



COURSE OUTLINE ENGLISH – YEAR 11 GENERAL: 2021



UNIT 1

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

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	<i>Narrative study – written narratives</i> Weeks 1-5	<p>Narrative study – written and visual texts</p> <ul style="list-style-type: none"> • Students read and view a range of texts to explore how narrative techniques shape audience response in a range of modes and mediums. • Written narratives could include some of the following: fables, fairy tales, short stories, novels, autobiography, and biography • Visual/multimodal narratives could include: short films, films, TV soap opera, picture books, comics, graphic novels, and computer games. • Focus on: <ul style="list-style-type: none"> ○ Ideas presented ○ Attitudes and values communicated ○ Narrative techniques used to engage the reader/viewer ○ Shaping of audience response ○ employ a variety of strategies to assist comprehension ○ read, view and listen to texts to connect, interpret and visualise ideas ○ learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • predicting meaning by interpreting text structures, language features and aural and visual cues • 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 written and visual language features are used to communicate information and influence audiences • how written and visual language features shape audience response • the use of narrative techniques, for example, characterisation and narrative point of view. <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, informational organisers. <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, recording sources of information and proofreading. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> • communicating ideas and information clearly • adapting listening behaviours to different contexts • working collaboratively and cooperatively. 	<p>Task 1: Responding In-class paragraph responses to a given written narrative text Term 1, Week 3 20%</p> <p>Task 2: Creating Create an engaging narrative in a form of your choice (e.g. autobiographical narrative, short story) Term 1, Week 5 20%</p> <p>Task 3: Responding Panel discussion on a visual/multimodal narrative to discuss the ways ideas, attitudes and values are communicated and how audiences are shaped to respond Term 1, Week 9 20%</p>
1	<i>Narrative study – visual/multimodal narratives</i> Weeks 6-9			

<p>2</p> <p>2</p>	<p><i>Products and services – informational texts</i> Weeks 1-3</p> <p><i>Products and services – print ads to promote</i> Weeks 4-6</p>	<p>Products and services</p> <ul style="list-style-type: none"> 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 such as: <ul style="list-style-type: none"> http://www.engadget.com/ http://www.productreview.com.au/ http://www.infochoice.com.au/ http://www.digitaltrends.com/ http://www.cnet.com/au/ Products/services may include mobile phone plans, cars, insurance, electricals, electronics, home loans, internet service providers and home builders Students study print advertisements aimed at promoting products and services Focus on: <ul style="list-style-type: none"> Target audience and appeal Purpose Language features e.g. slogans and catchphrase, adjectives and adverbs, direct address etc. Visual elements Ideas, attitudes and values Organisational features of texts that help the audience to understand the text 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> predicting meaning by interpreting text structures, language features and aural and visual cues 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"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences how written and visual language features shape audience response <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, informational organisers. <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 consolidating literacy skills for the workforce or further training using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts using text structures and language features to communicate ideas and information in a range of media and digital technologies using strategies for planning, recording sources of information and proofreading. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly 	<p>Task 4: Responding Choose an informational text of a product/service and explain, in a written report how it effectively compares/reviews Term 2, Week 3 20%</p> <p>Task 5: Creating Design a print ad that promotes a particular product or service, plus written reflection of created ad Term 2, Week 6 20%</p>
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Unit 1 Assessment Outline

Assessment Type	Assessment Task Weighting	When/due date/ start and submission date	Assessment Task	Syllabus Content
Responding	20%	Term 1, Week 3	Task 1 In-class paragraph responses to a given written narrative text	<ul style="list-style-type: none"> ▪ Use strategies and skills for comprehending texts ▪ the use of narrative techniques, for example, characterisation and narrative point of view ▪ locating and extracting information and ideas from texts, for example, skimming and scanning • posing and answering questions that clarify meaning and promote deeper understanding of the text
Creating	20%	Term 1, Week 5	Task 2 Create an engaging narrative in a form of your choice (e.g. autobiographical narrative, short story)	<ul style="list-style-type: none"> ▪ the use of narrative techniques, for example, characterisation and narrative point of view ▪ using strategies for planning, recording sources of information and proofreading ▪ the ways text structures and written and visual language features are used to communicate information and influence audiences
Responding	20%	Term 1, Week 9	Task 3 Panel discussion on a visual/multimodal narrative to discuss the ways ideas, attitudes and values are communicated and how audiences are shaped to respond	<ul style="list-style-type: none"> ▪ the ways text structures and written and visual language features are used to communicate information and influence audiences ▪ how written and visual language features shape audience response ▪ communicating and interacting with others ▪ relating texts to personal life and other texts
Responding	20%	Term 2, Week 3	Task 4 Choose an informational text of a product/service and explain, in a written report how it effectively compares/reviews	<ul style="list-style-type: none"> ▪ understanding how texts are structured to organise and communicate information ▪ using strategies and tools for collecting and processing information, for example, informational organisers ▪ how social, community and workplace texts are constructed for particular purposes, audiences and contexts
Creating	20%	Term 2, Week 6	Task 5 Design a print ad that promotes a particular product or service, plus written reflection of created ad	<ul style="list-style-type: none"> ▪ using text structures and language features to communicate ideas and information in a range of media and digital technologies ▪ using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts ▪ the ways text structures and written and visual language features are used to communicate information and influence audiences



