

COURSE OUTLINE

ENGLISH – ATAR YEAR 11: 2020

UNIT 1 AND UNIT 2

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1-4	<p>Short stories and feature articles</p> <p>Students will analyse interpretations and representations of the future in a range of short stories (Ray Bradbury’s “There Will Come Soft Rains”, “The Pedestrian” and “A Sound of Thunder”) and feature articles.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Fiction conventions (eg. characterisation, symbolism, narrative point of view, setting, language choices, figurative language, vocabulary, tone, structure etc.) Non-fiction conventions (eg. persuasive devices including use of statistics, selection of detail, irony, symbolism, narrative voice, structure, figurative language, tone, structure, diction, visual elements etc.) Genre Context, purpose and audience Imaginative, persuasive and interpretive writing techniques Ideas and perspectives Representations of people and events Essay writing techniques Persuasive and imaginative writing 	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> explaining how texts are created in and for different contexts analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways text structures, language features and stylistic choices are used in different types of texts analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts evaluating the impact of description and imagery. <p>Analyse and evaluate how responses to texts, including students’ own responses, are influenced by:</p> <ul style="list-style-type: none"> purpose, taking into account that a text’s purpose is often open to debate personal, social and cultural context the use of techniques associated with imaginative, interpretive and persuasive texts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts using evidence-based argument 	<p>Task 1: Responding In-class essay on studied short stories and feature articles Term 1, Week 3 9%</p> <p>Task 2: Creating In-class composition of short story or feature article focusing on representations of the future Term 1, Week 4 12%</p>

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			<ul style="list-style-type: none"> using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing textual evidence to assess the purpose and context of texts questioning responses to texts investigating the impact and uses of imaginative, interpretive and persuasive texts. 	
1	5-8	<p>Feature films</p> <p>Students will explore how meaning is communicated in a feature film representing the future (e.g. <i>Gattaca</i>, <i>The Island</i>, <i>Blade Runner</i>, <i>I Am Legend</i>, <i>I, Robot</i>, <i>Surrogates</i>, <i>In Time</i>, <i>Paycheck</i> etc.). This includes analysing how the film is shaped by its purpose, the audiences for whom it is intended and the contexts in which it is created and received.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Film conventions (symbolic, written, audio and technical codes [<i>camera angles</i>, <i>camera distance</i>, <i>camera movement</i>, <i>shot duration</i>, <i>editing</i>, <i>juxtaposition</i>, <i>lighting</i>, <i>special effects</i>]) Context, purpose and audience Intertextuality and genre Structure Attitudes, values and beliefs Ideas and perspectives Representations of people and events Essay writing techniques 	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> explaining how texts are created in and for different contexts analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and perspectives explaining the ways text structures, language features and stylistic choices are used in different types of texts. <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p>	<p>Task 3: Responding In-class comparative essay on a studied short story and film (multimodal text) Term 1, Week 7 8%</p> <p>Task 4: Creating Panel discussion on the feature film Term 1, week 8 11%</p>

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			<ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate personal, social and cultural context the use of techniques associated with imaginative, interpretive and persuasive texts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts drawing on a range of technologies combining visual, spoken and written elements where appropriate using evidence-based argument 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 textual evidence to assess the purpose and context of texts questioning responses to texts investigating the impact and uses of imaginative, interpretive and persuasive texts 	
1	9	<p>Comprehension</p> <p>Students will scrutinise the comprehending section of the exam in which they are required to analyse unseen written and visual texts and respond concisely in approximately 200–300 words for each question.</p>	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> explaining how texts are created in and for different contexts 	<p>Task 5: Responding In-class short answer comprehension of unseen written and visual texts Term 1, Week 9 9%</p>

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		<p>Focus on:</p> <ul style="list-style-type: none"> Fiction conventions (characterisation, symbolism, narrative point of view, language choices, figurative language, vocabulary, tone, structure) Non-fiction conventions (persuasive devices including use of statistics, selection of detail, irony, symbolism, narrative voice, structure, figurative language, tone, structure, diction, visual elements) Visual conventions (language, framing, leading lines, focus, colour, lighting, layout, lettering, symbolism, setting, objects, people) Context, purpose and audience Genre Ideas and perspectives Representations of people and events Short answer responses 	<ul style="list-style-type: none"> analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and perspectives explaining the ways text structures, language features and stylistic choices are used in different types of texts analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts evaluating the impact of description and imagery. <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate personal, social and cultural context the use of techniques associated with imaginative, interpretive and persuasive texts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using evidence-based argument using appropriate quotation and referencing protocols using strategies for planning, drafting, editing and proofreading 	

