
6–9	<p>What’s the story?</p> <p>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, fairytales, short stories, novels, autobiographies, biographies, short films, films, TV soap operas, picture books, comics, graphic novels, computer games etc.</p>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> relating texts to personal life and other texts posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> the ways text structures and language features (written, visual and/or audio) are used to communicate information and shape audience responses 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"> developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar using strategies for planning, proofreading and acknowledging sources. 	<p>Task 3: 7.5% Responding (set Week 6, due Week 8):</p> <p>In class, 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> <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% Creating (set Week 6, due Week 9):</p> <p>In class and at home, students maintain a journal based on their personal reading and viewing. Journal entries for each text must:</p> <ul style="list-style-type: none"> include the title, author/creator and when it was published/made available briefly describe what the text is about (its content and its ideas) consider how particular narrative techniques have shaped their response to the text explain any influence or impact on their life/thoughts/beliefs.

Week	Key teaching points	Syllabus content	Assessment tasks
10–12	<p>Why buy?</p> <p>Students explore a range of informational texts that provide comparisons and/or reviews of products and services, and how these texts are constructed to communicate information.</p> <p>English General Year 11 and 12 suggested text list, or:</p> <ul style="list-style-type: none"> • engadget https://www.engadget.com • ProductReview.com.au https://www.productreview.com.au • InfoChoice http://www.infochoice.com.au • digitaltrends https://www.digitaltrends.com • IBM CNET https://www.cnet.com 	<p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skimming and scanning • understanding how texts are structured to organise and communicate information • using strategies and tools for collecting and processing information, for example, graphic organisers. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • consolidating literacy skills for future pathways • using strategies for planning, proofreading and acknowledging sources. 	<p>Task 5: 7.5% Responding (set Week 10, due Week 12):</p> <p>In class and at home, students 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 they explain how one of these compares/reviews goods and services effectively. The report should:</p> <ul style="list-style-type: none"> • identify what is effective communication of information in the chosen medium • consider the elements of construction in the 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 their findings. <p>All arguments are to be supported with evidence. Students are also required to provide evidence of research, drafting and editing.</p>
13–16	<p>Look away now</p> <p>Students examine the Australian Council on Children and the Media website (http://childrenandmedia.org.au/), exploring the arguments for and against censorship across a range of written, multimodal, visual texts and/or computer/video games.</p>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • relating texts to personal life and other texts • posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar 	<p>Task 6 Part A: 7.5% Creating (set Week 13, due middle of Week 15):</p> <p>In pairs or small groups, students present a radio or television interview or panel discussion which debates the pros and cons of one of the media codes, standards or guidelines mentioned on the Australian Council on Children and the Media website (http://childrenandmedia.org.au/taking-action/media-codes-guidelines-and-standards).</p>

Week	Key teaching points	Syllabus content	Assessment tasks
		<ul style="list-style-type: none"> using text structures and language features (written, visual and/or audio) to communicate ideas and information in a range of written, spoken and multimodal forms. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly adapting listening behaviours for different contexts and purposes. 	<p>Task 6 Part B: 5% Creating (set Week 13, due Week 16):</p> <p>In class, over two lessons, students write a letter to the editor arguing for or against one form of censorship. All notes are to be submitted.</p> <p>Refer to the How to complain about children and the media page on the Australian Council on Children and the Media website http://childrenandmedia.org.au/taking-action/how-to-complain.</p>

Unit 2

Unit 2 focuses 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</p> <p>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>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> consolidating comprehension strategies summarising ideas and information presented in texts. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in texts the effects of text types and text structures on audiences. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar using persuasive techniques and language features (written, visual and/or audio) to engage audiences in a range of modes planning, organising, drafting and presenting information or arguments for particular purposes and audiences. 	<p>Task 7: 7.5% Creating (set Week 1, due end Week 3):</p> <p>In class and at home, students create a digital or print feature article for an overseas publication in which you argue for or against a significant issue; for example, censorship in China, gun control in America, whaling in Japan etc. Evidence required of planning, drafting and editing.</p> <p>Task 8: 7.5% Responding (set Week 2, due Week 5):</p> <p>Students write an in-class essay, comparing how any two news sources communicate information, ideas and values to their audiences.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
6–8	<p>Skilling me softly</p> <p>Students research and workshop the employability or ‘soft’ skills and attributes required for employment and further learning.</p>	<p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and selecting information from a range of sources, and acknowledging these sources • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding information. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> • speaking coherently and with confidence for different audiences and purposes • being receptive to others’ ways of thinking and learning. 	<p>Task 9: 10% Creating (set Week 6, due Week 8):</p> <p>In class and at home, students work in pairs or small groups with similar career interests to create a presentation that demonstrates employability skills relevant to their chosen potential career area. Each presentation must include at least one role-play scenario featuring relevant employability skills.</p>
9–12	<p>Elementary</p> <p>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>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • identifying facts, opinions, supporting evidence and bias. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in texts • planning, organising, drafting and presenting information or arguments for particular purposes and audiences. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> • evaluating the effectiveness of their own contribution to group tasks and activities • interacting confidently with others. 	<p>Task 10: 7.5% Creating (set Week 9, due Week 12):</p> <p>In class and at home, students create an engaging narrative in a form of their choice in which forensic principles are used to solve a mystery. Evidence of original work required.</p> <p>Task 11: 7.5% Responding (set Week 9, due Week 11):</p> <p>In class and at home, students work in pairs or small groups to 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> <p>Students 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.</p>

Week	Key teaching points	Syllabus content	Assessment tasks
13–16	<p>Super bad</p> <p>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 superheroes/heroines or supervillains/supervillainesses have been constructed to generate a response.</p>	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> making inferences from content, text structures and language features identifying similarities and differences between own response to texts and responses of others. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the use of language features (written, visual and/or audio) to influence responses. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar using persuasive techniques and language features (written, visual and/or audio) to engage audiences in a range of modes. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> speaking coherently and with confidence for different audiences and purposes. 	<p>Task 12 Part A: 5% Responding (set Week 13, due Week 15):</p> <p>In class and at home, students write an autobiographical extract from the point of view of either a superhero/heroine or supervillain/supervillainess which provides an insight into their character. Evidence of planning, drafting and editing must be included.</p> <p>Task 12 Part B: 7.5% Responding (set Week 13, due Week 16):</p> <p>Students develop an oral presentation, explaining how one supervillain/supervillainess in a superhero text has been constructed to create an audience response to them and why they may be loved and/or hated.</p>