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UNIT 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	<i>News in the media</i> Weeks 7-11	<p>News in the media</p> <ul style="list-style-type: none"> Students read and view news bulletins and publications from local, national and international news sources across a range of media Compare how news sources communicate information, ideas and values to their audiences Analyse text structures, language features, visual and persuasive techniques used in news publications of various modes and mediums Understand conventions of television news Identify facts, opinions, supporting evidence and bias Press general principles: https://www.presscouncil.org.au/statements-of-principles/ Identify own and others' responses to news Analyse text structures and language features and identify the ideas, arguments and values expressed Consider the purposes and possible audiences of texts 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> consolidating comprehension strategies identifying facts, opinions, supporting evidence and bias making inferences from content, text structures and language features summarising ideas and information presented in texts 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 ways in which main ideas, values and supporting details are presented in social, community and workplace texts the effects of media, types of texts and text structures on audiences the use of language features, such as tone, register and style to influence responses. <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 <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar using persuasive, visual and literary techniques to engage audiences in a range of modes and media 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"> speaking coherently and with confidence for different audiences and purposes evaluating the effectiveness of their own contribution to group tasks and activities interacting confidently with others. 	<p>Task 1: Responding In-class short answer responses to unseen news publications Term 2, Week 8 18%</p> <p>Task 2: Creating Group presentation and role play of a TV news bulletin for a specific audience Term 2, Week 11 17%</p>



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3	Employability Weeks 1-5	<p>Employability – skills and attributes required</p> <ul style="list-style-type: none"> • Students research and understand: <ul style="list-style-type: none"> ○ Soft skills (e.g. personality, attitude, flexibility, motivation, and manners) ○ Transferable skills (e.g. problem solving, team-work, communication, leadership, and technology) ○ Job related skills ○ Attributes required for employment • Locate and read a variety of job advertisements • Compare skills and attributes required/preferred of various jobs and industries 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • consolidating comprehension strategies • identifying facts, opinions, supporting evidence and bias • making inferences from content, text structures and language features • summarising ideas and information presented in texts • 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 ways in which main ideas, values and supporting details are presented in social, community and workplace texts <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 • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar • selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts • planning, organising, drafting and presenting information or arguments for particular purposes and audiences. 	<p>Task 3: Responding Research and write an essay comparing the employability skills and attributes of two careers of interest <i>Term 2, Week 5</i> 16%</p>
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<p>3</p>	<p>Consumer Rights and Regulation, Media codes and censorship Weeks 6-10</p>	<p>Consumer rights and regulation, media codes and censorship</p> <ul style="list-style-type: none"> • Read and comprehend the range of codes and standards for different media (e.g. television, radio, advertising, films, and games) in Australia: <ul style="list-style-type: none"> ○ https://childrenandmedia.org.au/taking-action/media-codes-guidelines-and-standards ○ Guidelines for making a complaint: https://childrenandmedia.org.au/taking-action/how-to-complain • Read and comprehend Australian Consumer Law (ACL) <ul style="list-style-type: none"> ○ https://www.commerce.wa.gov.au/consumer-protection/shopping ○ Guidelines for making a complaint: ○ https://www.commerce.wa.gov.au/consumer-protection/consumer-complaint-checklist ○ Letter of complaint samples: https://www.commerce.wa.gov.au/consumer-protection/complaint-letter-samples • Text structure, language features, and persuasive devices of complaint letters • Purpose and audience • Examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received • Use of supporting evidence 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • consolidating comprehension strategies • identifying facts, opinions, supporting evidence and bias • making inferences from content, text structures and language features • summarising ideas and information presented in texts • 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 ways in which main ideas, values and supporting details are presented in social, community and workplace texts • the effects of media, types of texts and text structures on audiences • the use of language features, such as tone, register and style to influence responses. <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 • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar • using persuasive, visual and literary techniques to engage audiences in a range of modes and media • selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written 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"> • speaking coherently and with confidence for different audiences and purposes • being receptive to others’ ways of thinking and learning • evaluating the effectiveness of their own contribution to group tasks and activities • interacting confidently with others 	<p>Task 4: Responding Debate in a panel discussion, the pros and cons of media codes, standards and/or guidelines referring to specific songs, films, advertisements, computer games and/or TV shows as examples to support argument Term 3, Week 8 16%</p> <p>Task 5: Creating Write a letter of complaint Term 3, Week 10 17%</p>
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4	<p>Work and Road Safety Weeks 1-4</p>	<p>Work and Road Safety</p> <ul style="list-style-type: none"> • Examine Australian websites detailing safety guides and regulations such as: <ul style="list-style-type: none"> ○ Safe work Australia https://www.safeworkaustralia.gov.au/ ○ Occupational health and safety http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/wa/consol_act/osaha1984273/ ○ Road safety commission https://www.rsc.wa.gov.au/ • View vlogs and understand its conventions <ul style="list-style-type: none"> ○ Structure ○ Use of facts, supporting evidence, opinions and bias ○ Language features ○ Persuasive devices ○ Visual techniques ○ Tone, register and style ○ Ideas, arguments and values expressed 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • consolidating comprehension strategies • identifying facts, opinions, supporting evidence and bias • making inferences from content, text structures and language features • summarising ideas and information presented in texts • 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 ways in which main ideas, values and supporting details are presented in social, community and workplace texts • the effects of media, types of texts and text structures on audiences • the use of language features, such as tone, register and style to influence responses. <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 • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar • using persuasive, visual and literary techniques to engage audiences in a range of modes and media • selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written 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"> • speaking coherently and with confidence for different audiences and purposes • being receptive to others' ways of thinking and learning 	<p>Task 6: Creating Create a vlog to promote safety for a particular context and audience Term 4, Week 4 16%</p>
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Unit 2 Assessment Outline

