



COURSE OUTLINE
ENGLISH – FOUNDATION YEAR 11 2021
UNIT 2



Term	Week	Topic and key teaching points	Syllabus content	Assessment
2 3	10-11 1-4	<p>Literacy for everyday personal contexts</p> <p>Students view a feature film and visual texts that portray traditional villains as heroes.</p> <p>Students reflect on how popular culture reflects and transmits values and influences how we see the world. They analyse how film conventions are used to appeal to an imagined audience and evoke empathy for a villain.</p>	<p>When producing texts, students learn:</p> <ul style="list-style-type: none"> • How to use language, including appropriate spelling, punctuation and grammar. • How to spell effectively. • How and when to use punctuation. • How to learn and use concepts of English grammar. • How to shape language for particular purposes and audiences. • How to shape or structure a text to make it work. • Why a particular form is appropriate. • How to use the conventions of a particular form. • How to promote values and attitudes. • How to reflect on the strengths and weaknesses of texts created. <p>How texts can be interpreted in different ways.</p>	<p>Task 6: Writing. In class and at home. Write a narrative using a character from the studied film. E.g. alternative ending, different setting or point of view. Term 3 Week 4 10%</p>
3	5-8	<p>Literacy for Work</p> <p>Students read and discuss a graphic novel exploring themes relevant to a workplace.</p> <p>They analyse the appeal of visual storytelling with a focus on purpose and target audience. Students will investigate the structure, layout, visual language, dialogue and symbolism etc. used to communicate ideas and themes.</p>	<p>When producing texts, students learn:</p> <ul style="list-style-type: none"> • How to shape language for particular purposes and audiences. • How to shape or structure a text to make it work. • Why a particular form is appropriate. • How to use the conventions of a particular form. • How to promote values and attitudes. <p>How to reflect on the strengths and weaknesses of texts created.</p>	<p>Task 7: Writing. In class and at home. Students will produce an epilogue to the graphic novel (double page spread). Term 3 Week 8 15%</p>

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3 4	9-10 1-2	<p>Literacy for community participation Students will read and analyse a variety of non-fiction texts about the impact of social media on the real world (positive and negative).</p> <p>Students will examine and evaluate their own use of social media in everyday interactions. They will consider the implications of social media across different contexts including education and the workplace.</p> <p>Students will complete in-class short answer responses to one documentary studied in class.</p>	<p>When reading texts, students learn:</p> <ul style="list-style-type: none"> • How texts work. • Why texts use a particular form. • How texts use the conventions of a particular form. • How texts use language for particular purposes and audiences. • How texts promote values and attitudes. • How to discuss what has been learned about how texts work. <p>How texts can be interpreted in different ways.</p>	<p>Task 8: Reading. In class, two lessons, notes submitted. Short answer responses to a non-fiction text. Term 4 Week 2 10%</p>
4	3-6	<p>Literacy for everyday personal contexts.</p> <p>Students read and view a range of non-fiction texts to develop their inquiry skills in an investigation into a well-publicised crime and forensic techniques. They analyse and evaluate information and communicate findings logically and clearly in an engaging multimodal presentation. Students may work independently and/or collaboratively. Assessment will provide preparation for OLNA and future EST and include a speaking and listening component.</p>	<p>When reading texts, students learn:</p> <ul style="list-style-type: none"> • How to shape or structure an oral text for particular purposes and audiences. • Why a particular form is appropriate. • How to use the spoken language conventions of a particular form. • How to use spoken language techniques for particular purposes and audiences. • How to listen attentively and purposefully. • How to promote values and attitudes. <p>How to engage in a variety of speaking and listening scenarios.</p>	<p>Task 9: Oral Communication. In class and at home. Students will prepare a multimodal presentation and submit evidence of their process (planning, drafting and editing). Term 4 Week 6 15%</p>