Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1-6	COMPREHENDING		
	1-3	*Representations of the Future;* short stories and feature articles 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. Focus on: • 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 etc.) • Genre • Context, purpose and audience • Imaginative, persuasive and interpretive writing techniques • Ideas and perspectives • Representations of people and events • Short answer writing techniques	Investigate the relationships between language, context and meaning by: • 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. Examine the language, structure and features of imaginative, interpretive and persuasive texts, including: • 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. Analyse and evaluate how responses to texts, including students' own responses, are influenced by: • 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.	Task 1: Responding In-class short answer comprehension of unseen *written* texts. Term 1 Week 3 7%
1	4- 6	*Representations of the Future;* still images Students will analyse interpretations and representations of the future in a range of still images.	Create a range of texts: • using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts	Task 2: Responding In-class short answer comprehension of unseen *visual* texts. Term 1 Week 6 7%

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		Focus on: • Visual conventions (language, framing, leading lines, focus, colour, lighting, layout, lettering, symbolism, setting, objects, people) • Context, purpose and audience • Genre • Ideas and issues • Representations of people and events • Short answer responses	• using evidence-based argument • using accurate spelling, punctuation, syntax and metalanguage. **Reflect on their own and others' texts by:** • 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	7-9 1-2	*Representations of the Future;* Feature films/Drama mini-series (one episode/pilot episode) Students will explore how meaning is communicated in a feature film or an episode of a drama mini-series representing the future (e.g. *Gattaca, The Island, Blade Runner, I Am Legend, I, Robot, The 100, War of the Worlds,* etc.). This includes analysing how the text is shaped by its purpose, the audiences for whom it is intended and the contexts in which it is created and received. Focus on: • Film conventions (symbolic, written, audio and technical codes [*camera angles, camera distance, camera movement, shot duration, editing, juxtaposition, lighting, special effects*]) • Context, purpose and audience • Intertextuality and genre • Structure • Attitudes, values and beliefs • Ideas and perspectives	**Investigate the relationships between language, context and meaning by:** • 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. **Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:** • 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. **Analyse and evaluate how responses to texts, including students' own responses, are influenced by:** • purpose, taking into account that a text's purpose is often open to debate	**Task 3: Responding** Essay on feature film/drama mini-series. *One of the question choices will be a comparison question.* Term 1 Week 9 7% **Task 4: Creating** Panel discussion on the feature film and short stories Term 2 Week 2 9%

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		• Representations of people and events • Essay writing techniques	• personal, social and cultural context • the use of techniques associated with imaginative, interpretive and persuasive texts. **Create a range of texts:** • 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. **Reflect on their own and others' texts by:** • 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	

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	3-6	*Representations of the Future;* Interpretive texts Students will read an interpretive text analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations. Texts include *Attitudes and Experiences* edited by Deb McPherson, *Saltwater* by Cathy McLennan, T*uesdays with Morrie* by Mitch Albom, *Dark Dreams: Australian Refugee Stories* edited by Sonja Dechian, Heather Millar and Eva Sallis, *The Damage Done* by Warren Fellows, *Angela's Ashes* by Frank McCourt, *My Place* by Sally Morgan, *It's Not about the Bike* by Lance Armstrong, *Status Anxiety* by Alain de Boton and *The Lost Boy* by Dave Pelzer. Focus on: • 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	Compare texts in a variety of contexts, media and modes by: • explaining the relationship between purpose and context • analysing the style and structure of texts. Investigate the representation of ideas, attitudes and voices in texts, including: • 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. Analyse and evaluate how and why responses to texts vary through: • 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. Create a range of texts: • 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	Task 5: Creating In-class composition of an interpretive text sustaining voice, tone and style **Term 2 Week 6** 9%

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
			• using accurate spelling, punctuation, syntax and metalanguage • using appropriate quotation and referencing protocols. **Reflect on their own and others' texts by:** • analysing the values and attitudes expressed in texts • evaluating the effectiveness of texts in representing ideas, attitudes and voices • critically examining how and why texts position readers and viewers.	
2	7	Revision of Semester One in preparation for exams.		Assessment Free Week
2	8-9	Semester One Exam		Task 6: Exam Three-hour exam; comprehending, responding and composing. **Term 2 Weeks 8-9** **15%**
2	10	Review of Semester One exam performance Students will review their performance in the semester one exams. Teachers will work closely with students as they unpack the exam, carefully working their way through the marker's report, good answers and rewriting sections of the exam as part of their study.		

| 2 3 | 11 1-5 | *World Events (Perspective);* novel study/hybrid text

 Students will read a selected novel/hybrid text and explore how ideas and perspectives are communicated in the text to shape meaning.

 Focus on:
 • 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
 • Essay writing techniques
 • Imaginative writing | **Investigate the relationships between language, context and meaning by:**
 • evaluating the choice of mode and medium in shaping the response of audiences.

 Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:
 • explaining the ways language features, text structures and conventions communicate ideas and perspectives
 • evaluating the impact of description and imagery.

 Analyse and evaluate how responses to texts, including students' own responses, are influenced by:
 • 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.

 Create a range of texts:
 • 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.

 Reflect on their own and others' texts by:
 • 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. | Task 7: Creating
 In-class narrative composition using appropriate form, content, style and tone
 Term 3 Week 2
 9%

 Task 8: Responding
 In-class essay on the studied novel
 Term 3 Week 5
 7% |

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
3	6-10	*World Events (Perspective)*; speeches and documentaries Through a study of rhetoric and visual text conventions, students will consider how texts represent the world and human experience, analysing the representation of ideas, attitudes and voices in a variety of contexts, media and modes. Focus on: • 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 appropriate quotation and referencing protocols • using strategies for planning, drafting, editing and proofreading • using accurate spelling, punctuation, syntax and metalanguage.	Investigate the relationships between language, context and meaning by: • 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 **Examine the language, structure and features of imaginative, interpretive and persuasive texts, including;** • 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 **Analyse and evaluate how responses to texts, including students' own responses, are influenced by;** • 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.	Task 9: Responding In-class short answer response. **Term 3 Week 10** **7%**
4	1-4	Comparative Tutorial – ATAR Texts Students will review their course work and studied texts from the year. Students, in pairs, present a tutorial investigating	Compare texts from similar or different genres and contexts by: • analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts.	Task 10: Creating Multimodal tutorial (oral presentation) on studied texts **Term 4 Week 4** **8%**

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		how different texts explore similar themes, issues ideas and/or concepts. Students will also explore their interpretation of texts. Students will be required to prepare a summary handout for their peers. This will become a study tool for the exams.	**Analyse and critically appraise how the conventions of texts influence responses, including:** • the ways language patterns can create shades of meaning **Reflect on their own and others' texts by:** analysing and evaluating how different texts represent similar ideas in different ways	
4	5	Revision of Semester Two in preparation for exams.		Assessment Free Week
4	6-7	Semester Two Exam		Task 11: Exam Three-hour exam; comprehending, responding and composing. Term 4 Weeks 6-7 15%

NB: Novel to be read before Term 2 Week 11.