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			<ul style="list-style-type: none"> using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing textual evidence to assess the purpose and context of texts questioning responses to texts investigating the impact and uses of imaginative, interpretive and persuasive texts. 	
1 2	10 1-3	<p>Novel study</p> <p>Students will read a selected novel and explore how ideas and perspectives are communicated in the text. Suggested novels include <i>Carousel</i> by Brendan Ritchie, <i>Cloudwish</i> by Fiona Wood, <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon, <i>Fireshadow</i> by Anthony Eaton, <i>Lord of the Flies</i> by William Golding, <i>To Kill a Mockingbird</i> by Harper Lee, <i>Montana 1948</i> by Larry Watson, <i>The Lovely Bones</i> by Alice Sebold, <i>Wildcat Falling</i> by Mudrooroo and <i>Animal Farm</i> by George Orwell.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Novel conventions (characterisation, symbolism, narrative point of view, setting, figurative language, structure, tone, language choices, vocabulary, description, imagery) Context, purpose and audience Intertextuality and genre. Attitudes, values and beliefs Ideas and perspectives Representations of people and events 	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> evaluating the choice of mode and medium in shaping the response of audiences. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and perspectives evaluating the impact of description and imagery. <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate personal, social and cultural context the use of techniques associated with imaginative texts. <p>Create a range of texts:</p>	<p>Task 6: Creating In-class narrative composition using appropriate form, content, style and tone Term 2, Week 1 12%</p> <p>Task 7: Responding In-class essay on the studied novel Term 2, Week 3 9%</p>

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Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		<ul style="list-style-type: none"> Essay writing techniques Imaginative writing 	<ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts 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 textual evidence to assess the purpose and context of texts questioning responses to texts investigating the impact and uses of imaginative, interpretive and persuasive texts. 	
2	4		Revision	
2	5-6			Task 8: Examination Semester One examination Term 2, weeks 5-6 30%
2	7-10	Hybrid texts Students will view still images (e.g. advertisements, film posters, book covers, newspaper and magazine photographs, internet sites) and a hybrid text focusing on the role of visual and language features in influencing the way readers respond to ideas, perspectives and representations of subjects. Suggested hybrid texts include <i>Maus</i> by Art Spiegelman, <i>Persepolis</i> by Marjane Satrapi, <i>The Boat</i> by Nam Le and Matt Huynh, <i>The Invisible War</i> by Ailsa Wild, <i>To Kill a Mockingbird</i> by Harper Lee and Fred Fordham and <i>Hidden</i> by Miranda Burton.	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> explaining the relationship between purpose and context analysing the style and structure of texts evaluating the construction of hybrid texts. <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations 	<p>Task 1: Creating In-class composition of a persuasive text that incorporates imaginative techniques Term 2, Week 9 12%</p> <p>Task 2: Responding In-class essay on the studied hybrid text Term 2, Week 10 7%</p>

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		<p>Focus on:</p> <ul style="list-style-type: none"> Language and visual features (eg. objects, body language, size, font, written language, framing, colour, body language, camera angle, lighting, position, clothing, setting, rule of thirds, vectors, salience etc.) Genre Context (e.g. personal, political, social and/or cultural events occurring at the context of production) Ideas, perspectives and voices Values and attitudes Mood Persuasive and imaginative techniques 	<ul style="list-style-type: none"> analysing the effects of using multimodal and digital features analysing how attitude and mood are shaped. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations the ways ideas, attitudes and voices are represented the interplay between imaginative, interpretive and persuasive techniques analysing changing responses to texts over time and in different cultural contexts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences developing and sustaining voice, tone and style 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 the values and attitudes expressed in texts evaluating the effectiveness of texts in representing ideas, attitudes and voices <p>critically examining how and why texts position readers and viewers.</p>	

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3	1-5	<p>Interpretive texts</p> <p>Students will read an interpretive text analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations. Texts include <i>Attitudes and Experiences</i> edited by Deb McPherson, <i>Saltwater</i> by Cathy McLennan, <i>Tuesdays with Morrie</i> by Mitch Albom, <i>Dark Dreams: Australian Refugee Stories</i> edited by Sonja Dechian, Heather Millar and Eva Sallis, <i>The Damage Done</i> by Warren Fellows, <i>Angela's Ashes</i> by Frank McCourt, <i>My Place</i> by Sally Morgan, <i>It's Not about the Bike</i> by Lance Armstrong, <i>Status Anxiety</i> by Alain de Botton and <i>The Lost Boy</i> by Dave Pelzer.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Interpretive text conventions (use of statistics, selection of detail, irony, symbolism, voice, structure, figurative language, tone, structure, diction, visual elements, rhetorical devices) Context, purpose and audience Intertextuality and genre Ideas, perspectives and voices Values and attitudes. Mood Essay writing techniques Interpretive writing techniques 	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> explaining the relationship between purpose and context analysing the style and structure of texts. <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations evaluating the effects of rhetorical devices analysing how attitude and mood are shaped. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations the ways ideas, attitudes and voices are represented the interplay between imaginative, interpretive and persuasive techniques analysing changing responses to texts over time and in different cultural contexts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> experimenting with text structures, language features and multimodal devices developing and sustaining voice, tone and style selecting and applying appropriate textual evidence to support arguments 	<p>Task 3: Responding In-class essay on the studied interpretive text Term 3, Week 4 7%</p> <p>Task 4: Creating In-class composition of an interpretive text sustaining voice, tone and style Term 3, Week 5 12%</p>