Assessment Type	Assessment Task Weighting	When/due date/ start and submission date	Assessment Task	Syllabus Content
Responding	18%	Term 2, Week 8	Task 1 In-class short answer responses to unseen news publications	<ul style="list-style-type: none"> ▪ identifying facts, opinions, supporting evidence and bias ▪ making inferences from content, text structures and language features ▪ the effects of media, types of texts and text structures on audiences ▪ using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar
Creating	17%	Term 2, Week 11	Task 2 Group presentation and role play of a TV news bulletin for a specific audience	<ul style="list-style-type: none"> ▪ create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media ▪ the use of language features, such as tone, register and style to influence responses ▪ speaking coherently and with confidence for different audiences and purposes
Responding	16%	Term 2, Week 5	Task 3 Research and write an essay comparing the employability skills and attributes of two careers of interest Term 2, Week 5	<ul style="list-style-type: none"> ▪ summarising ideas and information presented in texts ▪ locating and selecting information from a range of sources ▪ selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts ▪ the ways in which main ideas, values and supporting details are presented in social, community and workplace texts
Responding	16%	Term 3, Week 8	Task 4 Debate in a panel discussion, the pros and cons of media codes, standards and/or guidelines referring to specific songs, films, advertisements, computer games and/or TV shows as examples to support argument	<ul style="list-style-type: none"> ▪ the use of language features, such as tone, register and style to influence responses. ▪ planning, organising, drafting and presenting information or arguments for particular purposes and audiences ▪ being receptive to others' ways of thinking and learning ▪ evaluating the effectiveness of their own contribution to group tasks and activities ▪ interacting confidently with others
Creating	17%	Term 3, Week 10	Task 5 Write a letter of complaint Term 3, Week 10	<ul style="list-style-type: none"> ▪ using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar ▪ selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts ▪ the ways in which main ideas, values and supporting details are presented in social, community and workplace texts ▪ identifying the relevance and usefulness of each source depending on the context in which used
Creating	16%	Term 4, Week 4	Task 6 Create a vlog to promote safety for a particular context and audience	<ul style="list-style-type: none"> ▪ planning, organising, drafting and presenting information or arguments for particular purposes and audiences ▪ using persuasive, visual and literary techniques to engage audiences in a range of modes and media ▪ locating and selecting information from a range of sources ▪ speaking coherently and with confidence for different audiences and purposes