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			<ul style="list-style-type: none"> using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage using appropriate quotation and referencing protocols. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing the values and attitudes expressed in texts evaluating the effectiveness of texts in representing ideas, attitudes and voices <p>critically examining how and why texts position readers and viewers.</p>	
3	6-10	Poetry and still images	Compare texts in a variety of contexts, media and modes by:	Task 5: Responding
4	1	<p>Students will study poetry and still images, examining how texts represent ideas, attitudes and voices on the topic of war. Poems include "The Soldier" by Rupert Brooke, "Anthem for Doomed Youth" and "Disabled" by Wilfred Owen, and "The Hero" by Siegfried Sassoon.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Poetic techniques (form, persona, figurative language [<i>personification, simile, metaphor, imagery, symbolism, metonymy, synecdoche</i>], sound devices [<i>rhythm, alliteration, assonance, consonance, onomatopoeia, rhyme, anaphora, epistrophe</i>], prosody [<i>end stop, caesura, enjambment</i>]) Visual conventions (language, framing, leading lines, focus, colour, lighting, layout, lettering, 	<ul style="list-style-type: none"> explaining the relationship between purpose and context analysing the style and structure of texts. <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations evaluating the effects of rhetorical devices analysing how attitude and mood are shaped. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations 	<p>In-class comparative essay on war poetry Term 3, Week 9 7%</p> <p>Task 6: Responding Multi-modal presentation analysing a poem or song and a still image examining how these texts represent ideas, attitudes and voices about a topic of choice Term 4, Week 1 7%</p>

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		<p>symbolism, setting, objects, people, rule of thirds, salience)</p> <ul style="list-style-type: none"> Context, purpose and audience Intertextuality and genre Ideas, perspectives and voices Values and attitudes. Mood Listening and speaking skills 	<ul style="list-style-type: none"> the ways ideas, attitudes and voices are represented analysing changing responses to texts over time and in different cultural contexts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> experimenting with text structures, language features and multimodal devices developing and sustaining voice, tone and style selecting and applying appropriate textual evidence to support arguments using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage using appropriate quotation and referencing protocols. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing the values and attitudes expressed in texts evaluating the effectiveness of texts in representing ideas, attitudes and voices <p>critically examining how and why texts position readers and viewers.</p>	
4	2-4	<p>Revision</p> <p>Students will focus on the composing section and comprehending sections of the exam.</p> <p>Focus on:</p>	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> explaining the relationship between purpose and context analysing the style and structure of texts evaluating the construction of hybrid texts. 	<p>Task 7: Creating</p> <p>In-class composition based on unseen prompts experimenting with text structures and language features</p> <p>Term 4, Week 2</p> <p>11%</p>

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		<ul style="list-style-type: none"> Fiction conventions (characterisation, symbolism, narrative point of view, language choices, figurative language, vocabulary, tone, structure) Non-fiction conventions (persuasive devices including use of statistics, selection of detail, irony, symbolism, narrative voice, structure, figurative language, tone, structure, diction, visual elements) Visual conventions (language, framing, leading lines, focus, colour, lighting, layout, lettering, symbolism, setting, objects, people) Context, purpose and audience Ideas, perspectives and voices Values and attitudes. Mood Short answer responses Imaginative, persuasive and interpretive writing techniques 	<p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations evaluating the effects of rhetorical devices analysing how attitude and mood are shaped. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations the ways ideas, attitudes and voices are represented the interplay between imaginative, interpretive and persuasive techniques. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences experimenting with text structures, language features and multimodal devices developing and sustaining voice, tone and style. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> evaluating the effectiveness of texts in representing ideas, attitudes and voices <p>critically examining how and why texts position readers and viewers.</p>	<p>Task 8: Responding In-class short answer comprehension of unseen written and visual texts Term 4, Week 3 7%</p>
4	5-6			<p>Task 9: Examination Semester Two examination</p>



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				<i>Term 4, Weeks 5-6</i> 30%

NB: Novel to be read before Term 1, Week 10

NB: Hybrid text to be read before Term 2, Week 7. Interpretive text to be read before Term 3, Week 1